



Words A Listen, Point, Say.



merry-go-round



bumper cars



Ferris wheel



roller coaster



cable cars

56



Story C Listen.



cotton candy



ice cream



caramel corn



corn dogs



snow cones

Dialogs D Listen, Point, Say.

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Lesson 1

Student Book pp. 56–57



Talk about it! (Vocabulary)

Target

Ss can point to and name *merry-go-round, bumper cars, Ferris wheel, roller coaster, cable cars, cotton candy, ice cream, caramel corn, corn dogs and snow cones.*

Materials

Picture Cards 71–80, CD

1 Before the book

Warm-up / review

Play **Teacher's guess** (Teacher's Book p. 15) using Picture Cards 61–70 to review the vocabulary from the previous unit. Use the question **Do you want to ____?** Have Ss answer **Yes, we do** or **No, we don't.**

Play **Picture searching** (Teacher's Guide p. 14).

Introduce vocabulary

Say **Today we're going to talk about amusement parks.** Hold up Picture Cards 71–80 one at a time and say the words. Have Ss repeat.

2 Open the book

Have Ss turn to Student Book pp. 56–57 and look at the pictures at the bottom of the pages. Play CD track B42. Have Ss listen and point to the pictures.

B42

A. Listen, point and repeat.

<i>merry-go-round</i>	(pause)	<i>cotton candy</i>	(pause)
<i>bumper cars</i>	(pause)	<i>ice cream</i>	(pause)
<i>Ferris wheel</i>	(pause)	<i>caramel corn</i>	(pause)
<i>roller coaster</i>	(pause)	<i>corn dogs</i>	(pause)
<i>cable cars</i>	(pause)	<i>snow cones</i>	(pause)

Play the CD again. Have Ss listen and repeat.

Play CD track B43. Have Ss listen and number the pictures.

B43

B. Listen and number.

Number 1.	<i>caramel corn</i>	(2x)
Number 2.	<i>bumper cars</i>	(2x)
Number 3.	<i>roller coaster</i>	(2x)
Number 4.	<i>ice cream</i>	(2x)
Number 5.	<i>cable cars</i>	(2x)
Number 6.	<i>snow cones</i>	(2x)
Number 7.	<i>corn dogs</i>	(2x)
Number 8.	<i>merry-go-round</i>	(2x)
Number 9.	<i>cotton candy</i>	(2x)
Number 10.	<i>Ferris wheel</i>	(2x)

Check Ss' answers by saying the numbers and having Ss say the corresponding vocabulary words. Say the vocabulary words in random order. Have Ss repeat, pointing to each one.

Have Ss point to and name pictures of vocabulary words they can see in the main scenes. (Answers: merry-go-round, bumper cars, Ferris wheel, roller coaster, cable cars, cotton candy, caramel corn, corn dogs, snow cones.)

Have Ss look for the hidden snake in the main scenes. (Answer: It's behind Toni's bumper car in scene 4.)

3 After the book

Place Picture Cards 71–75 (rides) on the board as a reference. Talk about amusement parks. Ask Ss what rides they like. Teach any new words they don't know in English.

Optional

Have you ever had it? Do you want to try it?

Bring in photos of the food items or the real food (if possible). Ask Ss if they have ever had those food items. If not, ask if they want to try them. In case you can bring in some food items, let Ss taste them.

Activity Book p. 50 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 162.

Lesson 2 Student Book pp. 56–57



Talk about it! (Dialogs)

Targets

- Ss can say *This amusement park is great!* Ss can say *Look at all those rides* and respond with *That roller coaster looks scary.*
- Ss can ask and answer *What are you going to do?* *We're going to go on the Ferris wheel. Then we're going to get some cotton candy.*
- Ss can say *I'm really hungry.* Ss can ask and answer *Do you want to get some corn dogs?* *That's a great idea.*
- Ss can ask and answer *Can we go on the merry-go-round now?* *OK, but come right back.*

Materials

Reduced Picture Cards 71–80 (Teacher's Guide p. 176), Picture Cards 71–80, CD

1 Before the book

Warm-up / review

Play **Partner search** (Teacher's Guide p. 14) using two sets of Reduced Picture Cards 71–80 (Teacher's Guide p. 176).

Play **Name it! Relay** (Teacher's Guide p. 14) using Picture Cards 71–80.

Introduce dialogs

Dialog 1: Place Picture Cards 71–75 (merry-go-round to cable cars) on the board. Have two Ss (S1 and S2) come to the front. Stand next to S1, look at S2 and say ***This amusement park is great!*** Have S1 repeat. Stand next to S2, point to all the cards, look at S1 and say ***Look at all those rides.*** Have S2 repeat. Stand next to S1 again, point to Picture Card 74, look at S2 and say ***That roller coaster looks scary.*** Have S1 repeat. Have S1 and S2 say the dialog again on their own. Help them by whispering their lines if necessary. Do it again and have the rest of the Ss repeat.

Dialog 2: Have another two Ss (S3 and S4) go to the front. Say ***What are you going to do?*** Have Ss repeat. Show them Picture Cards 73 and 76. Say ***We're going to go on the Ferris wheel. Then we're going to get some cotton candy.*** Have S1 repeat. Repeat with other Ss.

