



# Unit 1

## Indoors and Outdoors

### ► Vocabulary

#### Free-Time Activities

chatting, climbing, going to the movies, having picnics, listening to music, playing video games, sightseeing, skateboarding, surfing the web, taking pictures



### ► Grammar Focus

#### Present Simple

Tricia reads every day.

Peter doesn't speak French.

#### Present Continuous

He's playing a board game.

Are they sleeping? No, they aren't.

### ► Social and Emotional Learning / Value

#### Collaboration / Mutual Respect

Respect others' opinions even when you disagree.



### ► Everyday Language

#### Agreeing and Disagreeing

Skateboarding is a lot of fun.

I love skateboarding, too!

Really? I prefer board games.



# Unit 1

## Indoors and Outdoors

**Vocabulary** *Free-Time Activities:* chatting, climbing, going to the movies, having picnics, listening to music, playing video games, sightseeing, skateboarding, surfing the web, taking pictures

### Warm-Up

Write the following questions on the board: *What's your favorite sport? What's your favorite video game? What's your favorite movie? What's your favorite TV show? What's your favorite book/story/fairy tale/comic? What's your favorite kind of music?* Tell students to read the questions silently and think of the answers without saying them aloud. Invite a volunteer to choose a question, read it and answer it. The rest of the class should listen and clap or raise their hands if their answer is the same. Continue until most students have participated.

### Class Activities



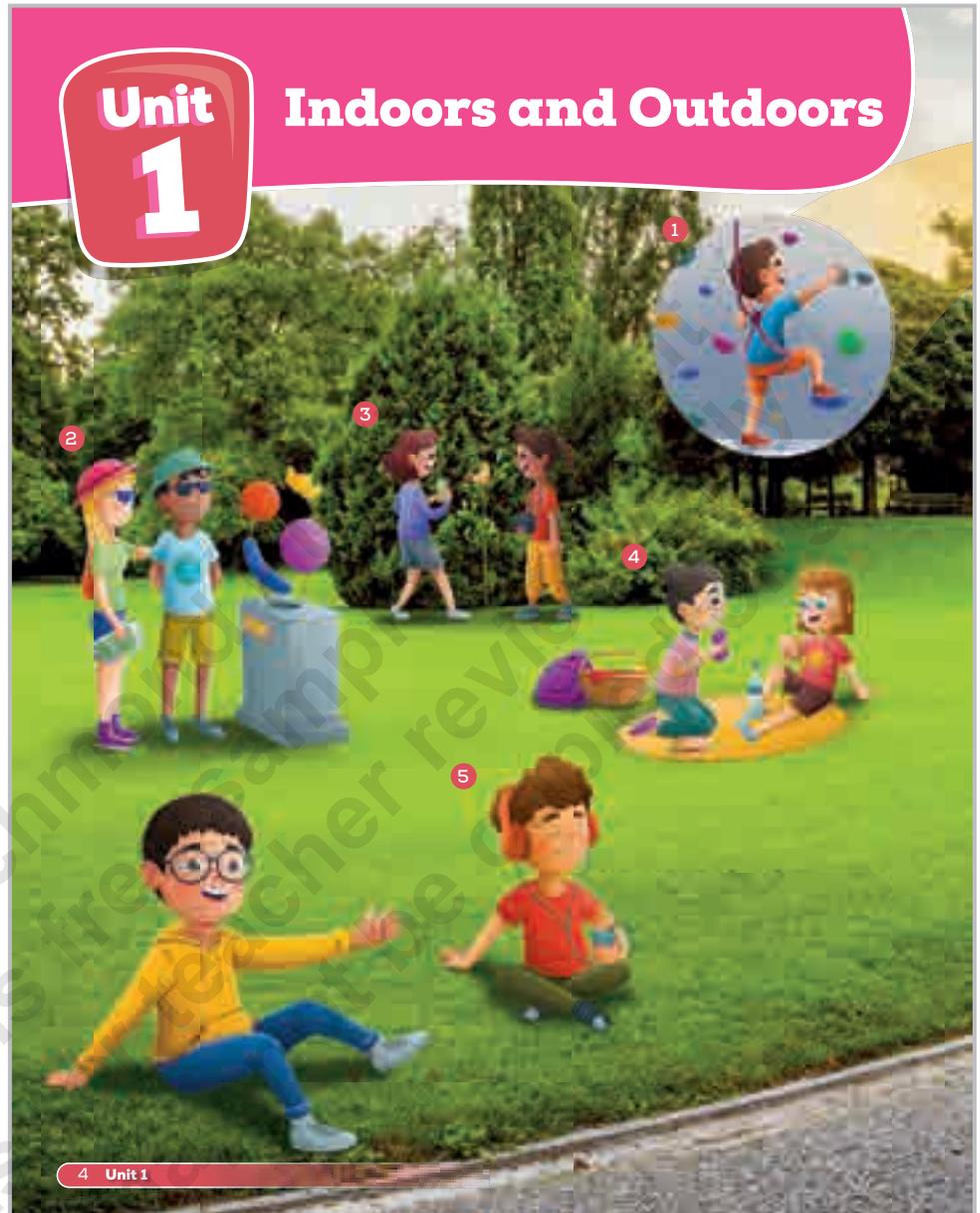
**Materials** Unit 1 i-Flashcards



### Vocabulary Presentation

Present each free-time activity one by one using the flashcards. Display each free-time activity and have students listen to its name and repeat it chorally and individually. When they finish, describe the activities in random order for students to guess and repeat each name once more: *You do this when you take food to the park to eat with your friends.*

Have students work individually to place the Unit 1 Stickers in the correct spaces on the Unit Opener. Play Track 1 for students to check their answers.



### Track 1

1. climbing
2. sightseeing
3. taking pictures
4. having picnics
5. listening to music
6. surfing the web
7. going to the movies
8. playing video games
9. skateboarding
10. chatting

### Oral Practice

Ask students what the Unit Opener picture shows (*some children having fun and doing different free-time activities*). Invite students to say which activities are usually done outdoors and which ones indoors, or which can be done in both places. Introduce the level characters. Explain that the girl's name is Brianna and the boy's name is Joshua. Ask what they are doing and what they might be

saying (*Brianna's talking to the girl who is skateboarding, and she might be saying "Well done!" Joshua is sitting on the grass and looking at the children having fun*). Divide the class into pairs and have students take turns pointing to the free-time activities and saying their names.

Finally, say the name of each free-time activity one by one and have different volunteers tell you which ones they like or don't like.



### Written Practice

Begin spelling one of the free-time activities: *S-K-A ...* Have a volunteer say the word and finish spelling it: *skateboarding, S-K-A-T-E-B-O-A-R-D-I-N-G*. If the spelling is correct, display the corresponding flashcard. Students should



write the word in their notebooks. Play again with a different free-time activity and a different volunteer.

### Wrap-Up

Play **Memory** from the Game Generator with the class to practice *Free-Time Activities* vocabulary.

### Optional Activity

Play **Use Mime** (see page ix) with *Free-Time Activities* vocabulary.

### Picture Dictionary 62

Assign page 112 as homework. Students label the pictures first and listen to Track 62 to check their answers.

### Track 62

- |                        |                        |
|------------------------|------------------------|
| 1. chatting            | 6. playing video games |
| 2. climbing            | 7. sightseeing         |
| 3. going to the movies | 8. skateboarding       |
| 4. having picnics      | 9. surfing the web     |
| 5. listening to music  | 10. taking pictures    |

# Vocabulary and Grammar

1 Unscramble the words and number the pictures.

1 bimcnqli  
climbing

2 inigsehtseg  
sightseeing

3 tnakig ictupres  
taking pictures

4 ainhgv icscipn  
having picnics

5 nistlenig ot umcsi  
listening to music

6 gurfisn hte bew  
surfing the web

7 ogngi ot het omisev  
going to the movies

8 alypngi devio easgm  
playing video games

9 saingbokrdate  
skateboarding

10 tanchitg  
chatting



Listen and check your answers. 1

2 Listen and follow along. 2

## ► Everyday Language



Role-play similar dialogues using the actions from Activity 1.

