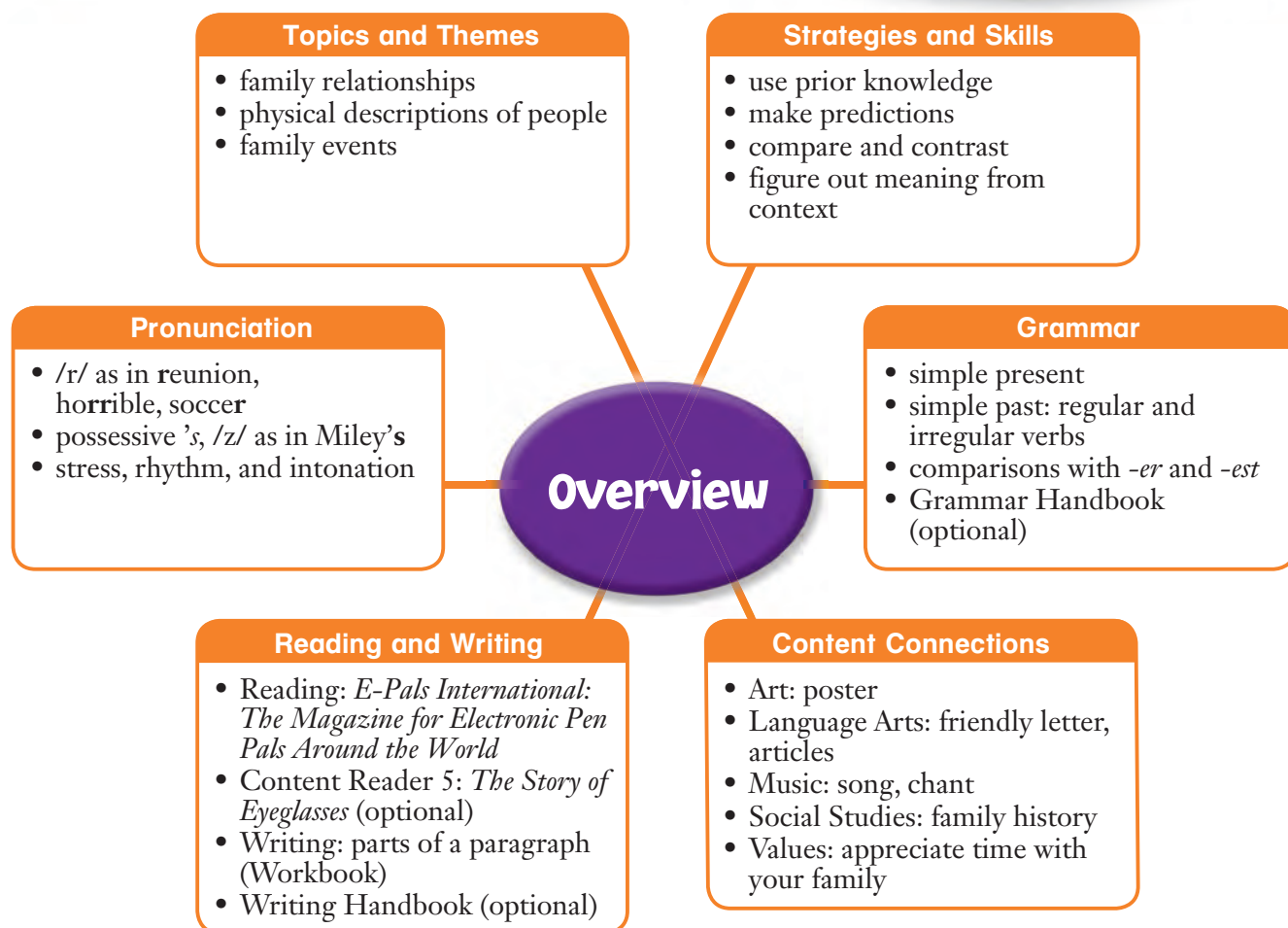


# 1

# The Family Circle



## Key Vocabulary

Family-Related Words		Physical Descriptions			Expressions
aunt	nephew	average	cute	mustache	I don't mind as cute as can be
brother	niece	beard	dark	old	
cousin	parents	beautiful	freckles	pretty	
dad	sister	black hair/	glasses	red hair	
family reunion	son	eyes	good-looking	short	
grandchildren	uncle	blond hair	gray hair	straight	
grandfather		blue eyes	green eyes	strong	
grandma		brown hair/	handsome	tall	
grandmother		eyes	heavy	thin	
married		contacts	long	wavy	
mom		curly hair		young	

# Plan Ahead

## Teaching Resources

- ☐ Class Audio CD
- ☐ Student Book, Unit 1
  - Grammar Handbook
  - Writing Handbook
  - CD-ROM
- ☐ Workbook, Unit 1
  - Grammar Handbook Practice
  - Writing Handbook Practice
  - Audio CD
- ☐ Picture Cards
- ☐ Posters
  - Unit 1 Teaching Poster
  - Units 1–3 Grammar Poster
- ☐ Interactive Whiteboard
- ☐ Content Reader 5
  - Student Reader, Unit 1
  - Teacher's Manual, Unit 1: pages 4–6
- ☐ Teacher's Resource Book
- ☐ DVD and Guide
- ☐ Assessment Package
  - Placement test: pages 37–38
  - Practice test: page 39
  - Unit test: page 48
  - Oral assessment: pages xiii–xv, 57–58
  - Performance assessment: pages v–vi
  - Backpack Second Edition  
**ExamView® Assessment Suite**

## Classroom Display

### Bulletin Board

Title the bulletin board display *Our Families*. Invite students to bring in a picture of their immediate or extended family members. Have students write the names of their family members and the relationship (parents, aunt, uncle, etc.). Later in the unit, students can add more information, such as physical descriptions.

For another display, have *Babies on Parade*. Invite students to bring in their baby pictures to display anonymously on the bulletin board. Create a contest where students have to guess whose baby pictures are on display.

### Family Connection

#### Family Tree

Invite students to interview an older relative and make their own family tree. Ask them to learn about their great-grandparents, great-aunts, great-uncles, and so on.

