

English Language Learning

2021 | PreK-12 Asia Catalog



New

NEW INTERACTIONS

New Interactions: The Power to Pave Your Own Learning Journey

New Interactions is a fully revised and enhanced edition of the most trusted brand name in English for Academic Purposes (EAP), the pioneer series Interactions/Mosaic. It prepares students for university classes by fully integrating every aspect of student life. This new edition offers powerful digital tools that support the content with relevancy and real-world application that is crucial to learning in a fast-paced, global world.

New Interactions is a five level EAP series for students studying at Higher Education institutes requiring English as part of their studies.

The fully integrated online course offers a rich environment that expands student's learning and supports teacher's teaching with automatically graded practice, assessment, classroom presentation tools, online community and more.

Learn more about New Interactions and how its digital component aids in assessment integrity on [page 58](#)



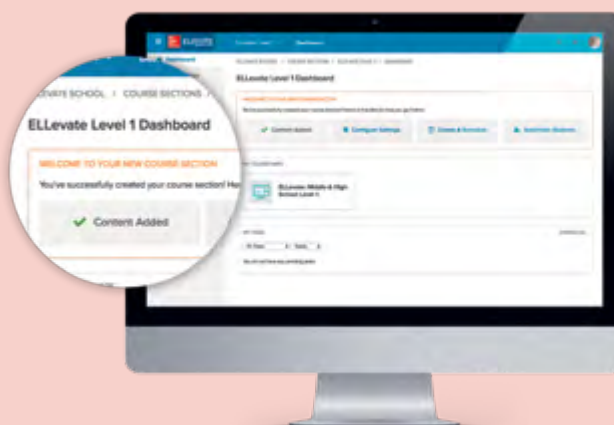
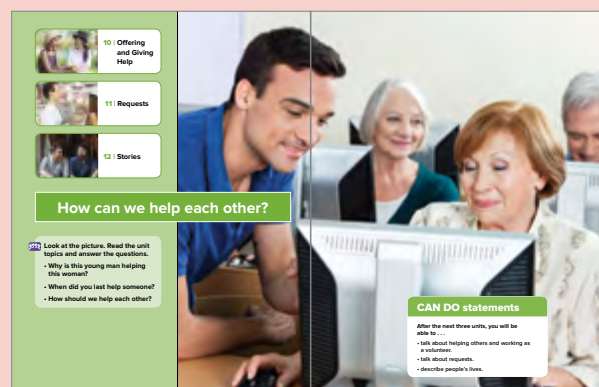
ELLevate

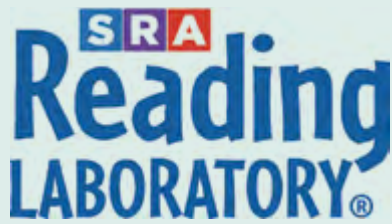
ENGLISH

www.ellevateenglish.com

ELLevate English is an innovative, three-level English Language Learning course delivering an engaging and interactive learning experience for young adult and adult students. Activities with clearly stated learning outcomes facilitate student learning and language acquisition. Essential Questions draw students into the intriguing unit topics by utilizing critical thinking skills. With this approach, students progress beyond basic understanding to reach higher levels of comprehension and analysis.

Check out ELLevate Skills on [page 65](#)





A Proven K–12 Leveled Reading Program, Instilling Confidence in Learners for More Than 60 Years.

As one of the earliest personalized learning programs, SRA Reading Laboratory® has improved the reading and independent learning skills of more than 100 million students in 63 countries, becoming one of the most trusted names in literacy learning.

With an easy-to-use box of self-guided and leveled selections for a given classroom, SRA Reading Laboratory® lets you develop confident readers through supplemental and personalized K–12 reading content that ensures each student is working at the appropriate level and moving ahead at his or her own pace. The program helps students:

- Develop comprehension, vocabulary, fluency, word analysis, and study skills
- Reinforce specific skills in which certain students show a weakness
- Engage their interests and increase their knowledge base using a wide array of fiction and nonfiction selections
- Take ownership of their own work and progress

Find out more about SRA Reading Laboratory on [page 22](#)



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Level Chart

Pre-Kindergarten to Grade 6

Title	Grade	Kindergarten		Elementary						Secondary					
		PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
MidiEnglish Kindergarten		•	•												
MidiPhonics		•	•	•	•										
MidiPhonics Express				•	•										
WonderSkills * You can consider Starter Level for Grade K students who can decode CVC words.				•	•	•	•	•	•						
SRA Reading Laboratory®				•	•	•	•	•	•	•	•	•	•	•	•
Moo-O			•	•	•	•	•	•							
Newsmaker					•	•	•	•	•	•	•	•	•	•	•
Going Places				•	•	•	•	•	•						
We Can!			•	•	•	•	•	•	•						
Amazing Planet		•	•												
Blue Planet				•	•	•	•	•	•						
Grammar Spot				•	•	•	•	•	•						
All of Us				•	•	•	•	•	•						
Learning Zone				•	•	•	•	•	•						
Write Now				•	•	•	•	•	•						
McGraw-Hill Phonics				•	•	•	•	•	•						

Teenage and Adult

	Secondary						Adult
	G7	G8	G9	G10	G11	G12	
New World	•	•	•	•	•	•	
Mega Goal	•	•	•	•	•	•	
New Interactions				•	•	•	•
Grammar Form & Function	•	•	•	•	•	•	•
TakeAway English						•	•
ELLevate English				•	•	•	•
ELLevate Skills				•	•	•	•
All-Star						•	•

	Kindergarten		Elementary						Secondary					
	PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
Custom Solution	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Professional Development		●	●	●	●	●	●	●	●	●	●	●	●	●
Create	●	●	●	●	●	●	●	●	●	●	●	●	●	●

MidiEnglish KINDERGARTEN

Newly Updated!



Learning English through music and play

MidiEnglish Kindergarten is an English program for children of 2 to 6 years old. The program is comprised of activity books, multimedia resources and mobile apps. Children acquire English skills through shared reading, games and fun activities, role playing, music and movement, rhymes and songs.

Key features of the program include:

- **Multimedia Lessons, Activities and Songs**

The integrated multimedia resource library is a treasure trove of songs, interactive activities and creative games that enhance language learning.

- **Easy-to-follow Lesson Guides**

The lesson plans provide a detailed step-by-step guide for teachers.

- **Classroom and Home Activity Books**

Activity books can be used in the classroom and at home to help students reinforce what they are learning.

- **Mobile Apps (For Students and Teachers)**

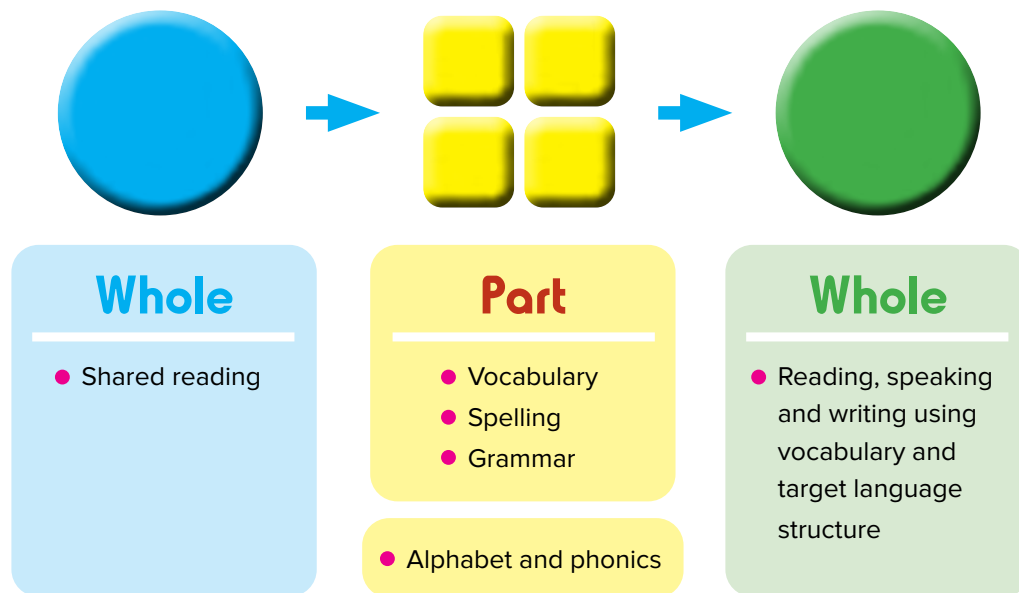
Mobile apps can be used on any device and contain all the songs and readers as the multimedia library. The apps also have new activities and games for every unit.

Methodology

MidiEnglish Kindergarten adopts a holistic approach to language learning. The program is designed based on a “whole-part-whole” approach.

Children will look at whole texts first (songs and readers), followed by learning language features such as vocabulary and grammar (part), and finally using their new knowledge to read, speak and write (whole).





Key Components

- Mobile App
- Online Lessons, Activities and Songs
- Classroom and Home Activity Books
- Lesson Guide

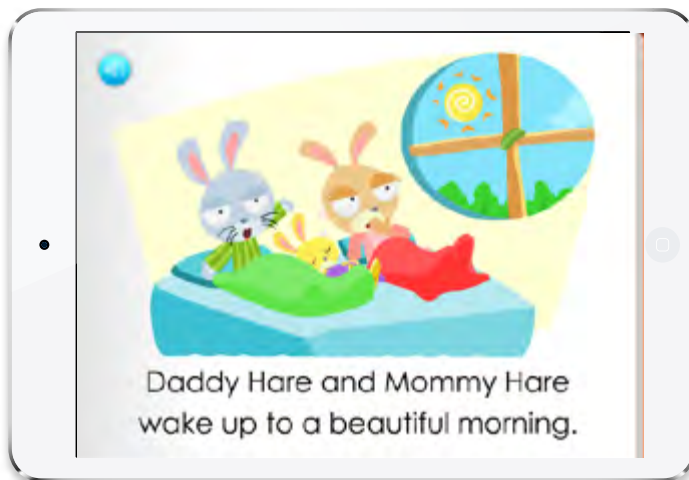


Remote Teaching

Online lessons can be readily conducted in conjunction with a third party video conferencing tool.



* The above screen is for illustration purpose only. The third party video conferencing tool does not come with MidiEnglish courseware. Any video conferencing tool that supports screen sharing can be used for MidiEnglish online teaching.



Home Learning App

Teachers can conduct remote online lessons with students at home, using the multimedia classroom software. This would ensure that lessons continue with minimal disruption when face-to-face lessons are not possible.



Virtual Classroom

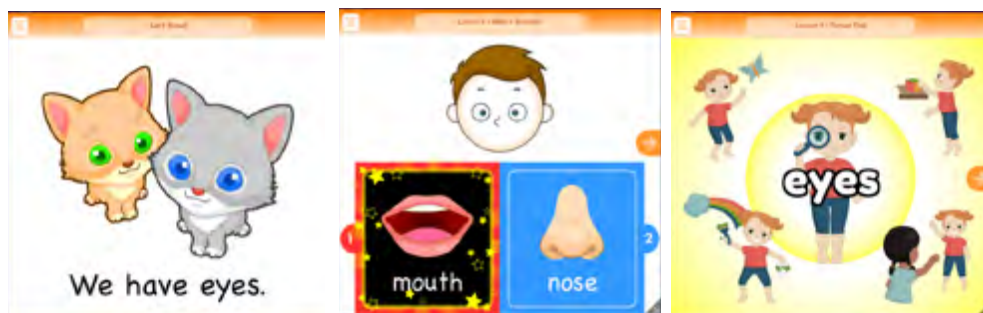
Live interaction between teacher and students allows shared activities such as reading, singing, and social interaction.



Resources for Online Teaching

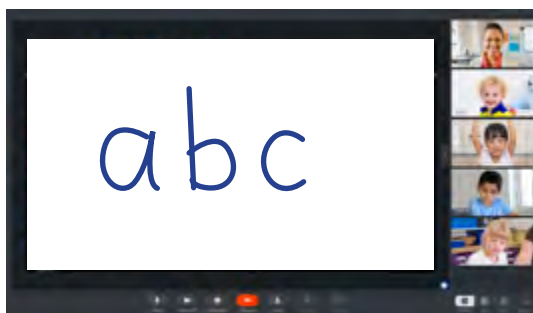
A suite of multimedia lessons and activities specially designed to facilitate online teaching helps teachers to engage students and encourage active participation.

*Students may also take turns to play interactive games just like they do during classroom sessions. (*applicable to video conferencing apps with remote control feature)



Built-in Virtual Whiteboard

The built-in whiteboard feature allows teachers to annotate and draw, enhancing teachers' ability to explain and attract students' attention.



Continuous Learning through Home App

The home learning app gives students continual access to learning resources after remote lessons. They can revise reading, singing, pronunciation, and play interactive games to reinforce what they have learned in class.



Sample Pages



Listening exercises



Collect and record information



Comprehension



Writing and spelling



Word Puzzles



Finger puppets for role-play



Language use



Grammar

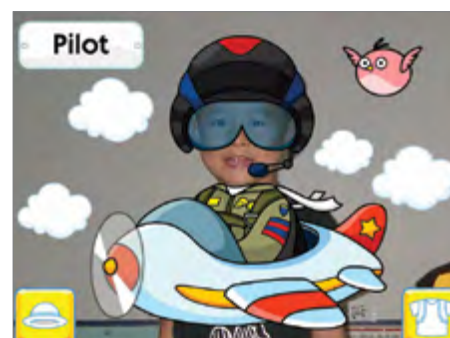
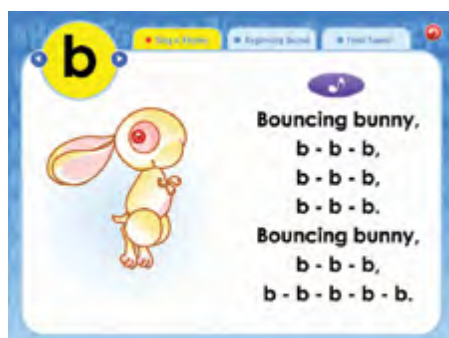
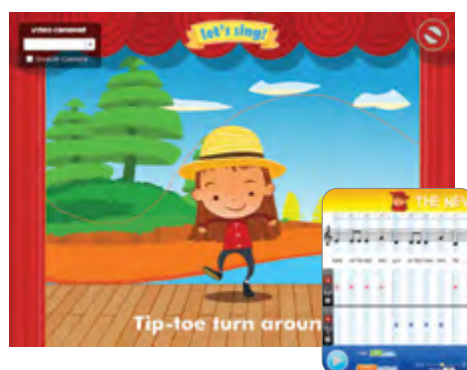


Record thoughts in drawing



Alphabet and phonics





READ the e-books!

SING the theme songs!

PLAY vocabulary games!

SAY words and sentences!



Introduction

MidiPhonics is a dynamic English learning program that provides a multimedia approach to learning English phonics. Through the integrated e-readers, phonics-based activities, songs and multi-platform learning engines, children build a strong foundation in phonemic awareness and develop the ability to read with confidence.

Approach and Features

MidiPhonics introduces letter sounds and word families through interactive e-readers that are available for the classroom and personal use on a mobile app. The interactive readers allow children to hear the words, as well as the blending of individual sounds that form words. At the same time, children acquire new vocabulary that includes high frequency sight words.

In addition to the readers, learning is reinforced through worksheets that complement every level of the program; interactive activities that build both reading and listening skills; and songs and rhymes that incorporate new sounds and words as they are introduced.

Key Component

- Student Workbook
- Home Learning APP (for iOS, Android and Huawei devices)
- Full Multimedia Integration (Interactive Readers, Activities, Songs and more)



Starter	The Alphabet	Level 4	S-Blends, L-Blends, R-Blends
Level 1	Beginning Sounds	Level 5	Digraphs, Long Vowels /a/, Long Vowels /e/, Long Vowels /i/, Long Vowels /o/, Long Vowels /u/
Level 2	C-V-C (Consonant-Vowel-Consonant) Words	Level 6	R-controlled Vowels, Diphthongs, Silent Letters, Hard and Soft Sounds, Variant Sounds
Level 3	Word Families /a/, /e/, /i/, /o/, /u/		

Print Workbooks

The **MidiPhonics** program contains a workbook for hands-on practice.

Multimedia: Readers, Songs, Lessons, Games

Classrooms are equipped with the **MidiPhonics** Interactive Multimedia Resource Library - a treasure trove of e-readers, songs, lessons and games that are designed to work on any interactive whiteboard or interactive projector. These interactive activities make learning fun and help children to prolong their attention span.

Teaching Resources and Teacher Support

Teachers are provided with built-in support, including step-by-step lesson plans with standard learning structure and teaching suggestions, that are downloadable at www.midienglish.com.

All programs have a specially designed Teacher Support App for use on a mobile phone or tablet. Workbook pages, lesson guides, product information and classroom training videos are available for viewing on the app. These teacher-friendly resources help teachers implement the program with confidence and ease.



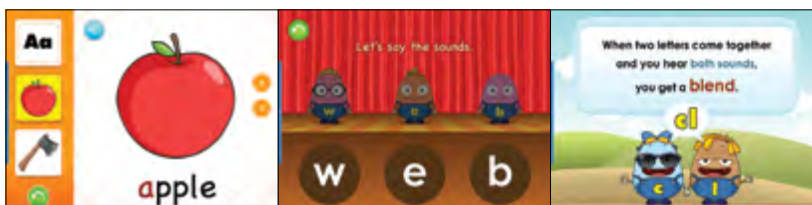
Readers



Songs



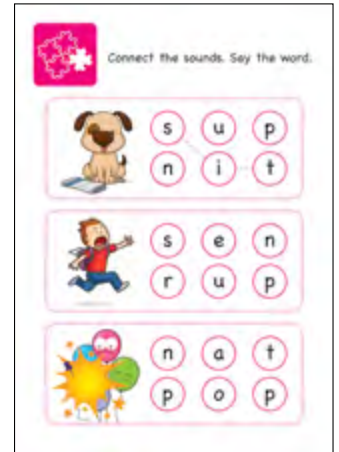
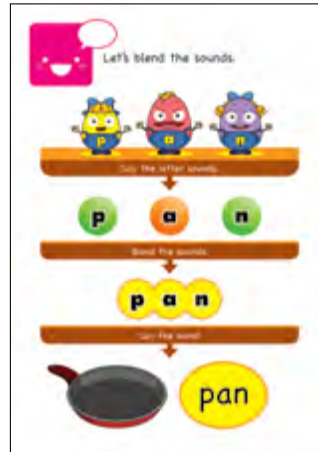
Lessons



Games



Sample Pages





What is MidiPhonics Express?

