

Unit 3

We Love Sports



General Goals for Unit 3

The prime objective of the Grade 5 *Learning English* program is to introduce students to English language words, phrases and expressions.

This unit aims to introduce students to basic vocabulary and expressions about sports that will be of interest to students at a Grade 5 level.

Unit 3 has six lessons, and one review lesson. But you should consider using more than six classes to teach the unit. For example, you may want to include a lesson at the beginning of the unit to review what was learned in the previous class. Or, you may want to add a lesson at the end of the unit to review the material from all the lessons. You should allow the pace and content of your teaching to fit the needs and interests of your students.

Specific Goals for Unit 3

Knowledge and Skills

1. Students will be able to recognize, understand and use the following vocabulary:
sport, basketball, football, ball, game, evening, policeman
think, jump
heavy, light
any, or, up, down
2. Students will be able to recognize, understand and use the following expressions:
 - What sports do you play?
 - Do you have any ping-pong balls?
 - Do you like this T-shirt or that one?
 - What did you do this evening? We watched a basketball game.

Learning Strategies

Students will be taught the following basic learning strategies:

- To observe simple English conversations in everyday situations.
- To develop the habit of listening to the audiotape and repeating the sentences.
- To concentrate when learning.
- To take the initiative to ask questions of the teachers or of other classmates.
- To listen to and learn songs that will help them remember English expressions.

Affect and Attitude

Students are expected to do the following:

- To develop an interest and curiosity for learning English and find opportunities to practice their listening.
- To try to interact in and imitate English in everyday life.

Lesson 13 Ping-pong and Basketball

Lesson 13 Ping-pong and Basketball

1 Favourite sports



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2 Let's go to the store

Li Ming: Can we play basketball after school, Jenny?

Jenny: Sure. Can you teach me to play ping-pong?

Li Ming: Yes. Do you have any ping-pong balls?

Jenny: I don't think so, but we can buy some ping-pong balls at the store.

Li Ming: I want to buy a T-shirt, too. Let's go to the store.



3 Let's do it!

Look and talk.



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TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
basketball, sports, football, any, ball, think
- Students will be able to recognize, understand and use the following expressions:
What sports do you play?
My favourite sport is basketball.
Do you have any ping-pong balls?
I don't think so.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 13
- Flash cards and picture cards for **sports, ping-pong, basketball, football, hockey**
- Sport Trivia Quiz paper

CLASS OPENING

Greeting and Review

Welcome the students back to class with: **Hello students! We are half way through our second Learning English Book for Grade 5! You are excellent students! Give yourselves five big claps, one for each grade in school you are in!**

Ask students one by one to share concepts from Unit 2 with you. **Do you remember what last unit was about?**

Lesson Hook

Tell the students to open their Student Books to Unit 3.

Say: **What do you think this unit is going to be about? Can you guess? How can you tell? Let's find out!**

Teacher: **Turn to page 34. Look at the three pictures at the top of Part 1. What is each of these pictures of?**

NEW CONCEPTS

1. Favourite sports

Ask the students to look at the three pictures at the top of Part 1. They will see the following terms in the dialogue: **basketball, football, ping-pong.**

Put the new words on the board.

Point to each word and read it aloud. Have the students repeat each of the words as you point to them.

Tell the students there are three more new words and expression:

favourite, sport, hockey

What sports do you play?

Put them on the board and read them aloud. Have the students repeat.

Go over the question with the students and review all of the new words with them.

Play the audiotape as the students read along. Walk around the class listening to the students read and offer assistance as necessary.

•DEMONSTRATE•

Put the flash card and picture for each word on the board ledge.

Ask students to match each of the words to their picture: **sports, ping-pong, basketball, football, hockey.**

Invite students up to match the word cards to the picture cards for each of the new vocabulary words.

•PRACTICE•

Pair Work

Students can work in pairs to practice reading the dialogue in parts.

Role Play

Ask two students to read the dialogue in Part 1. One students can read Jenny's part and the other can read Li Ming's part.

2. Let's go to the store

Tell the students there are three words they should recognize, understand and use in Part 2:
any, ball, think.

Write these words on the blackboard.

Point to each word and read it. Have the students repeat.

There are some new sentences:

Do you have any ping-pong balls? I don't think so.

Point the sentences out to the students in their Student Books. Have the students repeat the sentences after you.

Play the audiotape and ask the students to read along.

Walk around assisting as necessary.

•DEMONSTRATE•

Ask two students to reread the dialogue for the class.

Do this with several students.

•PRACTICE•

Class Work

Tell students that they will be making a sports trivia quiz.

Students must make up ten questions about sports.

They should keep the answers to their quiz available for other students to use to check their responses.

Show them an example of a sports trivia quiz but encourage students to make up their own quiz in their groups.

Sport Trivia Quiz

Name _____ Date _____

1. What game has a bat and balls? _____
2. Where were the 2000 Summer Olympic Games held? _____
3. Who is a famous Chinese basketball player? _____
4. True or false? Basketball is played with a square ball. _____
5. What game do they play in Canada in winter? _____
6. In what game do you kick with the ball? _____
7. Do you know a famous hockey player? _____
8. What is China's most popular sport? _____
9. In what game do you throw the ball into a net? _____
10. In what game do you kick the ball into a net? _____

Score: _____ / 10

Sport Quiz Answers

1. ping-pong
2. Beijing
3. Yao Ming
4. false
5. hockey

6. football
7. Wayne Gretsky
8. ping-pong
9. basketball
10. football

When the groups are done, students can pass their quiz to a different group to complete.

3. Let's do it!

Look and talk.

Tell students to look at the pictures in the two squares in Part 3 and have a conversation about sports with a shoulder partner. The sports equipment in each of the two squares can help the students think of a dialogue to say.

Ask several pairs of students to share their conversations with the class.

Optional

Throw and Say

The students form a circle in the class with the teacher.

The teacher throws a ball to a student and says: **What sports do you play, Xiaoxia?** (for example)

The student responds with: **I play...**

That students throws the ball to another student and says: **What sports do you play, Flower?** (for example)

This continues until the ball has gone all around the room and all of the students have named a sport in English that they like to play.

ACTIVITY BOOK

Say **Let's open our activity books.** Hold up your activity book with that page open.

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Exit ticket: Tell the students they must whisper their favourite game in English to the teacher as they leave the class today.

After-Class Activities

Students can make an English sports trivia quiz to ask their family at home that evening.

Lesson 14 At the Sports Store

Lesson 14 At the Sports Store

1 At the sports store



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2 Let's do it!

Look and write.



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TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
or
- Students will be able to recognize, understand and use the following expressions:
Excuse me, do you have any T-shirts?
Do you like this T-shirt or that one?
These balls are five dollars.
Those balls are four dollars.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 14
- Flash cards and pictures for vocabulary from Lesson 14

CLASS OPENING

Greeting and Review

Teacher: **Classity Class!**

Students should respond with: **Yessity Yes!**

Say: **What did we learn in the last class? Can you tell me?**

Lesson Hook

Tell the students to open their student books to Lesson 14, page 36 and 37.

Say: **Today we will go with Jenny and Li Ming to shop at the sports store. How many of you have shopped at a sports store before? What did you buy?**

Tap into the students prior knowledge to personalize this lesson.

NEW CONCEPTS

1. At the sports store

Say: **What do you think Li Ming and Jenny are going to buy at the sports store? Can you tell from the pictures?**

Point out the new word and expressions in this part of the lesson:

or

Excuse me, do you have any T-shirts?

Do you like this T-shirt or that one?

These balls are five dollars.

Those balls are four dollars.

Put the new word and questions on the board.

Say each word and question as you point to it. Remember to finger track for the students.

Ask the students to say each word and question after you.

Ask the students to listen to the audiotape and read along with the tape.

●DEMONSTRATE●

Ask four students to reread the story in parts: one for Jenny, one for Li Ming and one for the male clerk and one for the cashier.

Do this with several groups of students.

●PRACTICE●

A Field Trip

Take the students on a field trip to a sports store or ask them to recall their own experiences of going to a sports store with their parents.

Write and Post

Write an LEA (Language Experience Approach) story together with the students.

The students have written LEA stories before in earlier Learning English books but review the process with them to ensure that they understand what you want them to do.

LEA Sample
At the Sports Store

We like going to the sports store with our parents. (Ji Ling)
There are many things to see there. (Li Ling)
Jenny bought a ping-pong ball at the store. (Jenny)
Joe bought a pair of new shoes at the store. (Joe)
Sally wanted a new bike. (Sally)
Danny wanted a new football. (Danny)
Billy wanted a poster of Yao Ming and a basketball. (Billy)
We like all of the things at the sports store. (Flower)

Students who are done their activity book activities early in this class can illustrate in the poster.

Post the story on the wall so that the students can reread it the next class.

2. Let's do it!

Look and write.

Tell the students to look at the three pictures in Part 2 and write a question and response for each picture in the spaces provided. Go through the example that has been completed in the first picture with them. Share as a class.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Teach the students one of the following two basketball cheers.

Have the students make up actions to the cheer in groups.

They can share their cheer with the rest of the class as their exit ticket!

Cheer #1

**Get up, Get down,
Pass that ball around
Because you know we'll be #1!**

Cheer #2

**We want you
To shoot for two
So shoot shoot shoot
For two two two**

After-Class Activities

Students can repeat the basketball cheer to their parents that evening.

Lesson 15 At the gym

Lesson 15 At the Gym

1 Playing basketball

Jenny, Danny and Li Ming went to the gym to play basketball and ping-pong. First, they played basketball. Then, Li Ming taught Jenny and Danny to play ping-pong.



