

Where Am I?

Unit 1 Goals

- Listen to the conversation *A Long Way*
- Listen for key information

Unit 2 Goals

- Listen to *The Chocolate Cake*
- Listen and take notes—Cornell Method

Speaking Goal

- Give a speech

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. Show students a few photos of towns and cities and have them identify what each photo shows. For example, ask, *Where was this photo taken? What do you notice about it?* Accept any answers, such as *there are a lot of people* or *it looks very busy*.

Engage

Have students listen to the Fun Fact and discuss what they know about cities. Ask, *Have you ever visited a busy neighborhood like Shibuya? What did you think about it?* Accept any reasonable answers. Then have partners describe to each other a city or town they have visited. Encourage them to describe how the place looked.

Extend

Creativity Have students draw a picture of the busiest street in town. Encourage them to include as much detail as possible.

Answer Key

A: 1. They're crossing the road 2. Answers will vary. **B:** 1. In Tokyo, Japan 2. Hundreds or thousands 3. Answers will vary.

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

Excite

Discuss businesses in your city or town and where they are located. Ask, *Is there an area in town that has a lot of businesses? Do you like to shop there?* Discuss what different parts of town are like.

Engage

Creativity Have students identify whether any of the key words exist in their town. Have students draw a map of their town to show as many of the key words as possible (*dead end, one-way street, downtown, intersection*, etc.) with each feature clearly labeled.

Extend

Have students make word cards for the key words/phrases on page 8. Give each student eight blank cards. Have them write the word or phrase on one side of the card and draw a picture to show the word on the other. When students are done, have them work with a partner to review, say, and spell the key words and phrases.

Answer Key

B: 1. next to the mother and child running for the bus 2. next to the apartment block on the dead-end street 3. next to the man walking past the shoe store 4. next to the one-way sign **C:** 1. uptown 2. around the corner 3. downtown 4. intersection

Unit 1, Listen, Student Book Page 9

Excite

Introduce the Listening Goal for this unit: listen for key information. Ask, *What information do you think is most important in a story or passage?* Guide students to conclude that any details that help them understand the main idea of the passage can be considered key information. Have them recall any stories they know and discuss key information from those stories.

Engage

Communication Have students listen to *A Long Way* and have them make note of the key information in the conversation. Replay the conversation and have pairs discuss the most important information in the conversation. Then have them discuss whether they would visit the bakery described in the conversation.

Extend

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

Answer Key

A: 1. a 2. b 3. a **B:** Answers will vary. a. 3 b. 2 c. 1

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 invite students to play this game in small groups. Students will attempt to guess the key words.

Engage

Creativity After pairs discuss the questions in Exercise D, have them work together to write a set of directions to somewhere in their city. Encourage them to use as many of the key words as possible in their directions.

Extend

Collaboration Have students swap the directions they created in their Engage activity with another pair to see if they can follow the directions. Students may want to conceal the final destination and have the other pair guess where the directions lead.

Answer Key

A: 1. the directions 2. No, some of it was extra detail that wasn't useful. 3. Yes, because they said the directions many times. **B:** 1. b 2. a 3. b 4. d **C:** 1. mom 2. cupcakes 3. interesting 4. a quarter of an hour **D:** Answers will vary. **E:** 1. dead end 2. around the corner from 3. one-way street 4. uptown

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

Excite

Communications As a class, make a list of businesses in town that students are familiar with, such as clothing shops or grocery stores. List as many as students can come up with.

Engage

Creativity Have students draw a block of a town that includes as many of the businesses listed in the key words as possible. Tell students to label each business. If time permits, have students write directions for how to get to each of the stores, using the key word language, such as *first store on the right*.

Extend

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

Answer Key

B: a. 3 b. 1 c. 4 d. 2 **C:** 1. candy store 2. grocery store 3. hardware store 4. toward

Unit 2, Listen, Student Book Page 13

Excite

Introduce the Listening Goal. Model the Cornell Method of note-taking on the board. Make two columns on the board, one labeled *Key Information* and one labeled *Notes*. Have a volunteer tell a story about something they did in your town. As the student talks, write the key information in the first column and notes about it in the second.

Engage

Communication Have students listen to *The Chocolate Cake*. Ask, *Has anyone ever followed a recipe?* After a brief discussion, have pairs discuss any recipes they followed, where the recipe came from (for example, from a cookbook), and what steps they took before they followed the recipe (for example, gathered ingredients). Then play *The Chocolate Cake* again and have students compare and contrast what they did with what the characters did.

Extend

Collaboration Have students work with a new partner to compare notes about *The Chocolate Cake*. Encourage students who have differences in their notes to explain why they chose to include which key information and notes. Then have students take turns summarizing the story.

Answer Key

A: 1. 6 large 2. flour 3. 160 grams, not the white cheese
B: 1. buy a carton of six, grocery store, go toward park, first store on the right 2. chocolate; one pack of dark chocolate, candy store on Riverdale Road, go to the bank and turn left 3. cake pan; hardware store, corner of Avalon Street and turn right, beyond the school; Summary: Caroline and Dad discuss the ingredients they need to make a birthday cake for Mom.
1. F 2. T

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 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. For example, S1 could ask, *When I say grocery store, what do I mean?* Then S2 would answer *A store that sells food*.

