

Exploring Our World

Unit 1 Goals

- Listen to the weather forecast
A Day in Dubai
- Listen for the topic

Unit 2 Goals

- Listen to the story
Jerrie and Charlie
- Listen for the main idea and details

Speaking Goal

- Paraphrase

Topic 1, Opener, Student Book Pages 6–7

See the Walk-Through on pages 7–16 for a general approach to each exercise.

Excite

Tell students they will listen, think, and speak about things related to places in this Topic. Lead a discussion about any interesting places students have visited, especially places that are different from where you live. Ask volunteers to describe the places.

Engage

Have students listen to the Fun Fact and discuss what they know about deserts. What might they see in the desert? Accept any reasonable answers (e.g., sand, cactuses, heat, footprints). Then have partners describe a place they have visited to each other. Encourage them to describe how the place looked.

Extend

Creativity Have students draw a picture of their favorite place in response to the question on page 7. Encourage them to include as much detail as possible.

Answer Key

B: 1. 57°C 2. Answers will vary.

Unit 1, Get Ready to Listen, Student Book Page 8

Excite

Discuss temperature with students. Ask, *Is it hot or cold in the summer? Is it hot or cold in the winter?* Discuss places the students have visited and what the weather was like there.

Engage

Collaboration/Communication Arrange students in small groups. Assign each group one of the key words in Exercise A. Invite them to discuss what they know about the word. Have them look up more information in a dictionary or encyclopedia and write a brief description. Invite a volunteer from each group to present the word and tell a little about it.

Extend

Have students make picture/word cards for the key words on page 8. Give each student six blank cards and drawing supplies. Have them write the word on one side of the card and draw the place on the opposite side of the card. When students are done, have them work with a partner to review and say the key words.

Answer Key

B: 1. Zoe—girl walking toward the canyon 2. Max—boy resting by the stream 3. Julia—girl sitting in the oasis, under the trees 4. Eric—boy looking at the pond **C:** 1. stream 2. oasis 3. desert 4. temperature 5. pond 6. canyon

Unit 1, Listen, Student Book Page 9

Excite

Introduce the Listening Goal for this unit: listen for the topic. Ask a volunteer to read aloud one of the descriptions from the Engage activity for page 8. Ask, *What is the topic?* If students struggle, point out that the topic is what a passage is mostly about. In this case, the topic is the key word.

Engage

Communication Review that a weather report tells the temperature and other details about what the weather is like outside. Divide students into pairs. After listening to *A Day in Dubai*, have students work together to determine the topic of the weather report. Then have them discuss their answers to the Think question about whether the weather where they live is similar to the weather in the desert.

Extend

Play a game of **Card Grab** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) using the student-made picture/word cards and the descriptions of the key words students wrote. Have volunteers read a description and have students grab the card that shows the topic.

Answer Key

A: 1. park 2. desert 3. camels **B:** A; 1. ✗ 2. ✗ 3. ✓

Unit 1, Understand, Student Book Pages 10–11

Excite

Play the game **Five Questions** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) as a class or in small groups. Students will attempt to guess the key words.

Engage

Critical Thinking Have students listen to the weather report *A Day in Dubai* again and record details from the passage as they listen. Have them use their notes to work on the exercises on pages 10 and 11.

Extend

Play a matching game. On one set of cards, write a couple of sentences describing the key words, using the language in Exercise C as an example. On another set of cards, write the notes a student might make from that sentence. Distribute the cards among the students and have students find the person who has the card that best matches theirs.

Answer Key

A: b **B:** 1. Saturday 2. morning 3. Abu Dhabi 4. canyons 5. a desert **C:** 1. canyon, c 2. pond, a 3. desert, b 4. stream, d **D:** 1. 25°C 2. 39°C 3. 44°C 4. 15°C **E:** 1. 's going to be 2. isn't going to be 3. 's going to be 4. isn't going to be

Unit 2, Get Ready to Listen, Student Book Page 12

Excite

Creativity Provide students with art supplies. Remind them of the Unit 1 key words. Have them draw a picture of themselves in a place with at least two of the key words, and have them label the places. Encourage them to include other places as well.

Engage

Collaboration Invite students to look at the pictures in Exercise A. Have them work in pairs or small groups to identify each of the features shown. Then have them write one sentence for each picture that explains something they see in the picture or a way they might describe that place or feature to someone else.

Extend

Have students make picture/word cards for the key words on page 12. Give each student six blank cards and drawing supplies. Have them write the word on one side of the card and draw a picture on the opposite side of the card. When students are done, have them work with a partner to review and say the key words.

Answer Key

B: 1. waterfall 2. cave 3. cliff 4. canal 5. island 6. river

C: 1. waterfall 2. river, canal 3. cave 4. cliff, island

Unit 2, Listen, Student Book Page 13

Excite

Critical Thinking Introduce the Listening Goal. Discuss how a main idea is similar to a topic (e.g., it tells what a passage is mostly about and is supported by details in the text). Play one of the tracks students have heard already and ask them to identify the main idea.

Engage

Have students complete Exercise B. Then play the audio track again. Ask, *What details support the main idea that Jerrie is a successful pilot?* Work with students to identify details from the passage, such as that Jerrie was the first woman to fly around the world alone.

Extend

Play the game **Picture Pieces** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) to review the keywords Unit 2.

Answer Key

A: 1. ✓ 2. ✓ 3. ✗ **B:** A; a. 1 b. 2 c. 3

Unit 2, Understand, Student Book Pages 14–15

Excite

Play a game of **Down the Line** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) using the student-made picture/word cards for both Units 1 and 2.