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2 Playing ping-pong



3 Let's do it!

Look and write.

1. The basketball is _____.
The ping-pong ball is _____.
2. Jenny can fly the kite very high. It's _____ for her.
Danny can't fly the kite. It's _____ for him.

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TEACHING GOALS

1. Students will be able to recognize, understand and use the following vocabulary:
heavy, light
2. Students will be able to recognize, understand and use the following expressions:
That ball is heavy.
This is too difficult.
This ball is light.
I can throw it easily.
Do you know how to play ping-pong?
Can you hit the ball?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 15
- Word and picture flash cards for Lesson 15

- Items that are heavy and light
- Poster paper

CLASS OPENING

Greeting and Review

Teacher: **Good morning/afternoon students! Let's all say our basketball cheer from last class together! Yay!**

Lesson Hook

Tell the students to open their books to Lesson 15.

Teacher: **What game are Li Ming and Danny playing in this lesson in Part 1?**

NEW CONCEPTS

1. Playing basketball

Say: **Here are the new words and expressions in this lesson:**

heavy, light

That ball is heavy.

This is too difficult.

This ball is light.

I can throw it easily.

Write them on the board. Ask the students to repeat them after you.

Point these words out to the students in their books.

Read the first part of the lesson not in the picture squares to the students.

Say: **Now look at each of the pictures as I ask you questions.**

Picture 1

Is Danny ready to catch the ball from Li Ming? How do you know?

Read the story.

Picture 2

Did you know Danny would be hit on the head? What made you think that?

Read the story.

Picture 3

What do you think Danny is saying in this picture?

Read the story.

Picture 4

What is Jenny saying to Danny? How do you know?

Read the story.

Picture 5

Why does Danny look unhappy in this picture?

Read the story.

Picture 6

Why does Danny look happy in this picture?

Read the story.

Play the audiotape again for the students and ask them to read along.

•DEMONSTRATE•

Put several items on your desk that are heavy or light.

Some objects you can use from the classroom are: **chalk, brush, pencil, big book, notebook, chair.**

Hold up a heavy item and say: **It is heavy.**

Then hold up a light item and say: **It is light.**

•PRACTICE•

Heavy or light

Call students up one by one and ask them to pick up one of the objects.

Ask: **Is it heavy or light?**

The student responds with **It is heavy/light.** depending upon what the object is.

The student who responds can call up the next student and tell that student to pick up an object.

He/She then says: **Is it heavy or light?**

This can continue until several students have had a chance to play the game.

Easy or difficult

Tell students to take turns asking each other questions about whether the subjects they are taking in school are easy or difficult.

For example:

Is learning English easy or difficult? It's easy.

Is math easy or difficult? It's difficult.

Is science easy or difficult? It's easy.

2. Playing ping-pong

Say: **Here are some sentences in this part of the lesson:**

Let me show you.

Do you know how to play ping-pong?

Can you hit the ball?

Write the words and questions on the board. Ask the students to repeat them after you.

Point these words out to the students in their books.

Say: **Now look at each of the pictures as I ask you questions.**

Picture 1

What game is Li Ming going to teach Danny?

Read the story.

Picture 2

Who do you think Li Ming is hitting the ball to?

Read the story.

Picture 3

Does Danny think he can hit the ball?

Read the story.

Picture 4

What does Danny do? How do you know?

Read the story.

Play the audiotape for the students.

Ask them to read the story along with the audiotape.

●DEMONSTRATE●

Ask a student to help you demonstrate the following dialogue to the class.

Put the dialogue on the blackboard.

Teacher: **Do you know how to play ping-pong?**

Student: **No, I don't.**

Teacher: **Let me show you!**

Student: **Yay! I can hit the ball!**

●PRACTICE●

Pair Work

Ask the students to find a partner and take turns saying the dialogue with their partner.

Ask several pairs to demonstrate.

Group Work

Ask students to make a poster about their favourite sport. Students should make the poster bright and colourful. They can put English words on the poster to label items that go with the sport. For example: **Hockey – stick, puck, net, goalie, player**

3. Let's do it!

Look and write.

Students read each of the sentences in Part 3 and complete the sentences by choosing **heavy** or **light** for sentence 1 and **difficult** or **easy** for sentence 2.

Optional

Gallery Walk and Presentations

If have time, when groups are done their posters, they can do a gallery walk of the posters on the bell.

The teacher rings the bell for the groups to move clockwise one station at a time to view the posters.

Groups should leave one person with the poster to explain in English to the other groups who come to see it what is on the poster.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your activity book with that page open.

CLASS CLOSING

Teacher says: **That was a great class, students! Tomorrow we will learn more about a sport I think you all like to play! Everyone say: Hip Hip hooray! Have a great night!**

After-Class Activities

Tell the students to find or draw a picture of their favourite sports person to bring to class the next day.

Lesson 16 A Basketball Game

Lesson 16 A Basketball Game

1 Player, team and game

Jenny and Li Ming are going to watch Bob play basketball this evening.



Bob is Jenny's brother. He is twenty years old. He is a policeman. On Saturday, he is a basketball player. He plays basketball for fun.



He plays on a team. This is Bob's team.



Bob's team is playing a basketball game.

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2 At the game

Bob's game is at the school gym. Let's go.



Jenny and Li Ming arrive at the gym at 7:00 p.m.

"There's Bob's team!" says Jenny. "Bob's team has blue T-shirts and blue shorts."

"There's the other team," says Li Ming. "The other team has orange shorts and T-shirts."



Jenny and Li Ming have fun at the game. They jump up and down. "Go! Bob!" they shout. "Go! Blue team!"

Now it's 8:15 p.m.

A player on the orange team has the ball. Look! He is throwing the ball. But Bob jumps up and catches it. Bob runs down the floor. He puts the ball in the net!



3 Let's do it!

Answer the questions.

- Who played at the game?
- Did Jenny and Li Ming have fun at the game?
- How many players are there on a basketball team?
- What sports do you play?
- Who's your favourite player?



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TEACHING GOALS

1. Students will be able to recognize, understand and use the following vocabulary:
evening, policeman, jump, up, down
2. Students will be able to recognize, understand and use the following expressions:
Jenny and Li Ming are going to watch Bob play basketball this evening.
He is a policeman.
Bob jumps up and catches it.
Bob runs down the floor.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 16
- Flash cards for the new words in Lesson 16

CLASS OPENING

Greeting and Review

Teacher: **Good morning/afternoon students! Who brought a picture of their favourite sports person to share with the class?**

Ask several students to share their pictures. Put all of the pictures on the Sharing Board.

Lesson Hook

Tell the students to open their books to Lesson 16.

Ask: **What do you think this lesson is about? How do you know?**

Teaching Tip



Tapping into prior knowledge

Students have a great deal of prior knowledge. Ask them for their prior experiences in order to personalize new information that they will learn. Students will be more interested in the new information if it is meaningful to them within their own experiences!

NEW CONCEPTS

1. Play, team and game

Tell the students to look at the pictures and sentences on page 40 in Lesson 16.

These pictures show the new English words on them:

player, team, game, evening, policeman.

Go through each word with the students.

Ask the students to repeat each new word after you say it.

Tell the students that the new expressions they will learn in this lesson is:

Jenny and Li Ming are going to watch Bob play basketball this evening.

He is a policeman.

Show them where it is in their books.

Ask the students to repeat the question after you.

Play the audiotape and ask the students to read along with this section of Part 1.

Walk around the classroom and listen to the students read, assisting as necessary.

●DEMONSTRATE●

Ask four students to read the opening dialogue and each of the three story boards to the class in Part 1.

Then ask the whole class to choral read Part 1 together.

2. At the game

Tell the students that the new English words and expressions in this part of the lesson are:

throw, jump, catch, run, put, up, down.

Bob jumps up and catches it.

Bob runs down the floor.

Go through each word with the students.

Ask the students to repeat each new word after you say it.

Show them where the words and phrases are in their books.

Play the audiotape and ask the students to read along.

Play it several times as necessary and help students having difficulty.

•DEMONSTRATE•

Ask four students to read the opening dialogue and each of the three story boards to the class in Part 2.

Then ask the whole class to choral read Part 2 together.

Share information about the original game of basketball with the students.

Teaching Tip



A history of how to play basketball

In 1891, a Canadian named James Naismith published his rules for the game of "Basket Ball." The original game was different from the one played today. Here are some of Naismith's rules from the original game of basketball that we still use today:

- The ball may be thrown in any direction with one or both hands.
- A player cannot run with the ball. The player must throw it from the spot on which he catches it.
- A goal shall be made when the ball is thrown into the basket.
- When the ball goes out of bounds, it shall be thrown into the field of play by the team who did not throw it out.
- The umpire shall be the judge of the players and note the fouls and notify the referee when three consecutive fouls have been made. He shall have power to disqualify people.
- The referee shall be judge of the ball and shall decide when the ball is in play, in bounds, to which side it belongs, and shall keep the time. He shall decide when a goal has been made and keep account of the baskets, with any other duties that are usually performed by a scorekeeper.
- The time shall be two halves, with five minutes rest between.
- The side making the most points in that time is declared the winner.

Ask students what new rules there are in basketball today that Naismith did not have in his original rules. Example: dribbling

Draw a diagram of a basketball court on the board. Use the new vocabulary to discuss the rules of basketball today with the students using the new vocabulary: **player, team, game, net, play, throw, jump, catch, run, put, up, down.**

•PRACTICE•

Pair Work

Give each pair of students a basketball court diagram.

