



Top Kids 6

Judy Baldwin • Lisa Kingsley

Teacher's Guide



**Seed
Learning**

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Judy Baldwin / Lisa Kingsley

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Syllabus



	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Unit 1 At the Park	Words seesaw, slide, swing, baseball field, basketball court, tennis court, bike path, duck pond Patterns Future: Negative Statements • I won't <u>ride my bike on the tennis court</u> .	Words collect plastic bottles, clean the statue, pick up litter, fill the sandbox, plant trees, weed the garden, paint the bench, clean up the trail Patterns Future: Q&A • Who will <u>pick up the litter</u> ? • Jack will. Chant: Who Will Paint the Bench?	Conversation Asking for Help, Expressing Gratitude: A: <u>Pardon</u> me. B: Yes? A: My <u>kite</u> is stuck in that tree. B: Where? A: Over there. Can you help me get it? B: <u>Sure</u> . I'm happy to help. Value: Ask for help. Sounds • scr: <u>scream</u> • spr: <u>spring</u> • str: <u>string</u>	Reading 1 Fiction: Peter's Class Cleans Up the Park Plus: • Critical thinking task • Personalization task • Simple project activities
Unit 2 On the Street	Words vet, dentist, pilot, mail carrier, baker, gardener, farmer, engineer Patterns Superlatives: Positive and Negative Statements • The <u>mail carrier</u> is the <u>youngest</u> . • The <u>engineer</u> is the <u>most handsome</u> .	Words fire engine, ambulance, pick-up truck, garbage truck, school bus, camper, police car, minivan Patterns Superlative: Q&A • Which <u>fire engine</u> is the <u>dirtiest</u> ? • The <u>big</u> one is. Chant: Which Police Car?	Conversation Informing, Cautioning: A: <u>Watch out</u> , Mike! B: <u>What</u> ? A: We're at the light. A car's coming! B: Oh, I wasn't <u>paying attention</u> . A: It's not good to text and walk. B: You're right. Value: Help others be safe. Sounds • er: <u>butter</u> , <u>flower</u> • or: <u>doctor</u> , <u>mirror</u>	Reading 3 Non Fiction: People in a Community Plus: • Critical thinking task • Personalization task • Simple project activities
Unit 3 Physical Activity	Words ski, ice-skate, snowboard, sled, snorkel, sail, jog, bike Patterns Subject Gerunds • <u>Snowboarding</u> is <u>exciting</u> .	Words gymnastics, martial arts, exercises, yoga, soccer, volleyball, badminton, Ping-Pong Patterns Object Gerunds • I enjoy <u>playing volleyball</u> . • <u>She</u> doesn't like <u>doing exercises</u> . Chant: We Like Playing Volleyball	Conversation Making Suggestions, Refusing an Invitation/ Offer: A: Do you want to go ice-skating with me? B: <u>Not really</u> . I'm not good at ice-skating. A: How about going biking? B: No, I think biking is boring. A: What about playing Ping-Pong with me? B: OK. Playing <u>Ping-Pong</u> is fun. Value: Get exercise. Sounds • al: <u>salt</u> • all: <u>wall</u> • au: <u>August</u> • aw: <u>draw</u>	Reading 3 Fiction: Herby's Day Plus: • Critical thinking task • Personalization task • Simple project activities
Unit 4 Values and Habits	Words waste food, get angry, complain, pout, try new things, say "please" and "thank you", follow rules, share your things Grammar Vocab: always, usually, often, sometimes, hardly ever, never Patterns Adverbs of Frequency Q&A with "ever" • Do <u>you</u> ever <u>share your things</u> ? • Yes, I <u>usually</u> do. • Does <u>she</u> ever <u>get angry</u> ? • No, <u>she</u> <u>never</u> does.	Words sleep late, watch too much TV, argue with people, eat junk food, use sunscreen, help your parents, go to bed early, study hard Patterns Adverb of Frequency Q&A with "how often" • How often do <u>you</u> <u>sleep late</u> ? • I <u>sleep late</u> <u>once a week</u> . • How often does <u>she</u> <u>eat junk food</u> ? • <u>She</u> <u>eats junk food</u> <u>twice a month</u> . Chant: The How Often Song	Conversation Expressing Surprise, Giving Advice Encouragement: A: <u>Oh, no!</u> B: What? A: I made a big mistake on my <u>homework</u> . B: Don't <u>feel bad</u> . Everyone makes mistakes. A: You're right. B: You can learn from your mistakes. Value: Cheer people up. Sounds • /t/: <u>jumped</u> , <u>talked</u> • /d/: <u>played</u> , <u>cleaned</u>	Reading 4 Non Fiction: Mary and Monty Plus: • Critical thinking task • Personalization task • Simple project activities
Review 1 (Units 1-4)				

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Unit 5 At School	Words cafeteria, computer room, auditorium, hall, be quiet, shout out, get in line, cut in line Patterns Modals: should/shouldn't • You shouldn't <u>shout out in the auditorium</u> . • You should <u>be quiet</u> .	Words difficult, easy, useful, fascinating, science, social studies, gym, art Patterns Introduction to simple clauses using "that" • I think that <u>social studies</u> is <u>fascinating</u> . • She thinks that <u>art class</u> is <u>difficult</u> . Chant: Art is Fascinating	Conversation Complimenting, Expressing Opinion: A: I like math best. How about you? B: Math is <u>useful</u> , but I like science. A: You're really good at science. B: Thanks. Look! The teacher's here. A: We should <u>be quiet</u> . B: Let's talk <u>after class</u> . Value: Be respectful. Sounds • /ɪd/: <u>weeded</u> , <u>shouted</u> , <u>wanted</u>	Reading 5 Non Fiction: Following Rules Plus: • Critical thinking task • Personalization task • Simple project activities
Unit 6 Getting Sick	Words an earache, a stomachache, a sore throat, a cold, a fever, a rash, the flu, a cough Patterns Why? Because... • Why did <u>you</u> stay home from school? • Because I had <u>a rash</u> .	Words stay in bed, take medicine, call the doctor, put on ointment, put in drops, eat hot soup, go to the clinic, take my temperature Patterns Conjunctions but, and • I <u>took medicine</u> , and I <u>put in some drops</u> . • He <u>took medicine</u> , but he <u>didn't put in drops</u> . Chant: I Stayed in Bed	Conversation Expressing Physical Discomfort, Sympathy: A: I'm sorry, Jack. I can't go to the <u>park</u> . A: Why not? B: I don't feel good. A: What's <u>the matter</u> ? B: I have a <u>headache</u> . A: I'm sorry to hear that. Value: Care about others. Sounds • kn: <u>knee</u> • wr: <u>write</u> • wh: <u>white</u>	Reading 6 Fiction: Herby Is sick Plus: • Critical thinking task • Personalization task • Simple project activities
Unit 7 Travel Plans	Words January, February, March, April, May, June, July, August, September, October, November, December Grammar Vocab: last month, this month, next month Patterns • What month <u>was last</u> month? • It <u>was November</u> .	Words South Korea, China, the United States, the United Kingdom, Australia, France, Canada, Mexico Patterns Future: Positive Statements (going to + verb) • I'm going to go to <u>Canada</u> in July. Chant: They're Going to Go to Australia	Conversation Expressing Enthusiasm, Talking About Future Plans: A: I'm so excited! B: <u>Why</u> ? A: We're going to go on vacation this summer. B: Where are you going to go? A: We're going to go to <u>Australia</u> . B: Wow! You'll see a <u>kangaroo</u> ! Value: Be interested in other cultures. Sounds • One-syllable words: May, slide • Two-syllable words: pi-lot, Au-gust • Three-syllable words: com-pu-ter, Mex-i-co	Reading 7 Fiction: Interesting Animals of Australia Plus: • Critical thinking task • Personalization task • Simple project activities
Unit 8 At the Festival	Words taco, cheeseburger, sausage, kebab, corn on the cob, snow cone, cotton candy, ice-cream sundae Patterns Future: Negative Statements • I'm not going to eat <u>a snow cone</u> .	Words watch the parade, go to a concert, drive bumper cars, see a puppet show, go on rides, buy a balloon animal, jump in the bounce house, play a dart game Patterns Future: Wh Q&A • What are <u>you</u> going to do? • I'm going to <u>go on rides</u> . • What's <u>she</u> going to do? • <u>She's</u> going to <u>go to the concert</u> . Chant: What Are You Going to Do?	Conversation Showing Concern, Making Suggestions: A: Look at my <u>balloon</u> ! B: Wow! It's beautiful. A: Oh, no! My <u>balloon popped</u> ! B: Here, take mine. A: Can we <u>buy</u> a new one? B: Sure. Value: Be kind. Sounds • Stress first syllable: <u>puppet</u> • Stress second syllable: <u>balloon</u> , <u>computer</u> • Stress third syllable: <u>engineer</u>	Reading 8 Fiction: Jack's Birthday Plus: • Critical thinking task • Personalization task • Simple project activities
Review 2 (Units 5-8)				

At the Park

Target Pattern I won't ____ on/near the ____.

Target Words

seesaw, slide, swing, baseball field, basketball court, tennis court, bike path, duck pond

Warm-up

- Introduce yourself to the class.

Teacher: Hello. I am ____.

- Greet each student by name.

Teacher: Hello, (name).

- Have the class practice the greeting as well.

Teacher: (Student A)

SA: Hello, (Student B).

SB: Hello, (Student C).

Words

A. Listen and point.

Track 2

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 3

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Tell the students to all think of a park near their homes. The students should think of one thing found at that park.
- Have the students tell the class one by one what is at the park near their homes using the example sentence.

At the Park

Words

A. Track 2 Listen and point.

B. Track 3 Listen and say.

C. Point and say.

- ① seesaw ② slide ③ swing ④ baseball field
⑤ basketball court ⑥ tennis court ⑦ bike path ⑧ duck pond



D. Remember. Talk about yourselves.

There's a duck pond at the park near my home.

There's a slide at the park near my home.

4 Unit 1

Extension

Show Me!

What you will need: (no materials are required for this activity)

- Ask the class to make up motions for the eight target words listed at the top of p. 4 of Unit 1. If the class has trouble thinking of a good action, you can suggest the following:
seesaw - hold arms out and make a motion seesawing
slide - use one arm to make a quick sliding motion down
swing - swing one arm back and forth in front of yourself
baseball field - make an action like swinging a bat
basketball court - make a motion like dribbling a basketball
tennis court - make a motion like hitting a tennis ball
bike path - pose like you are coasting on a bicycle
duck pond - tuck your hands under your arms like duck wings
- Have the students stand up. Say to the class, "Show me a ____!" Then the whole class should make the motion that was chosen.
- Continue asking until all of the actions have been made for the target phrases of the unit. You can also ask for volunteers to come up and say "Show me!" for one or two words.
- Challenge:** Say two target words at once for the class to do by saying, "Show me a ____ and a ____!"

Patterns

A.  Listen and say.

B. Read the sentences. Write the words.



She _____ near the duck pond. (run)



They _____ on the swings. (stand)



You _____ your bike on the baseball field. (ride)



We _____ on the seesaw. (stand)

C.  Practice with a partner. Talk about yourself.

Unit 1 5

Patterns

A. Listen and say.

Track 4

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the sentence under it. The rest of the class repeats the answer after the student. Have other volunteers come up and do the same for the rest of the pictures.

C. Practice with a partner. Talk about yourself.

- Have the students look at the scenes or projector image and say the sentences.
- As a class, brainstorm a list of things that students usually do and write the words and phrases on the board as students suggest them. Some of the activities that students have learned in the *Top Kids* series include climb a tree, dance, play baseball, ride a bicycle, run, sing, swim, play the guitar, play computer games, ride a skateboard, cook dinner, watch TV, study English, do kung fu, do chores, go to school, get a haircut, take the subway, listen to music, etc.
- Next, have the class brainstorm days and future times that they have learned in the *Top Kids* series: tonight, tomorrow, the day after tomorrow, Sunday, Monday, Tuesday, etc. Write these words and phrases on the board as well.
- Have the students tell the class one by one something they won't do on a certain day in the near future.

Extension

He Won't/She Won't

What you will need: a small piece of paper for each student, a small ball or wadded up piece of paper to toss

- Give each student a small piece of paper. The student should choose one target word from p. 4 of Unit 1 and write that phrase on the piece of paper.
- Have the class sit in a circle. Give one student the ball or wadded up paper to begin. He/She will ask the question, "Who won't go to the _____ at the park?" to the student on his/her left. The blank should be filled in with the word that the student wrote on his/her paper.
- **EX** (S1 wrote "slide")
S1: Who won't go on the slide at the park?
- The student on the left will answer with the name of any student in the class.
- **EX** S2: Sue won't go on the slide at the park.
- The first student will then toss the ball or wadded up paper to Sue. Sue will then ask the student on her left the question and fill in the blank with the phrase she wrote on her paper.
- Continue until all of the students have had a chance to ask and answer.

At the Park

Target Pattern

Who will ____?
____ will.

Target Words

collect plastic bottles, clean the statue, pick up litter, fill the sandbox, plant trees, weed the garden, paint the bench, clean up the trail

Warm-up

Review the greeting from Lesson 1 to help students learn each other's names. Have the class stand in a circle and talk about the student to their left.

EX Teacher: Hello. I'm (name). You're (S-A name).
Student A: Hello, I'm (name). You're (S-B name).
Student B: Hello, I'm (name). etc.

Words

A. Listen and point.

Track 5

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 6

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Look, read and write.

- Have the students look at the pictures and decide which activity from part A matches the illustration.
EX For #1, the weeds match with "weed the garden."
For #2, the paint bucket matches with "paint the bench." etc.
- Have the students work individually to read the sentence prompts, look at the illustration with the same number and then fill in the blanks with the correct phrase from A.
- Check the answers together.

E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.

Words

A. **Track 5** Listen and point.B. **Track 6** Listen and say.C. **Point and say.**

collect plastic bottles



clean the statue



pick up litter



fill the sandbox



plant trees



weed the garden



paint the bench



clean up the trail

D. Look, read and write.



- My mother has to _____.
- I will _____ tomorrow.
- The students _____ in the spring.
- She wants to _____ in the park.

E. **Remember. Talk about yourselves.**

6 Unit 1

- Assign students to work in pairs asking and answering according to the example using the actions from part A on p. 6. Students are free to answer "Yes, I would." or "No, I wouldn't." as they like.

Extension

Coin Toss

What you will need: picture cards (Appendix 1), a coin

- Cut out the picture cards and put them in a row on a desk.
- Divide the class into two teams. Teams will take turns sending one member to toss the coin on their team's turn.
- Students take it in turns to throw a coin onto the cards.
- The student who throws the coin must say the words for the card it lands on. If the words are correct, his/her team gets one point.
- If the coin lands on a question mark card, the student must say any word he/she knows in English. If the student says a word that has not been said in the game yet, his/her team gets a point.
- If the coin lands on the "Lose a Point" card, the team loses a point.
- The team with the most points at the end wins!

Patterns

A. Track 7 Listen and say.



B. Read the sentences. Write the words.



_____ collect plastic bottles?
Lucy's brother and his friend _____.



_____ weed the garden?
Lucy _____.



_____ paint the bench?
Ms. West _____.



_____ plants trees?
_____ will.

C. Practice with a partner. Use your books.



D. Track 8 Say the chant. Go to page 76.

Unit 1 7

Patterns

A. Listen and say.

Track 7

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and ask the question under it. The rest of the class says the answer. Have other volunteers come up and do the same for the other pictures.

C. Practice with a partner. Use your books.

- Have the students look at the scenes or projector image and say the sentences.
- Ask students to work in pairs and use the pictures in their books to practice the sentences.

D. Say the chant. Go to page 76.

Track 8

- Have the class listen to the chant and read along with the lyrics.
- Play the chant again and have the class chant as they read along.
- Have the class stand in a circle. Give one student in the circle an object to pass (a ball, a wadded up piece of paper, a small toy, etc.). As the chant plays, students pass the object around the circle either left or right and chant as follows:
All students chant questions in each verse.
First verse → The student with the object chants solo on the lines "I will. I will. I will paint the bench."
Second verse → The student with the object points to any girl in the class as he/she chants the lines "She will. She will. She will weed the garden."
Third verse → All the students without the object chant the lines "We will. We will. We will clean the statue."

At the Park

Target Dialogue

Pardon me.
Yes?
My kite is stuck in that tree.
Where?
Over there. Can you help me get it?
Sure. I'm happy to help.

Warm-up

- Have the students review the structure from lesson 2 using the target phrase from pages 4 and 6.
- As a class, brainstorm days and future times that they have learned in the *Top Kids* series: tonight, tomorrow, the day after tomorrow, Sunday, Monday, Tuesday, etc. Write these words and phrases on the board as well.
- Assign the students to work in small groups. Students in groups should go around turn by turn and say something they won't do on a certain day in the near future, continuing as time allows.

Conversation

A. Listen and point.

Track 9

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 10

- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Listen. Then practice with the new words.

Track 11

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the dialogue aloud in pairs while substituting in the new words where indicated.

D. Role-play the dialogue.

- Model the role-play for the class, asking one student to say the dialogue with you.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group.

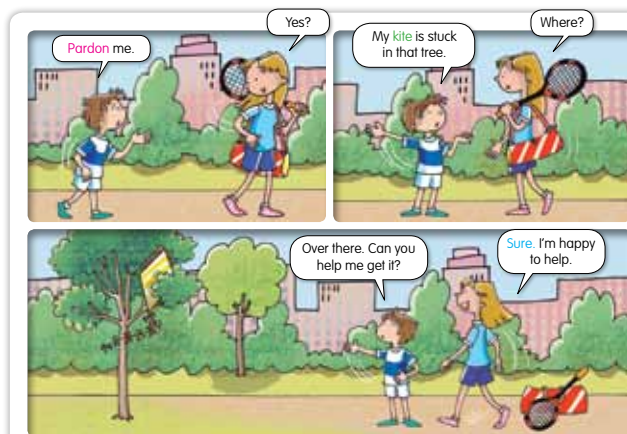
E. Which sentences show the value? Read and check (✓).

- Have the students read the sentence in large bold letters.
- Have the students individually read through the numbered items and check (✓) the ones that match the value.
- Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the

Conversation

A. Track 9 Listen and point.

B. Track 10 Listen and say.



C. Track 11 Listen. Then practice with the new words.

Excuse ball Certainly.

D. Role-play the dialogue.

E. Value. Which sentences show the value? Read and check (✓).

Ask for help.

1. <input type="checkbox"/> Can you show me how to do it?	2. <input type="checkbox"/> Can you come over today?
3. <input type="checkbox"/> Are you finished?	4. <input type="checkbox"/> Can I go out and play?
5. <input type="checkbox"/> Can we carry this together? It's very heavy.	6. <input type="checkbox"/> Can you help me?

8 Unit 1

question might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how the sentence does or doesn't reflect the value in each situation.