Dialog 3: Have two more Ss (S5 and S6) go to the front. Stand next to S5, rub your stomach and pretend to be hungry. Say ***I'm really hungry.*** Have S5 repeat. Stand next to S6, hold up Picture Card 79, look at S5 and say ***Do you want to get some corn dogs?*** Have S6 repeat. Stand next to S5 again, look at S6 and say ***That's a great idea.*** Have S5 repeat. Have S5 and S6 say the dialog again on their own. Help them by whispering the lines if necessary. Do it again and have the rest of the Ss repeat.

Dialog 4: Have another student (S7) go to the front. Show S7 Picture Card 71 and say ***Can we go on the merry-go-round now?*** Have S7 repeat. Say ***OK, but come right back.*** Have Ss repeat. Repeat with other Ss.

2 Open the book

Have Ss turn to Student Book pp. 56–57. Introduce the main scenes by playing CD track B44. Listen and point to the people or objects as they are mentioned.



C. Listen to the story.

The SuperKids are in the U.K. They're at an amusement park. Look at all those rides. The Ferris wheel is really big. The roller coaster looks scary. Can you see the cable cars? There are Peter and Donny. What are they going to do? They're going to go on the Ferris wheel. Then they're going to get some cotton candy. Do you like cotton candy? Beth has a new friend. Her name's Emily. Beth is really hungry. Emily is hungry, too. They're going to get some corn dogs. Do you like corn dogs? Sandy and Peter want to go on the merry-go-round. Mrs. Hall says OK. Do you like the merry-go-round? Do you like bumper cars?

Play CD tracks 45–48. For each dialog, have Ss first listen and point to the characters speaking and then repeat the dialog.



D. Dialog 1.

Listen and point.

Toni: *This amusement park is great!*

Chip: *Look at all those rides.*

Toni: *That roller coaster looks scary.*

Now listen and repeat.

(Same as above, but each line is said once with a pause for Ss to repeat.)

D. Dialog 2.**Listen and point.****Mr. Gray:** What are you going to do?**Peter:** We're going to go on the Ferris wheel. Then we're going to get some cotton candy.**Now listen and repeat.**

(Same as above, but each line is said once with a pause for Ss to repeat.)

D. Dialog 3.**Listen and point.****Beth:** I'm really hungry.**Emily:** Do you want to get some corn dogs?**Beth:** That's a great idea.**Now listen and repeat.**

(Same as above, but each line is said once with a pause for Ss to repeat.)

D. Dialog 4.**Listen and point.****Sandy:** Can we go on the merry-go-round now?**Mrs. Hall:** OK, but come right back.**Now listen and repeat.**

(Same as above, but each line is said once with a pause for Ss to repeat.)

Divide Ss into group A and group B. Point to each dialog in the main scene. Have group A say line one (and line three where applicable) and group B say line two. Have groups change roles. Put Ss into pairs. Have Ss practice dialogs 1 and 4.

Have some pairs act out the dialogs in front of the class.

3 After the book

Have Ss work in pairs and make their own dialog similar to dialog 4 by substituting the rides. Help Ss with any new vocabulary.

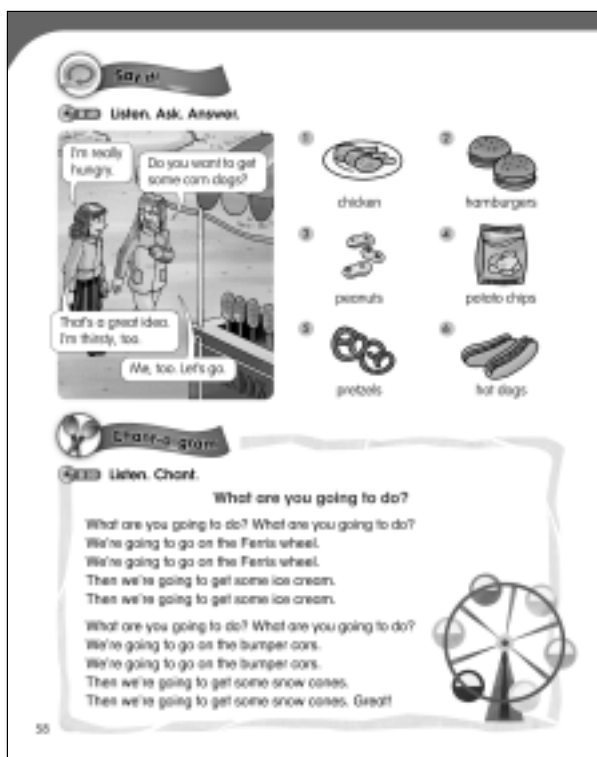
Optional**Race the clock** (Teacher's Guide p. 16)

Use all dialogs for this activity.

Activity Book p. 51 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 162.

Lesson 3

Student Book p. 58

**Say it!****Chant-a-gram****Target**

Ss can say dialog 3 using vocabulary words reviewed from Level 1, Unit 3, Level 2, Discover it! 2 and Level 3, Unit 3.