Ask students to speak with a relative to help them remember details about a recent family reunion or get-together. Have them list the relatives who were there, what they looked like, and anything that was new or interesting about them. For example: *Did someone grow a beard or mustache? Did someone change his or her hairstyle? Did anyone get much taller?*



# Audioscripts

## Student Book

### Page 2. Activity 1. Read. Listen and sing.

Unit 1 Song. The text of the audio for the song is found on Student Book page 2.

### Page 3. Activity 2. Listen and read.

The text of the audio for this activity is found on Student Book page 3.

### Pages 4–5. Activity 4. Listen. Look and read.

The text of the audio for this activity is found on Student Book pages 4–5.

### Page 5. Activity 5. Point. Ask and answer.

The text of the audio for this activity is found on Student Book page 5.

### Page 5. Activity 6. Ask and answer.

The text of the audio for this activity is found on Student Book page 5.

### Page 10. Activity 11. Listen. Write the letter.

A: Hi, Grandma. What're you doing?

B: Hi, Mark. I'm making a web page. Now I'm putting in old pictures of all my cousins.

A: Cool.

B: Hey, hand me that picture of my cousin Emma.

A: Here.

B: No, not that one. Emma has wavy blonde hair too, but it's longer.

A: This one?

B: That's the one. Now give me the photo of my cousin Kirk. He's the one with curly brown hair. And glasses.

A: OK. Here you are.

B: Thanks. Now I'm ready for the picture of cousin Joan.

A: Is this Joan?

B: No. Joan has short, dark hair.

A: It's this one, then.

B: Right. And now for Sammy. He's the one with a mustache.

A: Here.

B: Give me that photo of Gloria next, please.

A: OK.

### Page 10. Activity 12. Listen. Read and chant.

Unit 1 Chant. The text of the audio for the chant is found on Student Book page 10.

## Workbook

### Page 1. Exercise 1. Listen. Write words that rhyme on the lines. Choose words from the box. Then listen to check your answers.

Unit 1 Song. The text of the audio for the song is found on Student Book page 2.

### Page 7. Exercise 11. Listen and write. Use words from the box.

1. A: Oh, vacation photos! Who's that?

B: The man with the mustache?

A: Yes. Who is he?

B: He was our travel guide. His name's Martin.

## Workbook *(continued)*

2. A: Who's that girl over there?  
B: The tall girl with the curly brown hair?  
A: Yes. Who is she?  
B: I don't know her name, but she's a new student.
3. A: Wow. Your cousin Jane has really changed.  
B: I know. She's taller and thinner, and her hair is longer.  
A: And she's wearing really cool glasses.
4. A: Who is your brother's friend?  
B: His name's Carl. Isn't he cute?  
A: Yes. I like his wavy blond hair.
5. A: Guess who's in this old photo.  
B: Let's see. Hmmm. A baby with dark hair and big brown eyes. Is it you?  
A: Yes, when I was eleven months old.

**Page 7. Exercise 12. A. Listen to the chant. Number the sentences in order.**

Unit 1 Chant. The text of the audio for the chant is found on Student Book page 10.

## Teacher's Edition

**Page T3. Pronunciation: /r/ in initial, medial, and final positions.**

The text of the audio for this activity is found on page T3.

**Page T5. Pronunciation: Possessive 's, /z/ as in Miley's.**

The text of the audio for this activity is found on page T5.

## PREPARATORY NOTES



## 1

## The Family Circle

TRACK A3

1

Read. Listen and sing.

Who's there?

## A Surprise Visit

It was just about a quarter to four,  
when I heard a knock on my front door.  
I looked outside and what did I see?  
Ten pairs of eyes looking back at me!

My favorite cousins all were there,  
and Grandma Jones with her long gray hair;  
my uncle Tito and auntie Ru  
with all their kids, including Sue.

Angela's taller than Ben, I see,  
and curly-haired Pat is as cute as can be.  
Uncle Mark is letting his beard grow longer.  
David looks so much bigger and stronger.

Everyone ate and drank and stayed until ten,  
gave me a hug and said, "See you again!"  
And I don't mind at all, you see,  
because they're my loving family.

# Unit Warm Up

## Objectives

- to talk about family events
- to talk about family members
- to describe people's physical traits
- to use stress, rhythm, and intonation
- to sing a song

## Vocabulary

**nouns:** beard, cousins, everyone, family, hug, kids, knock, nephew, niece, surprise

**verbs:** drink, eat, give, hear, look, see, stay

**adjectives:** big, curly-haired, cute, gray, long, loving, strong, tall

**expressions:** as cute as can be, I don't mind

## Materials

- CD player
- Class Audio CD

## Creating Interest

**Do one or more of the following to build students' curiosity about the unit.**

**Family photos.** Ask students to bring in photographs of family members. Divide students into small groups to talk about their photos with each other and guess who is who in each photo.

**Word map.** Write the word *Family* on the board. Invite students to call out words they know related to the concept. Build a word map on the board with the words they provide. Encourage them to add the word map to their notebooks.

**Poster.** Display the Poster for Unit 1. Invite students to name as many pictured items as they can. Encourage students to ask for the names of any items or actions that they don't know.



### Read. Listen and sing.

1. Before students open their books, write the title of the song, "A Surprise Visit," on the board. Ask students to predict what they think the song will be about. Ask them if they ever had a surprise visit from anyone or if they ever made a surprise visit to a friend or relative.
2. Direct students' attention to the picture on page 2 and have them say all they can about it before listening to the song. Play the song once so that students can listen and check their predictions. Afterwards, have students match words from the song to the picture. Introduce new words as students request them. Explain to students that they do not have to understand every word in the song in order to understand the meaning of it. Play the song again if necessary. **The text of the song is on Student Book page 2.**

3. When students feel comfortable, have them sing the song. You may assign different groups to sing different verses. You may also decide on gestures to do for each line. Sing the song at various times throughout the unit.



Assign page 1 now. Audioscript is on Student Book page 2. Answers are on page T122.

## Enrichment

**Word search.** Put students in small groups. Have them use the title of the song, "A Surprise Visit," to find other words contained in the title. Model the activity. Write the song title on the board. Say *With the letters s, a, v, and e, I can make the word save. With the letters s, u, p, e, and r, I can make the word super.* As students work, walk around to check their spelling. The group with the most correct words is the winner.