Ask the students to put the players for the two teams in the diagram.

Ask them to label the parts of the diagram with the following words: **player, team, game, net.**

Pairs should discuss the diagram and game and be prepared to explain how to play basketball to the rest of the class using the following verbs:

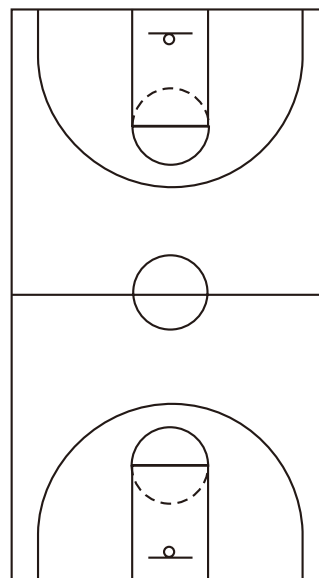
play, throw, jump, catch, run, put.

Say: **SHARE.** Pairs of students turn to another pair and share the dialogue they have made up about basketball.

One pair of students should talk to the other pair of students in English about the game of basketball for 1~2 minutes.

Clap your hands and the second pair should share their dialogue for 1~2 minutes.

Choose several pairs of students to share with the whole class.



3. Let's do it!

Answer the questions.

Ask the following questions and let the students answer:

- Who played at the game?
- Did Jenny and Li Ming have fun at the game?
- How many players are there on a basketball team?
- What sports do you play?
- Who's your favourite player?

ACTIVITY BOOK

Give the standard command for this section of the lesson. Hold up your copy of the activity book and your markers to show what you mean. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Teacher: **Well done students! When you go home tonight, you can tell your parents how to play basketball in English!**

After-Class Activities

Students can describe how to play basketball to their parents in English.

Lesson 17 Who Won?

Lesson 17 Who Won?

1 We watched a basketball game

What did you do this evening, Jenny and Li Ming?



We watched a basketball game.



"Did Bob's team play a game?" asks Mr. Smith.
"Yes, Bob was on the blue team. His team played against the orange team," says Jenny. "It was a good game. Everyone played hard!"



"Who won?" asks Mr. Smith.
"Bob's team won!" says Li Ming.
"That's great!" says Mr. Smith.

"Did you have fun watching the game?" asks Mr. Smith.
"Yes! We cheered for Bob's team!" says Li Ming.



Go! Bob!

Go! Blue team!



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2 Let's do it!

1. Look, read and tick.



What colour did this team wear?

☐ Orange. ☐ Blue.

Did this team win?

☐ Yes, they did. ☐ No, they didn't.

Did this team play hard?

☐ Yes, they did. ☐ No, they didn't.

What colour did this team wear?

☐ Orange. ☐ Blue.

Did this team play hard?

☐ Yes, they did. ☐ No, they didn't.



2. Talk about a game you played.



What game did you play?
Where did you play the game?
Which team won?



3 Listen and repeat

eat an egg in front of get up a map of China
an orange look at put on at eight o'clock

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TEACHING GOALS

Students will be able to recognize, understand and use the following expressions:

What did you do this evening?

We watched a basketball game.

Did Bob's team play a game?

Who won?

Did you have fun watching the game?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 17

CLASS OPENING

Greeting and Review

Say: **Good morning everyone! How are you today?**

Students should respond: **Fine, thanks.**

Lesson Hook

Tell the students to open their books to Lesson 17.

Teacher: **In Part 1 of this lesson, we will learn how Bob's team did in the basketball game.**

Say one of the cheers together that the students learned in Lesson 14:

We want you

To shoot for two

So shoot shoot shoot

For two two two

NEW CONCEPTS

1. We watched a basketball game

Teacher: **Tell the students to look in their Student Books on page 42.**

Play the audiotape for the students. Ask them to listen to the tape as they follow along in their books.

Say: **These are the expressions we will learn today in Part 1:**

What did you do this evening?

We watched a basketball game.

Did Bob's team play a game?

Who won?

Did you have fun watching the game?

Write the expressions on the board and point them out to the students in their Student Books.

Have the students repeat each expression after you as you point to each word or word in each expression as you say it.

Play the audiotape again. Ask the students to choral read the email together with the audiotape out loud.

•DEMONSTRATE•

There are three people in this story: Jenny, Mr. Smith and Li Ming.

Assign the parts to three students to read.

The teacher can read the narrator's part.

Do this with several groups of students.

•PRACTICE•

Role Play

Break the students into groups of four to reread the story in parts: Jenny, Mr. Smith, Li Ming, narrator.

Students can change roles and read the story several times.

Group Work

Ask the groups to make up an English chant that can be said at a basketball game. They have already learned two cheers. These cheers can be used as models for the new chants.

For example:

**Shoot and score
Shoot and score
Make a point
We want more!**
or
**Throw, jump, score
We want more!**

Students can make up actions to their chant/cheer.
They should be prepared to demonstrate to the class.

Teaching Tip



Student oral projects

When students create their own oral projects, they remember the language better because it has been personalized. Asking students to do oral presentations further reinforces the language they have learned.

2. Let's do it!

1. Look, read and tick.

Tell the students to read the questions at the top of the two boxes and then tick the correct answer for each question in the two boxes. Check as a class.

2. Talk about a game you played.

Tell students to turn to a shoulder partner. When you clap your hands and say SHARE, they should talk about a game they played. They can answer the following questions in their dialogue:

What game did you play?
Where did you play the game?
Which team won?

3. Listen and repeat

Tell the students to look at Part 3 on page 43. Students should listen to each of the following phrases and repeat them, making sure to leave appropriate pauses between words:

<i>eat an egg</i>	<i>in front of</i>	<i>get up</i>	<i>a map of China</i>
<i>an orange</i>	<i>look at</i>	<i>put on</i>	<i>at eight o'clock</i>

ACTIVITY BOOK

Hold up your activity book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Say: **Classity Class!**

Expect the students to say: **Yessity Yes!**

Say: **Well done! Bravo! Everyone say hip hip hooray! See you next class!**

After-Class Activities

Students can share one of their tongue twisters with their parents that evening.

Lesson 18 A Famous Football Player

Lesson 18 A Famous Football Player

Story time

Many years ago, there was a boy from a very poor family. He liked to play football very much.

But his family was too poor to buy him a football. So, the boy used boxes and bottles as his footballs. He played everywhere every day.



One day, a coach saw him. He saw that the boy was a good player. The man gave the boy a football as a gift.

From then on, the boy practised playing football harder than before. Soon he could kick the ball easily into the net.



At Christmas time, the boy wanted to do something for the kind coach. He ran to the coach's home and dug a hole in the front yard.

The coach asked why. The boy said, "I have no money to buy you a Christmas gift. But I can dig a hole

for your Christmas tree."

The coach was happy. He said, "Today I got the best gift in the world." The coach asked the boy to be a player on his football team.



In 1958, the 17-year-old boy and his team won the World Cup. He was famous around the country.

Do you know who the boy is? He is Pele — the world famous football player!

coach 教练	practise 练习	kick 踢
dug 挖 (dig的过去式)	hole 洞; 坑	yard 院子

Think About It

- What Christmas gift did the boy give to his coach?
- How did the boy become a famous football player?



TEACHING GOALS

Students will be able to recognize, understand and use the following vocabulary:
coach, practice, kick, dug, yard

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 18
- Picture and flash cards for the words in Lesson 18
- Story maps for the students
- Biography of Pele to share with the students. The biography can be translated into Chinese as necessary.
- Information about China's National Football Team

CLASS OPENING

Greeting and Review

Say: **Welcome class! Congratulations! You have learned how to mail a letter and send an email from Beijing!**

Lesson Hook

Tell the students to open their books to Lesson 18.

Teacher: **In this lesson, we will read a story. I will read it to you and as I read it, I will ask you questions. This is called DRTA and we have done this before. Who remembers? Very good. Let's begin!**

Teaching Tip



Directed Reading Thinking Activity (DRTA) – A Review

The directed reading thinking activity (DRTA) is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

Why use directed reading thinking activity?

- It encourages students to be active and thoughtful readers.
- It activates students' prior knowledge.
- It teaches students to monitor their understanding of the text as they're reading.
- It helps strengthen reading and critical thinking skills.

When to use: Before reading During reading After reading

How to use: Individually With small groups Whole class setting

NEW CONCEPTS

Story time

Teacher: **Today we have a new story. Here are the new words in this story:**

coach, practice, kick, dug, yard

Write the words on the board and go over them with the students.

Say: **Look at the title of the story. Does anyone know what it says? Look at the other pictures on this page. Who do you think this story is about? Shall we find out?**

Teacher: **I want you to listen to this story. As I read it to you, I'll ask you some questions to think about. Are you ready?**

Teaching Tip



Use a variety of HOTS (Higher Order Thinking Skills) questions

Be sure to give students a variety of questions to enhance their thinking skills. DRTA is not just about Learning English words and phrases. It's also about interpreting the language. Use Bloom's Taxonomy to help you create questions that challenge students at all levels.

Possible DRTA Questions for the story:

After the DRTA discussion in each of the pictures, read that part of the story so that the students can predict the correct responses to the questions you will have in the following pictures.

Picture 1

Who do you think the boy is in the first picture? Why is he kicking a can? What country do you think he is from? What makes you think that?

Read the story.

Picture 2

Who is the man in the second picture? Why do you think he may be a coach? Why do you think he gives a ball to the boy?