Extend

Creativity Have students create a sign advertising a business in their town. Have them include directions for how to get there, including as many key words as possible.

Answer Key

A: 1. Answers will vary. 2. Answers will vary. 3. Answers will vary. 4. Answers will vary. **B:** 1. F 2. F 3. T 4. T 5. F 6. T 7. T 8. T
C: 1. six 2. dark 3. Riverdale 4. school **D:** Answers will vary.
E: 1. c 2. d 3. a 4. b **F:** 1. b 2. b 3. c 4. d

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

Excite

Play the game **Picture Pieces** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) describing the key word from Units 1 and 2 that are nouns.

Engage

Collaboration Have students choose the right picture in Exercise B. Then ask them to write a description of what the children are doing in each of the other pictures. Have students ask partners or small groups to identify what the children are doing based on the description.

Extend

Have students get out their word cards for Units 1 and 2. Play the audio for the passage *Treasure!* again. Ask students to hold up the correct card whenever they hear one of the key words.

Answer Key

A: Key Information: 1. candy store 2. the park 3. the toy store; Notes: around the corner from here; past the grocery store and up the street for two blocks; on a one-way street; Summary: Hiroto and Ayumi follow a treasure map and find a treasure chest in a toy store; b **B:** a. 2 b. 3 c. 1 **C:** 1. b 2. a **D:** Answers will vary. **E:** 1. b 2. a 3. b 4. d **F:** Answers will vary.
G: 1. hurry 2. toward 3. go past 4. grocery store 5. intersection 6. around the corner from 7. beyond 8. hardware store

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

Excite

Introduce the Speaking Goal. Discuss any speeches students may have heard, such as one given by a classmate running for class office. Ask students if the speeches they have seen have elements in common (such as persuasive language or a strong introduction and conclusion).

Engage

Communication/Collaboration Have students listen to and read aloud the passage in Exercise A. Then have them discuss in pairs whether they like the speech and, if so, what they like about it. Ask, *What do you notice about what the speaker says?* Guide students to see that the speaker is persuading listeners to do a similar walk. Use that as a jumping off point for students to brainstorm potential topics for a speech about their favorite places to walk.

Extend

Help students find examples of speeches online, either text or video. As students read, listen, or watch, have them identify what they think makes the speech sound good. Have them listen for the tone the speaker uses. Then have students practice giving a speech by reading *My Favorite Walk* aloud to each other.

Answer Key

A: Students underline *Have you ever seen a two-meter-long snake?* **B:** 1. Answers will vary. 2. He can see, smell, and do a lot of interesting things. 3. He smells pizza and flowers.

Units 1 and 2, Speak, Student Book Page 19

Excite

Communication/Collaboration Have partners discuss places they like to walk or hike. Have students ask each other what they like about the walk. Encourage students to use questions like *What do you see?* and *What do you do?* in their discussions.

Engage

Have students write details about their walks 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.

Extend

Creativity After students complete their speeches, encourage them to make a poster of their favorite walk to accompany their speech. Encourage students to display their posters as they give their speech to the class.

Answer Key

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

Units 1 and 2, Speaking Tutor Worksheet

Excite

Critical Thinking Find examples of speeches from movies or stories to show to the class. Have students watch or read the speeches, and ask them what they notice about the speeches. Have volunteers identify the introductory sentence of each speech.

Engage

Have students pretend they are giving a speech to encourage people to come to a festival. Have partners come up with an introduction sentence for the speech.

Extend

Have students work on their own to brainstorm a topic for another speech. Then ask volunteers to give their topic and explain why they chose it.

Units 1 and 2, Project

Excite

Tell students to imagine they work for the tourism board in their town and they want to encourage people to come visit. Come up with a list of places they think everyone should visit.

Engage

Encourage students to include places from their lists in their travel guides. Help students look up photos of places in town for inspiration. Or help them print photos from the Internet to use in their travel guides.

Extend

Collaboration Ask students if there are any places in the world they would like to travel to. Work with small groups to find the tourism websites of those places and encourage students to name some landmarks they would like to see.

Workbook Answer Key

Unit 1 A: 1. T 2. T 3. F **B:** b **C:** 1. b 2. b 3. c 4. c **D:** 2. Amanda doesn't like tomatoes or Parmesan, and she always gets spaghetti sauce on her clothes. 3. Go past the bookstore and turn right onto Jefferson Avenue. The restaurant is on the right, opposite the bank. 4. They like the Turkish restaurant because it has delicious food. 5. Amanda had garlic chicken and spicy rice last time. 6. They forget to agree on a time.

E: 1. downtown 2. one-way street 3. intersection 4. Go past 5. uptown 6. a dead end **F:** 1. hurry 2. around the corner from 3. intersection 4. dead end 5. go past the 6. downtown

Unit 2 A: 2. hot dogs; grocery store, around the corner from the bank 3. tent; hardware store, toward park, turn left, first store on right **B:** a **C:** 1. Doesn't say 2. False 3. True 4. True 5. False **D:** 1. shopping 2. a game 3. three 4. a swimsuit 5. hot dogs 6. camping **E:** 1. a 2. b 3. a 4. a **F:** 1. grocery store 2. the first store on the right 3. up the street 4. beyond 5. toward 6. go to the corner

Speak: Students circle *I love the dentist. Yes, really! I walk to the dentist with a smile on my face.*