

Introduction

Welcome to Oxford Discover

Oxford Discover is a six-level course, created to address the evolving needs of young learners of English in the 21st century. Second language acquisition is now much more than an academic pursuit. It has become an essential skill for global cooperation and problem solving. *Oxford Discover* is centered on the belief that language and literacy skills are best taught within a framework of critical thinking and global awareness, and it aims to guide students toward the broader goals of communication.

Oxford Discover creates a positive and motivating learning environment by:

- providing content that is relevant, informative, and academic
- offering multiple perspectives on topics across the curriculum
- allowing students to consider key concept questions that they revisit as they gain more information
- challenging students to think critically about topics, issues, and questions
- developing strategies that help students perform well in tests
- fostering a love of reading and writing.

What's New for 2nd Edition?

- **NEW Oxford Discover App** reinforces students' learning in a fun way, both at home and at school.
- **ENHANCED Big Question Panels** in the Workbook promotes discovery learning and autonomy by posing specific questions on the topic, and asking students to personalize their answers.
- **NEW Classroom Presentation Tool** with on-screen Student Book and Workbook, story animations and new grammar animations, enhanced Big Question videos, and embedded audio facilitates dynamic classes.
- **NEW Assessment for Learning** provides more comprehensive skills and language testing.
- **NEW 21st Century Skills Assessments**, to be used with the projects in the Student Book, will measure students' progress and achievement in the areas of collaboration, communication, creativity and critical thinking.
- **NEW Teaching Strategies videos** provide teachers with practical lesson tips specific to *Oxford Discover* 2nd edition.
- **ENHANCED Reading Comprehension worksheets**, to be used with the *Oxford Discover* 2nd edition Student Book reading texts, focus on reading strategies and genre, and provide further comprehension activities.
- **ENHANCED teaching notes** for the Writing & Spelling Books and Grammar Books provide teachers with additional support.
- **NEW error correction strategies, and ENHANCED drafting and editing stages** in the *Oxford Discover* 2nd edition Writing & Spelling Books improve students' techniques in writing and encourage them to reflect on

their work, equipping them with important skills for the 21st century.

- **NEW What Do You Know? section** in the *Oxford Discover* 2nd edition Grammar Books supports student's progress by helping them review learning from the previous year.

Lifelong Learning with the Oxford Discover Family

Oxford Discover belongs to a family of Oxford courses which share the same inquiry-based methodology, with a focus on 21st Century Skills. These courses offer schools a continuous inquiry-based learning path, which evolves with students as they grow. Each course provides the right level of cognitive challenge to support lifelong learning and success. For more information about the other courses available, please talk to your local Oxford representative.



The Oxford Discover Author Team

Lesley Koustaff and Susan Rivers

Lesley is a passionate teacher trainer. She has conducted educational workshops all over the world. Lesley has more than thirty years of experience in writing and editing ESL/EFL material to teach children English.

Susan has over 30 years' experience teaching English in Asia and the United States. Susan is the author of *Tiny Talk* and co-author of *English Time*, as well as many other ESL/EFL preschool, primary, and secondary teaching materials.



Kathleen Kampa and Charles Vilina

Kathleen and Charles are the authors of *Oxford Discover*, levels 3 and 4. They have taught young learners in Japan for over 25 years, and conduct workshops for primary teachers globally. Kathleen and Charles are also co-authors of *Magic Time* and *Everybody Up*, primary courses published by Oxford University Press.



Kenna Bourke

Kenna Bourke is the author of *Oxford Discover*, levels 5 and 6. Kenna has also written several grammar, literacy, and graded reading books for Oxford University Press, as well as other publishers. She has a particular interest in grammar and books for children. Kenna currently lives and works in Oxford.



The Key Principles of *Oxford Discover*

I. Inquiry-based Learning

Inquiry-based learning maximizes student involvement, encourages collaboration and teamwork, and promotes creative thinking. These guidelines will help you create the most effective classroom environment for *Oxford Discover*.

1. Facilitate student-centered learning

Student-centered learning gives students an active role in class. The teacher acts as facilitator, guiding the learning and ensuring that everyone has a voice. Students work to achieve the goals they have set for the lessons. As a result, student participation and dialogue are maximized.

2. Wonder out loud

Curious students are inquirers, ready to look beyond the information on a page. As new ideas, stories, or topics are encountered, encourage students to wonder:

I wonder why/how ... I wonder what happens when/if ...

3. Let student inquiry lead the lesson

When students are presented with a topic, invite them to ask their own questions about it. In doing so, they are more motivated to seek answers to those questions. In addition, as students find answers, they take on the added role of teacher to inform others in the class.

4. Take time to reflect

Every *Oxford Discover* lesson should begin and end with student reflection. The lesson can begin with the question *What have we learned up to now?* and end with *What have we learned today?* The answers are not limited to content, but can also explore methods, strategies, and processes. As students become more aware of how they learn, they become more confident and efficient in their learning.

5. Make connections

Deep learning occurs when students can connect new knowledge with prior knowledge and personal experiences. Give your students opportunities to make connections.

6. Cooperate instead of compete

Competitive activities may create temporary motivation, but often leave some students feeling less confident and valued. By contrast, cooperative activities build teamwork and class unity while boosting communication skills. Confident students serve as a support to those who need extra help. All students learn the value of working together. Cooperative activities provide win-win opportunities for the entire class.

II. 21st Century Skills

We live in an age of rapid change. Advances in communication and information technology continue to create new opportunities and challenges for the future. As our world becomes increasingly interconnected, today's young students must develop strong skills in critical thinking, global communication, collaboration, and creativity. In addition, students must develop life and career skills, information and technology skills, as well as an appreciation and concern for our planet and cross-cultural understanding. *Oxford Discover* helps students build these skills in order to succeed in the 21st century.

1. Critical Thinking

Students in the 21st century need to do more than acquire information. They need to be able to make sense of the information by thinking about it critically. Critical thinking skills help students to determine facts, prioritize information, understand relationships, solve problems, and more. *Oxford Discover* encourages students to think deeply and assess information comprehensively.

2. Communication

Oxford Discover offers students plentiful opportunities to become effective listeners, speakers, readers, and writers. Every unit has two pages devoted to communication, but these skills are also utilized throughout. In addition, digital resources such as Online Practice promote online communication and computer literacy, preparing students for the demands of the new information age.

3. Collaboration

Collaboration requires direct communication between students, which strengthens listening and speaking skills. Students who work together well not only achieve better results, but also gain a sense of team spirit and pride in the process. *Oxford Discover* offers opportunities for collaboration in every lesson.

4. Creativity

Creativity is an essential 21st Century Skill. Students who are able to exercise their creativity are better at making changes, solving new problems, expressing themselves, and more. *Oxford Discover* encourages creativity throughout each unit by allowing students the freedom to offer ideas and express themselves without judgment.

III. Language and Literacy Skills

1. Vocabulary

Students need to encounter new words in different contexts a number of times, before they can recognize the words and produce them. This is why words are presented and practiced with a focus on meaning before they are highlighted in the reading texts. Vocabulary is then rigorously recycled throughout the entire series, so that students can feel confident when meeting those words again in different situations.

2. Grammar

The grammar in *Oxford Discover* comes from the texts in each unit. By providing grammar in context, students are exposed to meaning as well as form. *Oxford Discover* integrates structural input into a meaningful syllabus, utilizing familiar vocabulary and situations. More explicit grammar practice is provided in the Workbook to help students apply it in more contexts and to internalize the rules and forms.

3. Literacy

Oxford Discover teaches essential literacy skills through the introduction of reading and writing strategies in each unit. These practical strategies encourage students to read critically and efficiently through a broad range of fiction and nonfiction text types and genres.

Component Overview

For the Student



Student Book

The Student Book contains 18 units. Each pair of units presents students with a different Big Question, encouraging students to examine the world more critically within an inquiry-based learning environment.



Workbook

The Workbook provides students with extra practice of the language and structures taught in class.



Oxford Discover App

The Oxford Discover App is a fun trivia app based on the Big Questions of the course. It encourages learner autonomy, enhances motivation and supports an inquiry-based methodology. The app can be used in class or at home.

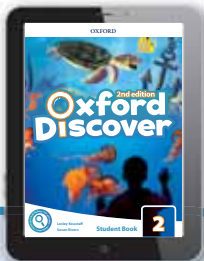
Online Practice

The Online Practice is a blended approach to learning where students can use online, interactive activities to further practice the language and ideas taught in the Student Book.



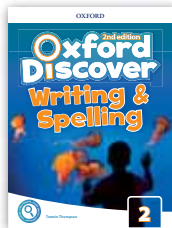
Oxford Discover Grammar

A six-level companion series which follows and supports the grammar syllabus and provides further practice opportunities.



e-Books

The Student Book and Workbook e-Books allow students to complete activities on the page, make notes, record themselves, and play the audio and video materials in context.



Oxford Discover Writing & Spelling

A six-level companion series which supports students throughout the writing process and introduces them to spelling patterns and strategies.