Engage

Collaboration Have students complete Exercise E. Then invite them to work with a partner to ask and answer similar questions about the passages and key words from both Units 1 and 2. Encourage them to ask *What?* or *Where?*

Extend

Creativity Have students create a travel poster for a place they would like to visit. Help students look for images of the place they chose online. Encourage them to include features of their place on the poster, such as rivers, islands, or cliffs, and to label any key words they show on the poster.

Answer Key

A: 1. M 2. D **B:** 1. b 2. a 3. a **C:** 1. a, river 2. a, island 3. b, cliff 4. b, waterfall **D:** 1. Why 2. Where 3. What 4. When **E:** 1. Why was Jerrie famous? 2. Where did Jerrie / she start? 3. What did Jerrie / she see? 4. When was her favorite time to fly?

Units 1 and 2, Listening Check, Student Book Pages 16–17

Excite

Play the game **Two Truths and a Lie** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) describing the places from Units 1 and 2.

Engage

Collaboration Have students choose the right picture in Exercise A. Then have them write a description of the place shown in each of the other pictures. Have students ask partners or small groups to identify the place based on the description.

Extend

Have students get out their picture/word cards for Units 1 and 2. Play the audio for the passage *Sam Is Having Fun* again. Ask students to hold up the correct card whenever they hear one of the key words. After they listen, encourage students to describe each of the key words, offering examples or definitions.

Answer Key

A: C **B:** 1. ✗ 2. ✗ 3. ✓ 4. ✗ **C:** 1. ✓ 2. ✗ 3. ✓ 4. ✗ **D:** 1. b 2. a 3. b 4. c **E:** 1. waterfall 2. river 3. cave 4. pond 5. canyon 6. cliff

Units 1 and 2, Get Ready to Speak, Student Book Page 18

Excite

Introduce the Speaking Goal. Explain that paraphrasing is explaining what a passage is about in your own words. Model paraphrasing by retelling a passage or story the class has read in your own words. Then have a volunteer paraphrase one of the passages they heard or read that week.

Engage

Collaboration Have students listen to and read aloud the passage in Exercise A. Have them underline or jot down any important parts of the passage. Then have pairs fill in the chart in Exercise B together. Finally, have them practice paraphrasing the passage. Remind students to use their own words.

Extend

Communication/Collaboration Have pairs or small groups discuss what it might be like to visit Cairo. Invite students to use what they read and anything they know about Egypt or the desert to describe what the trip might be like. Encourage them to use any appropriate key words from the Topic.

Answer Key

A: (Possible answers) traveled: went, visited; huge: very big; good: nice, delicious, great; beautiful: pretty
B: (Possible answers) 1. went 2. big 3. nice, delicious, great 4. pretty

Units 1 and 2, Speak, Student Book Page 19

Excite

Collaboration Have partners discuss trips they've taken. Have partners help each other decide which trip they want to write about. Encourage students to use questions like *What did you see?* and *What did you do?* in their discussions.

Engage

Have students write details about their trips that they discussed into the chart in Exercise C. Once students have completed Exercise D, have them exchange their paragraphs with a partner to check. Invite volunteers to read their paragraphs aloud to the class.

Extend

Use the student-made picture/word cards to play **Memory** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) and review the key words for Units 1 and 2.

Answer Key

C: Answers will vary. **D:** Answers will vary.

Units 1 and 2, Speaking Tutor Worksheet

Excite

Explain that a synonym is a word with the same or similar meaning to another word. Sometimes a synonym is one word that can be used instead of a few words. Work with students to come up with a few example of synonyms. Write them on the board.

Engage

Make dictionaries and thesauruses available to students. Explain that a thesaurus is like a dictionary, except it shows lists of synonyms instead of definitions. As students work to find synonyms for the underlined words, encourage them to look up any words they don't know or to use the thesaurus to find synonyms.

Extend

Collaboration Have students choose another place they'd like to visit and describe it to a partner. Then have partners suggest synonyms to use in the description of the place. Then have partners switch roles.

Units 1 and 2, Project

Excite

Critical Thinking Discuss with students whether they ever went on a trip and took photos or brought back souvenirs, such as postcards. Ask, *How can you use what you brought back to show someone what your trip was like?* Discuss how images of a place might help someone who has never been there understand what it is like.

Engage

In addition to using shapes and drawings to show the place they have chosen, encourage students to do online research to find some images. Provide students with examples, such as using images of the Eiffel Tower or other landmarks to show Paris. Ask volunteers to explain why they are chose to use the shapes or images that they put in their collages.

Extend

Have students present their collages to the class. Encourage them to explain why they made the choices they did when constructing their collages. Allow other students to ask questions about the collages. Then have students discuss if there are any places they would like to visit based on the collages they've seen.

Workbook Answer Key

Unit 1 A: 1. ✗ 2. ✓ **B:** 1. ✗ 2. ✓ 3. ✗ **C:** 1. c 2. a 3. b 4. a
D: 1. oasis, a 2. desert, a 3. canyon, b 4. stream, b **E:** 1. stream
2. pond 3. temperature 4. desert **F:** 1. temperature 2. oasis
3. canyon 4. stream
Unit 2 A: A. 3 B. 1 C. 2 **B:** 1. ✓ 2. ✓ 3. ✗ **C:** 1. No 2. Yes
3. No 4. Yes 5. Yes 6. No **D:** 1. a 2. c 3. b **E:** 1. river 2. cliff
3. island 4. waterfall **Speak** beautiful—pretty; cook—chef;
frightening—scary