Every Day

Objectives

Vocabulary
- To name daily activities
- To use the prepositions before and after

Content Connections
- Science: To learn about the importance of staying clean
- Around the World: To understand and talk about time zones

Reading
- To identify important ideas in a story ("I Love Mondays!")
- To use reading strategies to comprehend and appreciate a story

Writing
- To write complete sentences that include a subject and a verb

Values
- To learn the value of doing your chores

Project
- To make a chore chart

Key Vocabulary

Daily Activities
- brush my teeth
- do my homework
- eat breakfast
- feed the cat
- get dressed
- play soccer/video games
- wake up
- wash my face
- watch TV

Times of Day
- 8:00 (eight o'clock)
- 7:10 (seven ten)
- 7:45 (seven forty-five)

Expressions
- get together
- Hooray!
- Wow!

Content Words
- bacteria
- California
- cough
- germs
- healthy
- map
- Montana
- New York
- sick
- sneeze
- Texas
- time zones
Materials

Student Book, Unit 1
- Main unit, pages 2–13
- Student Book Audio CD, Tracks A3–A12

Workbook, Unit 1
- Main unit, pages 2–11
- Extra grammar practice, page 98
- Workbook Audio CD, Tracks 3–5

Assessment Package
- Practice test, pages 6–7
- Unit test, pages 8–9
- Oral assessment, pages 10–11
- ExamView® Assessment Suite

Additional Materials
- Picture Cards 1–10
- Posters: Unit 1 Poster, Units 1–3
- Grammar Poster
- Video (ActiveTeach), Unit 1
- Digital activities (MyEnglishLab or CD-ROM), Unit 1

Unit Opener Activities

Family Connection
Have students keep a family journal that lists activities they do before and after school. Suggest that students begin their journals by writing the time school begins and ends. Encourage students to discuss what activities they do together with family members and add details about these activities. Throughout the unit, allow students to revisit their journals and report back to the class about any information they have added.

Before and After School Bulletin Board
Create a bulletin board display divided down the center. Label the left side Before School and the right side After School. Each side should be a different color. Encourage students to add words and drawings throughout the unit to show things they do before and after school. You may wish to have students begin by drawing activities they see in the Unit Poster.
Warm-Up

- Display a cardboard or plastic clock and set the time for 7:00. Say: "This clock shows the time. It is 7:00. Then have students look at the pictures in the Unit Poster. Say: "These pictures show things we do. What does the girl do at 7:00 in the morning?" Model the answer by acting out waking up in the morning. Change the clock to show 7:10 and ask students to act out what the girl does at 7:10. Continue having students act out the activities done each time.
- Then have volunteers set the clock to different times from the Unit Poster. Other students should act out what the student does at that time.

Using Pages 2–3

1. **A3 Listen and read. Then sing.**

   **INVOLVE**
   - Explain the lesson objective—students will sing a song and talk about daily activities people do. Students will also name times of day.
   - Read the directions aloud. Play Audio Track A3 and have students listen and read the song lyrics silently.
   - Play the song again and invite students to sing along with you. Then ask: Which picture shows Kate at home? (the picture on the right) Which picture shows Kate at school? (the picture on the left)

   **MONITOR**
   - To check comprehension, use the cardboard clock and have students act out Kate's morning.
   - What time does Kate get up? What does she do at five-thirty? (sleeping in bed) What does she do after she wakes up? (eats breakfast, brushes her teeth) What does she do before 7:55? (packs her backpack, combs her hair) What does she do at 7:55? (gets on the bus)

   **ASSIST**
   - Replay the audio as needed. Pause after each verse and use simple language and gestures to explain unfamiliar words.
   - Once students are comfortable with the song, have them practice it using the karaoke version (Audio Track B48). Or, if you wish, save the karaoke version for use during another class period, as a fun way to review the song.

   **BEGINNING**
   - Help students understand the word late in the song title. Show them a picture of a school bus. Then have students point to the times in the song. Ask: What time does Kate's bus come? (7:55) Explain that if Kate is late, she will miss the bus.
2 Listen. Look at the pictures. Point and say.
• Read the directions aloud. Say: These pictures show ten activities. The clocks show times. The audio track includes a phrase, followed by a complete sentence. Model: wake up; I wake up at seven o'clock in the morning.
• Play Audio Track A4 and have students listen and read.
• Replay the audio and have students point to the pictures and say each phrase and sentence with you.

Read the ten phrases in random order. For each phrase, have students point to the photo that pictures the activity. Then read the ten times of day in random order and have students point to the clock that shows each time.

3 Read and match.
• Write these words on the board: ten, fifteen, twenty-five, thirty, forty-five, fifty-five. Invite volunteers to come to the board and write the numerals that stand for each word. (10, 15, 25, 30, 45, 55)
• Use the cardboard clock to introduce the word o'clock. Set the time to 8:00. Say: This clock shows eight o'clock.
• Read the directions aloud. Model matching words with 7:00 (seven o'clock).

Review the answers as a class. (Answers: 1. 7:00 = seven o'clock, 2. 7:10 = seven ten, 3. 7:30 = seven thirty, 4. 7:45 = seven forty-five, 5. 7:55 = seven fifty-five, 6. 4:45 = four forty-five, 7. 4:00 = four o'clock, 8. 8:15 = eight fifteen, 9. 5:25 = five twenty-five, 10. 5:30 = five thirty)

Have volunteers set the cardboard clock to different times and ask other students to read and write the times shown.