For the Teacher



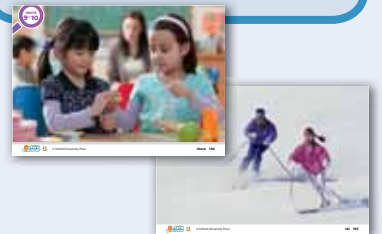
Posters

The posters initiate and support classroom discussions and act as visual aids, provide support for learning, and document evidence of learning.



Picture Cards

The picture cards include all the main unit vocabulary from the Student Book. They can be used to present and recycle vocabulary.



Class Audio CDs

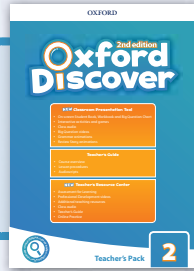
The Class Audio CDs support teaching in class and contain recordings of all the listening texts, reading texts, songs, and speaking dialogues from the Student Book.



Teacher's Pack

Teacher's Guide

The Teacher's Guide is a clear guide for the teacher in all aspects of the course.



Classroom Presentation Tool

The *Oxford Discover* Classroom Presentation Tool is an interactive classbook with autocorrect functionality, interactive games, videos and animations:



Big Question Videos

The Big Question Videos cover each Big Question in the Student Book. Each pair of units has:

- an Opener video
- a Talking Point video
- a Wrap Up video.

Grammar Animations

The grammar animations cover each grammar point in the Student Book. They further consolidate students' understanding of the grammar.

Story Animations

There are story animations to accompany each Wrap Up page in the Student Book. They support students' understanding and bring the stories to life.

The Classroom Presentation Tool can be downloaded from Oxford Learner's Bookshelf and used offline, online or via a web browser.

Teacher's Resource Center

Teachers have access to a range of resources, including assessment, Online Practice and professional development videos, all in one place.,

Professional Development Videos

- Teach 21st Century Skills with Confidence videos provide tips to help you develop your students' skills in critical thinking, communication, collaboration and creativity.
- Teaching Strategies for Oxford Discover videos provide practical lesson demonstrations and course-specific teaching guidance.

Assessment for Learning

Students' progress can be evaluated through continuous assessment, self-assessment and more formal testing.

Online Practice

Teachers have complete access to students' Online Practice, with a gradebook that enables instant marking.

Additional Teaching Resources

The Teacher's Resource Center provides additional materials for students and teachers to supplement all the other components available.

Teacher's Website

The Teacher's Website provides additional materials to support the course content.

Unit Tour

Big Question

These pages present the theme and objectives of the following two units. The Big Picture acts as an introductory visual representation of many of the ideas and language that students will go on to discover in the following pages.



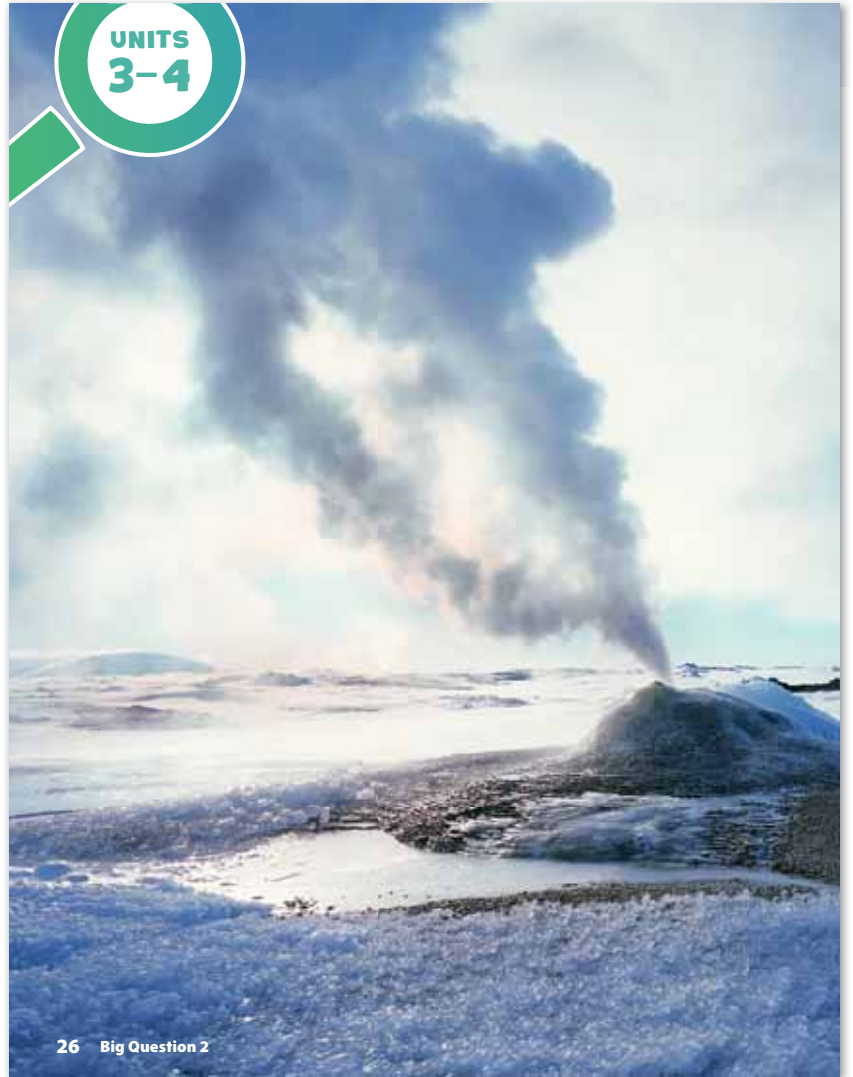
Classroom Presentation Tool

Show the Big Picture on screen to create a stronger impact in class.



Discover Poster

Students look at the Discover Poster, brainstorm known vocabulary, and think about what they know about the topic.



Workbook

Students answer specific questions, which help them to express what they already know about the Big Question topic.

BIG QUESTION 2
How do things change?

What happens when you take an ice cube out of your freezer?
Why?

3
Get Ready

Words

A Check (✓) the correct picture.

1 flow

a b

2 gas

a b

3 melt

a b

4 freeze

a b

20 Unit 3 Vocabulary: Forms and States Student Book page 28



BIG QUESTION 2

How do things change?

In these units you will:

- WATCH** a video about how things change.
- READ** about how to make ice cream.
- MAKE** a book about mixtures.
- LEARN** about what things are made of.
- WRITE** about things that can change.

A Watch the video.

B Look at the picture. What do you see?

- 1 What is the weather like?
- 2 Where do you think this is?

C Think and answer the questions.

- 1 What things change?
- 2 Can you hold water in your hand?

D Fill out the **Big Question Chart**.

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Preview

Students are introduced to the theme and main objectives of the Big Question. Students also understand what they will do and learn throughout the following two units.

A. Big Question Video (Opener)

Students watch the Opener video about the Big Question, in order to stimulate their thinking about the topic. The video can be used to elicit vocabulary and to introduce the theme of the following two units. This first viewing of the video is silent, as students are encouraged to respond individually to the clips and images. This will also help the teacher determine what students already know and what they want to know.

B. The Big Picture

Students look at the Big Picture. The Big Picture helps students to think about what they already know, and what they want to know about the topic. It can be used to elicit familiar vocabulary and to motivate students about the theme of the following two units.

C. Answer the Questions

Students answer questions that ask about their personal knowledge and life experiences. This helps students to interact personally with the theme of the units and encourages them to make connections to help their learning.

D. The Big Question Chart

Students share what they already know and what they want to know about the Big Question. Their ideas are recorded on the Big Question Chart.

Get Ready

This page teaches and helps students practice a vocabulary set. It also encourages students to think critically about the language.

A. Words

Students are introduced to new vocabulary, and have the opportunity to connect the words to the pictures and hear them spoken on the Audio CD.

B. Critical Thinking

Students complete a critical thinking activity that measures their understanding of some or all of the words.

C. Additional Activity (if applicable)










Students complete an additional vocabulary activity that measures their understanding of some or all of the words. This activity may involve critical thinking, or it may measure simple comprehension.

UNIT 3

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-17

 flow	 solid	 liquid
 gas	 heat	 steam
 ice	 freeze	 melt

B Write the correct words to complete the sentences.

- Water is a _____.
- We put _____ in drinks to make them cold.
- On a hot day, ice cream can _____.
- We can't hold a _____ in our hands.
- We _____ cold water to make it hot.
- Water in a river can _____ over stones.
- A book is a _____.
- You can see _____ on very hot water.
- On a very cold day water can _____.

liquid / solid

gas / ice

melt / freeze

solid / gas

freeze / heat

melt / flow

gas / solid

steam / ice

freeze / melt

28 Unit 3 Vocabulary: Forms and States

Workbook









Students complete a variety of activities that build and test their knowledge of the new vocabulary.

