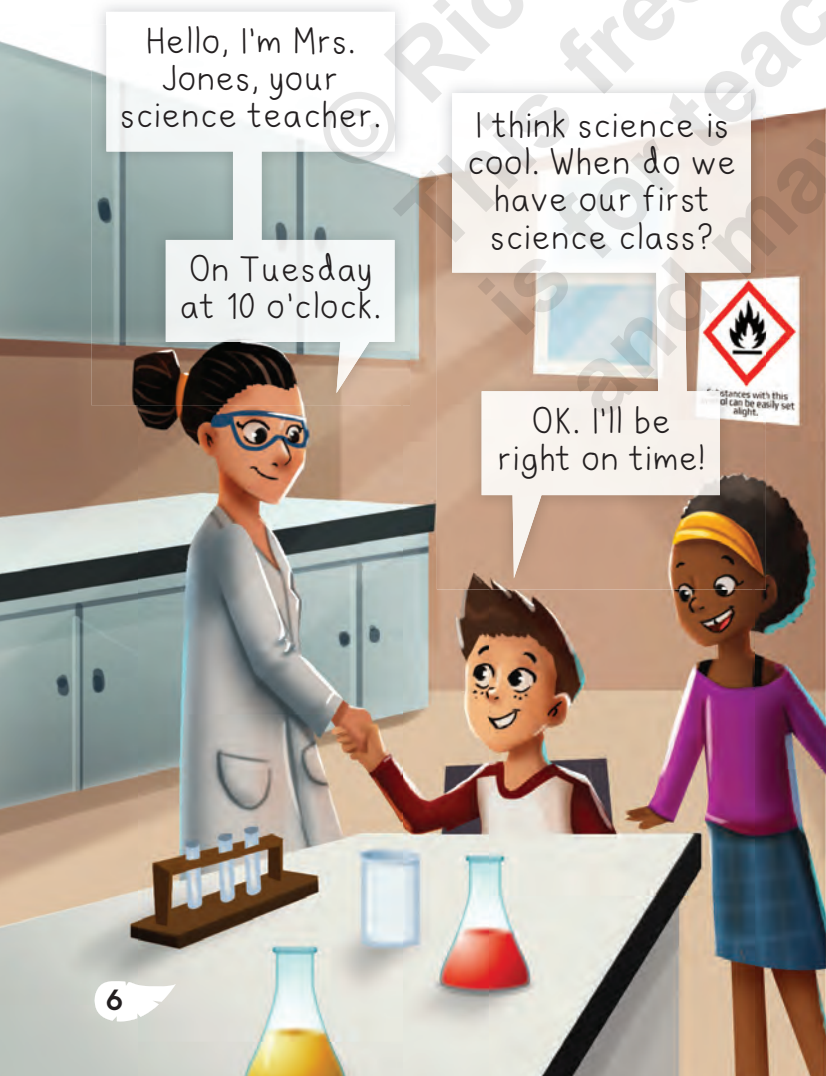


The New School Year

Cam's Tale: Orientation Day 



Hi, is this Mr. Wong's class?

That's me. Do you like art?

I love it!

Well, don't miss class. We're making self-portraits this week.



Hello! I'm Samantha and this is Noah.

Nice to meet you! I'm Mrs. Brown, your IT teacher. This year you're going to learn how to build a website.

Great! I really like computers.



That was fun, but I have to go now. I'm meeting my dad in the library.

OK, my mom is picking me up soon. See you tomorrow!

Read Cam's Tale and write.

1. What classes are Noah and Sam taking together? science, PE, art, and IT
2. When is the first science class?
Tuesday at 10 o'clock
3. What do you do in the PE class?
You exercise and play sports.
4. Who enjoys basketball?
Noah
5. What are they going to do in the IT class?
They are going to learn how to build a website.



Cam's Tune

Learning Objectives: Students will revise Cam's Tale and the target language of the unit.

Target Language: *When do we have our first science class? On Tuesday at 10 o'clock.*

Materials: ball, strips of paper with target language for *Pictionary*, Cam's Tune

Warm-up

Play **Pass the Ball** adapted for favorite subjects. Challenge students to play as fast as they can.

Starting Point

Using the book or a projection, point to different scenes of Cam's Tale on pp. 6–7, and elicit the characters' conversation in English.

Flipped Learning Suggestion

Have students share what they found out about their friends' and family's schedules. Give them the opportunity to share any similarities or differences between their schedules.

Progression

2 Read again and circle.

Read the questions aloud, ask *true* or *false*. Give students a moment to circle their answers, allowing them to check the text as needed.

Have students read and listen to Cam's Tale one more time to check their answers. Check answers together as a class.

Optional: Play **This or That**, with one side of the classroom as *true*, and the other as *false*. If students are unsure, they can remain somewhere in the middle. Play the audio, and ask again, letting students self-correct as needed.

Further Exploration

3 Talk about the new school year using the questions as a guide.

Put students into pairs to discuss the two questions on p. 8. Remind your students to give a reason or two for their choice of favorite

subjects and what they're excited about. Encourage your students to talk about when (day and time) and where they will have classes this year.

Then have the students talk about what is happening in each photo. Remind students that these actions are happening “now”, so they should use “-ing”.

Cam's Tune

Get ready, listen, go!  ²

Flipped Learning Suggestion

Before playing the song, ask students about their friends' and family's appointments. **Ask:** *Do they need to be right on time, early or can they be late for those activities?* Elicit ideas for what could go wrong on the way to a doctor's appointment, for example, a traffic jam. Explain that because of unforeseen circumstances, we should all try to be early for our appointments. Talk to your students about how being late can be rude, and can affect other people.

Play the song and check that your students understand all of the vocabulary. Go through the three tips for being on time. Use the **Show of Fingers/Hands activity** for each tip to talk to your students about which they think are the most useful.

Optional: Play **Pictionary** for students to practice the target language together. Put students in groups of four and give each student a strip of paper with the target language they need to draw. Students will take turns drawing and guessing. One student will draw, and the others will guess.

Say Cam's Tune aloud.  ²

Pair up students with an inside circle and an outside circle facing each other. Play Cam's Tune, and model appropriate actions to go with the music and lyrics. The students on the inside circle will say verse 1, and the students in the outside circle will say verse 2. Then the students will swap verses and repeat.

Learning Objectives: Students will learn how important it is to be punctual. Students will also talk about being late, early, and on time, and tips related to being punctual.



Quality Education

Students will learn and talk about the effects of being on time compared to being late. Have them discuss the key question and elicit ideas to answer it.

Key Question: How can we show others that we respect them and their time?

Target Language: *being on time shows you..., being late makes you...*

Materials: beanbags or soft toys to toss

Warm-up

Remind students of the actions they did when they listened to Cam's Tune. Divide the class into small groups and explain that they will come up with new and interesting ways to show the actions they hear in Cam's Tune. Tell them that they can dance, mime, or do whatever they think will show the actions. Play Cam's Tune and have students perform their actions for the whole class to see.