Point out that there are two common ways to read 4:45: four forty-five and a quarter to five. Have students use the cardboard clock to name and model other times that can include the phrase a quarter to.

4 Work with a partner. Listen. Look at the pictures. Ask and answer.
• Play Audio Track A5. Have students repeat the questions and answers. Then model asking a similar question: What time does she play soccer?
• Have partners use the Picture Cards to help them ask and answer questions. Remind students to ask about the activities shown on Student Book pages 2–3.

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Assign Workbook pages 2–3 and direct students to digital activities.

Application and Practice Activity
• Place the Picture Cards in different places in the classroom. Have students stand next to a card. Give an inflatable ball or other soft object to the student standing in front of the first picture card. Have him or her name the activity and time and say a sentence. Model: It is seven o'clock in the morning. She wakes up. Then have the student toss the ball to the student standing next to the Picture Card that shows the time that comes next.
• Have students play the Unit 1 Game 1 on ActiveTeach.

OBJECTIVES
To talk about daily activities people do
To name times of day
To sing a song

Key Vocabulary
Nouns: teeth, homework, breakfast, soccer, video, games, face, TV
Verbs: brush, do, eat, feed, get dressed, play, wake up, watch
Times: seven o'clock, eight fifteen, etc.

Materials
Unit Poster
Picture Cards 1–10
Cardboard or plastic clock with movable hands
Picture of a school bus
Inflatable ball or other soft object
Audio tracks A3–A5, B48
Student Book audio script, page T137
Games (ActiveTeach)
Digital activities: MyEnglishLab or CD-ROM

TEACHING TIP
Auditory Learners
For students who enjoy music, you may wish to play the karaoke version of the song first (Audio Track B48). Recognizing the tune and song structure can help prepare these students to sing the words when you play the complete song.
Kate Can’t Be Late

It’s Monday, 7:30.
Kate is still in bed.
Her mother sees the clock and says,
“Wake up, sleepy head!”

Go, go, go! Hurry, Kate!
Hurry, Kate! You can’t be late!

“Eat your breakfast! Brush your teeth!
The school bus doesn’t wait!
Now it’s 7:45,
And you can’t be late!

(Chorus)
Kate packs her backpack,
And she combs her hair.
Now it’s 7:55,
And her bus is there!

(Chorus)
Kate gets on the bus, and then
She sees that something’s wrong.
She gets to school on time that day
With her pajamas on!

(Chorus)
Listen. Look at the pictures. Point and say.

1. wake up
2. wash my face
3. eat breakfast
4. get dressed
5. brush my teeth
6. play soccer
7. play video games
8. do my homework
9. feed the cat
10. watch TV

Read and match.

1. 7:00 seven ten
2. 7:10 seven forty-five
3. 7:30 seven fifty-five
4. 7:45 seven o’clock
5. 7:55 seven thirty
6. 4:45 five twenty-five
7. 4:00 four forty-five
8. 8:15 five thirty
9. 5:25 eight fifteen
10. 5:30 four o’clock

Work with a partner. Listen. Look at the pictures. Ask and answer.

What time does she wake up? She wakes up at seven o’clock in the morning.

What does he do at five thirty in the afternoon? He feeds the cat.
Warm-Up

- Ask seven students to come up to the front of the class. Give each student an index card with a different day of the week written on it. Have students arrange themselves in the order of the days of the week.
- Have students ask each other riddles about their days of the week. Model:
  - I am the day before Tuesday. What day am I? (Monday)
  - I am the day after Saturday. What day am I? (Sunday)

Using Pages 4–5

**Listen and read.**

*Explain the lesson objective—students will listen to and read a story, answer questions about it, and then discuss ideas related to it.*

- Have students read the title aloud and preview the pictures in the story frames. Point to and read the name Dylan aloud, have students repeat. Explain that Dylan and his mother are talking. It is Monday morning.
- Read the directions aloud. Have students look at the story. Point to the numbered sentences at the bottom of each frame. Say: These sentences tell what happens. Then point to the speech bubbles. Say: These speech bubbles tell what Dylan and his mother say.
- Explain how the narration and speech is presented in the audio. Say: First, you will hear what happens in each picture. Then you will hear what Dylan and his mother say.
- Ask questions to check for understanding. Say: Look at Frame 2. What is Dylan doing? (eating breakfast) What is Dylan doing in Frame 3? (brushing his teeth) What does Dylan's mother want to tell him? (Today is a holiday. There is no school.)
- Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words. Say: P.E. in Frame 4 stands for "physical education." Another word for "physical education" is gym.
- Divide the class into two groups and assign the parts of Dylan and his mother. Play Audio Track A7, which includes only the characters' words without the story narration. Have students repeat after their assigned characters. Then, if desired, have pairs of students repeat the activity one-on-one.
21st Information Literacy

Have students look at Dylan's words in his speech bubbles. Ask: How can you tell that Dylan is excited? (Many of his sentences end with exclamation points.) Point out that many of his mom's sentences end with three dots. Ask: What do the three dots mean? (That each time his mom tries to talk, Dylan interrupts her before she can finish.) Show students the curved lines near his mom's mouth in Frame 5. Ask: What do these lines show? (That his mom is shouting to get Dylan's attention.) What do the curved lines in Frame 6 show? (That Dylan is surprised.)

Have students continue the story telling what Dylan does instead of going to school. Point out that the story gives many clues about things Dylan likes to do. Allow students to share their stories with the class.

Write B for before school or A for after school.