UNIT 3

Get Ready

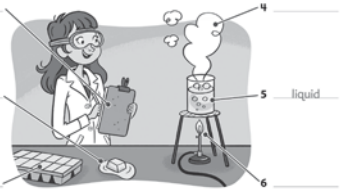
Words

A Check (✓) the correct picture.

<p>1 flow</p>  <input type="checkbox"/> a  <input checked="" type="checkbox"/> b	<p>2 gas</p>  <input type="checkbox"/> a  <input type="checkbox"/> b
<p>3 melt</p>  <input type="checkbox"/> a  <input type="checkbox"/> b	<p>4 freeze</p>  <input type="checkbox"/> a  <input type="checkbox"/> b

B Look at the picture. Write the words.

liquid steam melt ice heat solid



C Match the beginnings of the sentences to the ends.

1 A drum is	•	a a liquid.
2 Soda is	•	b freeze.
3 Air is	•	c melt.
4 Water can	•	d a solid.
5 Snow can	•	e a gas.

D Complete the sentences.

- I make something hot. I _____ heat _____ it.
- We make _____ by heating water.
- Steam is a _____.
- I _____ water. It is now ice.

20 Unit 3 Vocabulary: Forms and States Student Book page 28 Vocabulary: Forms and States Unit 3 21

Before You Read

Students are introduced to a reading strategy, which they will then apply to help them understand the text on the following pages. They are also introduced to the text type, and information about genre.

Before You Read

Think Are there any liquids in your backpack?
What solids are in your kitchen at home?

Learn Cause and Effect

Cause and effect tells how one event makes another event happen.
A **cause** is why something happens.
The **effect** is what happens after the cause.

Cause	Effect
I water the plants.	They grow.
The ice cream is in the sun.	It melts.

Read the sentences. Match the causes and effects.

In the winter, it's sometimes cool and rainy. When it's very cold, it snows. When there's a lot of snow, children don't go to school. They stay home and they're happy. In winter, there's often ice on the streets, and sometimes people slip and fall.

Cause

- 1 It's very cold.
- 2 There's a lot of snow.
- 3 Children stay home.
- 4 There's often ice on the streets.

Effect

- a Sometimes people fall.
- b It snows.
- c Children don't go to school.
- d They're happy.

D Look at the pictures on pages 30–31. What do you think the text is about?

Reading: Cause and Effect Unit 3 29


PREVIEW

What is it made of?

In this text, we learn about what things are made of.

This text is an *informational text*. Remember, informational texts tell us about our world.

Physical Science



Think. Critical Thinking

Students use their personal knowledge and life experiences to answer these questions, which act as a lead into the reading text. This activates interest in the topic of the text, and immediately connects it to the students' own lives.

C. Reading Strategy

Students learn and practice a reading strategy that they will apply to the upcoming reading. This helps students to develop reading skills which can be applied to any text, and to learn how to focus on the micro and macro meanings contained, whether in class or at home.

D. Before Reading

Students answer a pre-reading question that builds interest in the upcoming reading. This question also activates students' existing knowledge about the text's subject matter, which helps overall understanding of the text. When a predictive reading strategy is used, it is applied here.

Reading Preview

Students read a preview sidebar about the upcoming reading. This provides information about the text and helps to build interest. Children are introduced to the text genre and begin to understand how texts fulfil different learning needs.

Read

The reading texts are either fiction or nonfiction. Students are encouraged to focus on meaning, before focusing on the reading strategy. This is followed by general comprehension. The vocabulary presented on the *Get Ready* page is highlighted in yellow, to help students understand the words in context.

Before Reading

Students are introduced to a text. They engage in pre-reading activities and examine the reading's features (such as the title) and visuals in order to familiarize themselves with the text before reading it.

During Reading

Students read and listen to the unit's text. Each unit has either a fiction or a nonfiction reading that helps students find answers to the Big Question. The texts are designed to supplement students' learning in different subject areas and to help them make connections between other cultures and their own lives. They are graded to an appropriate vocabulary and grammatical level. Students are encouraged to take different approaches to reading the text.

Read 1-18

What is OUR WORLD made of?

Everything in our world comes in three different states: **solid**, **liquid**, or **gas**.

Solids
We can see and feel solids. Some solids are hard, and some solids are soft. Trees and feathers are solids. You're a solid, too!

Liquids
A liquid is a thing that can **flow**. Some liquids are thick, and some liquids are thin. Juice and milkshakes are liquids. Can you think of other kinds of liquid?

Gases
The air that you breathe is a gas. We can't usually see a gas, but sometimes we can feel it when it moves. On a windy day, we can feel the wind on our bodies.

Classroom Presentation Tool

Click on specific sections of text to enlarge them.

Vocabulary

Students focus on language in context and the meaning of the text by working with the *Get Ready* vocabulary, which is highlighted in yellow throughout the text.

Things can change from one state to another when we make them hot or cold.

When we make water very cold, it **freezes** and changes to **ice**.

When ice or snow heats up, it **melts** and changes back to water.

When we **heat** water, it boils and changes to **steam**.

Look at these three pictures of things changing from one state to another.

The snow was a solid and now it's a liquid.

Think What's the cause of the snow melting? What's the effect?

The water was a liquid and now it's a solid.

Think What's the cause of the water freezing? What's the effect?

The water was a liquid and now it's a gas.

Think What's the cause of the water boiling? What's the effect?

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Vocabulary

Students need to feel confident dealing with a variety of texts and text types where there are some unfamiliar words. Passive vocabulary has been carefully integrated so that it does not impede understanding of meaning, and is often part of collocations or common chunks of language.


After Reading

Students can work individually or together to complete an activity that relates to the reading. This will exploit the text in regard to meaning as well as form. It helps students have a deeper understanding of the content, and to engage more actively with the written word.

Read

Read the text quickly. Answer the question.
What happens to water in hot springs?

Hot Springs



Hot springs are small lakes with hot water. In some hot springs, hot rocks on the ground of the spring heat the water. In others, the water heats up under the ground.

When the water is very hot, some of it changes to steam. The water was a liquid, and now it's steam, a gas.

When hot steam meets warm air, we can't see a lot of steam. When hot steam meets very cold air, we can see a lot of steam.

Be careful in hot springs! The hot water and hot steam can be dangerous.

Think What's the cause of the hot water? What's the effect of the hot water?

22 Unit 3 Reading: Cause and Effect Student Book page 21

Workbook

Students read an additional fiction or nonfiction text featuring vocabulary and the reading strategy from the Student Book text.

Understand

This page checks students' understanding of the text through personal response, application of the reading strategy, general comprehension and critical thinking.

Think. A. Personal Response
Students answer personal response questions that allow them to discuss their opinions and feelings about the reading.

B. C. Reading Comprehension
Students demonstrate their comprehension of the reading through an additional activity. This will show the teacher and the student the level of understanding gained through reading the text. When a post-reading strategy is taught, it is applied here.

Think. Critical Thinking
Students answer critical thinking questions that encourage them to think further about the text.

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

1 Why Leo and Lily don't like each other

2 Their adventure in the woods

3 How Leo escapes from the fox

4 Why Leo and Lily are friends at the end

A Ask and answer the question.

What's your favorite part?

Lily pecks the pinecone. It's funny!

B Compare and contrast Leo and Lily. Write the words in the Venn diagram.

- can fly
- scared
- clever
- can run
- friendly

C Number the events in the correct order.

Leo carries Lily home. 1 Leo chases Lily.

Leo tries to fight the fox. Leo and Lily are lost.

Leo and Lily wait in a tree. Lily shows Leo the way home.

Think What do you think?

1 Which animals can be pets?

2 Can animals help each other?

20 Unit 2 Comprehension

Workbook
Students complete activities that build and test knowledge of the Workbook reading and the reading strategy. Students also answer a personalized question that encourages them to consider their knowledge of the topic within their own context.

Understand

Comprehension

A What part of the text do you like? Check (✓).
The lakes The hot rocks The steam

B Read the causes and effects. Circle True or False. Correct the false statements.

Causes	Effects
1 The water is very hot.	Some of it changes to steam. <input checked="" type="checkbox"/> True <input type="checkbox"/> False
2 Hot steam meets warm air.	We can see a lot of steam. <input type="checkbox"/> True <input checked="" type="checkbox"/> False
3 Hot steam meets very cold air.	We can't see a lot of steam. <input type="checkbox"/> True <input checked="" type="checkbox"/> False

C Answer the questions.

1 How does water in hot springs get hot? Name two ways.
a Hot rocks on the ground of the spring heat the water.
b _____

2 What is a solid at a hot spring? _____

3 What is a liquid at a hot spring? _____

D About You Answer the questions.

1 When do you see steam in your house? _____

2 What causes the steam in your house? _____

Comprehension Unit 3 23

Students are introduced to a grammar structure through the context of a song, before working with the structure more closely via a grammar presentation and practice activities that allow them to produce the language in a collaborative situation.

D. Grammar in Context

Students are introduced to the grammar model in a song. The aim of the song is to present and teach the grammar model through its meaning and its use, and to encourage students to relate to the language in a fun and enjoyable way.