Progression

I Read and stick. ★

Help students find the sticker page at the back of the book. Read the three statements aloud and elicit which picture they refer to. Instruct students to stick the corresponding sticker in the appropriate box.

🗨️ Talk about whether you are usually early or late.

Model talking about whether you are usually early or late. Have students do this in a circle or classroom, tossing a soft toy or beanbag to their classmates as they speak about themselves.

Further Exploration

2 Read and match.

As some of the options in the right-hand column may be new for your students, ensure that they understand them all. Start by grouping the options into positive and negative, for example being reliable is positive, but getting stressed is negative.

Have students match the columns in pairs. Check answers as a class. Time allowing, ask the pairs to talk about whether or not they agree with each statement.

3 Complete the chart.

Ask students to come up with a few tips on how to be on time/punctual in pairs or groups. They should talk about what they do to make sure they are on time for school and other appointments. Have them report back by writing their tips on the board. Review their tips and add any extra tips/advice you have for being on time.

Check that your students understand “punctual”, “estimate”, “commit”, and “prepared”.

Go through the instructions for the activity. Put the students into groups of three or four to complete the activity.

🗨️ Talk about your ideas.

When the groups have finished noting their examples, have them swap groups and talk about their ideas in their new group.

Critical Thinking

Ask students to discuss how they feel about being late with a classmate. Students should describe the event they were late for (or missed), how they felt, and ideas for not being late again. In pairs, have them talk about whether their friends and family are usually late or early. Complete *Cam's Values Code*.

Learning Suggestion

Have students prepare for the next lesson by asking their parents/guardians what their favorite subjects were at school. Students should make notes of the subject and why it was their favorite.

Homework: PB p. 7, Activities 1–2



2 Read again and circle.

- Noah and Sam are getting to know their teachers.
- Sam thinks art is boring.
- Noah can't play basketball very well.
- Noah really likes computers.
- Noah and Sam are going home together.

- | | |
|------|-------|
| True | False |
| True | False |
| True | False |
| True | False |
| True | False |

3 Talk about the new school year using the questions as a guide. *Answers will vary.*

- What is your favorite school subject(s)? Why?
- What do you like to do in your favorite class(es)?



Cam's Tune

Get ready, listen, go!

Be On Time!

I always try to be on time.
I'm almost never late.
There really is no reason why
You should make other people wait.

If you want to be on time,
It's not that hard to do.
Just get up early and plan your day,
And you'll be on time, too!

Say Cam's Tune aloud.



Cam's Values

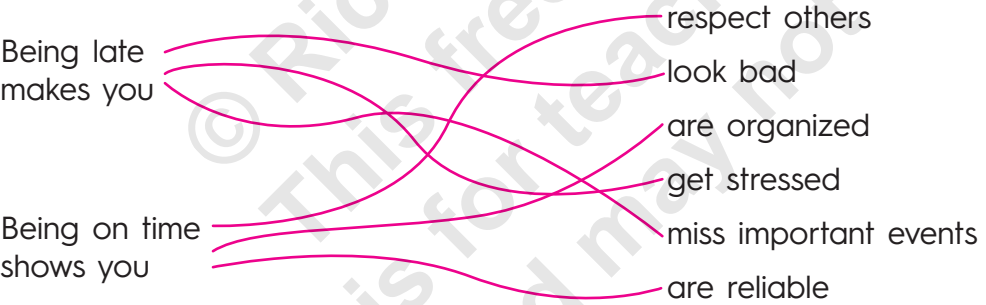
1 Read and stick. ★

1. Tina had a doctor's appointment at 4 o'clock. She got there ten minutes early.
2. Bill had an important exam at 11 o'clock. He arrived at 11:30 because there was so much traffic.
3. Jason leaves for soccer practice at 4:00. At 3:30, he starts to get ready.



☉ Talk about whether you are usually early or late. *Answers will vary.*

2 Read and match.



3 Complete the chart. *Answers will vary.*

Tips for being punctual	Examples of how you apply each tip in your life
Make a to-do list.	
Estimate how much time you need to do things.	
Only commit to what you can do.	
Be prepared.	

☉ Talk about your ideas. *Answers will vary.*

Cam's Values Code I try to be early or on time.



Vocabulary

Learning Objectives: Students will learn and practice talking about school subjects.

Target Language: school subjects: *art, English, geography, history, IT, math, music, PE, science; it's three thirty, it's half past three, on (Fridays), at (3 o'clock)*

Preview of Vocabulary and Grammar: school subjects: *art, English, geography, history, IT, math, music, PE, science; grammar structures: What classes do you have on ...? On Mondays, I have ...*

Materials: Unit 1 Flashcards, Unit 1 Poster

Warm-up

Play **Move If You...** with the statements about everyday activities, for example: *Today, I woke up at 7 o'clock; I have science on Mondays and Thursdays.* If necessary, write a few prompts or ideas on the board, but leave gaps for the times so that they can personalize their statements.

Starting Point

Play **This or That**. Put the students into groups of four or five and adapt the activity to ask students specific questions about school subjects, for example: *Do we use a calculator more in math or Spanish?* Allow the groups some time to talk about their choices, and then they should report back to the class with a reason for their answer. Allow each group to report back on at least one question.

Use the Unit 1 Flashcards to introduce and review school subjects. Invite students to share what their favorite subjects are.

Flipped Learning Suggestion

Have students share what their parents' favorite subjects were. Students should share in pairs first, and then a few pairs can report back to the class.

Dedicate more class time to activities like **This or That**, adaptation described above.

Optional: Have the students walk around and find classmates whose parents had the same favorite subjects when they were at school. Use the **Show of Fingers/Hands** activity to do a quick poll to see how many parents liked which subject.

Progression

I Look and stick. ★

Transition students to their seats. Point to the Unit 1 Poster and ask: *What subject are they doing in each panel of the poster?* Invite students to point to the subject clues in each panel and elicit ideas. Tell students to open their books to the corresponding sticker page in the back of their books. Elicit the names of the school subjects represented in each picture. Instruct students to stick their stickers in the correct spaces.

Listen and complete. 3

Before playing Track 3, review the vocabulary (school subjects) that the students need to fill in. Check that your students understand what each subject is (use L1 subject names if necessary). Drill pronunciation.

Play Track 3 and have students point to the correct picture. Let students check their answers with a classmate. Play Track 3 again and check answers as a class.

Optional: Play **Backs to the Board** with the extra vocabulary used in this activity, for example: *instruments, teamwork, civilizations, collages, paintings, experiments, continents, cities, calculator, language.* This activity can be done to review vocabulary before or after listening to Track 3. Drill pronunciation.