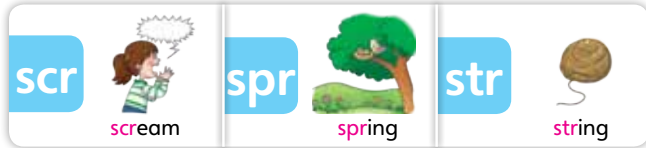
Extension

Sentence Scramble

What you will need: 8 pieces of paper per group with the following sentences:

- Pardon me.
- Yes?
- My kite is stuck in that tree.
- Where?
- Over there.
- Can you help me get it?
- Sure.
- I'm happy to help.
- Assign the students to work in small groups of three or four students each. Hand out a word set to each group.
- Groups will work together to build the conversation in order by arranging the pieces of paper.
- After all of the words have been placed, ask two students to read the dialogue.
- If the dialogue is not correct, the two students should rearrange the words to correct it.

Sounds

A. **Track 12** Listen and say.B. **Track 13** Listen and circle.C. **Track 14** Listen and write scr, spr or str.

1. _____ ange 2. _____ ay 3. _____ ub
4. _____ oll 5. _____ ipe

D. Read the sentence.

In the **spring**, the **striped**, **stray** cat **scratched** Mr. **Spree** in the **street**, and he **screamed**.



Unit 1 9

Target Sounds

- **scr:** scream
- **spr:** spring
- **str:** string

Sounds

A. **Listen and say.**

Track 12

- Have the students look at the letter sounds and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. **Listen and circle.**

Track 13

- Have the students look at the pictures and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students open their books and listen a final time circling the consonant blend that they hear in each word.
- Review the answers together, having the class say the word for each picture if they can remember it.

C. **Listen and write scr, spr, or str.**

Track 14

- Have the students look at the partial words and predict the consonant blends they might possibly hear for each item.
- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students write the consonant blends that they hear.

D. **Read the sentence.**

- Have the students read the sentence aloud, making sure to pronounce the consonant blends for the indicated words.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words that have scr, spr, or str. They can use any word listed on p. 9. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Basketball

What you will need: three baskets labeled "scr," "spr" and "str," a small ball or wadded up paper ball, word list of "scr," "spr" and "str" words from Appendix 2

- Have the students take turns to be the thrower. Give the thrower a small ball.
- Read one of the words from the word list.
- The thrower listens to the word and decides which consonant blend he/she hears in the word. The thrower then throws the ball into the corresponding basket.
- If the thrower threw the ball into the correct basket, say, "Right!" and have the class cheer. If the thrower threw the ball into the wrong basket, say, "Oops! Better luck next time."

At the Park

Reading	Peter's Class Cleans up the Park
New Words	special, Earth, world, celebrate, finish, take care of
Project	Making posters

Warm-up

Have the class listen to the Unit 1 song. Play the song again and have the class sing along.

Reading 1

A. Think of a park near your home. How do people take care of it?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.

B. Listen and follow along.

Track 15

- Have the students look at the pictures and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

C. Listen, read and say.

Track 16

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

D. Read with a partner.

- Assign students to work in pairs. One student in each pair will begin as the "Reader" while the other student begins as the "Coach."
- The "Reader" reads the story aloud while the "Coach" listens. The "Coach" follows along and corrects any mistakes he/she hears or sees.
- Have the pair switch roles. The "Reader" rereads the same text, and the "Coach" provides corrective feedback.

E. Circle the correct words.

- Have the students individually read through the sentences, circling the correct words according to the story.
- Check by orally asking the class questions to go with each answer that the class should give. Have the class answer together in unison.

- EX** 1. Do people celebrate Earth Day on May 22nd?
 2. Who will plant trees in the park?
 3. When does Peter's class clean up the park?
 4. How do the students feel?

Reading 1

A. Think of a park near your home. How do people take care of it?

B. **Track 15** Listen and follow along.

C. **Track 16** Listen, read and say.

D. Read with a partner.

Peter's Class Cleans up the Park

Today is April 22nd. It's a **special** day, **Earth** Day. People all over the **world** **celebrate** Earth Day. Peter's class will clean up the park near their school. Everybody is very excited.

Their teacher tells them about the day.
 "Boys, you'll pick up litter and weed the gardens. Girls, you'll collect plastic bottles and clean up the bike paths.
 Then we'll all plant the trees together.
 After that, we'll have lunch."

The students walk to the park.
 They work hard all morning.
 They **finish** at noon.
 The park looks clean and beautiful!
 They eat lunch at the picnic tables.

The students walk back to school.
 They're tired, but they're happy.
 "Good job!" says their teacher.
 "You helped **take care of** the Earth today."
 The students are proud.



New Words : • special • Earth • world • celebrate • finish • take care of

E. Circle the correct words.

1. People **celebrate** / **don't celebrate** Earth Day on May 22nd.
2. **The teachers** / **The boys** and girls will plant trees in the park.
3. Peter's class cleans up the park in the **morning** / **afternoon**.
4. The students are **proud, happy and tired** / **excited and busy**.

F. What can you do to take care of the Earth?

F. What can you do to take care of the Earth?

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
 1. What can you do on Earth day?
 2. How does this help the Earth?
 3. Can you do this by yourself or do you need help?
- Students in each group work together to come up with answers for each question. One student in the group should write down their group's answers.
- A different student in the group then reports to the class the ideas that the group talked about. As groups report, be sure to list new or useful vocabulary on the board for the whole class to see.

G. Read and write.

- tennis court • duck pond • garden
- basketball court • sandbox • baseball field

You run and play here.	You sit and talk here.

H. Project. Look at the model. Then make a poster of a park near your house. Talk about it.



Reading I II

G. Read and write.

- Ask the students to read through the choices listed in the box and think about what kids can or can't do in that place.
- Have the students work individually to fill in the chart below the box. After students have had a chance to complete the activity, check aloud.

H. Project. Look at the model. Then make a poster of a park near your house. Talk about it.

- Have the students look at the example in the book and read the example sentences.
- Give each student a blank sheet of paper. Allow students to create their own park posters. Students should draw pictures and color their posters. All posters should include some English labeling of different things in the park.
- Assign students to work in small groups. Members should tell the other students in their group about their posters according to the example sentences in their books.

EX *There is a park near my house. I always go there on _____. There's a _____ and a _____. There's a _____ and a _____. I like to _____ on/at/in the _____. I like to _____, too.*



Teacher's Notes

On the Street

Target Pattern

The ____ is the ____ est.
The ____ is the most ____.

Target Words

vet, dentist, pilot, mail carrier, baker,
gardener, farmer, engineer

Warm-up

Review the target patterns from Unit 1.

- As a class, brainstorm a list of things that students usually do and write the words and phrases on the board as students suggest them.
- Next, list on the board future times that they have learned in the *Top Kids* series: tonight, tomorrow, the day after tomorrow, Sunday, Monday, Tuesday, etc.
- Have the students tell the class one by one something they won't do on a certain day in the near future.

Words

A. Listen and point.

Track 17

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 18

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs.
- Pairs take turns saying jobs that they want to have or don't want to have in the future according to the example.

On the Street

Words

A. Track 17 Listen and point.

B. Track 18 Listen and say.

C. Point and say.

- ① vet ② dentist ③ pilot ④ mail carrier
⑤ baker ⑥ gardener ⑦ farmer ⑧ engineer



D. Remember. Talk about yourselves.



12 Unit 2

Extension

Work for a Chair

What you will need: white board, marker

- Write the following five jobs on the board so that students can refer to the list during the game: vet, dentist, pilot, baker, engineer.
- Assign each student in the class one of the five jobs listed on the board. Multiple students can have the same job. Students must remember their job while playing the game.
- Make a circle of chairs so that all but one student can sit in a chair. The last student will begin by standing in the center of the circle.
- The center student will call out any job. All students with that job must stand up and find a new chair to sit in (one of the empty chairs among the other standing students). However, the middle student will also try to sit in one of the empty chairs. The student who does not find a chair must stand in the middle and call the next job. The student in the middle may also call "All jobs!" Then all students change chairs.

Patterns

A. **Track 19** Listen and say.

The mail carrier is the youngest.



The engineer is the most handsome.



young → youngest
old → oldest
tall → tallest
short → shortest
scared → most scared
handsome → most handsome

B. Read the sentences. Write the words.



The gardener is _____
_____ (scared)



The farmer is _____. (old)



The pilot is _____. (short)



The dentist is _____. (tall)

C. Practice with a partner. Talk about your classmates.

Unit 2 **13**

Patterns

A. Listen and say.

Track 19

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the sentence under it. The rest of the class repeats the sentence aloud after the student. Have other volunteers come up and do the same.

C. Practice with a partner. Talk about your classmates.

- Have the students look at the scenes or projector image and say the sentences.
- List on the white board all the descriptive adjectives that students have learned in previous levels of *Top Kids*: big, old, short, small, beautiful, handsome, tall, young, cute, friendly, smart, clean.
- Assign students to work in pairs.
- Pairs take turns making sentences to describe their classmates according to the example.

Extension

In My Family

What you will need: one sheet of paper per student, white board, marker

- Give each student a sheet of blank paper. The students should fold the paper in half and then in half again. Have the students open their papers. Each sheet of paper should have four squares in which students will draw scenes.
- Ask the students to quickly draw sketches of four of their relatives. Below each sketch, the student should write an adjective to describe that person.
- After everyone has finished their sketches, assign the students to work in pairs.
- On the board, write three questions for students to ask their partner: 1) Who is it? 2) Is he/she the _____ est in your family? 3) Is he/she the most _____ in your family?
- In their pairs, one student will begin by asking questions about each of the four sketches that their partner drew. While looking at the adjective below each sketch, the asker should decide if he/she needs to ask Question 2 or Question 3 on the board. After hearing all of the answers, the students then switch roles asking and answering questions.

On the Street

Target Pattern

Which ____ is the ____est?
Which ____ is the most ____?

Target Words

fire engine, ambulance, pick-up truck,
garbage truck, school bus, camper,
police car, minivan

Warm-up

Review the structure from Lesson 1 using activity D from p. 12 using any vocabulary known.

- Assign students to work in pairs.
- Pairs take turns saying jobs that they want to have or don't want to have in the future according to the example.

Words

A. Listen and point.

Track 20

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 21

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Read and write.

- Have the students work individually reading the sentence prompts and filling in the missing words.
- Check the answers together.

E. Remember. Compare vehicles.

- Have the students look at the scene or projector image and say the sentences.
- Brainstorm descriptive adjectives for vehicles that students have learned in the *Top Kids* series and list the words on the board as students suggest them: small, beautiful, tall, big, cute, clean.
- Go around the class having volunteers make sentences according to the example using the words listed on the board. Can every student in the class make a different sentence for comparison?

Words

A. Track 20 Listen and point.

B. Track 21 Listen and say.

C. Point and say.



fire engine



ambulance



pick-up truck



garbage truck



school bus



camper



police car



minivan

D. Read and write.

1. Students ride in a _____.
2. Firefighters ride in a _____.
3. Police officers ride in a _____.
4. Some families ride in a _____, not a car.

E. Remember. Compare vehicles.



14 Unit 2

Extension

Word-Be-Gone

What you will need: whiteboard, board eraser, marker

- Split the class into two or three teams and assign them to a certain side or part of the whiteboard.
- Have each team take turns writing the following 16 words on the board: vet, dentist, pilot, mail carrier, baker, gardener, farmer, engineer, seesaw, slide, swing, field, court, path, pond, statue.
- Once all of the teams have the words written on their part of the board, have each member of the team stand in a line.
- Call out a word and the first student in each team will try to find the word as quickly as they can and erase it from the board and run to the back of their team's line.

Patterns

A. Track 22 Listen and say.



new → newest
old → oldest
clean → cleanest
dirty → dirtiest
expensive → most expensive
comfortable → most comfortable
popular → most popular
colorful → most colorful

B. Read the sentences. Write the words.



_____ police car is _____?
(clean)
The small _____ is.



_____ minivan is _____?
(comfortable)
The green _____ is.

C. Practice with a partner. Compare things.



D. Track 23 Say the chant. Go to page 76.

Unit 2 15

Patterns

A. Listen and say.

Track 22

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and ask the question. The rest of the class says the answer. Have other volunteers come up and do the same for the rest of the pictures.

C. Practice with a partner. Compare things.

- Have the students look at the scenes or projector image and say the sentences.
- Ask students to look around the room or around their desks for two of the same thing that they can compare. Students should look for two things that they can carry or hold in their hands. Students should bring their two things back to their desks with them.
- Assign students to work in pairs. Each student shows his/her items and asks an appropriate question of comparison according to the example. The student's partner will answer.
- After each member of the pair has asked and answered, have the students find new partners to work with and repeat asking and answering.

D. Say the chant. Go to page 76.

Track 23

- Have the class listen to the chant and read along with the lyrics.
- Play the chant again and have the class chant as they read along.
- Divide the class into three groups. The whole class will chant all of the questions. Have the first group say the answer in the first verse, the second group say the answer in the second verse, and the third group say the answer in the third verse.

- The teams are scored according to the order they get back in line. If there are three teams, for example, first = 3 points, second = 2 points, and third = 1 point.
- If a student erases the wrong word, they must write the word again on the board before the next round begins.
- Continue calling out words as time permits.
- The team with the most points wins.
- **Challenge:** Call out a word that was erased earlier in the game and have the students write the word back on the board (adding it back to the list) before running back to their team's line. Score in the same manner.

On the Street

Target Dialogue

Watch out, Mike!
What?
We're at a light. A car is coming!
Oh, I wasn't paying attention.
It's not good to text and walk.
You're right.

Warm-up

- Have the students review the structure from lesson 2 using activity C from p. 15.
- Ask students to look around the room or around their desks for two of the same thing that they can compare. Students should look for two things that they can carry or hold in their hands. Students should bring their two things back to their desks with them.
- Assign students to work in pairs. Each student shows his/her items and asks an appropriate question of comparison according to the example. The student's partner will answer.
- After each member of the pair has asked and answered, have the students find new partners to work with and repeat asking and answering.

Conversation

A. Listen and point.

Track 24

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 25

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Listen. Then practice with the new words.

Track 26

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the dialogue aloud in pairs while substituting in the new words where indicated.

D. Role-play the dialogue.

- Model the role-play for the class, asking one student to say the dialog with you.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the dialogue using their own names.

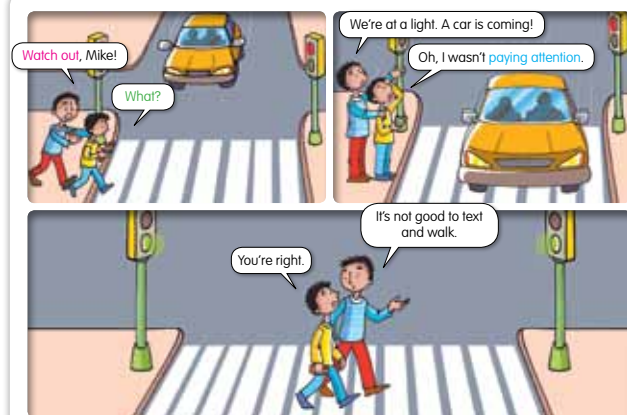
E. Which sentences show the value? Read and check (✓).

- Have the students read the sentence in large bold letters.
- Have the students individually read through the numbered items and check (✓) the ones that match the value.

Conversation

A. Track 24 Listen and point.

B. Track 25 Listen and say.



C. Track 26 Listen. Then practice with the new words.

Look out What's wrong? looking

D. Role-play the dialogue.

E. Value. Which sentences show the value? Read and check (✓).

Help others be safe.

1. <input type="checkbox"/> Go ahead. It's your turn.	2. <input type="checkbox"/> Be careful!
3. <input type="checkbox"/> Don't worry.	4. <input type="checkbox"/> Don't touch it! It's hot.
5. <input type="checkbox"/> Don't lose it.	6. <input type="checkbox"/> Look out on the bike path.

16 Unit 2

- Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the sentence might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how the sentence does or doesn't reflect the value in each situation.

Extension



Sentence Scramble

What you will need: 7 pieces of paper per group with the following words:













- Watch out, Mike!
- What?
- We're at a light.
- A car is coming!
- Oh, I wasn't paying attention.
- It's not good to text and walk.
- You're right.
- Assign the students to work in small groups of three or four students each. Hand out a word set to each group.
- Groups will work together to build the conversation in order by arranging the pieces of paper.
- After all of the words have been placed, ask two students to read the dialogue.
- If the dialogue is not correct, the two students should rearrange the words to correct it.

Sounds

A. Track 27 Listen and say.

er			or		
	butter	flower		doctor	mirror

B. Track 28 Are the end sounds the same? Listen and write a check (✓) or an X.

1 	2 	3 	4 	5 	6 
					

C. Track 29 Listen and match.

1	2	3	4	5
trailer	donor	tailor	tractor	dinner

D. Read the sentence.



Unit 2 17

Target Sounds

- er: butter, flower
- or: doctor, mirror

Sounds

A. Listen and say.

Track 27

- Have the students look at the letter sounds and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Are the end sounds the same? Listen and write a check (✓) or an X.

Track 28

- Have the students look at the pictures and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students open their books, listen again, and mark the picture pairs with a check (✓) if the words have the same final ending sound. Picture pairs that do not have the same final ending sound should be marked with an X. Review the answers together, having the class say the word for each picture if they can remember it.

C. Listen and match.

Track 29

- Have the students read the words in the colored boxes, sounding them out as best they can.
- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students match each number with the word that they hear after the number.

D. Read the sentence.

- Have the students read the sentence aloud, making sure to pronounce the final -or or -er correctly for the indicated words.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words with final -or or -er. They can use any word listed on p. 17. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Hangman

What you will need: white board, marker

- Demonstrate how to play Hangman with the class. Choose any word that ends with -or or -er from p. 17 (butter, flower, doctor, mirror, farmer, finger, elevator, alligator, gopher, baker, paper, trailer, donor, tailor, tractor, dinner). Count the number of letters in the word and draw that many short blanks on the board in a row.

EX (for the word "flower")

- Call on volunteers from the class to guess a letter. If the letter is in the word, write the word in the blanks where it appears in the word. If the letter is not in the word, draw a body part of the hanging man (head, neck, body, 2 arms, 2 legs). If all 7 body parts are drawn before the class guesses the word, you win. If the class guesses the word before all of the body parts are drawn, they win.
- Have the students lead the game by choosing a word, filling in the letter blanks, and drawing the hanging man.

On the Street

Reading	People in the Community
New Words	work, hospital, tooth, hurt, road, valuable
Project	Book making

Warm-up

Have the class listen to the Unit 2 song. Play the song again and have the class sing along.

Reading 2

A. Who do you see every day in your community?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.

B. Listen and follow along.

Track 30

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

C. Listen, read and say.

Track 31

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

D. Read with a partner.

- Assign students to work in pairs. One student in each pair will begin as the "Reader" while the other student begins as the "Coach."
- The "Reader" reads the story aloud while the "Coach" listens. The "Coach" follows along and corrects any mistakes he/she hears or sees.
- Have the pair switch roles. The "Reader" rereads the same text, and the "Coach" provides corrective feedback.

E. Write the words.

- Have the students individually read through the sentences, filling in the missing words according to the story.
- Check by orally asking the class questions to go with each answer that the class should give. Have the class answer together in unison.

- EX** 1. Who works hard and helps us every day?
 2. Who takes food from farms to supermarkets?
 3. Who helps our sick pets?
 4. What can you say about all people in a community?

Reading 2

A. Who do you see every day in your community?

B. Track 30 Listen and follow along.

C. Track 31 Listen, read and say.

D. Read with a partner.

People in the Community

Communities are places where people live, **work**, and play. There are a lot of special people in a community. They work hard for us every day. People in a community help each other.