Answers will vary.

## ► Vocabulary and Grammar

### Vocabulary *Free-Time Activities*

**Everyday Language** *Agreeing and Disagreeing*: I love playing video games! Really? I prefer board games. I think sightseeing is boring. I disagree. Skateboarding is a lot of fun. I agree. I love skateboarding, too!



### Warm-Up

#### Materials Unit 1 i-Flashcards

Display the flashcards one by one while you elicit the corresponding words. Have students work in small teams and ask them to write the names of the activities in alphabetical order. The first team to arrange the words correctly wins.

### Class Activities

#### 1 Unscramble the words and number the pictures.

Direct students' attention to the pictures and the scrambled words and phrases. Have a volunteer unscramble the first word: *climbing*. Tell students to number the corresponding picture. Then ask a volunteer to write the unscrambled word on the board. Divide the class into pairs and have them unscramble the remaining words and phrases, and number the pictures.

#### • Listen and check your answers. 1

Invite different volunteers to write their answers on the board. Play Track 1 for students to check that they unscrambled the words and phrases correctly. Confirm the spelling with the class. Then elicit the numbers from left to right in each row of pictures so that students can check if they matched the words and phrases with the pictures correctly.

### ► Everyday Language

#### 2 Listen and follow along. 2

Invite the class to look at the scenes. Play Track 2 and encourage students to follow along. Ask what free-time activities the characters are talking about (*video games, board games, sightseeing and skateboarding*). Have students look at the three scenes again and say if all the children have the same likes and dislikes (*some are similar and some are different*). Have students look at the first scene, and ask if the boy and the girl like the same things (*the boy likes video games and the girl prefers board games*). Ask what words the girl uses to show she does not have the same likes as the boy (*I prefer*). Follow the same procedure with scenes two and three. Play Track 2 one more time and tell students to pay attention to the tone of voice the speakers use to show agreement or disagreement. Finally, have different pairs act out the scenes.

#### • Role-play similar dialogues using the actions from Activity 1.

Divide the class into pairs. Tell them to create similar dialogues using the free-time activities from Activity 1. Have students role-play their dialogues for the class. Encourage the use of a correct tone of voice to express agreement or disagreement.



### Wrap-Up

Play **Guess the Word** (see page viii) with the class, using *Free-Time Activities* vocabulary.



### Flip It

**Materials** A large photo of a boy or girl doing indoor climbing  
**Preparation** Choose two or three educational websites for children that provide information about climbing.

Display the picture of the boy or girl and ask the following questions: *Can you practice climbing indoors or outdoors? Do you need special equipment to practice it? Are there any safety measures you need to follow? Are there places in your area where you can practice climbing?* Accept all answers. Give students the website links and tell them to write the questions in their notebooks and investigate the answers at home for the next lesson. They should take notes and be able to talk about their research in the following class.



### Extra Practice Activity 1

Students are now ready to do EPA 1 for Unit 1 on the RLP.

### Workbook

Assign page 4 as homework or work on this page during class.

- 1 1 playing video games 2 listening to music 3 chatting 4 taking pictures 5 climbing 6 skateboarding 7 sightseeing 8 surfing the web 9 going to the movies 10 having picnics
- 2 Left to right: 3, 1, 2

## ► Vocabulary and Grammar

**Vocabulary** *Free-Time Activities*

**Other Key Vocabulary** *Actions:* have a pet, speak Spanish, speak French, exercise, play board games

**Grammar Focus** *Present Simple*

### Present Simple

We use the present simple to describe people's habits or routines. In this unit, students will describe the habits of different children.

Tricia	reads	every day.
Peter	doesn't speak	French.

**Common error:** She like animals and flowers.



### Warm-Up

If students researched climbing at home (see optional **Flip It** activity in the previous lesson on page T 6), divide the class into four groups. Assign each group one question and have them discuss the information they found. Have each group share its information with the class.

If students didn't do research, write on the board:

1. *Playing board games is* \_\_\_\_\_.
2. *I* \_\_\_\_\_ *climbing.*
3. *I think chatting with friends is* \_\_\_\_\_.
4. *I* \_\_\_\_\_ *sightseeing.*
5. *Riding a bike is not* \_\_\_\_\_.

Have students copy the sentences and complete them using the words *fun, love, like, don't like* and *boring*. Say the numbers of the sentences in random order for volunteers to read their sentences. Have other students agree or disagree.

### Class Activities

#### 3 Listen and choose T (Tricia), P (Peter) or B (Both). 3

Ask students to look at the picture and describe it. Point out the question word *Who*. Invite students to explain when we use it (*to ask about a person*). Have students read the instructions and say the names of the children (*Tricia and Peter*). Then read the questions with the class. Help with meaning if necessary. Tell students that they will choose the corresponding letter for each question. Play Track 3. Finally, check answers with the class.

#### Track 3

**GIRL:** And who's there climbing the wall?

**BOY:** They're Tricia and Peter. They're my best friends.

**GIRL:** Are they older than you?

**BOY:** No, they're ten, like me.

**GIRL:** I like Peter's blue eyes. He's very handsome.

**BOY:** He's very intelligent. He speaks English and Spanish.

**GIRL:** What about Tricia?

**BOY:** She has beautiful brown eyes. She speaks English and French. And she loves taking pictures. She takes pictures of animals and flowers. She also likes indoor activities. We play board games on Sundays with Peter and other friends.

**GIRL:** Wow! What else do you do?

**BOY:** Peter doesn't have a pet. So, Peter comes to my house. He loves playing with my dog, Sony. Look, here's a photo of Sony and Peter playing.

**GIRL:** It's funny! (fade out)

#### • Write sentences using the prompts.

Draw students' attention to the prompts and the example. Have them elicit the second sentence: *Tricia and Peter play board games*. Tell students to write the remaining sentences. Ask students to compare answers in pairs. Have volunteers read the sentences to the class. Read the **Grammar Focus** box and have students notice the *s* at the end of the verb in the affirmative form when using *He* or *She*. Remind them that we don't use the *s* in the negative form with *doesn't*.

#### 4 Write your opinion about these activities in your notebook.

Invite volunteers to read the activities in the list. Have a volunteer provide a sentence giving his or her opinion: e.g., *Having a pet is fun*. Allow time for students to write their sentences. Then have different students read their sentences aloud and correct if necessary.

#### • Agree or disagree with your classmates' opinions.

Ask two volunteers to read the example. Elicit other answers to Student A, such as *I disagree. I think speaking French is easy*. Divide the class into pairs and have them agree and disagree. Have some pairs act out their conversations for the class.

### Wrap-Up

Play **Correcting Mistakes** (see page ix) with the following sentences:

1. *Tommy don't have a pet.*
2. *Rita have blue eyes.*
3. *Amy and I loves chatting.*
4. *Kyle and Mark doesn't have a pet.*
5. *Sylvia speak English and French.*

#### Key

1. *Tommy doesn't have a pet.*
2. *Rita has blue eyes.*
3. *Amy and I love chatting.*
4. *Kyle and Mark don't have a pet.*
5. *Sylvia speaks English and French.*

### Optional Activity

Elicit one free-time activity and write it on the board. Select five volunteers. Ask each volunteer to give his or her opinion about the activity by telling the truth or a lie. The class votes on whether each volunteer is telling the truth. If most of the class guesses correctly, everyone earns a point. If the majority guess incorrectly, the volunteers earn a point. Repeat using other free-time activities. The group with the most points at the end (class or volunteers) wins.

### Workbook

Assign page 5 as homework or work on this page during class.