Building Vocabulary

Several studies have shown that emotion can enhance memory. One way to include emotion in the classroom is through the personalization of content. So, students should always be encouraged to associate new vocabulary with their own stories or life events. For example, "teamwork" could be associated with a successful group project that the student participated in. Encouraging students to visualize these positive memories while connecting them to the new vocabulary will aid their recall. If your students struggle to make these associations, ask them to draw pictures of memories to associate with the new vocabulary for homework.

Learning Objectives: Students will learn and practice telling the time. Students will practice talking about everyday situations and schedules.

Target Language: school subjects: *art, English, geography, history, IT, math, music, PE, science*; *it's three thirty, it's half past three, on (Fridays), at (3 o'clock)*

Preview of Vocabulary and Grammar: school subjects: *art, English, geography, history, IT, math, music, PE, science*; *grammar structures: What classes do you have on ...? On Mondays, I have ...*

Materials: Unit 1 Flashcards, paper plates, split pins or paper fasteners

Optional Materials: A3 paper for posters

Warm-up

Play **Memory Matching**. Use the Unit 1 Flashcards for students to match and recall the vocabulary for school subjects.

Further Exploration

2 Listen, number and circle the time. 4

Before listening to Track 4, ask the students questions about their everyday activities, eliciting the times, for example: *What time did you wake up this morning? What time do you usually go home? What time do you have dinner?* Direct students to p. 11 as you play the audio. Instruct them to circle the correct answers.

Look!

Point students to the *Look!* box and talk about the different ways to say the time.

It's three thirty.

It's half past three.

The American English way of telling the time should be easier for your students to produce, so remind them to use this when eliciting the times of their everyday activities.

Optional: For students to practice telling the time in British English, let them make their own clocks with paper plates and split pins or paper fasteners. Have students add the British English in the correct places around the clock, for example: “a quarter past” at 15 minutes.

Let your students decorate their clocks. Then students can use their clocks to practice asking their classmates about everyday activities and answering with the time in British English.

Optional: Have your students create posters for telling the time in pairs. They can divide the poster up into three sections: Section 1: Telling the time in American English; Section 2: Telling the time in British English; Section 3: My daily routine. When the students have finished making their posters, they can talk about their posters in groups.

3 Listen and complete. 5

Before playing Track 5, draw a replica of the schedule on the board. Go through each of the subjects in the schedule and elicit what your students might study or do in which class, for example: *We do fun experiments in science.* Next, check and drill pronunciation.

Play Track 5 and have students fill in the answers. Let students check their answers with a classmate. Play Track 5 again and, to check answers with the whole class, add the answers to the schedule on the board as you listen to the track.

Building Confidence

Completing easy gist tasks before listening (or reading) for detail builds student confidence. It also gives them a chance to listen to the whole track and understand the context before being asked more difficult questions.

Cam's Checkpoint ▶ Go to page 138.

Help students find this checkpoint page and the corresponding stickers (p. 153). (See **Introduction** for more information.)

Flipped Learning Suggestion

Have students prepare for the next lesson by reviewing the Unit 1 Flashcards on the Richmond Learning Platform. Have them watch the Grammar Video for Unit 1.

Homework: PB pp. 8–9, Activities 1–4

Vocabulary

Look and stick. ★

• Welcome back! •

1

In _____ **music** _____ class, you play instruments and learn how to read musical notes.



4

In _____ **history** _____ class, you learn about past civilizations.



7

In _____ **geography** _____ class, you learn about different countries, continents and cities.



2

In _____ **IT** _____ class, you learn computer programming.



5

In _____ **art** _____ class, you express yourself through collages, paintings and other projects.



8

In _____ **math** _____ class, you might use a calculator.



3

In _____ **PE** _____ class, you exercise and learn about teamwork and cooperation.



6

In _____ **science** _____ class, you do lots of fun experiments.



9

In _____ **English** _____ class, you learn to speak a new language.



Listen and complete. 🎧³

math English PE IT science geography history art music

2 Listen, number and circle the time.  4

1. This is when I have lunch! Hello! I'm Terry.
2. I start cleaning up my desk.
3. We finish classes.
4. The bus picks us up.
5. I get home.



Look!

In American English, it's common to say:

It's three thirty.

In British English, it's more common to say:

It's half past three.



3 o'clock / three



a quarter to three / two forty-five



twelve o'clock / noon



three thirty / half past three



a quarter past three / three fifteen

3 Listen and complete.  5

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 o'clock	English	Math	English	Math	English
9 o'clock	History	Biology	IT	Biology	PE
10 o'clock	Science	Geography	Science	Geography	Music





Grammar

Learning Objectives: Students will learn and practice speaking about future schedules and future activities using present simple and present continuous. Students will also practice talking about their plans for the following weekend.

Target Language: *Where are they going tomorrow? Our class is going to the zoo! What time does the class start? The bus leaves at 8 o'clock. Next Saturday, my team is visiting the museum with Aunt Teresa.*

Materials: Grammar Video for Unit 1, **Dance-Off** music

Warm-up

Play **Dance-off** to review vocabulary from Cam's Values. Play music and adapt the activity for students to dance as if they “respect others”, “look bad”, “are organized”, “are getting stressed”, “are missing an important event”, and “are reliable”. You could have a second round of this game where students dance, and the class has to guess “how” they are dancing.

Starting Point

Play **Backs to the Board** to review the vocabulary for the lesson: *art museum, science museum, picnic, history class, future, arrangements, zoo, safari, lunch, rainforest, exhibition, weekend.*

Transition students to their seats. Introduce the characters, Diego and Danna, who will be their grammar section companions. Invite students to think about their characteristics. Ask: *Do you think Diego and Danna are related?* (Yes—brother and sister.) *Who is bigger?* (Diego) *Is Danna younger than Diego?* (yes) *Do you think they're excited about their field trip?* (yes)

Flipped Learning Suggestion

Ask students about the situations they saw in the Grammar Video for Unit 1. Invite several students to come to the board and write some of the examples they remember. Leave these throughout the class and reference them as you teach the grammar.

I Listen and mark (✓). 6

The first time you play this track, students should only listen for which kind of museum Diego and Danna are going to: an art museum or a science museum. Let students check with a classmate before you confirm the correct answer. (a science museum)

Ⓞ Listen again and match.

Play Track 6 again and tell your students to pay attention to *when* the activities are happening. Review and drill pronunciation of each time listed in the right-hand column. Let students check with a classmate before confirming the correct answers with the whole class.

Look!

Point students to the *Look!* box and talk about the different structures.

We're having a picnic in the park tomorrow.

The bus leaves at 8 o'clock.

Before doing the activity, make sure that your students understand what “arrangements” and “near future” mean. Tell your students to work in pairs and then check the answers with the whole class. Then let your students talk about their future actions. They can ask and answer the following questions: *What are you doing on Monday? What time does our next class start?*

Learning Objectives: Students will learn and practice speaking about future schedules and future activities using present simple and present continuous. Students will also practice talking about their plans for the following weekend.