Farmers grow food. Truck drivers take this food to stores and supermarkets. Salesclerks at supermarkets sell the food. We cook the food at home.

Some people in our community keep us healthy. Ambulance drivers take us to the **hospital** quickly. Dentists help keep our **teeth** healthy. Vets help our pets when they're sick or **hurt**.

Other people in our community make life easier for us. Mail carriers bring our mail to us every day. Gardeners keep our parks and yards beautiful. Engineers build **roads** and bridges to help us go from place to place.

As you can see, everyone in a community is **valuable**.



New Words : • work • hospital • tooth • hurt • road • valuable

E. Write the words.

- Many people in a _____ work hard and help us.
- _____ take food from farms to supermarkets.
- _____ help our sick pets.
- All people in a community are _____.

F. Think about your community. What other people work hard to help you and your family?

18 Reading 2

F. Think about your community. What other people work hard to help you and your family?

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
 - Who in your community helps you?
 - How do they help you?
 - Where do you see them?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about a kind of person in the community who helps the speaker or the speaker's family. After answering the questions, the speaker chooses the next group member to speak.

G. Read and write.

1. A _____ can fly an airplane.
2. An _____ takes sick people to the hospital.
3. A _____ can bring a birthday card to you.
4. Farmers and gardeners usually drive a _____.
5. A _____ can make cookies, cakes and pies.
6. A _____ picks up trash for us.



H. Project. Look at the model. Then make a book about people in your community. Talk about it.

This is a book about the people in my community. I see my teacher at school. She teaches me a lot of things.

I see Mr. Chen, the bus driver, on our school bus. He takes us to school.



Reading 2 19

G. Read and write.

- Ask the students to read through the prompts for each item. Tell the class that each blank should be filled in with a person or a vehicle. Have the students work individually to fill in all of the blanks.
- After students have had a chance to complete the activity, check aloud. Choose volunteers to read the sentences aloud with their answers.

H. Project. Look at the model. Then make a book about people in your community. Talk about it.

- Have the students look at the example in the book and read the example sentences.
- Give each student a blank sheet of paper. Students should fold the paper in half. Then have students fold this in half again. Hold this folded paper so the bottom is open and the top is a fold. Cut along the top fold and staple the papers in the middle to create a small book with six inside pages.
- Allow students to create their own books by choosing three people to write about. For each two-page spread in their books, students should write one sentence to tell who the person is. On the other page of the spread, students should write where the person works or something about what the person does. Encourage students to draw a picture for every page.
- Assign students to work in small groups. Each member of the group should read aloud his/her book to the group and show the pictures in the book.



Teacher's Notes

Physical Activity

Target Pattern ____ing is (adj).

Target Words ski, ice-skate, snowboard, sled, snorkel, sail, jog, bike

Warm-up

Review the target patterns from Unit 2 by having students work in pairs.

- Assign students to work in pairs.
- Pairs take turns saying jobs that they want have or don't want to have in the future.

EX S1: I don't want to be a vet.
S2: I want to be a gardner.

Words

A. Listen and point.

Track 32

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 33

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 20.
- Pairs take turns asking and answering about outdoor activities they can or can't do according to the example.

Physical Activity

Words

A. Track 32 Listen and point.

B. Track 33 Listen and say.

C. Point and say.

- ① ski ② ice-skate ③ snowboard ④ sled
⑤ snorkel ⑥ sail ⑦ jog ⑧ bike



D. Remember. Talk about yourselves.



20 Unit 3

Extension

Guess What?

What you will need: vocabulary words from units 1, 2, and 3 written on index cards: seesaw, swing, duck, tennis, statue, bench, plant, paint, vet, dentist, baker, farmer, police car, school bus, butter, mirror, ski, ice-skate, snowboard, sled, snorkel, sail, jog, bike

- Divide the class into teams.
- One student from the first team will hold an index card with one word on it over his/her head.
- The other students in that team will try to act it out or describe what the word is for one minute or until the student with the card guesses the word.
- If the student guesses the word in less than a minute, then he/she will hold up another index card and the team will continue acting out the word or describing until 1 minute is up. The team scores one point for each correct word guessed by the holder.
- Then the next team has a turn to play.
- If all of the index cards are used, shuffle the cards together to mix them and continue playing.
- The team with the most points wins.

Patterns

A.  Listen and say.

Snowboarding is exciting.



Snorkeling is fun.



ski → skiing
 ice-skate → ice-skating
 sled → sledding
 jog → jogging
 bike → biking

B. Read the sentences. Write the words.



is boring. (jog)



is easy. (sled)



is hard. (ski)



is amazing. (sail)

C.  Practice with a partner. Talk about physical activities.

Biking is fun.



Ice-skating is hard.

Unit 3 21

Patterns

A. Listen and say.

Track 34

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and say the sentence under it. The rest of the class repeats the sentence after the volunteer. Have other volunteers come up and do the same for the other pictures.

C. Practice with a partner. Talk about physical activities.

- Have the students look at the scenes or projector image and say the sentences.
- Assign the students to work in pairs. Students should keep their books open to p. 20 in order to see the names of the eight activities. Students in each pair take turns making sentences about the activities according to the example.
- Monitor the pairs to be sure that students are correctly using the gerund form of the activities as the subjects of their sentences.

Extension

Silly Stories

What you will need: one piece of blank paper for each student

- Give each student a blank piece of paper. Tell students they will write silly stories together in groups. Assign the students to work in groups of three or four students.
- Explain that students will write one sentence of the story and then fold their paper to hide the sentence. They will pass their story to the person beside them. That person will continue the story without looking at the previous sentences.
- Write the following sentence prompt on the whiteboard: Last Saturday, I went ____ing.... Have the students fill in the blank with any activity (past progressive form) and complete the sentence.
- Tell all the students to fold the top of their paper down to cover their sentence and pass the paper to their left. The next student then adds any sentence to continue the story.
- Repeat the step above so that the stories are 5-6 sentences long.
- Have all students unfold the papers and read their stories aloud to their small groups.

Physical Activity

Target Pattern

He/She enjoys playing/doing _____.
I don't like playing/doing _____.

Target Words

gymnastics, martial arts, exercises,
yoga, soccer, volleyball, badminton,
Ping-Pong

Warm-up

Review the structure from Lesson 2 using activity D from p. 20.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 20.
- Pairs take turns asking and answering about outdoor activities they can or can't do.

Words

A. Listen and point.

Track 35

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 36

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Read and write.

- Have the students read the sentence clues and fill in the blanks with the right words.
- Check the answers together.

E. Remember. Talk about yourselves.

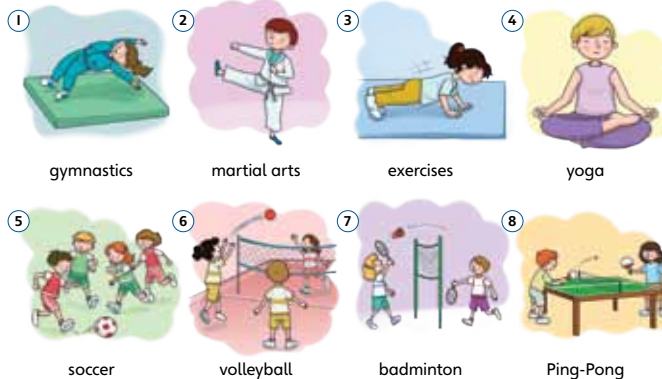
- Have the students look at the scene or projector image and say the sentences.
- Assign the students to work in pairs. Each student in the pair will take turns asking questions about activities that their partner likes according to the example.

Words

A. Track 35 Listen and point.

B. Track 36 Listen and say.

C. Point and say.



D. Read and write.

- Players can't throw or catch the ball. There are eleven players on a team. What sport is it? It's _____.
- You can play this sport with two or six players. Some people like to play it at the beach. You need a ball and a net. What sport is it? It's _____.
- You need a table and a small ball. What sport is it? It's _____.

E. Remember. Talk about yourselves.



22 Unit 3

Extension

Like or Don't Like

What you will need: (no materials required for this activity)

- As a class, brainstorm a list of fun things that kids like to do. In addition to the activities in this unit, students might suggest these activities previously learned in the *Top Kids* series: climb trees, dance, draw, jump rope, play baseball, sing, swim, play hide and seek, read books, play with friends.
- Have the class sit in a circle. The first student in the circle chooses any of the activities listed on the board and says either, "I like to _____," or "I don't like to _____." If the student says "like," he/she should make a thumbs-up gesture as well. If the student says "don't like," he/she should make a thumbs-down gesture.
- The second student in the circle chooses any of the activities, says one of the sentences above, makes the appropriate gesture, and then repeats what the first student said as well with the appropriate gesture.
- Continue around the circle with each student adding their choice. Students may repeat the same activities as a student before them. The key is to remember all the previous sentences in order.
- See if the class can go all the way around the circle. The first student then has to repeat everything in order with gestures as well.

Patterns

A. Track 37 Listen and say.

do → gymnastics
martial arts
exercises
yoga

play → soccer
volleyball
badminton
Ping-Pong

B. Read the sentences. Write the words.

1 He _____ gymnastics. (*hate*)

2 They _____ badminton. (*love*)

3 We _____ Ping-Pong. (*like*)

4 You _____ yoga. (*enjoy*)

C. Practice with a partner. Talk about yourselves.



D. Track 38 Say the chant. Go to page 77.

Unit 3 23

Patterns

A. Listen and say.

Track 37

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and say the sentence. The rest of the class repeats after the student. Have other volunteers come up and do the same for the other pictures.

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scenes or projector image and say the sentences.
- Assign the students to work in pairs. Each student in the pair will take turns making sentences about activities he/she enjoys, likes, doesn't like, or hates according to the example.
- Monitor the pairs to be sure that students are correctly using gerund forms for the activities.

D. Say the chant. Go to page 77.

Track 38

- Have the class listen to the chant and read along with the lyrics.
- Play the chant again and have the class chant as they read along.
- Divide the class into two groups. Have the first group chant the first verse and the second group chant the second verse.

Physical Activity

Target Dialogue

Do you want to go ice-skating with me?
Not really. I'm not good at ice-skating.
How about going biking?
No. I think biking is boring.
What about playing Ping-Pong with me?
OK. Playing Ping-Pong is fun.

Warm-up

- Have the students review the structure from lesson 2 using activity C from p. 23.
- Assign the students to work in pairs. Each student in the pair will take turns making sentences about things he/she did alone on previous days (yesterday, last Saturday, last Thursday, etc).

EX I went to the park by myself last Sunday.

- Monitor the pairs to be sure that students are correctly using regular and irregular past verb forms.

Conversation

A. Listen and point.

Track 39

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 40

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Listen. Then practice with the new words.

Track 41

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the dialogue aloud in pairs while substituting in the new words where indicated.

D. Role-play the dialogue.

- Model the role-play for the class, asking one student to say the dialog with you.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the dialogue using their own names.

E. Which sentences show the value? Read and check (✓).

- Have the students read the sentence in large bold letters.
- Have the students individually read through the numbered items and check (✓) the ones that match the value.

Conversation

A. Track 39 Listen and point.

B. Track 40 Listen and say.



C. Track 41 Listen. Then practice with the new words.

No, thanks. tiring soccer

D. Role-play the dialogue.

E. Value. Which sentences show the value? Read and check (✓).

Get exercise.

1. <input type="checkbox"/> Let's ride our bikes.	2. <input type="checkbox"/> Can you teach me how to do kung Fu?
3. <input type="checkbox"/> I want to take a nap.	4. <input type="checkbox"/> I always watch TV on Saturday.
5. <input type="checkbox"/> We often play basketball in the park.	6. <input type="checkbox"/> Will you take a walk with me?

24 Unit 3

- Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the question might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how the question does or doesn't reflect the value in each situation.

Extension

Sentence Scramble

What you will need: 7 pieces of paper per group with the following words:

- Do you want to go ice-skating with me?
- Not really.
- I'm not good at ice-skating.
- How about going biking?
- No. I think biking is boring.
- OK. Playing ping-pong is fun.
- What about playing ping-pong with me?
- Assign the students to work in small groups of three or four students each. Hand out a word set to each group.
- Groups will work together to build the conversation in order by arranging the pieces of paper.
- After all of the words have been placed, ask two students to read the dialogue.
- If the dialogue is not correct, the two students should rearrange the words to correct it.

Sounds

A. **Track 42** Listen and say.

al salt	all wall	au August	aw draw
------------	-------------	--------------	------------

B. **Track 43** Listen and circle the one that doesn't belong.

1 al(l)			
2 au			
3 aw			

C. **Track 44** Listen and circle.

1 straw small	2 talk taught	3 call crawl	4 sauce salt
---------------------	---------------------	--------------------	--------------------

D. Read the sentence.



Unit 3 25

Target Sounds

- al: salt
- all: wall
- au: August
- aw: draw

Sounds

A. Listen and say.

Track 42

- Have the students look at the letter sounds and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Listen and circle the one that doesn't belong.

Track 43

- Have the students look at the pictures and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students open their books and listen again. As they listen, students should circle the picture for the sound that does not match the other two.
- Review the answers together, having the class say the word for each picture if they can remember it.

C. Listen and circle.

Track 44

- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students circle the word that they hear.
- Check by having the class say aloud the words that they circled.

D. Read the sentence.

- Have the students read the sentence aloud, carefully pronouncing the words with the sounds they have studied.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words from this page. They can use any word listed on p. 25. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Spelling Ball

What you will need: a ball or wadded up piece of paper

- Say any word with one of the target sounds from this unit that students have learned in the *Top Kids* series: small, ball, tall, oval, baseball, walk, alarm, cereal, chalk, salty, fall, musical, mall, cymbal, sandal, animal, talk, somersault, sausage, August, draw, strawberry, seesaw, paw.
- Then, toss the ball to one student.
- That student says the first letter of the word and tosses the ball to Student 2. Student 2 says the next letter of the word and tosses the ball to Student 3.
- This continues until the word is completed.
- The student who says the last letter of the word says the word again and throws the ball back to you.
- If the word was spelled incorrectly, then say the word again and throw the ball out to a random student to continue the round.
- If the word was spelled correctly, then say another word and throw the ball out to start another round.

Physical Activity

Reading	Herby's Day
New Words	bump into, woods, fly off, branch, patio, asleep, sailor
Project	Poster making

Warm-up

Have the class listen to the Unit 3 chant. Play the chant again and have the class chant along.

Reading 3

A. What activities do you think are scary, boring or dangerous?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.

B. Listen and follow along.

Track 45

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

C. Listen, read and say.

Track 46

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

D. Read with a partner.

- Assign students to work in pairs. One student in each pair will begin as the "Reader" while the other student begins as the "Coach."
- The "Reader" reads the story aloud while the "Coach" listens. The "Coach" follows along and corrects any mistakes he/she hears or sees.
- Have the pair switch roles. The "Reader" rereads the same text, and the "Coach" provides corrective feedback.

E. Read and write the letter.

- Have the students individually read through the sentences, choosing the correct word to complete each item according to the story.
- Check by orally asking the class questions to go with each answer that the class should give. Have the class answer together in unison.

- EX** 1. How does Herby feel at first?
 2. What does Herby think about snorkeling?
 3. How well does Herby do gymnastics?
 4. How well does Herby sail?

Reading 3

A. What activities do you think are scary, boring or dangerous?

B. **Track 45** Listen and follow along.

C. **Track 46** Listen, read and say.

D. **Track 46** Read with a partner.

Herby's Day



1 It's a beautiful day.
Herby is bored.
He doesn't know what to do.
He goes for a walk.



2 He sees Snap at the pond.
Herby snorkels with Snap.
Herby **bumps into** a turtle.
He's not good at snorkeling.
He thinks snorkeling is scary.



3 He sees Cheeky in the **woods**.
Herby does gymnastics with Cheeky.
Herby **flies off** the **branch**.
He's not good at gymnastics.
He thinks gymnastics is dangerous.



4 Herby sees Princess on the **patio**.
He does yoga with Princess.
Herby falls **asleep**.
He's not good at yoga.
He thinks yoga is boring.



5 Herby feels sad.
But then he has an idea.
He finds two big leaves.
Herby builds a boat.
He goes back to the pond.



6 Look! Herby is sailing.
He's good at sailing.
Herby is an amazing **sailor**.

New Words : • bump into • woods • fly off • branch • patio • asleep • sailor

E. Read and write the letter.

- _____ 1. Herby is (a. excited b. bored).
 _____ 2. Herby thinks snorkeling is (a. scary b. dangerous).
 _____ 3. Herby (a. is b. isn't) good at gymnastics.
 _____ 4. Herby is good at (a. sailing b. yoga).

F. What physical activities are you good at?

F. What physical activities are you good at?

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
 1. What are you good at?
 2. Where do you usually do this?
 3. Who do you usually do this with?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about a physical activity. After answering the questions, the speaker chooses the next group member to speak.

G. Read and write.

• Ping-Pong • bike • volleyball • soccer • yoga • ice-skate • badminton • jog

Things I can do by myself.	Things I can't do by myself.

H. Project. Look at the model. Then make a poster about your favorite physical activity. Talk about it.



Reading 3 27

G. Read and write.

- Ask the students to read through the list of words in the box and sort them according to the chart. Students should write the words on the blanks in each category.
- Check by asking students, "What can/can't you do by yourself?" and allow the class to call out activities for that category. Write the answers on the whiteboard in the correct category as the class says them.

H. Project. Look at the model. Then make a poster about your favorite physical activity. Talk about it.

- Have the students look at the example in the book and read the example sentences.
- Give each student a blank sheet of paper. Allow students some time to create posters of their favorite physical activities. Encourage students to include some English words, phrases or sentences on their posters. While the students are working, draw an example of your poster on the white board.
- Demonstrate for the class how to talk about their posters by explaining the poster that you drew.

EX *My favorite activity is swimming. Swimming is good exercise. I go to the swimming pool once or twice a week. I go by myself, but there are always other people at the swimming pool.*
- Assign students to work in small groups. Each member of the group should explain his/her poster to the group and talk about it. Encourage students to try and say three or four sentences when they explain their posters.



Teacher's Notes

Values and Habits

Target Pattern

Do you ever ____?
Does he/she ever ____?
Yes, I usually do.
No, he/she never does.

Target Words

waste food, get angry, complain,
pout, try new things,
say "please" and "thank you,"
follow rules, share your things

Warm-up

Review the target patterns from Unit 3 by having students work in pairs.

- Assign the students to work in pairs. Each student in the pair will take turns asking questions about activities that their partner likes.

EX Do you like playing baseball?

- Monitor the pairs to be sure that students are correctly using gerund forms after "like."

Words

A. Listen and point.

Track 47

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 48

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- With the class, brainstorm a list of frequency adverbs. Write the words on the board as students suggest them: often, usually, never, sometimes.
- Go around the class and have each student make a sentence using one of the target phrases at the top of p. 28 along with one of the frequency adverbs listed on the board according to the example.

Values and Habits

Words

A. Track 47 Listen and point.

B. Track 48 Listen and say.

C. Point and say.

- ① waste food ② get angry ③ complain ④ pout ⑤ try new things
⑥ say "please" and "thank you" ⑦ follow rules ⑧ share your things



D. Remember. Talk about yourselves.

I often share my things.

I never waste food.



