

Helping Out

Unit 1 Goals

- Listen to the story *Watch Out, Paws!*
- Listen for sequence

Unit 2 Goals

- Listen to *A Special Day in Thailand*
- Listen and make an outline

Speaking Goal

- Give instructions

Topic 1, Opener, Student Book Pages 6–7

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

Excite

Communication Tell students they will listen, think, and speak about things related to helping out around the house in this Topic. Encourage small group discussions of the types of things that need to be done in our homes every day, every week, every month, or every season.

Engage

Have students listen to the Fun Fact and discuss the different kinds of chores they do at home. Are there any chores they enjoy doing? Write these on the board. Take a poll to see how many students do these same chores. Determine if any students have unique chores.

Extend

Creativity Have students make a poster, showing themselves doing their favorite chore. Have them title the poster with the name of the chore and label all of the things they need to do the chore correctly. Display the posters.

Answer Key

B: 1. nearly eight years of their lives 2. 25 percent 3. Answers will vary.

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

Excite

Use the students' posters from the Extend activity above to play a game of **Down the Line** (see *Games and Activities* on pages 20–21 of this Teacher's Guide).

Engage

Collaboration/Communication Arrange students in small groups. Assign each group one of the key words/phrases in Exercise A (the words in bold). Invite them to discuss what they know about what it means to do that chore. Invite a volunteer from each group to present the key word/phrase and tell the class a little about it.

Extend

Have students make picture/word cards for the key words on page 8. Give each student eight blank cards and drawing supplies. Have them write the word/phrase on one side of the card and draw something related to that chore on the opposite side of the card. Have them practice saying the key words.

Answer Key

B: 1. pair of shoes 2. the dishwasher 3. the laundry basket 4. the trash bag. **C:** clean the patio, vacuum the floor, hang out the clothes, take out the trash

Unit 1, Listen, Student Book Page 9

Excite

Introduce the Listening Goal. Write on the board: *to begin with, suddenly, later, and in the end*. Ask a volunteer to name a chore. Then have them explain what they do *first* or *to begin with*, followed by what they do *later*. Have them share the last step using the words *in the end*.

Engage

Collaboration Have students work in pairs. S1 should write down any key words they hear in the story; S2 should write down sequence words they hear. Have partners switch papers and check each other's answers.

Extend

Creativity Ask students to create a schedule for the chores they do at home. Their schedule should include time for each of their chores and time for fun. Encourage them to label their chores with sequence words.

Answer Key

A: 1. a 2. a 3. b **B:** Mr. Brown shows the Jones family a robot that can do the chores. The robot doesn't work well and tries to put the cat in the dishwasher. a. 1 b. 3 c. 2

Unit 1, Understand, Student Book Pages 10–11

Excite

Play a game of **Charades** (see *Games and Activities* on page 20–21 of this Teacher's Guide), using Unit 1 key words.

Engage

Communication Encourage student pairs to practice using the language from pages 10 and 11. Remind them to use sequence words when they can.

Extend

Have students plan something fun for their family to do. Then have student pairs talk about what chores they will need to complete before they can do the activity.

Answer Key

A: 1. and 2. The family asks what the robot can do. Mr. Brown turns on the robot to do chores. The robot puts the cat in the dishwasher. Mr. Brown has to turn off the robot. 3. To begin with, later, in the end **B:** 1. b 2. d 3. c 4. a **C:** 1. clean her shoes 2. feed the cat 3. makes a noise 4. the cat **D:** Answers will vary. **E:** 1. loads the dishwasher 2. clean the patio 3. vacuum the floor 4. clean your shoes 5. take out the trash 6. feed the cat 7. does the laundry 8. hang out the clothes **F:** Finished chores: Cleared the table, Cleaned his shoes, Loaded the dishwasher, Vacuumed the floor; Chores to do: First feed the cat, Next do laundry, And then hang out clothes, Finally take out trash

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

Excite

Play a game of **Teacher's Mistake** (see *Games and Activities* on pages 20–21 of this Teacher's Guide), using the key words from Unit 1 as well as other chores students named in the Engage activity for pages 6–7. When they catch a mistake, students should raise their hands. Increase the challenge by requiring students who catch your mistake to correct it.