E. Learn Grammar

Students learn about the unit's grammar point. The grammar is explained clearly in a *Learn Grammar* box, using examples from the reading when possible. The focus is on the grammar's meaning and use. Students then practice what they have learned in an activity.

Classroom Presentation Tool

Play the grammar animation here to further consolidate students' understanding of the grammar point.



Practice

Students personalize what they have learned. This activity involves the productive skills of writing and speaking, while using the target language to express ideas in the students' own words.

Workbook

Students complete extra grammar practice activities, with a grammar table to use as reference. The full form of the structure is presented and practiced extensively.

Workbook Grammar pages 19-25

Grammar in Use

D Listen and sing along. Cats and Birds 7-11

Meow! Squawk! Meow! Squawk!
My cat and bird always fight.
They never get along together.
And fighting isn't right.

Meow! Squawk! Meow! Squawk!
I hardly ever sleep at night.
Why can't my cat and bird be friends
And treat each other right?

Meow! Squawk! Meow! Squawk!
I usually have to shout.
I sometimes say they must be friends
Or I won't let them out!

E Learn Grammar Adverbs of Frequency

Lily **always** escapes.
Lily is **usually** very nervous.
Leo **sometimes** tries to catch Lily.
Leo **hardly ever** tries to catch Lily now.
Leo and Lily **never** fight now.

always	✓✓✓✓
usually	✓✓✓
sometimes	✓✓
hardly ever	✓
never	X

Practice with your partner.

Me	Name ...
I always ...	He / She always ...
I usually ...	He / She usually ...
I sometimes ...	He / She sometimes ...
I hardly ever ...	He / She hardly ever ...
I never ...	He / She never ...

F Now tell the class about your partner.

I always eat ice cream in the summer. He sometimes watches TV in the evening.

Grammar: Adverbs of Frequency Unit 2 21

Grammar in Use

A Study the grammar.

Learn Grammar Simple Past of Verb To Be

Now			Then		
I	am	not	I	was	not
He	is	not	He	wasn't	not
She	isn't	hot.	She	wasn't	hot.
It	isn't		It	wasn't	
You	are		You	were	
We	aren't		We	weren't	
They	aren't		They	weren't	

B Circle the correct words.

- The water was / were very hot.
- The feathers was / were soft.
- The boy wasn't / weren't happy.
- My friends was / were in the classroom.
- My sister and I wasn't / weren't scared.
- The snowman was / were a solid.

C Change the underlined word. Write was, wasn't, were, or weren't.

- I am very happy. _____ was _____
- It isn't a cold day. _____
- Lucy is at my house. _____
- Lucy and I are good friends. _____
- Her brothers aren't here. _____
- They are at the playground. _____

D Look at the pictures. Write true sentences using was, wasn't, were, or weren't.

- Kevin / in the park
Kevin wasn't in the park.
- The water / very cold
- Debbie and Ann / sad
- The sneakers / new
- The music / loud
- The cookies / hot

E Complete the sentences about yesterday.

- I _____ happy.
- I _____ in the park.
- I _____ in the classroom.
- My parents _____ at home.
- My friends _____ sad.
- My friends _____ in the park.

24 Unit 3 Grammar: Simple Past of Verb To Be Student Book page 33 Grammar: Simple Past of Verb To Be Unit 3 25

Communicate

This page teaches and helps students practice a vocabulary set. Students then hear the vocabulary in context through listening to different text types, and complete an activity to help them focus on meaning, and an activity to help them develop more listening strategies.

A. Words
Students are introduced to new vocabulary and have the opportunity to connect the words to the pictures and hear them spoken. All of these words will appear in the upcoming listening text.


B. Critical Thinking
Students complete a critical thinking activity that measures their understanding of some or all of the words.


C. D. Listening
Students listen to a script that continues to help them find answers to the Big Question. Students always answer a gist question with the first listening, which helps them to focus on overall understanding of the text. They then complete an activity which encourages them to listen for detail or specific information, in this way helping them to develop the micro skills of listening.


Communicate


Words


A Listen and point to the words. Listen again and say the words. 1-20



ice pop


balloon


kettle


popcorn



icicle


candle

B Read the clues. Write the word.

- 1 People think I'm fun to play with. If I get too big, I pop! What am I? balloon
- 2 I help people heat water for drinks. What am I? _____
- 3 I can grow on a house when it's very cold outside. What am I? _____
- 4 I get noisy when people make me hot. People eat me. What am I? _____
- 5 People use me to see in the dark. Be careful! I'm hot. What am I? _____
- 6 I'm very cold and people eat me on a hot summer day. What am I? _____

Listening

Think What's inside a balloon? 

C Listen. What happens to popcorn? 1-21

D Listen again and number the words in the order you hear them. 1-22

a balloon

b icicle

c candle

d ice pop

e kettle

f popcorn


34 Unit 3 Vocabulary: Nouns • Listening: Details


Workbook
Students complete a variety of activities that build and test their knowledge of the new vocabulary.


Communicate


Words


A Circle the correct words.


1 
popcorn / balloon

2 
candle / icicle

3 
candle / kettle

4 
icicle / ice pop

5 
ice pop / popcorn

6 
icicle / kettle

B Complete the chart with words from A.

Things We Eat		Things We Don't Eat	
1 _____	2 _____	3 <u>balloon</u>	4 _____
5 _____	6 _____	7 _____	8 _____

26 Unit 3 Vocabulary: Nouns Student Book page 21

Students are introduced to functional language through a dialogue or situation which they can experiment with, in regard to intonation and transposition of key vocabulary in pairs. They then focus on either Word Study or Writing Study to think about word patterns and writing strategies.

E. Speaking

Students develop their functional speaking skills in this section. They can read and understand a dialogue which presents useful chunks of language, before practicing the dialogue by either choosing substitute words or expressing their own ideas.

Writing Study

F Learn Subject-Verb Agreement

When you're writing, check that you have the correct form of the verb.

He **is** careful with scissors and glue.

They **were** tired yesterday.

Read and circle the correct subject.

- Owen / The boys were in the living room.
- I / We am at school today.
- She / They is very excited about the party.
- My test score / Their test scores weren't very good.

Write Tell your partner about a thoughtful person.

Now write about him or her in your **Workbook**. page 89

F. Word Study / Writing Study

In different units students find a Word Study or Writing Study section. Each Word Study section focuses either on spelling or word patterns. This complements and often provides links between vocabulary and grammar learning. In the Writing Study, students learn about different writing strategies to help them write fluently and accurately.

Write.

Students write about one aspect of the Big Question, using vocabulary and structures taught within the unit.

A. Big Question Video (Talking Point)

Students watch the Talking Point video in order to refocus their attention on the Big Question and elicit responses on what they have learned about it so far.

Workbook

Students complete one page of activities that build and test knowledge of the Word Study or Writing Study. Students then complete activities that focus on writing output.

Wrap Up – Review

These pages always come at the end of the two units which focus on a Big Question. Students are exposed to vocabulary and grammatical structures learned throughout the previous two units.

A. Review Story

This story recycles vocabulary, structures, and ideas from the previous two units. Students will be exposed to the language in a new but familiar context. The characters each have separate and distinct personalities which students can relate to, and the stories take place in contexts that are connected to the students' own world.



Classroom Presentation Tool

Play the Review Story animation here to bring the story to life.

Wrap Up

A Listen and read along. ▶ 1-31

44 Review

Workbook

Students do a number of review activities to recycle the language from the previous two units. They are also asked to reflect on the Big Question and what they've learned.

Online Practice

Students complete further activities on Online Practice to consolidate their learning and monitor their progress.

BIG QUESTION 2

How do things change?

Look back through Units 3 and 4:

Which reading text was more interesting? Why?

Write a question to ask for more information about the reading text you chose.

Complete the sentences.
My favorite hot food is _____
My favorite cold food is _____

Review

A Check (✓) the things we can eat or drink.

1 <input checked="" type="checkbox"/> cream	3 <input type="checkbox"/> ice pop	5 <input type="checkbox"/> balloon	7 <input type="checkbox"/> pasta
2 <input type="checkbox"/> gas	4 <input type="checkbox"/> coffee	6 <input type="checkbox"/> sugar	8 <input type="checkbox"/> kettle

B Complete the sentences.

flow melt freeze pour mixture heat

1 Liquids can flow _____, but solids can't.	2 When we _____ liquids, they change to solids.
3 When we _____ water, some of it can change to steam.	4 We can _____ a liquid, but not a solid or a gas.
5 Soup is a _____ of liquids and solids.	6 Ice pops _____ when we don't put them in the freezer.

C Circle the correct words.

- The ice pops wasn't / weren't in the freezer.
- Was / Were you at the library?
- His cousins was / were very happy.
- It was / were a solid, but now it's a liquid.
- The guitar wasn't / weren't loud.
- Where was / were Wendy and Andy?
- Was / Were your mother at the supermarket?
- How was / were the cookies?