# Presentation

## Objectives

- to identify and read a friendly letter
- to listen to descriptions of people
- to talk about a family event

## Vocabulary

**nouns:** auntie, beard, glasses, grandchildren, niece, photos, presents, reunion, veggie burgers  
**verbs:** bring, come, cook, get, laugh, listen, make, miss, take  
**adjectives:** horrible, long, sick

## Materials

- CD player
- Class Audio CD
- Unit 1 Stickers



### 2 Listen and read.

1. Ask students to take a quick look at the letter at the top of the page. Who is it written to and who it is from? What is their relationship? (*niece and aunt*) Point out the parts of a friendly letter (*greeting, body, closing, signature*). What's missing? (*the date*)
2. Have students listen to the letter in full, and then have them read it silently and underline any words they are not sure about. Encourage students to use context clues to figure out the

meanings by themselves or by asking each other. Help students confirm or correct their guesses about vocabulary. The text of the audio for this activity is on Student Book page 3.

3. Check comprehension by asking questions, such as *What did Aunt Sophie write about in her letter? Where was the family reunion? Who was there? What food did they have? What did the kids do?* You may want to write the questions on the board and have students ask and answer them in pairs or small groups.



### 3 What was in the letter? Talk and stick.

1. Have students work with a partner. Explain that they will use the artwork to retell the information in the letter. They will apply their stickers to the appropriate background, in sequence.
2. As students work, walk around the room to monitor their understanding and use of the language. At this point, do not interrupt students to correct mistakes. You may want to take note of the most frequent errors concerning the simple past and review them with students later.



Assign page 2 now. Answers are on page T122.

## Enrichment



**Pronunciation: /r/ in initial, medial, and final positions.** Write the target vocabulary from the audioscript below on the board and say the words with students. Show that the /r/ sound is made with the tip of the tongue curled back and the lips rounded. Point out or elicit the position of the /r/ in each word. Play the audio or say the text. Have students repeat. Repeat as necessary.

/r/	/r/	/r/
reunion	reunion	We had a family reunion.
red	red	Her hair is red.
horrible	horrible	The broccoli salad was horrible.
favorite	favorite	They missed their favorite niece.
soccer	soccer	Auntie Ru didn't play soccer.
guitar	guitar	Cousin Jack played guitar.



Dear Jenny,

We had a wonderful family reunion in the park. I was so sorry to hear that you were sick and couldn't come! I missed my favorite niece, and everyone says hello. Well, now for the details. Grandpa and Grandma Jones brought presents for all the grandchildren. Your uncle Mark now has a beard. Your auntie Ru got new glasses. When it was time to eat, Uncle Tito cooked veggie burgers and hot dogs on the grill. Aunt Gina made that horrible broccoli salad, and as usual, no one ate it! Most of the kids played soccer or listened to your cousin Jack play his guitar. And, of course, we laughed a lot, told stories, and took lots of pictures!

Love,

Aunt Sophie

We had  
a wonderful time!



**3**

**What was in the letter? Talk and stick.**





# Language in the Real World

TRACK A6

4

**Listen. Look and read.**

Here's Liliana's scrapbook about the Cyrus family.



Miley Cyrus is my favorite singer. I am totally her biggest fan! Here she is in her "Best of Both Worlds" concert. I even saved my ticket! She's so pretty and talented.



Miley is also the star of my favorite TV show in the whole world, *Hannah Montana*. These are pictures of some of her TV family and friends. It's so cool that her real-life dad, Billy Ray Cyrus, plays her TV dad.



Miley's dad, Billy Ray, is a popular singer and songwriter. (My mom LOVED his song, "Achy Breaky Heart.") He's handsome and has straight, brown hair. He acted in several movies, and had his own TV show for a while, too.

# Presentation/Practice

## Objectives

- to read about a famous family
- to describe how people look
- to use comparisons with *-er* and *-est* forms
- to use the simple present

## Vocabulary

**noun:** brother, concert, dad, grandparents, mom, scrapbook, singer, sister

**verbs:** act, be, give, have, love, try, wait

**adjectives:** cool, cute, excited, great, old, popular, pretty, talented, young

## Materials

- CD player
- Class Audio CD

**Note:** The Language in the Real World text is rich with language practice opportunities. After you have completed the specific language practice for Activities 5 and 6, you may want to use the text from Activity 4 for additional practice with *wh-* questions, comparatives and superlatives, and target vocabulary.



### 4 Listen. Look and read.

1. Draw students' attention to the pictures on pages 4–5. Introduce the word *scrapbook*. Encourage students to guess the meaning from the context of the page. Explain that this is a scrapbook of a fan. Ask students if they can identify any of the people in the photographs. Invite them to describe each picture, giving as much detail as possible.
2. Remind students that *The Family Circle* is the name of the unit and that one family picture is Miley's TV family, and the other one is her real family. Explain that when people talk about family members they often describe what they

look like and tell who is younger and who is older.

3. Have students look at each picture. Play the audio and have students read the text silently. You may want students to read one section, stop for discussion and questions, and then repeat the steps for another section. The text of the audio for this activity is on Student Book pages 4–5.
4. To check comprehension, ask questions, such as *Who is the youngest child in Miley's family? Who is the oldest? Who is Miley's father?*

## Enrichment

**Your family circle.** Have students work in small groups to ask each other questions about who is older/oldest or younger/youngest in their families. Brainstorm possible questions with the class beforehand and list them on the board. For example: *Are you the youngest child in the family? Who is the oldest child in your family? Who is older, your brother or you? Is your sister the youngest in the family?*



### 5 Point. Ask and answer.

1. Direct students' attention to the first dialogue. Play the audio or model the exchange for the class. Explain that students will ask and answer questions about Miley Cyrus and her family. If you wish, make up a few more examples of questions and answers with the class before students work in pairs. The text of the audio for this dialogue is on Student Book page 5.
2. Divide the class into pairs. First have students underline the descriptive words in the paragraphs about Miley Cyrus and her family. Tell students to use the underlined words to help them answer the questions, but also to use as much physical description as possible. Then have partners take turns asking and answering questions about the pictures following the model on page 5. As students ask *What does he/she look like?* have them point to the photograph they are speaking about.

3. Students should produce the following (or similar) sentences:

1. What does she look like? (Miley) She is pretty with long brown hair.
2. What does he look like? (Billy Ray) He is handsome with straight brown hair.
3. What does she look like? (Miley's mom) She's beautiful with long blond hair.
4. What does he look like? (Braison) He's cute with brown hair.