28 Unit 4

Extension

The Whisper Game

What you will need: (no materials are required for this activity)

- Put students into two teams. The teams must stand in lines, from the front to the back of the classroom.
- Whisper to the front two students two sentences saying "I never _____. But sometimes I _____." Fill in the blanks using target words from p. 28. Be sure that none of the other students hear the sentences.
- When you say, "Go!", students must whisper the two sentences to the next student, going on down the line until the end. When the end students hear the sentences, they must run all the way to the front and write the sentences on the board. Check the sentences to see if they are written correctly.
- The end students now stand at the front, each student moves down, and a new sentence is whispered.

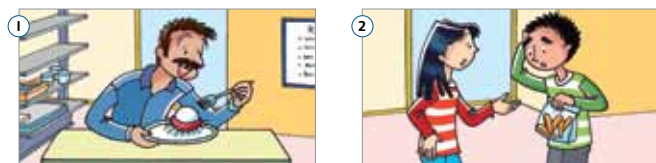
Patterns

A. Track 49 Listen and say.



always → 100%
 usually → 90%
 often → 70%
 sometimes → 50%
 hardly ever → 5%
 never → 0%

B. Read the sentences. Write the words.



1 he _____ try new things?
 , he _____ . (100%)

2 you _____ complain?
 , I _____ . (50%)



3 they _____ pout?
 , they _____ . (5%)

4 she _____ waste food?
 , she _____ . (70%)

C. Practice with a partner. Talk about yourselves.



Unit 4 29

Patterns

A. Listen and say.

Track 49

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and ask the question under it. The rest of the class responds with the correct answer after the student. Then a new volunteer reads the question for another scene.

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scenes or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 28 and 29.
- Pairs take turns asking questions to each other according to the example.
- Walk around and monitor pairs to be sure students are using frequency adverbs in their answers.

Extension

How Often?

What you will need: (no materials are required for this activity)

- Have the class stand up and move to the center of the room. Explain that the right wall of the classroom is the "Always Wall." The left wall of the classroom is the "Never Wall." The middle of the classroom is the "Sometimes Spot."
- You will ask a question to the whole class, and students should move to the area for their answer depending on how often they do that thing.

EX You: *How often do you eat cereal for breakfast?*
Students who always eat cereal move to the right wall.
Students who sometimes eat cereal stay in the middle.
Students who never eat cereal move to the left wall.

- Check the students' answers by asking each group again, "How often do you ____?" The group should yell back their response, "Always!" "Sometimes!" or "Never!"
- Ask another question. Students should move to new areas of the room according to their individual answers.

Values and Habits

Target Pattern

How often do you ____?
How often does he/she ____?
I ____ once/twice/three times a ____.
He/She ____ once/twice/three times a ____.

Target Words

sleep late, watch too much TV,
argue with people, eat junk food,
use sunscreen, help your parents,
go to bed early, study hard

Warm-up

Review the structure from Lesson 1.

- Write the following question on the whiteboard:
What do you ____ do? The brainstorm with the class
any frequency adverbs they know: always, usually,
sometimes, often, never.

Have the students work in pairs asking each other the
question on the whiteboard, filling in the blank with any
frequency adverb. The student who answers can say any
activity in their answer.

EX S1: What do you always do?
S2: I always brush my teeth.

Words

A. Listen and point.

Track 50

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 51

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Read and circle.

- Have the students work individually to choose the words that fill in each blank.
- Check together as a class.

Words

- A. Listen and point. B. Listen and say. C. Point and say.



sleep late



watch too much TV



argue with people



eat junk food



use sunscreen



help your parents



go to bed early



study hard

D. Read and circle.

- She will study _____ tonight.
a. her parents b. hard c. junk food
- He wants to use _____.
a. TV b. people c. sunscreen
- I don't like to argue with _____.
a. people b. animals c. TV
- We sometimes sleep _____ on the weekend.
a. junk food b. hard c. late

E. Remember. Talk about yourselves.



30 Unit 4

E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 30.
- Pairs take turns asking questions about the activities at the top of p. 30 and using past times (last night, yesterday, last Sunday, etc.).

Extension

Quick Thinking

What you will need: 6 pieces of paper per student, picture cards (Appendix 3)

- Have the students write each of the six target phrases (sleep late, watch too much TV, argue with people, eat junk food, use sunscreen, help your parents, go to bed early, study hard) on separate pieces of paper.
- You will show one of the picture cards.
- Students should find the correct phrase and hold it up. The first student to hold up the correct phrase wins a point.
- Once students are comfortable with the words, you can show two picture cards at a time. Students will have to hold up both vocabulary words to get the point.

Patterns

A. Track 52 Listen and say.

How often do you sleep late? I sleep late once a week.

How often does she eat junk food? She eats junk food twice a month.

one → once
two → twice
three → three times

day → week → month → year →

B. Read the sentences. Write the words.



_____ does she help her parents? She helps her parents _____.

(two/day)



_____ do they watch too much TV? They watch too much TV _____.

(four/year)



_____ do you use sunscreen?

We use sunscreen _____.

(one/day)



_____ does he go to bed early? He goes to bed early _____.

(five/week)

C. Practice with a partner. Talk about yourselves.



D. Track 53 Say the chant. Go to page 77.

Unit 4 31

Patterns

A. Listen and say.

Track 52

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the question under it. The rest of the class answers with the correct statement.

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scenes or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words on p. 30.
- Pairs take turns asking and answering about how often they do these activities.

D. Say the chant. Go to page 77.

Track 53

- Have the class listen to the chant and read along with the lyrics.
- Play the chant again and have the class chant as they read along.
- Divide the class into two groups. One group will chant the questions in the first verse of the chant, and the other group will chant the answer lines in the first verse. Then the groups switch roles asking and answering for the second verse.

Values and Habits

Target
Dialogue

Oh, no!
What?
I made a big mistake on my homework.
Don't feel bad. Everyone makes mistakes.
You're right.
You can learn from your mistakes.

Warm-up

- Have the students review the structure from lesson 2 using activity E from p. 30.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 30.
- Pairs take turns asking questions about the activities at the top of p. 30 and using past times (last night, yesterday, last Sunday, etc.).

Conversation

A. Listen and point.

Track 54

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 55

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Listen. Then practice with the new words.

Track 56

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the dialogue aloud in pairs while substituting in the new words where indicated.

D. Role-play the dialogue.

- Model the role-play for the class, asking one student to say the dialog with you.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the dialogue using their own names.

E. Which sentences show the value? Read and check (✓).

- Have the students read the sentence in large bold letters.
- Have the students individually read through the numbered items and check (✓) the ones that match the value.
- Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the sentence might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how the sentence does or doesn't reflect the value in each situation.

Conversation

A. Track 54 Listen and point.

B. Track 55 Listen and say.



C. Track 56 Listen. Then practice with the new words.

Uh-oh! test worry

D. Role-play the dialogue.

E. Value. Which sentences show the value? Read and check (✓).

Cheer people up.

1. <input type="checkbox"/> I wasn't paying attention.	2. <input type="checkbox"/> Don't worry. We can do it together.
3. <input type="checkbox"/> I can't believe it.	4. <input type="checkbox"/> It's OK. Don't feel bad.
5. <input type="checkbox"/> Please don't do that.	6. <input type="checkbox"/> You can do it!

32 Unit 4

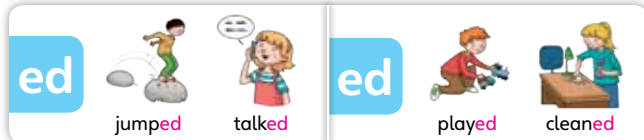
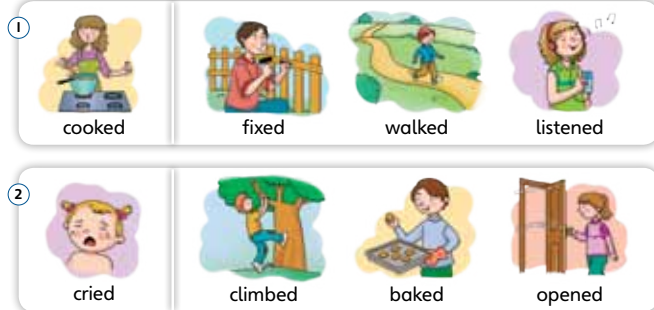
Extension

Sentence Scramble

What you will need: 7 pieces of paper per group with the following sentences:

- Oh, no!
- What?
- You're right.
- I made a big mistake on my homework.
- Don't feel bad. Everyone makes mistakes.
- You can learn from your mistakes.
- Assign the students to work in small groups of three or four students each. Hand out a word set to each group.
- Groups will work together to build the conversation in order by arranging the pieces of paper.
- After all of the words have been placed, ask two students to read the dialogue.
- If the dialogue is not correct, the two students should rearrange the words to correct it.

Sounds

A. **Track 57** Listen and say.B. **Track 58** Listen and circle the same endings.C. **Track 59** Are the final *ed* sounds the same? Listen and write a check (✓) or an X.

1. _____ 2. _____ 3. _____ 4. _____

D. Read the sentence.



Unit 4 33

Target Sounds

- **ed /t/:** jumped, talked
- **ed /d/:** played, cleaned

Sounds

A. **Listen and say.****Track 57**

- Have the students look at the letter sounds and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. **Listen and match.****Track 58**

- Have the students look at the pictures and read aloud the words under them.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students listen again and circle the pictures with the same ending sound as the first picture. Review the answers together, having the class say the word for each picture. Some slow and exaggerated pronunciation of the words may be required to hear the different endings while checking.

C. **Are the final *ed* sounds the same? Listen and write a check (✓) or an X.****Track 59**

- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students check the numbers for which the two words have the same *ed* ending sound (/t/ or /d/). If the two words have different *ed* ending sounds, students should write an X for the number.
- Check together. Some slow and exaggerated pronunciation of the words may be required to hear the different endings while checking.

D. **Read the sentence.**

- Have the students read the sentence aloud, making sure to pronounce the ending sounds appropriately for each word.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words from this page. They can use any word listed on p. 33. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Basketball

What you will need: two baskets labeled “*ed /t/*” and “*ed /d/*,” a small ball or wadded up paper ball, word list from Appendix 4

- Have the students take turns to be the thrower. Give the thrower a small ball.
- Say one of the words from the word list. The thrower must think about the “*ed*” sound they hear at the end of the word and throw the ball into the corresponding basket.
- If correct, cheer for the student and say, “Good job!” If the student is incorrect, say, “Better luck next time.”
- Continue by having another student come up to be the next thrower.

Values and Habits

Reading	Mary and Monty
New Words	backyard, gobble up, noise, frighten, thoughtful, get on
Project	Story making

Warm-up

Have the class listen to the Unit 4 chant. Play the chant again and have the class chant along.

Reading 4

A. What things do people do that aren't polite?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.

B. Listen and follow along.

Track 60

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

C. Listen, read and say.

Track 61

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

D. Read with a partner.

- Assign students to work in pairs. One student in each pair will begin as the "Reader" while the other student begins as the "Coach."
- The "Reader" reads the story aloud while the "Coach" listens. The "Coach" follows along and corrects any mistakes he/she hears or sees.
- Have the pair switch roles. The "Reader" rereads the same text, and the "Coach" provides corrective feedback.

E. Read and circle True or False.

- Have the students individually read through the sentences, choosing True or False for each item according to the story.
- Check by orally asking the class to change any False statements in order to make them True.

Reading 4

A. What things do people do that aren't polite?

B. Listen and follow along.

C. Listen, read and say.

D. Read with a partner.

Mary and Monty

Mary found a monster in her **backyard**. She named it Monty.

Mary and Monty had breakfast the next morning. The monster **gobbled up** all the food. "No, Monty! You can't eat all the food! It's not polite."

Mary and Monty took the bus to school. Monty made a lot of **noise** and **frightened** the children. "No, Monty! You can't scare people. It's not kind."

Mary and Monty went to class. Monty ate all the crayons and took everyone's things. "No, Monty! You can't eat crayons and take people's things. It's not **thoughtful**."

The next day Monty ate only one bowl of cereal. He helped the children **get on** the bus. He shared all his things. "Good job, Monty!" said Mary. "You're a polite, kind and thoughtful monster." Monty smiled and smiled.



New words : • backyard • gobble up • noise • frighten • thoughtful • get on

E. Read and circle True or False.

- | | | |
|--|------|-------|
| 1. Mary found Monty in her bedroom. | True | False |
| 2. Monty and Mary walked to school. | True | False |
| 3. Monty ate strange things. | True | False |
| 4. Mary taught Monty to be a good monster. | True | False |

F. Who do you know that is polite, kind and thoughtful?

34 Reading 4

F. Who do you know that is polite, kind and thoughtful?

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
 1. Who do you know that is polite, kind and thoughtful?
 2. What does this person do?
 3. How often do you see this person?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about the person they chose. After answering the questions, the speaker chooses the next group member to speak.

G. Read and check (✓) the one that doesn't belong.

- | | |
|--|--|
| 1. a. follow rules <input type="checkbox"/> | 2. a. argue with people <input type="checkbox"/> |
| b. get angry <input type="checkbox"/> | b. try new things <input type="checkbox"/> |
| c. share things <input type="checkbox"/> | c. say "thank you" <input type="checkbox"/> |
| 3. a. pout <input type="checkbox"/> | 4. a. sleep late <input type="checkbox"/> |
| b. complain <input type="checkbox"/> | b. help your parents <input type="checkbox"/> |
| c. study hard <input type="checkbox"/> | c. watch too much TV <input type="checkbox"/> |
| 5. a. eat junk food <input type="checkbox"/> | 6. a. share things <input type="checkbox"/> |
| b. go to bed early <input type="checkbox"/> | b. use sunscreen <input type="checkbox"/> |
| c. use sunscreen <input type="checkbox"/> | c. waste food <input type="checkbox"/> |

H. Project. Look at the model. Write your own story about a monster. Write three bad things. Tell the class.

My monster's name is Meg.
I took her to the library.



She shouted and threw the
books on the floor...



Reading 4 35

G. Read and check (✓) the one that doesn't belong.

- Ask the students to read through the choices for each item. One of the choices in each group does not fit with the others. Students should X that choice.
- After students have had a chance to complete the activity, check aloud. Choose one student to start. Ask, "What doesn't belong?" After the student answers, ask, "Are the other two good to do or bad to do?" If the odd choice was bad to do, then the other two should be good to do. If the odd choice was good to do, then the other two should be bad to do.
- Continue in this same manner with the other items.

H. Project. Look at the model. Write your own story about a monster. Write three bad things. Talk about it.

- Have the students look at the example in the book and read the example sentences.
- Give each student a large sheet of paper. Have the students fold the sheet in half to make two large squares, one for the story and one for an illustration.
- Have the students write a story about a monster that does three bad things. Students should also draw an illustration of their monster. Monitor students as they write to be sure that everyone is writing their stories in the past tense.
- Assign students to work in small groups. Each member of the group should read his/her story to the group.



Teacher's Notes

Review 1

Target Language

Review of words and sentences from Units 1 through 4

Warm-up

Have the class listen to the four chants from the first half of the book (Units 1, 2, 3, and 4). Have the class chant along with the chants.

Review 1

A. Complete the puzzle.

- Have the students look at the word and picture clues. See if the class can suggest possible words that they learned from Units 1 through 4 for each picture. It is OK for students to suggest more than one possible word for each picture.
- Have the students fill in the puzzle with their suggested words for each number.

B. Listen and write a check (✓).

Track 62

- Have the students close their books and listen as you play the audio track.
- Play the track a second time and have the students repeat after the recording.
- When you play the recording a third time, have the students open their books and mark the correct picture with a ✓ if the information matches the picture.
- Check the answers as a class. For each picture that is not checked, ask students to say a sentence that matches that picture.

C. Read and write.

- Ask the students to read through the sentences and fill in the blanks with words they have learned in Units 1 through 4.
- After students have had a chance to complete the activity, check aloud.

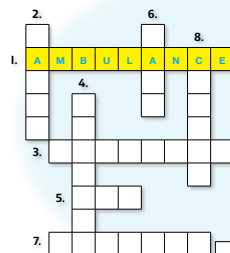
D. Listen and circle Yes or No.

Track 63

- Have the students close their books and listen as you play the audio track.
- Play the track a second time and have the students repeat after the recording.
- When you play the recording a third time, have the students open their books and mark each picture "Yes" or "No" based on the information they hear and see.
- Check the answers as a class. For each picture that is marked "No," ask students to say a sentence that would change the answer to "Yes."

Review 1

A. Complete the puzzle.



ACROSS

1. It's an 3. He's an



5. She's a

7. He wants to



DOWN

2. She's a 4. It's a



6. They often 8. It's a

B. Listen and write a check (✓).



C. Read and write.

- We ride our bicycles on a _____ in the park.
- A _____ weeds the yard and keeps plants healthy.
- We need to _____ on sunny days to keep our skin healthy.
- Some students ride a _____ to and from school.
- A _____ is a place for birds to swim and play in the water.
- A _____ flies planes from place to place.

D. Listen and circle Yes or No.



Extension

Word Tail to Head

What you will need: (no materials are required for this activity)





- Have the class sit in a large circle.
- Choose one student to begin. That student says any word he/she knows in English.
- The student to the left of the first student must say another English word that begins with the last letter of the first student's word. Then the third student must say an English word that begins with the last letter of the second student's word. Continue around the circle in this way.

EX S1: Chalk.
S2: Kite.
S3: Egg.
etc.

- Can the class go all the way around the circle with every student thinking of a word? If some students have trouble with spelling, allow others to help out.

Review 1







E. Look and write.

- 1  He _____ the sandbox tomorrow. (*fill*)
- 2  We _____ volleyball on Sunday. (*play*)
- 3  The mail carrier is _____. (*short*)
- 4  The fire engine is _____. (*expensive*)

F. Look and write.

- 1  _____ is exciting. (*ski*)
- 2  They like things. (*share*)
- 3  _____ early is healthy. (*go to bed*)
- 4  He enjoys _____ parents. (*help*)

G. Listen and number. Then match.

	a Cheer people up.	
	b Ask for help.	
	c Get exercise.	
	d Help others be safe.	

H. Listen and match.

1	2	3	4	5
August	marker	paw	actor	stripe
spray	doctor	finger	screen	chalk
6	7	8	9	10

I. Listen. Are the final ed sounds the same? Circle Yes or No.

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. Yes No | 2. Yes No | 3. Yes No | 4. Yes No |
| 5. Yes No | 6. Yes No | 7. Yes No | 8. Yes No |

E. Look and write.

- Have the students look at the four pictures and talk about what they see.
- Have the students work individually to complete the activity by filling in the blanks for each illustration.
- Assign students to work in pairs. Partners should take turns reading their answers aloud. Students should be checking for correct word forms and spelling as they go through the questions and answers.
- Check as a class by asking a random student to say the answer that he/she wrote.

F. Look and write.

- Have the students work individually filling in the blanks using the words provided. Students will need to change the verb to the gerund form.
- Check together by calling on individual students to read aloud the answer that they wrote.

G. Listen and number. Then match.

Track 64

- Have the students close their books and listen as you play the audio track.
- Ask the students to open their books. Play the track a second time and have the students number the pictures according to the order of the dialogues.
- Play the audio track a third time. Pause after each dialogue, and ask the class which picture matches with the dialogue. After the class identifies the picture, ask, "What value matches this dialogue?" The class should choose one of the four values (a, b, c, or d) that corresponds with the dialogue.
- Continue in this way to check the other dialogues.