Target Language: *Where are they going tomorrow? Our class is going to the zoo! What time does the class start? The bus leaves at 8 o'clock. Next Saturday, my team is visiting the museum with Aunt Teresa.*

Materials: Grammar Video for Unit 1

Warm-up

Pair up students and have them talk about their future plans. Encourage them to use the correct grammar structures. Then have them find a new classmate and repeat the activity.

Progression

2 Read and circle.

Go through the first question with your students. They need to choose *goes* or *is going*. Write the first possibility on the board: *Our class goes to the zoo!* Ask your students *when* this is happening. *Is it happening in the future?* (yes) *Did it happen in the past?* (no) *Is it happening now?* (no) *Is it something that happens every day?* (no) *Is this a future arrangement or a future action related to a schedule?* (future arrangement)

Let your students complete the exercise in pairs, and then have them swap pairs to check their answers. Then check answers as a class.

3 Read and complete.

Remind your students to look for *when* each event or activity is happening. Students should also determine if the event is a future arrangement, or if it is related to a schedule.

Further Exploration

4 Write your plans for this weekend.

Model the activity, then have students complete it independently. Check answers as a class. Remind your students to distinguish between regular/frequent activities that they do every weekend (for example, I wake up late on

Saturdays), and plans or future arrangements (for example, I'm going to visit my grandmother).

⊙ Talk about your weekend plans.

Wrap up with a game of **Walk, Walk, Stop** to practice asking and talking about plans for the weekend. Encourage students to use the new language structures they have learned.

Developing Grammar

Many students struggle with creating questions in English, but there is an easy formula to use: **QUASM**. **QUASM** stands for “question word” + “auxiliary” + “subject” + “main verb”, for example, *Where did you go?* Review this formula with your students before they talk about their plans for the weekend.

Extra Activities

- ⊙ Have students write and perform a dialogue or role play for Diego and Danna's field trip in pairs. The role play should be based around one or two of the activities mentioned in the listening and grammar exercises.

Cam's Checkpoint ▶ Go to page 138.

Help students find this checkpoint page and the corresponding stickers (p. 153). (See **Introduction** for more information.)

Note: Students will need repeated exposure to grammar before being able to internalize it. If time allows, you might return to some of the dynamic activities in this lesson throughout the unit or choose others from the **Activity Bank** to review and give students more opportunities to interact with the target language.

Flipped Learning Suggestion

Challenge students to find out something about Sweden using resources in the school library or a child-friendly search engine such as **Kiddle**. Ask them to collect some ideas to share with the class from pictures and videos. They should search for the words *Sweden* and *Stockholm* and see what they find.

Homework: PB pp. 10–11, Activities 1–3



Grammar

Listen and mark (✓).

Where are Diego and Danna going tomorrow?

Diego and Danna

to an art museum

to a science museum



Listen again and match.

- | | |
|-------------------------------|------------------------------|
| 1. They have to be at school | at 9 o'clock. |
| 2. The museum opens | after they leave the museum. |
| 3. They're leaving the museum | at 2:15. |
| 4. They're having a picnic | before 7:30. |
| 5. The bus leaves the park | after the visit ends. |

Look!

- | | |
|-------------------------------------------------------|---------------------------------------------------|
| a. We're having a picnic in the park tomorrow. | c. She isn't going to school on Monday. |
| b. The bus leaves at 8 o'clock. | d. Our history class starts in 15 minutes. |

Read and write the letters of the correct examples.

- They describe a future action related to timetables.
Sentences b and d .
- They describe activities or arrangements in the near future.
Sentences a and c .

2 Read and circle.

Tomorrow is going to be fun! Our class

(1) **goes** / **is going** to the zoo!

We (2) **meet** / **are meeting** outside the school

early because the bus (3) **leaves** / **is leaving**

at 8:15. The zoo opens at 10:00, but our visit

(4) **starts** / **is starting** at 9:30. They (5) **are letting** /

let us go in early, so we can see them feed the

big cats. After we see the big cats, we

(6) **visit** / **are visiting** the rest of the zoo.

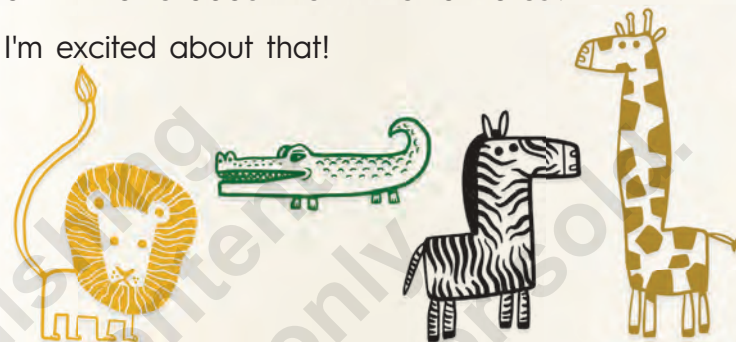
Sam

We (7) **have** / **are having** lunch at the Safari

Café. After lunch, we (8) **watch** / **are watching**

a 4D movie about life in the rainforest.

I'm excited about that!



3 Read and complete.

- The art museum **is holding** (hold) a photo exhibit next week.
- The museum usually closes at 6 o'clock, but next week it **is closing** (close) later.
- Next Saturday, my team **is visiting** (visit) the museum with Aunt Teresa.
- The bus **picks** (pick) us up at 12:00.
- We **are having** (have) pizza with her after the visit.
- I **am getting** (get) together with my team on Sunday to do our project.
- The project **is** (be) due at 8 o'clock Monday morning.

4 Write your plans for this weekend. *Answers will vary.*

Saturday

Sunday

- ⊙ Talk about your weekend plans. *Answers will vary.*



Learning Objectives: Students will explore some features of Sweden's land and culture while building reading and listening skills and expanding their knowledge of the wider world.

Target Language: *Sweden, Stockholm, Eurasian elk, subway system, public transportation system, artistic pioneers, art exhibition, in the north of, it is built on, I live in (Sweden).*



Sustainable development Goal 17: Partnerships for the Goals

Students, by learning about other countries and cultures, will learn to take steps toward creating global partnerships that aim to achieve the Sustainable Development Goals.

Key Question: How can we learn more about other countries and cultures?

Materials: books on Sweden, small index-like cards or pieces of paper, pen, pencils

Optional Materials: a globe or map, poster paper, markers

Warm-up

Put students into groups of three and have a **Scavenger Hunt** for interesting facts about Sweden. You can do this activity in the school library, in your classroom with a few books from the library, or on a child-friendly search engine. Have students make lists of any interesting facts that they find about: *the Swedish subway system, Swedish art, Swedish animals, Swedish hotels, and the Northern Lights/aurora*. Then have one student from each group report back to the class on what they found.