MidiPhonics Express is a one-year phonics program for children aged 5 to 7 years old. The program develops children's ability to read and spell by building a strong foundation in phonemic awareness.

Scope & Sequence

Level A (Semester 1)

- Beginning Sounds
- Word Families and Blends

Level B (Semester 2)

- Digraphs and Long Vowels
- R-controlled Vowels; Diphthongs; Hard and Soft Sounds; Silent Letters; and Variant Vowels

Key Component

- Student Workbook
- Home Learning APP (for iOS and Android devices)
- Full Multimedia Integration (Interactive Readers, Activities, Songs and more)

Sample Pages



[View ISBN List on page 77](#)



Wonderskills Reading is a five-leveled comprehensive reading course for English language learners in kindergarten and primary schools. The program carries the core content from the American English Language Arts Program Reading Wonders with additional scaffolding and support. Authentic stories and articles range across different genres, school subjects, and cultures, which enable learners to become broadly literate. The program offers a wide range of comprehension questions and vocabulary tasks that support learners to become accurate and fluent readers. It teaches and models close reading of the texts for learners to practice key skills and strategies in each unit. Through intentional instructions, inspiring contents, and critical thinking questions, WonderSkills Reading prepares learners to become successful readers in the 21st century.

Key Features

- Authentic reading materials from the American English Language Arts Program Reading Wonders
- Intentional instructions to master key skills and strategies
- Systematic instructions in vocabulary and comprehension lessons
- Essential questions to build critical reading and thinking skills
- Speaking and writing exercises that encourage learners express what they have learned

Key Component

- Student book with Audio CD



- Complimentary Digital Resources for Teachers



www.mheducation.com.sg/wonderskills

[View ISBN List on page 77](#)

Levels

5 levels: Starter, Basic, Intermediate, Advanced and Master for Grades 1 to 6

**You can consider Starter Level for Grade K students who can decode CVC words.*

LEVEL	BOOK	UNITS	WORD COUNT	LEXILE	CEFR				
					Pre A1	A1	A2	B1	B2
Starter	1-3	12	30 – 50	30L – 350L					
Basic	1-3	12	50 – 100	170L – 410L					
Intermediate	1-3	12	100 – 200	330L – 540L					
Advanced	1-3	12	200 – 300	400L – 690L					
Master	1-3	12	300 – 350	500L – 890L					

Digital Information

Online Teacher's Resources includes:

- Monthly syllabus – 1 per book
- Daily lesson plan template – 1 per book (newly revised)
- PowerPoint Slides
- Flash Cards for levels Starter & Basic only
- Word list
- Dictation worksheet
- Answer Key
- Unit test
- Unit review test – 4 tests per book
- Midterm test
- Final test

To access these materials, log in to www.mheducation.com.sg/wonderskills

Sample Pages

Starter & Basic Level

Unit 2: Fun Together!

Warm-up

- This family is in the together.

Word Bank

pizza
kitchen

Unit 3: Words to Know

A. Look, listen, and repeat.

1. pour 2. mix

3. bake 4. clean

5. eat

Sight Words

the can

B. Look and circle.

1. mix eat 2. bake pour

Warm-Up

Provides sentences and questions for learners to talk about the topic and activate their background knowledge.

Words to Know

Introduces vocabularies and sight words that learners need to learn in order to read the main text.



Fun Together!

Let's make cupcakes!

Tim can **pour**.

Jen can **mix**.

Mom and Tim can **bake** the cupcakes.

Dad and Max can **clean**.

Jen can **eat** a cupcake!

We can have fun!

Read Closer
Who can pour?

Reading Text

Engages learners in reading a variety of fiction and non-fiction passages.

Read Closer

Asks comprehension questions to check learners' understanding of the text. It also have learners practice the skill of asking and answering questions during reading.

Comprehension Check

A. Read, look, and match.

1. pour 2. mix 3. bake

B. Read, look, and check.

1. Dad and Max can clean. 2. Jen can eat. 3. Tim can pour.

Sentence Practice

Match and say the sentences.

1. I can 2. I can 3. We can

eat a cupcake. pour. have fun!

Retelling

Step 1: Number the pictures in the order of the story.

Jen can eat a cupcake!

Mom and Tim can bake the cupcakes.

Dad and Max can clean.

Tim can pour.

Step 2: Retell the story.

Comprehension Check

Provides various comprehension checking questions to check and ensure learners' understanding of the text.

Retelling

Scaffolded into two steps for learners to summarize the text and retell it in their own words.

Sentence Practice (Starter level only)

Enables learners to notice and learn the main sentence structure in the text.

Comprehension Skill: Key Details

Complete the mind map.

reads happy stool short write

Jack can write.

Max is tall, but Jack is _____.

Jack can't _____ the paper.

Jack stands on the _____.

He can _____.

Max, Jack, and Ben finish the job.

They are _____.

Retelling

Step 1: Number the pictures in order.

high stool worried stand on

Step 2: Retell the story.

Comprehension Skill (Basic level only)

Enables learners to acquire the essential reading skills of identifying main ideas, key details, cause and effect, problem and solution, author's purpose, characters, settings, plots, and etc.

Intermediate Level

UNIT 2 Little Flap Learns to Fly

Theme Friends Help Friends

Warm-up

- The girl helps her friend. What do you do to help your friend?
- I help my friend.

Word Bank

- read the map
- read a book
- do math homework

Vocabulary

A. Look at the pictures and read the words. (in)

1. practice	2. flap	3. terrified
4. jump off	5. land	6. report card

B. Circle and write the words to complete the sentences.

- The boy looks _____ (terrified / terrified).
- Birds have to _____ their wings to fly. (flap / land).
- It is fun to _____ together. (land off / jump off).
- Birds _____ to catch fish. (land / practice).
- I _____ yoga every day. (flap / practice).
- The parents are happy with the _____ report card. (terrified / excellent).

Vocabulary

Introduces key vocabularies from the text and has learners master them with additional practices in order to read and comprehend the text.

Warm-Up

Provides sentences and questions for learners to talk about the topic and activate their background knowledge.

Genre Fantasy

Little Flap Learns to Fly

Little Flap lives in a nest next to his friends, Fluff and Tuff. The three friends want to go outside their nests and see the world. But first, they need to learn to fly.

Read Closer

Where does Little Flap live? Circle the words.

Read Closer

What does Fluff do with her wings? Underline the sentence.

Reading Text

Engages learners in reading a variety of fiction and nonfiction passages.

Read Closer

Asks comprehension questions to check learners' understanding of the text. It also have learners practice the skill of asking and answering questions during reading.

Advanced and Master Level

Essential Question

Provides critical thinking questions that closely relate to the theme and the main text. Learners will keep the question in mind while engaging in different activities throughout the unit.

UNIT 2 Bruno's New Home

Theme Story Time

Essential Question

What can stories teach you? Read about how a story helped a bear learn an important lesson.

Build Background

Read and say what you think.

- What are the girls doing?
- What is an interesting story that you have read?
- Did you learn anything from that story? What did you learn?

Vocabulary

A. Look at the pictures and read the words. (in)

hibernate	discover	enormous	opening
squeeze	capture	chew	escape

B. Write the words next to the correct meanings.

- to get free of something or to get away _____
- to see or find something you did not know before _____
- to sleep through the winter months _____
- to catch a person or an animal _____
- to use teeth to bite food into small pieces to swallow _____
- very large or great in size _____
- to push something into a small space _____
- a hole or an empty space for people or things to go through _____

C. Read and choose the correct words.

- The farmer is digging (it / out) all the old roots before he plants.
- The mouse appeared (in / at) the hole to escape from the cat.
- We really want him to come back (with / on) some good news.

Vocabulary

Introduces key vocabularies from the text and has learners master them with additional practices in order to read and comprehend the text.

Building Background

Provides warm-up questions for learners to talk about the topic and activate their background knowledge.



Advanced and Master Level

Green Fantasy

Bruno's New Home

Winter is coming. Bruno is tired and cold, and he needs a warm place to hibernate. He searches everywhere, but finds nothing!

Finally, Bruno discovers a cave, but an enormous pile of dirt and tree roots is blocking the opening.

"I can dig out some dirt and make the opening bigger," Bruno thinks. "Then I can make myself comfortable and hibernate."

Bruno digs with his big paws, but the dirt is hard to move. He pulls at the strong roots, but nothing happens. Bruno starts to feel helpless.

A squirrel sees Bruno. "Hi, I'm Jack!" says the squirrel. "Do you need some help?"

"I'm trying to squeeze into this cave, but I can't make the opening bigger," says Bruno.

"I think I can help you," says Jack.

Jack quickly runs off and comes back with a book. "Read this," says Jack. "It can help you come up with an idea."

Bruno reads about a big lion and a tiny mouse. One day the lion is captured in a net. The mouse chews the net and helps the lion escape.

This gives Bruno a great idea. Jack can use his sharp teeth to help! Jack and Bruno work together. Jack chews the roots. Bruno digs out the dirt. Finally, Bruno squeezes inside.

"Do you like your new home?" asks Jack.

"Yes!" says Bruno. "And I learned something. Small friends can be a big help!"

Make Connections
Talk about the story of the lion and the mouse. How did it help Bruno solve his problem?
ESSENTIAL QUESTION

Reading Text

Engages learners in reading a variety of fiction and nonfiction passages.

Read Comprehension Check

A. Read the story then answer the questions.

- What is this story about?
 - How a bear learns to read
 - How a bear finds a new home
 - How a bear lives in the winter
- Why can't Bruno get into the cave?
 - It is covered with dirt and roots.
 - It is too small for Bruno.
 - It is too deep in the hillside.
- Why did Jack give Bruno a book?
 - To show he was a good friend
 - To stop Bruno from digging
 - To help give Bruno a good idea
- What can you learn from the story?
 - All kinds of friends can be helpful.
 - A lion and a mouse can be friends.
 - It's better to be a tiny squirrel than a big bear.

B. Read and circle YES or NO.

- Bruno wants to find a place to hibernate for the summer. YES NO
- At first, Bruno can't make the opening to the cave bigger. YES NO
- Jack does not help Bruno because he's too tiny. YES NO
- Bruno makes a new friend. YES NO

C. Answer the questions.

- Why can't Bruno go into the cave?
- How does Jack help Bruno make the opening bigger?

Read Comprehension Strategy

Visualize
Look for key words as you read the story. Use those words to visualize or form pictures in your mind. This will help you better understand the text.

Use Text Evidence
Read the sentences and find the key words that help you visualize the story.

Word Box	enormous	tiny	solid	tired	poor
1. Winter is coming. Bruno is _____ and _____.					
2. Bruno digs with his _____ but the dirt is difficult to move.					
3. "But you're _____," says Bruno.					

Picture the above sentences in your mind. Find the matching pictures and write the numbers.

Comprehension Strategy

Enables learners to acquire the reading strategies to access complex texts by visualizing, asking and answering questions, making predictions, summarizing, and rereading.

Comprehension Check

Provides various comprehension checking questions to check and ensure learners' understanding of the text.

Comprehension Skill

Enables learners to acquire the essential reading skills of identifying main ideas, key details, cause and effect, problem and solution, author's purpose, characters, settings, plots, and many more.

Read Comprehension Skill

Character
A character's actions and feelings make the events in the story happen. Bruno is the main character in the story.

Use Text Evidence
Read the text and look at the chart that describes Bruno.

Winter is coming. Bruno is tired and cold, and he needs a warm place to hibernate. He searches everywhere but finds nothing!

What Bruno Needs	How Bruno Finds It
needs a warm place to hibernate	finds one
finds a warm place to hibernate	finds one
finds a warm place to hibernate	finds one

Your Turn
Read the text and use the underlined text to complete the character chart.

Bruno thinks, "First, I can dig out some dirt and make the opening bigger. Then I can make myself comfortable and hibernate." Bruno digs with his enormous paws, but the dirt is difficult to move. He pulls helplessly at the strong roots.

What Bruno Needs	How Bruno Finds It
needs a warm place to hibernate	finds one
finds a warm place to hibernate	finds one
finds a warm place to hibernate	finds one

Summary
Fill in the blanks to complete the summary.

a good idea	It is almost winter. Bruno
the opening bigger	He sees a cave, but he
can't go in	A squirrel called Jack wants to help. He gives
him a book	Bruno reads a story.
a new friend	He has _____ Bruno and Jack
work together	work together. They make
need a home	Now Bruno has a new home and

Vocabulary Review
Complete the sentences with the correct words. Two words will not be used.

Word Box	enormous	hibernate	sharp	captured	squeezed
1. The fish was _____ in a net.					
2. Don't _____ with your mouth open.					
3. She _____ her clothes into the suitcase.					
4. He found an _____ rock in the mountains.					
5. Jack _____ something interesting in the field.					
6. One fish jumped out of the fishbowl to _____.					
7. The man is going to go into the hole through the _____.					
8. Bears _____ because of the cold and the lack of food during winter.					

Make Connections
Discuss how you and your friends help one another.

Summary

Is designed for learners to reorganize the text in order to understand the main idea with the key words and phrases.

Vocabulary Review

Have learners practice the key and additional vocabularies in different contexts to expand their vocabulary knowledge.

Make Connection

Revisits the Essential Question by asking students to connect what they have learned to their experiences.

Newly Updated!



SRA Reading Laboratory® a proven supplemental leveled reading program motivates students through self-guided, cross-curricular selections. By providing a range of reading levels and personalized instruction, SRA Reading Laboratory® can help you meet the need of all students at any grade level while encouraging them to learn at their own pace.

Trusted Reading Success

- 60+ years of improving reading scores
- Now utilizes Lexile measures for progress monitoring
- Builds comprehension, vocabulary, fluency, word analysis, and independent study skills

Flexible Personalized Learning for Your Classroom

- Supports learning for early finishers, extra time gaps, stations, and independent reading time
- Makes it easy to manage an entire classroom of students at different reading levels
- 50/50 fiction and non-fiction content across content areas to support reading to learn

Confident, Independent Readers

- Content made approachable through short readings
- Empowers students to monitor their own progress and partner with the teacher to determine readiness to move on to the next color-coded reading
- Provides a sense of accomplishment when finishing and moving on to the next color

*Use this color-coded chart to identify the SRA Reading Laboratory® most appropriate for each student's needs.

	Purple (Emergent Reader)	Violet (Emergent Reader)	Rose 1.2	Red 1.4	Orange 1.6	Gold 1.8	Brown 2.0	Tan 2.2	Light 2.4	Green 2.6	Olive 2.8	Aqua 3.0	Blue 3.5	Purple 4.0	Violet 4.5	Rose 5.0	Red 5.5	Orange 6.0	Gold 7.0	Brown 8.0	Tan 9.0	Light 10.0	Green 11.0	Purple 12.0
Lexile® Measure	N/A	N/A	190-240	240-290	290-340	340-390	390-440	440-490	490-540	540-590	590-640	640-690	690-740	740-790	790-840	840-890	890-940	940-1020	1020-1100	1100-1150	N/A	N/A	N/A	N/A
Grades 1-3																								
SRA Reading Laboratory® 1a	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 1b				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 1c					●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Grades 4-8																								
SRA Reading Laboratory® 2a							●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 2b								●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Grades 7-12																								
SRA Reading Laboratory® 3a														●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 3b															●	●	●	●	●	●	●	●	●	●

SRA Reading Laboratory® 1a, 1b, 1c, 2a, and 2b are ©2020. SRA Reading Laboratory® 3a and 3b are ©2006



www.mheducation.com.sg/sra-reading-laboratory



Grades 1–3 © 2020

Research shows that SRA Reading Laboratory® help young students independently build reading comprehension skills

- Offers high-interest, cross-curricular reading selections and skill builders
- Includes fiction and nonfiction passages in history, sports, science and technology
- Features cards with reading selection, highlighted vocabulary, selfscoring and word study



Grades 4–6 © 2020

SRA Reading Laboratory® builds comprehension skills and fluency through reading selections in a range of topics.

- Reinforces comprehension, phonics, grammar and word study skills
- Differentiates student learning in classrooms
- Builds strong reading and comprehension skills



Grades 7–Adult © 2006

SRA Reading Laboratory® 3a and 3b, build the reading skills of middle school and high school students

- Offers age-appropriate, engaging reading selections
- Develops vocabulary and reading comprehension skills
- Allows students to progress at their own pace

Components

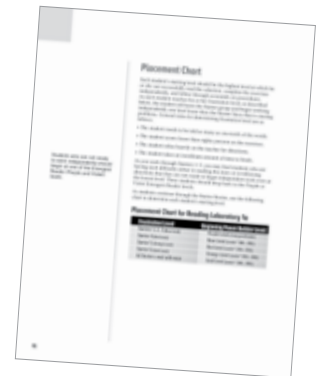


Teacher's Handbook

The Teacher's Handbook provides a program overview and teaching plans to use SRA Reading Laboratory® to maximum advantage. The References and Resources section provides detailed, level-specific information about program selections, skills, and procedures for easy planning.

Starting Level Guide

Students place into the appropriate color level with aligned Lexile® range using the Starting Level Guide found in the Teacher's Handbook. Lexile® measures are not included or verified on Reading Laboratory Box 3a and 3b.



Student Record Books

Student Record Books help learners independently chart their progress in an organized manner. Learners use their individual books to record their answers, correct their work, and track their scores, promoting student accountability and ownership. Each book also contains the Starter Stories used to place each learner at the appropriate level. Blackline masters available in Teacher's Handbooks; print versions available through CREATE EasyOrder.



Power Builders and Key Cards

Power Builders are the heart of the program. Each SRA Reading Laboratory® has more than 100 Power Builders—four-page booklets arranged in color-coded levels that keep students challenged as they progress through the program. Each Power Builder has three key parts:

- A high-interest fiction or nonfiction reading selection with accompanying photos or illustrations.
- A Comprehension section that poses multi-leveled questions about the reading selection.
- A Learn About Words section that includes vocabulary and wordstudy exercises.



www.mheducation.com.sg/sra-reading-laboratory

Rate Builders and Key Cards

These short, timed readings improve fluency by helping students read faster while maintaining comprehension. Students are given three minutes to read a selection and answer the questions that follow. Rate Builders are organized into color-coded levels corresponding to Power Builder levels that gradually increase in reading skill level.

Available in *SRA Reading Laboratory*® 2 and 3 series only.