Engage

Collaboration Invite students to work with a partner. Have them read aloud the sentences in Exercise A. Then assign each pair one of the key words/phrases for Unit 2. Have them write a new sentence for their word. Ask volunteers to share their sentence with the rest of the class. Save the sentences for a later activity.

Extend

Using the format of Exercise C, play a game of **Two Truths and a Lie** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) as a class. Encourage students to listen carefully to catch the “lie.” When a student guesses the correct answer, have him/her pick a different key word for the rest of the class to guess.

Answer Key

B: a. 3 b. 2 c. 1 d. 4 **C:** 1. dry the dishes 2. water the plants 3. mail a package 4. stay at home

Unit 2, Listen, Student Book Page 13

Excite

Critical Thinking Introduce the Listening Goal: listen and make an outline. Discuss with the class what an outline is and show them how to make one. You might use something like *Work in the Garden* as a topic. Use numbers and headings to show the main ideas of *Planting* and *Watering*. Then use bullet points to add details about the main ideas. Ask students to call out ideas to help you fill in the outline.

Engage

Have students complete Exercise B. Then play the audio track for the conversation *A Special Day in Thailand* again. Every time students hear a key word, they should clap once. When they hear a chore or action that is not a key word (e.g., shopping at the supermarket, cook a special meal), they should raise their hands. Write the words students raised their hands for on the board. Then review with the class all of the words they recognized.

Extend

Creativity Have students make picture/word cards for the key words/phrases for Unit 2. Give each student eight blank cards and drawing supplies. Have them write the word on one side of the card and draw something related to that word or action 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

A: 1. Inside chores: clear the table, dry the dishes 2. Outside chores: clean the patio, water the plants **B:** 1. T 2. T 3. F

Unit 2, Understand, Student Book Pages 14–15

Excite

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 for both Units 1 and 2. Students can play this game individually or in small groups.

Engage

Collaboration Have students complete Exercise E. Arrange students in pairs. Pass out the sentences from the Engage activity for page 12. Have pairs read the sentence and underline the key word. Then have them write what the key word means plus two more fake definitions in random order. Have pairs exchange their sentences and definitions with another pair. Students should attempt to identify which definition is correct.

Extend

Creativity Encourage student pairs from above to draw illustrations to go with their sentence and the real definition. Invite pairs to share their drawings and definitions with the rest of the class.

Answer Key

A: Answers will vary. **B:** 1. F 2. T 3. F 4. T 5. F 6. T 7. F 8. F
C: 1. Mother's Day 2. flowers 3. chores 4. special meal
D: Answers will vary. **E:** 1. b 2. b 3. c 4. d **F:** 1. a 2. b 3. c 4. d

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

Excite

Play a game of **Rollers** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) to review the key words and target language from Units 1 and 2.

Engage

Collaboration Have students complete Exercises A–F. Then set up a game of **Buzzers** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) for students to complete Exercise G. First, play the audio track and have students listen with their books closed. Then read aloud each sentence, saying the word *blank* where a word is missing (*My children are very "blank" at home.*). Allow students to buzz in with the answer that goes in the blank.

Extend

Have students get out their picture/word cards for Units 1 and 2. Play the audio for the passage *A Visit in the Night* again. As they listen, ask students to hold up the correct card whenever they hear one of the key words. Randomly call out the words and check that students are matching them correctly.

Answer Key

A: a **B:** a. 1 b. 3 c. 2 **C:** 1. a 2. b **D:** 1. At the beginning of the story, Mr. Miller planted seeds to grow plants and flowers, but they didn't grow. Next he watched the garden and saw a fox digging the flowers and seeds and picking through the trash. In the end, he fed the fox. 2. Answers will vary. **E:** 1. d 2. a 3. c 4. a **F:** Answers will vary. **G:** helpful, clear the table, load the dishwasher, dry the dishes, plant seeds, water the plants, vacuuming the floor, cleaning the patio

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

Excite

Introduce the Speaking Goal: give instructions. Remind students that it's important to include steps and details when giving instructions. Ask a couple of volunteers to give the rest of the class instructions on how to use something, like a pencil sharpener or a tablet. Have another student follow the instructions. Invite the rest of the class to say whether the instructions were clear and easy to follow.