Starting Point



Review the lists of interesting facts students put together in the warm-up activity. Have students find pictures of the things on the list and draw them on the cards or pieces of paper. On the other side of the paper or card, have



students write the interesting fact associated with the picture they have drawn on the front. If necessary, you can let students decorate the flashcards for homework, and then put them up on a classroom wall for students to refer to when they like.

Play Track 7. Then direct students' attention to the picture of the girl and play the beginning of Track 7 as she introduces herself. Stop before the first item. Ask: *What's her name?* (Maja) Help students notice that Maja is saying *hello* in another language, namely Swedish.

Flipped Learning Suggestion

Invite students to share what they found out about Sweden at home. As they share ideas, point them to the pictures on p. 14 and ask if they found out anything related to them.

Optional: In pairs, have students make posters based on one of the topics covered in this lesson: *Northern Europe, Scandinavia, the Swedish language, Stockholm, the Northern Lights, Swedish art, the Eurasian elk, the Torne River, The Icehotel, the Swedish subway*. Assign each pair a topic. They can work on their posters every day for the next week. Students should use cardboard and other school supplies. Spend more class time researching Sweden and Stockholm using books from the library, the Internet (and child-friendly search engines and an interactive map tool) if available.

Listen and complete.



Explain that students will listen to the audio and fill in the correct words. Play Track 8 and let students check their answers with a classmate. Play Track 8 again, pausing after each sentence to check the answers with the whole class. Clarify the meanings of any extra language that students are curious about.

Optional: Play the audio one more time. Then have students make similar notes about your country and city, for example, *Colombia is a country in the north of South America; Bogota is the capital of Colombia*. When your students are finished making their notes, let them check their sentences with a classmate.

2 Read and label.

Explain that “Eurasia” is a combination of “Europe” and “Asia”, and that it refers to both continents. Ask your students if they have ever seen an elk in real life (at the zoo, or while traveling). Next, let your students work in pairs to fill in the four labels. Then check the answers as a class.

Progression

3 Read and write what each number refers to.

Discuss the pictures with your students. Use the **Show of Fingers/Hands** activity to do a quick poll on which of the three subway stations your students like best. You can use this activity to ask: *Who thinks an artistic subway station is a good idea? Who thinks we should have something similar at our bus stations?* You can ask one or two students to give a reason for their answers.

Extra Activities

🎯 Ask *True* or *False*.

1. Other cities around the world don't have subway systems. (*false*)
2. Stockholm's subway system is less than 30 kilometers long. (*false*)
3. Stockholm's subway system has art from the 1960s. (*true*)
4. Stockholm's subway system has 1950 stations. (*false*)
5. Stockholm's subway system does not have any mosaics or sculptures. (*false*)
6. More than 150 artists decorated the Stockholm subway system. (*true*)
7. Stockholm has one of the coolest private transportation systems in the world. (*false*)
8. There is no art from before the year 1950 in the Stockholm subway system. (*true*)

Optional: Show students some pictures of the different subway stations. Have students choose the subway station they like the most and talk to a classmate about why they think that station is the best.

Further Exploration



4 Decorate a subway station in Sweden.

In pairs, have students imagine that they are going to decorate a real subway station in Stockholm, and talk about the following: *What do I like best about Sweden, and how can I include that in my drawing? What colors would be best to use? What pictures can I draw to create a theme? What can I add from my culture?*

When students have discussed these questions, have them decorate their subway stations independently. As students finish their work, allow them to quietly move to a separate area for some self-directed learning. Supply them with a globe or map, books about traveling and the history of Sweden, and anything else you might have that relates to Sweden.

Wrap up by having students finish their journey by “flying” back to sit in a circle. Then ask them what they learned about Sweden. Finish by playing Track 9, and then prompt students to say *good-bye* to Maja and each other.

Flipped Learning Suggestion

Have students prepare for the next lesson by reviewing the Unit 1 Flashcards on the Richmond Learning Platform. Students should also look at the Unit 1 Poster, and they should try to write a sentence about what is happening in each picture. Have them watch the Grammar Video for Unit 1 again. Encourage them to reflect on what they have learned so far.

Homework: PB pp. 12–13, Activities 1–3



Big World,

Small World



SWEDEN



Hallå! I'm Maja.
I live in Sweden.

1 Listen and complete.



Sweden is a country in the north of (1) Europe. Beautiful forests cover half of the country. There are also thousands of (2) lakes and islands.

Stockholm is the capital of Sweden. It is also the biggest city. It is built on (3) islands with (4) canals and bridges—a lot of bridges!

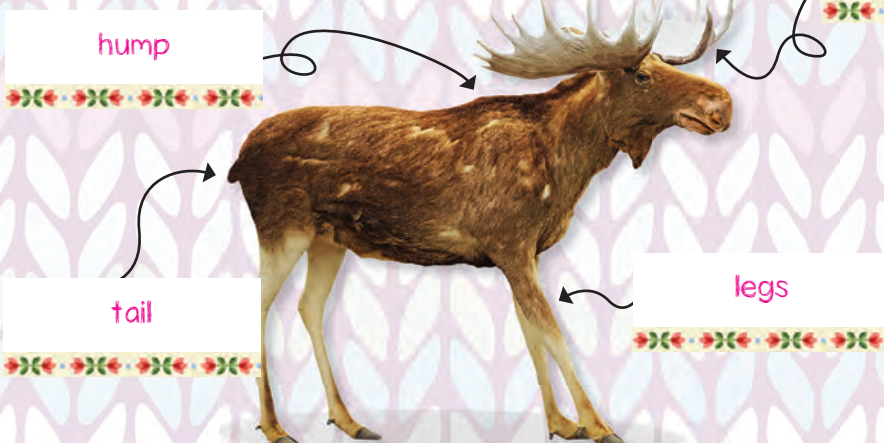


In the spring and fall, you can see natural lights full of color in the sky. These are called the (5) northern lights. This phenomenon happens when tiny particles from the sun hit Earth's atmosphere.



Sweden has a hotel that is built every year out of (6) snow and ice. All the ice comes from the Torne River.

2 Read and label.



The Eurasian elk is the national animal of Sweden. It has a small hump on its shoulders, long legs and a short tail. The elk has horns, called antlers. Two hundred years ago people hunted this animal and it almost became extinct. Today there are a lot of elk in all parts of Sweden.

