Objectives

Vocabulary
• To describe and compare people’s characteristics

Reading
• To identify the main idea of a story ("She’s Just Like You!")
• To use reading strategies to comprehend and appreciate a story

Grammar
• To use comparative adjectives
• To use possessive adjectives and possessive pronouns

Content Connections
• Science: To learn about twins and other multiple births
• Around the World: To read about a world competition

Writing
• To write parts of a paragraph

Values
• To learn the value of being considerate of others

Project
• To make award ribbons to reward good manners

Key Vocabulary

<table>
<thead>
<tr>
<th>Hair</th>
<th>Size</th>
<th>Age</th>
<th>Character Traits</th>
<th>Expressions</th>
<th>Content Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td>big</td>
<td>new</td>
<td>friendly</td>
<td>I don’t think so!</td>
<td>beard</td>
</tr>
<tr>
<td>blonde</td>
<td>short</td>
<td>old</td>
<td>funny</td>
<td>Just like you!</td>
<td>category</td>
</tr>
<tr>
<td>brown</td>
<td>small</td>
<td>young</td>
<td>nice</td>
<td>Just like yours!</td>
<td>chance</td>
</tr>
<tr>
<td>curly</td>
<td>tall</td>
<td></td>
<td>serious</td>
<td>kind of . . .</td>
<td>competition</td>
</tr>
<tr>
<td>dark</td>
<td></td>
<td></td>
<td>shy</td>
<td>make a joke</td>
<td>moustache</td>
</tr>
<tr>
<td>light</td>
<td></td>
<td></td>
<td>smart</td>
<td>What’s she like?</td>
<td>style</td>
</tr>
<tr>
<td>long</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>twins</td>
</tr>
<tr>
<td>straight</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>fraternal</td>
</tr>
<tr>
<td>wavy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>multiple birth</td>
</tr>
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<td></td>
<td></td>
<td>pair</td>
</tr>
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</table>
Unit Opener Activities

Family Connection

Have students tell their families that they are learning about their classmates and how to describe them. Encourage students to draw or make a family portrait at home. Suggest that students label each family member with words that describe their appearance or personality. Throughout the unit, allow students to revisit their portraits to add descriptive words and report back to the class about what they have added.

Kids in My Class Bulletin Board

Make a bulletin board entitled Kids in My Class. Ask students to bring in photos of themselves to post on the bulletin board. Create descriptive headings such as Short, Tall, Short Hair, Long Hair, Friendly, and Nice. Invite students to post their pictures under the heading of their choice. As students learn more vocabulary, invite them to create new labels and change the placement of their pictures.
Warm-Up

- Write descriptive words and phrases on cards or pieces of paper, such as boy, girl, tall, short, straight hair, curly hair, red shirt, blue pants. Tell students that you will be playing a game. Explain that when you hold up a word or phrase that describes them, they should stand up.
- Hold up a simple description, such as boy. Encourage all the students to say the word aloud and have all the boys in the class stand up. Then hold up girl, have students read the word aloud, and have all the girls stand up. Continue with the other cards.

Using Pages 2–3

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

   Explain the lesson objective—students will sing a song about the first day of school and then talk about how kids grow and change over the summer. Students will also use adjectives to describe people.

   - Point to one of the girls on page 2 and ask questions about her. Say: What color is her shirt? Ask students to say words that they know to describe the girl.
   - Read the directions aloud. Play Audio Track A3 and have students listen as they read the song silently.
   - Play the audio again and invite students to sing along with you.
   - Ask questions to check for comprehension. Point to the girl on the right and ask: How did she change? (She is taller. Her hair is curly.)
   - Have students refer to the Unit Poster for additional support.
   - Once students are comfortable with the song, have them practice it using the karaoke version (Track C1). Or, if you wish, save the karaoke version for use during another class period, as a fun way to review the song.

2. **Communication** Ask: How have we changed? Model: My hair was long. Now it is short.

   Then have interested students give their own examples of the ways they have changed. Encourage students to listen respectfully to others, and to ask questions to show they are interested in what others are saying.
Listen. Number the pictures from 1–6.

- Read the directions aloud. Say: *You are going to hear descriptions of the kids in these pictures. Number them in the order that you hear the descriptions.*
- Play Audio Track A4 and have students listen and number the pictures.

**Monitor**

**Assist**
Replay the audio as needed. If students are having trouble, help them identify the kids in the pictures. Ask: *Which kid is short? Which kid has a pink backpack? Which kid likes to read? Which kid wears glasses?*

Circle T for true and F for false. Then check your answers with a partner.

- Read the first statement aloud. Have students look at the matching pictures and descriptions to determine if the statement is true or not.
- Have students read each statement and decide whether it is true or false. Then have pairs of students work together to review their answers and check to make sure they are correct.

**Monitor**
Check to see that students are reading the statements correctly and referring to the pictures and descriptions to confirm their answers.