- 3 1 play video games 2 have a pet 3 take pictures 4 listen to music 5 go to the movies 6 speak French
- 1 Tina speaks French. 2 Tina doesn't take pictures. 3 Tina plays video games. 4 Mark doesn't / Mark does not listen to music. 5 Mark goes to the movies. 6 Mark doesn't / Mark does not have a pet.
  - 1 you speak 2 Yes 3 Do you 4 do 5 Do you 6 don't 7 Do you go to the movies

**3** Listen and choose *T* (Tricia), *P* (Peter) or *B* (Both).  3

Who ...

speaks Spanish? T **P** B

has blue eyes? T **P** B

speaks French? **T** P B

takes pictures of animals and flowers? **T** P B

plays board games? T P **B**

doesn't have a pet? T **P** B



**Write sentences using the prompts.**

**1**   
French

Peter doesn't speak French.

**2**   
board games

They both play board games.

**3**   
pictures

Tricia takes pictures of animals and flowers.

**4**   
a pet

Peter doesn't have a pet.

**5**   
Spanish

Tricia doesn't speak Spanish.

**6**   
blue eyes

Peter has blue eyes.

**4** Write your opinion about these activities in your notebook. *Answers will vary.*

have a pet	play video games
go to the movies	speak French
exercise	surf the web

**▶ Grammar Focus**

**Present Simple**

- Tricia reads every day.
- Peter doesn't speak French.



**Agree or disagree with your classmates' opinions.**

**Student A:** I think speaking French is difficult.

**Student B:** I agree!

**1** Look and correct the statements.



- 1 The hippo is playing soccer. The hippo is playing a board game.
- 2 The cat is skateboarding. The cat is climbing a tree.
- 3 The dog and the tiger are sightseeing. The dog and the tiger are having a picnic.
- 4 The tiger is surfing the web. The tiger is reading a book.



Test your memory. Ask questions about the picture. *Answers will vary.*

**Student A:** What's the monkey doing?

**Student B:** He's playing a board game.

## ► Grammar Focus

### Present Continuous

- What's the hippo doing?  
He's playing a board game.
- Are they sleeping? No, they aren't.

**2** Answer the questions.



1 Is he surfing the web?  
No, he isn't.



2 Are they having a picnic?  
No, they aren't.



3 Is she listening to music?  
Yes, she is.

## ► Vocabulary and Grammar

**Vocabulary** *Free-Time Activities*  
**Grammar Focus** *Present Continuous*

### Present Continuous

We use the present continuous to talk about activities happening at the moment of speaking. We form the present continuous with the verb *to be* and the *-ing* form of the main verb. In this unit, students will describe what some people and animals are doing in different scenes.

He	is playing	a board game.
Are	they	sleeping?
What	is the hippo	doing?
Who	is	playing the guitar?

**Common errors:** Clara isn't eat. Rita and Tom isn't listening to music.

### Warm-Up

**Materials** Unit 1 i-Flashcards

Display the flashcards and have students play **Snowman** (see page viii) with the names of the free-time activities. Use each activity only once.

### Class Activities

#### 1 Look and correct the statements.

Direct students' attention to the scene and encourage them to name the activities that they see (*climbing, playing a board game, having a picnic, reading*). Elicit the names of the animals. Then invite a volunteer to read the first sentence aloud. Ask what is wrong with the statement (*the hippo is playing a board game*). Write the correct statement on the board. Have students correct the remaining sentences individually. Check answers with the class.

#### • Test your memory. Ask questions about the picture.

Divide the class into pairs. Then invite a pair of volunteers to read the example dialogue aloud. Explain that students are going to ask and answer similar questions about the scene without looking at it. Give students some time to look at the scene before they start the activity. Then allow some time for students to ask and answer their questions with the picture covered. Invite two students to read the sentences in the **Grammar Focus** box. Explain that we use verb *to be* and the *-ing* form of verbs to form sentences in the present continuous. Then have some volunteers ask one of their questions for the class to answer without looking at the scene.

#### 2 Answer the questions.

Ask students to read the questions silently and underline the activities in them: *surfing the web, having a picnic, listening to music*. Then ask the first question for the class to answer (*No, he isn't*). Tell them to write the answer on the line. Encourage them to say what the boy is doing (*he's writing / he's doing his homework*). Continue in the same way with the other questions.

### Wrap-Up

Write on the board: *Is? Are? What?* Then ask students to look at the Unit Opener on pages 4 and 5. Elicit a question about one of the characters using *Is, Are* or *What*: *What is the boy in picture eight doing?* Invite a volunteer to look and answer (*he's playing video games*). Divide the class into groups of three and have them continue in the same way. Monitor and help if necessary.

### Optional Activity

**Materials** Old magazines, glue, scissors

Ask students to cut out three people doing different activities from the magazines. They should glue the pictures in their notebooks and write questions about the activities: *Is (he chatting/she reading)?* When they finish, tell them to show their pictures to a classmate and ask the questions.

### Workbook

Assign page 6 as homework or work on this page during class.

1 1 T 2 F 3 F 4 T 5 F 6 F

- 2 They're having a picnic. 3 She is / She's climbing. 5 They are / They're listening to music. 6 He is / He's taking pictures.
- 2 1 Are you listening to music? 2 Are they eating sandwiches? 3 Are they surfing the web? 4 Is he going to the movies? 5 Is she chatting?

## ► Vocabulary and Grammar

**Vocabulary** *Free-Time Activities*

**Other Key Vocabulary** *Actions*: make snacks, take a shower, brush your teeth, do homework, eat a lot

**Grammar Focus** *Present Simple, Present Continuous*

### Warm-Up

**Materials** Unit 1 i-Poster

Have students look at the unit poster and say what places they can see (*some apartment buildings, a park, some mountains, a theater*, etc.). Invite them to say which places are ideal for outdoor activities and which for indoor activities. Have students take turns naming the activities and placing the corresponding stickers. Then encourage them to say sentences beginning with *I can*: *I can go to the movies at the theater*. Accept all logical answers.

### Class Activities

#### 3 Play *The Guessing Game* using only negative sentences.

Read aloud the names of the children in the scene and have students find them. Then ask students to read the example dialogue silently. Invite a volunteer to describe a person using negative sentences for the class to guess. Then divide the class into pairs and tell them to continue playing the game.

#### 4 Tell a classmate what Peter does and doesn't do before having a picnic.

Ask students to look at Peter in the scene of the picnic. Tell them to read the list of activities that he does and doesn't do before having a picnic. Then ask a volunteer to read aloud the example below the list. Elicit other sentences, making sure students use the present simple correctly, and correct them when necessary. Finally, divide the class into pairs and have them describe Peter's other activities.

- **Do you do the same things? Tell some classmates.** Combine two or more pairs and have them talk about what they do before having a picnic. When they finish, elicit the activities they mentioned and write them on the board. Then count the number of students who do each activity to identify students' most popular pre-picnic activity.

### Flip It

**Preparation** Choose three or four educational websites that provide tourist information about several famous cities.

Write the word *sightseeing* on the board. Have students mention some interesting places to see or visit where they live (e.g., museums, buildings, monuments, amusement parks, etc.). Then write the names of the famous cities you chose on the board. Encourage the class to choose a city from the list. Give students the links to the websites you found and ask them to do some online research at home about that city and to make a list of things to do, visit and see there.

### Wrap-Up

Play **What's Missing?** from the Game Generator with the class to practice *Free-Time Activities* vocabulary. Before playing, have students look at the pictures in the sequences and describe what is happening in each one.

### Optional Activity

Have students make a drawing of themselves preparing for school in the morning. Tell them to write some sentences about their morning routine below their drawings: e.g., *I get up at 6:45. I brush my teeth. I don't watch TV*. Invite students to show their drawings and read their sentences to the class. You can then invite other students to describe their classmates' routines.

### Extra Practice Activity 2

Students are now ready to do EPA 2 for Unit 1 on the RLP.

### Workbook

Assign page 7 as homework or work on this page during class.

- 3 1 [he takes a shower., he doesn't play board games.]; 2 [he listens to music., he doesn't take pictures.]; 3 [he doesn't chat with his friends., he does his homework.]; 4 [he makes sandwiches., he doesn't sleep.]
- 4 1 He's chatting. 2 He is / He's listening to music. 3 She is / She's surfing the web. 4 They are / They're watching a movie.