3 Read and write what each number refers to.

- 2 number of hours it takes to cover the Stockholm subway art tour
- 90 number of stations decorated
- 110 kilometers in the subway system

- 1950s time of artistic pioneers
- 150 number of artists who have decorated the stations
- 100 total number of stations in the subway system

Art in the Stockholm Subway Stations

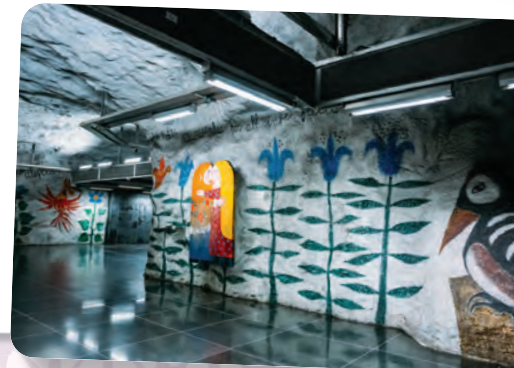
The subway system is over 110 kilometers long. Traveling by subway is like traveling through an exciting story that extends from the artistic pioneers of the 1950s to the art experiments of today.



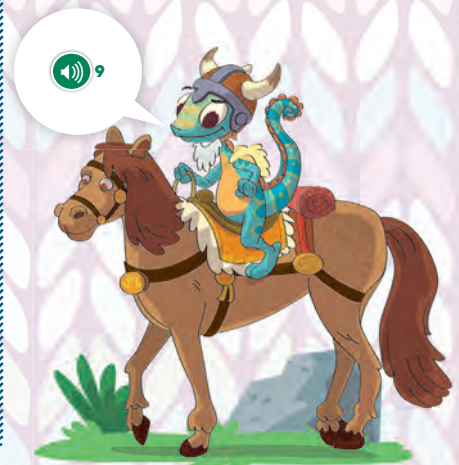
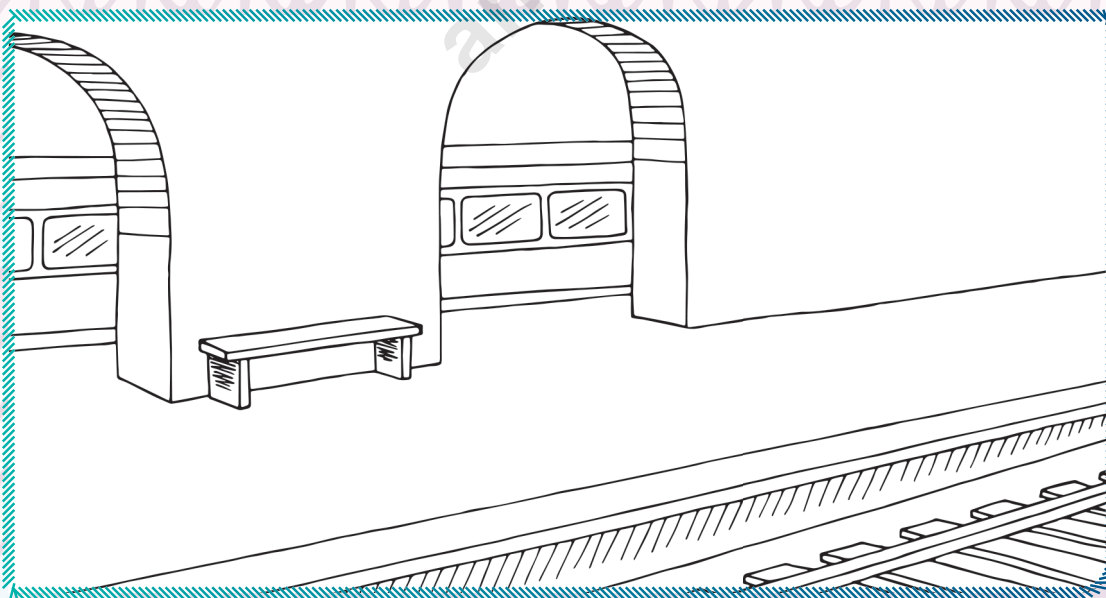
Stockholm is a city that has one of the coolest public transportation systems: the subway. Other cities around the world have subway systems, so why

is Stockholm's subway different? When you walk into a Stockholm subway station, it is like entering the world's longest art exhibition.

About 90 of the 100 stations have been decorated by over 150 artists with different themes and various forms. These include mosaics, paintings, installations, sculptures and more. You can cover the entire Stockholm subway art tour itinerary in just two hours.



4 Decorate a subway station in Sweden.





Practice

Learning Objectives: Students will use vocabulary for school subjects to talk about schedules and plans.

Target Language (Review): telling the time/ schedules: *at 3 o'clock, a quarter to three, half past three, two forty-five, three fifteen, three thirty*; school subjects: *art, English, geography, history, IT, math, music, PE, science*; grammar structures: *What time does the class start? The bus leaves at 9 o'clock; Our class is going to the zoo! Are you going on a field trip tomorrow?*

Materials: Unit 1 Flashcards, Grammar Video for Unit 1

Warm-up

Play **Act and Guess** or another activity to review the target vocabulary and grammar. Explain that students can use actions to show what we do in certain subjects, for example, mime doing a science experiment, mime painting a picture.

Starting Point

Make sure your students know that “rank” means to put a few items in an order. Before you play Track 10, put your students in groups of three and have them rank the three sets of subjects. Encourage your students to give reasons for their rankings.

Flipped Learning Suggestion

Review the Unit 1 Flashcards and refer to the Grammar Video for Unit 1 again. You can play a game of Bingo with the flashcards, and show the video so students can act out similar situations. Monitor their use of grammar and correct mistakes after the activity.

1 Listen and rank the subjects from 1 (most favorite) to 3 (least favorite). 10

Before playing Track 10, write the following questions on the board:

- What does Jeremy like doing in his free time?* (playing video games)
- What is Annie interested in?* (teamwork and cooperation)
- What does Will love to play?* (the guitar)

Next, remind students that Jeremy, Annie, and Will only speak about three subjects each. Instruct students to listen carefully. Play Track 10 and let students complete the activity. Then allow students to check with a classmate before checking with the whole class.

2 Read and complete.

Elicit the grammar rules that your students reviewed in the lesson with Diego and Danna. Invite two or three students to come up to the board and write the rules that they remember for speaking about future actions, future arrangements, schedules, and future activities.

⊙ Write about your plans for next week.

Say: *Now you know what Tim and Alice are going to do. What are you going to do?* Instruct students to complete the activity about their future plans individually. Remind them of the correct grammar structures and vocabulary they have learned in the unit.

Then have them swap in pairs and check their answers.

⊙ Talk about your plans.

Play a game of **Walk, Walk, Stop** to practice asking and talking about plans for the next week or next month. Students should ask questions based on the previous writing activity. They can add extra questions related to the topic as well. Encourage students to use the new language structures they have learned.

Cam's Checkpoint ▶ Go to page 138.

Before students do the Checkpoint, review the target language for Unit 1. Elicit sentences like those in Activity 2. Help students find this checkpoint page and the corresponding stickers (p. 153). (See **Introduction** for more information.)

Learning Objectives: Students will practice listening to, grouping, and using rhyming words. Students will use the /aɪ/, /eɪ/, /ɔɪ/ sounds, as well as vocabulary for school subjects to talk about their favorite subjects.