Skill Builders and Key Cards

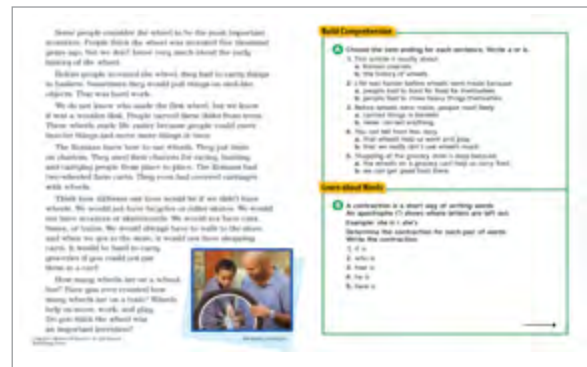
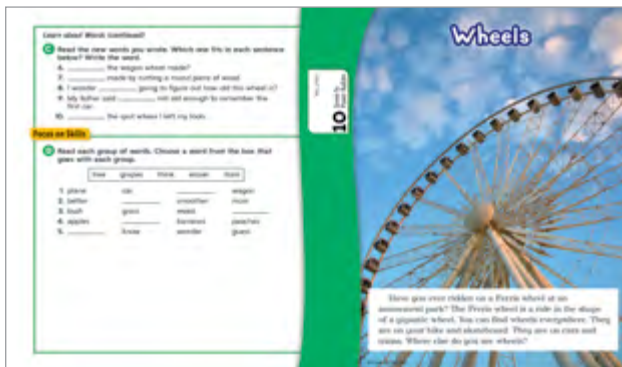


Skill Builders reinforce in basic comprehension, phonics, grammar, and word study skills. Students are directed to the Skill Builders to strengthen specific skills based on answers to the Power Builders.

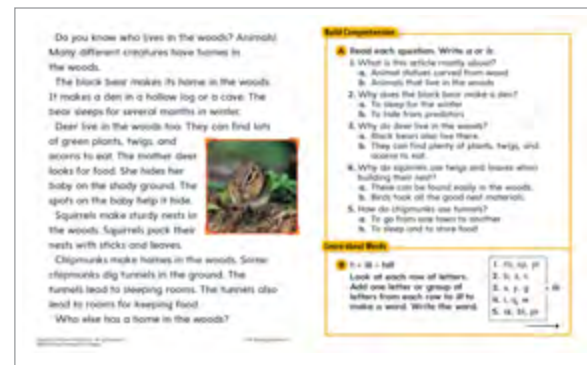
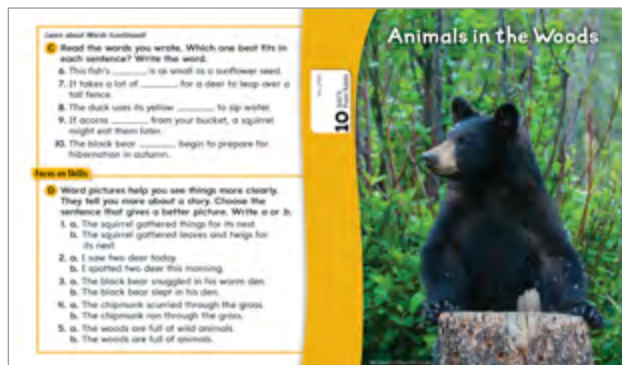
Available in *SRA Reading Laboratory*® 2 and 3 series only.

Sample Pages

Power Builder



SRA Reading Laboratory® 1a



SRA Reading Laboratory® 1c

Sample Pages

Teacher's Handbook

Recommended Schedule and Teaching Plans

The following schedule provides a guide to the recommended teaching plan for the SRA Reading Laboratory. It is designed to be flexible and can be adjusted to meet the needs of your students. The schedule is based on a 12-week period, with each week consisting of a 45-minute session. The recommended teaching plan includes a variety of activities, including reading, writing, and discussion. The schedule is designed to be flexible and can be adjusted to meet the needs of your students. The schedule is based on a 12-week period, with each week consisting of a 45-minute session. The recommended teaching plan includes a variety of activities, including reading, writing, and discussion.

Student Placement: Starter Stories

Summary: This section provides a summary of the starter stories for each grade level. The stories are designed to be read aloud to the class and are intended to provide a foundation for the reading laboratory. The stories are based on the themes of the reading laboratory and are designed to be read aloud to the class.

Recommended Teaching Schedule

Week	Session	Topic	Activity
1	1	Introduction	Reading
1	2	Introduction	Writing
1	3	Introduction	Discussion
1	4	Introduction	Reading
1	5	Introduction	Writing
1	6	Introduction	Discussion
1	7	Introduction	Reading
1	8	Introduction	Writing
1	9	Introduction	Discussion
1	10	Introduction	Reading
1	11	Introduction	Writing
1	12	Introduction	Discussion

Reading Laboratory Introduction

Summary: This section provides a summary of the reading laboratory introduction. The introduction is designed to provide a foundation for the reading laboratory and is intended to be read aloud to the class. The introduction is based on the themes of the reading laboratory and is designed to be read aloud to the class.

Home Connection Letter

This letter is designed to provide a foundation for the reading laboratory and is intended to be read aloud to the class. The letter is based on the themes of the reading laboratory and is designed to be read aloud to the class.

References and Resources

APPENDIX A: Answers to Frequently Asked Questions

What about the difficulty of the starter stories?

The starter stories are designed to be read aloud to the class and are intended to provide a foundation for the reading laboratory. The stories are based on the themes of the reading laboratory and are designed to be read aloud to the class.

What about the difficulty of the starter stories?

The starter stories are designed to be read aloud to the class and are intended to provide a foundation for the reading laboratory. The stories are based on the themes of the reading laboratory and are designed to be read aloud to the class.

Home Connection Letter

This letter is designed to provide a foundation for the reading laboratory and is intended to be read aloud to the class. The letter is based on the themes of the reading laboratory and is designed to be read aloud to the class.

Starter 1-Gold

The Crow and the Crocodile

This story is designed to be read aloud to the class and is intended to provide a foundation for the reading laboratory. The story is based on the themes of the reading laboratory and is designed to be read aloud to the class.

Students Recordbook

Letter to Parents

This letter is designed to provide a foundation for the reading laboratory and is intended to be read aloud to the class. The letter is based on the themes of the reading laboratory and is designed to be read aloud to the class.

Starting Good Goals for SRA Reading Laboratory

This section provides a summary of the starting good goals for the reading laboratory. The goals are designed to provide a foundation for the reading laboratory and are intended to be read aloud to the class. The goals are based on the themes of the reading laboratory and are designed to be read aloud to the class.

Story A

This story is designed to be read aloud to the class and is intended to provide a foundation for the reading laboratory. The story is based on the themes of the reading laboratory and is designed to be read aloud to the class.

Story B

This story is designed to be read aloud to the class and is intended to provide a foundation for the reading laboratory. The story is based on the themes of the reading laboratory and is designed to be read aloud to the class.

Use SQR to get the most from Power Builders--and from all your reading material

This section provides a summary of the SQR (Survey, Question, Read) strategy. The strategy is designed to provide a foundation for the reading laboratory and is intended to be read aloud to the class. The strategy is based on the themes of the reading laboratory and is designed to be read aloud to the class.

Whale Hunt

This story is designed to be read aloud to the class and is intended to provide a foundation for the reading laboratory. The story is based on the themes of the reading laboratory and is designed to be read aloud to the class.

Using SQR with Your Textbooks

This section provides a summary of the SQR strategy for use with textbooks. The strategy is designed to provide a foundation for the reading laboratory and is intended to be read aloud to the class. The strategy is based on the themes of the reading laboratory and is designed to be read aloud to the class.

Power Builder Checklist

This checklist is designed to provide a foundation for the reading laboratory and is intended to be read aloud to the class. The checklist is based on the themes of the reading laboratory and is designed to be read aloud to the class.

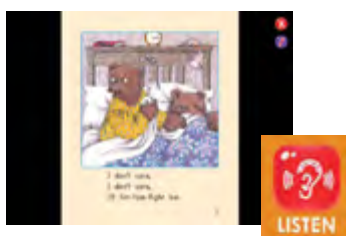




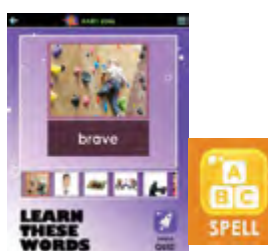
Get Inside the Story

Moo-O is an exciting and effective interactive reading program for students in levels K - 3. In Moo-O, students work collaboratively to make stories come alive. They become the characters and record their efforts to share online with their family and friends.

There are four components in Moo-O Plus:



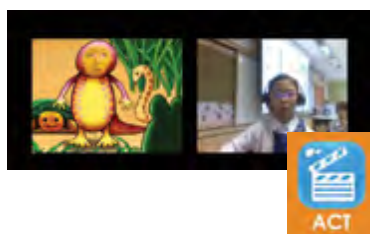
Students become familiar with the story by listening to it. All stories are read by native speakers with an American accent. Teachers can highlight specific points by using the pen feature.



Students learn new vocabulary that appears in the story. They can practice new vocabulary by taking a gamified spelling quiz.



Students answer three questions about the text to create an oral book report which can be saved and shared with the teacher, class, and parents.



Students become characters in the story. They bring the characters to life. They can save and share their story with friends and family.

Moo-O is extremely popular with students and teachers and parents as a unique way to improve reading and fluency skills. Students are motivated to participate in lessons because they are having fun. They work with their friends to create meaningful digital content they can share with their families.

Moo-O is being used by a third of the public schools in Singapore with very positive feedback from teachers, students and parents. For the past seven years, there has been a Moo-O competition between schools. Last year more than 45 schools participated.

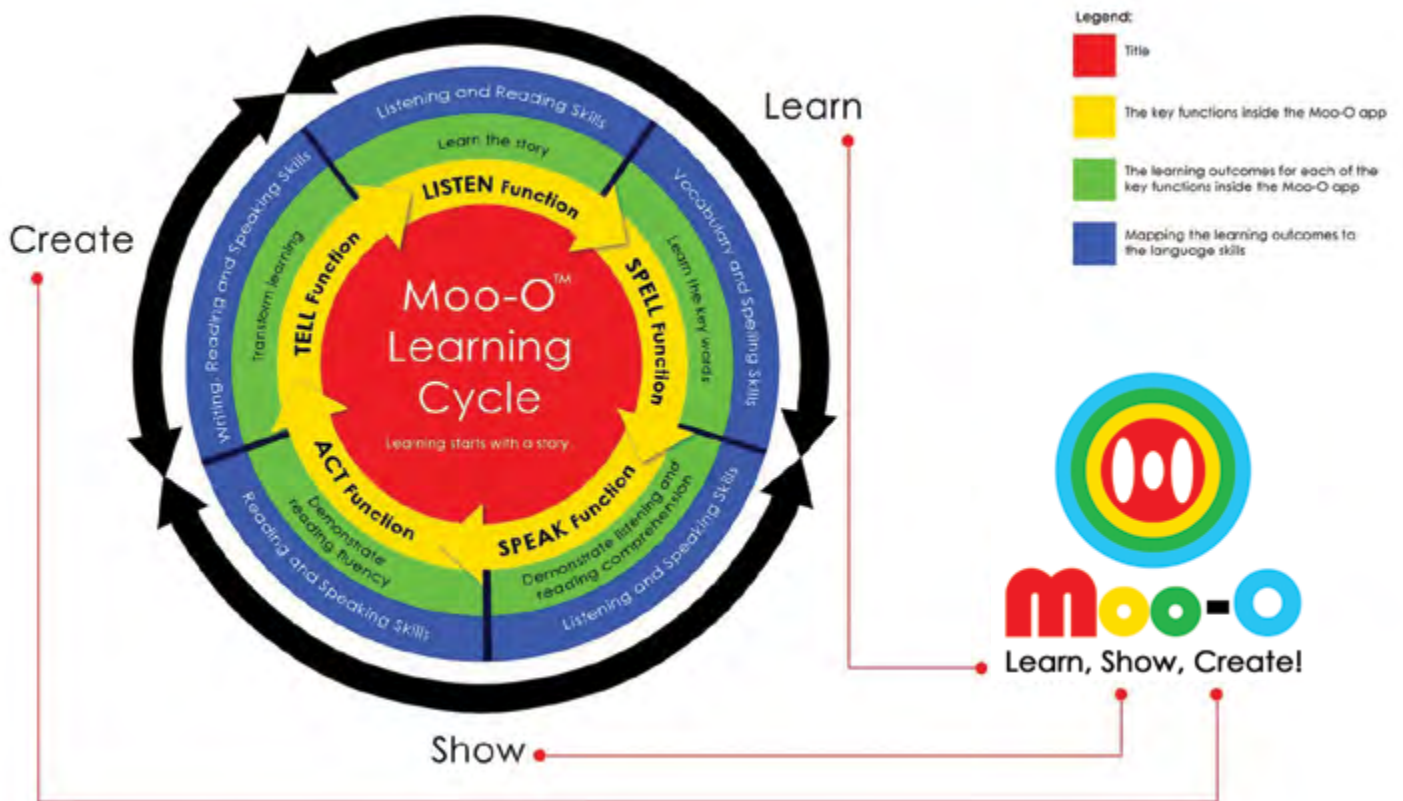


www.mheducation.com.sg/moo_o

[View ISBN List on page 77](#)

Key Features:

- Immersive digital storybook
- Stories by Joy Cowley, an award winning author of storybooks for children.
- Inspires children to read fluently and expressively.

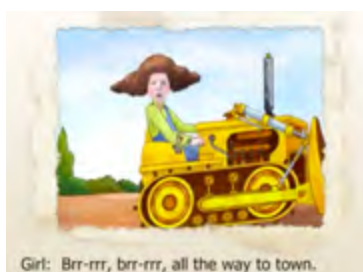
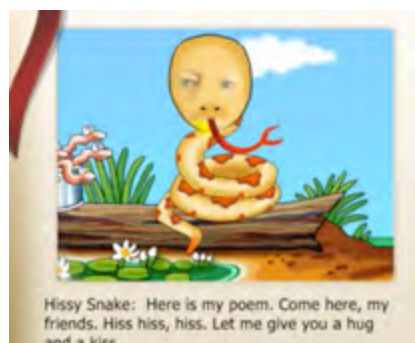
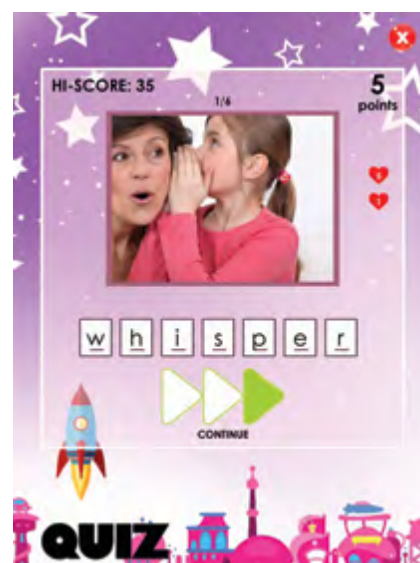


Key Component

- Reader with Moo-O Access Licence Code
- Moo-O Access Licence Code (Level)
- Moo-O Access Licence Code (School)



Sample Pages





Cross-Curricular Video Editing Tool for Digital Reporting and Storytelling

Newsmaker is an easy-to-use video editing tool that students can use in any content area to demonstrate understanding and bring subjects to life. During the video-making process, they collaborate with other students and develop their language, media literacy and creative skills. Perfect for projects, competitions, school-wide events.

Students can create a news report about current events, replay a historical event, demonstrate a science experiment, share information about a book they read, create a welcome video for guests to the school.

Key Features

- Add-on video features including titles, subtitles, background pictures and colors, music and fun props for presenters (sunglasses, hats)
- Teleprompter for students to help students plan and deliver content
- Project templates
- Voiceover images / videos
- Rolling credits
- Ready-made trailers to use for openings, breaks and endings
- Digital portfolio of published works available to student and teachers
- Rubrics for assessment
- Remote collaboration

Curriculum Alignment

English Language Learning, Language Arts, Science, History, Social Studies, Media Arts, Presentation skills

Key Component

System Requirements

Operating Systems

- Windows 7, 8 and 10
- iOS 8 and above (iPad)
- Hardware*
- Webcam/camera, microphone



Jeanette Greenwell and Stephen Lawrence

CEFR: A1 - B1 • YLE: Starter - Flyers



Going Places is an engaging six-level series for children learning English for the first time. Going Places takes students on a fascinating journey through familiar and new settings as they follow a group of characters on their adventures to the city, the sea, the rainforest, the African savannah, the North and South Poles, and the desert.

The characters Ben, Sam, Anna, Jess and their dog Binky grow up with the series. When we meet them, they are six years old. When we leave them, they are twelve, on the verge of becoming teenagers.

Methodology

Through interaction in social contexts and by using universal settings and situations, Going Places provides the vocabulary, structures, and functional language needed to communicate effectively in English.

Going Places follows a well-structured grammar / functional syllabus and incorporates the following principles:

- Students are exposed to the language in a variety of contexts. They are encouraged to use the language before they analyze its grammatical content and structure. Going Places recreates the conditions in which children acquire their first language.
- Students have opportunities to rehearse real-life situations using natural language. The emphasis is on developing listening and speaking skills. Reading is developed in Reading Place and writing in the Workbook.

Key Features

- Meaningful and engaging context
- Catchy chants help language “stick”
- Real life language practice
- Clear vocabulary set
- Phonics
- Explicit grammar practice
- Reading place

Reading Place Anthology

The Reading Place anthology is an integral part of the program. The anthology is designed to help students:

- acquire reading skills they need to be successful readers.
- use their background knowledge to understand reading texts.
- develop reading skills within the integrated language context of listening and speaking, and writing.
- expand their knowledge and gain a global understanding of their world.



www.mheducation.com.sg/going-places

[View ISBN List on page 78](#)

Each text focuses on a micro skill such as skimming, scanning, summarizing, or retelling. This sets children on the path to successful academic reading.

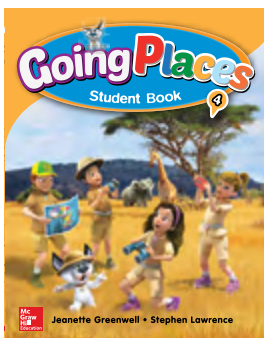
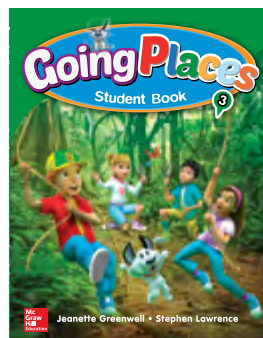
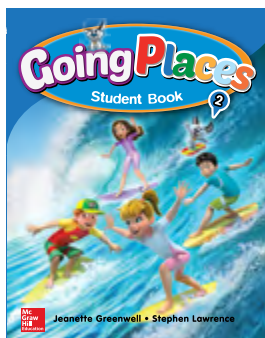
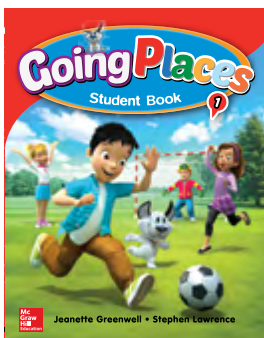
The texts cover fiction as well as

- non-fiction and include different genres
- original stories
- traditional tales
- articles
- biography, poems, and plays.