3 Play *The Guessing Game* using only negative sentences. *Answers will vary.*



**Student A:** He isn't chatting. He isn't talking.

**Student B:** It's Peter.



4 Tell a classmate what Peter does and doesn't do before having a picnic.

- |                     |                 |
|---------------------|-----------------|
| ✓ make snacks       | ✗ do homework   |
| ✓ listen to music   | ✗ surf the web  |
| ✓ chat with friends | ✗ climb a wall  |
| ✓ take a shower     | ✗ eat a lot     |
| ✓ brush his teeth   | ✗ take pictures |

Peter makes snacks.  
 Peter listens to music.  
 Peter chats with friends.  
 Peter takes a shower.  
 Peter brushes his teeth.  
 Peter doesn't do homework.  
 Peter doesn't surf the web.  
 Peter doesn't climb a wall.  
 Peter doesn't eat a lot.  
 Peter doesn't take pictures.

**Student A:** He makes snacks. He doesn't eat a lot.

Do you do the same things? Tell some classmates. *Answers will vary.*

1 Mark (✓) the items you can use for sightseeing.



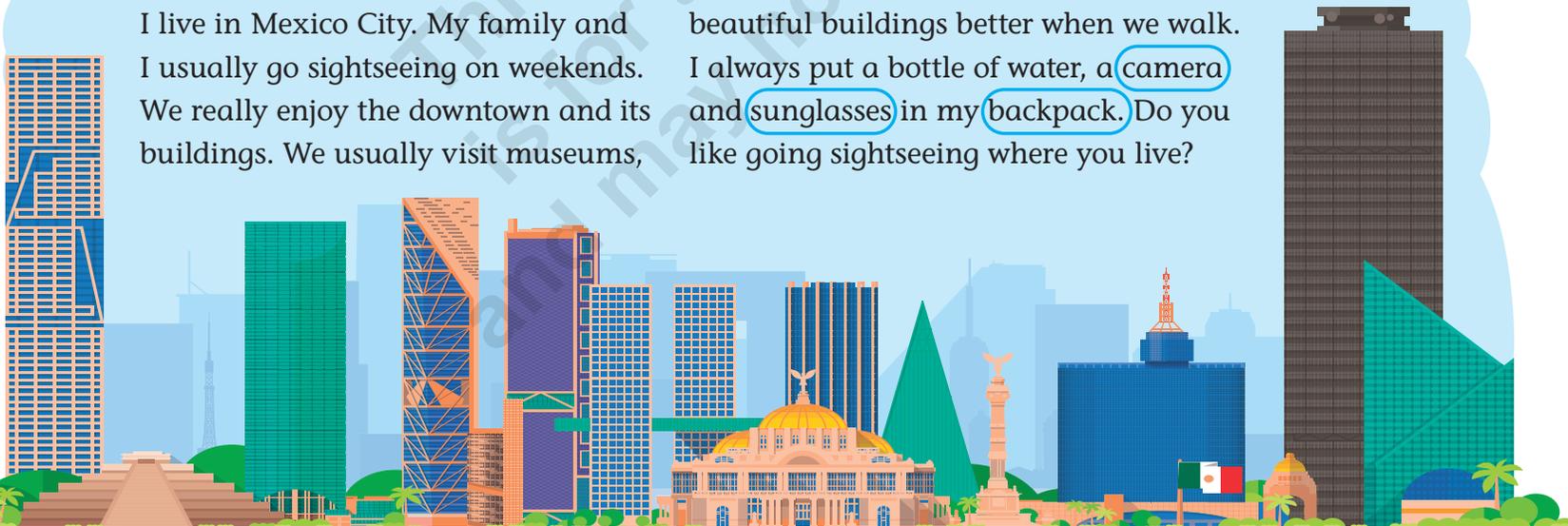
Read the text and find four items from Activity 1.  4

## Sightseeing around the City

By Karla Smith, Class 6C

I live in Mexico City. My family and I usually go sightseeing on weekends. We really enjoy the downtown and its buildings. We usually visit museums,

but sometimes we take a walk and admire the architecture. Sometimes we get on a city tour bus. We don't go downtown by car because we can see the beautiful buildings better when we walk. I always put a bottle of water, a camera and sunglasses in my backpack. Do you like going sightseeing where you live?



Read and choose *T* (true), *F* (false) or *DS* (doesn't say).

- |  |                                    |                                    |                                     |
|--|------------------------------------|------------------------------------|-------------------------------------|
| 1 There are six people in the family.        | T                                  | F                                  | <input checked="" type="radio"/> DS |
| 2 The family likes downtown Mexico City.     | <input checked="" type="radio"/> T | F                                  | DS                                  |
| 3 They never visit museums.                  | T                                  | <input checked="" type="radio"/> F | DS                                  |
| 4 They don't like to take the city tour bus. | T                                  | <input checked="" type="radio"/> F | DS                                  |
| 5 Karla carries a camera in her backpack.    | <input checked="" type="radio"/> T | F                                  | DS                                  |
| 6 Sometimes they go downtown by subway.      | T                                  | F                                  | <input checked="" type="radio"/> DS |

## ► Skills Development

**Skills Focus Reading:** Students read a text about sightseeing.

**Vocabulary Free-Time Activities**

**Other Key Vocabulary Nouns:** camera, city tour bus, backpack, sunglasses, downtown



### Warm-Up

If your students investigated information about a city (see optional **Flip It** activity in the previous lesson on page T 9), organize them into small groups to discuss their information. Ask them to prepare a final list of landmarks and things to do and visit, and compare their information with that of other groups.

If students didn't investigate information about a city, write on the board the names of some famous cities and encourage students to mention famous landmarks in them: *London—Big Ben; Paris—The Eiffel Tower; Washington, D.C.—The White House; New York—The Statue of Liberty; Cuzco—Machu Picchu*. You can give them clues if necessary.

### Class Activities

#### 1 Mark (✓) the items you can use for sightseeing.

Encourage students to look at the pictures and say what the items are (*sunglasses, headphones, city tour bus, backpack, camera, helmet*). Then have them mark the items they can use when they go sightseeing. Ask students what items they marked and invite them to give reasons for their answers.

#### • Read the text and find four items from Activity 1.

 4

Have students look at the title of the text and ask who wrote it (*Karla Smith*). Then have them read the text while they listen to Track 4. Ask them to find and say the four items from Activity 1 that are mentioned in the text.

#### • Read and choose *T* (true), *F* (false) or *DS* (doesn't say).

Have students read the text again and decide if the information in the statements is true, false or if the text doesn't say. When they finish, encourage students to compare answers with a classmate to check. Finally, read the statements aloud to elicit the answers from students.

### Wrap-Up

Say a false sentence about Karla Smith from the text in Activity 1: *She lives in New York*. Encourage students to correct the sentence: *She doesn't live in New York. She lives in Mexico City*. Continue with the same procedure, using other false sentences.

### Optional Activity

Tell students to plan a sightseeing trip in their city or neighborhood. They should make a list of things to see and say how to get there. Then have them compare their lists with a classmate. Invite volunteers to share their lists with the class.



### Optional Activity

**Materials** Unit 1 i-Poster

Display the unit poster. Have students look at it and name the places they can see (*some mountains, a park, apartment buildings, a theater, an Internet café, office buildings, a bridge, houses, etc.*). Ask students to say the activities that can be done in each place (*a park—having picnics*). Divide the class into pairs. Have one of the students imagine that this is the city he or she lives in. The other student has just arrived in the city and wants to know where he or she can do the free-time activities. Have students place the stickers in their corresponding space as they mention each free-time activity.

**STUDENT A:** *Where can I have picnics?*

**STUDENT B:** *You can have picnics in the park.*

### Workbook

Assign page 8 as homework or work on this page during class.