**Assist**
Help students think about the statements by asking questions and pointing to the pictures and descriptions. Ask: *Is he tall? Does she have blonde hair?*

__3rd Big 21st Communication__
Work with a partner. Listen and talk about the people in 2.

- Read the directions aloud. Play Audio Track A5 and have students repeat the dialogue.
- Then have pairs of students ask and answer questions about the kids in Activity 2.

**Monitor**
Listen for proper pronunciation, appropriate intonation with questions and answers, and correct use of vocabulary.

**Assist**
Model how students can use the words in the descriptions to form questions: *Who has dark brown hair? Does he wear glasses?*

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

**Application and Practice Activities**
- Have students work in small groups to make questions for a guessing game. The students in each group can work together to create a series of statements that describe one person in the group. *I am tall. I have curly hair. I like pizza.*
- Have each group present their *Who Am I?* riddles to the class. Without giving the names, the group members should take turns making statements about the person they have chosen to describe. Then the class should try to guess who that person is.
- Have students write the name of each student in the class on an index card. Shuffle the cards to give one to each student, making sure that students do not get their own names. Have each student write words that describe the person they selected on the back of the card, adding to the word collection as they learn new vocabulary and work through the unit. Provide a place for students to keep the cards.

As students do the activity, listen to make sure they are using a wide range of vocabulary, not just relying on words with which they are comfortable, but challenging themselves with more difficult words.

- Have students play the Unit 1 Game 1 on ActiveTeach.

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**OBJECTIVES**
- To describe features and attributes of people
- To use comparative adjectives
- To sing a song

**Key Vocabulary**
- Adjectives: black, blonde, bright, brown, curly, dark, friendly, funny, light, long, pink, serious, short, shy, smart, tall, wavy

**21st Century Skills**
- Communication

**Materials**
- Unit Poster
- Picture Cards 71–75
- Teacher-made cards with descriptive words and phrases
- Index cards
- Photos of celebrities, such as popular actors, models, musicians, or athletes
- Audio tracks A3–A5, C1
- Games (ActiveTeach)
- Digital activities: MyEnglishLab or CD-ROM

**WB**
- Pages 2–3
- Answers on page T148

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**TEACHING TIP**
**Extending the Lesson**
Students are often motivated by reading about celebrities. Have students look through magazines for pictures of their favorite actors, models, musicians, and athletes. Have students identify traits such as hair color, hair length, size, etc. Invite them to share a picture with the class and describe the person using some of the key vocabulary words.
Listen and read. Then sing.

Who's That Girl?

It's the first day of school,
We're back in our classes.
Everybody looks different—
And I have new glasses!

Who's that girl
Standing over there?
She's taller than me
And has dark curly hair.

In my class are the kids I know.
We all change, we all grow.

Wait, I know her.
That's Brenda. She's great!
Last year she was shorter,
And her hair was straight.

We're all getting bigger
Than we were last year.
But some things won't change
Like the friends we make here.

(Chorus)
Listen. Number the pictures from 1–6.

Trish is tall and has long light brown hair. She plays the flute.

Darren is short. He has straight black hair and glasses. He’s shy.

Sylvia has brown hair. She carries a bright pink backpack.

Natalie has wavy blonde hair. She’s smart and likes to read.

Bryan has dark brown hair and glasses. He’s serious.

Larry has light brown hair. He’s friendly and funny.

Circle T for true or F for false. Then check your answers with a partner.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sylvia has brown hair.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>2. Natalie wears glasses.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>3. Larry is shy.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>4. Bryan is serious.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>5. Trish plays the saxophone.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>6. Darren is tall.</td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>

Work with a partner. Listen. Talk about the people in 2.

What’s Trish like?

She’s tall and has long light brown hair.
Warm-Up

- Invite students to play a game called Just Like Me. Model how to play. One person will give clues that tell about someone in the class who is similar to them in different ways. The other students will try to guess who that person is. Say:

  I know someone who is just like me. We are both (wearing red shirts).

- Encourage the class to guess who you are describing.

- Have the student you described come to the front and give clues about another student in the class. That person will be the next one to have a turn giving clues. Continue having students take turns giving clues until everyone who is interested has had a turn.

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 identify the characters in the story. Ask:

  Which person is Cristina? Which person is her dad? Which person is Amanda?

- Read the directions aloud. Have students look at the story. Tell them that they will hear the narration for each frame first, followed by what the characters say.

- Play Audio Track A6 and have students listen and read.

- Ask questions to check for understanding. Say: Who is Amanda? (She is a new girl in Cristina’s class.) Who has dark curly hair? (both Cristina and Amanda) Is Amanda nice? (Yes, she is.) Encourage students to answer using complete sentences.

- Replay the audio as needed. Pause after each frame and use simple language and gestures to explain unfamiliar words.

- Have students work in pairs to read the speech bubbles aloud to each other and act out the dialogue in the story.