- Review the words before and after. Show students a clock. Have them name times before and after the current time. Model: It is 10:30 in the morning. 10:00 comes before 10:30. 11:00 comes after 10:30.
- Read the directions aloud. Model completing the first item for students. Say: Dylan eats breakfast before school. Write B for before.


Assist | Discuss and correct any errors in understanding.

Point out that Dylan tells what he does after school in Frame 5. Dylan does all of the other things before school.

21st Communication

Talk about the questions with a partner.

- Tell students to ask and answer the questions about the story. Explain that doing this can help them understand the story better and connect it to their own lives.

Monitor | Invite students to share their answers. Listen for proper pronunciation, appropriate intonation, and correct use of language.

Assist | Assign Workbook page 4 and direct students to digital activities.

Application and Practice Activity

- Have students draw pictures of something they do before or after school. Display the pictures and have the class guess whether each activity happens before or after school. Allow the artist to tell whether or not students' guesses are correct.
- Encourage students to add a caption underneath their drawing. Model: I eat breakfast before school. I play basketball after school.

Monitor | Have students check to make sure that their captions are written and punctuated correctly.

TEACHING TIP

Point out that calendars in some countries begin with Sunday at the left; in other countries they begin with Monday at the left. Explain that the dates do not change: All countries use the same numbers for the days. If possible, show students samples of each calendar layout. Ask advanced students which style they prefer and why.

Key Vocabulary

Nouns: teeth, breakfast
Verbs: brush, eat, get dressed, wake up

21st Century Skills

Information Literacy

Communication

Materials

Index cards
Clock
Paper and crayons or markers
Audio Tracks A6–A7
Video (ActiveTeach)
Digital activities: MyEnglishLab or CD-ROM

WB

Page 4
Answers on page T146

Summary

Dylan wakes up and gets ready for school. He is excited because he loves Mondays. He eats breakfast, brushes his teeth, and gets dressed. Finally, his mom tells him that it's a holiday, so there's no school.

TEACHING TIP

Calendars

Point out that calendars in some countries begin with Sunday at the left; in other countries they begin with Monday at the left. Explain that the dates do not change: All countries use the same numbers for the days. If possible, show students samples of each calendar layout. Ask advanced students which style they prefer and why.
Listen and read.

Good morning, Mom. What day is it today?

It’s Monday.

Hooray! I love Mondays!

I have art class at 9:30. Art class is fun!

But...

I have art class at 9:30. Art class is fun!

But…

Good morning, Mom.

What day is it today?

Hooray! I love Mondays!

I love Mondays!

Good morning, Mom. What day is it today?

It’s Monday.

Hooray! I love Mondays!

I have art class at 9:30. Art class is fun!

But...

I love Mondays!

Good morning, Mom. What day is it today?

It’s Monday.

Hooray! I love Mondays!

I love Mondays!

Good morning, Mom. What day is it today?

It’s Monday.

Hooray! I love Mondays!

I love Mondays!

Good morning, Mom. What day is it today?

It’s Monday.

Hooray! I love Mondays!

I love Mondays!

Good morning, Mom. What day is it today?

It’s Monday.

Hooray! I love Mondays!

I love Mondays!

Good morning, Mom. What day is it today?

It’s Monday.

Hooray! I love Mondays!

I love Mondays!

Good morning, Mom. What day is it today?

It’s Monday.

Hooray! I love Mondays!

I love Mondays!

Good morning, Mom. What day is it today?

It’s Monday.

Hooray! I love Mondays!

I love Mondays!

Good morning, Mom. What day is it today?

It’s Monday.

Hooray! I love Mondays!

I love Mondays!

Good morning, Mom. What day is it today?

It’s Monday.

Hooray! I love Mondays!

I love Mondays!

Good morning, Mom. What day is it today?

It’s Monday.

Hooray! I love Mondays!

I love Mondays!

Good morning, Mom. What day is it today?

It’s Monday.

Hooray! I love Mondays!

I love Mondays!
Dylan wakes up and goes into the kitchen.

Before school, Dylan always eats breakfast fast.

Dylan gets dressed.

Dylan brushes his teeth.

Dylan washes his face.

But there’s no school today!

He puts on his shoes. He’s ready for school.

Today’s a holiday! There’s no school!

But Dylan . . .

I have art class at 9:30.

Art class is fun!

Good morning, Mom.

What day is it today?

Hooray! I love Mondays!

We draw pictures.

We paint. It’s great!

Then at 1:45 we have P.E. I love P.E.!

I Love Mondays!

But . . .

It’s Monday.

But today . . .

Write B for before school or A for after school.

1. _____ Dylan eats breakfast.
2. _____ Dylan plays soccer.
3. _____ Dylan wakes up.
4. _____ Dylan brushes his teeth.
5. _____ Dylan washes his face.
6. _____ Dylan gets dressed.
7. _____ Dylan puts on his shoes.
8. _____ Dylan plays basketball.

Talk about the questions with a partner.

1. Why does Dylan like Mondays?
2. Why is Dylan surprised?
3. Do you like Mondays? Why or why not?
Language in Action

Listen and read. Say.

Jenna: Hi, Ethan. Do you want to get together after school today?
Ethan: Sorry, I can’t. I’m busy on Tuesdays.
Jenna: Really? What do you do?
Ethan: At 3:30, I have piano lessons. At 4:15, I go to soccer practice. Then I go home.
Jenna: Oh. What do you do after that?
Ethan: I do my homework, clean my room, and feed the dog. Then at 7:00, we eat dinner.
Jenna: Wow! You are busy.

Look at pages 4 and 5. Ask and answer with a partner.

What does Dylan do before school?