1 Left to right (top): 1, 4; Left to right (middle): 5, 6; Left to right (bottom): 2, 3

## ► Skills Development

**Skills Focus** *Writing:* Students learn the parts of an email and write one.

**Vocabulary** *Free-Time Activities*

**Other Key Vocabulary** *Parts of an Email:* recipient's address, sender's address, subject, greeting, body, closing, sender's name

### Warm-Up

Adapt the following email and display it with its parts in random order.

*Hello, class!*

*I'm writing to tell you that my twin (brother/sister) is teaching today.*

*I'm at the beach. I'm eating a coconut and reading a book.*

*How are you? Be careful! My twin likes to give tests! Just kidding!*

*See you soon,*

*Mr./Ms. (Allen)*

Ask students to put the parts of the email in order. When they finish, have a volunteer read the email.

### Class Activities

**Materials** Colored pencils (blue, red, orange, green, purple, brown, pink)

#### 2 Read the email and answer the questions.

Ask students to look at the text and say what kind of text it is (*an email*). Ask: *When do you write emails? Who do you write them to?* Elicit some answers from students. Then divide the class into pairs and tell them to read the email and answer the questions. Check answers with the class.

#### • Underline the parts of the email using the color code.

Have students look at the colored headings and explain that all emails have the same parts. Read the names of the parts aloud and clarify meaning if necessary. Then have students work in pairs to underline the parts of the email in their corresponding colors. Finally, elicit the different parts of the email by having students read each part.

#### • Imagine you are Max and answer the questions.

Have students imagine that they are Max and that they are also on vacation. Read the questions with the class and clarify doubts students might have about them. If necessary, elicit some possible answers. Then tell students to answer the questions individually. Check answers with the class.

#### • Write a reply in your notebook. Check that your message has all the parts of an email.

Ask students who the reply is going to be for (*Greg*). Tell them to write Max's reply in their notebooks. Remind them to include all the parts of an email. Offer additional options for greetings, like *Hi, Hello* or *Dear ...*, and closing expressions like *See you soon, Best, Regards*, etc. You can also encourage students to color the parts of their emails according to the color code in the second part of the activity. When they finish, invite them to compare their emails with a classmate. Have them check that all the parts of the email are included. Finally, ask a couple of volunteers to read their replies to the class.

### Wrap-Up

Divide the class into two teams. Read Greg's email in Activity 2 to the class, changing some of the information. Students should raise their hands when they hear a mistake. The first student to identify the mistake earns a point for his or her team. The team with the most points at the end of the text wins.



### Optional Activity

Form pairs and tell them to exchange email addresses.

Encourage them to imagine that they are on vacation, answer the questions they used to write Max's email to Greg in Activity 2, and write an email to each other in English before the next lesson.

### Workbook

Assign page 9 as homework or work on this page during class.

2 Left to right, top to bottom: 4, 5, 3, 1, 2, 6

• 1 B 2 A 3 A 4 B 5 A 6 B

3 Answers will vary.

**2** Read the email and answer the questions.

To greg@goforit.com From superkid@goforit.com

Subject Hi there! SEND A 1 attachment

Hi, Max!

What's up? Are you enjoying your vacation? I'm spending a week at the beach with my cousins. They're all in the photo. In the morning, we go skateboarding or swimming. Then we usually watch a movie. We love playing video games before we go to bed. We're really busy. I don't have time for chatting online, but I'm having a great time.

Take care,

Greg



- 1 Who wrote the email? Greg
- 2 Where is Greg? at the beach
- 3 What does he do in the morning? He goes skateboarding or swimming.
- 4 Does he have time to chat online? No, he doesn't.
- 5 Is he having a good time? Yes, he is.

Underline the parts of the email using the color code.

recipient's address    sender's address    subject    greeting  
body    closing    sender's name

Imagine you are Max and answer the questions. *Answers will vary.*

- 1 Where are you? \_\_\_\_\_
- 2 Who is with you? \_\_\_\_\_
- 3 What activities do you do in the morning? \_\_\_\_\_
- 4 What do you usually do in the afternoon? \_\_\_\_\_
- 5 Are you having a good time? \_\_\_\_\_

Write a reply in your notebook. Check that your message has all the parts of an email. *Answers will vary.*

1 Mark (✓) your opinion. *Answers will vary.*



	fun	boring	exciting	difficult
1 reading books				
2 surfing the web				
3 playing board games				
4 climbing walls				
5 riding bikes				

*Answers will vary.*



Discuss your answers with a classmate.

**Student A:** I think reading books is boring.

**Student B:** I disagree. I think reading is fun!

Do your classmates agree with you?

Tell the class. *Answers will vary.*

Respect others' opinions even when you disagree.



### Make a Free-Time Activity Brochure.

#### You need

- old magazines
- colored paper
- colored pencils or markers
- scissors

#### Instructions

- 1 Choose a free-time activity you like.
- 2 Use the magazines to cut out pictures related to your activity.
- 3 Answer these questions to plan the text of your brochure in your notebook:

What do you need in order to do this activity? Who can participate? Where can you do it? When is the best time to do it?

- 4 Glue the cutouts onto the paper and add the text you prepared.
- 5 Decorate your brochure.
- 6 Tell your classmates about your free-time activity.



## ► Skills Development

**Skills Focus** *Speaking*: Students discuss free-time activities and agree or disagree with their classmates' opinions.

**Vocabulary** *Free-Time Activities*

**Other Key Vocabulary** *Adjectives*: fun, boring, exciting, difficult



### Warm-Up

**Preparation** Make a list of five things or activities that you like, and another list of five things or activities that you dislike. They should be things that you can easily explain to students.

Tell students to write the heading *Likes* and a list of five things and activities that they like below it. Then tell them to write the heading *Dislikes* and a list of five things and activities that they don't like below it. Divide the class into groups of three. Students should take turns reading one of their lists, without saying which it is. The other students should guess whether it is their list of likes or dislikes. Finally, read one of your lists for the class to guess.

### Class Activities

#### 1 Mark (✓) your opinion.

Invite volunteers to read aloud the list of activities. Draw students' attention to the headings at the top of the columns and tell them to mark an activity for each column, according to their opinion.

#### • Discuss your answers with a classmate.

Have two volunteers read the example. Organize students in pairs and invite them to respectfully discuss their answers to the first part of the activity. Then have them switch partners and repeat.

#### • Do your classmates agree with you? Tell the class.

Ask students whether their opinions are the same as their classmates'. Encourage them to elaborate on their answers: *(Luis) thinks climbing walls is difficult. I disagree. I think it is exciting. (Ariana) thinks it is exciting, too.*

### Collaboration / Mutual Respect



Invite a volunteer to read what Brianna says. Explain that when discussing ideas and opinions we do not always agree with those of others. However, we should listen and accept their points of view respectfully because that is how we would like others to listen to and accept our points of view. Encourage students to reflect on how they agreed or disagreed with their classmates when discussing their opinions during the previous activity.



### Make a Free-Time Activity Brochure.

Invite the class to look at the brochure, and elicit what activity it is about (*skateboarding*). Ask students what they can see in the brochure and have them predict the kind of information it contains (*there are photos and information about the equipment you need to go skateboarding, places to do it, and the best time of the year to practice it*). Read through the materials and the instructions with the class, demonstrating as you go along. Then have them make a *Free-Time Activity Brochure*. Have volunteers show their brochures to the class. Encourage other students to give positive comments about their classmates' work.

### Wrap-Up

Play **The Buzz Word** (see page viii) with *Free-Time Activities* vocabulary.

### Optional Activity

Elicit six activities and write them in a column on the board. Across the top of the board, write: *Fun, Boring, Exciting* and *Difficult*. Ask how many students think the first activity is fun. Write the number in the *Fun* column. Do the same for *Boring, Exciting* and *Difficult*. Continue with the rest of the activities. Finally, encourage students to comment on the statistics. Ask: *What is the most popular activity? What is the least popular? What is the most difficult? Are you surprised?*

### Workbook 1

Assign page 10 as homework or work on this page during class.