H. Listen and match.

Track 65

- Have the students read aloud the words in the colored boxes. As they read, students should focus on the sounds that were studied in Units I through 4.
- Play the audio track and have the students match the numbers with the words that they hear for each one.
- Check aloud together.

I. Listen. Are the final ed sounds the same? Circle Yes or No.

Track 66

- Have the students close their books and listen as you play the audio track.
- Ask the students to open their books. Play the track a second time and have the students circle Yes or No as they listen to each pair of words.
- Play the audio track a third time. Pause after each word pair, and ask, "Are they the same?" Allow the class to call out the correct answer.
- Continue in this way to check the other items. Some slow and exaggerated pronunciation of the words may be required to hear the different endings while checking.

At School

Target Pattern

We/I/She should ____ in the ____.
You/I/He shouldn't ____ in the ____.

Target Words

cafeteria, computer room,
auditorium, hall, be quiet, shout out,
get in line, cut in line

Warm-up

Review the target patterns from Unit 4 using activity C from p. 31.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words on p. 30.
- Pairs take turns asking and answering about how often they do these activities.

EX S1: How often do you sleep late?
S2: I sleep late twice a week.

Words

A. Listen and point.

Track 67

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 68

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- List on the white board verb phrases related to schools and classrooms that students have learned in the *Top Kids* series (dance, draw, sing, walk, do homework, eat lunch, buy food, greet friends, help clean up, watch movies, talk with friends, follow rules).
- Assign students to work in pairs. Using the words on the white board, students should take turns asking and answering questions about where they do these things in school.

At School

Words

A. Track 67 Listen and point.

B. Track 68 Listen and say.

C. Point and say.

- ① cafeteria ② computer room ③ auditorium ④ hall
⑤ be quiet ⑥ shout out ⑦ get in line ⑧ cut in line



D. Remember. Talk about yourselves.



40 Unit 5

Extension

Letter Bee

What you will need: Word List found in the back of the *Top Kids 6 Student Book*

- Have the students line up in a straight line. Say one of the new words from this lesson (cafeteria, computer, auditorium, hall, quiet, shout, line, cut).
- One by one the students say a letter each to spell out the word. For example, if the word is "hall," student 1 will say "h," student 2 will say "a," student 3 will say "l," and student 4 will say "l." If all four students have said the correct letter, then student 5 should say "done."
- If at any time a student says the wrong letter, he/she is out and must sit down.
- Continue giving words from this lesson or any other word to review from Units 1-4 of *Top Kids 6* until there are only three students remaining.

Patterns

A.  Listen and say.

B. Read the sentences. Write the words.



He _____ cut in line in the cafeteria.



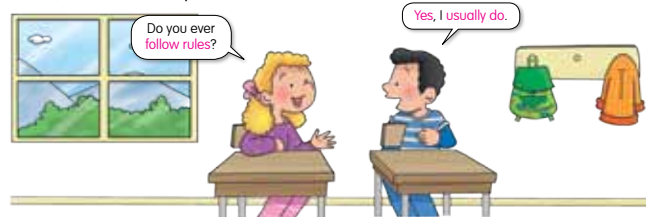
He _____ get in line.



We _____ talk in the computer room.



We _____ be quiet.

C.  Practice with a partner. Talk about rules.Unit 5 **41**

Patterns

A. Listen and say.

Track **69**

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the sentence under it. The rest of the class repeats the sentence aloud after the student. Then a new volunteer reads the sentences for another scene.

C. Practice with a partner. Talk about rules.

- Have the students look at the scene or projector image and say the sentences.
- For review, list the frequency adverbs that students have learned in the *Top Kids* series on the white board (always, usually, often, sometimes, never).
- Ask the students to think of three school rules. Have the students write these rules in English on a piece of paper so that they can remember them.
- Assign the students to work in pairs. Partners should take turns asking, "Do you ever ____?" and fill in the blank with one of the rules that they thought of. The other partner should answer using a frequency adverb.
- For additional practice, assign students to work in new pairs and repeat asking and answering as above.

Extension

Should and Shouldn't

What you will need: white board, marker, a sheet of paper for each small group

- Assign students to work in small groups of three or four students each. Give each small group a blank sheet of paper.
- On the white board, write the following four situations:
 - It's cold outside.
 - I have a test tomorrow.
 - It's 4 pm. I'm hungry.
 - I'll see the dentist soon.
- Have each group write two suggestions for two of the situations (so four sentences total per group). One suggestion should use "should," and the other suggestion should use "shouldn't."
- After all of the groups have written their suggestions, call on the groups turn by turn to read one of their suggestions aloud. Speakers should first say the situation and then read one suggestion (should or shouldn't) that their group thought of.
- Continue having groups read aloud their suggestions as time allows or until all of the suggestions have been read.

Target Pattern

I/They/We think that ____ is ____.
He/She thinks that ____ is ____.

Target Words

difficult, easy, useful, fascinating,
science, social studies, gym, art

Warm-up

Review the structure from Lesson 1 using activity D from p. 40.

- List on the white board verb phrases related to schools and classrooms that students have learned in the *Top Kids* series (dance, draw, sing, walk, do homework, eat lunch, buy food, greet friends, help clean up, watch movies, talk with friends, follow rules).
- Assign students to work in pairs. Using the words on the white board, students should take turns asking and answering questions about where they do these things in school.

EX We eat lunch in the cafeteria.

Words

A. Listen and point.

Track 70

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 71

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Read and write.

- Have the students work individually to fill in the blanks with the correct words to complete the sentences.
- Check by calling on a volunteer to read one of the sentences aloud.

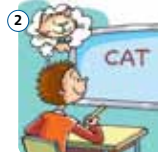
E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 42.

Words

A. **Track 70** Listen and point.B. **Track 70** Listen and say.C. **Track 70** Point and say.

difficult



easy



useful



fascinating



science



social studies



gym



art

D. Read and write.

- My sister enjoys _____ class. She draws and paints very well.
- I can't do any of the social studies homework. It's too _____.
- If you want to be a vet, you have to study _____.
- He hates _____ class. He doesn't like running.
- A bag is _____ for carrying things to school.

E. **Track 70** Remember. Talk about yourselves.

42 Unit 5

- Pairs take turns making sentences about classes that they like or don't like according to the example in the book.

Extension

Find the Opposite

What you will need: opposite word cards (Appendix 5)

- Cut out the opposite word cards. Give each student in the class one card. Be sure that matching pairs of cards are given out. If there are an odd number of students in the class, you will keep a card to play as well.
- Have the students walk around and tell other students what they have. Students should say, "My card is '____'." They should fill in the blank with the word on their card.
- When two student find that they have opposite words, they make a pair and sit down together.
- Continue until all students have found their match.

Patterns

A. Track 72 Listen and say.

I think that social studies is fascinating.



She thinks that art class is difficult.



B. Read the sentences. Write the words.



He _____ gym class is _____ (easy)



They _____ English class is _____ (useful)



We _____ math is _____ (interesting)



She _____ science is _____ (boring)

C. Practice with a partner. Talk about yourselves.

I think that science is fascinating.

I think that music is difficult.



D. Track 73 Say the chant. Go to page 78.

Unit 5 43

Patterns

A. Listen and say.

Track 72

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the sentence under it. The rest of the class repeats the sentence aloud after the student. Then a new volunteer reads the sentences for another scene.

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scenes or projector image and say the sentences.
- Ask for two volunteers to come to the front of the classroom. Using adjectives from this lesson, each volunteer should make a sentence according to the example in the book about a subject that he/she studies.
- After both volunteers have made a sentence, they each choose one other student to come up and take their place at the front of the classroom. The new students then make sentences about subjects that they study.

D. Say the chant. Go to page 78.

Track 73

- Have the class listen to the chant and read along with the lyrics.
- Play the chant again and have the class chant as they read along.
- Divide the class into two groups. Assign each group to chant a different verse. Play the chant again and have the groups chant only their verse.

Target
Dialogue

I like math best. How about you?
Math is useful, but I like science.
You're really good at science.
Thanks. Look! The teacher's here.
We should be quiet.
Let's talk after class.

Warm-up

Have the students review the structure from lesson 2 using activity C from p. 43.

- Ask for two volunteers to come to the front of the classroom. Using adjectives from this lesson, each volunteer should make a sentence about a subject that he/she studies.

EX *I think that science is fascinating.*

- After both volunteers have made a sentence, they each choose one other student to come up and take their place at the front of the classroom. The new students then make sentences about subjects that they study.

Conversation

A. Listen and point.

Track 74

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 75

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Listen. Then practice with the new words.

Track 76

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the dialogue aloud in pairs while substituting in the new words where indicated.

D. Role-play the dialogue.

- Model the role-play for the class, asking one student to say the dialog with you.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the dialogue using their own names.

E. Which sentences show the value? Read and check (✓).

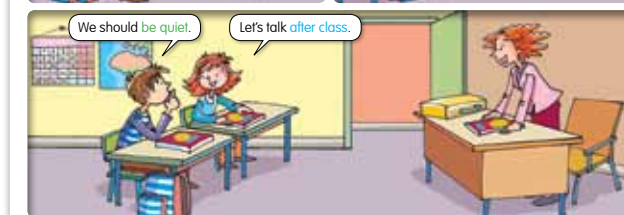
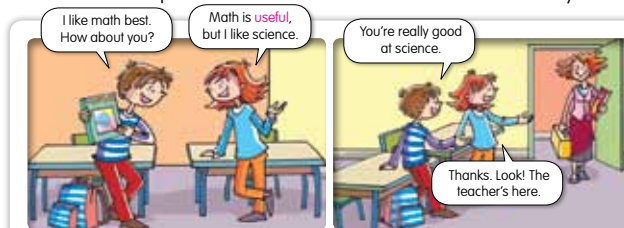
- Have the students read the sentence in large bold letters.
- Have the students individually read through the numbered items and check (✓) the ones that match the value.
- Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the

Conversation

A. Track 74 Listen and point.



B. Track 75 Listen and say.



C. Track 76 Listen. Then practice with the new words.

interesting go to our desks later

D. Role-play the dialogue.

E. Value. Which sentences show the value? Read and check (✓).

Be respectful.

1. <input type="checkbox"/> Let's hurry and cut in line.	2. <input type="checkbox"/> It's important to listen to your parents.
3. <input type="checkbox"/> Raise your hand when you want to talk.	4. <input type="checkbox"/> We can throw the trash on the bike path.
5. <input type="checkbox"/> I'm always quiet in the library.	6. <input type="checkbox"/> It's fun to run and shout in the halls.

44 Unit 5

sentence might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how the sentence does or doesn't reflect the value in each situation.

Extension

Find a Chair

What you will need: white board, marker

- Write the following five school subjects on the board so that students can refer to the list during the game: science, art, math, English, gym.
- Assign each student in the class one of the five school subjects listed on the board. Multiple students can have the same subject. Students must remember their subject while playing the game.
- Make a circle of chairs so that all but one student can sit in a chair. The last student will begin by standing in the center of the circle.
- The center student will call out any school subject. All students with that subject must stand up and find a new chair to sit in (one of the empty chairs among the other standing students). However, the middle student will also try to sit in one of the empty chairs. The student who does not find a chair must stand in the middle and call the next subject. The student in the middle may also call "All subjects!" Then all students change chairs.

Sounds

A. **Track 72** Listen and say.

ed



weeded



shouted



wanted

B. **Track 73** Listen and write a check (✓) or an X.C. **Track 72** Listen and circle.

1

raided
rated

2

waited
waded

3

added
ended

4

blasted
blended

D. Read the sentence.



Unit 5 45

Target Sound

• **ed**: weeded, shouted, wanted

Sounds

A. Listen and say.

Track 77

- Have the students look at the letter sounds and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Listen and write a check (✓) or an X.

Track 78

- Have the students look at the pictures for activity B, and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students open their books and listen again. Students should check the pictures for which they hear the "ed" ending. If students do not hear the "ed" ending, they should mark the picture with an X.
- Check by having the class say the word for each picture from memory and confirm if the picture should be marked with a check or an X.

C. Listen and circle.

Track 79

- Have the students read the words in the boxes, sounding them out as best they can.
- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students circle the word that they hear in each pair.

D. Read the sentence.

- Have the students read the sentence aloud, making sure to pronounce each word appropriately.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words from this page. They can use any word listed on p. 45. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Past Tense Partners

What you will need: past tense partner word cards (Appendix 6)

- Cut out the past tense partner word cards. Give each student in the class one card. Be sure that matching pairs of cards are given out. If there are an odd number of students in the class, you will keep a card to play as well.
- Have the students walk around and tell other students what they have. Students should say, "I ____ it." They should fill in the blank with the word on their card.
- When two students find that they have the same verbs but one is present tense and one is past tense, they make a pair and sit down together.
- Continue until all students have found their match.

Reading	Following Rules
New Words	different, place, bedtime, lifeguard, museum, exhibit
Project	Chart making

Warm-up

Have the class listen to the Unit 5 chant. Play the chant again and have the class chant along.

Reading 5

A. What rules do you think are important?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.

B. Listen and follow along.

Track 80

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

C. Listen, read and say.

Track 81

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

D. Read with a partner.

- Assign students to work in pairs. One student in each pair will begin as the "Reader" while the other student begins as the "Coach."
- The "Reader" reads the story aloud while the "Coach" listens. The "Coach" follows along and corrects any mistakes he/she hears or sees.
- Have the pair switch roles. The "Reader" rereads the same text, and the "Coach" provides corrective feedback.

E. Circle the correct words.

- Have the students individually read through the sentences, circling the correct words according to the story.
- Check by orally asking the class questions to go with each answer that the class should give. Have the class answer together in unison.

- EX 1. What do rules do for us?
 2. How can swimming pools be?
 3. At the swimming pool, who should everyone listen to?
 4. What rule should people follow in a museum?

Reading 5

A. What rules do you think are important?

B. Track 80 Listen and follow along.

C. Track 81 Listen, read and say.

D. Read with a partner.

Following Rules

We all need to follow rules. Rules help keep us healthy, safe and happy. There are **different** rules for different **places**.

Parents make the rules at home. Some families have rules about eating junk food and watching too much TV. There are also rules about keeping clean. Many children have a **bedtime**. These rules help keep us healthy.

There are rules at swimming pools. Swimming pools can be dangerous so it's important to follow the rules. People shouldn't run near the pool. People shouldn't eat or drink near the pool. Everyone should listen to the **lifeguard**. These are rules that keep us safe in the water.

There are rules at **museums**, too. Everyone should be quiet so people can enjoy the **exhibits**. They shouldn't run or touch things. These rules help everyone enjoy their visit to the museum.

What other places do you know that have rules? Who makes the rules?



New Words : • different • place • bedtime • lifeguard • museum • exhibit

E. Circle the correct words.

1. Rules about bedtime, keeping clean and watching too much TV keep us **healthy** / safe.
2. Swimming pools can be **dangerous** / important.
3. At a swimming pool, everyone should listen to the **teacher** / lifeguard.
4. People in a museum **should** / shouldn't touch things.

F. What rules do you have at home? Who made those rules?

F. What rules do you have at home? Who made those rules?

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
 1. What is a rule you have at home?
 2. Who made that rule?
 3. Do you follow that rule well?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about rules he or she has at home. After answering the questions, the speaker chooses the next group member to speak.

G. Read and write.



1. We learn about numbers in this class.
It's _____ class.
2. We exercise in this class.
It's _____ class.
3. We learn about stars and planets in this class.
It's _____ class.
4. We learn about people and places in this class.
It's _____ class.
5. I think something is very, very interesting.
I think it's _____.
6. I think something isn't easy to do.
I think it's _____.



H. Project. Look at the model. Then make a rule chart for a place. Tell the class.

I think that these rules are important in the library.



We should be quiet. People read and study in the library...



Reading 5 47

G. Read and write.

- Have the students work individually to read through the clues for each item. Students should fill in the blanks with one of the target vocabulary words from this unit.
- After students have had a chance to complete the activity, check aloud. Choose one student to start. That student reads the sentences for one of the numbered items. As the student reads the word for the blank, write the word on the white board so that all students can check the spelling of the word.
- Continue in this same manner with the other sentences.

H. Project. Look at the model. Then make a rule chart for a place. Tell the class.

- Have the students look at the example in the book and read the example sentences.
- Give each student a blank sheet of paper. Allow students time to create their own rule charts by writing a few rules for the place they have in mind. Encourage students to try to think of 3-4 rules for the place they have in mind.
- Assign students to work in small groups. Each member of the group should read aloud his/her rule chart to the group. For each rule, students should also explain why that rule is important.

EX We should be quiet in the library. People read and study in the library.



Teacher's Notes

Getting Sick

Target Pattern

Why did you stay home from school?
Because I had a ____.

Target Words

an earache, a stomachache,
a sore throat, a cold, a fever, a rash,
the flu, a cough

Warm-up

Review the target pattern from Unit 5 using activity C from p. 43.

- Ask for two volunteers to come to the front of the classroom. Using adjectives from this lesson, each volunteer should make a sentence about a subject that he/she studies.

EX *I think that science is difficult.*

- After both volunteers have made a sentence, they each choose one other student to come up and take their place at the front of the classroom. The new students then make sentences about subjects that they study.

Words

A. Listen and point.

Track 82

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 83

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Remember. Act it out.

- Have the students look at the scene or projector image and say the sentences.
- Ask for three volunteers to come to the front of the class. Tell the three students a sentence related to the target phrases for this lesson (an earache, a stomachache, a sore throat, a cold, a fever, a rash, the flu, a cough) saying, "You have a ____."
- The three students should all make up an action to demonstrate the sentence you have said. It is OK for the students to watch each other and/or copy each other's actions. The point is for students to physically act out what they have heard.

Getting Sick

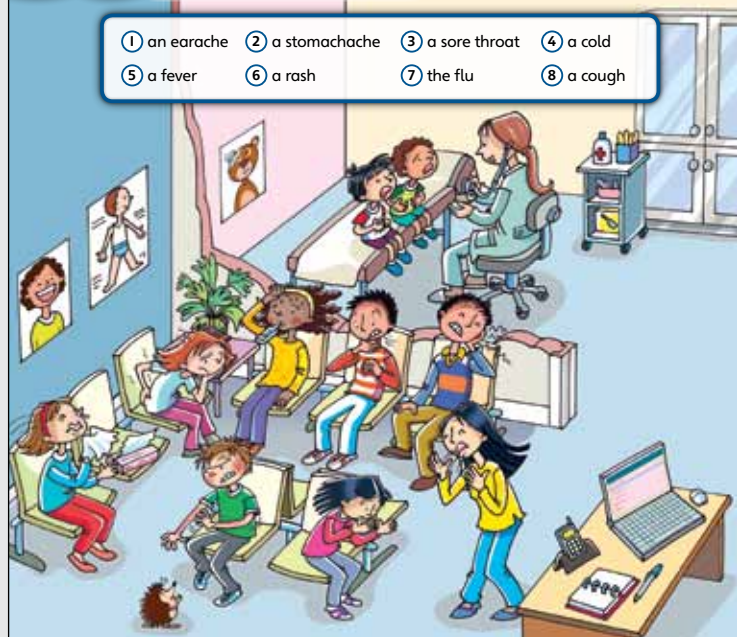
Words

A. Track 82 Listen and point.

B. Track 83 Listen and say.

C. Point and say.

- ① an earache ② a stomachache ③ a sore throat ④ a cold
⑤ a fever ⑥ a rash ⑦ the flu ⑧ a cough



D. Remember. Act it out.



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- After all three students have completed the action, call up three more students to perform a different sentence that you say.