Listen and stick. Number the pictures.
**Warm-Up**

- Have students play a game using the Picture Cards. Students start in a line at the back of the class. They take turns picking a card and using the word or phrase shown in a sentence. If the sentence is correct, the player rolls a die and takes that many steps toward the front of the class. The student who is closest to the front after all students have had three turns is the winner.

**Using Page 6**

1. **Listen and read. Say.**
   - Explain the lesson objective—students will read, listen to, and practice dialogues about daily activities.
   - Tell students they will listen to a dialogue. Play Audio Track A8 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.
   - Use questions to check for understanding. Ask: What does Jenna want to do after school? (meet with Ethan) Why does Ethan say no? (He is busy.)

2. **Listen and stick. Number the pictures.**
   - Tell students they will ask and answer questions about what Dylan does before and after school. Read the directions and the speech bubbles aloud.
   - Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.

3. **Look at pages 4 and 5. Ask and answer with a partner.**
   - Tell students they will ask and answer questions about what Dylan does before and after school. Read the directions and the speech bubbles aloud.
   - As students work, check to see that they place the stickers and number the pictures correctly. (Answers: 1. 7:00, wake up; 2. 7:30, eat breakfast; 3. 8:45, get to school; 4. 9:00, go to bed)

4. **Listen and stick. Number the pictures.**
   - Help students find the Unit 1 stickers at the back of the Student Book. Read the directions aloud. Tell students they will listen to a girl talk about her day. Say: The stickers tell you what time she does each activity. Play Audio Track A9 and have students listen, place each sticker on the correct picture, and number the pictures.
   - As students work, check to see that they place the stickers and number the pictures correctly. (Answers: 1. 7:00, wake up; 2. 7:30, eat breakfast; 3. 8:45, get to school; 4. 9:00, go to bed)
   - On the board, write the expression at around 5:00. Ask students what they think this expression means. Say: At around 5:00 means “near 5:00 but not exactly.” This way you get home a little before or a little after 5:00.

5. **Technology Literacy** Point out that the stickers show two kinds of clocks. Say: Clocks with numbers only are called digital clocks. Clocks with sweeping hands are called analog clocks. Ask: Which kind of clock do you like better? Why?
   - Assign Workbook page 5 and direct students to digital activities.

**Application and Practice Activity**

- Write a list of activities from the lesson on the board and have students copy them on index cards. Ask students to arrange their cards in a secret order. Then have student pairs ask each other questions to guess each other’s order. Model: Did you put “do homework” before “feed the dog”?

- Help students find the Unit 1 stickers at the back of the Student Book. Read the directions aloud. Tell students they will listen to a dialogue. Play Audio Track A8 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

**Key Vocabulary**

- **Nouns:** teeth, homework, breakfast, dinner, dog
- **Verbs:** do, eat, feed, wake up
- **Times:** 3:30, 4:15, 7:00

**Materials**

- Picture Cards 1–10
- Dice
- Index cards
- Unit 1 Stickers
- Audio tracks A8–A9
- Student Book audio script, page T137
- Digital activities: MyEnglishLab or CD-ROM

**WB**

- Page 5
- Audio script on page T137
- Answers on page T143

**TEACHING TIP**

**Idioms**

Remind students that some words and phrases have special meanings. Explain that the phrase get together means “meet.” Model: What time will we get together to play video games? We will meet at 5:30. Have students notice how this phrase is used in Activity 8.
CLAUDIA'S SCHEDULE

Before school:
-Claudia wakes up at 6:30 in the morning.
-She gets dressed at 6:45.
-She brushes her teeth before she goes to bed.
-At 7:15 she eats breakfast before school.
-She rides her bike.

After school:
-She eats dinner at 6:45.
-At 7:00 she does her homework after school.
-She plays video games at 5:00 in the afternoon.
-They watch TV at 8:00 in the evening.

Verb: brushes
Noun: breakfast, dinner, homework, teeth

Critical Thinking

M01 BE TE L03GLB 0738 U01.indd   32
M01 BE TE L03GLB 0738 U01.indd   32
19/03/2013   15:09   19/03/2013   15:09
Look at Claudia’s schedule. Write before or after.

### Claudia’s Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30</td>
<td>wake up</td>
</tr>
<tr>
<td>6:45</td>
<td>get dressed</td>
</tr>
<tr>
<td>7:00</td>
<td>eat breakfast</td>
</tr>
<tr>
<td>7:15</td>
<td>brush my teeth</td>
</tr>
<tr>
<td>7:30</td>
<td>go to school</td>
</tr>
<tr>
<td>3:20</td>
<td>get home</td>
</tr>
<tr>
<td>3:30</td>
<td>ride my bike</td>
</tr>
<tr>
<td>4:45</td>
<td>do my homework</td>
</tr>
<tr>
<td>5:30</td>
<td>play soccer</td>
</tr>
<tr>
<td>6:30</td>
<td>eat dinner</td>
</tr>
</tbody>
</table>

1. Claudia gets dressed ______ before school.
2. Claudia does her homework ______ school.
3. Claudia brushes her teeth ______ school.
4. Claudia plays soccer ______ school.
5. Claudia eats breakfast ______ school.

### Read and match. Make sentences.

_____ 1. We eat breakfast at 7:30
_____ 2. I wake up at
_____ 3. Paula washes her
_____ 4. Tim does his homework at 4:15
_____ 5. Sandra plays video games
_____ 6. They watch TV at

a. at 5:00 in the afternoon.
b. in the morning.
c. 8:00 in the evening.
d. face at 7:50 in the morning.
e. 6:45 in the morning.
f. in the afternoon.