- 1 chatting 2 sightseeing 3 having picnics 4 taking pictures  
5 skateboarding 6 going to the movies
- Left to right, top to bottom: 1, 4, 6, 5, 2, 3
  - 1 F 2 F 3 T 4 T 5 F 6 F
  - 1 dog 2 weekends 3 park 4 music

## ► Skills Development

**Skills Focus Listening:** Students listen to some children talking about their best friends. Then they listen to a song about free time.

**Vocabulary Free-Time Activities**

**Other Key Vocabulary Nouns:** basketball, baseball, bowling, skating, station, Spanish, English

### Warm-Up

Write the following categories on the board: *Languages/Sports/Food/Free-Time Activities*. Have students copy the categories in their notebooks and give them two minutes to write related words under each. Have students say the words they wrote and write them on the board.

### Class Activities

#### 2 Talk about your best friend with a classmate. Use these questions as a guide.

Have different students read the questions and provide examples of possible answers. Then allow time for students to write their answers to the questions individually. Tell students that it's OK if they do not have a best friend and that they can choose any friend they have to answer the questions. Divide the class into pairs and have them share their information. Finally, encourage some students to share their information with the class.

#### 3 Listen and number the pictures. 5

Have students look at the photos and describe the children in them. Explain that they are going to listen to some children talking about their best friends. Then play Track 5 and ask students to number the photos. Elicit the names of the children (*1 Oscar; 2 Carlo, Giovanna; 3 Helen*).

#### Track 5

One.

**BOY 1:** My best friend is Oscar. He speaks Spanish and Italian, but he doesn't speak English. He loves climbing and skateboarding. We exercise together every Saturday.

Two.

**GIRL 1:** Carlo and Giovanna are my best friends. They can speak Italian and French. They really like listening to music, like me. We love dancing! We also like going to the movies with our friends.

Three.

**GIRL 2:** My best friend's name is Helen. She lives very near my house. We play basketball on the same team. She can jump very high! We always watch TV after the games.

#### • Listen again and choose the correct option. 5

Have students read the sentences silently. Play Track 5 again for them to choose the correct option in each sentence. Check answers by having different students read the sentences using the correct choice.

#### 4 Find the free-time activities and choose your favorite.

Have students look at the pictures around the song lyrics and say what free-time activities they represent. Then tell students to find the free-time activities in the song, choose their favorite and write it down.

#### • Share your favorite activities with your classmates.

Divide the class into small groups and tell them to talk about their favorite free-time activities. Monitor students' production and help with vocabulary if necessary.

#### • Sing "Free Time." 6

Play Track 6 and invite the class to sing along. Play the track again and do gestures to go with the song. Encourage students to do the gestures as they sing, too.

### Wrap-Up

Divide the class into two teams. Describe a free-time activity without saying its name: *I travel around the city and visit the interesting places it has. I take my camera and take pictures of buildings and monuments*. The team that guesses the activity first earns a point. Continue with other activities. Explain that if you accidentally say the name of the activity and students catch you, you have to sing the song "Free Time" at the end of the game. The team with the most points at the end wins.

### Optional Activity

Ask students to write an email to an e-pal to tell him or her about their favorite activities. Invite them to look at the parts of an email they studied earlier in the unit. You can also help them by suggesting a frame for their emails: *Hi ... I'm going to tell you about my favorite free-time activities ... What are your favorite activities? Write soon, ...* When students finish, divide the class into pairs and have them read their emails to each other.

#### Workbook 2

Assign page 11 as homework or work on this page during class.

#### 3 1 Anna and Kelly 2 Megan 3 Brian 4 Lalo and Vicente

- 1 plays 2 don't think 3 prefer 4 doesn't like

#### 4 Answers will vary.

- Answers will vary.



**2** Talk about your best friend with a classmate. Use these questions as a guide. *Answers will vary.*

What can he / she do?

Where does he / she live?

What do you like doing together?

What's his / her favorite food?

What does he / she like?

Does he / she exercise?

**3** Listen and number the pictures. 5



**Listen again and choose the correct option.** 5

- 1 Oscar speaks Spanish and *English* / *Italian*.
- 2 He exercises every *Saturday* / *Sunday*.
- 3 Carlo and Giovanna really like *music* / *French*.
- 4 They like *going to the movies* / *having picnics*.
- 5 Helen belongs to a *baseball* / *basketball* team.
- 6 She likes *watching TV* / *reading* after the game.

**4** Find the free-time activities and choose your favorite. *Answers will vary.*

## Free Time

Free time is great!  
 Catch the bus at the station,  
 Go lie on the beach  
 And have a long vacation!  
 Free time is fun!  
 Go to your favorite store,

Go for a pizza,  
 Go bowling, skating or more!  
 Free time is cool!  
 You can stay home, rest and sleep,  
 Watch lots of TV,  
 Read a book and drink iced tea!



**Share your favorite activities with your classmates.** *Answers will vary.*

**Sing "Free Time."** 6

# Review

1 Play *Tic-Tac-Toe* with a classmate. *Answers will vary.*

1 What are they doing?



2

Name three items you can use when you go **sightseeing**.

3

Agree or disagree: **I think playing board games is boring.**

4

Unscramble the word.  
**titgnach**

5

Spell the activity:



6

Say a sentence for this answer:  
**I prefer riding bikes.**

7

What time do you wake up every day?

8

Complete the sentence:  
**I think . . . is exciting.**

9

What's he doing?



Play with a different classmate.

1

Where do you live?

2

Say a sentence using the word **climbing**.

3

Say a sentence for this answer:  
**I love it, too!**

4

Ask a question for this answer:  
**I have lunch at 12 o'clock.**

5

What do you do on **Saturdays**?

6

Unscramble the activity.  
**sihngtsgeie**

7

Name something you need when you go **skateboarding**.

8

Disagree with the following statement:  
**I think taking pictures is fun.**

9

Do you listen to music before you go to bed?

- Make a similar *Tic-Tac-Toe* grid with a classmate.
- Exchange grids with some classmates and play again.

## ► Review

**Vocabulary** *Free-Time Activities*

**Everyday Language** *Agreeing and Disagreeing*

**Grammar Focus** *Present Simple, Present Continuous*



### Warm-Up

Play **Simon Says** from the Game Generator with the class to practice *Free-Time Activities* vocabulary.

### Class Activities

#### 1 Play *Tic-Tac-Toe* with a classmate.

Draw a *Tic-Tac-Toe* grid on the board and put an *X* in one of the spaces. Encourage the class to choose a space to put an *O*. Continue playing until someone wins. Divide the class into pairs and tell them to play *Tic-Tac-Toe*. Students should follow the instructions in each space to win it. The first student in each pair that gets three spaces in a row wins.

- **Play with a different classmate.**

Ask students to look at the second *Tic-Tac-Toe* grid. Form different pairs and encourage them to play again.

- **Make a similar *Tic-Tac-Toe* grid with a classmate.**

Divide the class into different pairs. Tell them to draw an empty *Tic-Tac-Toe* grid. Then encourage them to write an instruction in each space, using the two previous grids as models. Monitor the activity and help if necessary.

- **Exchange grids with some classmates and play again.**

Have students exchange with another pair the grids they made to play *Tic-Tac-Toe*. Invite students to play *Tic-Tac-Toe* using the new grids. When they finish, ask them to return the grids to their original owners and say who won.

### Wrap-Up

Divide the class into two teams. Have students look at the grids in Activity 1. Give an answer for one of the *Tic-Tac-Toe* spaces. The first team to identify the grid and the number of the prompt earns a point. Continue with five more answers. The team with the most points at the end wins.

### Optional Activity

**Materials** Pipe cleaners (13 per student), glue or tape, sheets of construction paper (1 per student), small squares of colored paper (9 per student)

Make sure students have all the materials before they start the activity. Follow the steps while giving the instructions so that students can imitate you. Ask students to write prompts on the squares of colored paper. Then have them lay four pipe cleaners on a sheet of construction paper to form a *Tic-Tac-Toe* grid. Students should place one piece of colored paper in each of the spaces, and tape or glue all this down. Next, invite students to make *X*'s and *O*'s out of pieces of pipe cleaner and use them to play a game of *Tic-Tac-Toe* with a partner.