Key Component Summary

- Student Book + Audio CD

The Student Book consists of nine units, three review units, and cross-curricular sections that conclude with a project.



- Workbook + Audio CD
- Teacher's Guide

The Teacher's Guide gives complete, easy-to-follow instructions for using the program. It also contains extension activities and suggestions to reduce preparation time.


- relevant cultural background information
- clear objectives
- an overview of the vocabulary and target language

- Teacher support includes PowerPoint presentation tools and lesson plans.
- A complete set of tests (unit, mid-year, and end-of-year)
- Reading Place Anthology + Audio CD



Sample Pages

UNIT 4 Going to a Farm



1 What are they?
They're horses.
I like ducks.
I don't like pigs!

2 I like ducks.

3 I don't like pigs!

They're horses.

Conversation Place

Look and talk.

Conversation

1 Listen and point.

2 Listen and repeat.

3 Chant.

What are they?
They're horses.
I like ducks.
I don't like pigs!

Role-play:

Words

Look, listen, and say.

cat	pig	cow
bird	duck	horse
sheep	chicken	



Phonics Place

Look, listen, and repeat.

Jj Jump Jam Juice

Kk kite king key

Ll lemon leg lion

Grammar Place

Listen, point, and sing.

What are they?
What are they?
What are they?
They're chickens!
They're chickens!
They're chickens!

What are they? They're chickens.
What are they? They're sheep.

They're = They are

Reading Place

Listen and read.

Binky and Friends 4

I'm Binky. Hello, What's your name?
I'm Gloria. I like dogs, Binky.

What are they?
They're cats. I like cats, Gloria.

What is it?
It's a sheep. I like sheep.

They're birds! I don't like birds.

Look! What are they?
RUN!

Act it out.

Go to Reading Place 1 page 26.

Cross-curricular 2: Health

1 Listen and read.

2 Draw lines to find a food for each group.

3 Draw the food on the plate.

Make your Healthy Plate

You need:

- one large and one small paper plate
- a pencil
- paper
- old magazines or supermarket flyers
- crayons
- scissors
- a glue stick

1 Divide your big plate into four.

2 Draw and color your food or find pictures to cut out.

3 Cut out your food.

4 Paste the food on the plate.

5 Talk about your plate.

Grapes are on my plate.



4 Farm Animals

Understanding

1 Color the correct sentences.

- Many animals live on farms.
- They eat different foods.
- Cows and chickens are farm animals.
- Sheep and cows eat corn.
- Sheep eat grass.

2 Circle the correct answer.

- What are they? They're horses. They're cows.
- What do they eat? They eat corn. They eat grass.
- What are they? They're chickens. They're pigs.
- What do they eat? They eat corn. They eat grass.

Vocabulary

1 Circle the farm words.

F	A	R	M	I	N	A	N	I	M	A	L	S
K	L	C	O	W	C	S	H	E	E	P	I	X
O	I	O	C	H	I	C	K	E	N	Y	A	B
G	R	A	S	S	K	C	O	R	N	F	R	A

2 Complete the words.

1. C _ _ _ _ _
2. C _ _ _ _ _
3. S _ _ _ _ _
4. P _ _ _ _ _
5. H _ _ _ _ _

Strategy: Reading for Information

1 Draw lines to make sentences.

- Cows eat grass.
- Chickens eat corn.
- Sheep eat grass.

2 Complete the sentences with the words from the box.

Farmers food corn grass farms

- Many animals live on _____.
- Farm animals eat different _____.
- Cows and sheep eat _____.
- Chickens eat _____.
- _____ give the animals food.

Talk About It!

- What's your favorite farm animal?
- What does it look like?
- What does it eat?



Sample Pages

Level2_Unit2_Lesson1

Going Places

★ Look and talk.

Picture Walk

What is it?

What color are their shirts?

What color is the teacher's dress?

What color are their shirts?

A: What do you see?

B: I see _____.

Level2_Unit2_Lesson2

Going Places

Binky's Sea Adventure 2

Story Place

Picture Walk

What is Binky looking for?

What is Cory looking for?

What does Binky have?

How do they use their clothes?

Level2_Unit2_Lesson3

Reading Place

Picture Walk: Characters

Dan

Grandpa

Rosa

Grandma

The Missing Clothes

The boys look in the bedroom.
Bonnie isn't under the bed.
She isn't in the closet.

Going Places2_Unit2_Lesson1

UNIT 2 Going on a School Trip

Lesson 1

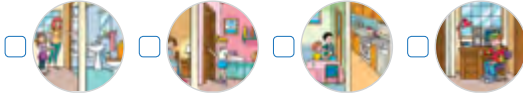
Objectives
<ul style="list-style-type: none"> Students can talk about the colors of clothes. Students can talk about the location of clothes. Students can express concerns. Students can respond to other people's concern. Students can ask and answer questions about the color of clothes Students can point to and name: <i>cap, socks, shirts, pants, shoes, dress, shorts, sweater.</i>
Cultural Background
<p>It is common in the United States for teachers to take their students to visit places outside of school to further their learning. Places visited can be museums and historical sites, or a park or the shore.</p> <p>These school trips are usually related to a subject students are studying in the classroom. Students will normally have to take notes on what they see on their trip and then write a report as part of their assessment. Often students will wear clothing such as T-shirt that identifies them as a part of the group.</p>
Language
<p>Our shirts are blue. Their shirts are red. What's the matter? I can't find my shorts. What color are they? They are white. Your shorts are next to the chair. The sock is between the shoes. The sweater is behind the bag.</p>
Vocabulary
cap, shirt, shoes, shorts, socks, pants, dress, sweater
Materials
<p>Teacher Tool(Teacher Presentation Tool) Going Places2 pages 10-11 Audio Tracks 19-23 Glue, scissors, crayons</p>

LESSON PLAN

UNIT 3 Going to a Beach House

Conversation Place

Listen and write the letter.



Look and circle.

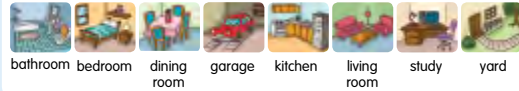
- kitchen ☒ 1 ☒ 2 ☒ **There is / There are** one kitchen.
- bedroom ☒ 1 ☒ 2 ☒ **There is / There are** two bedrooms.
- study ☒ 1 ☒ 2 ☒ **There is / There are** one study.
- bathroom ☒ 1 ☒ 2 ☒ **There is / There are** one bathroom.

Look at B. Unscramble, write, and answer.

many / are / How / there / bathrooms / ?

Unit 3

My Picture Dictionary



Words

Listen and write the number.



Look and complete.

1. _ i _ c _ e _
2. _ a t _ _ o _
3. b _ _ r _ _ m
4. s _ _ _ _

Unit 3

Phonics Place

Listen and complete the words.

Use **ea** **ee**



1. b _ _ _



2. _ _ _ t



3. s _ _ l



4. m _ _ t



5. t _ _



6. f _ _ l

Listen, write, and circle.

1. _____
2. _____
3. _____
4. _____
5. _____



Unit 3

Grammar Place

Read and write There is or There are.

1. _____ one dining room.
2. _____ a kitchen.
3. _____ three bathrooms.
4. _____ a living room.
5. _____ four bedrooms.

Story Place

Look, read, and circle.

1. Where's your schoolbag, Toby?



- a. It's behind the chair.
- b. It's on the chair.

3. How many cookies are there?



- a. There are six.
- b. There are five.

- 2.



- a. There are three pears.
- b. There are two pears.

- 4.



- a. Oh no! We're under the sea. Help!
- b. Oh no! We're in the sea. Help!

Unit 3





Goal-Orientated English for Children

We Can! is an exciting, and unique series for elementary students by one of Asia's leaders in teaching English to children. In **We Can!** Yoko Matsuka provides the means for developing the three indispensable elements for success in English—a good curriculum, a good teacher, and good teaching material.

Key Features for Starter Level

- Fun, playful, comprehensive picture dictionary with songs, games, and activities.
- Presents core vocabulary for Levels 1 and 2, offering powerful support for the rest of the series.
- Student CD allows for independent study and serves as a reference tool.
- Good for both groups and individuals.



Key Features for Level 1 to 6

- **Easy to Evaluate:** The 384 goals make progress easy to see for students, teachers, and parents.
- **Spiral Curriculum:** Students constantly recycle and reuse previously learned language.
- **English for Real Communication:** Students use English in a real, practical way inside and outside the classroom.
- **Balanced Use of Phonics:** Students learn good pronunciation and to read and write on their own.
- **Rhythm and Pronunciation:** Students master rhythm and pronunciation skills through songs, chants, movement, drama, and role-plays.
- **Expansion of Discourse:** Students develop language competence beyond the sentence level with carefully designed, fun, experience based activities, and real interactions.

Key Component

- Student Book with Audio CD



- Workbook with Audio CD
- Teacher's Guide
- Phonics Workbook (3 levels)
- Phonics Workbook with Teacher's Suite
- Class Audio CD
- Songs and Chants CD
- Flash cards
- Posters
- Playcards



www.mheducation.com.sg/we-can

View ISBN List on page 78

Sample Pages

9 The Seaside

What's that?
It's the ...

1 beach
2 sea

It's a ...

3 bucket
4 crab
5 dolphin
6 fish
7 jellyfish
8 lobster
9 (an) octopus
10 sandcastle
11 seagull
12 seal
13 seashell
14 shark
15 shrimp
16 spade
17 starfish
18 whale

20

21

I Can ...

- Sing: Eency Weency Spider and A Dog Says Bow-Wow
- Review: 6. Action Words (Verbs), 7. Parties and Goodies, 8. Storybook Characters
- New Topic: The Seaside
 - Listen quietly (and think).
 - Listen and point.
 - Listen and say.
- Talk Time:
 - Find the hidden letters N and P in the picture.
 - What's weird?
 - Q&A: Q: What's that? A: It's a ...
- Game: Say the number. Say the word
- Individual Attention Time

Unit 3 Things We Do

Talk Time

1 Listen and point.

2 Practice the talks in pairs.

3 Act out the talks in pairs.

Remember the Big Four

20

Fun Time!

4 String Telephones

Call a friend and ask what he or she is doing.

Keep the string tight! Speak up!

I Can ...

- act out the telephone talks with a partner.
- have a string telephone conversation in English.

GOAL 61
GOAL 62

21 Unit 3



Rhythms and Listening



1 Listen and chant.

What Are You Doing?

What are you doing?

I'm doing karate, doing karate,
doing karate.

What are you doing?

I'm doing karate,
and how about you?

What are you doing?

I'm playing soccer, playing soccer,
playing soccer.

What are you doing?

I'm playing soccer,
and how about you?

2 Chant again and do.

22

FunTime!



True or False Action Game

Run to the T or F when your teacher does the action.



I Can ...

- chant the What Are You Doing? chant.
- play the True or False Action Game with a friend.

GOAL 11

BOOK 11

23

Words in Action



1 Listen, point, and say.



2 Listen and find.

Play the piano! Use one hand only.



24

Grammar Toolbox

I'm playing soccer. → sports with a ball
I'm doing karate. → sports without a ball

FunTime!



Card Snap Game

When your teacher says the sentence, hit the card.



I was first! No, I was!



I Can ...

- play the Card Snap Game with friends.
- say two things when asked "What are you doing?"

GOAL 11

BOOK 11

25

Phonics



1 Listen, read, and say.

T and D Jingles

T says t, t, tiger.

says t, t, tomato.

says t, t, telephone.

D says d, d, door.

says d, d, doll.

says d, d, dog.



2 Color the voiced letter in green and the unvoiced letter in yellow.



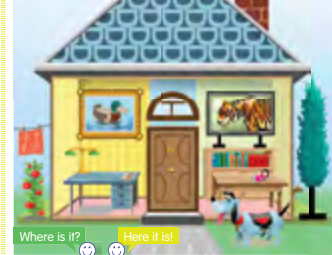
26

FunTime!



Find the Hidden Letters

Look in the house and find the letters.



I Can ...

- tell if the words start with t or d.
- say two words that begin with t and two words that begin with d.

GOAL 11

BOOK 11

27

Amazing Planet

English Through Science

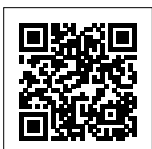
Amazing Planet is a two-part science series for pre-school students. It makes use of children's natural curiosity to introduce and explore science themes for young learners in a way that is easy to follow, practical and fun. Through a combination of games, songs and hands-on activities, students develop their English skills in reading, writing, speaking and listening. They also improve their math and critical-thinking skill, while exploring the natural world around them.

Key Features

- Hands-on activities related to science and exploration help students develop their fine motor skills while learning valuable science concepts.
- Chants and songs improve students' rhythm, intonation and pronunciation
- Engaging science projects integrate the concepts introduced within a unit and include skills such as math, art and critical thinking
- Math and thinking skills are taught alongside the science content.
- Internet resources and additional activities are provided for teachers who want to extend their lessons, including games and arts & crafts.

Key Component

- Student Book with CD-ROM
- Teacher Guide with CD-ROM



Sample Pages

Block 4 The Ocean

A. Sing and point.

Five Big Oceans

There are five big oceans that
Cover the Earth
There are five big oceans that
Cover planet Earth, and all are
Salty and blue
There are many different fish
Swimming all together
There are many different fish
Swimming all together, and all
Are happy in the ocean

There are many seahorses
Swimming up and down
There are many seahorses
Swimming up and down and all
Are happy in the ocean
There are many big octopuses
Crawling all around
There are many big octopuses
Crawling all around,
And all are happy in the ocean

Lesson 1 What's an ocean?

A. Trace the words. Listen and repeat.

salty blue
warm cold

Lesson 1 What's an ocean?

A. Listen and circle the beginning letter.

t s b p
f g k p

Lesson 2 Who lives in the ocean?

A. Color the ocean animals and cross out the animals that don't belong.

Lesson 2 Who lives in the ocean?

A. Sing and color.

Seahorse's Song

Seahorses are yellow
Orange and blue
Seahorses are yellow
Orange and blue
All beautiful colors
Seahorses in the sea
Go up and down
Seahorses in the sea
Go up and down
When swimming in the sea

The mothers put their eggs
In the fathers' pouch
Mothers put their eggs
In the fathers' pouch
Until they are hatched
Seahorses are the slowest
Swimmers in the sea
Seahorses are the slowest
Swimmers in the sea
And I love them, just the same

snout
fin
pouch
tail

Lesson 3 What do animals and plants need to live in the ocean?

A. Solve the maze.

Fish breathe under water.

Project Balloon Octopus

Steps

- 1 Blow up your balloon.
- 2 Put eight arms with suckers using stripes of paper and paste them to the balloon.
- 3 Glue wiggle eyes.
- 4 Show your octopus to the class.



Blue Planet



English Through Science

Blue Planet is a six-level series for elementary students. It integrates content instruction in science with English-language instruction, promoting language acquisition in a wide range of interesting topics and contexts.

A wide variety of hands-on activities and experiments will help students make a connection between what they can see, do, and touch and the scientific basis of their findings, thus making learning about their world both engaging and relevant.

Key Features

- Attractive, clear new design with an emphasis on photographs.
- Consistent unit design to make lesson planning easier.
- Opening spread outlines unit objectives and teaching focus.
- New language signposted in Words to Know boxes on each double-page spread.
- New component Project Book offers opportunity for hands-on science in the classroom.
- Posters allow science topics to be contextualized.
- Comprehensive flashcards for younger learners at levels 1-3.
- A CD-ROM for each level offers songs (at lower levels) and games.
- Comprehensive Teacher's Guide offers science and language support, extension activities, student self-assessment sheets, and unit tests.
- Audio recordings for all "Words to Know" and readings.

Key Component

- Student Book with CD-ROM
- Project Book
- Teacher's Guide with CD-ROM
- Flashcards (Levels 1-3)
- Posters (Levels 4-6)



Sample Pages

UNIT 3

Weather

A What is the weather?
B The weather changes with the seasons.
C Sun and rain
D Moving air is called wind.

Objectives

- You will...
- learn what makes the weather.
- learn about different types of weather and the four seasons.
- understand that the weather affects many things, for example, the clothes that we wear, the activities that we do, the sports that we play, etc.
- learn that dark colors absorb more heat than light ones.
- learn that the sun is a star and that it gives us light and heat.
- learn what clouds are made of, and the three forms of water.
- learn the characteristics of hot and cold air.
- learn why we need clean air.

Skills

You will be able to observe, compare, measure, classify, make a model, communicate, infer, put things in order, predict, investigate, experiment, and draw conclusions.


Suggestions

- Go outside to feel how the sun heats Earth.
- Observe how trees change during the different seasons.
- Bring clothing that would be appropriate to wear in the different seasons and types of weather.
- Watch videos about the weather and see how it affects us and how we depend on it for our crops, the clothes that we wear, and the activities that we do.
- Do experiments to understand the three forms of water.
- Look at pollution in the school yard and discover the importance of clean air.
- Do all the activities in the Project Book.

A What is the weather?

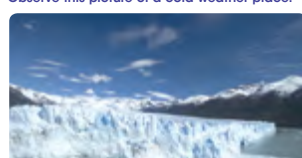
Weather is the movement of air and water in the atmosphere. If the air around you is hot, you have hot weather.

Observe this picture of a hot weather place.



If the air around you is cold, you have cold weather.

Observe this picture of a cold weather place.



WORDS TO KNOW

weather movement atmosphere sunny cloudy rainy windy snowy

If it is sunny, you have a sunny day.
 If it is cloudy, you have a cloudy day.
 If it is raining, you have a rainy day.
 If it is windy, you have a windy day.
 If it is snowing, you have a snowy day.


Read the sentences. Then draw pictures for them.

- It's a snowy day.
- It's a rainy day.
- It's a windy day.
- It's a sunny day.
- It's a cloudy day.

PROJECT BOOK
Do Activity 17

What kind of day is it?

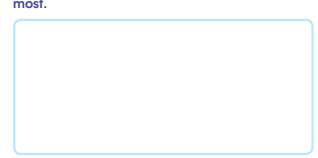
snowy sunny cloudy rainy windy



Keep a record of the weather over five days by drawing the weather symbol for each day.

Monday	Tuesday	Wednesday	Thursday	Friday

Draw a picture of the kind of day you like the most.



I like a _____ day the most.