Look at 11. Talk about Claudia’s schedule with a partner.

Claudia wakes up at 6:30 in the morning.
She gets dressed at 6:45.
Listen and read.

Keep It Clean!

Washing your hands, showering, and brushing your teeth are three easy things you can do every day to keep yourself clean and healthy.

Take a Shower
When your parents tell you to take a shower, they are giving you good advice. Wash your face, behind your ears, and under your arms. Be sure to wash your whole body well. Use warm water and soap to wash away bacteria. Bacteria are tiny living things that can make you sick.

Brush Your Teeth
To keep your teeth strong and healthy, be sure to brush them twice a day. Brush in the morning when you wake up. And brush at night before you go to sleep. Brushing your teeth cleans away bacteria that can cause tooth decay. It’s important to brush your teeth for at least two minutes at a time.

Wash Your Hands
Every day, our hands pick up millions of germs that can make us sick. Be sure to wash your hands with soap and water for at least twenty seconds. Wash your hands before you eat, after you visit the bathroom, after you cough or sneeze, and any other time your hands get dirty.

15 Circle T for true or F for false.

1. Bacteria can make you sick.  
   True  False
2. Wash your hands only once a day.  
   T  F
3. Wash your hands after you take a shower.  
   T  F
4. Brush your teeth for at least two minutes at a time.  
   T  F
5. Brush your teeth five times a day.  
   T  F
Warm-Up

- Teach students the meanings of the words *dirty* and *clean* to connect the lesson with the ideas of before and after. Then have volunteers act out washing their hands, brushing their teeth, or taking a shower, and have other students use the words *dirty* and *clean* in sentences in response to what the volunteers are doing. Model: *Before you wash your hands, they are dirty. After you wash your hands, they are clean.*

**Using Page 8**

**Listen and read.**

Explain the lesson objective—students will read about things people do to stay clean and healthy.

- Read the Content Words in the box aloud. Tell students that they will learn the meaning of the words in context. Or, if desired, have students work in pairs to look up the words in a dictionary.

- Play Audio Track A10 and have students listen and read. Tell students to circle any words they do not understand.

- Pause after each section and ask questions to check for understanding. Ask: *Why do people brush their teeth?* (to clean away bacteria that can cause tooth decay) *When should you wash your hands?* (before you eat, after you visit the bathroom, after you cough or sneeze, whenever your hands are dirty)

- Replay the audio as necessary. Use simple language and gestures to explain any words that students circled while listening.

- Point out that *bacteria* is a scientific term. Bacteria are one kind of tiny living thing. *Germs* is not a scientific term. It is a common word that people use to describe tiny living things that can make people sick. Scientists do not use the word *germs* because it is too general in meaning.

- Remind students that most plural nouns end in *s.* Model: *My hands and ears are clean.* Bacteria *are* both plural. Have students complete these sentences: *My teeth and bacteria are both plural. Have students complete these sentences: My teeth and bacteria are both plural. Have students complete these sentences: My teeth and bacteria are both plural.*

- Read the directions aloud. Complete Item 1 with the class. Then have students complete the items independently.


- Assign Workbook page 8 and direct students to digital activities.

**Application and Practice Activity**

- Have students work together to create a skit using the Content Words. Students may write down the dialogue or make it up as they go along, according to their preferences. Have students perform their skits for the class. Ask listeners to raise their hands each time they hear a Content Word.

- Have students view the Unit 1 documentary video segment. Use activities in the Video Guide. If students have MyEnglishLab, assign the video segment as homework for review.

**OBJECTIVES**

To read and talk about ways to stay clean and healthy

To understand the importance of staying clean

To read and understand a science text

**Content Words**

*bacteria, cough, germs, healthy, sick, sneeze*

**21st Century Skills**

Cross-Cultural Skills

**Materials**

Unit poster
Audio track A10
Video (ActiveTeach)
Digital activities: MyEnglishLab or CD-ROM

Page 8
Answers on page T146

**TEACHING TIP**

Point out that people from different cultures say different things to someone after he or she sneezes. Have volunteers pretend to sneeze and model these responses: *Bless you.* Gesundheit. *Salud.* Explain that people in Arabic countries often say *alhamdulilah* (“praise be to God”). When a person in China sneezes, he or she is told *bai sui,* which means “may you live 100 years.” In France, people say à vos souhaits (“may your wishes come true”).
OBJECTIVES
To read and talk about time zones
To understand the concept of time zones
To complete a chart with times in different time zones

Content Words
California, map, Montana, New York, Texas, time zones

21st Century Skills
Global Awareness
Cross-Cultural Skills

Materials
Unit Poster
Dice
Game pieces or markers
Index cards
Audio track A11
Digital activities:
MyEnglishLab or CD-ROM

Warm-Up
- Have groups of students play a game to practice adding and subtracting hours. A volunteer from each group should create a game board by drawing a big clock face. To begin the game, each player rolls one die. That number is his or her starting time. Model: I rolled a 5. I start at five o'clock. The first player rolls again and finds the times that many hours before or after. Model: I am on 5:00. I rolled a 2. I can move to two hours before 5:00 or two hours after. I will move two hours after 5:00. I land on 7:00. The first player to land on all twelve times is the winner.