D Complete the sentences. Write was, were, wasn't, or weren't.

- _____ Were _____ the girls in the restaurant?
No, they _____ They _____ in the movie theater.
- How _____ the pasta? It _____ awful.
- _____ Kevin happy? Yes, he _____.
- Where _____ the ice pops?
They _____ in the freezer.
- _____ you at the beach?
No, I _____ I _____ at the park.
- It's a liquid now. What _____ it?
It _____ a solid: ice cream.

E Circle the short forms. Then underline the words that can be nouns and verbs.

- There wasn't a lot of snow on the tree.
- The plant isn't very big.
- There weren't any fish in the pond.
- The fly isn't brown. It's black.

36 Units 3-4 Review Review Units 3-4 **37**

Wrap Up – Project

Students complete a project which recycles the language and ideas of the previous two units and leads to a productive outcome.

Project: Make a Mixture Book

B Write about three food mixtures.

- Draw or find pictures.
- Write sentences about the mixtures.

C Display your Mixture Book. Tell the class about one of the mixtures in your book.

This is soup. It's a mixture of solids and liquid.

D Walk around the room. Look at the books. Choose your favorite mixture. Say why it's your favorite.

Ice cream is a mixture of cream, fruit, and ice. I like it!

How do things change?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Mixture Book Big Question 2 45

B. Project

Students work on a hands-on project with a creative outcome, which showcases the previous two units' input of language and ideas. Students use collaborative and communicative strategies to complete their projects. Projects provide opportunities for consolidating learning using all four skills and a focus on accuracy, as students feel pride in presenting their productive output.

21st Century Skills Assessment

Evaluate students' performance in the areas of communication, collaboration, creativity and critical thinking based on the Project in every module. Rubrics for these assessments are available on the Teacher's Resource Center.

C. Share projects

Students show their projects to each other and talk about them. They are exposed to more target language examples, read for further understanding, and speak about different aspects of the Big Question.

D. Share projects

Students look at all the different projects and discuss them in more detail. They are encouraged to express opinions and to compare and contrast information.

Oxford Discover App

Students use the app to test their knowledge of and further explore the Big Question, either in class or at home.

The Big Question, Discover Poster, Big Question Chart, and Big Question Video

Students return to the Big Question with new answers in order to describe the images with newly gained knowledge and vocabulary. They then complete the final column in the Big Question Chart with what they have learned. This provides a summing up of learning points throughout the previous units, and helps students to critically examine their own learning path.

Big Question Resources

The videos and posters are key to reinforcing the content of the Student Book. They stimulate interest in the Big Question, and they help students to predict, infer, and check the meaning of the main learning points. The learning points are about content not language. Students will think critically and more fully about the process of language when they see interesting and thought-provoking images.

The images in the videos and posters encourage students to recall, recognize, and acknowledge new concepts and vocabulary. Students analyze the images themselves to understand the meaning. This leads to a greater impact upon the long-term memory as students continue to make associations between pictures and language.

Big Question Video



Students watch videos about the Big Question in order to stimulate their thinking about the topic and revise what they have learned. This will help the teacher determine what students already know and what they want to know.

The videos should be used in three places in each pair of units. Play the Opener video at the beginning of the first unit to activate background knowledge and encourage interest in the topic. Play the Talking Point video at the end of the first unit to refocus their attention on the topic and review what they've learned so far. Play the Wrap Up video at the end of the second unit to help students summarize their understanding of the topic and to underscore all the learning points which have been studied during the two units.

Beginning of First Unit: Opener

- Explain that students will watch a video about the Big Question, and that it will have pictures but no words. Ask students to write in their notebook one or more things that they find interesting in the video as they watch it. Explain that words and phrases are acceptable and that full sentences are not necessary.
- Play the video.
- Ask students to compare what they wrote with a partner.
- Elicit some of students' ideas. Write these on the board.
- (Optional) Play the video a second time. Ask students to write down one new thing they see in the video as they watch it. After the video, students talk to their partners and then share their thoughts with the class.

End of First Unit: Talking Point

- Explain that students will see the video again, and that this time it will have pictures and some conversation.

- Play the video.
- Ask students to tell a partner what they have learned so far about the Big Question.
- Elicit some of the students ideas and write this on the Big Question Chart.
- Elicit further questions they have about the topic and add these to the 'What do you Want to Know?' section of the Big Question Chart.

End of Second Unit: Wrap Up

- Explain to students that they will now see the video once more, this time with a presenter. Play the video. It can be played more than once.
- Ask students to discuss what they learned from the video with a partner.
- Ask students to share what they learned from the video with the whole class.
- Write this information on the Big Question Chart.

Expansion ideas

- Elicit and write useful chunks of language which students can use in discussions about the learning points. Put students into groups and have them make posters with the language and illustrations to help them understand and remember the meaning. Put the posters on the wall and draw students' attention to them before future discussions.
- Have students work in small groups to write a list of their own learning points for the units. Tell them to find or draw pictures to represent the learning points visually. Have each group present their ideas to the class, or create a poster to be put on the wall.
- Make a class video based on the Big Question videos, showing images which represent the learning points. Have different students act as the presenter on camera.

Posters

Discover Posters



There is a Discover Poster for every Big Question in the Student Book. They all have the main learning points for two units with accompanying pictures to illustrate the learning points.

Picture Card Activities



The picture cards are useful for presenting and recycling vocabulary items from the Student Book. They can be used to drill pronunciation and to encourage recognition and production of words. It is important to vary picture card activities so that students interact with language in different ways and contexts. Picture cards are very useful for visual learners, as students will associate the word with the picture on the card. Aural learners will benefit from hearing the words spoken aloud and kinesthetic learners enjoy moving around and touching or interacting with the cards. Students need to see and hear new words a number of times before the vocabulary moves from their short-term to their long-term memory. Make sure you go back and recycle vocabulary presented in previous lessons, as this can be a motivating and fun way to either start or finish a class.

Suggested Activities

What's Missing?

- Put six to eight picture cards on the board. Point to each one and have students say the words.
- Tell children to turn around so they can't see the cards.
- Remove a card and for extra challenge, change the order of the remaining cards.
- When students have identified the missing card, shuffle them again and repeat the procedure.

Card Relay

- On the board write four lists of words from different picture cards.
- Put students into four teams and have them stand in lines, each one in front of one of the lists of words.
- Put a set of picture cards (the same cards as on the list in front of the team) on the floor a few meters away from each team.
- When they hear 'go' the first student from each team runs to the set of cards and finds the first one on the list.
- They take the card back to their team and pass it from one student to another until it reaches the final student in the line. The first student then runs to the back of the line.
- The next student in the line then goes to find the next word on the list and repeats the procedure until all the cards have been passed down the line in the correct order.

- The winning team is the team which finishes first in the correct order.

Boardslap

- Stick a selection of picture cards on the board or wall.
- Put the class, or a group of students, into two teams and have each group stand in front of the board in a line.
- Define or describe the meaning of one of the picture cards.
- The first student from each team races to be the first to touch the correct picture card.
- The first student to touch the correct card wins a point for their team.
- Continue until every student has had a turn or all the cards have been described.

What's Your Word?

- Put students into pairs and stick or peg a picture card onto each student's back.
- Each pair of students stand up and face each other with their hands behind their backs.
- Give each pair of students one minute to try to see each other's word without letting their partner see theirs.
- The winner is the student who sees and says their partner's word first.

Jump

- Have students stand next to their desks.
- Hold up a picture card and say a word.
- If the word is the same as the picture card, the students jump. If it isn't the same, they keep still.

Act the Word

- Ask a student to come to the front of the class. Show that student a picture card, making sure not to show the rest of the class.
- The student acts out the word for the class.
- The first student to guess the word correctly becomes the next player.
- This game can also be played in teams where two players look at the same card and the first team to guess the word correctly wins a point.

Projects

Project: Make Animal Picture Cards

B Make animal picture cards.

- Draw or find a picture of one animal for each card.
- Write the name of the animal below the picture.
- Write three facts about the animal group on the back of the card.



C Put your Animal Picture Cards on the wall. Tell the class about an animal.

D Play a game with your partners. Place your Picture Cards picture-side down on a desk. Partners read the sentences on the backs of the picture cards and guess the animals.

This is a rabbit. Rabbits have fur all over their bodies.

BIG QUESTION 1
How are animals different from one another?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Animal Picture Cards **Big Question 1** 25

Project: Make a Natural Resource Collage

B Make a natural resource collage.

- Why is this natural resource important?
- Draw or find pictures.
- Write about three things in the collage.



C Put your collage on the wall. Tell the class about your collage.

This is my tree collage. Trees are an important natural resource. We make paper, chairs, and houses from trees.

D Walk around the room. Look at the collages. Say one thing about each collage.

I learned that sunlight helps the plants grow.