WORDS TO KNOW
symbol

Under each picture, write: It is sunny / cloudy / rainy / windy / snowy.




PROJECT BOOK
Do Activity 18

Activity 20 How Colors Absorb Heat

Learn how different colors absorb heat.

Materials

- 4 colors of construction paper (white, black, and any other 2)
- 4 thermometers

Get hands on!

- Work in pairs. Fold the pieces of construction paper to make envelopes.
- Record the temperature of each thermometer in the chart below and then put it inside an envelope.
- Put the envelopes in the sun for one hour. Record the new temperatures.

Complete the chart.

	Temperature at start of experiment	Temperature after one hour	Difference in temperature
1. white envelope			
2. black envelope			
3. envelope			
4. envelope			

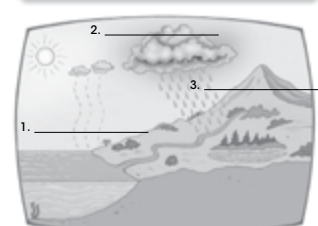
Answer the question.

Which color envelope got the hottest? Why?

Activity 22 The Water Cycle

Label the water cycle with the words from the box.

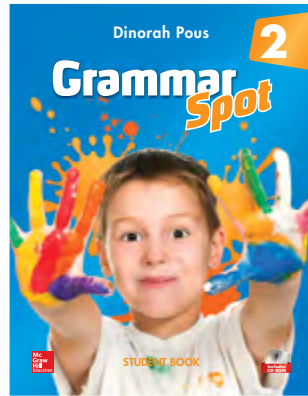
evaporation condensation precipitation



Put the water cycle in order. Number the sentences from 1 to 5.

- Rain falls down to Earth as precipitation.
- The water droplets get together and form clouds.
- Water evaporates into the air. It becomes a gas.
- The gas condenses and forms water droplets.
- When there is too much moisture in the clouds, it forms rain.

Grammar Spot



Grammar Spot is a comprehensive step-by-step guide to grammar that continually recycles learned concepts together with the introduction of increasingly complex structures. Units are topic-based and include reading and guided writing activities alongside the numerous opportunities for grammar practice. The inclusion of songs and games makes learning engaging and fun for the students.

Grammar Spot provides everything students need to know about English grammar and can be used as a stand-alone series or combined with another course book.

Key Features

- Interactive activities, games and songs in every unit make the learning process more engaging and fun
- Graphic organizers help students organize and retain information
- Unit reviews included to continually measure student progress
- CD-ROM provide students with additional practice and fun activities
- Systematic writing process helps students improve their writing proficiency
- Theme-based units make grammatical structures more accessible and understandable

Key Component

- Student Book with CD-ROM
- Teachers' Guide + Test Pack



Sample Pages

Questions / Verbs – Like / Do / Does **Week 29**

UNIT 8

A. Circle the question and underline the short answers.

Do you like milk? Yes, I do. I like milk.

ice cream fruit
cereal hamburger
soda french fries sandwich
banana eggs salad
orange juice water hot dog

Use **Do** to make questions with **you** and **like**.
Use **Does** to make questions with **he** or **she** and **like**.

Questions / Verb – Like / Short Answers **Week 29**

Use like to talk about things that make you happy.
I like french fries.

Use Do to make questions with **you** and **like**.
To answer, use **Yes, I do** or **No, I don't**.

Do you like apples? No, I don't.

C. Answer the questions about you.

- Do you like hamburgers?
- Do you like bananas?
- Do you like ice cream?
- Do you like soda?
- Do you like apple juice?

Week 30 **Verb – Want**

Use He wants or She wants to talk about what a boy or a girl would like to have.
He wants a hamburger and french fries.

Jessie Eva Maggie Seth

B. Write what each person wants.

- Jessie wants _____
- _____
- _____
- _____

Questions **Week 30**

C. Play the Food Game. Cut out the red and blue circles. Roll the die, answer the questions, and move ahead.

Go!

1. What does he want? Does he like hamburgers?
2. What do you like? Move ahead 2 spaces.
3. Does she like soda? Move ahead 3 spaces.
4. Does your father like bananas? Move ahead 1 space.
5. What does she want? Do you like hot dogs?
6. Does your mother like oranges? Move back 3 spaces.
7. What does he like? What does she like?

Finish

Time Expressions **Week 9**

UNIT 3

The **present simple tense** is used to talk about everyday activities.

A. Underline the verbs in the present simple tense.

Jen loves Saturdays. Her grandma and grandpa visit her family on Saturdays. Aunt Sarah comes, too. She brings a cake. Grandpa sits in the chair in the living room and reads the newspaper. Mom works on the computer. Jen's baby brother plays in the yard. Grandma watches him. Dad washes the car. Jake, her big brother, prepares dinner on Saturdays. And Jen is in her room. She feels happy. Saturday is her favorite day!

Week 9 **Time**

Use What time is it? to find out the time.

It's two o'clock. It's five thirty. It's ten fifteen. It's seven forty-five.

D. Write the time in words.

- _____
- _____
- _____
- _____
- _____
- _____

E. Fill in the blanks. Show the time on the clocks.

- _____ time does he wake up?
He _____ at 7:00.
- What _____ does she eat breakfast?
_____ breakfast _____ 7:30.
- _____ do _____
to school? They go _____ at 7:45.

Time **Week 10**

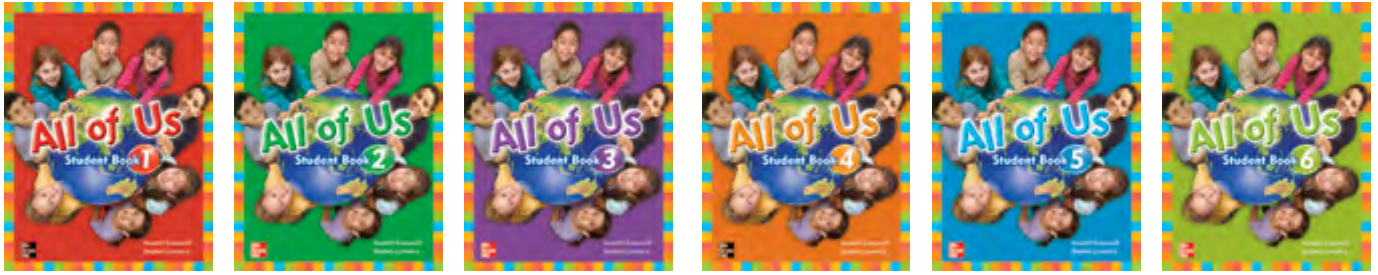
D. Write the numbers on the clock. Cut out and make the clock. Talk with a partner about what you do at different times of the day.

Grammar Review **Week 12**

A. Rewrite the sentences. Use the form indicated in the box.

- She goes to the gym once a day. **negative statement**
- He visits his grandparents on Sundays. **question**
- They go to their aunt's house on Mondays. **question**
- I don't like cleaning my bedroom. **affirmative statement**
- My sister watches my baby brother. **question**
- My father reads in the afternoon. **negative statement**
- He plays in the yard on Saturdays. **question**
- Nick doesn't like to make his bed. **affirmative statement**

All of Us



All of Us is a four-skill, six-level primary series that takes the students on a fascinating journey across many lands and continents. Students learn English through a very structured approach with a lot of recycling. Each content-based unit contains vocabulary presentations, dialogs, a grammar chart, a game, stories, and a song in an integrated context appealing to young learners. They will embark on an Englishlanguage adventure that explores geography, history, people, traditions, festivals, culture, and art forms. The English class takes on a new meaning through a wide variety of activities such as: storytelling, music, poetry, crafts, puzzles, theater, and other cross-curricular areas.

Key Features

- Communicative, active approach
- Story-based lessons
- Real characters from target countries
- Attractive double-spread photos to present topics
- Many opportunities for individualized instruction
- Promotion of personal and universal values
- Karaoke versions of the lively songs
- Teacher's Guide provides recipes, manual activities, and additional cultural information
- Story Cards provide opportunities for role-plays and other theater activities

Key Component

- Student Book with Audio CD
- Workbook
- Teacher's Guide (interleaved)
- Class Audio CD
- Flashcards
- Story Cards
- Poster Pack (series)



Sample Pages

3 Listen and check the things Barry is going to take on vacation.

4 Complete the sentences.

Barry's going to take _____ because _____.

He's going to take _____ because _____.

He's going to take _____ because _____.

5 Draw what you are going to take.

What about you? What are you going to take?

Lesson 3

1 Listen and read.

The children are going to visit a frog pond. It's a very interesting place. They are going to see many types of frogs. Frogs are amphibians. They can live on land and in water. Frogs live on every continent except Antarctica. Frogs eat insects. They use their long, sticky tongues to catch them. Frogs come in different shapes, sizes, and colors. Look at the photograph!

Some frogs are poisonous. The poison dart frog is very dangerous. Native people in South America tip their arrows with the frog's poison. The golden poison arrow frog can kill 1,500 people with its poison!

A green tree frog

A poison dart frog

A golden poison arrow frog

2 Check True or False.

	True	False
1. The children aren't going to visit a frog pond.	<input type="checkbox"/>	<input type="checkbox"/>
2. Frogs can live in water.	<input type="checkbox"/>	<input type="checkbox"/>
3. Frogs live in Antarctica.	<input type="checkbox"/>	<input type="checkbox"/>
4. Frogs eat insects.	<input type="checkbox"/>	<input type="checkbox"/>
5. All frogs look the same.	<input type="checkbox"/>	<input type="checkbox"/>
6. Some frogs are dangerous.	<input type="checkbox"/>	<input type="checkbox"/>

Storytime Lost? Part 1

Selena, are you excited?

I'm very excited, Jenny. We're going to leave after school!

We're going to travel by plane.

I'm going to buy presents for my family.

I know. And we're going to share a room!

Yes!

Ricky's going to take games for us to play.

Listen, children! You're going to get your passports, your backpacks, and your suitcases ready. Selena, what's the matter? Why are you crying?

I can't go on the trip. I don't have my passport!

1 Listen, read, and act out the story.

2 Write about what the children are going to do.

3 Complete your passport. Draw or paste a picture of yourself.

PASSPORT

Name _____

Age _____

Country _____

Nationality _____

Address _____

Telephone Number _____

4 Write where you think Selena's passport is.

I think her passport is _____.

3 Look, listen, and say.

Would you like a cheese sandwich?

No, thank you.

Would you like a soda?

Yes, please.

Would you like a hot dog or a hamburger?

I'd like a hot dog, please.

4 Act out.

Lesson 4

1 Look and read.

		Grammar	
Are you going to make a cake?	Yes, we are.	No, we aren't.	
Is he going to make a cake?	Yes, he is.	No, he isn't.	
What are you going to do?			
Who is going to tell jokes?	I am.	You are.	They are.
	He is.	She is.	

2 Change to questions. Use Is or Are.

- He's going to do magic tricks.
- They're going to play the guitar.
- Mom and Dad are going to order pizza.
- Sally's going to bring her CDs.

3 Draw and write about yourself.

My Party _____

Our Talent Show _____

4 Complete the words with the missing vowels.

- b _ l _ _ ns
- d _ c _ _ r _ t _
- _ _ r d _ _ r
- b r _ _ ng
- p _ _ n _
- g _ _ t _ r
- j _ k _ s
- s _ m _ _ s _ _ lts
- j _ _ gg l _
- n _ v _ _ t _ _ _ s

Lesson 5

1 Play the Balloons game! Play with a friend.

You need: two dice

- Roll one or two dice.
- Make a question and answer it.
- Write your name on the balloon.

The person to get the most balloons wins!

Who's? Are...? Yes/No

Who's? Are...? Yes/No

Who's? Are...? Yes/No

Who's? Are...? Yes/No

Who's? Are...? Yes/No

Who's? Are...? Yes/No

Who's? Are...? Yes/No

Who's? Are...? Yes/No



Learning Zone is a revised and updated edition of the successful six-level primary series, English Zone. Cross-curricular content from different areas ensures stimulating and diverse learning experiences. Task-based learning activities engage all learners. New content and several new sections are guaranteed to increase student interest and achievement.

Key Features

- Each level correlates to the Common European Framework of Reference for Languages (CEFR)
- Content and Language Integrated Learning (CLIL) zones in every unit link English to other subjects in the curriculum.
- Phonics exercises at early levels and Word Studies lessons at upper levels, teach strategies to help build fluency and vocabulary.
- High-interest stories and related tasks in every unit build literacy and reading skills.
- Grammar Zones in every unit explain how English works and offer extra practice.
- Lively songs showcase the target language.
- Hands-on Projects at the end of every unit continue the unit theme and cater to different learning styles.
- Teacher Support Power Point

Key Component

- Student Book with Audio CD
- Workbook
- Teacher's Guide
- Flashcards (Levels 1-3)
- Posters (Levels 4-6)



Sample Pages

UNIT 1 Our House

Lesson 1

1 Listen and point to the rooms in Ann's house.



2 Look at the pictures. Complete the sentences.

a. The mother is in the _____.

a. The brother is in the _____.


a. The father is in the _____.

a. The car is in the _____.

a. The sister is in the _____.

Lesson 2

1 Listen and point to the toys.



2 Look at the pictures. Trace and match.

a. The ball is _____ the box.

a. The teddy bear is _____ the table.

a. The blocks are _____ the table.

a. The car is _____ the table.

a. The doll is _____ the chair.

3 Look at the pictures. Complete the answers.

Where is the teddy bear?

The teddy bear is _____ the bed.

The teddy bear is _____ the bed.

The teddy bear is _____ the bed.

The teddy bear is _____ the bed.

Lesson 3

1 Listen and sing.

Apples, bananas, and oranges, too.
I love fruit! How about you?
We eat breakfast!
We eat lunch!
We eat dinner!
Munch, munch, munch!

Bananas, pears, and carrots, too.
I love vegetables! How about you?
We eat breakfast!
We eat lunch!
We eat dinner!
Munch, munch, munch!

Sandwiches, salad, soup, and cake, too.
I love all food! How about you?
We eat breakfast!
We eat lunch!
We eat dinner!
Munch, munch, munch!

2 Trace the words. Match the labels to the pictures.



Lesson 4

1 Match what you like and don't like.

I like = [✓] I don't like = [X]

apples, oranges, bananas, carrots, broccoli, pears, sandwiches, salad, soup, cake

2 Ask a classmate what they like and don't like.

Do you like broccoli? Yes, I do! No, I don't!

Do you like apples? Yes, I do! No, I don't!

3 Follow the mouse. What do the animals like to eat?



Lesson 5

Mr. Coyote and the Mice

1 Listen and read the story.

Mr. Coyote and the Mice

Mr. Coyote was hungry. He went to the kitchen. He saw a bag of food. He opened the bag. He saw a mouse. He said, 'I want my bag.' The mouse said, 'It's in my bag. Enter my bag!' Mr. Coyote entered the bag. The mouse closed the bag. Mr. Coyote was hungry. He went to the kitchen. He saw a bag of food. He opened the bag. He saw a mouse. He said, 'I want my bag.' The mouse said, 'It's in my bag. Enter my bag!' Mr. Coyote entered the bag. The mouse closed the bag.

Lesson 6

1 Look at the pictures. Complete the answers.

Where is the banana?

The banana is _____ the basket. The banana is _____ the table.

The banana is _____ the apple. The banana is _____ the apple.

2 Look at the pictures. Match the questions and answers.

a. Where is the black cat? In the tree.

a. Where are the orange cats? Next to the chair.

a. Where is the yellow cat? On the chair.


a. Where are the brown cats? Under the chair.

Lesson 7

1 Listen, sing, and circle the different kinds of music.

Listen to the music!
I'm going to sing.
I'm going to dance,
and have fun all day,
when I hear the music play!
when I hear the music play!

Listen to the music!
Pop music, jazz music,
country music, rock and roll,
Hip hop and rap,
marachi and soul,
rhythm and blues,
fast and slow.
(repeat first verse)



Lesson 8

2 Match the words and meanings.

1. guests a. a special day or event

2. decorations b. what people give on special days

3. invitations c. people invited to a party

4. presents d. what you decorate with

5. celebration e. how you send information to guests

Lesson 9

4 Listen and write the questions.

1. How many guests are you going to invite?

I'm going to invite fifteen guests.

2. _____

I'm going to play rock and roll music.

3. _____

I'm going to wear my blue dress and red shoes.

4. _____

We're going to eat Chinese food.

5. _____

I want a lemon cake with vanilla frosting!

Lesson 10

Writing an invitation

Come to my party! Get ready! You are invited!

When you are planning a party, one of the first things you have to do is write invitations and send them to the people you want to invite. The invitation gives your guests information about the party.

You need to tell them:

- what you are celebrating and what kind of party it is
- who the party is for
- the date and time of the party
- the address and phone number of where the party is going to be
- the activities you are planning
- what guests need to bring

Make plans for a party you want to have.
Write and decorate an invitation.

Party time!

Write Now!



Write Now! prepares students for independent writing through a systematic, step-by-step approach.

By engaging students' interest in fun writing projects, we activate their imagination and help them experience the satisfaction of applying their language skills.

Key Features

- An easy-to-follow step-by-step approach
- Useful writing skills such as brainstorming, planning, linking ideas and editing
- Fun and meaningful writing activities and projects which will boost your students' imagination and creativity
- Vocabulary support, grammar support, and skill support in each unit
- Colorful visual aids which increase students' learning interests
- Functional and easy-to-follow unit structure:
 - **Page 1:** Vocabulary Warm-up
 - **Page 2:** Language Practice (grammar support)
 - **Page 3:** Picture Walk (model passage and controlled practice)
 - **Page 4:** Write Now! (guided writing activities and projects)

Key Component

- Student Book with Audio CD

Sample Pages

Unit 8 Find the Boy!

Look, write directions.

Word Bank

- police station
- post office
- bank
- restaurant
- candy store
- bridge
- go along
- turn left
- turn right
- go over

Use the Words

- Go along Park Street to the bank.
- Go over the bridge to Park Street.
- Go along West Street and turn right on South Street.

Look at the picture and write the right words in the blanks.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Look at the map and complete the sentences.

1. Go along _____ to the airport.
2. Turn _____ on Park Street to the bank.
3. Go _____ the _____ to the park.

Language Practice Directions

Tips for Writing

We use imperatives to give directions.
Go along Broad Street. (↔) Going along South Street. (→)

Follow the directions and circle the answer. Use the map on p. 26.

You are at the police station. Go along Broad Street to North Street. Turn left. Go along North Street to West Street. It is on the right. Where are you?

☐ Airport ☐ Candy Store

1. You are at the candy store on West Street. Go along West Street to Park Street. Turn left. It is on the right. Where are you?