Using Page 9

16. Read and complete. Listen and check.

<table>
<thead>
<tr>
<th>Time Zone</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>3:00, 8:00</td>
</tr>
<tr>
<td>Texas</td>
<td>2:00, 5:00</td>
</tr>
<tr>
<td>Montana</td>
<td>1:00, 6:00</td>
</tr>
<tr>
<td>New York</td>
<td>12:00, 5:00</td>
</tr>
</tbody>
</table>

- Explain the lesson objective—students will read and talk about that time it is in different parts of the United States.
- Point out the map at the top of the page. Ask: Why do the colors show? (different time zones)
- Read the directions aloud. Tell students that they will have to figure out the times that go in the blanks. Model: For Manuel in New York, two hours after 1:00 is 3:00.
- Write these Content Words on the board: California, map, Montana, New York, Texas, time zones. Have students circle these words in the article.
- Have students complete the chart independently.
- When students have completed the chart, play Audio Track A11 and have students listen and check their work.
- Review the correct times with the class. (Answers: New York = 3:00, 8:00; Texas = 2:00, 5:00; Montana = 1:00, 6:00; California = 12:00, 5:00)
- Replace the audio as necessary. Pause as needed and use simple language and gestures to explain unfamiliar words.

21. Global Awareness Tell students that there are 40 time zones around the globe. Have volunteers guess what time it is in different cities around the world when it is 1:00 P.M. in New York.

- Read the directions and the questions aloud.
- Walk around the room and listen for correct pronunciation and appropriate intonation. Review answers with the class. (Answers: 1. 5:00 P.M. 2. sleeping. 3. Answers will vary.)

Application and Practice Activity
- Have students write sentences for the Content Words from the lesson. Tell them to write their sentences on index cards, replacing each Content Word with a blank. Partners can then exchange cards and guess which Content Word completes the sentence. Model: When it is 4:00 in California, it is 6:00 in ____________. (Texas)
Read and complete. Listen and check.

1. Bacteria can make you sick.
   TF

2. Wash your hands only once a day.
   TF

3. Wash your hands after you take a shower.
   TF

4. Brush your teeth for at least two minutes at a time.
   TF

5. Brush your teeth five times a day.
   TF

1. When it's 6:00 p.m. in Montana, what time is it in California?
2. Manuel gets up at 7:00 in the morning. What is Kara doing when Manuel gets up?
3. How many time zones does your country have? Explain.

Do You Know What Time It Is?
Is it the same time everywhere in the world? No, it's not. That's because the world is divided into time zones. Look at the map of the United States. It has four different time zones.

1:00 in the afternoon

<table>
<thead>
<tr>
<th>Time Zone</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>It's 1:00 in New York, and Manuel and his friends are finishing their lunch.</td>
</tr>
<tr>
<td>Texas</td>
<td>In Texas, it's 12:00, and Maria is just finishing math class.</td>
</tr>
<tr>
<td>Montana</td>
<td>John, in Montana, is hungry and is thinking about lunch. He looks at the clock. It's only 11:00 in the morning!</td>
</tr>
<tr>
<td>California</td>
<td>And for Kara, in California, it's only 10:00 in the morning.</td>
</tr>
</tbody>
</table>

two hours later

<table>
<thead>
<tr>
<th>Time Zone</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>Now it's 3:00 in New York, and school is over. Manuel is playing soccer.</td>
</tr>
<tr>
<td>Texas</td>
<td>In Texas, it's 2:00, and Maria is still in school.</td>
</tr>
<tr>
<td>Montana</td>
<td>It's 3:00 in Montana, and John is finishing his lunch.</td>
</tr>
<tr>
<td>California</td>
<td>Kara, in California, looks at the clock, and it's 2:00. Hooray! It's lunchtime!</td>
</tr>
</tbody>
</table>

five more hours later

<table>
<thead>
<tr>
<th>Time Zone</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>It is 5:00 at night now in New York, and Manuel is finishing his homework.</td>
</tr>
<tr>
<td>Texas</td>
<td>In Texas, it's 4:00, and Maria is eating dinner.</td>
</tr>
<tr>
<td>Montana</td>
<td>In Montana, it's now 4:00, and John is making dinner with his dad.</td>
</tr>
<tr>
<td>California</td>
<td>In California, Kara is playing with her sister. It's 4:00.</td>
</tr>
</tbody>
</table>

1. When it's 6:00 p.m. in Montana, what time is it in California?
2. Manuel gets up at 7:00 in the morning. What is Kara doing when Manuel gets up?
3. How many time zones does your country have? Explain.

Work with a partner. Ask and answer.

1. When it's 6:00 p.m. in Montana, what time is it in California?
2. Manuel gets up at 7:00 in the morning. What is Kara doing when Manuel gets up?
3. How many time zones does your country have? Explain.
Writing | Sentence: Subject and Verb

A sentence has a subject and a verb.

She eats breakfast before school.
She is the subject. Eats is the verb.

I ride my bike to school.
I is the subject. Ride is the verb.

18 Read the sentences. Underline the subject. Circle the verb.
1. Andrew eats breakfast at 7:30 in the morning.
2. Marcia goes to school at 8:05 in the morning.
3. We come home at 3:50 in the afternoon.
4. They do their homework at 4:30.
5. You eat dinner with your family in the evening.

19 Complete the sentences with a subject or a verb. Use the words from the box.

brother  cleans  She  Tom  wakes

1. Bridget ____________ at 6:45 in the morning.
2. ____________ eats breakfast at 7:00.
3. Her ____________ wakes up at 7:15 in the morning.
4. Bridget ____________ her room before school.
5. ____________ cleans his room after school.