5. What does she look like? (Noah) She's short and cute.
6. What does she look like? (Liliana) She's \_\_\_\_\_.
7. What does she look like? (Liliana's grandmother) She's pretty with dark hair.
8. What does he look like? (Liliana's grandfather) He's handsome with short, gray hair and a mustache.



## Ask and answer.

1. Direct students' attention to the dialogue. Play the audio or model the exchange. If you wish, make up a few more examples of questions and answers with the class before students work in pairs. The text of the audio for this dialogue is on Student Book page 5.
2. Arrange the students in pairs. Have students ask and answer questions following the model. If you wish, have students ask comparative as well as superlative questions.
3. Students should produce sentences such as the following:

1. Who is the youngest, Miley, Braison, or Noah? Noah is the youngest.
2. Who is the cutest? Noah is the cutest. (Answers may vary.)
3. Who is the oldest? Miley is the oldest.
4. Who is prettier, Miley or her mother? Miley is prettier. (Answers may vary.)
5. Who is older, Miley or Braison? Miley is older than Braison.
6. Who is older, Braison or Noah? Braison is older than Noah.
7. Who is younger, Braison or Miley? Braison is younger than Miley.
8. Who is younger, Braison or Noah? Noah is younger than Braison.

As students work in pairs on Activities 5 and 6, walk around the room and check their use of descriptive adjectives. Take note of any errors and review them after they have finished the activity.

## Enrichment



**Pronunciation: Possessive 's, /z/ as in Miley's.** Review that possessives with 's show ownership, or that something belongs to someone. Point to the different photographs and ask students, *Who is this?* Help students answer *That is Miley's sister* or *That is Miley's father*. Say the target phrases from the audioscript below and have students repeat. Play the audio or say the text. Have students repeat as necessary.

/z/	/z/	/z/
Miley's brother	Miley's brother	Miley's brother is Braison.
Miley's mother	Miley's mother	Miley's mother looks young.
Miley's father	Miley's father	Miley's father is a famous singer.
Miley's sister	Miley's sister	Miley's sister is the youngest.

**Star scrapbook.** Have students make a scrapbook of their favorite movie stars and performers. They can use magazine photos and/or pictures from the Internet. Have them write a description for each photo similar to the descriptions on the page. Also, ask students to make a list of new vocabulary they learn as they research the lives of their stars. They can display this list with their scrapbooks. Invite students to share these scrapbooks at various points during the unit to describe and compare their favorite stars.



Here's Miley with her real family—her mom and dad, her brother Braison, and her sister Noah. Miley is the oldest of the three and Noah is the youngest. Braison is actually two years younger than Miley. I think he's cute.



Here I am with my cousins. We waited in line for hours to see Miley Cyrus' new movie. I was so excited! We had a great time.



TRACK A7

5

**Point. Ask and answer.**

What does she look like?

She's pretty, with long brown hair.



TRACK A8

6

**Ask and answer.**

Who's the youngest, Miley, Braison, or Noah?

Noah is the youngest.



My grandparents are the best! They gave me the latest Hannah Montana CD for my birthday.



Question formation; what and who; adjective comparisons

Unit 1

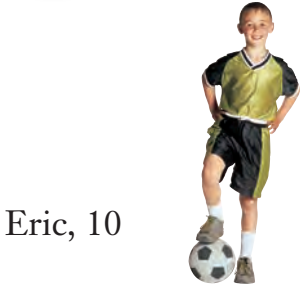
5



## Grammar

Braison is **older than** Noah.  
 Miley is **older than** Braison.  
 Miley is **the oldest** of the three.

## 7 Write complete sentences.



Eric, 10



Monica, 12



Carlos, 15

1. Who is shorter than Monica?

Eric is shorter than Monica.

4. Who is older, Monica or Carlos?

2. Who is the oldest?

5. Who is the tallest?

3. Who is younger than Monica?

6. Who is older, Carlos or you?

## Grammar

There **was** a long line for the concert.  
 I **waited** in line for a long time.  
 I **had** a wonderful time at the concert.

## 8 Complete the sentences. Use the simple past.

1. Miley Cyrus was born in Franklin, Tennessee, USA.

2. She \_\_\_\_\_ up in Nashville, Tennessee.

3. She \_\_\_\_\_ acting in 2003.

4. She \_\_\_\_\_ her first solo album in 2008.

5. She \_\_\_\_\_ some of the songs used on her show, *Hannah Montana*.

be  
grow  
make  
start  
write

# Language Practice

## Objectives

- to use comparative and superlative forms of adjectives with *-er* and *-est*
- to use regular and irregular simple past verbs

## Vocabulary

**nouns:** beard, contacts, cousin, freckles, glasses, mustache, nephew, niece

**verbs:** be, grow, study, try, wear, win

**adjectives:** average, blond, curly, heavy, pretty

## Get Ready

**Two or three.** Write several one-syllable adjectives from this unit on the board (*tall, short, young, old, long*). Elicit from students how you would compare two people or things using these adjectives (add *-er* and *than*). Elicit from students

how you would compare three people or things (add *the* and *-est*). Invite five students to line up in front of the class. Have students talk about the group using the adjectives on the board in comparative and superlative forms. (*Juana*) is *taller than* (*Juan*), *but* (*Angelica*) is *the tallest*.

### 7 Write complete sentences.

1. Direct students' attention to the grammar box at the top of the page and have them read the sentences aloud. Students should understand that these sentences are models for answering the questions.
2. Have students look at the pictures of Eric, Monica, and Carlos. Read the first question and answer aloud. Elicit why the comparative form (shorter than) is used (only two people are being compared).

3. Have students use complete sentences. They can compare their answers in pairs.

**Answers:** 2. *Carlos is the oldest.* 3. *Eric is younger than Monica.* 4. *Carlos is older.* 5. *Carlos is the tallest.* 6. *Answers will vary.*

## Enrichment

**Grammar Handbook.** Refer your students to the Grammar Handbook on Student Book page 114 for additional information on the unit grammar. Related grammar practice is on Workbook page 109.

### 8 Complete the sentences. Use the simple past.

1. Direct students' attention to the second grammar box on page 6. Have them focus on the highlighted verbs. Elicit from students that *waited* is a regular simple past verb, formed by adding *-ed* to the base form. *Was* and *had* are irregular simple past verbs that have their own special forms. Make sure that students know to change the *y* to an *i* before adding *-ed*, in regular verbs that end in *y*.
2. Have students look at the word box and tell which verbs are irregular and regular in the simple past. The only regular verb is *start*. Tell students to write the simple past form of each verb and check their work with a partner.