Read the story.

Picture 3

What is the boy doing in the third picture? Why do you think he is digging a hole?

Read the story.

Follow-up questions: **Do people usually plant their Christmas trees in their front yard? Do they do this in Canada where Jenny and Danny live? Where do people in Canada put their Christmas trees?**

Picture 4

What is happening in picture 4 on the top of page 45? Why is the boy holding the trophy (translate this word into Chinese)?

Read the story.

Now say: **Let's listen to the story on the audiotape now.**

Play the audiotape for the students and ask the students to choral read along.

•DEMONSTRATE•

Ask several students to oral read paragraphs of the story for the class.

Go over Pele's biography with the students. Translate into Chinese as necessary.

Teaching Tip



Pele's Biography

Born on October 23, 1940, in Tres Coracoes, Brazil, Pele grew up in poverty. Still, he developed a rudimentary talent for soccer by kicking a rolled-up sock stuffed with rags around the streets of Bauru.

Pele became a superstar with his performance in the 1958 World Cup. Pele played professionally in Brazil for two decades, winning three World Cups along the way, before

joining the New York Cosmos late in his career. Named FIFA co-Player of the Century in 1999, he is a global ambassador for soccer and other humanitarian causes.

Pele is recognized by most people as the world's greatest footballer ever and was named "Footballer of the Century" in 2000. He combined skill with great flair and understanding of the game, and he was invaluable to Brazil's national team.

- Known as "Perola Negra" (The black pearl).
- Played in 92 matches for Brazil and scored a remarkable 77 goals.
- He is the only player to have won three FIFA World Cup titles (1958, 1962, 1970).
- Played for the New York Cosmos of the North American Soccer League from 1975–1977.
- Over his entire career, he officially scored 1,284 goals in 1,363 matches. He played one game as a goalkeeper.

•PRACTICE•

Pair Work

Tell the students that today they will do a story map with a partner. Remind them about the parts of a story map. The story map can be created with both English and Chinese explanations to assist the students.

Story Mapping Instructions

- a. Print out a story map for each pair of students.
- b. Re-explain each of the key areas of story mapping to the students. You can do this in Chinese.
- c. Tell students to work in pairs to fill in their story maps.
- d. Students can illustrate their story maps.
- e. Students will share their story maps with other pairs of students and/or the class when they are done.

Think About It

Ask the students to turn to one of their shoulder partners and talk about the following questions:

What Christmas gift did the boy give to his coach?

How did the boy become a famous football player?

Optional

Have a discussion about China's National Football Team. Ask the students what they know about their team. Share information with the students:

Teaching Tip



China's National Football Team

The China National Football Team, nicknamed **The Dragon** or **The Great Wall**, is the national association football team of the People's Republic of China and is governed

by the Chinese Football Association (CFA).

The team was founded in 1924. They joined FIFA in 1931. The CFA was formed in the People's Republic of China and they remained affiliated with FIFA until 1958, when they withdrew. They rejoined in 1979.

China has won the East Asian Cup twice in 2005 and 2010; they have been runners-up at the Asian Cup twice in 1984 and 2004. Although China failed to score a goal in their maiden FIFA World Cup appearance in 2002, just qualifying for the tournament was considered a great accomplishment in their football history.

Though football lacks a long history in China, there were over 250 million viewers for the 2004 AFC Asian Cup Final, the largest single-event sports audience in the country's history at that time.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Hold up your copy of the activity book and your markers to show what you mean. Help the students find the page with the activity for today's lesson.

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Ask the students if they liked this story. Ask what they liked best about the story. Tell students that they have done a fine job in this unit. Next class will be their unit review.

After-Class Activities

Students should prepare for the upcoming unit review.

Students can retell the story to their parents or read it from their Student Books to their family.

Unit 3 Review

Unit 3 Review

1 Listen and tick

1. Where are they?

- ☐ At school. ☐ At home. ☐ At the store.

2. How much is the T-shirt?

- ☐ \$32. ☐ \$30. ☐ \$10.

3. How much do they need to pay?

- ☐ \$30. ☐ \$42. ☐ \$50.

2 Look and write

 Last Sunday, I walked to the zoo.	 I _____ the pandas.	 I _____ some bread for lunch.
 We _____ to a store this morning.	 Li Ming _____ a T-shirt.	 I _____ Li Ming to play basketball.

bought ate saw walked went taught

46

3 Complete the dialogue

Peter: What did you do this afternoon?

Tom: _____

Peter: Oh. Did the green team play?

Tom: _____ Everyone played hard.

Peter: Did you have fun?

Tom: _____

Peter: That's great.



A. Yes, I had fun. I cheered for the green team.

B. Yes, the green team played against the yellow team.

C. I watched a ping-pong game.

4 Read and answer

My Favourite Sport

Hello! I'm Guo Yang. I like sports very much. I like running and playing basketball. Basketball is my favourite sport. I often play basketball with my friends. We have two teams — the Tiger Team and the Lion Team. Each team has five players. Steven and I are on the Tiger Team. Li Lin is on the Lion Team. We have fun together. My favourite basketball player is Yao Ming. I want to be a basketball player like him.



a. What's Guo Yang's favourite sport?

b. How many players are there on each team?

c. Who is Guo Yang's favourite basketball player?

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5 Key words and sentences

Words:
sport basketball football ball game evening policeman
think jump
heavy light
any or up down

Sentences:
Do you have any ping-pong balls?
Do you like this T-shirt or that one?
What did you do this evening? We watched a basketball game.

6 How am I doing?

	Listening	Speaking	Reading	Writing	Total stars
At school	☆☆	☆☆	☆☆	☆☆	
At home	☆☆	☆☆	☆☆	☆☆	
I am...	A 10-12 ☆	B 7-9 ☆	C 1-6 ☆		

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CLASS OPENING

Greeting

Greet the class.

Teacher: **Good morning/afternoon, class.**

Today is our unit review!

Use the flash cards to review the words and structures from this unit with the following question: **What does this say? And this?**

Have the students open their books to page 46 and lead them through the review.

Teaching Tip



Keeping a daily record

Keep a record of which students answered your questions and participated by having a clip board with a class checklist on it. If a student participate, put a check mark beside his or her name. If a student is having difficulty, put a star beside his or her name.

Use your checklist to keep track of who has answered questions and who has not. Some students will "hide" in your English class. If you keep a record of who has participated, these students can no longer "hide".

REVIEW

1. Listen and tick

Students should listen to the audiotape and tick the correct answer in each of the three questions in Part 1. Check as a class.

The audiotape says:

1. Clerk: May I help you?

Sarah and Peter: Yes. Where are the T-shirts?

Clerk: Here they are.

Sarah: How much is this T-shirt?

2. Clerk: It's 30 dollars.

Peter: Do you have any basketballs?

Clerk: Yes, here they are.

Peter: How much is a basketball?

Clerk: It's 20 dollars.

3. Sarah and Peter: We will buy the T-shirt and the basketball.

Clerk: That's 50 dollars, please.

2. Look and write

Tell the students to look at each of the pictures in Part 2. Students should finish the sentence below each picture by using one of the verbs in the yellow box at the bottom of the page.

Check as a class.

3. Complete the dialogue

Students should complete the dialogue in Part 3 by filling in the blanks with one of the statements, A, B or C, from the pink square at the bottom of activity 3. Check as a class.

4. Read and answer

Students should read the paragraph in Part 4, and then answer the questions below in their notebooks or Student Books. Check as a class.

5. Key words and sentences

Go through the key words and sentences in Part 5 with the students.

6. How am I doing?

Ask students to fill in the self-evaluation chart in Part 6. Discuss how the students see their progression with each student as you walk around the room.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Hold up your copy of the activity book and say **Let's look at our activity books.**

There are three pages in the activity book for the unit review. Depending on how much time you have, you can have the class do one or both activities. In Chinese, explain the activities to your students. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Say: **Many players on sports teams give each other a high five for a job well done. As you leave the class today, I want each of you to gently give me a high five for a job well done.**

Teaching Tip



High Five

A high five occurs when two people hold up their right or their left hands and clap them together.

A high five is a Western way of saying "Job well done!!!" to another person.

Unit 4

Good Habits



General Goals for Unit 4

This unit aims to introduce students to basic vocabulary and expressions about good habits in students' daily life.

Unit 4 has six lessons, but you should consider using more than six classes to teach the unit. For example, you may want to include a lesson at the beginning of the unit to review what was learned in the previous class. Or, you may want to add a lesson at the end of the unit to review the material from all the lessons. You should allow the pace and content of your teaching to fit the needs and interests of your students.

Specific Goals for Unit 4

Knowledge and Skills

1. Students will be able to recognize, understand and use the following vocabulary:
morning, face, exercise, minute, hour
be, hear, cry
strong, healthy, afraid, early, right, how, before, after
2. Students will be able to recognize, understand and use the following expressions:
 - **How often do you eat fruit? Three times a week.**
 - **Before breakfast, I wash my hands and brush my teeth.**
 - **After breakfast, she goes to school.**
 - **What do you do for exercise?**
 - **How many minutes do you walk?**

Learning Strategies

Students will be taught the following basic learning strategies:

- To observe simple English conversations in everyday situations.
- To develop the habit of listening to the audiotape and repeating the sentences.

- To concentrate when learning.
- To take the initiative to ask questions of the teachers or of other classmates.
- To listen to and learn songs that will help them remember English expressions.

Affect and Attitude

Students are expected to do the following:

- To develop an interest in and curiosity for learning English and find opportunities to practise their listening.
- To try to imitate and use English in everyday life.