Target Language (Review): telling the time/schedules: *at 3 o'clock, a quarter to three, half past three, two forty-five, three fifteen, three thirty*; school subjects: *art, English, geography, history, IT, math, music, PE, science*; grammar structures: *What time does the class start? The bus leaves at 9 o'clock; Our class is going to the zoo! Are you going on a field trip tomorrow?* sounds: /aɪ/, /eɪ/, /ɔɪ/

Materials: paper, students' schedules

Warm-up

Play **Move If You...** Make statements related to the subjects learned in the unit to review the language, for example: *I use paintbrushes in art.*

Progression

1 Listen and complete the chart. 11

Play Track 11 and have students listen and repeat. Instruct them to listen and sort the words into the correct column of the chart. Then play the track again. Let students check answers with a classmate before checking as a class.

Learning Suggestion

Review the Unit 1 Poster with your students. Put them in pairs and ask them to check and talk about any of the sentences they wrote at home.

⦿ Write two more words in each column.

In pairs, have students add two more words with the same vowel sound. For example, *joy, enjoy; cry, fried; may, yesterday*. Ask a few pairs to share their answers with the class.

2 Listen and complete using the words in Activity 1. 12

Remind your students about the structure of poems, and that in many poems the last word in a line rhymes with the next. Being aware of rhyming couplets (two consecutive lines which rhyme) in this poem will help your students to complete the activity.

Play Track 12 for students to check answers in pairs and then as a class.

⦿ Say the poem.

Practice saying the poem together as a class and then in pairs. Students can say alternate lines and should add expression and gestures as they recite.

Further Exploration

Cam's Chat 13

1 Listen and number in order.

Explain the activity and have students complete it independently. Play Track 13 and let students check answers with a classmate. Play Track 13 again, and check the answers as a class.

⦿ Practice the dialogue using your own ideas.

Model the dialogue using your own ideas, for example, with English as your favorite subject. Use your students' real school schedule to adapt the rest of the dialogue. Next, let students write out their dialogues with their own ideas. Check that they have used the correct days and times in their drafts. Ask your students to add extra details to their dialogue if they can, for example, why a particular subject is their favorite, or what time they have classes. Students can also be encouraged to add a sentence or two about the values they have learned in this unit. Then have your students practice their dialogues in pairs.

Pair Work

Pair students up and help them to find their corresponding pages (p. 143 or p. 147). Instruct them to take turns asking and answering questions about the schedules. They should not look at each other's books until they finish.


Learning Suggestion

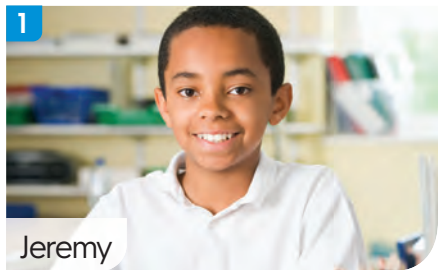
Have your students prepare some notes and ideas about their first day back at school this year. Students should try to answer or make notes on the following questions: *How did they feel? What were they excited about? What were they nervous about? Are they doing any special activities, like a field trip?*

Homework: PB pp. 14–15, Activities 1–3



Practice

1 Listen and rank the subjects from 1 (most favorite) to 3 (least favorite).  10



Jeremy

- 2 art
- 1 IT
- 3 math



Annie

- 1 PE
- 3 geography
- 2 history



Will

- 2 English
- 3 science
- 1 music

2 Read and complete.

Tim: Hi, Alice! How was your first week at school?

Alice: Hi, Tim! It was great, but I already 1 have (have) a project to do.

Tim: Really? Tell me about it.

Alice: I have to do an experiment with my team for science class.

Tim: When 2 is (be) it due?

Alice: Next Monday. We 3 are getting (get) together at my house

on Saturday. They 4 are bringing (bring) the materials and

I 5 am making (make) lunch. When we finish, we

6 are going (go) to the movies.

Tim: Sounds like fun! What time 7 does the movie start (start)?

Alice: At noon. What 8 are you doing (you do) on Saturday?

Tim: I 9 have (have) soccer practice at 8 o'clock.

I 10 am not doing (not do) anything special after that.

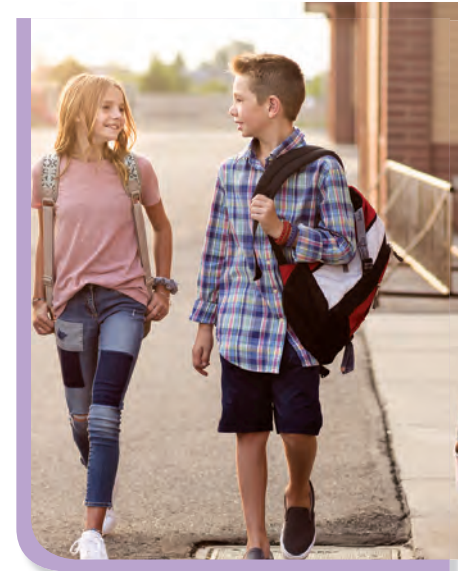
Alice: Why don't you come over and help us with the experiment?

Tim: Sure, why not!

⦿ Write about your plans for next week. *Answers will vary.*

1. School work due: _____
2. Plans with friends: _____
3. Special visits or trip: _____

⦿ Talk about your plans. *Answers will vary.*



Speaking

1 Listen and complete the chart. 

boys nine noise play time day

It has the same vowel sound as <i>toys</i> :	It has the same vowel sound as <i>eye</i> :	It has the same vowel sound as <i>say</i> :
boys noise	nine time	play day

Write two more words in each column.

2 Listen and complete using the words in Activity 1. 

Listen Up!

Listen up, girls and boys.
Quiet down, there's too much noise!
I know you'd rather go out to play.
On such a beautiful sunny day.

But look at the clock, it's only nine.
Let's play a game and have a good time.
Listen up, girls and boys,
Quiet down, there's too much noise!



Say the poem.

Cam's Chat

1 Listen and number in order. 

4 Geography is my favorite subject!

2 You're right. We have science on Tuesdays and math on Wednesdays.

3 And our geography class is on Fridays.

1 Oh, great! We have the same schedule.

Practice the dialogue using your own ideas.



Pair Work!

STUDENT A

Go to page 143.

STUDENT B

Go to page 147.



Writing

Learning Objectives: Students will read a model text and learn the different parts of an email.

Target Language: *Our history teacher is taking us to the natural history museum next week. We meet our teacher outside the school at 7:45. The museum opens at 9:00. We are seeing three exhibits. At noon, we have lunch at the snack bar. Telling the time/ schedules: at 3 o'clock, a quarter to three, half past three, two forty-five, three fifteen, three thirty; school subjects: art, English, geography, history, IT, math, music, PE, science; grammar structures: What time does the class start? The bus leaves at 9 o'clock; Our class is going to the zoo! Are you going on a field trip tomorrow?*

Optional Materials: examples of emails

Warm-up

Play **This or That** using agree/disagree statements about your students' schedules and upcoming field trips. For example: *We have an English field trip in December; I am excited about doing history this year; I think math is fun; I don't like playing outside*, etc.