Challenge

- Have students work in pairs to look at the story and describe Cristina’s dad. Ask: Is Cristina’s dad just like your dad?
Have students write a paragraph telling how Cristina’s dad is similar to and different from their dad or another male in their family, such as an uncle or grandfather.

6 Read. Circle same or different.
- Read the directions aloud. Review the concepts of same and different by holding different pairs of items, for example, two red crayons while saying same color and a red and green crayon while saying different color.
- Read each sentence in the activity aloud. Model the first item. Have students circle same. Then have students complete the activity independently.
- Review the answers as a class. (Answers: 1. same, 2. different, 3. same, 4. different)

Monitor
- Review the meanings of the words same and different by having students label similar and different items in the classroom with self-stick notes.

Assist
- Talk about Cristina’s dad’s statement in Frame 5. Ask: How do we know he is joking with her? Make sure students understand the meaning of “just like you.”
- Explain that sometimes we say the opposite of what we really think, and that is meant to be funny.

Challenge
- 21st Communication Talk about the questions with a partner.
- Read the directions and each question as a class. Model an answer for the first question. Write it on the board and read it aloud. Model: I am the same as Amanda and Cristina. I have dark curly hair. Have students work in pairs to answer the questions.
- Listen for proper pronunciation, appropriate intonation with questions and answers, and correct use of vocabulary.
- Assign Workbook page 4 and direct students to digital activities.

Application and Practice Activity
- Call to the front the student that you said was “just like me” in the Warm-Up activity. Ask if anyone remembers the way you and the student are the same. Then ask if anyone can tell the ways that you are different. Write their suggestions underneath each heading.
- Call a new pair of students to the front of the room and have the class tell how they are the same and different.
- Have students fold a sheet of paper into four parts to make a booklet. Ask students to write sentences in the booklet telling how a friend, classmate, or relative is similar to and different from themselves.
- Have students view the Unit 1 dramatic video segment for exposure. If students have MyEnglishLab, assign the video segment as homework for review.

OBJECTIVES
To read unit language in context
To read for understanding and enjoyment
To read and draw conclusions

Key Vocabulary
Adjectives: curly, dark, longer, new, nice, shy, smart

21st Century Skills
Communication

Materials
Self-stick notes labeled same and different
Paper, folded into quarters
Audio tracks A6–A7
Video (ActiveTeach)
Digital activities: MyEnglishLab or CD-ROM

WB
Page 4
Answers on page T148

Summary
Cristina tells her dad about Amanda, a new girl in her class and describes the ways in which they are similar and different.

TEACHING TIP
Using Pictures to Predict
Have students look at the pictures and discuss who they think the girl and man might be. Then have them look at the thought bubbles and discuss what they think the girl in the story might be thinking. Ask: Who do you think the other girl in the thought bubble is?
Cristina likes her new classmate.

Cristina and the new girl have some things in common.

Cristina tells her dad about a new student at school.

But Cristina and Amanda are different in some ways, too.

There’s a new girl in our class.

Oh, really? What’s she like?

Her name is Amanda. She has dark curly hair.

Yeah, but her hair is longer than mine. And she’s shorter than me.

Yeah, she’s nice, and she’s really smart! But she’s also kind of shy.

Cristina and the new girl have some things in common.

Is she nice?

Cristina likes her new classmate.

Just like yours!

She’s Just Like You!

Her name is Amanda. She has dark curly hair.

There’s a new girl in our class.

Oh, really? What’s she like?

Is she nice?

Cristina likes her new classmate.

But Cristina and Amanda are different in some ways, too.

Yeah, but her hair is longer than mine. And she’s shorter than me.

Yeah, she’s nice, and she’s really smart! But she’s also kind of shy.

Cristina is definitely not shy!

Just like yours!

Me? Shy? I don’t think so!

But I am nice. And really smart, too!

Just like you!
Cristina likes her new classmate. Cristina and the new girl have some things in common. Cristina tells her dad about a new student at school. But Cristina and Amanda are different in some ways, too.

Listen and read.

Her name is Amanda. She has dark curly hair.

There’s a new girl in our class. Oh, really? What’s she like? Is she nice? Yeah, but her hair is longer than mine. And she’s shorter than me. Yeah, she’s nice, and she’s really smart! But she’s also kind of shy.

Amanda

Cristina is definitely not shy!

Cristina’s dad makes a joke.

Me? Shy? I don’t think so!

But I am nice. And really smart, too!

Me? Shy? I don’t think so!

Me? Shy? I don’t think so!

Me? Shy? I don’t think so!

Cristina’s dad makes a joke.

Cristina is definitely not shy!

Talk about the questions with a partner.

1. How are you the same as Cristina or Amanda? Explain.
2. How are you different from Cristina or Amanda? Explain.
3. Are there times when you feel shy? Give an example.

Cristina and Amanda

1. She has dark curly hair. same different
2. Her hair is long. same different
3. She is nice and smart. same different
4. She is shy. same different

Me? Shy? I don’t think so!