Extension

Doctors and Patients

What you will need: two index cards for every student, white board, marker

- Give each student two index cards.
- Assign half of the students to be "Doctors." Assign the other half of the students to be "Patients."
- Draw a line down the middle of the white board. On one side of the board write six phrases:
 • cold medicine • flu shot • ear drops
 • cough medicine • rash ointment • throat candy
 On the other side of the board write these six phrases:
 • a cold • the flu • an earache
 • a cough • a rash • a sore throat
- Tell all of the "Doctors" to choose any two phrases from the medicines on the board and write one phrase on each of their cards. This is the medicine that they can give to patients. Tell all of the "Patients" to choose any two phrases from the illnesses on the board and write one phrase on each of their cards. These are the problems that they need medicine for.

Patterns

A.  Listen and say.

B. Read the sentences. Write the words.



_____ did he stay home from school?
_____ he had a sore throat.



_____ did they stay home from school?
_____ they had a stomachache.



_____ did she stay home from school?
_____ she had the flu.



_____ did you stay home from school?
_____ we had a cough.

C.  Practice with a partner. Use your books.Unit 6 **49**

- After all of the students have written their choices, have the class stand up and walk around. The doctors and patients should have short dialogs like this to find matching illnesses and medicines:
Patient: Are you a doctor?
Doctor: Yes.
Patient: Do you have medicine for a/the _____?
Doctor: Yes, I do. I have _____. / No, I don't.
- When a patient finds a doctor with the medicine he/she needs, the patient takes the medicine card from the doctor. If a doctor gives away both of his/her medicine cards, he/she sits down.
- When patients can no longer find a doctor with the medicine they need, stop the game. Collect all of the illness cards and pass them out randomly so that each doctor from the first round gets two cards. They are now patients. Collect all the medicine cards and randomly pass them out so the patients now become doctors. Play again.

Patterns

A. Listen and say.

Track 84

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the question under it. The rest of the class responds with the answer aloud after the student. Then a new volunteer reads the question for another scene.

C. Practice with a partner. Use your books.

- Have the students look at the scene or projector image and say the sentences.
- Ask students to work in pairs and use the pictures in their books to practice the sentences according to the example.

Extension

The Whisper Game

What you will need: (no materials are required for this activity)

- Put students into two teams. The teams must stand in lines, from the front to the back of the classroom.
- Whisper to the front two students a sentence saying "(Top Kid's character name) was not in _____ class because he/she has a _____." Fill in the blanks using classes and illnesses that students have learned in the *Top Kids* series. The character names that you can use include Lucy, Jack, Mike, Wendy, Ava, Herby, Cheeky, Bonnie, Snap, and Princess. Be sure that none of the other students hear the sentences.
- When you say, "Go!", students must whisper the sentence to the next student, going on down the line until the end. When the end students hear the sentences, they must run all the way to the front and write the sentences on the board. Check the sentences to see if they are written correctly.
- The end students now stand at the front, each student moves down, and a new sentence is whispered.

Getting Sick

Target Pattern

I/They/We ____, and I/they/we ____.
He/She ____, but he/she didn't ____.

Target Words

stay in bed, take medicine, call the doctor, put on ointment, put in drops, eat hot soup, go to the clinic, take my temperature

Warm-up

Review the structure from Lesson 1 using activity C from p. 49.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 48.
- Ask students to work in pairs and use the pictures in their books to ask and answer questions.

Words

A. Listen and point.

Track 85

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 86

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Read and correct the underlined words.

- Have the students work individually to change the underlined words by using words from the phrases at the top of p. 50.
- Check by asking volunteers to read the sentences aloud.

E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Ask the students to think about what they do when they are sick.
- Call on students one at a time to tell the class a sentence about what they usually do when they are sick according to the example in the book.

Words

- A. Listen and point. B. Listen and say. C. Point and say.



stay in bed



take medicine



call the doctor



put on ointment



put in drops



eat hot soup



go to the clinic



take my temperature

D. Read and correct the underlined words.

- His mother wants to call the ointment. _____
- I have to stay in hot soup. _____
- She doesn't like to take drops. _____
- You need to put on your temperature. _____
- He will go to the medicine today. _____

E. Remember. Talk about yourselves.



50 Unit 6

Extension

Sickness Hangman

What you will need: white board, marker

- Lead the class in playing Hangman. Think of a sentence like, "____ when you are sick." or "____ when you don't feel well." Fill in the blanks with one of the target phrases from p. 50.
- For each letter in your sentence, draw a short line on the board. Leave spaces to indicate where one word ends and another begins.
- Have the students in the class guess letters. If the letter is anywhere in your sentence, write it on the blank(s). If the letter is not in your sentence, draw a part of the hanging man: head, neck, body, 2 arms, 2 legs, 2 hands, 2 feet.
- Can the class guess your sentence before the hanging man is completed?
- Play again with a new sentence that uses a different target phrase from this lesson.

Patterns

A. Track 87 Listen and say.



B. Read the sentences. Write the words.



She stayed in bed, _____ she ate hot soup.



They called the doctor, _____ they didn't go to the clinic.



We went to the clinic, _____ we didn't put on ointment.



You put on ointment, _____ you took medicine.

C. Practice with a partner. Talk about yourselves.



D. Track 88 Say the chant. Go to page 78.

Unit 6 51

Patterns

A. Listen and say.

Track 87

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the sentence under it. The rest of the class repeats the sentence aloud after the student. Then a new volunteer reads the sentences for another scene.

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scenes or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 50.
- Pairs take turns making sentences about a time they were sick and what they did according to the example in the book.

D. Say the chant. Go to page 78.

Track 88

- Have the class listen to the chant and read along with the lyrics.
- Play the chant again and have the class say the chant as they read along.
- Divide the class into two or four groups. Assign one group to chant the first verse and the other group to chant the second verse. Play the chant again, and have the groups say their verses only.

Getting Sick

Target Dialogue

I'm sorry, Jack. I can't go to the park.
 Why not?
 I don't feel good.
 What's the matter?
 I have a headache.
 I'm sorry to hear that.

Warm-up

Have the students review the structure from lesson 2 using activity C from p. 51.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 50.
- Pairs take turns making sentences about a time they were sick and what they did.

EX *I had a cough. I ate hot soup, and I took medicine.*

Conversation

A. Listen and point.

Track 89

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 90

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Listen. Then practice with the new words.

Track 91

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the dialogue aloud in pairs while substituting in the new words where indicated.

D. Role-play the dialogue.

- Model the role-play for the class, asking one student to say the dialog with you.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the dialogue using their own names.

E. Which sentences show the value? Read and check (✓).

- Have the students read the sentence in large bold letters.
- Have the students individually read through the numbered items and check (✓) the ones that match the value.
- Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the sentence might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how the sentence does or doesn't reflect the value in each situation.

Conversation

A. Track 89 Listen and point.

B. Track 90 Listen and say.



C. Track 91 Listen. Then practice with the new words.

playground wrong stomachache

D. Role-play the dialogue.

E. Value. Which sentences show the value? Read and check (✓).

Care about others.

- ☐ Oh, I forgot. You have the flu.
- ☐ Don't worry. It will be OK.
- ☐ What? I wasn't paying attention.
- ☐ You should stay home and call the doctor.
- ☐ What can I do to help?
- ☐ Take care of yourself. You'll feel better.

52 Unit 6

Extension

Pass the Conversation

What you will need: white board, marker

- Write the following dialogue on the board for student reference:

A: I don't feel good?

B: What's the matter?

A: I have a ____.

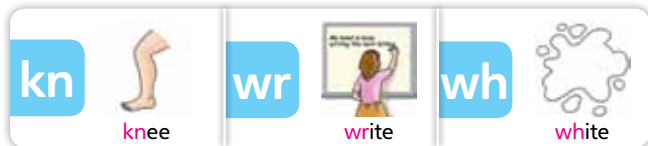
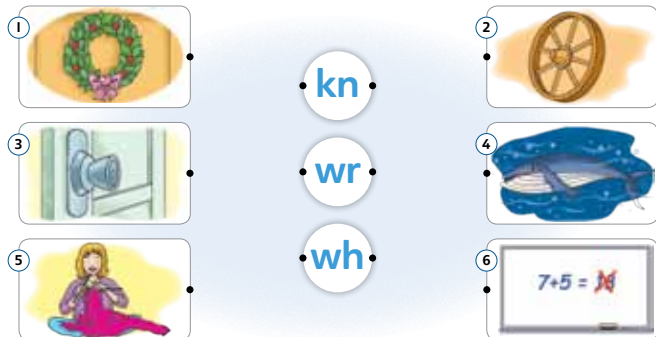
B: I'm sorry to hear that. NAME is sick, too.

A: What's the matter with NAME?

B: He/She has a ____.

- Have the class sit in a large circle.
- Begin by demonstrating with a student. You will be Speaker A. The student to your left will be Speaker B. For the conversation, fill in the blanks with one of the target expressions from Unit 6 Lesson 2. For the "NAME," have Speaker B use the name of a Top Kid's character just to demonstrate.
- After Speaker B says "He/She has a ____." at the end, he/she then turns to the student on his/her left and begins the conversation as Speaker A. However, this time, Speaker B should fill in your name and the illness you said.
- Continue around the circle with students repeating what they heard from the previous conversation.

Sounds

A. **Track 92** Listen and say.B. **Track 93** Listen and match.C. **Track 94** Listen and write *kn*, *wr* or *wh*.

1. _____ ist 2. _____ eat 3. _____ ife 4. _____ ap

D. Read the sentence.

Unit 6 **53**

Target Sounds

- **kn:** knee
- **wr:** write
- **wh:** white

Sounds

A. **Listen and say.****Track 92**

- Have the students look at the letter sounds and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. **Listen and match.****Track 93**

- Have the students look at the pictures for activity B, and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students open their books and listen again. As they listen, students should match the picture with the letter combination they hear in each word.
- Check by having the class say the word in each picture from memory and then confirming which letters match it.

C. **Listen and write *kn*, *wr*, or *wh*.****Track 94**

- Have the students read the letters that they see beside each blank. See if students can guess the words they might hear that match each beginning (*kn*, *wr*, or *wh*) and the given endings.
- Play the audio track and have the students fill in the blanks with the letters that they hear at the beginning of each word.

D. **Read the sentence.**

- Have the students read the sentence aloud, making sure to pronounce each word appropriately.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words from this page. They can use any word listed on p. 53. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Word-Be-Gone

What you will need: white board, board eraser, marker

- Split the class into two or three teams and assign them to a certain side or part of the whiteboard.
- Have each team take turns writing the following words on the board: earache, stomachache, throat, cold, fever, rash, flu, cough, medicine, doctor, ointment, drops, soup, clinic, temperature, headache.
- Once all of the teams have the words written on their part of the board, have each member of the team stand in a line.
- Call out a word and the first student in each team will try to find the word as quickly as they can and erase it from the board and run to the back of their team's line.
- The teams are scored according to the order they get back in line. For three teams, for example, first = 3 points, second = 2 points, and third = 1 point.
- If a student erases the wrong word, they must write the word again on the board before the next round begins.
- Continue calling out words as time permits.
- **Challenge:** Call out a word that was erased earlier in the game and have the students write the word back on the board (adding it back to the list) before running back to their team's line. Score in the same manner.

Getting Sick

Reading	Herby Is Sick
New Words	rose, mud, miserable, rush, examine, injection
Project	Chart making

Warm-up

Have the class listen to the Unit 6 chant. Play the chant again and have the class chant along.

Reading 6

A. What sicknesses do you know?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.

B. Listen and follow along.

Track 95

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

C. Listen, read and say.

Track 96

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

D. Read with a partner.

- Assign students to work in pairs. One student in each pair will begin as the "Reader" while the other student begins as the "Coach."
- The "Reader" reads the story aloud while the "Coach" listens. The "Coach" follows along and corrects any mistakes he/she hears or sees.
- Have the pair switch roles. The "Reader" rereads the same text, and the "Coach" provides corrective feedback.

E. Write the words.

- Have the students individually read through the sentences, filling in the blanks with the correct words according to the story.
- Check by orally asking the class questions to go with each answer that the class should give. Have the class answer together in unison.

- EX** 1. What did Herby want to do?
 2. How did Herby feel?
 3. What did the vet say?
 4. What does Herby know now?

Reading 6

A. What sicknesses do you know?

B. Listen and follow along.

C. Listen, read and say.

D. Read with a partner.

Herby Is Sick

One day, Herby had an earache.
 "You should stay in bed," said Snap.
 "No, I'm OK," said Herby. "Let's go and smell the roses."
 And off they went.

The next day Herby had an earache and a rash.
 "You should stay in bed and put on some ointment," said Bonnie.
 "No, I'm OK," said Herby. "Let's go play in the mud."
 And off they went.

The third day Herby had an earache, a rash and a fever.
 He felt **miserable**.
 "You have to go to the vet right now," said Cheeky.
 And off they **rushed**.

The vet **examined** Herby.
 She gave him drops and ointment.
 She gave him an **injection**, too.
 "You're very sick, Herby," said the vet.
 "You have to take care of yourself!"

It isn't fun being sick.
 Now Herby knows he should take care of himself.



New Words : • rose • mud • miserable • rush • examine • injection

E. Write the words.

- Herby wanted to _____ the roses.
- Herby felt _____ when he had an earache, a rash and a fever.
- The vet said that Herby was _____.
- Herby knows it is important to _____ of himself.

F. When was the last time you had a fever? What did you do for the fever?

F. When was the last time you had a fever? What did you do for the fever?

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
 - Where were you when you had a fever?
 - What did you do?
 - How long were you sick?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about being sick. After answering the questions, the speaker chooses the next group member to speak.

G. Read and circle.



1. When I have an earache, I _____.
a. put in drops b. eat hot soup
2. When they have a rash, they _____.
a. stay in bed b. put on ointment
3. When I have a fever, I _____.
a. take my temperature b. put in drops
4. When she has a cold, she _____.
a. puts on ointment b. eats hot soup
5. When he has a cough, he _____.
a. goes to the clinic b. takes his temperature



H. Project. Look at the model. Then make a get-well chart. Talk about it.

It's important to stay healthy.
But here are some things to do
when you're sick.



When you have a fever you
should take your temperature.
You should stay in...



Reading 6 55

G. Read and circle.

- Ask the students to read through the sentences and circle their choice for each blank.
- After students have had a chance to complete the activity, check aloud. Choose one student to read the complete sentence.
- Continue in this same manner with the other sentences.

H. Project. Look at the model. Then make a get-well chart. Talk about it.

- Have the students look at the example in the book and read the example sentences.
- Give each student a blank sheet of paper. Following the example in the book, students should list problems/illnesses in a column on the left side of the page. In a column on the right, students should list suggestions of what to do in each case.
- Allow students to create their own get-well charts. Have student refer to the target language in Unit 6, but encourage them to use their own ideas as well.
- Assign students to work in small groups. Each member of the group should read aloud his/her chart to the group.



Teacher's Notes

Travel Plans

Target Pattern

What month is/was this/last/next month?
It's/It was ____.

Target Words

January, February, March, April,
May, June, July, August, September,
October, November, December

Warm-up

Review the target pattern from Unit 6 by using activity C from p. 51.

- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 50.
- Pairs take turns making sentences about a time they were sick and what they did.

EX S: *I had a cough. I ate hot soup, and I took medicine.*

Words

A. Listen and point.

Track 97

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 98

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Choose any student at random and ask, "When's your birthday?" After the student responds, he/she should choose any other student in the class and ask the same question.
- Continue until all students have shared when their birthdays are.

Travel Plans

Words

A. Track 97 Listen and point.

B. Track 98 Listen and say.

C. Point and say.

1 January 2 February 3 March 4 April 5 May 6 June
7 July 8 August 9 September 10 October 11 November 12 December



D. Remember. Talk about yourselves.



56 Unit 7

Extension

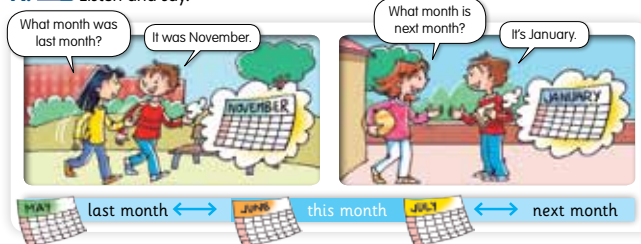
Fast Practice: Months

What you will need: (no materials are needed for this activity)

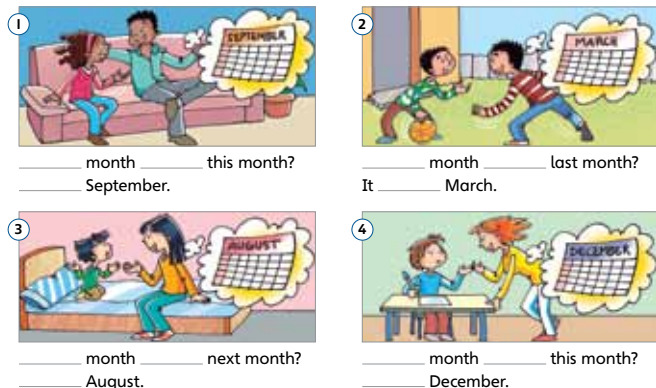
- Divide the class into three teams. It is OK if the teams do not have equal numbers of students.
- Have each team send two students to the front of the classroom. There should be six students at the front (two from each team). Each pair of team members should decide who will be a "Pointer" and who will be a "Speaker" for their pair.
- Separate the Pointers from the Speakers. The Pointers need to stand where the Speakers can see them.
- Say, "Months, months, months of the year. Go!" The Pointer should all then hold out one hand with 0 fingers, 1 finger out, 2 fingers out, 3 fingers out, or 4 fingers out. In this way, a random number between 1-12 should be generated. If the students all do 0 fingers, redo "Go."
- The three Speakers must quickly count the fingers to figure out the number (1-12) and then try to be the first to call out that month (1=January, 2=February, 3=March, etc.). The first Speaker to call out the right month wins a point for that team.
- Continue with teams sending up new Pointers and Speakers.

Patterns

A. Track 99 Listen and say.



B. Read the sentences. Write the words.



C. Practice with a partner. Talk about yourselves.



Unit 7 57

Patterns

A. Listen and say.

Track 99

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the question under it. The rest of the class responds with the answer. Then a new volunteer reads the question for another scene.

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- On the white board, list the following time phrases: this, next, last, _____ months from now, _____ months ago. Explain to students that the blanks in the phrases can be filled in with numbers (one, two three, etc.).
- Assign students to work in pairs asking questions about different months according to the example in the book.