Lesson 19 Eat More Vegetables and Fruit

Lesson 19 Eat More Vegetables and Fruit

1 More vegetables

1 Danny, how often do you eat vegetables?
I eat potatoes and tomatoes twice a week.

2 An apple a day keeps the doctor away! How often do you eat fruit?
Three times a week!

3 How often do you eat donuts?
Twice a day! After lunch and after dinner.

4 Danny, you need to eat more vegetables and fruit. They're good for you!

How often does Danny eat...?			
	day	week	year
vegetables	—	2	104
fruit	—	3	156
donuts	2	14	730

I think I need to eat more vegetables and fruit.



50

2 Let's do it!

Talk and write.



What do you like to eat?
What's your favourite vegetable?



How often do you eat vegetables?

How often do you eat/drink...?					
	vegetables	fruit	meat	milk	...
Me					
My friend					

noodles juice bread potato egg ice cream
orange cake apple chicken rice tomato

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TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
how
- Students will be able to recognize, understand and use the following expressions:
How often do you eat vegetables?
I eat potatoes and tomatoes twice a week.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 19
- Flash cards for the new words in this lesson

CLASS OPENING

Greeting and Review

Greet the class with “**Classity Class!**” and one clap.
Students should respond with “**Yessity Yes!**”

Teaching Tip



Reminder about oral cueing- A Review

You can use oral cueing to get the students’ attention by saying phrases like: **Classity Class! With one clap.**

The students should respond with **Yessity Yes!** to show they are all ready to listen.

This oral cueing can also be a greeting at the beginning of a class.

Teacher: **Classity Class!** (clap)

Students: **Yessity Yes!**

Ask the students what they remember from the last unit.

Teacher: **Can you remember what the last unit was about? Very good!**

Lesson Hook

Tell the students to look at the cover page for Unit 4.

Say: **Can you guess what this unit is going to be about?**

Have a discussion with the students about what good habits mean.

Tell the students to open their books to Lesson 19 on page 50.

Teacher: **Look at Part 1. What do you think Mr. wood is talking about with Danny in these pictures?**

NEW CONCEPTS

1. More vegetables

Say: **These are the new word and expressions you will learn today in this part of the lesson:**

how

How often do you eat vegetables?

I eat potatoes and tomatoes twice a week.

Write the new word and expressions on the blackboard. As you say the words aloud, make sure to point to them so that the students can follow along.

Say each word and expression one by one and have the students repeat the words after you.

Play the audiotape as the students follow along in their Student Books. Play it two or three times, listening to each student and helping them as needed.

●DEMONSTRATE●

Reread the story with the students.

The teacher can read Mr. Wood's part.

A volunteer student can read Danny's part.

Put a chart on the board similar to the one at the bottom of Part 1.

Ask each student to come over and put how often he or she eats vegetables and fruit on the chart.

Tell students to use the "/" sign to replace the word "each". For example: 2/(each) day

Students' names	Vegetables	Fruit
Flower	2/day	1/day
Xiao Xia	1/day	2/week
Jim	2/day	1/day
Shao Li	2/week	4/week
Bob	1/day	2/day
Sally	3/week	2/day

Discuss the chart with the students.

Ask: **Who needs to eat more vegetables? Who needs to eat more fruit?**

•PRACTICE•

Pair Work

Ask pairs to reread the story in parts to each other. They can do this twice reversing parts.

Ask students to make a chart like the one at the bottom of page 50 for each other in their notebooks and fill in the chart.

2. Let's do it!

Talk and write.

Discuss the chart on page 51 with the students.

Then discuss the chart in teaching tip with the students.

Teaching Tip



Canada's Food Guide

	Children			Teens		Adults			
	2-3	4-8	9-13	14-18 Years		19-50 Years		51+ Years	
	Girls and Boys			Female	Male	Female	Male	Female	Male
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

Tell the students to fill in the chart at the bottom of page 51 in their Student Books for themselves by putting numbers in each of the spaces in the chart.

Students can then write their favourite foods from the orange list below in the chart for themselves.

Students can then fill in the chart by asking a friend how often he/she eats/drinks the foods in the chart.

Students can then write the favourite foods from the orange list below in the chart for their friend.

If have time, students can fill in the chart by asking another student the questions.

Optional

Draw It!

The teacher draws his/her favourite food on the board.

Students must guess what it is.

The student who guesses correctly gets to draw his/her favourite food on the board.

Students guess what the food is if the person who guesses correctly has not had a turn to draw on the board, he/she can draw next.

If that student has drawn before, ask the student who just drew to choose a student who has not yet had a turn.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Hold up your copy of the activity book and your markers to show what you mean. Help the students find the page with the activity for today's lesson.

CLASS CLOSING

Exit ticket: Tell students they must whisper their favourite food to you as they leave the classroom today.

After-Class Activities

Students can explain the food guide to their parents when they go home that night.

They can also begin a weekly log of the food they eat each day.

Lesson 20 Always Brush your Teeth!

Lesson 20 Always Brush Your Teeth!

1 Before and after



Before breakfast, I wash my hands and brush my teeth.

I have breakfast at 7:00 every morning.

After breakfast, I go to school.

2 Strong and healthy teeth

Jenny always has breakfast. Before breakfast, she washes her face and brushes her teeth. After breakfast, she goes to school.



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3 Let's do it!

1. Read and write.

My mom always tells me to _____ in the morning and before bed.

"Why?" I asked her one day. She said, "It makes your teeth _____."

"If I don't brush my teeth, what will _____?" I asked.

Mom said, "If you don't brush your teeth, you may get holes in them. Then your teeth will _____."

happen
brush my teeth
hurt
strong and healthy

Do you want to get holes in your teeth?



No! I don't want that.



2. Think and talk.

What do you do before and after breakfast/lunch/dinner?



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TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
before, after, morning, strong, healthy, face
- Students will be able to recognize, understand and use the following expressions:
What do you do before/after breakfast?
How often do you brush your teeth?
I want strong and healthy teeth.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 20
- Flash cards for new words in Lesson 20
- Words to **Brush Your Teeth** (Song by Raffi)

CLASS OPENING

Greeting and Review

Say: **Classity Class.** And clap your hands once.

Expect the students to say: **Yessity Yes!** This shows that they are ready to learn.

Ask: **What did we learn about last day?**

Let several students respond and ask for examples of the simple past tense regular verbs.

Lesson Hook

Tell the students to open their Student Books to Lesson 20.

Teacher: **Who can guess what this lesson is about?**

Play the song “**Brush Your Teeth**”.

Brush Your Teeth

by Raffi

When you wake up in the morning, it's quarter to one

And you want to have a little fun

You brush your teeth, ch ch ch ch, ch ch ch ch...

You brush your teeth, ch ch ch ch, ch ch ch ch...

When you wake up in the morning, it's quarter to two

And you want to find something to do

You brush your teeth, ch ch ch ch, ch ch ch ch...

You brush your teeth, ch ch ch ch, ch ch ch ch...

And when you wake up in the morning, it's quarter to three

And your mind starts humming tweedle dee dee

You brush your teeth, ch ch ch ch, ch ch ch ch...

You brush your teeth, ch ch ch ch, ch ch ch ch...

When you wake up in the morning, it's quarter to four

And you think you hear a knock on your door

You brush your teeth, ch ch ch ch, ch ch ch ch...

You brush your teeth, ch ch ch ch, ch ch ch ch...

When you wake up in the morning, it's quarter to five

And you just can't wait to come alive

You brush your teeth, ch ch ch ch, ch ch ch ch...

You brush your teeth, ch ch ch ch, ch ch ch ch...

Play the song again and ask the students to sing along.

NEW CONCEPTS

.....

1. Before and after

Play the audiotape. Ask the students to follow along silently.

Say: **These are the new words we will learn today in Part 1:**

before, after, morning

Point them out to the students in the story.

Play the audiotape again. Ask the students to read along.

Play it 2~3 times as necessary. Walk around the class and help students who need assistance.

●DEMONSTRATE●

Ask the students the following questions to practice before and after:

- Do you eat breakfast before bed time?
- Do you go to school after breakfast?
- Do you brush your teeth before or after breakfast?
- Do you brush your teeth after school?

Think of more ways to ask the students questions using before and after.

●PRACTICE●

Tell students to turn to their shoulder partner and take turns asking that person a before and an after question.

2. Strong and healthy teeth

Introduce the new vocabulary and questions for Part 2 of Lesson 20:

strong, healthy, face

What do you do before/after breakfast?

How often do you brush your teeth?

I want strong and healthy teeth.

Show the students where these words and questions are in their Student Books.

Play the audiotape. Ask students to read along. Play it 2~3 times to ensure every student has a chance to be successful with their English reading.

●DEMONSTRATE●

Ask a student to practice the dialogue with you:

Teacher: **What do you do before breakfast?**

Student: **I brush my teeth.**

Teacher: **How often do you brush your teeth?**

Student: **Three times a day. I want strong and healthy teeth.**

●PRACTICE●

Pair Work

Tell students to turn to a shoulder partner and read Part 2 together, playing different parts for the dialogue.

Teaching Tip



Acrostic Poem

An acrostic poem is one where the first letter of each line spells out a word, name or phrase when read vertically.