Me? Shy? I don’t think so!

Me? Shy? I don’t think so!

Me? Shy? I don’t think so!

Me? Shy? I don’t think so!

Me? Shy? I don’t think so!

Me? Shy? I don’t think so!
Listen and read. Say.

Lisa: Is that your cousin?
Marcy: Yes, that’s Alan.
Lisa: Is he older than you?
Marcy: No, he’s younger than me.
Lisa: Oh. He’s taller than you.
Marcy: I know. He’s taller than my brother David, too.

Practice the dialogue in 8 with a partner.

Listen and stick.
Warm-Up

- Ask a tall (but not the tallest) student to stand next to you. Hold your hand over the student's head and say: [Marcy] is tall.
- Invite a taller student to stand next to the first student. Say: [Howard] is taller than [Marcy]. Ask: Who is taller than Howard?
- Play a game. The first volunteer asks, Who is taller than [name]? Another volunteer answers [Name] is taller than [name]. The next volunteer then asks who is taller than the last student named. Continue in this way, lining up the rest of the class in order.

Using Page 6

8 A8 Listen and read. Say.

Explain the lesson objective—students will read, listen to, and practice dialogues about daily activities.

- Read the directions aloud and explain that students 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.
- Ask questions to check for understanding. Ask: Who is taller, your older brother or your cousin? (Marcy's cousin) Who is taller, Marcy's older brother or her cousin? (Marcy's cousin)
- Replay the audio as needed. Use gestures and simple language to explain unfamiliar words.

9 Practice the dialogue in 8 with a partner.

- Have volunteers read the dialogue aloud. Then have pairs switch roles, reading the dialogue again and focusing on correct pronunciation.
- Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.

10 A9 Listen and stick.

- Have students locate the Unit 1 stickers at the back of the Student Book. Tell students they will listen to a boy and a girl having a conversation. Then read the directions aloud. There is a sticker for each person except Kevin, the boy who is speaking. The drawing on page 6 includes labels of each person's name.
- Read the directions aloud. Play Audio Track A9 and have students listen and place the stickers above the correct person above his or her name.
- As students work, make sure that they place the stickers above the correct names. Review the answers as a class. (Answers: Maddie is tall with straight blonde hair. Donna has curly blonde hair. Sandra has brown hair in a ponytail. Henry is short and is wearing sunglasses. Joseph is tall with dark brown hair.)

11 Have pairs of students repeat the activity to confirm their answers.

Application and Practice Activity

Have volunteers write these words on index cards: black, blonde, bright, brown, curly, dark, friendly, funny, light, long, pink, serious, short, shy, smart, straight, tall, wavy. Then shuffle the cards and have each student choose one. Students can work in pairs to create sentences using both of their words. Here are examples for the words tall and wavy: I am not very tall. Gary's hair is wavy.
TEACHING TIP
Formal and Informal Language
Point out to students that the grammatically correct way to say Hallie is taller than me is Hallie is taller than I. or Hallie is taller than l am. While this is true, in informal conversation we generally say Hallie is taller than me.

OBJECTIVES
To use comparative adjectives to compare people and things
To use possessive adjectives and possessive pronouns
To use unit vocabulary and grammar in context

Key Vocabulary
Adjectives: bigger, heavier, longer, older, smaller, younger

21st Century Skills
Communication

Materials
Units 1–3 Grammar Poster
Classroom realia
Index cards
Digital activities: MyEnglishLab or CD-ROM

Warm-Up
• Use objects in the classroom (such as books and chairs) to demonstrate the meaning of the words bigger, smaller, and heavier. Then hold up a pencil and say: Raise your hand if you can name something that is bigger than this pencil. To convey the meaning of the word older, tell students that you are older than they are because you’re an adult and they’re still kids. Ask volunteers to tell you their birthdays, and make up sentences about them. For example: Liam is younger than Nan because his birthday comes after hers.
• Play a short Mad Lib game (see Game Bank, page T135, for details). Ask students to name some comparative adjectives and write them on the board. Then write this sentence on the board: A mouse is ___________ than an elephant. Have volunteers read the sentence, substituting each comparative adjective in the blank space.

Using Page 7
11 Look at the picture. Complete the sentences.
 Explain the lesson objective—students will use comparative adjectives to compare two people or things.
 • Have students read the text in the grammar box aloud with you. Point out how the adjectives change when the -er ending is added.
 • Read the directions together. Have students complete the sentences with the correct comparative adjectives.
 Review the answers as a class. (Answers: 1. bigger, 2. smaller, 3. longer, 4. heavier)

12 Rewrite the sentences.
 • Write the possessive pronouns mine, yours, his, hers, ours, theirs on index cards. Place each card on an object in the room, making a statement using the adjective. For example, place the mine card on your chair and say: This chair is mine. Invite students to place the cards and make statements, too.
 • Tell students they will be using possessive pronouns to make comparisons. Have them read the grammar box aloud with you. Then have them rewrite the sentences with the correct possessive pronouns.
 Review the answers as a class. (Answers: 1. yours, 2. hers, 3. mine, 4. ours)
 • For additional support, use the Units 1–3 Grammar Poster.