Extension

Months to Remember

What you will need: (no materials are required for this activity)

- Have the class sit in a circle.
- Begin by saying, "In January, I _____." Fill in the blank with any activity students have learned in the *Top Kids* series (went skiing, enjoyed sledding, etc.). Be sure to use past tense for the sentence.
- The next student says the next month and some activity. He/She also repeats what you said.
EX You: *In January, I went skiing.*
Sl: *In February, I went shopping. In January, Ms. West went skiing.*
- Continue around the circle with each student adding the next month and an activity for that month. The key is to remember all the previous sentences in the correct order.
- See if the class can go all the way around the circle. You then have to repeat everything in order at the end.

Travel Plans

Target Pattern

I'm/You're/We're going to go to ____
in ____.
He's/She's going to go to ____ in ____.

Target Words

South Korea, China, the United
States, the United Kingdom, Australia,
France, Canada, Mexico

Warm-up

Review the structure from Lesson 1 using activity C from p. 57.

- On the white board, list the following time phrases: this, next, last, ____ months from now, ____ months ago. Explain to students that the blanks in the phrases can be filled in with numbers (one, two three, etc.).
- Assign students to work in pairs asking questions about different months.

EX S1: What month is next month?
S2: It's October.

Words

A. Listen and point.

Track 100

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 101

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Read and write.

- Have the students work individually to read the clues and then write the country name.
- Check by asking volunteers to read the sentences aloud.

E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs.
- Pairs take turns asking and answering questions about countries to visit according to the example.

Words

A. Track 100 Listen and point. B. Track 101 Listen and say. C. Point and say.



D. Read and write.

- The flag is blue, white and red. You can see kangaroos here.
It's _____.
- The flag is red, white and blue. There's a king or queen here.
It's _____.
- The flag is red and yellow. You can see pandas here.
It's _____.
- The flag is red, white and blue. You can celebrate the Fourth of July here.
It's _____.

E. Remember. Talk about yourselves.



58 Unit 7

Extension

What Do You Know About It?

What you will need: one piece of blank paper for each small group

- Divide the class into small groups of three or four students each.
- Tell the class that you will name a country. The group must think of things from that country, famous people from that country, or cities/places in that country. Each group will make a list as they think of ideas.
- Call out one of the countries from this lesson. Give the groups a few minutes to brainstorm ideas before calling "Time!"
- Have each group share the ideas that they thought of by calling on groups turn by turn to share one thing on their list. As the groups suggest things, write them on the board. How many ideas did the whole class come up with related to that country?
- Repeat by calling out another country from the lesson. Which country do the students know the most about?

Patterns

A. **Track 102** Listen and say.

B. Read the sentences. Write the words.



He's _____ to
France _____ week.



You're _____ to
Mexico _____ October.



You're _____ to the
United Kingdom _____ month.



We're _____ to
China _____ July.

C. Practice with a partner. Talk about yourselves.

D. **Track 103** Say the chant. Go to page 79.Unit 7 **59**

Patterns

A. Listen and say.

Track **102**

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and say the question. The rest of the class responds with the answer. Have other volunteers come up and do the same for the other pictures.

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scenes or projector image and say the sentences.
- Write on the white board three time phrases: next week, next month, in _____. Tell students to think of one thing they will do next week, one thing they will do next month, and one thing they will do in some certain month in the future.
- Assign students to work in small groups of three or four students. All students in the group should share the ideas that they thought of turn by turn.

D. Say the chant. Go to page 79.

Track **103**

- Have the class listen to the chant and read along with the lyrics.
- Play the chant again and have the class chant as they read along.
- Divide the class into two groups. Assign one group to chant the first two verses. The other group will chant the last two verses. Play the chant again, and have the groups chant their verses only.

Travel Plans

Target
Dialogue

I'm so excited!
Why?
We're going to go on vacation this summer.
Where are you going to go?
We're going to go to Australia.
Wow! You'll see a kangaroo!

Warm-up

Have the students review the structure from lesson 2 using activity C from p. 59.

- Write on the white board three time phrases: next week, next month, in _____. Tell students to think of one thing they will do next week, one thing they will do next month, and one thing they will do in some certain month in the future.
- Assign students to work in small groups of three or four students. All students in the group should share the ideas that they thought of turn by turn.

Conversation

A. Listen and point.

Track 104

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 105

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Listen. Then practice with the new words.

Track 106

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the dialogue aloud in pairs while substituting in the new words where indicated.

D. Role-play the dialogue.

- Model the role-play for the class, asking one student to say the dialog with you.
- Have the class work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the dialogue using their own names.

E. Which sentences show the value? Read and check (✓).

- Have the students read the sentence in large bold letters.
- Have the students individually read through the numbered items and check (✓) the ones that match the value.
- Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the

Conversation

A. Track 104 Listen and point.

B. Track 105 Listen and say.



C. Track 106 Listen. Then practice with the new words.

How come? China panda

D. Role-play the dialogue.

E. Value. Which sentences show the value? Read and check (✓).

Be interested in other cultures.

1. <input type="checkbox"/> I enjoy eating food from South Korea and Japan.	2. <input type="checkbox"/> I don't want to go to other countries.
3. <input type="checkbox"/> I never try foods from other countries.	4. <input type="checkbox"/> I'm reading a book about Mexico.
5. <input type="checkbox"/> I want to go to France.	6. <input type="checkbox"/> I often watch movies from the United States.

60 Unit 7

sentence might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how the sentence does or doesn't reflect the value in each situation.

Extension

Travel ABC

What you will need: (no materials are required for this activity)

- Have the class sit in a circle.
- Begin by saying, "I'm going to go to _____. I will take _____." Fill in the first blank with any country from lesson 2. Fill in the second blank with any noun that begins with the letter A.
- The next student repeats what you said and adds one more item to take, but the next item must start with a B.
EX You: *I'm going to go to Mexico. I will take an apple.*
SI: *I'm going to go to Mexico. I will take an apple and a blanket.*
- Continue around the circle with each student adding something that begins with the next letter of the alphabet. If a student has trouble thinking of a word, other students may help by suggesting words.
- See if the class can keep going around the circle until something has been named for every letter of the alphabet.

Sounds

A. **Track 107** Listen and say.

One-syllable words

May



slide



Two-syllable words

pi • lot



Au • gust



Three-syllable words

com • pu • ter



Mex • i • co

B. **Track 108** Listen and circle 1, 2 or 3.

1 1 2 3	2 1 2 3	3 1 2 3
4 1 2 3	5 1 2 3	6 1 2 3

C. **Track 109** Do they have the same number of syllables? Listen and write a check (✓) or an X.

1	2	3	4
---	---	---	---

D. Read the sentence.

Kate and Bob are climbing a mountain on vacation in Mexico.



Unit 7 61

Target Sounds

- **One-syllable words:** May, slide
- **Two-syllable words:** pilot, August
- **Three-syllable words:** computer, Mexico

Sounds

A. Listen and say.

Track 107

- Have the students look at the letter sounds and pictures. Ask them if they know the pronunciation that these letter patterns make. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Listen and circle 1, 2 or 3.

Track 108

- Have the students look at the pictures for activity B, and ask them if they know the English word for any of them. If students do not know the word, it is OK. They will hear the word on the recording.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students open their books and listen again. Students should circle 1, 2 or 3 depending on how many syllables they hear in each word.
- Check by having the class say the word for each picture from memory and then clapping for each syllable.

C. Do they have the same number of syllables? Listen and write a check (✓) or an X.

Track 109

- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students write a check if the pair of words has the same number of syllables. If the words have different numbers of syllables, students should write an X.
- Check by playing the audio track again and clapping out the syllables for the words as they are spoken.

D. Read the sentence.

- Have the students read the sentence aloud, making sure to pronounce each word appropriately.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words from this page. They can use any word listed on p. 61. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Four Square

What you will need: word list of multi-syllabic words (see Appendix 7), tape for marking squares on the floor

- Use the tape to mark off four large squares on the floor. Using the tape, mark a large 1 in one square, a 2 in one square, a 3 in one square, and a 4 in one square.
- Explain that you will say a word, and students must decide how many syllables they hear in the word. If they think the word has 1 syllable, they should stand in the square with 1 in it. If they think the word has 2 syllables, they should stand in the square with 2 in it. etc.
- Read a word from the word list and give students a few seconds to choose which square to stand in. After all of the students have made a choice, tell them the right answer. Any student in the wrong square should sit down.
- Continue until only a few or only one student remains. Then invite all the class to stand up and play again.

Travel Plans

Reading	Interesting Animals of Australia
New Words	unusual, dark, root, bark, pouch, bite
Project	Poster making

Warm-up

Have the class listen to the Unit 7 chant. Play the chant again and have the class chant along.

Reading 7

A. What animals do you know that are interesting?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.

B. Listen and follow along.

Track 110

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

C. Listen, read and say.

Track 111

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

D. Read with a partner.

- Assign students to work in pairs. One student in each pair will begin as the "Reader" while the other student begins as the "Coach."
- The "Reader" reads the story aloud while the "Coach" listens. The "Coach" follows along and corrects any mistakes he/she hears or sees.
- Have the pair switch roles. The "Reader" rereads the same text, and the "Coach" provides corrective feedback.

E. Read and write the letter.

- Have the students individually read through the sentences, choosing the correct word to complete each item according to the story.
- Check by orally asking the class questions to go with each answer that the class should give. Have the class answer together in unison.

- EX 1. When do wombats come out?
 2. What do wombats do when they're angry?
 3. Do frill-neck lizards like the sun?
 4. Do frill-neck lizards eat other small animals?

Reading 7

- A. What animals do you know that are interesting? B. Track 110 Listen and follow along.
 C. Track 111 Listen, read and say. D. Read with a partner.

Interesting Animals of Australia

Everybody knows that there are kangaroos and koala bears in Australia. But did you know that there are many other unusual animals there, too?



Wombats live in forests and the mountains of Australia. They like to dig a home under the ground. They come out when it's dark and eat grass, roots and tree bark. A mother wombat carries her baby in a pouch, like a kangaroo. They aren't very dangerous to people, but they will bite if they're angry.

Frill-neck lizards are also unusual. They are big and live in the trees. They like hot, wet weather, and they need to sit in the sun every day. They eat bugs, butterflies, mice and sometimes, smaller lizards.

Many people visit Australia to see the interesting animals that live there!
 Would you like to see these unusual animals?

New Words : • unusual • dark • root • bark • pouch • bite

E. Read and write the letter.

1. Wombats come out in the (a. day b. night).
2. Wombats (a. can b. don't) bite people when they're angry.
3. Frill-neck lizards (a. like b. don't like) the sun.
4. Frill-neck lizards (a. sometimes b. never) eat other small animals.

F. Would you like to go to Australia? Why or why not?

F. Would you like to go to Australia? Why or why not?

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
 1. What can people do in Australia?
 2. What is only found or seen in Australia?
 3. Do you want to visit Australia?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about going to Australia. After answering the questions, the speaker chooses the next group member to speak.

G. Read and write.

- Mexico • South Korea • France • the United States
- Australia • China • the United Kingdom • Canada

Most people speak English
at home here.

Some people speak English
at home here.

H. Project. Look at the model. Then make a poster about an interesting animal in your country. Talk about it.



Reading 7 63

G. Read and write.

- Ask the students to look at the chart and fill in the blanks with the given countries.
- After students have had a chance to complete the activity, check aloud. Ask the class, "Where did you put Mexico?" The class should respond with the correct chart category.
- Continue in this same manner with the other countries.

H. Project. Look at the model. Then make a poster about an interesting animal in your country. Talk about it.

- Have the students look at the example in the book and read the example sentences.
- Give each student a blank sheet of paper. Allow students to create their own animal posters. If many students in the class are from the same country, you can allow students to choose an interesting animal from any country, not just their own. Students should draw pictures and color their posters. All posters should include some English explaining different facts about the animal.
- Assign students to work in small groups. Members should tell the other students in their group about their posters according to the example sentences in their books.

EX ____ live in _____. They live in (habitat). These animals have _____. They eat _____.



Teacher's Notes

At the Festival

Target Pattern

I'm not going to ____.
 You're/They're not going to ____.
 He's/She's not going to ____.

Target Words

taco, cheeseburger, sausage, kebab,
 corn on the cob, snow cone,
 cotton candy, ice-cream sundae

Warm-up

Review the target patterns from Unit 7 by using activity C from p. 59.

- Write on the white board three time phrases: next week, next month, in _____. Tell students to think of one thing they will do next week, one thing they will do next month, and one thing they will do in some certain month in the future.
- Assign students to work in small groups of three or four students. All students in the group should share the ideas that they thought of turn by turn.

Words

A. Listen and point.

Track 112

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 113

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 64.
- Students take turns asking and answering questions about things they do or don't eat according to the example in the book.

At the Festival

Words

A. Track 112 Listen and point.

B. Track 113 Listen and say.

C. Point and say.

- ① taco ② cheeseburger ③ sausage ④ kebab
 ⑤ corn on the cob ⑥ snow cone ⑦ cotton candy ⑧ ice-cream sundae



D. Remember. Talk about yourselves.



64 Unit 8

Extension

Quick Thinking

What you will need: 8 pieces of paper per student, picture cards (Appendix 8)

- Have the students write each of the eight target phrases (taco, cheeseburger, sausage, kebab, corn on the cob, snow cone, cotton candy, ice-cream sundae) on separate pieces of paper.
- You will show one of the picture cards.
- Students should find the correct word or phrase and hold it up. The first student to hold up the correct phrase, wins a point.
- Once students are comfortable with the words, you can show two picture cards at a time. Students will have to hold up both vocabulary words to get the point.

Patterns

A. Track 110 Listen and say.



B. Read the sentences. Write the words.



She's _____
a sausage.



They're _____
cotton candy.



We're _____
corn on the cob.



He's _____
a kebab.

C. Practice with a partner. Talk about yourselves.



Unit 8 65

Patterns

A. Listen and say.

Track 114

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and read the sentence under it. The rest of the class repeats the sentence after the student. Then a new volunteer reads the sentence for another scene.

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Ask students to think of one thing they will or won't eat in the future (after school, for dinner, as a snack, tomorrow, etc.).
- Choose any student at random and ask, "What is your sentence, (name)?" After the student responds, he/she should choose any other student in the class and ask the same question.
- Continue until all students have shared their ideas.

Extension

Who's Not Going To Eat It?

What you will need: (no materials required for this activity)

- Write the following five foods on the board so that students can refer to the list during the game: taco, cheeseburger, sausage, kebab, snow cone.
- Assign each student in the class one of the five foods listed on the board. Multiple students can have the same food. Students must remember their food while playing the game.
- Make a circle of chairs so that all but one student can sit in a chair. The last student will begin by standing in the center of the circle.
- The center student will call out, "I'm not going to eat a ____." The student should fill in the blank with one of the foods from the board. All students assigned that food must stand up and find a new chair to sit in (one of the empty chairs among the other standing students). However, the middle student will also try to sit in one of the empty chairs. The student who does not find a chair must stand in the middle and call the next food. The student in the middle may also call "I'm not going to eat anything!" Then all students change chairs.

At the Festival

Target Pattern

What are you going to do?
I'm going to ____.
They're/We're going to ____.
What's he/she going to do?
He's/She's going to ____.

Target Words

watch a parade, go to a concert,
drive bumper cars, see a puppet show,
go on rides, buy a balloon animal,
jump in a bounce house,
play a dart game

Warm-up

Review the structure from Lesson 1 using what students learned from activity C from p. 65.

- Ask students to think of one thing they will or won't eat in the future (after school, for dinner, as a snack, tomorrow, etc.).
- Choose any student at random and ask, "What is your sentence, (name)?" After the student responds, he/she should choose any other student in the class and ask the same question.

Words

A. Listen and point.

Track 115

- Have the students look at the pictures and read the words, sounding them out as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 116

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Ask for a volunteer to come to the front of the class. The volunteer should look in his/her book and read a word. The class repeats after the student. Have other volunteers come up and do the same.

C. Point and say.

- Have the students point to each picture or projector image and say the word.
- Ask for a volunteer to come to the front of the room. The volunteer should point to a picture or projector image while the rest of the class says the word. Have other volunteers come up and do the same.

D. Read and write the letters.

- Have the students work individually to choose the correct word to complete each sentence.
- Check by calling on a volunteer to read one of the sentences aloud.

Words

A. Track 115 Listen and point. B. Track 116 Listen and say. C. Point and say.



watch a parade



go to a concert



drive bumper cars



see a puppet show



go on rides



buy a balloon animal



jump in a bounce house



play a dart game

D. Read and write the letters.

- She's not going to buy _____.
a. a parade b. a concert c. a balloon animal
- He wants to play _____.
a. bumper cars b. a dart game c. rides
- I'm going to watch _____.
a. a parade b. rides c. a bounce house
- We don't want to drive _____.
a. a concert b. a puppet show c. bumper cars

E. Remember. Talk about yourselves.



66 Unit 8

E. Remember. Talk about yourselves.

- Have the students look at the scene or projector image and say the sentences.
- Assign students to work in pairs. Each pair should sit with their books open in order to see the words and pictures on p. 66.
- Students should take turns making sentences about the different activities according to the example in the book.

Patterns

A. **Track 117** Listen and say.

B. Read the sentences. Write the words.



C. Practice with a partner. Talk about yourselves.

D. **Track 118** Say the chant. Go to page 79.Unit 8 **67**

Patterns

A. Listen and say.

Track **117**

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Read the sentences. Write the words.

- Have the students point to each scene or projector image and say the sentence.
- Give the students a few minutes to work on their own, writing the words that fill in each blank.
- To check, ask for a volunteer to come to the front of the room. The volunteer should point to a scene or projector image and say the question under it. The rest of the class responds with the answer. Have other volunteers come up and do the same for the other pictures.

C. Practice with a partner. Talk about yourselves.

- Have the students look at the scenes or projector image and say the sentences.
- Write the following time phrases on the white board: after school, tomorrow, next weekend, next month, next summer/winter.
- Assign students to work in pairs. Students in each pair will take turns asking and answering questions about their future plans using the phrases on the board.

D. Say the chant. Go to page 79.

Track **118**

- Have the class listen to the chant and read along with the lyrics.
- Play the chant again and have the class chant as they read along.
- Divide the class into two groups. Assign one group to chant the first verse. The other group will chant the second verse. Play the chant and have the groups chant only their assigned verses.

Extension

What I Say, Not What I Do

What you will need: (no materials required for this activity)

- Have the class stand up to play Simon Says using the phrases they have studied in this lesson.
- Show the class a motion to do for each phrase.
watch a parade = pantomime marching
go to a concert = pantomime playing a horn
drive bumper cars = pantomime driving
see a puppet show = pantomime using a puppet
go on rides = pantomime riding a roller coaster
buy a balloon animal = pantomime blowing up a long balloon for a balloon animal
jump in a bounce house = jump up and down
play a dart game = pantomime throwing darts
- Lead the class in Simon Says by saying, "I'm going to ____." and doing a motion. Students should all make the motion of what you said NOT what you did (if different than what you said). Students who do the wrong motion should sit down
- Continue until one student remains. He/She becomes the next caller for Simon Says.

At the Festival

Target Dialogue

Look at my balloon!
Wow! It's beautiful.
Oh, no! My balloon popped!
Here, take mine.
Can we buy a new one?
Sure.

Warm-up

Practice the target language from lesson 2 by using activity C on p. 67.

- Write the following time phrases on the white board: after school, tomorrow, next weekend, next month, next summer/winter.
- Assign students to work in pairs. Students in each pair will take turns asking and answering questions about their future plans using the phrases on the board.