Ask students to make an acrostic poem in English with a partner, using the word tooth. For example:

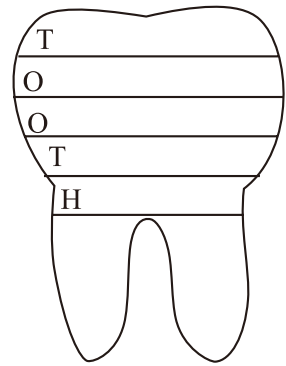
**Two boys
open mouths
often to brush
their teeth...
happy teeth!**

See if the students can get creative with their words. Let them use an English dictionary to help them with the language if necessary.

Ask the students to illustrate their poems when they are done writing.

Ask several pairs to share their acrostic poems with the rest of the class.

Put the poems up on the Sharing Wall.



3. Let's do it!

1. Read and write.

Tell students to look at the four sentences and fill in the blanks with the phrases or words in the green box on the right of activity 1. Check as a class.

2. Think and talk.

With a partner, ask and answer the following question in a conversation:

What do you do before and after breakfast/lunch/dinner?

Ask students to make a chart like the one shown below. Students can then walk around the class and interview four of their classmates to fill in the chart:

Students' Names	Before Breakfast	After Breakfast	Before Lunch	After Lunch	Before Dinner	After Dinner
Jenny						
Li Ming						
Danny						
Sally						

Ask the students to turn to a shoulder partner and share their chart when you say: **SHARE**.

Put the charts on the Sharing Wall.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Hold up your copy of the activity book and your markers to show what you mean. Help the students find the page with the activity for today's lesson.

CLASS CLOSING

.....

Tell all of the students who said that they brush their teeth after each meal to line up first.
All of the students who didn't line up second leave the class today.

After-Class Activities

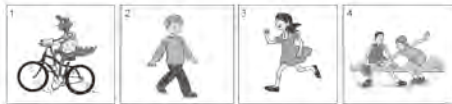
Students can share their acrostic poems with their parents.

Lesson 21 Exercise!

Lesson 21 Exercise!

1 What is exercise?

Exercise helps make your body healthy and strong.



Riding a bike
is exercise.

Walking is
exercise.

Running is
exercise.

Playing sports is
exercise.

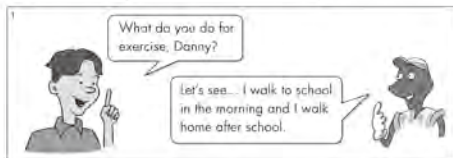


Sixty minutes
make an hour!



How much exercise do you need? You need about an hour of exercise every day.

2 What do you do for exercise?



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3 Let's chant!

Everyone, everyone,
Reach up high!
Everyone, everyone,
Touch the sky!

Everyone, everyone,
Turn around!
Everyone, everyone,
Touch the ground!

Everyone, everyone,
Bend down low.
Everyone, everyone,
Touch your toes.

55

TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
exercise, minute, hour
- Students will be able to recognize, understand and use the following expressions:
Exercise helps make your body healthy and strong.
How much exercise do you need?
You need about an hour of exercise every day.
What do you do for exercise?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 21
- Flash cards for **healthy** and **strong**
- Butcher block paper

CLASS OPENING

Greeting and Review

Say: **Hello students! Did you all remember to brush your teeth after breakfast this morning? Very good. Who would like to share your acrostic poem from last class to the rest of the class?**

NEW CONCEPTS

1. What is exercise?

Introduce the new words and expressions in this part of the lesson:

exercise, minute, hour

riding, walking, running, playing sports

Exercise helps make your body healthy and strong.

How much exercise do you need?

You need about an hour of exercise every day.

Point out the words in Part 1 in the Student Books.

Tell the students that they can remember which action is the correct one when reading if they look at the pictures.

Play the audiotape. Ask the students to read along. Play it 2~3 times as necessary. Walk around the class and help students who need assistance.

2. What do you do for exercise?

Introduce the new question in this part of the lesson:

What do you do for exercise?

Point out the question in Part 2 in the Student Books.

Go through Part 2 by picture frame.

Do **DRTA** with the students for each picture frame or simply talk about each of the pictures with the students.

Play the audiotape. Ask the students to read along. Play it 2~3 times as necessary. Walk around the class and help students who need assistance.

•DEMONSTRATE•

Using a chart brainstorm with the students: **What do you do for exercise?**

Teaching Tip



Why do we brainstorm together in the classroom?

When students work together to think up a variety of ideas on a particular topic, even the quietest student can feel more comfortable offering ideas. Because brainstorming is not about being right or wrong, particularly if the teacher accepts all ideas or helps scaffold every student towards offering a good idea, creativity can grow in every student!

Simply writing the topic in the centre of the page and let it web outwards as students give you their answers. Some suggestions include:

Riding a bike

Walking

Running

Playing football

Playing ping-pong

Dancing

Doing Tai Chi

Climbing stairs

See what innovative ideas your students can come up with.

Teaching Tip



Present participle

The present participle refers to things that are still happening. To make the present participle, the ending *-ing* is added to the infinitive. Some present participles in this lesson are: riding, walking, running, playing.

•PRACTICE•

Whole Class: Language Experience Approach

Write a class story about exercise with the students:

LEA Sample Story What we do for exercise

Exercise is good for you! (Bob)

Paul plays ping-pong with his friends. (Paul)

Li Ming does Tai Chi in the morning. (Li Ming)

Jim rides his bike to and from school every day. (Jim)

Flower walks in the park every day with her mother. (Flower)

We like to do exercise! You should too! (Li Ling)

Ask the students who gave you their lines to read the lines for the class.

Then ask the whole class to read the story together.

Group Work: Language Experience Approach

Tell the students to form groups of four.

Groups should write their own *Language Experience Story*.

They know how to do this. They can use the class story to model their own story.

The story must have an **opening sentence** and a **closing sentence**.

There should be **four lines** in between so the whole story must be **six sentences long**.

Remind students to give credit to the authors of each sentence.

Students should colour and decorate their stories when they are done.

Students should read the story first by sentence authors and then by choral reading together.

Gallery Walk

Students can do a gallery walk from group to group to hear the stories.

One student is left behind to read the story and share the pictures with the visiting groups.

All of the other students in the group move clockwise on the teacher's hand clap to hear the other group's stories in the class.

Post the stories on the Sharing Wall.

3. Let's chant!

Tell students to listen to the audiotape and clap along with the beat of the chant.

Ask: **How many verses are there in this chant?**

Tell the students that this is a very easy chant because the verses repeat themselves.

Put the chant on the board and colour code the repeating parts of the chant to help the students:

Everyone, everyone,
Reach up high!
Everyone, everyone,
Touch the sky!

Everyone, everyone,
Turn around!
Everyone, everyone,
Touch the ground!

Everyone, everyone,
Bend down low.
Everyone, everyone,
Touch your toes.

The students can now see that the new parts of the song are:

Reach up high! ...the sky!
Turn around! ...the ground!
Bend down low. ...your toes.

Remind the students that the pictures will help them remember these new phrases in each of the verses.

Play the audiotape again. Ask the students to chant along.

Tell the students that the pictures will also help them remember which actions go with which verses.

Go through the actions with the students.

Ask the students to stand up. Play the audiotape again and ask the students to chant along, doing the correct actions for each verse.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Hold up your copy of the activity book and your markers to show what you mean. Help the students find the page with the activity for today's lesson. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Share several of the Group LEA stories with the whole class. Praise the class for a job well done.

After-Class Activities

Tell the students to share the new chant with their families.

Lesson 22 Go to Bed Early!

Lesson 22 Go to Bed Early!

1 What are good habits?

Today we are going to talk about good habits.



First, please answer my question. What are good habits, class?

1 Eating healthy food is a good habit.

That's right.

2 Having breakfast every day is a good habit.

Doing exercise is a good habit.

3 Yes. These are all good habits.

Helping others is a good habit, too.

4 I'm glad to hear that.

I think... Going to bed early is a good habit.

56

5 I always keep clean.

That's good.

6 Listening to my parents is a good habit.

You're right, Li Ming.

2 Li Ming's email

To: lidaming@163.com

From: liming@hotmail.com

Subject: Good habits!

Dear Mom and Dad,
Today was a great day at school. We talked about good habits. Going to bed early, always having breakfast and spending time with family are all good habits. I can't be with you right now, but I'm always thinking about you.

Love,
Li Ming

3 Let's do it!

Talk and write.

My good habits

My bad habits

57

TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
early, right, hear, be
- Students will be able to recognize, understand and use the following expression:
What are good habits?

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 22
- Students' pictures from their trips

Teaching Tip



More Present Participles

The present participle refers to things that are still happening. To make the present participle, the ending *-ing* is added to the infinitive. Some more present participles found in this lesson are: eating, having, helping, going and listening.

CLASS OPENING

Greeting and Review

Greet the students: **Good morning. Classity Class! (Clap!)**

The students should say: **Good morning! Yessity Yes!**

Say: **Do you remember what we learned last day about exercise?**

Lesson Hook

Teacher: **In this lesson, we are going to learn what good habits are.**

Explain what the term “good habits” is to the class.

Then ask: **What are some good habits?**

Take many answers from the students and put them on the board in a brainstorming chart.

NEW CONCEPTS

1. What are good habits?

Teacher: **Turn to page 56. Here are the new words you will learn in Part 1 of lesson 22: early, right, hear.**

Write the new words on the board.

Go over them one by one with the students.

Play the whole audiotape for the students. Have the students follow in their Student Books, pointing to each word as it is said.

Play the audiotape again and ask the students to choral read the words together.

•DEMONSTRATE•

Ask the different students to read the story picture frame by picture frame.

2. Li Ming's email

There is a new word in this part of the lesson: **be.**

Write the new word on the board. Go over it with the students.