BIG QUESTION 6
Why should we take care of the Earth?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Natural Resource Collage **Big Question 6** 125

How Projects Help Develop (21st Century Skills)

Projects are a motivating way for students to demonstrate what they have learned, as well as providing a concrete outcome which helps them focus on accuracy. The projects in *Oxford Discover* have been designed to cover the 21st Century Skills of creativity, collaboration, communication and critical thinking. These areas are clearly referenced in the teaching notes of the project sections so teachers can see the main focus of each stage.

Project-based learning is a method of teaching as part of which a student or a group of students conduct a study of a particular topic. When this level of instruction is managed by a teacher, students are effectively engaged **collaboratively** and **creatively**. There is a **communicative** element as students negotiate meaning and make decisions together. Conducting research for the project engages students in **critical thinking** techniques.

Projects and Learning Styles

- Most primary students enjoy learning **kinesthetically**. This means that they learn through *doing*. Children enjoy manipulating things and working with concrete items such as paper, glue, markers, and different materials. Creating something helps children to interact more with the language, helps them to place it more firmly in context, and ultimately leads to greater recall of the target language.
- Primary projects are usually very **visual**. Posters, picture cards, mobiles, and structures usually have elements of

color and images. Many students are visual learners and remember vocabulary items and grammatical structures by connecting them to images. Having students work with drawings and other types of art projects will help them to draw associations with language that will last long after the project is finished.

- **Auditory** learners tend to pick up chunks of language very naturally. Projects are often collaborative and communicative in nature, which means that students have an opportunity to not only produce the target language but listen to it being spoken as well. Presenting and sharing projects is also an important part of the learning process, and this is another opportunity for students to listen to authentic language which focuses directly on the topic being taught.

Variety of Projects

Projects come with a variety of outcomes and processes. The projects in *Oxford Discover* are all related to the school subject that has been focused on while students consider the Big Question. For example, a Venn diagram might be part of the project within a science-based question, or a music-themed mobile for a question about music. When students work with such a wide variety of projects, in content, preparation and presentation they will broaden their creative processes and develop a deeper understanding of how they learn.

Bandar, the Greedy Monkey pages 186–187

Characters (19+ total)

- Bandar: monkey
- Baker
- Candy Maker
- Gardener
- Cook
- Narrators: 10
- Chorus: 3+

Props

- Signs saying Town, Bakery, Garden, Restaurant, Candy Store
- A tree
- A plate of cookies
- Some carrots
- A plate of sausages
- Two jars of candy
- A spade for the gardener
- Aprons for the baker and the cook

Preparation

- Have students count the characters in the play. Decide as a class how many characters you need. Each narrator line can be assigned to a different student. Students can also be in the play holding the props such as signs.
- Have students recall and summarize the story.
- Read the play and check understanding by asking questions about the characters and plot.
- Put students into groups of four or five and assign characters to each student in the group. Some students will play more than one character. In groups, students practice saying the lines of the dialogue.
- Assign a character or role to each member of the class.
- Read through the play while children sit in their seats. Focus on intonation and pronunciation.
- Allow students time to practice their parts, both alone and as a whole cast.
- Make the props that you will need for the play. Have a small group of students make and decorate a paper plate mask for Bandar the monkey. Cut large eye holes in the mask and attach string so it can be tied on.
- Have other groups of students make hats for the Baker, the Gardener, the Cook, and the Candy Maker.
- Ask students if they can think of any other props that would help them show the story.

playscript 1



Bandar, the Greedy Monkey

Characters (19+ total): Bandar (the monkey), Baker, Candy maker, Gardener, Cook, Narrators x10 (holding signs), Chorus 3+
Props: signs for The Town, Bakery, Garden, Restaurant, Candy Store

Bandar sits by the tree on the left of the stage. The Narrator enters holding the Town sign and stands on the right of the stage.

Narrator: This is a play about Bandar, a very greedy, little monkey. Bandar lives in the woods near a small town.

Bandar: I'm very bored and I'm very hungry. What can I do?

Bandar looks around and sees the town.

Bandar: Ah! I have a good idea.

Bandar runs to the Town sign, then walks around the stage.

Narrator: Bandar goes to the town. He walks around the town and sees a bakery. *The Narrator holds up the Bakery sign, and the Baker, holding a plate of cookies, enters.*

Bandar: Cookies, cookies, I can see.
 Cookies, cookies, more than three.
 Cookies, cookies all for me.

Bandar grabs some cookies, then runs away, eating cookies as he runs.

Chorus: Bandar is greedy as can be. He stole fifteen cookies as you can see.
The Baker chases Bandar.

Baker: You greedy, little monkey. I had thirty cookies. How many do I have left?

Narrator: You have fifteen cookies left.

The Narrator holds up the Garden sign and the Gardener enters. The Gardener digs up some carrots in the garden.

Bandar: Carrots, carrots, I can see.
 Carrots, carrots, more than three.
 Carrots, carrots all for me.

Bandar grabs some carrots, then runs away, eating carrots as he runs.

Chorus: Bandar is greedy as can be. He stole sixteen carrots as you can see.
The Gardener looks at his carrot patch, then chases Bandar.

Gardener: You greedy, little monkey. I had sixty carrots. How many do I have left?

Narrator: You have forty-four carrots left.

The Narrator holds up the Restaurant sign, and the Cook, holding a plate of sausages, enters.

186 Playscript

COLLABORATIVE LEARNING

- Have the class talk about the different characters in the play. Ask *Have you ever seen a gardener? Have you ever been to a candy store? Which character do you like best? What are some other people who grow or sell things?*
- Brainstorm different people who grow and sell things. (For example: store clerk, butcher, farmer.) Write them on the board.
- Put students into groups of four or five.
- Each group chooses different characters to substitute in the play.
- Have students practice the play in their groups using the new characters.
- Have students who are making props make props for the new characters.

World Map

How to use the World Map in the classroom

The World Map is designed to help students understand that stories and texts come from all around the world.

The page numbers on the map refer to the relevant page for the text in the Student Book. The accompanying illustration comes from that text and is placed near the country where the text or story is set.

The texts in the Student Book are set in different regions and countries around the world. Draw students' attention to this and follow up reading tasks with a focus on the country or culture where the text is set.

Guiding students to ask questions about other countries and cultures and to seek information will encourage inquiry-based learning. Students utilize collaboration and communication skills as they work together to discuss and compare cultural points that come out of the texts.

Other benefits of using the World Map in the classroom include:

- Children can learn what the different shapes on a map actually represent.
- Children can identify their own region and country and see where it is in relation to other regions and countries around the world.
- Children can begin to understand how different geographical features (water, land, mountains) are represented on world maps.

Procedure

Before reading

- Have students find the text they have read on the map by looking for the page number and accompanying picture.
- Have students identify the region or country where the text is set.



Olga's Flute
Page 138



Tell Me a Story Grandpa
Page 58





26 Big Question 2

BIG QUESTION 2

How do things change?

In these units you will:

WATCH
a video about how things change.

READ
about how to make ice cream.

MAKE
a book about mixtures.

LEARN
about what things are made of.

WRITE
about things that can change.

A Watch the video. ▶

B Look at the picture.
What do you see?

- 1 What is the weather like?
- 2 Where do you think this is?