### Workbook

Assign page 12 as homework or work on this page during class.

1 1 pistil 2 stem 3 stamen 4 petal 5 sepal

2 Left to right, top to bottom: 1 A, 5 E, 3 C, 4 D, 6 F, 2 B

### ► CLIL Science

#### Parts of a Flower

Flowers are an important part of nature. They can feed insects, birds, animals and humans; provide natural medicines for humans and some animals; and help in a plant's reproduction by attracting outside *pollinators* (animals like bees that move pollen from one flower to another). Without flowers, plants would merely be green, and the world would be a duller place. Here, students learn about the different parts of a flower and what happens to them when you press them between two sheets of paper and let them dry.

#### CLIL Extension

**Materials** Fresh flowers (lilies or any flower with a visible stamen, 1 per student), scissors, glue, sheets of colored paper (1 per student)

**Preparation** Look up on a free website an unlabeled diagram of the parts of a flower, big enough to show students.

Display the diagram and ask students to say the names of the parts of the flower while you point at them (*stem, stamen, petal and sepal*). Make sure that students have all the materials. Demonstrate how to cut off the four parts of a flower. Then have students cut the fresh flowers carefully, making sure they get the full individual parts and that they don't fall apart. Once the flower parts have been cut, students glue them on the sheet of paper and label them with a pen or pencil.

## ► Review

**Vocabulary** Free-Time Activities

**Everyday Language** Agreeing and Disagreeing

### Warm-Up

**Materials** Unit 1 i-Flashcards

Show the flashcards one by one and have students say their names. Divide the class into pairs. Explain that one student should choose a flashcard and say an opinion about the activity on it: e.g., *I love sightseeing*. The other student should agree or disagree: e.g., *I think sightseeing is boring*.

### Class Activities

**Materials** Colored pencils

#### 2 Label the free-time activities.

Invite students to look at the pictures and write the free-time activities. Ask volunteers to write the names of the activities on the board and spell them.

#### 3 Complete the dialogues.

Have students look at the pictures and say what elements indicate the activities the children are talking about (*the camera indicates that they are talking about taking pictures*). Have students complete the dialogues according to the pictures. Check answers with the class.

### Self-Evaluation

Read the sentences and help students with meaning if necessary. Encourage them to reflect on their abilities and color the corresponding number of circles. Explain that they should color one circle if they aren't confident about that particular language point, two circles if they feel somewhat confident but still need practice and three circles if they feel very confident. Divide the class into pairs and tell students to work together. Students should show evidence of how much they have learned by naming as many free-time activities as they can, saying expressions to show agreement and disagreement, using the present simple and present continuous, and writing an email.

### ► Learning Tip

Ask a volunteer to read the Learning Tip aloud. Encourage students to say if they think they balance their time to play and to study correctly, or if they overdo either one. Invite them to comment on how they can avoid distractions while studying.

### Wrap-Up

Say the first part of an opinion about a free-time activity: *I love ...*. Encourage the class to suggest an end for it: e.g., *... listening to music*. Begin an answer, agreeing or disagreeing: *I agree. Listening ...*. Invite the class to complete it: e.g., *... to music is fun*. Follow the same procedure to elicit more opinions.

### Optional Activity

Display the following questions: *What is your favorite food? What month is your birthday? What sports do you play? What kind of music do you like? What is your favorite color? What free-time activities do you do on weekends?* Ask students to write and answer the questions. Divide the class into pairs.

Have students interview their partners and write their answers. Display a Venn diagram with two circles and ask students to copy it. Explain that Venn diagrams help us view similarities and differences. Ask students to write their name and answers in one of the circles, and their partner's name and answers in the other. Point out that they should write similar answers in the area where the circles overlap. Ask: *Were your and your partner's answers the same? Is it OK to have different answers? What would happen if all your answers were the same?* Remind students that our opinions and preferences aren't always the same, but they are valuable and we should respect our differences. Brainstorm how we can show that we value differences and how they make the class better.

### Workbook

Assign page 13 as homework or work on this page during class.

- Vertically from left to right: climbing, skateboarding;  
Horizontally from top to bottom: taking pictures, having picnics, sightseeing, playing video games, going to the movies, chatting, listening to music, surfing the web
- 1 going to the movies 2 playing video games 3 surfing the web  
4 chatting 5 having picnics 6 listening to music 7 climbing  
8 sightseeing 9 skateboarding 10 taking pictures
- 1 Q: Are Jenny and Matt skateboarding? A: Yes, they are.;  
2 Q: Does Tara like climbing? A: Yes, she does.; 3 Q: What is Jimmy doing? A: He is / He's listening to music.

### Craft (page 123)

#### Make a Boredom Buster.

Ask students to color the *Boredom Buster*. Tell them to cut out the *Boredom Buster* and the activities template below. Have students glue both templates onto construction paper. Tell them to cut out the opening in the *Boredom Buster* as indicated by the dotted lines. Next, have students punch holes through the middle of both templates. Tell students to place the activities template under the *Boredom Buster*, pass the brass fastener through the punched holes and fasten both templates securely. Last, tell students to spin the *Boredom Buster*. Explain that they have to ask and answer questions about the activity that shows through the opening. For example, if the activity *having picnics* shows, one student asks: *Do you like having picnics?* The other answers: *Yes, I like it very much.* (Answers will vary.)

### Flip It for Reader

**Materials** A world map that shows both Canada and India  
**Preparation** Choose three or four educational websites that provide information about Canada and India.

Tell students that in the next lesson they are going to read a comic about a Canadian boy's visit to his mother's home country—India. Display the world map and have students point out both Canada and India on it. Elicit what students know about each country. Form small groups, and have them brainstorm what they would like to know about the two countries. Elicit students' questions, and write them on the board. Tell students to make note of the questions and investigate at home using the websites you have provided.



Students are now ready to do the Unit 1 test.

**2** Label the free-time activities.



1  
playing video  
games



2  
having a  
picnic



3  
taking  
pictures



4  
going to the  
movies



5  
listening to  
music



6  
chatting



7  
skateboarding



8  
climbing a  
wall

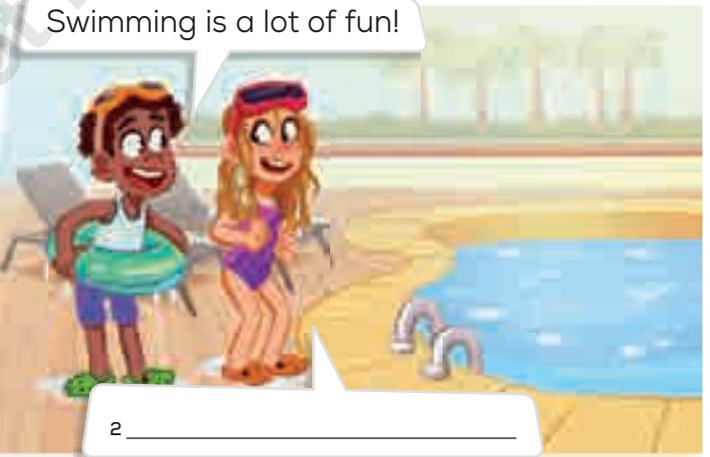


9  
sightseeing



10  
surfing the  
web

**3** Complete the dialogues. *Answers will vary.*



**Self-Evaluation**

- 1 I can name ten free-time activities.
- 2 I can agree or disagree with others' likes, dislikes and opinions.
- 3 I can use the present simple and the present continuous.
- 4 I can write an email.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**▶ Learning Tip**



Make time to play and to study. Focus on each one and don't get distracted!





# Maple Lassi

Ari and his mom are going to India.

Do you have the jersey and maple syrup for your cousin?

Yes, I do.