Conversation

A. Listen and point.

Track 119

- Have the students look at the pictures and read the sentences, sounding them out as best they can.
- Play the audio track and point to the characters who are speaking. If it is possible to show the page using a projector, it will facilitate the activity.

B. Listen and say.

Track 120

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

C. Listen. Then practice with the new words.

Track 121

- Have the students listen to the track again and repeat the words after the recording.
- Have the students read the dialogue aloud in pairs while substituting in the new words where indicated.

D. Role-play the dialogue.

- Model the role-play for the class, asking one student to say the dialog with you.
- Have the class, work in small groups of 4-6 students so that two students in each group act for the rest of the group. Students should then role-play the dialogue using their own names.

E. Which sentences show the value? Read and check (✓).

- Have the students read the sentence in large bold letters.
- Have the students individually read through the numbered items and check (✓) the ones that match the value.
- Check by reading through the numbered items and asking if the class checked the item or not. For each item, brainstorm examples of situations in which the sentence might be used. This discussion may be done in the students' LI. Be sure to have the students talk about how sentences do/don't reflect the value in each situation.

Conversation

A. Track 119 Listen and point.

B. Track 120 Listen and say.



C. Track 121 Listen. Then practice with the new words.

keychain broke make

D. Role-play the dialogue.

E. Value. Which sentences show the value? Read and check (✓).

Be kind.

1. ☐ I'm sorry. I can't hear you. 2. ☐ Let's share my cotton candy.

3. ☐ I can help you fix your kite. 4. ☐ Do it by yourself!

5. ☐ That's my cotton candy. You can't have any. 6. ☐ Don't worry. I'll help you.

68 Unit 8

Extension

"Be Kind" Poems

What you will need: a sheet of paper for each student

- Give each student a blank sheet of paper. Have the students write "BE KIND" in capital letters down the page. B is on the first line. E is on the second line. K is on the third line. etc.
- Ask students to write words, phrases or short sentences that begin with each letter they wrote. The aim is to create a kind of poem about kindness.
- After students have written their poems, they can decorate the pages with pictures.
- Display the poems on the classroom walls for other students to read and enjoy.

Sounds

A. **Track 122** Listen and say.

Stressed syllables



pup • pet



bal • loon



cheese • burg • er



com • pu • ter

B. **Track 123** Which syllable is stressed? Listen and underline.

po • lice



Ju • ly



ta • co



en • gi • neer



bas • ket • ball



gym • nas • tics

C. **Track 124** Which syllable is stressed? Listen and write 1, 2 or 3.1 No • vem • ber ☐2 gui • tar ☐3 Chi • na ☐4 lem • on • ade ☐

D. Read the sentence.



Unit 8 69

Target Sounds

Stressed syllables

- stress on first syllable: puppet
- stress on second syllable: balloon
- stress on third syllable: engineer

Sounds

A. Listen and say.

Track 122

- Have the students look at the words and pictures. Ask them if they know the pronunciation of these words. Ask them to read the words under the pictures, sounding out the words as best they can.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

B. Which syllable is stressed? Listen and underline.

Track 123

- Have the students look at the pictures for activity B, and ask them to read aloud the words. Have the students predict which syllable is stressed in each word.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.
- Have the students open their books and listen again. Students should underline the stressed syllables for the words they hear.
- Check by having the class say the word in each picture again and clap on each syllable. Unstressed syllables should receive soft claps. The stressed syllable should receive the loudest clap.

C. Which syllable is stressed? Listen and write 1, 2 or 3.

Track 124

- Have the students read aloud the words and predict which syllable is stressed in each word.
- Play the audio track and point to the images of the words. If it is possible to show the page using a projector, it will facilitate the activity.
- Have the students listen to the track again and repeat the words after the recording.
- Have the students listen again and write the number of the stressed syllables for the words they hear.
- Check by having the class say the word and clap on each syllable. Unstressed syllables should receive soft claps. The stressed syllable should receive the loudest clap.

D. Read the sentence.

- Have the students read the sentence aloud, making sure to pronounce each word appropriately.
- **Challenge:** Ask the students to write a sentence of their own using 3-4 words from this page. They can use any word listed on p. 69. Have volunteers write their sentences on the board for the rest of the class to read.

Extension

Syllable Memory Match

What you will need: a copy of the word cards from Appendix 9 for each small group

- Divide the class into small groups of three or four students each. Give each group a copy of the word card sheet (Appendix 9) and have the group cut out the cards for their group.
- After the cards are cut out, have the group mix up the cards and place them face down in the middle of the group.
- The first player chooses two cards and turns them over. He/She says the words on the cards aloud. The group should decide if the words have the same number of syllables or not. If the two words have equal numbers of syllables, the student takes the cards. If the words do not have the same number of syllables, the student turns them back over (face down).
- The next player then chooses two cards.
- Continue until all cards have been matched. Which student collected the most matching cards?

At the Festival

Reading	Jack's Birthday
New Words	way, fall asleep, wake up, theme park, yell, fireworks
Project	Book making

Warm-up

Have the class listen to the Unit 8 chant. Play the chant again and have the class chant along.

Reading 8

A. What do you like to do on your birthday?

- Have the students read the pre-reading question.
- As a class, talk about some ideas related to the question. This discussion can be done in the students' LI, but be sure to remind students of English words they have learned in *Top Kids* when they talk about things that are possible for them to say in English.

B. Listen and follow along.

Track 125

- Have the students look at the picture and talk about what they see. Students should predict the storyline from what they see. This discussion may be done in their LI.
- Play the audio track and have the students follow along, indicating words with their finger as they hear them. If it is possible to show the page using a projector, it will facilitate the activity.

C. Listen, read and say.

Track 126

- Have the students listen to the audio track and repeat the words after the recording.
- Have the students close their books and listen, repeating after the recording.

D. Read with a partner.

- Assign students to work in pairs. One student in each pair will begin as the "Reader" while the other student begins as the "Coach."
- The "Reader" reads the story aloud while the "Coach" listens. The "Coach" follows along and corrects any mistakes he/she hears or sees.
- Have the pair switch roles. The "Reader" rereads the same text, and the "Coach" provides corrective feedback.

E. Read and circle True or False.

- Have the students individually read through the sentences, choosing True or False according to the story.
- Check by orally reading each statement. Have the class answer together in unison True or False. For those statements that are False, ask the class, "How can we make this one True?" Write the revised True statement on the board as the class suggests it.

Reading 8

A. What do you like to do on your birthday?

B. Track 125 Listen and follow along.

C. Track 126 Listen, read and say.

D. Read with a partner.

Jack's Birthday



It was Saturday, August 5th. It was a special day. It was Jack's birthday. "Happy birthday, Jack! Let's go to the mall," said Jack's mom. Jack and his mom got in the car.

They were in the car a long time. "This isn't the way to the mall, Mom," said Jack. "It's a new mall and it's far away," said his mom. Jack fell asleep.

"Wake up, Jack! We're here!" But they weren't at the mall. They were at a

theme park. Jack's father, sister and his friends were there. "Surprise! Happy Birthday, Jack!" they yelled.

They all went on the rides. They played games. They ate cheeseburgers, birthday cake and ice-cream sundaes. They watched a parade and a fireworks show. They had a lot of fun.

"Thank you, everyone!" said Jack. "This was the best birthday ever!"

New Words : • way • fall asleep • wake up • theme park • yell • fireworks

E. Read and circle True or False.


- Jack's birthday is in August. True False
 - Jack's mom was going to the mall. True False
 - Jack was surprised to be at the theme park. True False
 - Jack enjoyed the theme park a little. True False
- F. Would you like to go to a theme park for your birthday? Why or why not?

70 Reading 8

F. Would you like to go to a theme park for your birthday? Why or why not?

- Assign the students to work in small groups.
- Write three questions on the board for group members to ask others.
 - What/Where is a famous theme park?
 - What can people do there?
 - Would you like to go there for your birthday?
- One student in each group will begin. The other members of the group will ask the questions to that speaker about a theme park. After answering the questions, the speaker chooses the next group member to speak.

G. Read and check (✓) the one that doesn't belong.

- | | | | |
|----------|--|---|--|
| 1. drive | a. bumper cars <input type="checkbox"/> | 2. play | a. yoga <input type="checkbox"/> |
| | b. a bicycle <input type="checkbox"/> | | b. a dart game <input type="checkbox"/> |
| | c. an ambulance <input type="checkbox"/> | | c. badminton <input type="checkbox"/> |
| 3. buy | a. a parade <input type="checkbox"/> | 4. go to | a. a concert <input type="checkbox"/> |
| | b. a balloon animal <input type="checkbox"/> | | b. a theme park <input type="checkbox"/> |
| | c. corn on the cob <input type="checkbox"/> | | c. rides <input type="checkbox"/> |
| 5. watch | a. fireworks <input type="checkbox"/> |  | |
| | b. a kebab <input type="checkbox"/> | | |
| | c. a parade <input type="checkbox"/> | | |

H. Project. Look at the model. Then make a book about your next birthday. Talk about it.

My birthday is in March. I'm going to have a party. I'm going to invite five friends.



We're going to play games. Then we're going to eat dinner in a restaurant...



Reading 8 71

G. Read and check (✓) the one that doesn't belong.

- Ask the students to read through the choices for each item. One of the choices in each group does not fit the phrase. Students should circle that choice.
- After students have had a chance to complete the activity, check aloud. Choose one student to start. That student reads the phrase correctly with one of the good choices. A second student also reads the phrase correctly with another good choice. Then you say aloud, "The one that doesn't belong is ____."
- Continue in this same manner with the other phrases.

H. Project. Look at the model. Then make a book about your next birthday. Talk about it.

- Have the students look at the example in the book and read the example sentences.
- Give each student a blank sheet of paper. Students should fold the paper in half. Then have students fold this in half again. Hold this folded paper so the bottom is open and the top is a fold. Cut along the top fold and staple the papers in the middle to create a small book with six inside pages.
- Allow students to create their own books by writing one sentence on each inside page and drawing a picture to go with the sentence.
- Assign students to work in small groups. Each member of the group should read aloud his/her book to the group and show the pictures in the book.



Teacher's Notes

Review 2

Target Language

Review of words and sentences from Units 5 through 8

Warm-up

Have the class listen to the four chants from the second half of the book (Units 5, 6, 7, and 8). Have the class chant along with the chants.

Review 2

A. Read the clues. Write the words in the puzzle. Then write the mystery word.

- Have the students work individually to read the numbered clues and write the word in the spaces provided in the puzzle.
- After all of the puzzle has been filled in, students should read the letters in the yellow boxes to find the mystery word.
- Check by having students say aloud the spelling for each word in the puzzle.

B. What will they do tomorrow? Listen and match.

Track 127

- Have the students close their books and listen as you play the audio track.
- Play the track a second time and have the students repeat after the recording.
- Have the students open their books. Give the students a few minutes to match the words and pictures that they can remember. Then play the audio track a final time so that students can match the numbered items that they did not remember.
- Check the answers as a class.

C. Complete the chart.

- Have the students read the phrases in the box aloud for review.
- Have the students fill in the chart with the phrases from the box by sorting the phrases according to the category each one belongs to.
- Check as a class by drawing the chart on the white board and filling in the categories as the class suggests for each phrase.

D. Listen and check (✓) Yes or No.

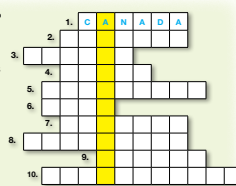
Track 128

- Have the students look at each picture and predict a sentence they might hear to check the picture "Yes." Write the sentences that the students suggest on the board as they say them.
- Play the audio track and have the students check either "Yes" or "No" as they listen.

Review 2

A. Read the clues. Write the words in the puzzle. Then write the mystery word.

- _____ is a very big country. It is next to the United States.
- A _____ is meat and it looks like a small tube.
- People in the United States sometimes watch a _____ on the Fourth of July.
- _____ is a very big country where the people speak Chinese.
- There are a lot of kangaroos in _____.
- A _____ is a food that is popular in Mexico.
- When I have an _____ I put in drops.
- If something isn't easy, then it's _____.
- A bag or backpack is _____ because I can carry a lot of things in it.
- When I eat too much, I sometimes get a _____.



At school we listen to concerts in the _____.

B. What will they do tomorrow? Listen and match.

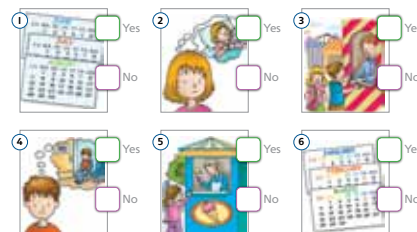


C. Complete the chart.

- a sore throat
- cheeseburger
- the flu
- a cough
- cotton candy
- science
- gym
- corn on the cob
- art
- ice-cream sundae
- a rash
- social studies

I feel bad when I have these.	I study or do these at school.	I eat these.
1. _____	5. _____	9. _____
2. _____	6. _____	10. _____
3. _____	7. _____	11. _____
4. _____	8. _____	12. _____

D. Listen and check (✓) Yes or No.



Extension

Scenes from Memory

What you will need: (no materials are required for this activity)

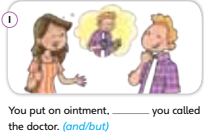
- Assign students to work in pairs or groups for three.
- Each pair or group should look back through *Top Kids 6* Units 1 through 8 and find a dialog from one of the units that they want to perform for the class. It is OK for more than one pair or group to perform the same dialog.
- The students in the groups should assign roles among themselves and study their lines so that they can say them from memory.
- Ask each pair or group to come to the front of the class and role play their dialog from memory. Be sure to have the class applaud after each pair or group performs.

Review 2

E. Unscramble and write.

1. classroom. / shouldn't / out / We / in / shout / the
2. fascinating. / He / thinks / is / science / that
3. South Korea / aren't / to / month. / to / They / go / next / going
4. the / room. / be / We / quiet / computer / should / in
5. buy / week. / to / not / next / balloon / I'm / animal / going / a

F. Look, circle and write.



G. Listen and number. Then match.

	a. Care about others.	
	b. Be kind.	
	c. Be respectful.	
	d. Be interested in other cultures.	

H. Listen and circle.

1. kn wr wh	2. kn wr wh	3. kn wr wh
4. kn wr wh	5. kn wr wh	6. kn wr wh

I. Are the ed endings the same or different? Listen and write a check (✓) or an X.

1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
-----------------------------	-----------------------------	-----------------------------	-----------------------------	-----------------------------

J. Listen. Write the number of syllables. Then listen again. Underline the stressed syllables.

1. jump	2. ointment	3. December	4. complain	5. stomachache
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J. Listen. Write the number of syllables. Then listen again. Underline the stressed syllables.

Track 132

- Have the students read the words before listening. They can predict how many syllables they expect to hear. Then play the audio track. Students should fill in the number of syllables for each word.
- Play the audio track again and have the students underline the stressed syllable that they hear.
- Check by playing the audio track again and clapping along with the words to indicate the number of syllables and stressed syllable. Unstressed syllables should receive soft claps. The stressed syllable should receive the loudest clap.

E. Unscramble and write.

- Have the students work individually to write the given words in the correct order for each sentence.
- Assign students to work in pairs. Pairs should compare their sentences to confirm that they put all of the words in the same order.

F. Look, circle and write.

- Have the students look at the pictures and talk about what they see.
- Have the students work individually to read the sentences below each picture and choose the correct word to fill in the blanks to complete the sentences.
- Check by choosing a student to read his/her answer for one of the pictures.

G. Listen and number. Then match.

Track 129

- Have the students look at the pictures and brainstorm simple dialogues from Units 5 through 8 that might be used in each situation.
- Listen to the audio track and have the students write numbers by the pictures in the order that they hear the appropriate dialogs.
- After numbering all of the pictures, students should match the appropriate value that is illustrated by the dialogue.

H. Listen and circle.

Track 130

- Have the students close their books and listen to the audio track.
- Ask students to open their books and play the audio track again. This time, as students listen, they should circle the letter combination (kn, wr or wh) for each word they hear.
- Check by playing and pausing the audio track after each word. Ask for a volunteer to spell aloud the word that was said. As the student spells the word, write it on the board for the class to see and confirm which letter combination to circle.

I. Are the ed endings the same or different? Listen and write a check (✓) or an X.

Track 131

- Ask the students to close their books. Play the audio track and have the students repeat the words after the recording.
- Tell the class to open their books. Listen again and have the students write a check for the numbered items which have two words with the same ed ending (/t/, /d/ or /ɪd/). Students should write an X for the numbered items which have two words with different ed endings.
- Check by playing the audio track again and writing the words on the white board as they are spoken. By seeing the words and slowly pronouncing the words with exaggeration, students can confirm which numbered items should be checked and which should be Xed.

Appendix

Appendix I Coin Toss

Extension | Unit I Lesson 2



**Lose
a Point**

**Lose
a Point**

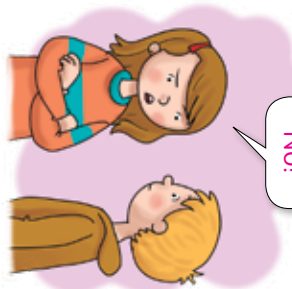
Appendix 2 Basketball

Extension | Unit 1 Lesson 3

scr- words	spr- words	str- words
sunscreen	spring	strawberry
scream	spray	Australia
screen	sprinkler	street
scrub	spread	stream
scratch	sprint	striped
screw	sprout	straight
scribble		strange
		straw
		strong

Appendix 3 Quick Thinking

Extension | Unit 4 Lesson 2



Appendix 4 Basketball

Extension | Unit 4 Lesson 3

-ed ending /t/	-ed ending /d/
biked	argued
practiced	complained
wrapped	followed
picked	shared
washed	used
taped	snorkeled
cooked	sailed
baked	jogged
brushed	filled
watched	listened
laughed	climbed
walked	signed
jumped	served
danced	colored
	stirred
	poured
	peeled
	boiled
	cleaned
	played

Appendix 5 Find the Opposite

Extension | Unit 5 Lesson 2



difficult	easy	hard	soft
boring	fascinating	tall	short
beautiful	ugly	hot	cold
clean	dirty	dry	wet
tight	loose	sunny	rainy
young	old	loud	quiet

Appendix 6 Past Tense Partners

Extension | Unit 5 **Lesson 3**



collect	collected	paint	painted
weed	weeded	pout	pouted
shout	shouted	greet	greeted
skate	skated	add	added
need	needed	end	ended

Appendix 7 Four Square

Extension | Unit 7 **Lesson 3**

1-syllable words

art
cold
cough
flu
France
June
line
March
May
states
swing
throat

2-syllable words

April
August
China
clinic
complain
earache
easy
July
kingdom
ointment
quiet
science

3-syllable words

Australia
Canada
computer
difficult
gymnastics
Korea
medicine
Mexico
November
September
stomachache
united

4-syllable words

exercises
fascinating
February
firefighter
helicopter
January
temperature
watermelon

Appendix 8 Quick Thinking

Extension | Unit 8 Lesson 1



Appendix 9 Syllable Memory Match

Extension | Unit 8 **Lesson 3**



snow	bounce	cheeseburger	January
cone	June	November	February
sausage	May	volleyball	fascinating
puppet	cough	exercises	engineer
sundae	July	ambulance	minivan
concert	candy	alligator	cafeteria