Play the audiotape and ask the students to follow along silently.

Play it again and ask the students to choral read Li Ming's email together.

•DEMONSTRATE•

Ask several students to read the email for the rest of the class.

3. Let's do it!

Discuss good and bad habits with the students.

Tell the students to fill in the chart in Part 3 in their Student Books.

Tell the students they are going to write their own story about good habits.

Teaching Tip



Writing and Publishing Workshop

Writing and Publishing Workshop (Donald Graves) is an activity where students write about things that interest them or things they have had a personal experience with. In WPWS, students first put their ideas on paper by outlining what their story will be about. They then write a first draft of their story, making sure to have a beginning and ending sentence. They have another person edit their story for mistakes in conventions of writing and spelling. Finally they write the final draft of their story for sharing.

This activity will help students practice using present participle in a story written in the simple present continuous tense.

Writing and Publishing Workshop Instructions

Tell students to keep the story simple.

There should be an opening sentence and a closing sentence.

There should be at least two sentences in between with details about their healthy habits.

Tell students that there are four English sentences in all.

Remind students to start each sentence with a capital and end each sentence with a period.

1. Organizing the writing

The best way for students to organize themselves for writing is to sequence the events that occurred in their story.

For example: Students can make a list of things they do from morning to evening that are healthy habits. The list of activities should include present participle verbs. Many of the participles they need they have already learned in Lessons 21 and 22:

Getting up early

Brushing my teeth

Brushing my hair

Eating a good breakfast

Walking to school for exercise

Eating a healthy lunch

Brushing my teeth again

Walking home for exercise

Doing my homework

Eating a healthy dinner

Brushing my teeth again

Going to bed early

2. First Draft

Students need to start their story with a general statement such as: I have many healthy habits.

Students can then add the phrase that is one (or another) of my healthy habits at the end of each phrase to complete each sentence.

Students need to end the story with a general statement that tells how they feel about healthy habits. For example: I am happy that I have healthy habits!

3. Editing

Students ask a classmate to read through the first draft of their story and point out any mistakes they have made.

4. Second Draft

Students rewrite their stories making sure to correct errors made in the first draft.

5. Final Draft

The final draft of the story is the one the students want to show the teacher.

6. Sharing their work

Tell students to tape their photo to their story, decorate it and sign their name to their writing.

They can then share their work in Author's Corner or on the Class Sharing Wall.

Optional

Ask some students to share their stories in Author's Corner.

Teaching Tip



Author's Corner

Students can share their stories in Author's Corner in the classroom. Author's Corner, simply, is a chair placed anywhere in the classroom where a student can sit and read his/her story to the whole class. Author's Corner is good for the author and for the audience. Author's Corner is a place where students are given an opportunity to show their growing expertise in writing. It is also a place where their classmates have an opportunity to ask questions about their writing.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your activity book with that page open.

CLASS CLOSING

Say to the students: **Great job today! Goodbye Classity Class!**

Students respond with: **Goodbye teacher! (or Coachity Coach)**

Teaching Tip



Whole Brain Teaching Review

The Whole Brain Teaching approach is fun and extremely successful. It just makes

sense to teach this way.

Teaching Classity Class

First you say, "Class" and the students respond, "Yes". You will need to explain to them that when you say "class" you want them to respond "yes". It's a good idea to practice these expressions a few times and praise them for their efforts. Tell the students that they must also look at you when they say "yes".

Raising the bar a little

Tell the students that they are so clever that they can now try the advanced level of "Class - Yes". This motivates them even further. You can vary your class delivery. Try a high voice/low voice variation.

Next try saying "Classity Class" and the students should copy you by responding "Yessity Yes!"

You can use the whole brain approach with most instructions you want to give such as: Share! Yes! ; Walk! Yes! ; Sit! Yes! etc.

After-Class Activities

Students can take a draft of their story home to read to their parents.

Lesson 23 I Can't Tell a Lie

Lesson 23 I Can't Tell a Lie

1 George and the cherry tree

When George was six years old, his father gave him an axe. George liked his new axe very much. He tried it on many things.



One day, little George cut down a small tree behind their house.

In the evening, his father came home and saw the poor tree. He was very angry. He asked loudly, "What happened to my favourite cherry tree?"



George was very afraid. He cried, "I'm sorry. I cut down your cherry tree. Father! I can't tell a lie."

George's father looked at him. He smiled, "I'm happy you told the truth, my son! Being honest is more important than one hundred cherry trees."



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2 Let's do it!

1. Read and tick.

- a. How old was George in this story?
☐ Eight years old. ☐ Six years old.
- b. What did his father give him?
☐ An axe. ☐ A tree.
- c. What was his father's favourite thing near their house?
☐ A cherry tree. ☐ An axe.
- d. What did George do when his father asked him about the tree?
☐ He told the truth. ☐ He told a lie.

2. Talk about the story.



3 Listen and repeat

sit in a chair
send an email
I like it very much.

read a book
come for a visit
How old are you?

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TEACHING GOALS

Students will be able to recognize, understand and use the following vocabulary:
afraid, cry

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 23

CLASS OPENING

Greeting and Review

Say: **Good morning, Classity Class!**

Students reply with: **Good morning, Coachity Coach.**

Ask several students what they remember about regular and irregular verbs – simple past tense.

Ask students what they recall about **Writing and Publishing Workshop**.

Ask several students to read their stories from last class in Author's Corner.

Lesson Hook

Teacher: **Look at the story on page 58 of your Student Books. I think you will really enjoy it!**

NEW CONCEPTS

1. George and the cherry tree

Say: **The new vocabulary in today's story is:**

afraid, cry, George, axe, cherry, lie, honest

Put the new vocabulary on the board.

Then explain: **Today I am just going to read (or play) the story for you without interruption. I want you to listen carefully.**

Teaching Tip



Read Aloud

Sometimes it is good just to read the story without interruption by the teacher. This helps the students get the rhythm and flow of the story. If students ask a question, that is fine, but the teacher should not add information in a Read Aloud.

Instead, the important things to remember in a Read Aloud are:

- Give strong voice characterization to each of the characters in the story.
- Try to make continuous eye contact with the students as you draw them into the story.
- Reading should be fluid and articulation of words should be clear.
- Inflections should be powerful – rise and fall of the voice brings attention to different parts of the story.
- Use onomatopoeia – sounds to enhance the story, such as claps, clicks, taps, etc.

Play the audiotape for the story. Ask the students to just listen to the story.

Do a retelling of the story.

Say: **Who can tell me what happened in this story? Let's start with Jenny. Jenny, what happened first in the story? Li Ming, what happened next? Danny, what happened then?**

Go through the whole story asking the students to retell it to you.

Teaching Tip



Retelling stories

The importance of retelling stories is that it allows students to learn to organize and describe events, which enhances reading comprehension.

●DEMONSTRATE●

Ask the students to find a partner and do a retelling of the story to each other without looking at the text.

Then have the students read the story together, taking turns.

●PRACTICE●

Give the students a small quiz to see how much of the story they remember. Ask them to close their books while they listen and answer the questions:

What was the little boy's name?

What was the new thing that he got?

What did he do with his new thing?

Why was his father not mad at the boy?

What did the father say about honesty?

Ask the students to turn to a shoulder partner to check their answers. Tell the students they can reread the story to see if they got the correct answers.

Ask the students to turn to a different shoulder partner and tell that person one thing that they did where they were honest even though they did something that was bad.

Ask several students to share their stories with the class.

2. Let's do it!

1. Read and tick.

Tell the students to read the four sentences in Part 2 and tick the correct answer for each. Check as a class.

2. Talk about the story.

Talk about the story with the class. Answer the questions:

What can we learn from the story? Why shouldn't we lie?

Teaching Tip



The moral of a story

The moral of a story is the life lesson we can learn from it. In this story, the life lesson we can learn is that it is good to tell the truth.

3. Listen and repeat

Tell the students to listen to each phrase as it is said and repeat the tempo and breaks in the phrase exactly as they have heard:

sit in a chair

send an email

I like it very much.

read a book

come for a visit

How old are you?

Teaching Tip



Teaching phrases as chunks of language

What are chunks and how can they help improve my fluency in English? Knowing the meaning of a word is useful, but knowing how to use it in context is vital. Words aren't used in isolation and will often form part of an expression or fixed set of words. Being able to call on these "chunks" of vocabulary will help you to improve English fluency skills.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your activity book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Exit ticket: Tell the students they must each whisper you one thing they liked about today's story as they leave the class.

After-Class Activities

Students can retell the story to their parents.





Lesson 24 Helen Keller

Lesson 24 Helen Keller

Story time

<p>1</p>  <p>Helen Keller was born in the United States in 1880. When she was 18 months old, she fell ill and became deaf and blind.</p>	<p>2</p>  <p>Oh no!</p> <p>Her parents loved her very much, but did not know how to talk to her. She couldn't see anything. She couldn't hear anything. She couldn't speak at all.</p>
<p>3</p>  <p>Helen often got angry. Sometimes, she threw her food from the table.</p>	<p>4</p>  <p>When she was 7 years old, her parents met a teacher, Anne Sullivan. Anne became Helen's friend. She wanted to teach Helen words. But it was very hard.</p>

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<p>5</p>  <p>One day, Anne took Helen's hand and let her feel the water. She wrote the word "water" on the back of Helen's hand.</p>	<p>6</p>  <p>From that day on, Helen Keller began her studies. She worked very, very hard. She learned many new words every day.</p>
<p>7</p>  <p>She learned to speak, read and write. When she was 20 years old, she went to university. Later, she became a great writer.</p>	<p>8</p>  <p>One of her famous books is <i>The Story of My Life</i>. Helen's story inspires many people around the world.</p>

born 出生 deaf 聋的 blind 失明的
university 大学 writer 作家 inspire 激励

Think About It

- What can you learn from Helen Keller?
- What do you think of Helen's teacher?