Engage

Have students complete Exercise B. Then have partners work with another pair to form a small group and share their answers to the questions. Do they all agree? If any of the four has a different answer or thought, encourage them to share it within their small group.

Extend

Critical Thinking Ask students to discuss why it's important to help their family keep the house in order. Explain that it takes less time when people work together to complete a task. Demonstrate this by dropping several things on the floor (paper, pencils, paper clips). Ask for one volunteer to come pick up what you dropped. Then, drop the same things on the floor and ask several students to come help you pick everything up. Emphasize that it takes less time when everyone pitches in.

Answer Key

A: First, Next, After that, Then, Finally **B:** 1. How to grow a sunflower. 2. Plant the sunflower seeds. 3. Take care of them and remember to water them. 4. Peter needs to remember to not eat the sunflower seeds.

Units 1 and 2, Speak, Student Book Page 19

Excite

Arrange students in two equal circles—one inside the other. Students in the two circles should be facing one another. Designate one circle as the questioners and one as the answerers. Play a game of **Circles** (see *Games and Activities* on pages 20–21 of this Teacher's Guide), using the key words and target language for Units 1 and 2. Have students switch roles.

Engage

Communication Have students work on their own to complete the chart in Exercise C. Afterwards, invite them to talk with a partner about their completed charts using language patterns like those in the instructions on page 18.

Extend

Write key words from Units 1 and 2 on the board, but leave out some of the letters or words. Ask a volunteer to come to the board and fill in one of the missing letters or words. Call on more students to fill in the blanks until the key word is complete. Have the whole class say the phrase.

Answer Key

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

Units 1 and 2, Speaking Tutor Worksheet

Excite

Play a game of **Simon Says** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) with students. Point out the importance of giving good instructions. Invite students to take turns giving instructions to the rest of the class.

Engage

Invite two students to read aloud *Baking Cookies*. One will read Edmund's lines. The other will read Himari's lines. Ask the rest of the class to raise their hands each time they hear a sequence word.

Extend

Collaboration Point out that we stress important words when we speak. Have students work in pairs to say the conversation aloud. Have them say it one time without stress. Then have them say it again, stressing words as in natural speech.

Units 1 and 2, Project

Excite

Critical Thinking Tell students that they are going to make a calendar showing what chores they do on different days. Ask students to share if they use a calendar at home and what they or their parents put on the calendar. Elicit answers (e.g., soccer practice, baseball games, special dinners, birthdays).

Engage

Circulate throughout the classroom and ask students questions to help them consider the different chores they do to help out at home. (*Do you have a pet that you feed or walk? Do you help with the laundry or the dishes?*) Remind students to think about whether they do these things one day a week or every day of the week. If they have several chores they do on one day, encourage them to number them to show the sequence in which they do these chores.

Extend

Communication After talking with their partner about the chores they do at home, invite students to think about and discuss chores they could do to help other people. For example, encourage them to think of things they could do to help their neighbors or volunteer work they could do in their community. What could your class do for the community?

Workbook Answer Key

Unit 1 A: 1. F 2. T 3. F **B:** a. 1 b. 3 c. 2 **C:** 1. a 2. c 3. a 4. b

D: 1. Mary and Bob will load the dishwasher and vacuum the floor. 2. They did some chores. 3. They put the empty pizza box on the table so the children thought there was no pizza. 4. They were unhappy. 5. The pizza was in the oven. **E:** 1. hang out the clothes 2. clean your shoes 3. clean the patio 4. feed the cat **F:** 1. take out the trash 2. load the dishwasher 3. do the laundry 4. vacuum the floor 5. clean the patio 6. hang out the clothes **Unit 2 A:** 1. a 2. a **B:** 1. D 2. M 3. D **C:** 1. b 2. b 3. a 4. c 5. a **D:** 1. thank you 2. helpful 3. plant some flower 4. red 5. shirts **E:** 1. b 2. a 3. b 4. b **F:** 1. be helpful 2. mail the package 3. stay at home 4. dry the dishes

Speak Students circle *First, After that, Then, and Finally*.