☐ Post Office ☐ Bank

2. You are at the restaurant on South Street. Go along South Street and Park Street. Go over the bridge and it is on the right. Where are you?

☐ Bank ☐ Park

3. You are at the post office on High Street. Go to West Street and turn right. Go along West Street to South Street. Turn right and it is on the left. Where are you?

☐ Park ☐ Restaurant

Complete these directions from the airport to the restaurant.

Start at the Airport. Go along _____ Street to _____ Street and turn _____. The restaurant is on the _____.

Picture Walk

Read the directions and draw the routes on the map. Then circle the correct directions.

1 Come to the Super Sweet Candy Store!
How to find us: Start at the train station. Go along West Street to Main Street and turn left. Go along Main Street to South Street and turn right. Go along South Street and turn left on Dale Road. The Super Sweet Candy Store is on the left near the school.

2 Come to the Super Sweet Candy Store!
How to find us: Start at the train station. Go along West Street and go over the bridge to Main Street. Turn left. Go along Main Street to the Department Store. The Super Sweet Candy Store is on the left across from the Department Store.

Circle True or False.

1. There is a bridge on West Street. True False
2. The movie theater is next to the department store. True False
It is on East Street. True False
3. The library is next to the bank. True False
4. The bookstore is on Main Street. True False
It is across from the department store. True False
5. The Park is next to the Super Sweet Candy Store. True False

Write Now! At School

Date: 10/13/2010
From: Gerilla Bobo
To: the Policemen

Message: Do you want the boy? Bring 10 bananas and follow the map, then you will find the boy!

Good Luck!
Bobo

Note to the Policemen

Draw the route on the map from the police station to Bobo's house, and then write the directions for the policemen.

Word Bank

- go along
- turn left
- turn right

Start at the police station. _____

McGraw-Hill PHONICS



McGraw-Hill Phonics is a 6-level phonics series for young learners. Following an explicit approach of instruction, it helps students become fluent readers through focused instruction and practice in coding and decoding skills. In its brief and fast-paced lessons, McGraw-Hill Phonics provides systematic exercises on phonics and spelling in context. Students get repeated opportunities to apply learnt sound-letter relationships to reading and writing throughout the book.

Each unit includes a warm-up page, and a variety of tasks such as blending and oddity tasks. As the level goes up, segmentation tasks and word study tasks are introduced. Sight words teaching is emphasized and included from the first level.

Key Features

- **Bottom-up and systematic instruction:** From easy to more difficult, sound-spelling relationships are introduced step by step. The spiral design of the program ensures constant review and steady build-up of the phonics skills.
- **Direct approach:** To maximize the learning results, the relationships between the sound and the spelling are directly taught. Sight words and key pictures are used to reinforce the learning.
- **Connected to actual reading:** Reading Time booklets throughout the book provide a direct connection between the skills taught and actual reading.
- **User-friendly Teacher's Guide:** Teaching tips, classroom language for teachers, and additional activities and games help teachers create an active classroom while giving a focused instruction.

Key Component

- Student Book with Audio CD

Sample Pages

Unit 10

Let's learn: kit and kite

Say the name of each picture. Circle the picture that does not have the same vowel sound.

41

Let's practice!

Say the name of each picture. Match the picture with the word. Then trace the word.

42

Let's learn more!

Listen then circle the right word.

1. fine fin

2. by bee

3. try tree

4. My sister smiles all the time. smells

5. The sun is shuning in the sky. shining

43

Unit 11

Let's learn: A a

Say the name of each picture. Listen for the beginning sound. Then circle each picture that begins like apple.

47

Let's practice!

Say the name of each picture. Write a if the name has the sound you hear at the beginning of the word apple.

Allen is angry.

48

Short reading

Read the sentences. Then circle the words with the short / sound and underline the words with the long / sound.

What do you like to do?

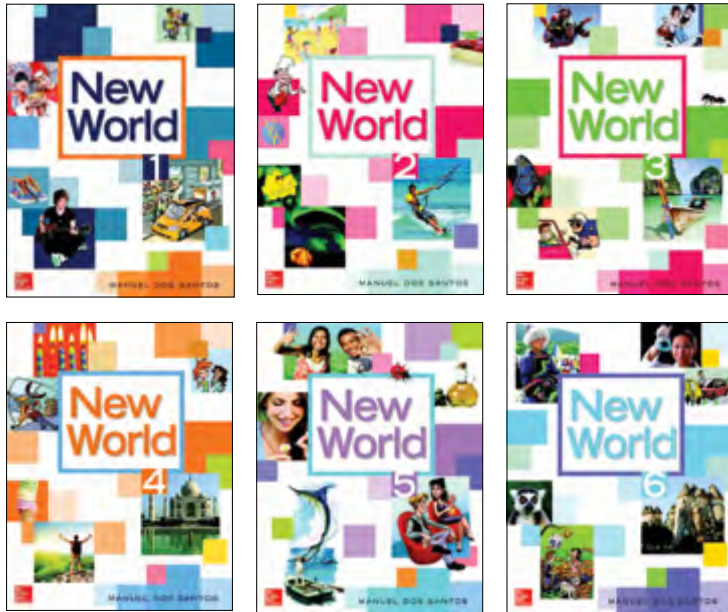
Jenny likes to ride her pink bike in the park.

Tim likes to fly his white kite on the hill.

Jim likes to play on the slide with his friends.

What do you like to do?

44



New World, is a six-level series for teenagers and young adults that takes students from beginner to the intermediate level. The goal of New World is to make the learning of English fun, motivating, and success-oriented.

The topics and activities relate to the students real life experiences and make the language learning meaningful and motivating. The graded progression builds students' confidence and helps them use English to express themselves meaningfully about things that matter to them.

Key Features

- The consistent unit sequence helps teachers save time and puts students at ease as they know what is expected from them.
- Illustrated conversations and photographs with captions introduce the new language in a captivating way.
- The reading texts focus on various content areas: science, social studies, geography, history, art, biography, health, and technology.
- Each unit includes projects that ask students to work together and find information outside the book.
- Review units let students practice the language from previous units and offer additional vocabulary and readings.
- A Picture Dictionary appears at the end of all the Student Books

Key Component

- Student Book with MP3 Audio CD
- Workbook
- Teacher's Guide with MP3 Audio CD



Sample Pages

5 Do You Have a Tablet?

New Language → (1)

Mark the things you like to do.

Language Check

Phonics → (1)

Practice → (1)

Conversation → (1)

Grammar

Reading → (1)

SMART ANIMALS

Speaking

3 What Do You Like to Do?

New Language → (1)

Mark the things you like to do.

paint and draw
Chris likes to paint.

marital arts
Chris likes to practice karate.

Language Check

Answer true or false.

- ☐ **False**. Yoshi doesn't like martial arts.
- ☐ **True**. Tommy likes to play music.
- ☐ **True**. The girl likes to show things on her tablet.
- ☐ **False**. Lily doesn't like to shop.
- ☐ **True**. The teens like to play volleyball.

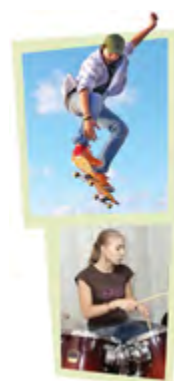
Pronunciation

Listen and repeat. Notice the reduction of to make do.

- I like to play video games.
She doesn't like to shop.

Conversation

- Grace**: So, Kevin, what do you like to do in your free time?
- Kevin**: I'm crazy about sports. I like baseball, I like to surf, and I love to skateboard.
- Grace**: Can you do stunts and all that stuff on your skateboard?
- Kevin**: Yeah. How about you?
- Grace**: I'm the quiet type. I like to hang out with friends, watch movies, listen to music, and play the drums.
- Kevin**: The quiet type? And you play the drums? What do your parents say?
- Grace**: My parents don't mind, but my neighbors...



Reading → (1)

Look at the photos. What do you know about the problem?

What's Your Idea of Fun?

Gaming in South Korea

In South Korea, video gaming is a national pastime. Young people love to spend their free time playing computer games. They spend hours at Internet cafes, using PCs. They love to play at the Internet cafes. They love to play at the Internet cafes. They love to play at the Internet cafes.

Soap Operas in Mexico

Mexico is one of the world's biggest producers of soap operas. Soap operas are the most popular television shows in Mexico. They are watched by millions of people. They are watched by millions of people. They are watched by millions of people.

Grammar

Verb like + infinitive

Affirmative

I	like	to dance.
You	like	to dance.
We	like	to dance.
They	like	to dance.
He	likes	to dance.
She	likes	to dance.

Negative

I	don't (do + not)	like to dance.
You	don't (do + not)	like to dance.
We	don't (do + not)	like to dance.
They	don't (do + not)	like to dance.
He	doesn't (does + not)	like to dance.
She	doesn't (does + not)	like to dance.

Question

Do	I	like	to dance?
Do	you	like	to dance?
Do	we	like	to dance?
Do	they	like	to dance?
Does	he	like	to dance?
Does	she	like	to dance?

Short Answer

Yes,	I	do.
Yes,	you	do.
Yes,	we	do.
Yes,	they	do.
Yes,	he	does.
Yes,	she	does.

Short Answer

No,	I	don't.
No,	you	don't.
No,	we	don't.
No,	they	don't.
No,	he	doesn't.
No,	she	doesn't.

GOAL MEGA



MegaGoal is a dynamic American English series for international communication that takes students from absolute beginning to high-intermediate level. It is specifically designed for teenagers and young adults. With eye-catching art and high-interest topics, MegaGoal is easy and enjoyable to teach and to learn from. The goal of MegaGoal is to make the learning of English fun, motivating, and success-oriented.

Key Features

- Attractive artwork with lots of photos appeals to a visually-oriented generation.
- Carefully graded progression builds students confidence.
- High-interest topics and cross-cultural content relate to students' age and interests.
- Students use English to express themselves meaningfully about things that matter to them.
- A consistent unit format makes navigation clear and predictable.
- Reading and Projects at the end of each unit allow students to experience real world situations.
- Vocabulary and structures are introduced gradually and recycled systematically.
- Commercial-quality songs enable students to expand their language in a pleasant way.
- The humorous tone of the book makes the learning process more enjoyable.

Key Component

- Student Book with Audio CD
- Workbook
- Teacher's Guide with Audio CD



Sample Pages

4 What Do I Need to Buy?

1 Listen and Discuss

- How often do you go to the supermarket? What do you usually buy?
- Who buys the food and supplies in your family?

BEST PRICE SUPERMARKET Special Offers!

MEAT
beef
lamb
chicken
sausage

SEAFOOD
salmon
shrimp
crab
squid

FRUIT
mango
pineapple
strawberries
papaya
avocado

VEGETABLES
carrots
onions
peppers
potatoes
beans

DAIRY PRODUCTS
butter
cheese
milk
yogurt

BREAD AND GRAINS
cereal
bread
rice

OILS AND CONDIMENTS
corn oil
olive oil
salt
pepper

DRINKS
tea
coffee

OTHER
flour
sugar
grapes

This Week Only:
Buy one and get the second for half price!

eggs \$2.25
milk \$2.00
mushrooms \$3.59
watermelons \$4.98

32

Let me see what I need for dinner!

First, for the appetizer, maybe I'll make a salad. I'll get a few tomatoes, a pepper, and a carrot. I have enough lettuce and cucumbers for a salad. I have to get some olive oil. I only have a little left, and I don't have any vinegar at all.

Then for the main dish, I'm going to make beef bourguignon. I'll need a pound of beef and some onions. I think I have the other ingredients.

I have nothing for dessert. Maybe I'll bake an apple pie. I'll need some apples for that.

Now, I think that's everything.

Quick Check

A. **Vocabulary.** Use the groups on page 32 to classify these foods: apples, tuna, ketchup, sardines, turkey, mustard, bananas.

B. **Comprehension.** Complete the chart. What does the woman need to buy for dinner at the supermarket?

Dish	Ingredients Needed
Appetizer	
Main Dish	
Dessert	

2 Pair Work

A. **Ask and answer** about your last trip to the supermarket.

- Did you get any **appetizers**?
- How much **meat** did you buy?
- How much **vegetables** did you buy?
- How much **fruit** did you buy?
- How much **grains** did you buy?
- How much **condiments** did you buy?
- How much **drinks** did you buy?
- How much **other** did you buy?

B. **Ask and answer** about prices.

How much **appetizers** in your country?

How much **meat** in your country?

33

4 What Do I Need to Buy?

4 Language in Context

Give advice about cooking. Role-play with two other students.

- A: How should I cook the chicken?
B: Why don't you roast it in the oven?
C: Usually fry it.
- A: I think I prefer to grill it.



5 Listening

Listen to the conversation between Ali and Mrs. Martin. Write down the things that Ali has in his shopping cart in the supermarket.

In Ali's Shopping Cart	

6 Pronunciation

Listen. Notice the pronunciation of the three sounds. Then practice.

1	2	3
chicken	chocolate	jam
fish	chips	orange
sugar	chips	orange

7 About You

- Do you like to go to the supermarket? Why or why not?
- When did you last go to the supermarket, and what did you buy?
- What are food prices like in your country?
- Can you cook? What's your favorite recipe?
- Have you ever baked a cake? Tell about your experience.
- Have you ever eaten an unusual dish? Tell about it.

36

8 Conversation

- Ray: Mmm! Smells good.
Tracy: Well, I have a real international menu today. I hope you guys like it. First, I have a Mexican dip—tortilla chips and guacamole. Then for the appetizer, I have a shrimp cocktail, New Orleans style. After that, we have Moroccan style chicken tagine and couscous, with Basmati parson fruit mousse for dessert. And finally, Colombian coffee.
- Ray: Sounds great. I can't wait.
Liz: Do you need any help?
Tracy: No, thanks. Everything's under control. Let's sit down and have some guacamole.
- Ray: The guacamole was great!
Liz: How do you make it?
Tracy: It's easy. I give you the recipe.
Ray: This chicken is absolutely delicious, too!
Tracy: Would you like some more?
Ray: No, thank you. I've had more than enough.
Liz: You should start your own restaurant. You're an excellent cook.
Ray: Yeah, I totally agree.
Liz: I have to learn how to cook.
Tracy: I can teach you. It's lots of fun, and it's relaxing.
Ray: And it's much cheaper and healthier than eating out.

Real Talk
guacamole: an avocado dip—see page 39 for a recipe
chicken tagine: a spicy chicken stew, often with olives and apricots
couscous: grains of wheat dough that resemble rice

About the Conversation

- What kind of meal did Tracy prepare?
- Does she need any help in the kitchen?
- What suggestion does Liz make ever dinner?
- What does Tracy suggest to Liz?
- What does Ray say about eating at home?

Your Turn

Role-play a conversation with a partner. Imagine you have invited someone for a meal. Discuss the food and the recipes you are preparing. Then switch roles.

37

4 What Do I Need to Buy?

9 Reading

Before Reading
What do you know about the foods on these pages?

Foods from the Americas

Read about the foods from the Americas. Then try out the recipes.

Tomatoes
Tomatoes are native to Mexico and Central America, and the Aztecs grew them back in 700 A.D. In the sixteenth century, the Spanish conquistadores introduced tomatoes to Spain, and the tomato's popularity spread quickly through Europe. The French loved tomatoes and called them "love apples." The Germans called them "apples of paradise." The British thought they were beautiful, but poisonous. And the Italians simply used them to make the best tomato sauce there is, and they put it on their pasta.

Avocado
The Aztecs also cultivated the avocado (they called it ahuacatl). The avocado is an oily fruit, rich in vitamins A, B, and C. This fruit does not get ripe on the tree. People need to pick it from the tree before it develops its flavor and full maturity. Sailors used to call avocados "manzanillo butter" because the fruit lasts for a long time, and it was good for sea voyages.

Chocolate
Chocolate (chocolate in the Aztec language) was the sacred drink of the Aztecs. When the Spanish Hernán Cortés arrived in Mexico in 1519, the Aztecs gave him chocolate because they thought he was a god. The Aztec emperor Montezuma used to drink 50 cups of chocolate a day out of a gold cup. The Spanish introduced chocolate to Europe. However, it was only in the nineteenth century that Henry Nestlé in Switzerland created the first bar of chocolate. Nowadays, very few people can resist the sweet food—once only for the gods.

38

Pasta with Tomato Sauce

INGREDIENTS	DIRECTIONS
- 1 lb. dried penne pasta	1. Boil water in a large pot.
- 1 cup olive oil	2. Add pasta and cook for 10 minutes.
- 1 cup tomato sauce	3. Drain pasta and mix with sauce.
- 1 cup ground beef	4. Serve hot.

Brownies

INGREDIENTS	DIRECTIONS
- 1 cup margarine	1. Mix the margarine, sugar, and vanilla in a bowl.
- 1 cup sugar	2. Add the eggs and mix well.
- 1 teaspoon vanilla	3. Add the flour, cocoa, baking powder, and salt.
- 1 cup flour	4. Bake in a hot oven (350°F) for 40 to 45 minutes.
- 1 cup dark cocoa (unsweetened)	
- 1 teaspoon baking powder	
- 1/2 teaspoon salt	

Guacamole

INGREDIENTS	DIRECTIONS
- 2 ripe avocados	1. Before you cut the avocados, make sure that they are ripe. Wash them.
- 1/2 cup lime juice	2. Cut the avocados in half and remove the pits.
- 1 small onion, chopped	3. Add the lime juice, onion, and salt.
- 1/2 cup tomato sauce	4. Mix the ingredients well. Serve the guacamole with tortilla chips.
- 1/2 cup tomato sauce	

After Reading

A. Answer true or false.

- The Spanish introduced tomatoes to Europe.
- The Aztecs made pasta with tomato sauce in the 1400s.
- Early sailors used avocados because they tasted like butter.
- Montezuma sent the king of Spain a gold cup to drink chocolate from.
- The first chocolate bar date from the nineteenth century.
- The main ingredient of guacamole is avocado.

B. Work with a partner. Choose one of the dishes and describe how to make it.

10 Writing

Write your favorite recipe.

11 Project

Work in a group. Plan a meal with foods from different countries or your own country. Write the recipes and illustrate them. Present your meal to the class.

39

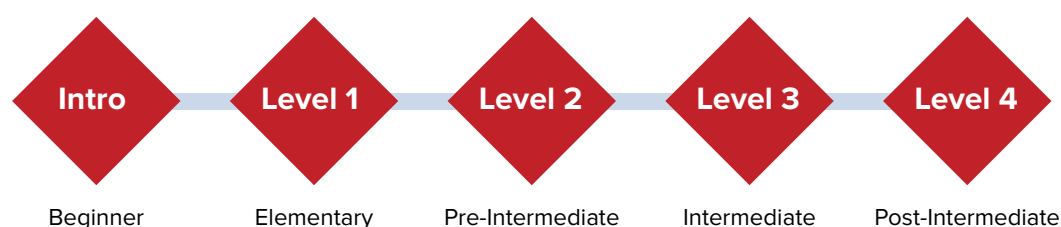
Newly Updated!