20 Write four sentences about your day. Read them to a partner.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
Warm-Up

- Create simple sentence-matching puzzles for students to solve. Cut out sentences from magazines, glue them onto pieces of cardboard, and then cut each sentence in half. Give each student one half of a sentence and challenge them to find the student with the other half. Allow pairs to read their sentences aloud when they connect the two puzzle pieces.

Using Page 10

18 Read the sentences. Underline the subject. Circle the verb.

- Explain the lesson objective—students will learn that a complete sentence includes a subject and a verb. Then they will practice writing sentences.
- Read the text in the box aloud. Explain that the subject of a sentence is often a person. It can be a pronoun, as in the examples, or a name. Model examples with names and ask students to identify the subject: *Amy eats breakfast before school.* *(Amy)*
- Read the directions aloud. Review the example with students.
- Have students complete the activity independently or in pairs.

Monitor


Assist

- Suggest that students underline each subject and circle each verb in the model sentences, labeling them *S* and *V*.

Some students may circle two words as the verb (for example, *eats breakfast*). Explain that *breakfast* is not part of the verb *eats*.

19 Complete the sentences with a subject or a verb. Use the words from the box.

- Read the directions aloud. Model the first item. Ask: *What does Bridget do at 6:45 in the morning?* *(She wakes up.)*
- Review the answers. *(Answers: 1. wakes, 2. She, 3. brother, 4. cleans, 5. Tom)*

Challenge

- Have students name the clues they used to fill in the blanks. For example, capital letters show that a word comes at the beginning of a sentence. Item 5 includes the pronoun *his*, so you know the subject must be male.

20 Write four sentences about your day. Read them to a partner.

- Read the directions aloud. Model: *I feed the dog before school. I go to school on a school bus.*
- Have students complete the activity independently.

Monitor

- Ask students to name the subject and verb in each of their partner’s sentences.
- Assign workbook page 9 and direct students to digital activities.

Application and Practice Activity

- Expand on the sentence-matching game from the Warm-Up. Have students create their own puzzles by gluing sentences from newspapers and magazines onto pieces of cardboard and cutting them apart. Groups of students can mix up the puzzle pieces and work together to put the sentences back together. When students solve a puzzle, encourage them to name the subject and verb in the sentence.

Monitor

- Check to make sure that students select simple sentences with one subject and one verb.
**OBJECTIVES**
To learn about the importance of doing chores

**21st Century Skills**
Self-Direction
Critical Thinking

**Materials**
Unit Poster
Bingo markers or rubber stamps
Audio track A12
Digital activities: MyEnglishLab or CD-ROM

**WB**
Page 10
Answers on page T146

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**Warm-Up**
- Have students look at the activities shown on the Unit Poster. Then have students play a game of *Charades* in which they act out doing one of the activities. Classmates can guess which activity is being acted out by pointing to the picture or reading the words on the poster aloud.

**Using Page 11**

### 21 Look and listen.

Explain the lesson objective—students will read and talk about doing chores.

- Read the title at the top of the page aloud. Explain that chores are jobs that people do.
- Tell students they will listen to children talk about chores they do at home.
- Play Audio Track A12 and have students listen as they read. Repeat as needed.

#### MONITOR
Ask questions to check for understanding. Ask:
- What does the boy do before school? (He feeds the dog.)
- When does this girl clean her room? (after school)
- What does this girl do after dinner? (She washes the dishes.)

#### Critical Thinking
Point out that these children do their chores. Ask: What might happen if they do not do their chores? Emphasize that doing chores helps keep people and pets happy and healthy.

### 22 What chores do you do at home? Add them to the chart. Check (/). Then ask three classmates about their chores.

- Read the directions aloud. You may wish to have students use Bingo markers or rubber stamps instead of checkmarks to complete the chart.
- Make sure that students understand how to use the chart. Point to the first column, labeled *Chore*. Tell them they will add other chores they do in this column. Then have them talk with three classmates and use the chart to check their answers.

#### MONITOR
Elicit questions students might ask each other: Do you feed a pet? Do you clean your room? Do you wash the dishes?

#### ASSIST
Help students with unknown words and phrases. Have them act out chores they cannot name.

#### CHALLENGE
Encourage students to add at least two more chores to the list. If they cannot think of chores they already do, tell them to add chores they can start doing.

Tell students they can ask each other questions about what time they do chores. Model: When do you wash the dishes? At what time do you feed the cat? Encourage students to take additional notes about one another’s answers.

- Assign Workbook page 10 and direct students to digital activities.

**Application and Practice Activity**

- Have students report what they learned about their classmates when they completed the Chores chart in Activity 22.

As students report what they learned about their classmates, listen for correct use of language and appropriate intonation.

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**TEACHING TIP**
**21 Self-Direction**
Encourage students to use the chart in Activity 22 to set goals. Model: I will clean my room. I will wash the dishes. Allow students to report back to the class about the chores they do after completing this activity.

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**SAMPLE UNITS**
Look and listen.

I feed the dog before school.
I clean my room after school.
I wash the dishes after dinner.

**PROJECT**

**22** What chores do you do at home? Add them to the chart. Check (✓). Then ask three classmates about their chores.

<table>
<thead>
<tr>
<th>Chore</th>
<th>Me</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>feed pet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>clean my room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wash the dishes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Play the *Silly Sentences* game. First, write times on ten cards. Then write activities on ten cards.

Next, work in groups. Put the times cards in one stack and the activity cards in another. Shuffle the cards. Taking turns, choose a card from each stack and make a silly sentence.