Starting Point

Read

1 Read and write.

Go through the questions with your students. Explain that they do not need to pay a lot of attention to detail on the first read—they should just try to understand the general meaning of the email. Note for question three, your students do not need to say whether the text's purpose is to persuade, inform, or entertain. However, it would be good to point out that the main function of this email is to *inform*. Ensure that your students understand what “purpose” means.

Checking Work

Encouraging students to check their work with their classmates is an important exercise in collaboration, communication, and critical thinking. By checking their work together, students interact and communicate with one another. You should also encourage them to

give constructive and positive feedback if possible. Always try to check answers as a class after students have checked each other's work to make sure they have the correct answers.

Progression

Optional: Put your students into pairs and have them talk about the last few emails and/or messages that they've sent recently. They should tell each other who they sent the emails or messages to, when they were sent, what the emails or messages were about, and how they wrote and sent the messages, for example, on a tablet. Your students can also create/imagine the details for these emails or messages if they do not want to share the real information. If students struggle, project the example emails showing that you have prepared.

Look

2 Read and do the tasks.

Talk to your students about the different parts of an email. We should always try to be polite, even if we are writing to our friends. Using the correct structure and organizing the flow of our texts are important parts of being polite when writing. Explain that like letters, our emails should always follow a similar structure: *greeting, introduction, body, conclusion, and farewell*.

Let your students complete the tasks in pairs. Then go through the tasks with the whole class and check that all of your students have correctly identified the sections of the email. If necessary, you can show the example emails again, this time highlighting the textual elements/features.

Learning Objectives: Students will plan, write, and reflect on an email about a field trip.

Target Language: telling the time/schedules: *at 3 o'clock, a quarter to three, half past three, two forty-five, three fifteen, three thirty*; school subjects: *art, English, geography, history, IT, math, music, PE, science*; grammar structures: *What time does the class start? The bus leaves at 9 o'clock; Our class is going to the zoo! Are you going on a field trip tomorrow?*

Materials: students' own school materials, students' schedules, scrap paper for making notes, extra paper for writing drafts

Warm-up

Play **Stand Up/Sit Down** using the features of an email. To make the activity more challenging, you can also include subjects and the grammar structures from the unit.

Plan

3 Complete the graphic organizer.

Start by brainstorming field trip ideas as a class. Remind students that these are just ideas, there are no wrong or right answers. Write up all the ideas on the board for the students to refer to. Then let the students talk about their field trip ideas in groups of four or five. Students should not work in their books yet—they can make notes on scrap paper. The groups should try to come up with more ideas, especially for the different activities they could do on each of the different field trips. Have one person from each group report back to the class. Add any new ideas to the board for everyone to refer to.

Next, have the students talk about the location, date, and transportation for the field trips with a classmate. Have a few pairs report back to the class. Suggest additional ideas if your students are struggling. Then instruct them to fill in the graphic organizer for the field trip.

Optional: Use the **Show of Fingers/Hands** activity to see which field trip and activities the students are most interested in. After a visual poll, students can take turns giving reasons for their answers. You could use this information to plan

a real-life field trip around what the majority of students are interested in doing.

Flipped Learning Suggestion

Have students talk about their first day back at school this year. Students should ask and answer the following questions: *How did they feel? What were they excited about? What were they nervous about? Are they doing any special activities, like a field trip?* Continue with other activities as described below. If time allows, you could extend the activity by swapping pairs and having students report to their new classmate what the previous classmate did and how they felt on their first day back at school.

Further Exploration

Draft

4 Write a draft of your email on page 16 of your Practice Book.

Point your students to the correct page in their Practice Books. Remind them to use the email structure you reviewed earlier. Students can use their dictionaries and thesauruses if necessary. Have students work independently. Monitor, providing help as needed.

Reflect

5 Read and circle.

Read the sentences aloud and instruct students to look at their paragraphs and circle *Yes* or *No*. Allow them to make any appropriate changes but let them know that they will write a final draft in the Practice Book.

Extra Activities

- ☉ Invite volunteers to share their writing with the class. Students can read their texts aloud. Alternatively, pair students up and have them read their emails to each other.

Homework: PB pp. 16–17, Activities 1–2

Read

1 Read and write.

1. What type of text is this? An email / The text is an email / This text is an email
2. Who is it to and who is it from? To Logan, from Mason.
3. What is the purpose of the text? To tell Logan about Mason's field trip to the Natural History Museum. / To inform about the field trip to the Natural History Museum. / To tell Logan about field trip to the Natural History Museum.

New message

To: logan@myemail.com

Subject: Natural History Field Trip

Hi, Logan,

How are you? I'm fine, but I'm glad to be back at school! I have a lot of new teachers this year.

Our history teacher is taking us to the Natural History Museum next week. We meet our teacher outside the school at 7:45. The museum opens at 9:00 and first, one of the guides is giving us an orientation talk. Then the visit begins at 9:30. We are seeing three exhibits related to prehistory: how Earth evolved, dinosaurs and the first humans. The visit includes a documentary on the Big Bang Theory. At noon, we have lunch at the snack bar and at 1:30, we take the bus back to school. It sounds like a really fun day.

How about you? How was your first day at school?

Take care,
Mason

Send

Look

2 Read and do the tasks.

A friendly email always includes:

- a greeting and the name of the person you are writing to.

Task 1: Circle the greeting in the text in red.

- an opening line where you ask about the other person and comment on yourself.

Task 2: Underline the opening line in orange.

- the body, which includes the purpose of the email.

Task 3: Draw a green box around the body of the email.

- a closing line where you connect with the reader again.

Task 4: Underline the closing line in blue.

- a farewell and your signature.

Task 5: Circle the farewell in the text in brown.

3 Complete the graphic organizer. *Answers will vary.*

Ideal Field Trip

Location:

Date:

Transportation:

Schedule

Times	Activities	Times	Activities
_____:	_____	_____:	_____
_____:	_____	_____:	_____
_____:	_____	_____:	_____
_____:	_____	_____:	_____
_____:	_____	_____:	_____
_____:	_____	_____:	_____

4 Write a draft of your email on page 16 of your Practice Book.

Answers will vary.



Draft

Reflect

5 Read and circle.

Answers will vary.

- | | | |
|------------------------------------------------------------------|-----|----|
| 1. The email includes a greeting and an opening line. | Yes | No |
| 2. The body of the email includes information about a trip. | Yes | No |
| 3. The email ends with a closing line, a farewell and your name. | Yes | No |