CHALLENGE
Tell a partner about things in your class.
 • Read the directions aloud. Remind students of the statements they made earlier about objects in their classroom using comparative adjectives and possessive pronouns.
 • Have students work in pairs to compare objects in the classroom.
 • As pairs talk, listen for correct use of comparative adjectives and possessive pronouns.
 • Assign Workbook pages 6–7 and direct students to digital activities.

Application and Practice Activity
 • Have students write sentences that make comparisons between pairs of things in the classroom. Invite volunteers to read their sentences aloud.
 • Check students’ sentences for correct structure and use of unit vocabulary.
 • Refer students to their answers from Activity 12 for sentence frames and ideas for topics to write about.
Who is **bigger**, Chris or Tom?  
Chris is **bigger than** Tom.

**11. Look at the picture. Complete the sentences.**

<table>
<thead>
<tr>
<th>big</th>
<th>heavy</th>
<th>long</th>
<th>small</th>
</tr>
</thead>
</table>

1. Juan is _______________ than Mia.
2. Mia is _______________ than Juan.
3. Mia’s hair is _______________ than Juan’s.
4. Juan’s backpack is _______________ than hers.

My sister’s hair is longer than **my hair**.  
My sister’s hair is longer than **mine**.

My sister’s hair is longer than **your hair**.  
My sister’s hair is longer than **yours**.

My sister’s hair is longer than **his/hers**.  
My sister’s hair is longer than **ours**.  
My sister’s hair is longer than **theirs**.

**12. Rewrite the sentences.**

1. My sister is younger than **your sister**.  
   **My sister is younger than yours.**

2. His book is heavier than **her book**.  
   ________________

3. Annette’s hair is shorter than **my hair**.  
   ________________

4. Their car is bigger than **our car**.  
   ________________

**13. Tell a partner about things in your class.**

Shaun’s backpack is heavier than mine.
One out of every 32 births is a pair of twins. Some twins are identical—they look exactly alike. Other twins are fraternal—they don’t look alike.

When a mother gives birth to more than one baby at a time, it is called a multiple birth. What we call each kind of multiple birth depends on the number of babies born. Twins (two babies) are the most common kind of multiple birth. Triplets (three babies), quadruplets (four babies), and larger groups are less common.

<table>
<thead>
<tr>
<th>Number of Babies</th>
<th>Name of Birth Group</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>twins</td>
<td>1 out of 32 births</td>
</tr>
<tr>
<td>3</td>
<td>triplets</td>
<td>1 out of 625 births</td>
</tr>
<tr>
<td>4</td>
<td>quadruplets</td>
<td>1 out of 9,000 births</td>
</tr>
</tbody>
</table>

Fraternal twins are more common than identical twins. In larger birth groups, identical babies are very rare. Some scientists say the chance of having all identical quadruplets is only 1 in 13 million!

<table>
<thead>
<tr>
<th>Birth Group</th>
<th>Identical</th>
<th>Fraternal</th>
</tr>
</thead>
<tbody>
<tr>
<td>twins</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>triplets</td>
<td>8%</td>
<td>92%</td>
</tr>
<tr>
<td>quadruplets</td>
<td>Less than 1%</td>
<td>More than 99%</td>
</tr>
</tbody>
</table>

Look at the charts and answer the questions.
1. Which are more common—identical twins or fraternal twins?
2. Which are more common—triplets or quadruplets?

Work with a partner. Go to the library or use the Internet to find out more about multiple births. Share your information with the class.
Warm-Up

- Write the words brother and sister on the board. Ask if any students in the class have a brother or a sister, and let them talk about whether their siblings are older or younger to review key vocabulary. Ask if anyone has a twin (if not a larger multiple birth).
- If there are any twins in the class, invite them to share some of their experiences as a twin with their classmates.

Using Page 8

14 Listen and read.

Explain the lesson objective—students will read and talk about twins and other multiple births.

- Read the Content Words in the box aloud. Tell students that they will learn the meaning of these words in the context of the article. Or, if desired, have pairs of students look up the words in a dictionary before reading the text.
- Read the directions aloud. 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. Have volunteers answer each question and point out where in the text they found the answer.

15 Look at the charts and answer the questions.

- Point to the chart as you elicit the answer to question 1: Fraternal twins are more common than identical twins.
- Have students refer to the previous chart to find the answer for question 2.

Review the answers as a class. (Answers: 1. Fraternal twins are more common than identical twins. 2. Triplets are more common than quadruplets.)

16 Collaboration Work with a partner. Go to the library or use the Internet to find out more about multiple births. Share your information with the class.

- Review research skills and Internet safety rules with students before they begin their work. Encourage pairs to focus their research on answering a specific question about multiple births.
- Help pairs create the best way for them to present the information to the class. They might give a oral report, create a poster, and so on.