Finally, tell the class some silly sentences from your group. Then tell how you would correct each sentence.
Warm-Up

• Introduce the word silly by telling students you will say some silly sentences. Point to your ear and say: This is my nose. Hold up a book and say: This is a chair. Point to something red and say: This is blue.

• Have students take turns saying their own silly sentences. Allow students to respond by correcting each silly sentence. Model: That’s silly! That’s not your nose. It’s your ear.

Using Page 12

22 Play the Silly Sentences game. First, write times on ten cards. Then write activities on ten cards.

Explain the lesson objective—students will play a game to review times of day.

• Give groups of students index cards in two colors. Have students write times on ten cards of one color. Read the sample card aloud: 7:30 in the morning. Tell students that each card should have a time and one of these phrases: in the morning, in the afternoon, in the evening, or at night.

• Give groups of students index cards in two colors. Have students write ten activities on cards of the second color. Read the sample card aloud: eat breakfast. Students can use the Unit Poster for ideas for other activities.

Next, work in groups. Put the times cards in one stack and the activity cards in another. Shuffle the cards. Taking turns, choose a card from each stack and make a silly sentence.

• Have students work in groups to play Silly Sentences. Read the dialogue on the page aloud. Then model sentences with other subjects. He goes to school at 8:00 at night. My brother plays soccer at 6:45 in the morning.

• Point out that not all of the sentences will be silly. Some card pairs will make sentences that are fine. Model: That’s not silly. That makes sense!

As students play the game, listen for proper pronunciation, appropriate intonation, and correct use of language.

Finally, tell the class some silly sentences from your group. Then tell how you would correct each sentence.

• As students play, have them write down their favorite silly sentences to share with their classmates.

• Have students correct their favorite silly sentences so that they make sense.

21st Century Skills

Social Skills

Materials

Unit Poster
Index cards in two colors
Cardboard clocks
Digital activities: MyEnglishLab or CD-ROM

TEACHING TIP

Sentence Structure

Help students recognize that they can put times at the beginning or the end of a sentence. Show two cards: 9:00 in the evening and wake up. Model two sentences you can make by arranging the cards in different orders: At 9:00 in the evening, my sister wakes up. My sister wakes up at 9:00 in the evening.

Application and Practice Activity

• Have teams work on a skit that shows what students do on a mixed-up day. They can use their silly sentences for ideas. Suggest that students act out the events in time order, from morning to night. Model: At 6:30 in the morning, we go to bed. Then at 7:00 in the morning, we eat dinner. At 2:00 in the afternoon, we wake up.
Warm-Up

- Give each student an activity card from Activity 23. Ask five students with
different activities to come to the front of the class and arrange themselves in
order from first to last activity.
- Invite students to use before and after to describe the order of activities. Model: I
eat breakfast before I feed the cat. I play basketball after I eat lunch.

Using Page 13

24 Write three things you do in the morning, in the afternoon, and in
the evening.

Explain the lesson objective—students will write things they do at different
times of day and complete a paragraph.
- Read the directions aloud. Ask: What do you do in the morning? Have students
suggest activities. Say: Write three things you do in the morning. Then write three
things you do in the afternoon and three things you do in the evening.
- Have students complete the chart independently.
- Have students read their charts aloud to a partner and review them together
to make sure that each answer makes sense.
- Have students use a cardboard clock to help them determine times that fit
in each category: morning, afternoon, evening. For example, students might
determine that the morning begins after 12:00 midnight and ends at 12:00
noon. Then have students count to find out how many hours are in each part
of the day according to their parameters.

25 Complete the paragraph. Use the words after, at, before, in, and on.

- Read the directions aloud. Point out that each word is used only once.
- Have students work with a partner to complete the sentences. Suggest that
students read the paragraph aloud and work together to figure out which
word makes the most sense in each blank.
- Have students write the words after, at, before, in, and on on
separate cards and try each word as they complete the sentences.
- Review the answers as a class. (Answers: 1. at, 2. before, 3. on, 4. after, 5. in)
- Have students name sentence clues that helped them decide which word to
use in each sentence.
- Read the statements aloud. Have students check each box next to a skill they
feel they can do.
- Assign Workbook page 11 and direct students to digital activities.

Application and Practice Activity

- Have students draw comic strips that show daily activities. Encourage them
to include at least three frames in each comic strip. Suggest that they choose
activities from the chart they completed for Activity 24.
- Have students share their work by posting it on a bulletin board display.
- Have students play the Unit 1, Game 2 on ActiveTeach.
- Have students review the Unit 1 dramatic video segment. Use Video Guide
activities. If students have MyEnglishLab, assign the video segment as
homework for further review.

Materials
Unit Poster
Student-made cards
from Activity 23
Cardboard clocks
Drawing supplies
Games/Video
(ActiveTeach)
Digital activities:
MyEnglishLab
or CD-ROM

Page 11
Audio script on page
T143
Answers on page T146
24 Write three things you do in the morning, in the afternoon, and in the evening.

<table>
<thead>
<tr>
<th>Morning</th>
<th>Afternoon</th>
<th>Evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

25 Complete the paragraph. Use the words after, at, before, in, and on.

I like Fridays! Every Friday, I wake up ______ 6:30 in the morning. I eat breakfast, brush my teeth, and get dressed. I always feed my cat ______ school. I like school ______ Fridays. We have art class, and I like to draw! At 3:45, I go to the park and play basketball with my friends. We always play sports ______ school. I go home at 5:30 ______ the afternoon, clean my room, and play video games. At 7:00, we eat pizza. We always have pizza for dinner on Fridays!

I Can

☐ say what I do before and after school.
☐ talk about different times of the day.