3. Have students complete the sentences with the correct simple past form.

**Answers:** 2. *grew* 3. *started* 4. *made* 5. *wrote*



Assign pages 3–4 now. Answers are on page T122.

## Enrichment

**Simple past verbs.** Play a game of Bingo with regular and irregular verbs. Have students make their own game board of nine squares. On the board, write a list of 12–15 base verb forms known to students. Invite students to choose any of the verbs to fill in their squares. Write the simple past forms of the verbs on cards and place them in a bag. Invite students to pull out a card and read the simple past form.

Students place a marker on the corresponding base form if they have it. The first student to cover three

squares vertically, horizontally, or diagonally is the winner.

### 9 What does your family look like? Ask and answer.

1. Prepare beforehand pictures of people that help illustrate the descriptive vocabulary. Direct students' attention to the chart of descriptive adjectives. Hold up each picture and ask *What does he/she look like?* Help students respond.
2. Arrange the students in pairs or small groups. Direct students' attention to the family members and review them. Model the dialogue. Have students use the adjectives in the chart and the model dialogue to describe their family members. Encourage students to think of additional adjectives as well.

3. As students talk, walk around the room and monitor their use of the descriptive adjectives. Address any major problems after the activity.

### Enrichment

**Guess who.** Play a guessing game called *Five Questions*. Have students sit in a circle. Tell them that you are thinking of a student in the class, but don't say who it is. Go around the circle and have each student ask a *yes/no* question to figure out who you are thinking of. For example: *Does the person have long hair? Is he or she the shortest in the class?* Once five questions have been asked and answered, tell students to guess the name of the student. Then play again, this time with a student leading the game.

### 10 Talk about yourself and your family. Ask and answer.

1. Draw students' attention to the model dialogue and picture. Review the five questions listed to make sure that students understand them.
2. Explain that everyone will use these questions to have mini-conversations with other students. One partner can ask all five questions and the other student can answer, or partners can take turns asking and answering each question.
3. Get students out of their seats and moving around the classroom to ask and answer the questions. Use some kind of signal, such as ringing a bell or turning the classroom lights on and off a few times, to indicate when students should find another partner.

### Enrichment

**Babies on parade.** Have students bring baby pictures of themselves to class. Collect the pictures and make a bulletin board display. Challenge students to guess who the babies are. Invite students to write their guesses on slips of paper and submit them. At the end of the week, discuss with students what their choices were and why. Encourage them to talk about physical features and compare the baby picture to the student they chose. Then announce the correct answers. Award a prize to the student who had the most correct guesses.

**Talk about celebrities.** Have each student choose a celebrity and find out information about his or her family and life. Have students repeat Activity 10, but this time have them talk about their celebrities. As a follow-up, encourage students to make posters about their celebrities to display in class.



Assign page 5 now. Answers are on page T123.

**9 What does your family look like? Ask and answer.**

aunt brother cousin grandfather  
grandmother nephew/niece sister uncle

Hair	Eyes	Body	Face	Appearance
curly	black	average	freckles	beautiful
long	blue	heavy		good-looking
short	brown	thin	beard	handsome
straight	green	short	mustache	pretty
wavy		tall		
	glasses			
black	contacts	strong		
blond				
brown				
gray				
red				

What does your aunt look like?

She's tall and thin. She has wavy brown hair and freckles. She wears contacts.



Aunt Rose

**10 Talk about yourself and your family. Ask and answer.**

1. When and where were you born?
2. Where did you grow up?
3. How many brothers and sisters do you have?
4. In your family, who is the youngest?
5. In your family, who is older than you?

Where were you born?

I was born in Puebla, but I grew up in Monterrey.



Information questions; descriptive adjectives



# E-Pals International

The Magazine for Electronic Pen Pals Around the World

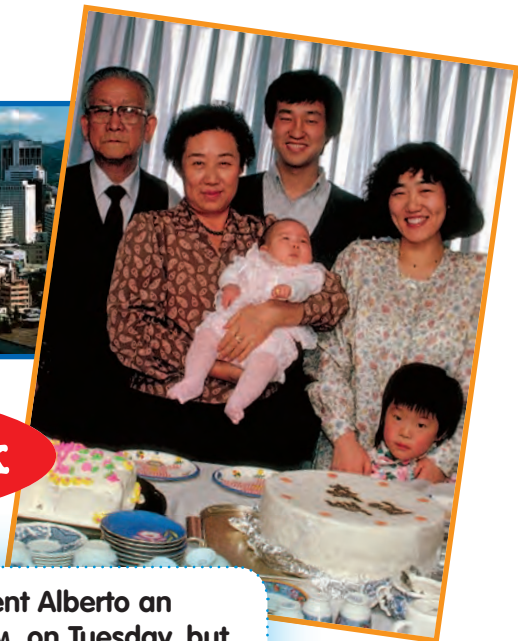
**IN THIS ISSUE:**  
**Focus on Our  
Readers**



Chi-young Park was born in the port city of Busan, Korea, but she grew up in Seoul with her grandparents, mother, father, brother, and sister. Chi-young wanted to be a musician until last year, but now she wants to be a computer engineer like her father. She spends a lot of time at her computer, sending messages to Alberto and other e-pals around the world. Chi-young loves dancing, music, and her mother's delicious moon cakes!



## Chi-young Park



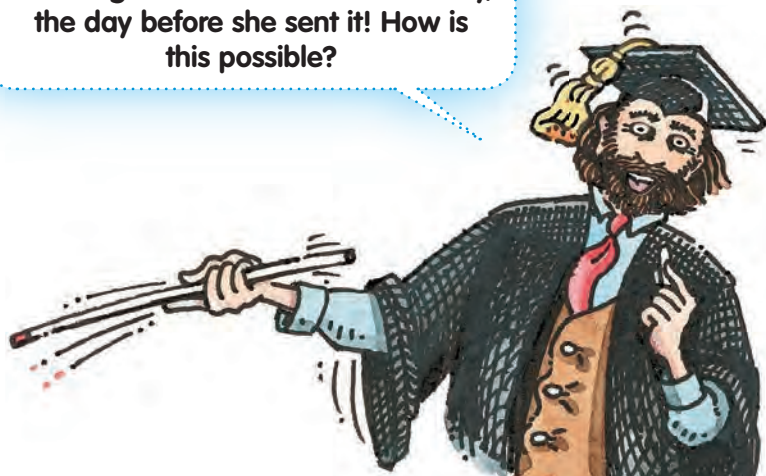
### Today's E-Joke

**Student:** Teacher, would you please e-mail my exam results to my parents?

**Teacher:** But your parents don't have a computer.

**Student:** Exactly!

Chi-young sent Alberto an e-mail at 7:00 A.M. on Tuesday, but Alberto got it at 5:00 P.M. on Monday, the day before she sent it! How is this possible?