Application and Practice Activity

- Paste pictures of identical twins, identical triplets, identical quadruplets, fraternal twins, fraternal triplets, and fraternal quadruplets onto index cards.
- On other index cards, write identical twins, identical triplets, identical quadruplets, fraternal twins, fraternal triplets, and fraternal quadruplets.
- Have students play Concentration (see Game Bank, page T135). Place the cards facedown. Invite teams to play. The first player turns over two cards. If the cards match (picture card and phrase card), the player keeps the cards and reads the phrase aloud. If the cards don't match, the player turns the cards back over. The team with the most cards wins.

WATCH TIP Math

To help students understand the concept of odds, bring in a large amount of coins or buttons. Place ten coins or buttons on the table and point to one to demonstrate 1 out of 10. Do the same for 1 out of 50 and 1 out of 100.
OBJECTIVES
To read about a world competition
To identify and classify items based on descriptions

Content Words
beard, category, championship, competition, moustache, style

21st Century Skills
Critical Thinking
Communication
Global Awareness

Materials
Fake moustache and/or beard
Map or globe
Audio track A11
Video (ActiveTeach)
Digital activities: MyEnglishLab or CD-ROM

Warm-Up
- If you have a fake moustache and beard (or a real one), use them to introduce the key vocabulary moustache and beard. Let students take turns wearing the fake facial hair as they say the words aloud.
- Show students the countries Germany, Switzerland, Norway, and the United States on a map or globe and tell them that they will read about a competition, or contest, that people from these countries participated in.

Using Page 9
17 Listen and read.
EXPLAIN Explain the lesson objective on the board: beard, category, championship, competition, moustache, style. Have students listen and circle these words in the article.
- Read the directions aloud. Play Audio Track A11 and have students listen, read, and circle the Content Words.
- Use questions to check for comprehension. Ask: What countries compete in the World Beard and Moustache Championship? (Germany, Switzerland, Norway, and the United States) How many categories does the contest have? (sixteen) What is a Freestyle Beard? (one with different shapes and styles)

ASSIST As you ask questions, point to pictures and model responses. Have students repeat after you. Replay the audio as needed.

18 Write the name of the category of each moustache or beard.
- Model how to find the information about each category in the reading. Ask students to close their eyes and imagine what the style would look like as you repeat the category description.

19 Communication Work with a partner. Ask and answer.
- Read the directions aloud. Remind students that they should take turns asking the question and then listening until their partner is completely finished with his or her answers. Then have students work in pairs to ask and answer the questions.
- As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Application and Practice Activity
- Have students return to the map or globe from the Warm-Up and revisit the countries mentioned in the article.
- 21st Global Awareness Ask students to think about what the weather might be like in each of those countries. Explain that while the climate is different in different parts of a large country like the United States, each of the countries has a cold winter in some parts. Ask: If you live in a cold place, is it good to have a beard? Why or why not?
- 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.
In the 1990s, a group of men in Germany started a competition comparing their beards and moustaches. Soon competitors came from other countries such as Switzerland, Norway, and the United States. They held the World Beard and Moustache Championship every two years. The contest has sixteen different categories of beards and moustaches.

The English Moustache is long and goes out to the sides. The Dalí Moustache, named after Spanish painter Salvador Dalí, is long and points up.

The Verdi category gets its name from Italian composer Giuseppe Verdi. This style has a straight beard and a curly moustache. The Freestyle Beard is really fun. Competitors in this category have beards of all different shapes and styles.

1. Which of the pictures is your favorite? Why?
2. Does anyone you know have a beard or a moustache? If so, who? Is the beard or moustache similar to one described in this article?
A paragraph starts with a **topic sentence**. The topic sentence introduces the topic, or the main idea, of the paragraph.

My best friend's name is Gabe.

**Detail sentences** give details, or information, about the main idea. They come after the topic sentence.

He is taller than me and wears cool glasses.
Gabe is smart, and he is funny, too.
We like to play soccer together on weekends.

A paragraph ends with a **final sentence**. A final sentence talks about the subject again in a different way.

I'm happy to have a friend like Gabe.

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**20** Read the sentences from a paragraph. Write **T** for topic sentence, **D** for detail sentence, or **F** for final sentence.

1. She is very nice and lots of fun.
2. I'm always glad to see Aunt Elsie.
3. She likes to make cookies with my sister and me.
4. My favorite aunt is my Aunt Elsie.
5. She likes to play games with us.

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**21** Write a paragraph about a friend or a favorite relative. Share your paragraph with the class.

(ttitle)

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**Writing Steps**

1. Think of a friend or a relative you like a lot.
2. Think about why you like this person.
3. Write a title.
4. Write a topic sentence.
5. Add detail sentences to give information about your subject.
6. Write a final sentence.
Warm-Up

- Ask students to bring in a photo of someone they like. Have students label their picture with the person’s name.
- Have volunteers present their pictures to the group and use adjectives to describe the person. Ask students to name traits that they have in common with this person, such as We both have long curly hair.