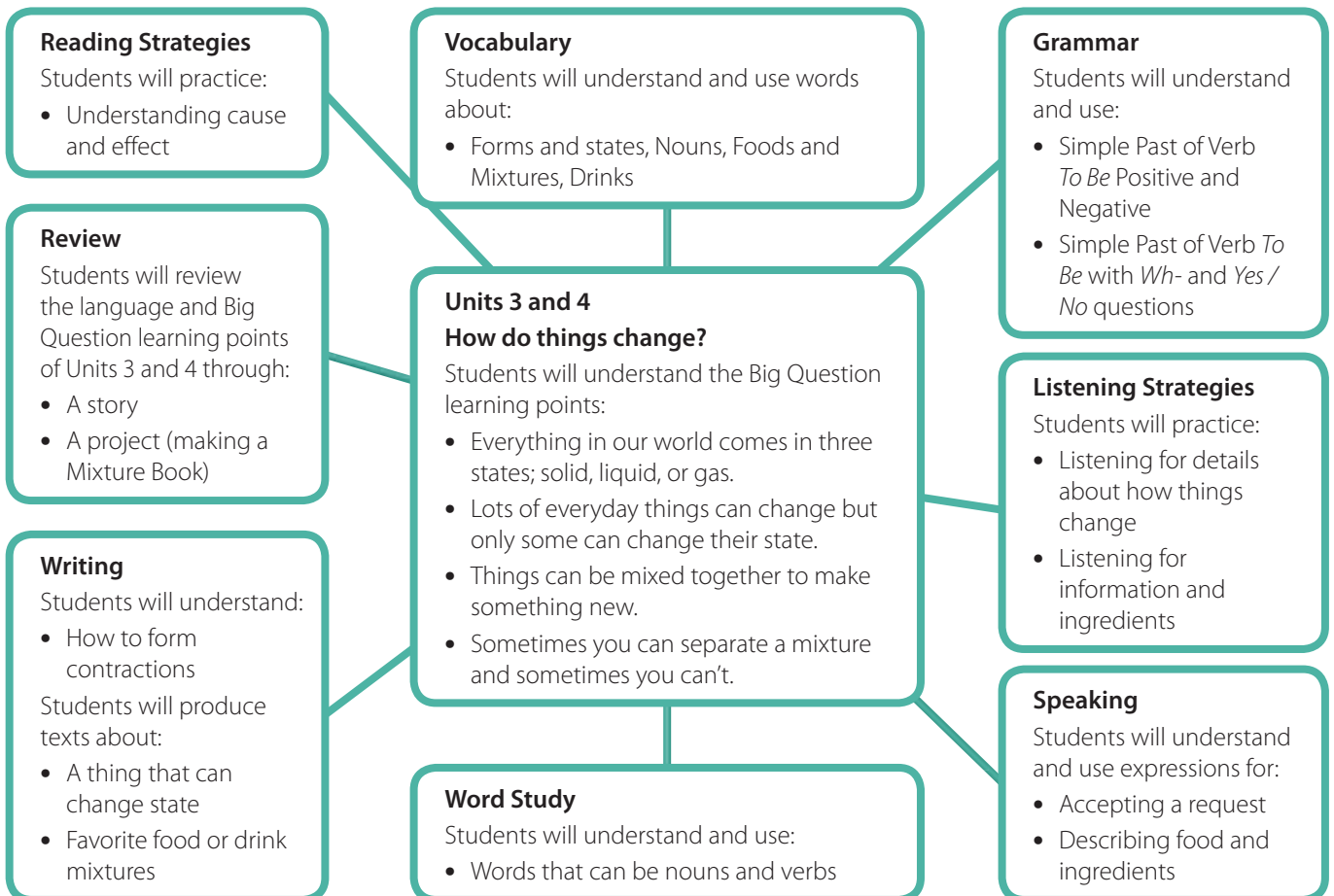
C Think and answer the questions.

- 1 What things change?
- 2 Can you hold water in your hand?

D Fill out the **Big Question Chart**.



27



Units 3 and 4 Big Question page 26

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 2, Big Question Chart

Introducing the topic

- Read out the Big Question. Ask *How do things change?* Write individual words from students on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs:
What do you see in the video?
Who do you think the people are?
What is happening?
Do you like it?
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students write down three things they saw in the video.
- Ask them to tell the class about the items they chose.

At level:

- After watching, have students write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words (e.g. *objects, colors, people*, etc.) and ask students to help you add more to each category.

Above level:

- After watching, have students write down three sentences about what they saw in the video.
- Tell students to choose one sentence.
- Tell students to stand up, mingle, and find someone else with the same sentence. (Focus on the meaning of the sentence rather than using exactly the same words.)
- Have students say their sentence to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Ask *What do you see?*
- Ask additional questions:
Where do you think the person is?
Is it hot or cold? Explain your answer.
Why do you think the person is there?
Have you been anywhere like this?

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question, *What things change?*
- Ask *Does water change? How does it change?*

- You could bring an ice cube into class for the students to pass around. Then point out the steam in the photo and see if students know what it is.
- Think about the second question, *Can you hold water in your hand?* If you have a sink in the classroom, you could do a demonstration and encourage students to try holding water.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 2** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and saying *What's this?*
- Put students into small groups of three or four. Have each group choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Ask the class if they can add any more.
- Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Display the **Big Question Chart**.
- Ask the class *What do you know about how things change?*
- Draw a two-column chart on the board. Ask if students can think of words for both columns, e.g. *water* and *ice*.
- Ask students to write what they know and what they want to know in their Workbooks.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about how things change.
- Point to the water, ice, and steam in the big picture and on the poster and ask *What is this?* Write the answers on the board.

At level:

- Elicit single words and phrases about what students know about how things change.
- Write the words and phrases on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about how things change, and have students spell out some of the words as you write them on the board.

Discover Poster 2

1 The Wai-O-Tapu Thermal Wonderland in New Zealand;
2 Boiling kettle; 3 Vegetables and soup; 4 Chocolate and strawberry sundae

Further Practice

Workbook Unit 3 page 20

Online practice • Big Question 2

Classroom Presentation Tool • Big Question 2

UNIT 3

Get Ready

PREVIEW

What is our WORLD made of?

In this text, we learn about what things are made of. This text is an informational text. Remember, informational texts tell us about our world.

Physical Science

Words

A Listen and point to the words. Listen again and say the words. 1-17

flow

solid

liquid

gas

heat

steam

ice

freeze

melt

B Write the correct words to complete the sentences.

- 1 Water is a _____.
- 2 We put _____ in drinks to make them cold.
- 3 On a hot day, ice cream can _____.
- 4 We can't hold a _____ in our hands.
- 5 We _____ cold water to make it hot.
- 6 Water in a river can _____ over stones.
- 7 A book is a _____.
- 8 You can see _____ on very hot water.
- 9 On a very cold day water can _____.

liquid / solid

gas / ice

melt / freeze

solid / gas

freeze / heat

melt / flow

gas / solid

steam / ice

freeze / melt

Before You Read

Think Are there any liquids in your backpack? What solids are in your kitchen at home?

Learn Cause and Effect

Cause and effect tells how one event makes another event happen.
A cause is why something happens.
The effect is what happens after the cause.

Cause	Effect
I water the plants.	They grow.
The ice cream is in the sun.	It melts.

Read the sentences. Match the causes and effects.

In the winter, it's sometimes cool and rainy. When it's very cold, it snows. When there's a lot of snow, children don't go to school. They stay home and they're happy. In winter, there's often ice on the streets, and sometimes people slip and fall.

Cause	Effect
1 It's very cold.	<input type="checkbox"/> a Sometimes people fall.
2 There's a lot of snow.	<input checked="" type="checkbox"/> b It snows.
3 Children stay home.	<input checked="" type="checkbox"/> c Children don't go to school.
4 There's often ice on the streets.	<input type="checkbox"/> d They're happy.

D Look at the pictures on pages 30–31. What do you think the text is about?

28 Unit 3 Vocabulary: Forms and States

Reading: Cause and Effect Unit 3 29

Summary

Objectives: To understand words about forms and states; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: flow, solid, liquid, gas, heat, steam, ice, freeze, melt

Reading strategy: Cause and effect

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-17

- Play the first part of the audio. Ask students to point to the words as they hear them.
- Play the rest of the audio and have students repeat the words when they hear them. Pay particular attention to drilling the pronunciation of *ice* and *liquid*. Model the soft /s/ sound in *ice* and the /kw/ sound in *liquid* if students are finding it difficult.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words. Display all the cards on the board, and give students time to look at them. Then ask students to close their eyes while you take one card away. Students then look at the board and try to say which card is missing.

CRITICAL THINKING

- Ask the following questions to check understanding:
Which pictures show something cold?
Which pictures show something hot?
Which pictures show something you can hold?
Are these things the same or different?

B Write the correct words to complete the sentences.

- Look at the example with the class, and show how the correct word has been chosen to complete the sentence.
- Ask students to complete the rest of the sentences.
- Check answers with the class.

ANSWERS

1 liquid 2 ice 3 melt 4 gas 5 heat 6 flow
7 solid 8 steam 9 freeze

COLLABORATIVE LEARNING

- In a group, ask students to go around a circle naming an item. The other students respond *solid*, *liquid*, or *gas*.
- Alternatively, write *solid*, *liquid*, and *gas* on pieces of card. Go around the class with the cards face down, and ask students to pick one at random. They have to read the word on the card and give an example of the appropriate item.

Read 1-18

What is OUR WORLD made of?

Everything in our world comes in three different states: **solid, liquid, or gas.**

Solids

We can see and feel solids. Some solids are hard, and some solids are soft. Trees and feathers are solids. You're a solid, too!

Liquids

A liquid is a thing that can **flow**. Some liquids are thick, and some liquids are thin. Juice and milkshakes are liquids. Can you think of other kinds of liquid?

Gases

The air that you breathe is a gas. We can't usually see a gas, but sometimes we can feel it when it moves. On a windy day, we can feel the wind on our bodies.

Things can change from one state to another when we make them **hot or **cold**.**

When we make water very cold, it **freezes** and changes to **ice**.

When ice or snow heats up, it **melts** and changes back to water.

When we **heat** water, it boils and changes to **steam**.

Look at these three pictures of things changing from one state to another.

The snow was a solid and now it's a liquid.

Think What's the cause of the snow melting? What's the effect?

The water was a liquid and now it's a solid.

Think What's the cause of the water freezing? What's the effect?

The water was a liquid and now it's a gas.

Think What's the cause of the water boiling? What's the effect?

Summary

Objectives: To read, understand, and discuss a nonfiction text; to apply a reading strategy to improve comprehension.