# Application

## Objectives

- to predict content
- to read for the main idea
- to read for details
- to use context for meaning
- to experience target language and structure in new contexts
- to talk about e-pal-related topics

## Vocabulary

**nouns:** aunt, brother, computer engineer, contacts, cousins, e-mail, e-pal, glasses, grandmother, messages, musician, parent, sister, subject, uncle, world  
**verbs:** be, grow up, send  
**adjectives:** born, delicious, favorite, international

## Summary

*E-Pals International: The Magazine for Electronic Pen Pals Around the World:* Many young students chat with friends or make new friends, called e-pals, on the Internet. Here we learn about one set of e-pals and read information about how to find a new friend through organizations on the Internet.

## Before Reading

1. **Reading strategy awareness: Use prior knowledge.** Direct students' attention to the title, *E-Pals International*. Ask students if they use the Internet and if they chat with friends on it. Invite them to talk about their experiences. Have they made new friends or do they talk only to people they already know? Elicit from students the meaning of *pen pal* (a friend you communicate with through writing letters). Explain that a friend you communicate with through the Internet is your *e-pal* (electronic pal).
2. Allow students to look over both pages of the magazine briefly to decide what section to read first. (Reading a magazine is different from reading an academic text, and students should have a certain amount of choice in what they read first. The magazine is meant to be informative, but also enjoyable for the students.) You may want to group students who have chosen the same text together so that they can help each other with comprehension. There may be several groups reading different texts.

## During Reading

1. As students read the chosen texts, walk around the room and check their understanding. Encourage them to figure out meanings of unknown words from context, from accompanying pictures, and from each other.
2. You may decide to work through all of the magazine items one at a time, or you may want to address only one or two items in class, and assign the others as reading homework.
3. To guide comprehension during reading, write the following questions on index cards and hand them out to the groups reading those items. These questions offer students practice in using reading strategies such as skimming, scanning, defining, and making associations. Have the students ask and answer the questions in their groups.

### "Focus on Our Readers"

1. Where does Chi-young live?
2. What does she want to be?
3. What does she love?
4. Chi-young sent an e-mail message to Alberto at 7:00 A.M. on Tuesday. When did he get it?
5. Who does Alberto live with?
6. What does he want to be?
7. What is his favorite subject?
8. Does Chi-young have a computer at home? Does Alberto?
9. Does Alberto have any brothers or sisters?

### “Today’s E-Joke”

1. Why does the student want the teacher to e-mail exam results to the parents?
2. What does the teacher know about the parents?

### “Learn a New Language”

1. In what countries do people speak these languages?
2. Do you know how to say *mom*, *dad*, *brother*, or *sister* in any other language? Teach your classmates the words.

## After Reading

1. **Reading strategy awareness: Compare and contrast.** Have students use a Venn diagram to compare and contrast Chi-young and Alberto. How are they alike? How are they different?
2. Have students use the paragraphs about Chi-young and Alberto as models to write paragraphs about themselves or other students. They should tell where they were born and grew up, who they live with, what they want to be when they grow up, and what they like to do. Have students share their paragraphs with the class.
3. Discuss students’ answers to the mystery question about how Alberto received Chi-young’s e-mail the day before. Find a map of world time zones (available on the Internet) to show the class that there is a 14-hour time difference between Korea and Mexico.



Assign page 6 now. Answers are on page T123.

## Enrichment

**Content Reader 5.** Have students read the selection *The Story of Eyeglasses* on pages 4–5. Assign the worksheet for the selection on page 22. See the Teacher’s Manual for the step-by-step lesson and additional ideas.

**Find an e-pal.** Ask students to name places around the world where they would like to find an e-pal. List the suggested countries or cities on the board and challenge students to find them on a map. Then visit the websites suggested in the magazine article and encourage students to find an e-pal in one of the suggested places.

**Learn a new language.** Put students in groups. Assign each one a language. Have them find out how to say *mom*, *dad*, *brother*, and *sister*. Have each group teach the class the words. Create a class poster of the words. Also, have students research the history of Esperanto, which is an invented language used by millions of people today. Use the Internet as a resource to find this information.

**School subjects.** Put students in pairs. Have them list all their school subjects for the current term (English, math, science, art, history, and so on). Next, explain that they will individually rank all the school subjects from their top favorite to their least favorite (1 = top favorite). When partners in each pair have finished, have them compare their rankings. Are they similar or very different? Encourage students to give reasons why they like and dislike particular school subjects. When pairs have finished, you may want to draw a chart showing class rankings on the board.



# Alberto Valenzuela

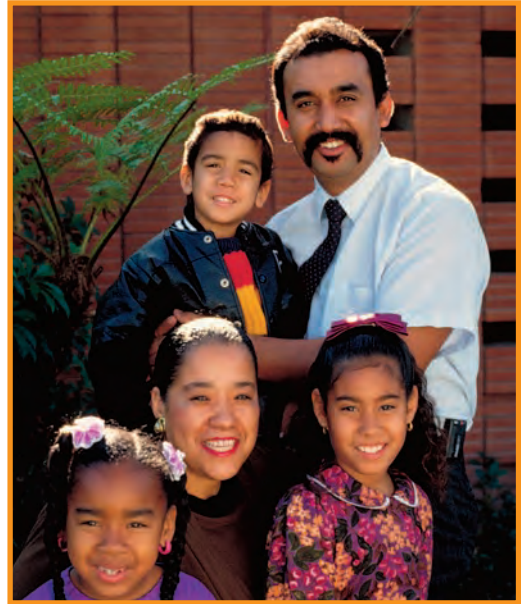
Visit these websites  
with your teacher.