Using Page 10

Explain the lesson objective—students will learn about the different types of sentences found in a paragraph: topic sentence, detail sentences, and final sentence. Then they will use the Writing Steps to write a paragraph about a person they like.

To check students’ understanding of the different types of sentences in a paragraph, show students a paragraph from a magazine article and have pairs identify sentences that represent topic, detail, and final sentences.

Ask volunteers to explain the purposes of the different types of sentences.

20 Read the sentences from a paragraph. Write T for topic sentence, D for detail sentence, or F for final sentence.

- Review the descriptions of each type of sentence with students. Have students complete the activity independently or in pairs.
- Point out the similarities between the topic sentence and the final sentence.

21 Write a paragraph about a friend or a favorite relative. Share your paragraph with the class.

- Read the Writing Steps aloud.
- To help clarify the Writing Steps, explain to students that they don’t have to follow the order of the steps rigidly. For example, they may wish to give their paragraph a title after they have written it.
- Remind students that the topic sentence should be a general statement about the person. Their detail sentences will give a bit of information about that person. The final sentence will end the paragraph by conveying the same idea as the topic sentence, but expresses it in a different way.
- Have students write a paragraph about a friend or favorite relative.
- Check to see that students are applying the Writing Steps correctly.
- Assign Workbook page 9 and direct students to digital activities.

Application and Practice Activity

- Have students select a paragraph in a magazine and circle the topic sentence with a red marker, the final sentence with a blue marker, and use a pencil to underline detail sentences.
- Have students notice whether the topic sentence is the first sentence and whether the final sentence seems to be a conclusion to the paragraph.
- Check to see that students have circled and underlined the sentences correctly.
- Have small groups of students compare the paragraphs in their magazines. Which magazine do they think has the best-written paragraphs? Why? Have students talk about why the writer’s style would have to change because of the magazine’s audience.
Warm-Up

• Write the word *considerate* on the board. Underline the word *consider* in the word and explain *When you are considerate, you consider, or think about, someone else’s feelings.*

• Role-play a situation with a student. Holding a piece of paper, approach a student who has a pen or pencil on his or her desk. Say: *I want to write, but I don’t have a pen. I feel sad.*

• If the student offers you the pen, say: *You are so considerate. You thought about my feelings. You let me use your pen.*

• If the student doesn’t offer you the pen, say: *Here’s how you can be considerate. You can let me use your pen. That would make me feel better.*

Using Page 11

22  **Listen and complete the sentences.**

Explain the lesson objective—students will talk about and practice being considerate of others.

- If needed, review the meaning of *having a turn* and *going first.* Read the directions aloud. Play Audio Track A12 and have students listen and complete the sentences using words from the box.

**Monitor**

Review the answers as a class. (Answers: 1. turn, 2. help, 3. first, 4. dropped)

- Have pairs take turns acting out the scenes in each picture.

23  **Practice being considerate with a partner.**

- Have the same pairs from Activity 22 take turns asking and answering using the speech bubbles.

- After they have practiced the dialogue, have them act out what would happen if they both wanted to use the computer at the same time.

**Monitor**

Listen to students as they act out the dialogues and make sure they are using language and gestures that demonstrate consideration of others.

**Assist**

Elicit and present other language that can be used in the dialogues to show consideration of others. Write the words and phrases on the board. For example: *Excuse me, That’s nice of you, Would you like to go first,? etc.*

24  **Make Good Manners award ribbons.**

- Make award ribbons that you can use to recognize good manners in the classroom. Explain that using good manners is one way to be considerate of others.

**Social Skills**

- Have students act out examples of good manners, such as holding the classroom door open for others, or saying *Excuse me* when they need to pass by. Explain that you will be looking for examples of students showing good manners and that you will give out special ribbons when you see them.

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

**Application and Practice Activity**

- Have students work together to make a message mural that tells about the many ways they are considerate of others.

- Each student can write a word, sentence, or phrase on the paper. Then they can decorate it or draw pictures to illustrate it.

- Let each student share his or her message on the mural with the class.

**Monitor**

Check for errors in spelling, grammar, and sentence structure in students’ messages. Show students how to correct their errors.
Be considerate of others. | Values in Action

22 Listen and complete the sentences.

| dropped | first | help | turn |

1. You can have a _____________.
2. Can I ____________ you?
3. You can go ____________
4. You ____________ something.

23 Practice being considerate with a partner.

24 Make Good Manners award ribbons. Your teacher can give them to students who are considerate and have good manners.
Work in a group. Make cards with these words on them.

friendly  funny  glasses  hair  long
nice   old   short   tall   young

Place the cards face down. Take turns turning over a card. Say a sentence about one person in your group using the word on the card.

Allie’s hair is longer than mine.