School subject: Physical Science

Text type: Informational text (nonfiction)

Reading strategy: Cause and effect

Big Question learning point: *Everything in our world comes in three states; solid, liquid or gas.*

Materials: Picture Cards, Talk About It! Poster, Audio CD

Before Reading

- Ask *What is our world made of?* Encourage students to contribute their ideas.
- Ask students to tell you what they see in the pictures.
- Have students point to a tree, water, grass, ice, and snow.
- Ask *Which things in the picture are solids? Which things in the picture are liquids? Where could we find gas in this scene?*

During Reading 1-18

- Ask a gist question to check overall understanding of the text, e.g. *What do the three photos on page 31 show? (Water as a solid, a liquid, and a gas.)* Allow students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *What happens when we make water very cold?*

DIFFERENTIATION

Below level:

- Work with the less confident students in small groups. Encourage them to read out one sentence at a time, and help with pronunciation.
- Ask students to find all the highlighted words. Hold up the picture cards for the unit one by one, and ask students to say the word, find it in the text, then read out the sentence it is in.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading a paragraph out loud as the text is read around the circle.
- Ask students to find the highlighted words in the text. Check understanding by asking them to define each word.

Above level:

- Have students read the text individually and put circles around any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

- 1 Solids 2 Liquids 3 Gases

A Ask and answer the question.



What's your favorite part?



Water can change to a solid or a gas. It's interesting.

B Match the causes and effects.

- | Cause | Effect |
|------------------|------------------------|
| 1 Snow melts. | a It changes to steam. |
| 2 We heat ice. | b It changes to water. |
| 3 Water boils. | c It changes to ice. |
| 4 Water freezes. | d It melts. |

C Complete the statements.

- We can see and feel this. It can be hard or soft. This is a solid.
- This flows. It can be thick or thin. It's a liquid.
- We cannot usually see this. Sometimes we can feel it. It's a gas.
- When we freeze juice, it changes to a solid.

Think What do you think?

- Why do we boil liquids?
- Can all solids change to liquids?



Grammar in Use

D Listen and sing along. **The Snowman** 1-3

This was my snowman. My wonderful snowman. But now he's melting away! His name was Joe, my man of snow, And now he's melting away!	Those were his black eyes, And that was his red nose, But now he's melting away! He wasn't small, he was very tall, And now he's melting away!
---	---



E **Learn Grammar** Simple Past of Verb To Be

If it **was** a liquid. Now it's a gas. They **were** hard. Now they're soft.



What was it then? What is it now? Practice with your partner.

Then

				It was an orange. Now it's orange juice.

Now

F Look around the classroom. Find something that has changed from one thing to another. Tell your partner about it.

Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Simple Past of verb To Be

Grammar practice: Workbook exercises

Grammar production: Writing sentences

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to choose another student to ask the same question to in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they liked to the class.

B Match the causes and effects.

- Consolidate understanding of the text by asking students to match the key points.

ANSWERS

1 b 2 d 3 a 4 c

C Complete the statements.

- Check students' understanding of the different states by asking them to complete the definitions with the correct words.

ANSWERS

1 solid 2 liquid 3 gas 4 freeze

Think

- Ask students to think about the two questions individually.
- When they have had time to think and make notes, ask students to share their ideas. Write their suggestions on the board.


COLLABORATIVE LEARNING


- Ask students to choose one question and to write it at the top of the page in their notebook.
- Tell students to stand up and walk around the classroom.
- They need to talk to as many people as they can in five minutes, ask their question, and write down the person's name and answer.


Communicate


Words


A Listen and point to the words. Listen again and say the words. ▶ 1-20



ice pop


balloon


kettle


popcorn



icicle


candle

B Read the clues. Write the word.

- People think I'm fun to play with. If I get too big, I pop! What am I? balloon
- I help people heat water for drinks. What am I? _____
- I can grow on a house when it's very cold outside. What am I? _____
- I get noisy when people make me hot. People eat me. What am I? _____
- People use me to see in the dark. Be careful! I'm hot. What am I? _____
- I'm very cold and people eat me on a hot summer day. What am I? _____

Listening

Think What's inside a balloon? 

C Listen. What happens to popcorn? ▶ 1-21

D Listen again and number the words in the order you hear them. ▶ 1-22

a <input type="checkbox"/> balloon	d <input type="checkbox"/> ice pop
b <input type="checkbox"/> icicle	e <input type="checkbox"/> kettle
c <input type="checkbox"/> candle	f <input type="checkbox"/> popcorn

Speaking

E Listen and repeat. Then practice with your partner. Use the words in the box to help. ▶ 1-23

Please pass the juice.

Sure. Here you go.

Thanks.

You're welcome.

chips

cookie

OK.

Of course.


No problem.

Word Study


Learn Nouns and Verbs

Remember, some words can be **nouns** and **verbs**.




Noun: **Steam** is a gas.



Verb: She **steams** the carrots.




Read the sentence. Write the word.


- Look! The eagle chicks can _____ fly _____!
- My friend and I _____ video games together.   
- We _____ at the pond in the summer.


Write Tell your partner about a thing that can change state. Write about it in your **Workbook**. ▶ 22

BIG QUESTION ▶ **How do things change?**

A Watch the video. 

B Think about the Big Question. Talk about it with a partner.

 I think solids can become liquids.

 I think liquids can become gases.

Speaking: Accepting a Request • Words That Can Be Nouns and Verbs Unit 3 35

Summary

Objectives: To learn and understand different nouns; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for accepting a request and words that can be nouns and verbs.

To review what students have learned about the Big Question so far.

Vocabulary: *ice pop, balloon, kettle, popcorn, icicle, candle*

Listening strategy: Listening for details about how things change

Speaking: Accepting a request

Word Study: Words that can be nouns and verbs

Writing task: Writing about a thing that can change state

Big Question learning point: *Lots of everyday things can change, but only some change state.*

Materials: Picture Cards, Discover Poster 2, Big Question Chart, Audio CD, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. ▶ 1-20

- Students point to the words as they hear them played.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *ice pop* and *icicle*. Drill the sound /s/ and point out the different /ai/ and /i/ sounds in *icicle*.

CRITICAL THINKING

- Ask the following questions to check understanding: *Which of these things are cold? Which of these things can be hot?*

B Read the clues. Write the word.

- Look at the example with the class. Ask students to read the definitions and write the correct words from A.
- Put them in pairs to discuss their answers and check.
- Check answers by reading out the clues and asking students to say the words.

ANSWERS

1 balloon 2 kettle 3 icicle 4 popcorn 5 candle
6 ice pop

Listening

Think

- Read the question to the class and discuss ideas. Write their suggestions on the board.

C Listen. What happens to popcorn? ▶ 1-21

- Ask students to listen to the audio, then discuss what they think happens to popcorn.

D Listen again and number the words in the order you hear them. ▶ 1-22

- Play the audio a second time after asking a gist question to focus on general meaning, e.g. *What happens to all the things in the audio? (They change.)*
- Ask students to listen and number the words in the order they hear them discussed.

68 Unit 3 • Communicate

Wrap Up

A Listen and read along. 1:31

Review

Project: Make a Mixture Book

B Write about three food mixtures.

- Draw or find pictures.
- Write sentences about the mixtures.

C Display your Mixture Book. Tell the class about one of the mixtures in your book.

D Walk around the room. Look at the books. Choose your favorite mixture. Say why it's your favorite.

BIG QUESTION 2

How do things change?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Mixture Book Big Question 2 45

Summary

Objectives: To show what students have learned about the language and learning points of Units 3 and 4.

Reading: Comprehension of review story

Project: Make a Mixture Book

Writing: List and write about mixtures

Speaking: Talk about the mixture books

Materials: Big Question Video, Discover Poster 2, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 1:31

- Ask students a gist question before reading and listening to check overall understanding, e.g. *What are they making?*
- Give students a few minutes to read the text and answer the question.
- Ask students to point to Billy, to Dot, and to Gus.

CRITICAL THINKING

- Ask the following questions to check understanding:
Where are Billy, Gus, and Dot in this story?
What happens to the water?
What happens to the vegetables?
Where did they put the cream?
Why did the ice pops melt?

COLLABORATIVE LEARNING

- Divide the class into groups of four.
- Each student in the group takes on the role of one of the characters in the story (Billy, Gus, Dot, and the narrator).
- Play the recording again. Students listen and act their role through mime. At this stage the narrator can observe and help.
- Repeat the procedure, this time asking each student to say his / her part.
- Ask one or two groups to perform the story to the class.

Project

21ST CENTURY SKILLS

B Write about three food mixtures.

- Look at the example Mixture Book with the class. Show how it has a picture of the mixture, and notes to explain what it is, and what form it is. **COMMUNICATION**
- Tell students to make a list of food mixtures for which they know the ingredients. **CRITICAL THINKING** **CREATIVITY**
- You could bring in food magazines to help them find pictures, or ask them to research individually. Alternatively, they can draw pictures for each stage of the mixture, as in the example on the Student Book page. **CREATIVITY**
- Ensure students have access to paper and card. Help as necessary with folding paper to create the books and covers. **CREATIVITY**