[www.epals.com](http://www.epals.com)

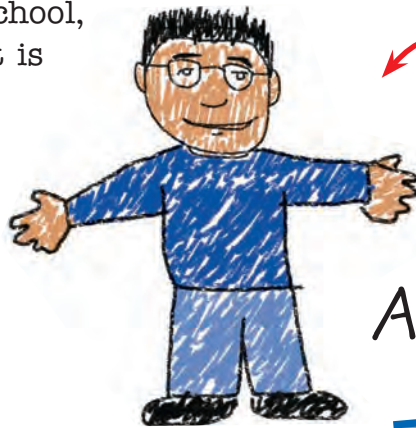
[www.iecc.org](http://www.iecc.org)

**Be an  
Electronic  
Pen Pal!**

**Make new  
friends all over  
the world.**



Alberto Valenzuela was born in Guadalajara, Mexico. He lives there with his uncle, aunt, and three cousins. Right now, Alberto thinks he wants to be an art teacher, like his aunt Dolores. He loves to play soccer and draw pictures of his family and friends. At school, Alberto's favorite subject is computer science. That's when he gets to send e-mails and find out all the news from Chi-young and his other pen pals around the world.



*This is me!*

Alberto

## Learn a new language!

English	Spanish	Korean	Esperanto
mom	mamá	umma	patrino
dad	papá	appa	patro
brother	hermano	hyung	frato
sister	hermana	nunah	fratino







## Listen. Write the letter.

1. Emma e
2. Kirk \_\_\_\_\_
3. Joan \_\_\_\_\_
4. Sammy \_\_\_\_\_
5. Gloria \_\_\_\_\_



## Listen. Read and chant.

### Family Album

I love to take a certain album  
from its special shelf,  
brush it off and open it up  
to photos of myself.  
There I am with my parents  
when I was only three.  
And here I am with cousin Ken,  
in the tallest apple tree.  
And there I am on my first bike,  
riding really fast,  
and here's the photo my uncle took—  
my left arm is in a cast.  
Here's the day I made the goal  
for our soccer victory.  
And there I am with my dad,  
who was so proud of me.



# Application

## Objectives

- to listen for the main idea
- to listen for details
- to perform a chant
- to use stress, rhythm, and intonation

## Vocabulary

**nouns:** album, goal, mustache, photo, pictures, shelf, victory, web page

**verbs:** brush, give, hand, open, take

**adjectives:** curly, dark, proud, special, wavy

## Materials

- CD player
- Class Audio CD

## Get Ready

**Descriptions.** Use pictures or Picture Cards of different people to review vocabulary. Say and write *do, does, what* on the board. Point to a question word as you hold up a picture and ask

*What does he/she look like?* Invite students to answer the question. Then hold up another picture. Call on a student to ask the class a question about the picture. Continue with other pictures. Remind students to use the correct verb form. Include as many students as possible in the activity.



### Listen. Write the letter.

1. Direct students' attention to the pictures at the top of the page. Have partners take turns describing the people in the pictures. To prepare students to do the activity, introduce or elicit the following vocabulary: *web page* (one of the speakers, the grandma, is making a family web page), *wavy*, *curly*, *dark hair*, *mustache*.
2. Point out the names on the left side of the page. Tell students they are going to match the names of the people to their pictures.
3. Play the audio at least twice. Have students write the letter of the appropriate picture on the line next to the name. **The text of the audio for this activity is on page T1C.**

4. Play the audio or read the audioscript again so that students can re-check their choices.

**Answers:** 2. c 3. a 4. b 5. d



Assign Exercise 11, page 7 now.  
Audioscript is on pages T1C–T1D.  
Answers are on page T123.

## Enrichment

**Celebrity ID.** Students can use pictures from their Star Scrapbooks (see T5) or cut out new pictures to play this guessing game. Have students work in groups of three to spread out pictures of different celebrities, all male or all female. One student takes a turn saying a sentence to describe a celebrity. The other two students have to guess who it is.



### Listen. Read and chant.

1. Direct students' attention to the picture. Have them describe who and what they see.
2. Ask students to think about the title of the chant, "Family Album." Ask them what they think the chant will be about. Write their predictions on the board.
3. Play the audio as students listen with their books closed. Then have them open their books and read along as they chant. Have students check their predictions. Perform the chant at least twice to provide practice with stress, rhythm, and intonation. Ask students to underline any words they don't know that

they think are important. After students guess meaning from context and share their guesses with a partner, allow them to ask you to confirm or correct their guesses. **The text of the chant is on Student Book page 10.**



Assign Exercise 12, page 7 now.  
Audioscript is on Student Book page 10.  
Answers are on page T123.

## Enrichment

**Fond memories.** Have students bring in pictures or make a list of important events in their lives and take turns sharing them with a partner.

# Application

## Objectives

- to talk about one's grandparents
- to use the simple past
- to use family vocabulary
- to make a poster

## Vocabulary

Students now should be comfortable using the Key Vocabulary listed on page T1A to talk about their project.

## Materials

- poster board
- photographs
- scissors
- markers
- glue

### Project: Family History

#### Make a poster about your grandparents.

1. Direct students' attention to the project title, *Family History*. Relate the project to the rest of the unit by pointing out that the class has talked about different family members and now students will create a poster about their grandparents.
2. Explain that each student will make a poster that features photos and information about his or her grandparents. Direct students' attention to the pictures to give them an overview of the steps in the process. Encourage students to talk about what the girl is doing in the photos. Point out the materials she is using.
3. Give students poster board and have them glue on their photos or drawn pictures and write sentences about:
  - who the people are
  - where they were born
  - where they grew up
  - what kind of work they did or do
  - additional information, such as where they met, what they look like, their hobbies, and so on.
4. Have students work on their posters in class or at home. Set aside time for them to present their posters to the class. Use the Oral Assessment Checklist to record students' performances.



Assign pages 8–9 now. Answers are on page T123–T124.

## Enrichment

**Family album.** Students can also create family albums. They can use construction paper to create album pages, or they can use a real photo album. Ask them to feature one family member per album page, and write about him or her as they did on the poster of their grandparents.

**Writing Handbook.** For step-by-step instructions on implementing the writing process in your classroom, see the Writing Handbook, pages 123–128. Related writing practice is on Workbook pages 118–122. After you have reviewed the writing process with your students, focus on the specific genre presented in Workbook Unit 1.