## TORONTO AIRPORT

### DEPARTURES

Time	Flight	Destination	Gate
8:45	UN 1752	Madrid	12
8:50	KLM 762	Amsterdam	2
9:10	AI 1920	New Delhi	15
9:15	AA 2643	London	7

I'll miss you both.

You too, Dad. I want to stay here and play ice hockey!

Twelve hours later...

Hi, Uncle Vinod.  
Hi, Riya.

Sunita!

Hi, Ari!

**BEEP-BEEP!**

**HONK!**

Hi, Max! We've arrived in New Delhi. We're stuck in traffic!

**VROOM!**





Maple Lassi



Collaboration / Mutual Respect



Pre-Reading

**Materials** A world map that shows both Canada and India

Display the map. If students brainstormed information they wanted to know about Canada and India in the previous lesson (see optional **Flip It for Reader** activity in the previous lesson on page T 15), elicit that information and write it on the board. Then, based on their investigation at home, invite volunteers to share what they learned. If students did not investigate Canada and India, display the map and point out the two countries. Elicit what students know about each country.

While Reading  1

Play Track 1 and have students read along in their books. Then play Track 1 again, and pause to ask questions and confirm understanding. At the end of page 4, ask: *Where does Ari live? Where are they going?* If students are unsure, remind them that there are often clues in the pictures. Point out the departure sign that shows which airport they are in. Explain that Ari and his family probably live in Toronto, Canada, or a town close to Toronto. Then point out the dialogue in the final scene, where Ari's mom is talking to her husband and says where they are. Ask: *Does Ari want to go to India?* Invite volunteers to explain how they know he doesn't. At the end of page 5, elicit what Ari and his family do that day. Elicit the similarities and differences Ari sees. At the end of page 6, ask: *What is Ari playing? What sport is it similar to? What other sports do Ari and Riya talk about?* At the end of page 7, elicit what Ari gives Riya and what games they play. Ask: *What game is similar to carrom?* At the end of page 8, invite volunteers to describe what Ari does during the rest of his vacation in India. Ask: *What does Ari think of India now? What language does his great-granddad speak?* At the end of the comic, ask: *What do they drink? Where does maple syrup come from? What is unusual about a maple lassi?*

Class Activities

**1** Where do these activities take place? Write **I** (India), **C** (Canada) or **B** (both).

Write *India, Canada, Both* on the board in three columns. Challenge students to recall details about the comic that refer to only India, only Canada or both. Accept all ideas and write them on the board. (Retain this information. They may use it again later on in the lesson.) Then point out the first scene and elicit what Ari is doing. Ask: *Do people play cricket in India, Canada or both countries?* Have students write **I** for the first scene. Tell students to complete the activity individually.

**2** Read and choose.

Divide the class into pairs. Have students complete the activity. Tell them to refer to the story if they are unsure about an answer.

**3** Number the events in the correct order.

Have students look at page 4. Invite a volunteer to describe the first scene. Then turn to the activity and have students read through the options and identify the first one. Tell students to complete the activity individually. To confirm answers, invite

volunteers to take turns retelling the story. Encourage students to add details where appropriate and to use their own words when retelling.

**4** Look, read and write short answers.

Write the following questions on the board: *Does Ari play cricket in Canada? Do Ari and Riya go to the movies?* Elicit the short answers: *No, he doesn't. Yes, they do.* Tell students that they are going to answer the questions in the activity with short answers. Point to the first item and read the question aloud. Elicit the answer, and have students write it. Guide students to answer the rest of the questions or have them complete the activity individually.

**5** Read and match the questions with the answers.

Divide the class into pairs, and have students work together to complete the activity and confirm their answers.

**6**  Mark (✓) the scenes where Ari sees similarities between Canada and India.

Point to item 1 and invite a volunteer to describe it. Ask: *Is riding in a rickshaw a new experience for Ari? Is it similar to something he does in Canada?* Since it's not similar to anything Ari does in Canada, students should leave it unmarked. Continue to guide students to describe the scenes and decide if they are similar to something Ari does or knows in Canada.

Post-Reading

**7**  Discuss the questions. How is India different from your country? What similarities are there?

Divide the class into pairs. Have them refer back to the list of activities from India, Canada or both on the board. Encourage students to use that information to talk about differences and similarities between India and their own country and to create a list. Invite volunteers to share the similarities and differences with the class. Ask if they would like to visit India and if so, what things they would like to do and try.

 Optional Activity 1

**Materials** Poster board (optional)

Form small groups. Have students brainstorm places to go and things to see and do in their country. Then tell them to create a poster for tourists that features these things. If time allows, the groups can present their posters to the class.

 Optional Activity 2

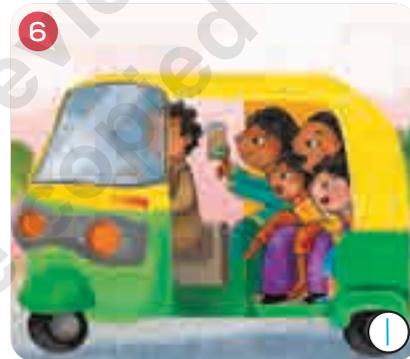
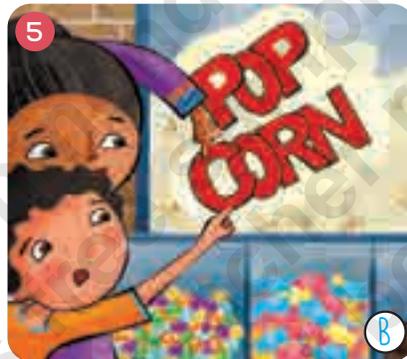
Open-Mindedness / Courage

**Preparation** Prepare pictures and information about places to visit, activities and food from India.

Display the pictures of places, activities and food from India. Point to a place you would like to visit and explain why you want to go there. Emphasize that you are interested in other countries. Have students look at the pictures and information. Tell them to choose one place, activity and food they are interested in. Invite volunteers to talk about their choices and the reasons why they want to try them. Congratulate students for being open to new experiences.

## ▶ Comprehension

1 Where do these activities take place? Write *I* (India), *C* (Canada) or *B* (both).



2 Read and choose.

- 1 Ari and his mom go to India to study / try different activities / visit family.
- 2 The family goes to the India Gate by car / rickshaw / bus.
- 3 Cricket is similar to baseball / field hockey / ice hockey.
- 4 Riya and Ari play pool / carrom / baseball together.
- 5 Ari meets more family at Riya's home / in a park / at a festival.
- 6 Maple lassi uses ingredients from India / Canada / India and Canada.

3 Number the events in the correct order.

- 1 Ari and his mom get on a plane.
- 6 Ari and Riya play carrom.
- 4 Ari sees his first Bollywood movie.
- 7 Everyone enjoys maple lassi.
- 2 Riya meets her cousin at the airport in New Delhi.
- 5 The children play cricket.
- 3 They visit the India Gate.

**4** Look, read and write short answers.



1 Does Ari want to go to India?  
No, he doesn't.



2 Are they taking a rickshaw?  
Yes, they are.



3 Is he playing baseball?  
No, he isn't.



4 Do they enjoy the festival?  
Yes, they do.



5 Does Riya like the jersey?  
Yes, she does.



6 Are they drinking maple lassi?  
Yes, they are.

**5** Read and match the questions with the answers.

- |  |   |                        |
|--|---|------------------------|
| 1 Where do Ari and his mom go?               | → | A They play at home.   |
| 2 What does the family do on the first day?  | → | B They have dinner.    |
| 3 What does Ari eat at the movie theater?    | → | C They go to India.    |
| 4 Where do Ari and Riya play carrom?         | → | D He eats popcorn.     |
| 5 What language does Great-Granddad speak?   | → | E They go sightseeing. |
| 6 What does the family do on the last night? | → | F He speaks Hindi.     |



**6** Mark (✓) the scenes where Ari sees similarities between Canada and India.



**7** Discuss the questions.  
 Answers will vary.

How is India different from your country? What similarities are there?