61

TEACHING GOALS

- Students will be able to recognize, understand and use the following words:
Helen Keller, born, deaf, blind, university, writer, hope
- Students will be able to recognize elements of a non-fiction text.
- Students will be able to compare fiction and non-fiction text elements in a venn diagram as a class.
- Students will be able to complete non-fiction text maps with a partner.

TEACHING PREPARATION

- Audiotape or multimedia CD for Lesson 24
- Class Venn Diagram for Fiction/Non-Fiction Texts
- Individual Non-Fiction Maps

CLASS OPENING

Greeting and Review

Greet the students. Say: **Hello everybody! This is our last lesson before the review! Well done! I'm very proud of you!**

Lesson Hook

Tell the students to open their books to Lesson 24.

Teacher: **In this lesson, we are going to read another new story. Are you excited?**

NEW CONCEPTS

Story time

Say: **Here are the new words for this story:**

Helen Keller, born, deaf, blind, university, writer, hope

Put the new words on the board. Go over them with the students.

Explain that **Helen Keller** is the name of the character in the story and that Helen was a real person. Tell the students that this story is Non-Fiction.

Explain the difference to the students between Fiction and Non-Fiction stories. Below is a chart that shows the differences and commonalities between Fiction and Non-Fiction. Go through the chart with the students:

Fiction	Non-Fiction
Has at least one character	May or may not have characters
Characters may or may not be real and may or may not be human	Any character is or was alive, often uses dates and statistics
Has a story; a plot or series of events	May or may not have a story
May be about real or imaginary places and events	Always about real places and events; tells dates when events happen

Teaching Tip



Fiction vs. Non-Fiction Stories

Fiction stories are those that are made up by the author. They are not true. All elements of the story such as the characters, setting, problem, story events, resolution, ending and theme of the story have been created to add interest to the story around a fabricated situation.

Non-Fiction is the opposite of fiction. Stories that are Non-Fiction are about real things, people, events and places. Typically Non-Fiction about people is written in the form of a biography or history. However, retelling a real person's story using some of the techniques of fictional writing adds interest to the story while bringing it alive for young readers.

The stories of Pele in Lesson 18, George in Lesson 23 and Helen Keller in this lesson can all be considered to be Non-Fictional stories based upon the lives of real people.

It is important for students be introduced to both Fictional and Non-Fictional writing for them to be able to distinguish between real life situations and those that are fabricated.

•DEMONSTRATE•

Read Aloud

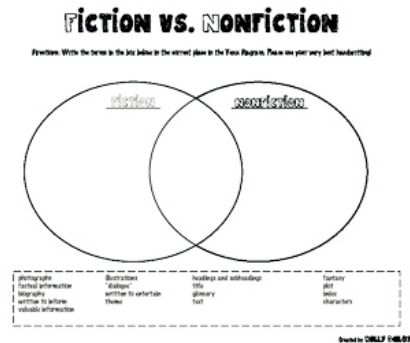
Read the story to the students without interruption, adding lots of expression as you read.

Teaching Tip



Venn diagram of similarities and differences between Fiction and Non-Fiction texts

Have the students build a venn diagram as a class showing the differences and similarities between Fiction and Non-Fiction texts. Students can compare the two using the three stories they know are non-fiction: Pele, George and Helen Keller and the Baby Becky story in Lesson 6. The form below has given some keywords that can help the students think about these two types of stories. Answers should not be limited to these words, however.



Teaching Tip



Non-Fiction Map

In a Non-Fiction map, students map out the various elements of Non-Fiction in the text including the five 5 W's and H of reporting: Who, What, Why, Where, When and How.

Other areas that can be covered include: specifics about the text, a summary of the story and the subject of the story.

For longer Non-Fiction texts, students can also include things like the number of pages in the text and the date of publication.

The activity below will help students understand the key elements of a Non-Fiction text.

•PRACTICE•

Pair Work

Ask students to fill in their own Non-Fiction Map. Because this is a new concept for them, students should work in pairs to complete their own Non-Fiction Maps.

Ask several students to share their Non-Fiction Maps with the class.

NON-FICTION

Title: _____

Who: _____

What: _____

Why: _____

Where: _____

When: _____

How: _____

Post the rest of the Non-Fiction Maps on the Sharing Wall.

Think About It

Say: **Discuss the following questions with a shoulder partner when I clap my hands and say: SHARE! Be prepared to share your answers with the class.**

What can you learn from Helen Keller?

What can you tell about Helen and her teacher?

Share as a class.

ACTIVITY BOOK

Give the standard command for this section of the lesson. Help the students find the page they need to work on. Hold up your activity book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Remind students that the next class is the unit review and then end of their second and last book in Grade 5.

Say: **Goodbye students! You have done a fabulous job! As you leave the classroom, whisper one feature of a Non-Fiction text that is different from a Fiction text to me! And remember that next day is our unit review!**

After-Class Activities

Have the students retell the story to their parents.

Remind the students that next class they will do the unit review.

Teaching Tip



Retelling a story

Retelling a story is an active procedure that may help students in comprehension, concept of story structure and oral language. Retelling also helps children play an active role in reconstructing a story for an audience. This provides for interaction between the child and the person listening.

Unit 4 Review

Unit 4 Review

1 Listen and tick

13 30

14 15 16 17 18 19 20

21 22 23 24 25 26 27 28 29 30

31 32 33 34 35 36 37 38 39 40

41 42 43 44 45 46 47 48 49 50

51 52 53 54 55 56 57 58 59 60

61 62 63 64 65 66 67 68 69 70

71 72 73 74 75 76 77 78 79 80

81 82 83 84 85 86 87 88 89 90

91 92 93 94 95 96 97 98 99 100

2 Listen and write

My name is Jim. I am a _____ boy. Every morning, I _____ at 7 o'clock. Next, I run for about _____ in the park. _____ I go to school. I have breakfast. I walk to school every day. _____ helps make my body _____. After school, I play football for about an hour _____. Do you like to play sports?

3 Talk and write

	clean the house	about 10 minutes
	wash the clothes	
	read books	
	play sports	
	do homework	

How many minutes a day do you clean the house?

About 10 minutes.

4 Read and write

Healthy or Not?

Mr. Black always gets up late in the morning. He never has breakfast. After he gets up, he sits in a chair and watches TV for about two hours. Next, he eats fast food for lunch. Then, he plays computer games in the afternoon. In the evening, he drives to buy some ice cream and cake for dinner. He never goes to bed before 2:00 in the morning.

Is he a healthy man?

- a. _____ he gets up, he watches TV. before after
- b. _____ he has lunch, he plays computer games.
- c. _____ dinner, he drives to buy some ice cream and cake.
- d. _____ 2:00 a.m., he goes to bed.

5 Key words and sentences

Words:

morning face exercise minute hour

to hear cry

strong healthy afraid early right how before after

Sentences:

How often do you eat fruit? Three times a week.

Before breakfast, I wash my hands and brush my teeth.

After breakfast, she goes to school.

What do you do for exercise?

How many minutes do you walk?

6 How am I doing?

	Listening	Speaking	Reading	Writing	Total stars
At school					
At home					
I am...	A 10-12 ☆	B 7-9 ☆	C 1-6 ☆		

CLASS OPENING

Greeting

Greet the students. Tell the class that today is the review day so they should try their very best.

Say the chant: **Everyone, everyone...** from Lesson 21 together.

REVIEW

1. Listen and tick

Students should listen to the audiotape and tick the correct picture from the tape of each pair from 1~6. Check as a class.

The audiotape says:

1. —How many minutes do you play ping-pong every day?

—About 30 minutes.

2. Before breakfast, he washes his hands.
3. —How often do you eat breakfast? —Five times a week.
4. —What vegetables do you like? —I like tomatoes.
5. This flower is strong and healthy.
6. Riding a bike is exercise.

2. Listen and write

Tell students to listen to the audiotape and then fill in the answer for each of the nine spaces in the paragraph in Part 2. Check as a class.

The audiotape says:

My name is Jim. I am a healthy boy. Every morning, I get up at 7 o'clock. Next I run for about thirty minutes in the park. Before I go to school, I have breakfast. I walk to school every day. Exercise helps make my body strong. After school, I play football for about one hour. Do you like to play sports?

3. Talk and write

As a class, discuss the chart in Part 3. Students should answer the question: **How many minutes a day do you...** for each of the five categories. Share answers as a class.

4. Read and order

Tell students to read the story in Part 4 and then put before or after in the sentences from a to d to sequence them. Check as a class.

5. Key words and sentences

Go through the key words and sentences in Part 5 with the students.

6. How am I doing?

Ask students to fill in the self-evaluation chart in Part 5. As they do so, walk around the class discussing how students understand their knowledge in each of the categories.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Congratulate the students for their hard work and for having completed the *Learning English* Book 10 and the whole Grade 5 *Learning English* Program. You can have a class celebration if there is enough time by having students create and perform a cheer about *Learning English*.

For example: **Yay, yay, we're done today... Learning English all the way!**

Exit ticket: Ask each person in the class to tell you one thing they learned from this book as they exit the class today. Encourage the students to say something different from the students who responded before them.