NEW INTERACTIONS

The Power to Pave Your Own Learning Journey

New Interactions is a fully revised and enhanced edition of the most trusted brand name in English for Academic Purposes (EAP), the pioneer series Interactions/Mosaic. This new edition offers powerful digital tools that support the content with relevancy and real-world application that is crucial to learning in a fast-paced, global world.

New Interactions is a five level EAP series for students who are studying or preparing to study at Higher Education institutes that require English as part of their studies.



***New Interactions* makes the perfect series for contemporary classrooms with:**

- Stimulating material referencing multiple aspects of modern student life to appeal to today's young adult and adult learners.
- A rich blend of print and innovative digital tools to support a range of language teaching methods.
- An interactive format that can be used for a flipped classroom instructional model allowing students to study at their own pace, anywhere anytime.

CEFR	Intro	Level 1	Level 2	Level 3	Level 4
C1					
B2+					
B2					
B1+					
B1					
A2+					
A2					
A1+					
A1					

New Interactions is aligned to CEFR levels



Powerful, personalized solutions to boost skills and engage every learner

Blended Solution

New Interactions is a blended solution that utilizes McGraw Hill's leading learning platform, **Connect**, to offer you the flexibility you need to create the right balance of approaches for your teaching style.

Centered on Strategy

New Interactions is focused on boosting learner success. It is built on a set of strategies and best practices crucial to learning language skills. Formal explanations of these strategies are clearly highlighted throughout *New Interactions* and each chapter references best practices that are included to enhance language teaching and learning.

Relevant Content

Clearly laid out and encompassing modern, clean imagery, it folds in the familiar—technology, social networking, global issues and more—to stimulate and engage learners.

Skills Focused

New Interactions supports important skills across a number of areas.

- language proficiency
- academic development
- collaboration and cooperation
- critical and creative thinking
- organization of information
- high-stakes exam readiness

Personalized Learning

McGraw Hill's adaptive learning platform, Connect allows every learner to benefit from a personalized learning path tailored to their strengths and weaknesses.

Listening & Speaking

Intro

Level 1

Level 2

Level 3

Level 4

Reading & Writing

Intro

Level 1

Level 2

Level 3

Level 4

The Power Of Connect

New Interactions is built on the McGraw Hill Connect platform, which is used by millions globally. Connect provides an environment that supports students and teachers with automatically graded practice, assessment, and classroom presentation tools.

Connect

- McGraw Hill's Connect platform offers a number of powerful tools and features to make managing assignments easier.
- Students can engage with their coursework anytime anywhere.
- Connect optimizes your classroom time, enabling you to focus on course content and learning outcomes, teaching, and student learning.
- With Connect, students have the flexibility to study when they want. The ReadAnywhere app lets students access their eBook from their mobile phone or tablet online or offline.

**3.9
million**
paid interactions
in 2018

**11.8
billion**
questions/interactions
answered since 2009



Connect includes:

LearnSmart Achieve

LearnSmart® Achieve identifies concepts students have mastered as well as those they are struggling with and creates a personalized learning plan that provides additional practice to help students deepen their understanding of the text and lesson objectives.

Adaptive learning resources for every level help students develop language and study skills. Lower level adaptive learning resources are designed to boost students' foundational grammar and vocabulary skills while the higher levels focus on reading and writing skills.

Power of Process

Power of Process offers a hands-on tool for analyzing and reviewing reading texts.

Students gain access to a rich library of academic articles, guided by a scaffolding framework that helps to develop essential reading skills, such as understanding, analyzing and synthesizing. Instructors can assign additional work to students using the repository of pre-selected reading texts that includes over 150 passages of different genres, length and level of difficulty.

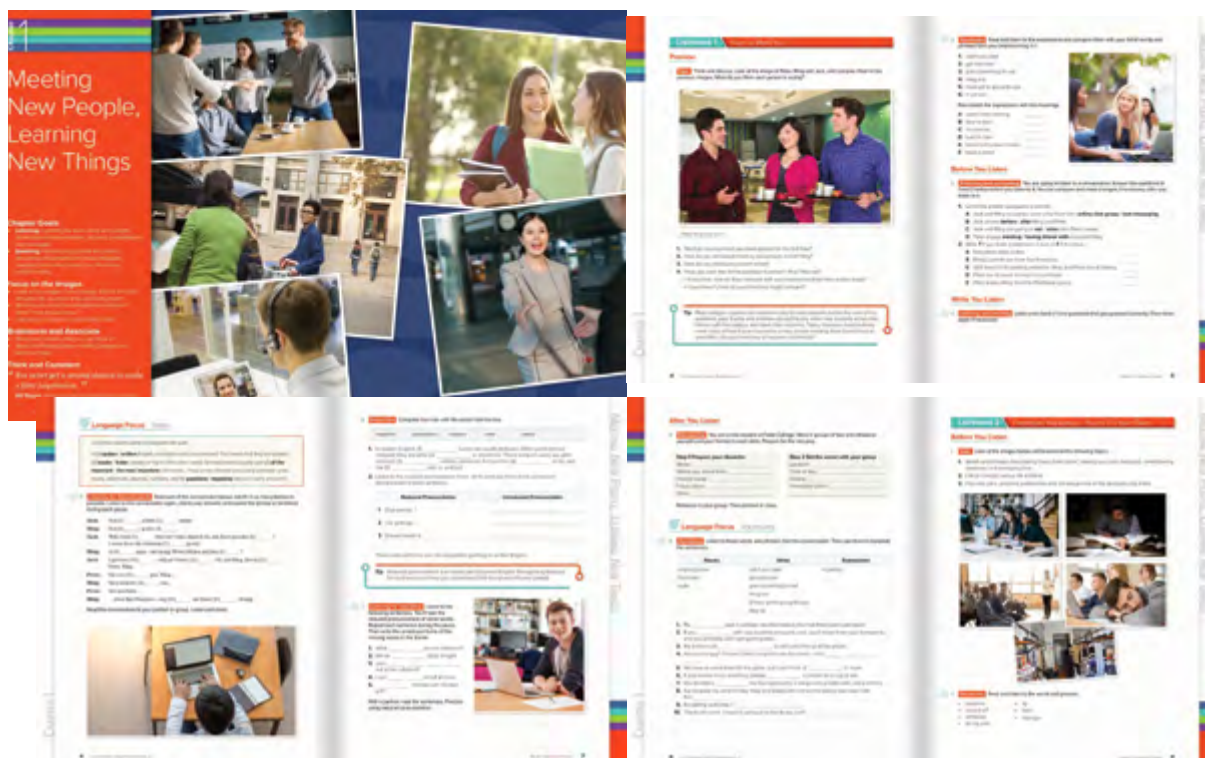
Proctorio Online Assessment Integrity

Proctorio will give instructors the ability to monitor students during examinations to prevent cheating. It offers educators the ability to lock student's browser, to proctor remotely by video as well as verification options.



Sample Pages

LISTENING & SPEAKING

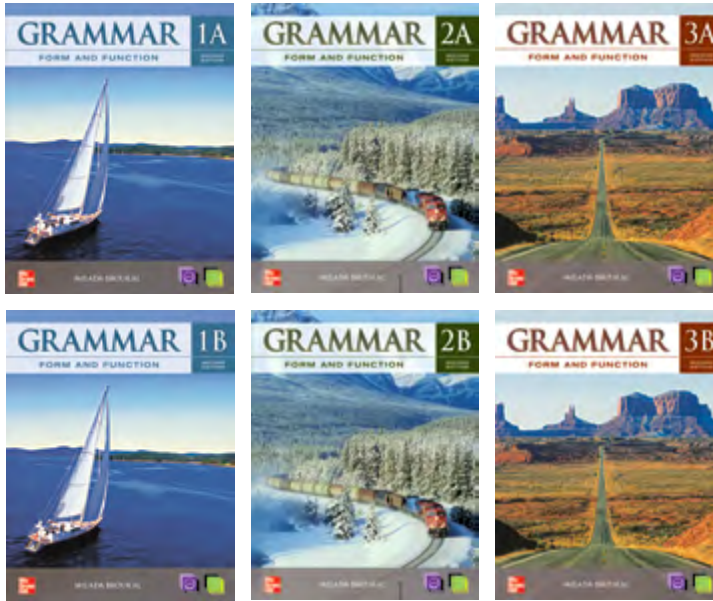


READING & WRITING



GRAMMAR

FORM AND FUNCTION



Grammar Form and Function, Second Edition is a three-level grammar course with a NEW eWorkbook. It uses high interest full color photos that bring grammar to life, providing a visual context for learning and retaining new structures and vocabulary. The holistic approach to all four skills ensures academic success and full color photos enhance memory of grammar structures.

Key Features

- Clear, easy-to-understand lesson format integrates practice of the rules of essential English grammar with a sense of when to apply them and what they mean.
- Audio program provides listening practice using grammar topics.
- Listening Puzzle section provides audio-based challenges for students to practice new grammar concepts.
- Academic Reading Challenges and Story-Based Reading sections use the target grammar in high-interest selections that promote critical thinking skill development.
- Pair Up and Talk section provides opportunities for group and pair communicative practice using specific grammar patterns.
- The Writing section gives practical writing tasks for a variety of purposes that help reinforce the targeted grammar.
- Teacher's Edition with reproducible Internet Activity Worksheets, Unit Quizzes, teaching ideas, and answers to Student Book Practice activities.

Key Component

- Student book with Audio CD
- Teacher's Edition with Audio CD



Sample Pages

Unit 4

Nouns, Articles, and Quantity




Giraffes are tall.

2nd Edition

Nouns, Articles, and Quantity 73

4A Singular and Plural Nouns

Form/Function



Ben works on a farm. He has a dog and a horse. He takes care of the cows, chickens, and sheep.

- Nouns name people, places, and things.
- Singular nouns refer to one thing. Plural nouns refer to two or more things. All nouns have a singular form. Many nouns also have plural forms, but some do not.

Singular Nouns

- We often use the articles *a* or *an* in front of a singular noun. We use *a* with nouns that start with a consonant sound. Some consonant sounds are spelled with the letters *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z*, and *o*.
- We use *a* with nouns that start with a vowel sound. Some vowel sounds are spelled with the letters *a, e, i, o, u*, and *y*.


Plural Nouns

- Many nouns have plural forms. We do not use the articles *a* or *an* before plural nouns.
- We form the plural of most nouns by adding *s* to the singular form. Sometimes there are other spelling changes.

74 Unit 4 e Workbook 4A

4C Count Nouns and Noncount Nouns

Form/Function



Fresh ale is good for your health. Sunshine is good for you, too.

Regular Plural Nouns

Rule	Singular Noun	Plural Noun
Add <i>s</i> to most nouns.	berry	berries
	bus	buses
	glass	glasses
	dish	dishes
	watch	watches
	box	boxes
Nouns ending in a consonant + <i>y</i> change <i>y</i> to <i>i</i> .	country	countries
Nouns ending in a vowel + <i>y</i> add <i>s</i> .	party	parties
Nouns ending in <i>f</i> or <i>fe</i> change <i>f</i> or <i>fe</i> to <i>ves</i> .	leaf	leaves
	half	halves
	chief	chiefs
	roof	roofs
	axis	axes
Nouns ending in <i>is</i> Some add <i>es</i> .	hero	heroes
	tomato	tomatoes
	plane	planes
	radio	radios
	zoo	zoos
	news	news/newses
Some can add either <i>s</i> or <i>es</i> .	volcano	volcanoes/volcanos


Irregular Plural Nouns

Singular	Plural	Singular	Plural
man	men	fish	fish
woman	women	sheep	sheep
child	children	deer	deer
tooth	teeth	species	species
foot	feet	ox	oxen
mouse	mice	person	people
grass	grass	mouse	mice

Nouns, Articles, and Quantity 75

4B Nouns as Subjects, Objects, and Objects of Prepositions

Form/Function




Sheep eat grass. Lambs are baby sheep. The lambs are lying on the grass.

- A noun can be the subject of a sentence. The subject names the thing or person that does the action in a sentence.
- A noun can be the object of a verb. The object names the thing or person that receives the action of the verb.
- A noun can be the object of a preposition. The object of a preposition is a noun or pronoun that follows a preposition. A preposition and the words following it are prepositional phrases.

76 Unit 4

4C Count Nouns and Noncount Nouns

Form/Function




Fresh ale is good for your health. Sunshine is good for you, too.

- Count nouns are nouns that we can count (one book, two books, three books, etc.). They can be singular or plural (a chair, two chairs).
- We put *a* or *an* before singular nouns.
- We cannot count noncount nouns. They have no plural.
- We do not use the articles *a* or *an* with noncount nouns.
- Some nouns that are usually noncount nouns can also be count nouns, but the meaning is different.

77 Unit 4

4B Nouns as Subjects, Objects, and Objects of Prepositions

Form/Function




Sheep eat grass. Lambs are baby sheep. The lambs are lying on the grass.

- A noun can be the subject of a sentence. The subject names the thing or person that does the action in a sentence.
- A noun can be the object of a verb. The object names the thing or person that receives the action of the verb.
- A noun can be the object of a preposition. The object of a preposition is a noun or pronoun that follows a preposition. A preposition and the words following it are prepositional phrases.

78 Unit 4

4C Count Nouns and Noncount Nouns

Form/Function



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80 Unit 4

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Form/Function



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82 Unit 4

4C Count Nouns and Noncount Nouns

Form/Function

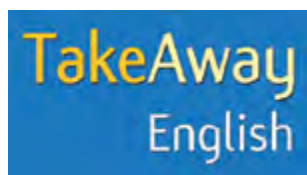


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84 Unit 4

*Peter Loveday, Melissa Koop, Sally Trowbridge,
Lisa Varandani and Edward Scarry*



TakeAway English is a topic-based young adult/adult English Language course, adapted from NetLanguages' General English Online self-study course. It combines a multi-layered syllabus, a topic- and text-based approach to materials design, and a communicative methodology to make an engaging and effective course for learners and teachers alike. In addition, TakeAway English allows maximum flexibility and provides an unprecedented range of quality print and online resources.

Key Features

- Print and online components that support student autonomy and self-study skills development.
- Meaningful and interesting contexts that are up-to-date and relevant to a global audience.
- Natural conversations that allow students to practice the language and role-play in meaningful situations.
- A consistent strategy strand that ensures development of academic and critical thinking skills.
- Additional skill-building support given strategically.
- A test-taking strategy section in each unit that helps students practice skills leading to success.
- Alternating songs and culture sections in each level that add variety and richer contexts from which students can learn.
- A video that practices the unit skills in an engaging conversation format.

Key Component Summary

- Student Book with MP3 Audio CD
- Workbook
- Teacher's Book with Audio CD
- DVD



ELLevate English is an innovative new six-level English language learning course. It combines the learning science behind McGraw-Hill Education's leading high-quality global content with a proven digital platform in one complete course.

ELLevate is designed to meet the needs of adult learners with an emphasis on global and local perspectives, and the development of creative, critical thinking and communication skills necessary for success in the 21st century.

The digital platform allows teachers to maximize their time and energy, so they can focus on meeting individual needs of the students. Real-time data informs the teaching and direction of the class, so teachers can spend their time more effectively.

Key Features

- Engaging content from an international team of authors
- Seamless integration between print and digital content
- **Pair and Share** activities for communication practice
- Mobile Application **Read Anywhere** available offline for additional practice
- Ready-made assessments and assignments available in digital and print formats
- Individual and classroom-based games
- Projects for every module available in digital and print formats
- Modular delivery with connected themes
- Four Professional Zones per level teach new vocabulary and language functions in real-life occupational situations
- Focused lessons to maximize practice time
- Flexible course builder allows educators to customize their classes

Key Component Summary

Print Components:

- Student Books
- Workbooks
- Teacher's Guide (Ebook Online)
- Read Anywhere Mobile App

Digital Components:

- Interactive Student Book
- Interactive Workbook
- Read Anywhere Mobile App
- Platform and Grade Book



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[View ISBN List on page 81](#)

Sample Pages

10 | Offering and Giving Help

11 | Requests

12 | Stories



How can we help each other?

Look at the picture. Read the unit topics and answer the questions.

- Why is this young man helping this woman?
- When did you last help someone?
- How should we help each other?

CAN DO statements

After the next three units, you will be able to ...

- talk about helping others and working as a volunteer.
- talk about requests.
- describe people's lives.

UNIT 10 Offering and Giving Help

1 | Get Ready

Why is helping others important?

A. Look at the picture and read the text. What do volunteers help out with? What is a community center?

Min and Gun were born in the United States, but their parents came from Korea. Min and Gun are volunteers at a **community service center** in Los Angeles. The center is an **organization** that helps Korean immigrants in the United States. This is **necessary** work, but the volunteers are not paid a salary.

Min speaks and reads English and Korean and helps Korean immigrants. Min likes to work with kids. Some immigrants have young children that don't speak English. Min works at the center every Wednesday afternoon.

Min's brother Gun is studying accounting at California State University, Los Angeles. Gun helps Koreans with paperwork, for example, with their yearly tax returns. His "clients" are happy with Gun's work. Paperwork helps Korean immigrants **improve** their situation.


Gun believes that the new immigrants **need** a lot of help, but there are not enough volunteers to help them.

B. Read and circle T for True or F for False. Correct the false statements.

- Min and Gun's parents arrived in the U.S. from Korea. T F
- Min likes children. T F
- Gun helps Korean immigrants learn English. T F
- Gun works as an accountant at the university. T F
- There are enough volunteers to help the new immigrants. T F

In this unit, I will learn to ...

- talk about helping others and working as a volunteer.
- use will and going to.
- listen and read for the main idea.



Pair and Share

Ask and answer questions about helping others.

Are there community centers in our city?

Yes, there is one in ...

If you did volunteer work, what would you do?

I would ...

2 | Vocabulary ABC

A. Listen to the audio and read along. Guess the meaning of the words in bold.

Tom: Hi, everybody! Today, Gwen and I will be talking about being **kind**.

Gwen: For example, helping your parents is a way to show them **respect**. You can also be **generous** to your brothers and sisters by sharing your things with them.

Tom: Older and sick people often have a need for help. For example, it's **useful** if you go shopping for a sick person.

Gwen: Exactly. Many people **believe** that you should do a good deed every day. You can improve a person's life and be a source of **happiness** just by doing something small. Have you helped others **recently**?

Tom: Let's listen to some music, and we'll be back.