You get a point for each correct sentence. Play until everyone in your group has five points.
Warm-Up

- Use the Unit Poster to review the key vocabulary. Then play a game of Charades (See Game Bank, page T135, for details.) in which you act out some of the adjectives, and students have to guess which one it is.
- Encourage volunteers to come up and act out an adjective of their own choice.

Using Page 12

 binnen group. Make cards with these words on them.

Work in a group. Make cards with these words on them.

Explain the lesson objective—students will create word cards and play a game with them to help them review the unit language.

- Arrange students in groups. Give each group a set of ten index cards and writing materials.
- Read the first direction aloud and direct students to write each vocabulary word on a card.
- Read the second direction aloud and model how to play the game. Show students how to place the cards facedown. Turn over one of the cards and use the word on the card in a sentence to describe one of the students in the group: Max is shorter than me. Remind students that they can compare by changing the adjective written on the card to the -er form and -er than.

Listen and identify students who are having difficulty producing language or who are not using a wide range of new vocabulary.

Offer sentence suggestions to students who need help.

- Show students how to make tally marks next to their names to keep track of the score.

Have students play another round of the game in which they choose two cards. Explain that they should make the comparisons and connect them with a conjunction such as and or but. Provide the model Max is shorter than me, but my hair is longer than his.

Application and Practice Activity

- Have students sit in a circle. Explain that you will be telling a story together, and that each person in the circle will add a new part to the story to describe an imaginary friend.
- Begin the story by saying: I am going to the park with my friend. She is tall and smart. Have students take turns around the circle, repeating the previous statement and adding their own description of the imaginary friend. I am going to the park with my friend. She is tall and smart. She has long wavy hair.

As students participate in the activity, check to see that they are accurately repeating the previous statements and adding their own original statement, rather than copying someone else's description.

- You may wish to write the descriptions on the board to avoid repeating them.

Have a volunteer take turns drawing the imaginary friend as he or she is being described in the story.

OUTCOMES
Students can use the unit vocabulary.
Students can use adjectives to describe people.
Students can make comparisons.

21st Century Skills
Social Skills

Materials
- Unit Poster
- Index cards
- Large drawing paper (optional)
- Drawing paper and pencils, crayons, or markers

Digital activities:
- MyEnglishLab
- or CD-ROM

MONITOR
Listen and identify students who are having difficulty producing language or who are not using a wide range of new vocabulary.

ASSIST
Offer sentence suggestions to students who need help.

CHALLENGE
Have a volunteer take turns drawing the imaginary friend as he or she is being described in the story.

TEACHING TIP

21st Century Social Skills
If students have trouble waiting for their turn to add to the story, remind them that you will be giving a ribbon to anyone who shows good manners and is considerate of others.
Warm-Up

• Review the key vocabulary on the Unit Poster.
• Explain that adjectives are words that describe people, places, or things.
• Play a game in which you try to fill the board with as many adjectives as you can. Write adjectives as fast as students can say them. Add your own when students run out of suggestions.

Using Page 13

26 Complete the paragraph. Use the words from the box.

INVOLVE
Explain the lesson objective—students will use the words in the box to complete the paragraph.

• Remind students of the different types of sentences in a paragraph: topic sentence, final sentence, and detail sentences.
• Ask students to identify each type of sentence in the paragraph.
• Have students complete the sentences with words from the box.

MONITOR
Review the answers as a class. (Answers: funny, brown, glasses, serious, blonde)

CHALLENGE
Have students write their own paragraphs comparing two of their friends.

27 Complete the dialogue. Use the words from the box.

A: Is that your brother?
B: Yes, that’s Max.
A: Is he than ?
B: Yes. I’m 10, and he’s 11. But I’m a little than.
A: His hair is .
B: Yes. I don’t really like .
A: Is he friendly?
B: Yes, is very friendly. Just like me!

OUTCOMES
Students can make comparisons.
Students can describe people.

21st Century Skills
Self-Direction
Problem Solving

Materials
Unit Poster
Puppet-making materials, such as paper bags, or paper plates and craft sticks
Tape
Drawing materials
Games/Video (ActiveTeach)
Digital activities: MyEnglishLab or CD-ROM

WB
Page 11
Answers on page T148

T13 Unit 1
26 Complete the paragraph. Use the words from the box.

My two friends are very different. My friend Martin is ________________.
He has short ________________ hair, and he wears ________________.
My friend Millie is ________________.
She has long ________________ hair. Martin and Millie are both nice. I like my friends!

27 Complete the dialogue. Use the words from the box.

A: Is that your brother?
B: Yes, that’s Max.
A: Is he ________________ than ________________?
B: Yes, I’m 10, and he’s 11. But I’m a little ________________ than ________________.
A: His hair is ________________ than ________________.
B: Yes, I don’t really like ________________ hair.
A: Is he friendly?
B: Yes, ________________ is very friendly. Just like me!

I Can

- make comparisons.
- describe people.