**Internet search.** You may want to challenge students to use the Internet to find out if resources are available to learn about past generations of their families, such as sites that trace genealogies, family crests, and so on. If they find such sites, can they really find out about their ancestors? How far back in time? Do students think such sites are reliable? Why or why not?



# Family History

Make a poster about your grandparents.



And this is my Grandma Hisako.  
She was born in Kobe, Japan.  
She met my grandfather at school.  
They were teachers there.





# Appreciate Time with Your Family

**Read and discuss.**



You can learn family stories from your older relatives. Family stories are about special events and experiences that happened in your family. Your grandparents, parents, aunts, and uncles all have stories to tell about how they grew up.

You can be a role model for younger members of your family. Offer help when you see your parents working in the house. Your brothers and sisters will see you helping and they will want to help, too. Then your family can work together as a team.



1. Why is it important to know your family history?
2. Do you know any family stories? Tell your classmates.
3. What can you do to help your family?
4. Why is it important to help your family?

# Know It? Show It!

Cut out the cards on page 129. Put the cards facedown on the table. Take turns giving clues and answering. Make Xs on the board.

Review



This is your  
father's father.

I know this one!  
Grandfather.



**Talk about your  
family circle.**

And last is Uncle Amir.  
He always has a good  
story to tell.



Unit 1  
I can do it!

Performance assessment  
See Assessment Package pp. 33–36, 39, 48, and 57.

Unit 1

# Application

## Objectives

- to talk about appreciating time with one's family
- to become aware of ways to engage with one's family

## Vocabulary

**nouns:** aunts, brothers, events, experiences, family, grandparents, help, house, members, parents, relatives, role model, sisters, stories, team, uncles

**pronouns:** they, you

**verbs:** be, grow (up), happen, have, learn, offer, see, want, work

**adjectives:** old, special, young, your

*See also the Key Vocabulary on page T1A.*

## Get Ready

**Chant.** Play the audio of the Unit 1 chant, “Family Album” (class CD track A11) and invite students to chant. The text for the chant is on Student Book page 10. As a follow-up,

put students in pairs to describe one family photo important to each student. What was the occasion? Who is in the photo? When was the photo taken?

## Values: Appreciate Time with Your Family Read and discuss.

1. As you work through the page, encourage students to apply the language they've learned in this unit and previous levels of *Backpack*. To begin, however, you might want to have a discussion in your native language. Ask students what appreciating time with one's family means to them. Elicit an example or two from students.
2. Draw students' attention to page 12. Ask them to talk about the pictures using any English they know. If necessary, provide words they need in English. Then read the sentences aloud and have students repeat after you. Point to the pictures to clarify meaning if necessary.
3. Have students work in pairs and take turns reading the texts aloud. The first partner reads one aloud as the other listens. Next, the listener summarizes the text. Then students switch positions, and the first partner listens as the second reads the second text, and then summarizes what was heard.
4. In small groups, have students read and discuss the questions at the bottom of the page. This is the perfect opportunity for students to use

the cumulative English they've acquired in a natural and meaningful context. Review with students language they now that they can use during the discussion.

5. You may want to extend your students' writing practice in paragraph form. On paper, have them choose a family photo meaningful to them and describe the event and people involved. Refer students to the Writing Handbook at the back of their Student Books and Workbooks for help as needed.

### The social-emotional intelligence connection.

Two elements of social-emotional intelligence can be focused on in relation to appreciating time with family. (1) *Self-awareness*. Encourage students to think about the time they spend with their parents, brothers and sisters, and relatives. Is it truly quality time? Do they think they spend enough time with everyone? (2) *Problem-solving*. Encourage students to think of ways they could make more time to spend with their relatives. What could they do? Elicit some ideas from students.

**Family connection.** Have students ask older members of their families about family events and stories that were important to them when they were young. Students report back to the class.



# Review

## Outcomes

- can describe family relationships
- can use family vocabulary

## Vocabulary

Students can use the Key Vocabulary on page T1A.

## Materials

- grids
- cutouts from page 129
- pen or pencil
- poster paper
- markers

## Performance Assessment

Both activities on page 13 may be used as opportunities for performance assessment and

review. See pages v–vi, xiii–xv of the Assessment Package for more information on this type of informal assessment.

### Know It? Show It!

**Cut out the cards on page 129. Put the cards facedown on the table. Take turns giving clues and answering. Make Xs on the board.**

1. Direct students' attention to the grid or game board. Place the cutout cards facedown in a pile. Model the game.
  - Students cut out the cards on page 129 and form pairs.
  - Partner 1 draws a card from the pile (holding it out of sight) and gives a clue about the family word on the card. For example, if the card reads *aunt*, the clue might be *your father's sister*. If Partner 2 guesses correctly, he or she puts an X through that word on his or her game board.
  - Partner 2 draws a card and gives a clue and they follow the same procedure.
  - The first player to mark three answers in a row or diagonally is the winner.
2. As students play the game, walk around the room and monitor their understanding and use of the vocabulary. You may want to take note of errors to address after the game is finished.

### Talk about your family circle.

1. The purpose of this activity is for students to decide which family members they feel closest to and to make a graphic representation of those relationships. This is called a *sociogram*.
2. Direct students' attention to the picture at the bottom of the page. Point out the girl's name in the center circle. Tell the class that this girl

has written the names of close family members. The people she feels closest to (her mother and father) are in the next circle.

3. Have each student draw a graphic organizer on poster paper like the one in the book. Students write their names in the inner circle and their family members' names in the outer circles, beginning with the person they feel closest to and moving outward.
4. Have students present their sociograms in small groups or to the class, telling something special about each family member on the chart. You may want to review ordinal numbers so that students can use them in their presentations. (*In the first circle is my mother. I love her very much.*) Make sure students tell why each person is important to them. When everyone has finished, collect the sociograms and display them around the classroom.



Assign pages 10–12. The answers are on page T124.

**I can do it!** Once students have demonstrated success through the activities on this page, discuss with them how much they've learned and what they can do now that they're finishing the unit. (See the Assessment Package, pages vii–viii.) Invite students to mark their growth by checking the **I can do it!** star.

### Completion Certificate

Students have now completed Unit 1. After formal assessment (see the Assessment Package pages listed on page T1B), have students use the Completion Certificate sticker in the back of the Student Book to celebrate the successful completion of the unit.