Word Box

believe	necessary
community	need
generous	organization
happiness	recently
improve	respect
kind	useful

B. Complete the sentences using words from the word box.

Tom: Hi, everybody! Today we're talking about being (1) _____.

Gwen: Right, Tom. For example, you can do (2) _____ things for your family: clean the floors, wash the dishes, or prepare breakfast on a Saturday. These are all (3) _____ chores.

Tom: Very true, Gwen! When you help people in your family, you make them happy.

Gwen: This (4) _____, then comes back to you.

Tom: Or maybe you can do some volunteer work in your (5) _____ or you can be (6) _____ with a donation to an (7) _____ that needs money.

Tom: Helping others is easy! Let's listen to some music, and we'll be back. This is the latest song ...

C. Match the words from the box with the correct definitions.

1. respect	• think something is true or correct
2. need	• make better
3. recently	• something necessary for a person to have
4. improve	• not long ago
5. believe	• a feeling for someone who you think highly of as a result of their abilities or qualities

UNIT 10

3 | Grammar


Will for future

Use **will** + verb to express the future tense. For a negative idea, use **will not** or **won't**.


The auxiliary will is the same for all persons: *I will play, she will listen, they will learn*. The negative form is *won't*.

	Examples with time expressions
affirmative	He will cook dinner on Saturday.
negative	They won't sing songs in Spanish class tomorrow.
Yes / No questions	Will you study grammar tonight?
Wh. questions	Where will your children go to high school next year?


For grammar reference, go to Grammar Appendix.



She will teach her cousin to make pizza.



She will help her son with his homework.



She will learn how to change a tire.

A. Complete the sentences with a logical time expression for the future.

- Will you do your homework this afternoon or _____?
- Jasmine won't go to the movies with us _____.
- His younger brother will go to high school _____.
- I'd like to be an astronaut _____ because we don't have any tomatoes.

B. Complete the sentences using will / won't and the verbs from the box.

buy	do	eat	help
harvest	plant	prepare	pull

Gerald's family has a community garden: a vegetable garden that isn't close to their house. A community garden is a lot of work, and everybody needs to help. The family divided up the tasks for next month:

Mr. Brown will clean the land. His wife and Gerald (1) _____ him. Mr. Brown (2) _____ (not) it alone.

UNIT 10


4 | Listening

Listening Strategy: Listen for the main ideas

- Listen to the complete audio once. Don't worry about understanding all the details.
- Listen for the most important ideas.
- The main idea is normally repeated.

Before Listening

A. Look at the pictures. How are the people in the pictures feeling?



B. Listen to the audio. Then choose the correct main idea.

Helping and giving to others ...

- makes you feel good too.
- doesn't cost any money.
- is something you can do at college.

C. Listen again and number the pictures in the order you hear them.

After Listening

D. When did you last help somebody? How did you feel afterwards? Share with a partner.

5 | Pronunciation

Silent t

Some words have a "silent t" where the t sound is not pronounced.

Example: Did you **listen** carefully?

A. Listen to the audio and circle the word that has a silent t.

- Many Americans celebrate Christmas, but there are other winter festivals too.
- You need to fasten your seat belt when you're sitting in the car.
- There's a beautiful bird outside, and it's singing. Listen!
- Do you often watch scary movies?

B. Listen to the audio and repeat.

UNIT 10

6 | Conversation

Speaking Strategy: Show support and offer help

- Offer help: What's the matter? Do you want to talk about it? Can I help?
- Show you are listening by nodding and saying: Yes. Right. I'm so sorry. That's terrible. How awful.
- Rephrase what the other person said to show that you understood.



A. Listen to the conversation and complete the sentences. Listen again and check your answers.

Trish: Kayla, you look upset. (1) _____?

Kayla: I feel terrible. I lost my new jacket.

Trish: (2) _____?

Kayla: My mom gave me a new jacket for my birthday last month, and I lost it. When she finds out, she'll be so angry with me! Trish, I don't know what to do.

Trish: (3) _____ (4) _____.

Kayla: Well, maybe we can look for the jacket together.

Trish: Yes, let's do that. But right now we need to get to class. Come on, Kayla!

Kayla: You're right, let's go.

B. Your Turn

Roleplay the conversation with a partner. How would Trish respond?

Your idea: _____

C. Listen to the audio and take notes. Prepare to talk about an imaginary problem.

Pair and Share

Ask and answer questions about an imaginary problem.

... you look upset. What's the matter?

I have a problem ...

That's awful. Can I help?

Maybe you can ...

UNIT 10


7 | Reading

Reading Strategy: Read for the main ideas

- Read the text quickly.
- Don't worry about understanding all the details.
- Find the most important idea.
- The main idea is normally in the title and the first and last paragraphs.

Before Reading

A. Look at the picture and discuss the questions. Is everybody generous? Why or why not?



B. Read the text. Underline the title and the main idea in the first and last paragraphs.

A Culture of Giving

Every year, the Charities Aid Foundation finds out which countries are the most **generous**. Southeast Asian countries usually rank pretty high. In fact, Myanmar came in first place.

What Is Generosity?

Generosity is the act of being **kind** to others and giving more than is needed. Simple acts of generosity include giving your seat to an older person on a bus, helping others, or donating time or money to a good cause. Charities Aid Foundation asks people from around the world three questions to determine how generous a country is.

- Have you given money to charity in the last month?
- Have you volunteered in the last month?
- Have you helped a stranger in the last month?

Ninety-four percent of the people in Myanmar responded that they have **recently** donated money. Many people are quite surprised because they **believe** that only people in wealthy countries normally donate money. Myanmar is one of the poorest countries in the world, but its people more frequently donate money than people from the wealthiest countries. Thailand came in second place in this category, scoring 87 percent.

Cultural Belief

Why is helping others an important part of Myanmar's culture? Actually, this cultural belief is important in many countries in Southeast Asia. In some countries, people believe that what you do in this life will affect your next life. But in Myanmar, Thailand, Cambodia, and Laos, there is a strong culture of giving. People don't give because they have to, but because they want to help those in **need**. They believe giving will bring you **happiness**.

UNIT 10





Platform

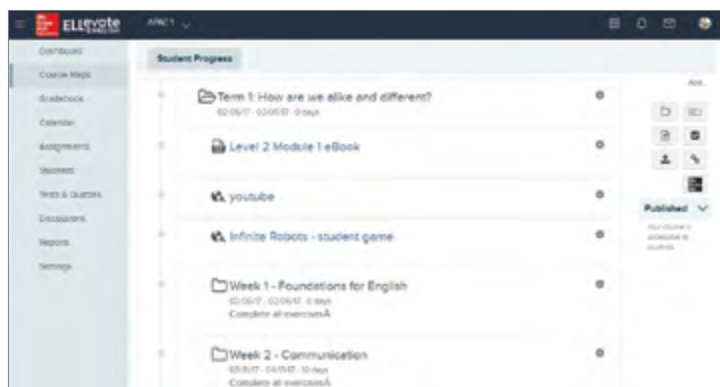
The ELLevate English platform leverages a variety of multimedia learning assets to create an interactive learning experience. Whether ELLevate is being used in a fully- online or blended learning environment, all digital resources are integrated seamlessly into the course and are designed to cater to all levels of digital readiness.

The platform is designed to accommodate beginning to advanced users of digital solutions. It's an easy-to-use tool for organizing learning materials and assessments; scheduling classes, administering students, creating reports and communicating information all in one location.

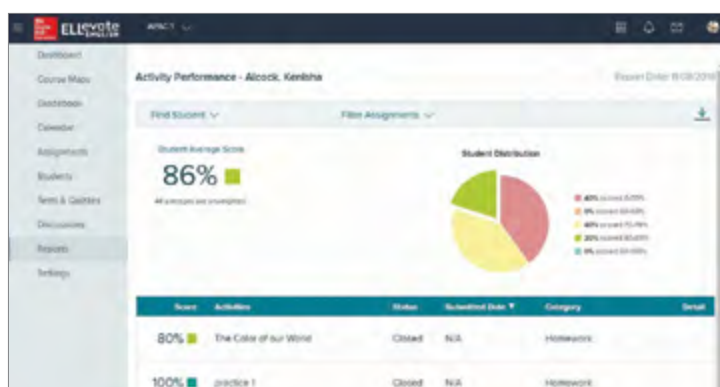
Key Features

- **Course Map** – The course map contains all the content for a course. The course map is shared by students and teachers with changes made by the instructor immediately available to students. It's easy to navigate, open and flexible. It gives instructors the tools to create their own courses by moving, adding or deleting files.
- **Gradebook** – Teachers and students get instant feedback on assignments and assessments. The color-coded grading system makes it possible to see at a glance how the class and individual students have done on their assignments. Grades can be entered automatically or manually and are weighted and averaged immediately, freeing up time for teachers to focus on their students.
- **Ready-made Assessments** – There are assessments for every unit, module, and an end-of-course exam. Assessments include a focus on the four skills, as well as vocabulary and grammar. Instructors may add, modify or delete items as needed and the weighting can also be changed to fit the needs of the institution. Assessments are available in digital or print format.
- **Digital Workbook** – There are four assignments available per unit. Assignments can be planned at any time and given dates and times for opening and closing. Once an assignment is open, students will receive a notice as well as an update on their calendar.
- **Reporting Features** – Instructors can create a variety of reports to gain insight into their classes and to share with students, parents or administration.
- **Calendar** – Shared calendars ensure that everyone is up to date on assignments and assessments, as well as holidays and school events.

- **Administrative Tools** – Creating classes, adding and dropping students and other administrative duties can be carried out in seconds.
- **Flexible use** – Students can access ELLevate anytime, anywhere on a range of devices. Instructors can opt to use tablets, laptops or desktop computers to access ELLevate's Student Book and Workbook and interactive activities, depending on the technology available to them. Students can submit assignments, take tests and quizzes all via their tablet or mobile device.
- **Guided Implementation** – ELLevate is easy to use, with guided processes and contextual help. Our implementation resources provide guidance on the instructor's role as well as the role of technology, making recommendations which digital assets to use to meet their teaching needs. Our implementation team offers personalized implementation.



Class Code	Term	Workbook	The Color of our World	practice 1	Assignment 7	Score
APAC 1	1	1	1	1	1	1
Student	Category	Score	Score	Score	Score	Score
Student 1	95% B	Score	Score	9	4	10
Student 2	95% B	Score	Score	8	10	10
Student 3	75% B	Score	Score	9	9	7
Student 4	100% A	Score	Score	9	6	5.5
Student 5	95% B	Score	Score	7	3	10





ELLevate English is an innovative, three-level English Language course delivering an engaging and interactive learning experience for young adult and adult students. Activities with clearly stated learning outcomes facilitate student learning and language acquisition. Essential Questions draw students into the intriguing topics by utilizing critical thinking skills. With this approach, students progress beyond basic understanding to reach higher levels of comprehension and analysis.

ELLevate Listening and Speaking

Focuses on the skills required to deliver and interpret oral communication. Listening sections consist of dialogs, presentations, public service announcements, speeches, and more designed to provide authentic and engaging information. Speaking sections guide students to construct thoughtful, personally crafted oral interactions while encouraging a deeper understanding of the unit topic. With ELLevate Listening and Speaking, students will gain greater command of English language through speech.

ELLevate Reading and Writing

Focuses on the skills required to create and understand written communication. Reading sections supply leveled passages designed to challenge students while providing interesting and engaging information. Writing sections guide students cohesively through the writing process while encouraging a deeper understanding of the unit topic. With ELLevate Reading and Writing, students will gain greater command of the English language through writing.

Key Component Summary

Print Components:

Student Books

Digital Components:

Students Resources include:

- Student Book Answer Key
- Workbook
- Audio Books
- Audio Files

Teacher Resources include:

- Student Book Answer Key
- Workbook
- Teacher's Guide
- Additional Questions
- Professional Zone
- Projects
- Reading Text
- Grammar Appendix
- Classroom PPT
- Audio Files
- Audio Scripts

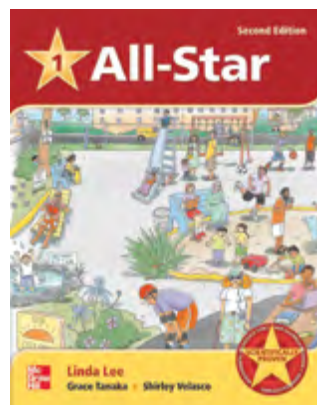
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Linda Lee, Kristin Sherman, Grace Tanaka, and Shirley Velasco



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- The trusted classroom leader — enhanced with innovative interactive technology — equips students for success.
- Flexible unit structure allows teachers to meet the unique needs of each student, and move students towards their transitional goals.
- Fun, “Big Picture” approach ensures student engagement and persistence.

Key Component Summary

- Student book with Work-Out CD-ROM
- All-Star's Work-Out CD-ROM with complete student audio, is the tool students need to expand their learning inside and outside the classroom.
- Interactive activities that reinforce classroom learning
 - 25 hours of interactivity
 - Full student book audio
 - CASAS-style listening practice
 - Student Workbook

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Workshop Schedule

Full Day 6-hour Workshops

Session 1 – 90 minutes
Session 2 – 75 minutes
Session 3 – 90 minutes
Session 4 – 75 minutes
Wrap-up & Evaluation
– 15 minutes

Half Day 3-hour Workshops

Session 1 – 90 minutes
Session 2 – 90 minutes
Wrap-up & Evaluation
– 15 minutes

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Making Change Happen

- Mentoring education and tools
- On-going support
- Community-building
- Collaborative learning and teaching
- Flexible levels of participation

Facilitators

Facilitators are specialists in their field and familiar with leading classes of language learners at various levels.

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- Teaching Grammar as a Tool for Communication
- Teaching Strategic & Purposeful Reading
- Teaching Writing: from Product to Process
- Teaching Active Listening Skills
- Teaching Speaking: Communication, not Repetition
- Planning for Vocabulary Instruction
- Teaching Pronunciation: Sound & Rhythm
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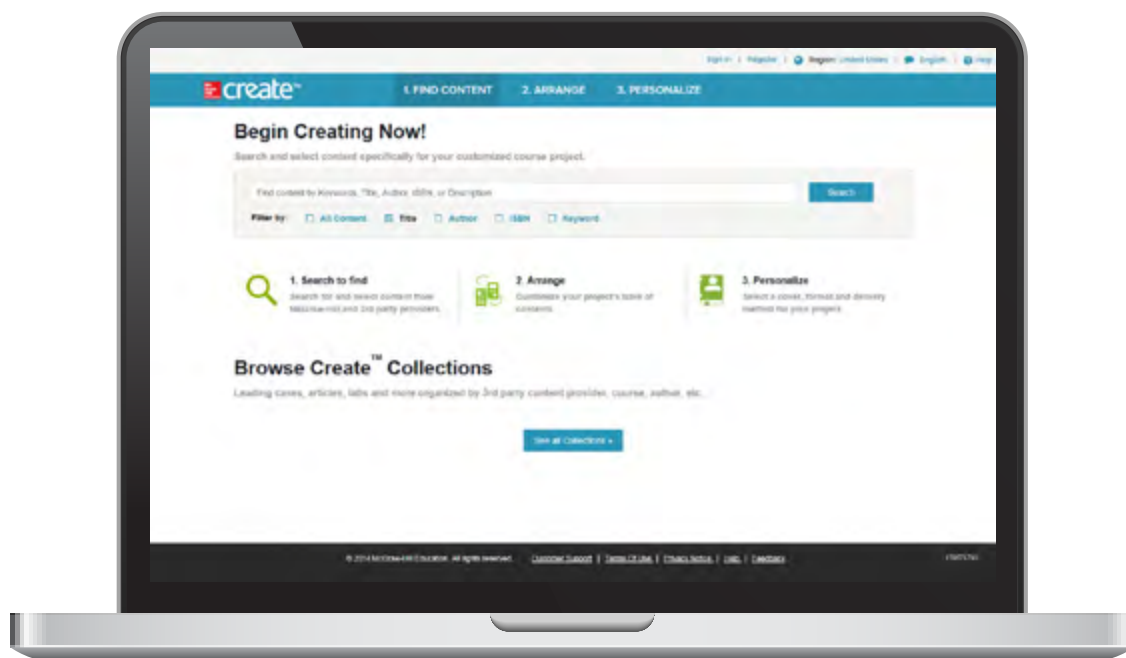
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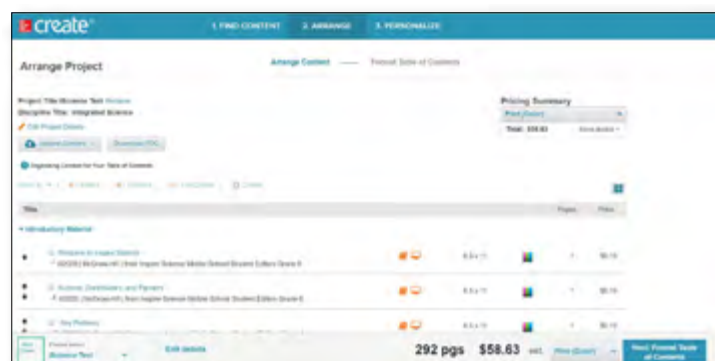
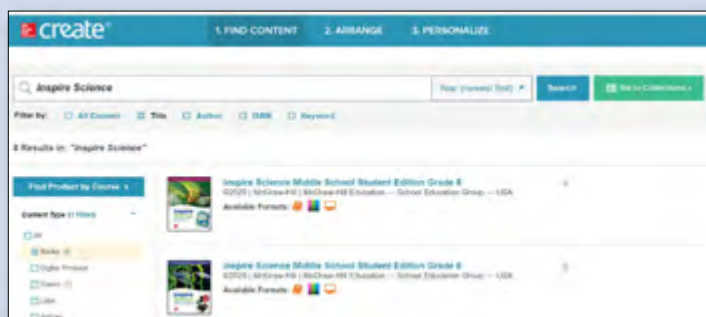
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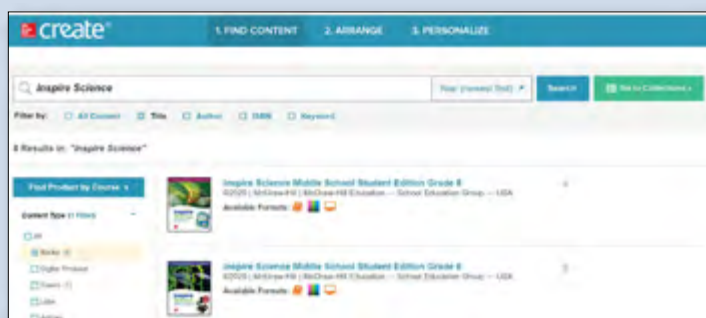


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