Materials

CD, Picture Cards 71–80

1 Before the book**Warm-up / review**

Review any food items that Ss have already learned.

Play **Role-play** (Teacher's Guide p. 16), using dialogs 1, 2 and 4. Have Ss use appropriate emotions and gestures.

2 Open the book**Say it!**

Have Ss turn to Student Book p. 58. Have two Ss (S1 and S2) go to the front. Say **(S1's name) is Beth. (S2's name) is Emily. They're going to talk about getting some food to eat. Let's listen.** Say **I'm really hungry.** Have S1 repeat. Say **Do you want to get some corn dogs?** Have S2 repeat. Say **That's a great idea. I'm thirsty, too.** Have S1 repeat. Say **Me, too. Let's go.** Have S2 repeat. Have S1 and S2 say the

dialog on their own. Do it again and have the rest of the Ss repeat. Play CD track B49. Have Ss listen and repeat the dialog.

B49

Listen and repeat.

- Beth:** I'm really hungry. (pause)
Emily: Do you want to get some corn dogs? (pause)
Beth: That's a great idea. (pause)
 I'm thirsty, too. (pause)
Emily: Me, too. Let's go. (pause)

Have Ss look at the different foods next to the dialog. Say **Let's have Emily suggest some other foods to eat.** Have two more Ss (S3 and S4) try the first dialog. Have S3 say **I'm really hungry.** Have S4 say **Do you want to get some chicken?** Have S3 say **That's a great idea. I'm thirsty, too.** Have S4 say **Me, too. Let's go.** Put Ss into pairs and have them practice the dialog with the different foods. Have some pairs say their dialogs in front of the class.

Introduce the Chant-a-gram

Review the vocabulary words. Show Ss Picture Cards 71–80. Say the words and have Ss repeat. Write *What are you going to do?* on the board. Read out the question and have Ss repeat. Say **We're going to go on the ...** and show Picture Card 73. Elicit **We're going to go on the Ferris wheel.** Continue with the other cards. Say **Then we're going to get some ...** and show Picture Card 77. Elicit **Then we're going to get some ice cream.** Repeat the procedure with Picture Cards 72 and 80. Say **Great!** Have Ss repeat. Play CD track B50 and have Ss listen. (Note: The *Chant-a-gram* will be reviewed and taught in more detail in Lesson 4.)

B50

Listen and chant.

- Girl 1:** What are you going to do? What are you going to do?
Boy 1: We're going to go on the Ferris wheel.
 We're going to go on the Ferris wheel.
 Then we're going to get some ice cream.
 Then we're going to get some ice cream.
Girl 2: What are you going to do? What are you going to do?
Boy 2: We're going to go on the bumper cars.
 We're going to go on the bumper cars.
 Then we're going to get some snow cones.
 Then we're going to get some snow cones.
Girl 2: Great!

Play the CD again. Have four Ss go to the front and each hold one of the Picture Cards on the board. Have them raise their cards when they hear their item being chanted.

3 After the book

Have Ss work in pairs and make their own dialogs using any food items. Have some pairs act out the dialogs in front of the class.

Optional

Musical chairs (Teacher's Guide p. 16)

Use **Do you want to get some ____? That's a great idea.**

Activity Book p. 52 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 163.

Lesson 4

Student Book p. 59

Listening

A Listen, Say.

We're going to go on the Ferris wheel. Then we're going to get some cotton candy.

1 merry-go-round / snow cones 2 roller coaster / corn dogs 3 caramel corn / Ferris wheel

B Listen, Ask, Answer.

What are you going to do? We're going to go on the Ferris wheel. Then we're going to get some cotton candy.

1 ice cream / bumper cars 2 cable cars / caramel corn 3 snow cones / roller coaster

C Listen, Circle, Write.

1 We're going to go on the go some Ferris wheel.
 Then we're going to go on the _____
 2 We're going to go on the go some cable cars.
 Then we're going to get some _____
 3 We're going to go on the go some caramel corn.
 Then we're going to go on the _____



Build it!



Chant-a-gram

Targets

- Ss can make a statement about plans using *We're going to go on the _____. Then we're going to get some _____.*
- Ss can ask and answer about plans using *What are you going to do? We're going to go on the _____. Then we're going to get some _____.*
- Ss can chant the *What are you going to do?* chant.

Materials

Picture Cards 71–80, CD

1 Before the book

Warm-up / review

Put Picture Cards 71–80 on the board (with the picture sides showing). Have individual Ss go to the board, pick a card, name it and turn it over. Have the rest of the Ss repeat the word.

Play **Circle it! Relay** (Teacher's Guide p. 15) using Picture Cards 71–80.

Introduce grammar

Hold up Picture Cards 71 and 76 and say **We're going to go on the merry-go-round. Then we're going to get some cotton candy.** Have Ss repeat. Repeat with different cards. Write a large question mark on the board and ask **What are you going to do?** Have Ss repeat. Hold up Picture Card 71 and 76 and elicit **We're going to go on the merry-go-round. Then we're going to get some cotton candy.** Repeat with different cards.

2 Open the book

A

Have Ss turn to Student Book p. 59 and look at part A. Play CD track B51. Have Ss listen and repeat.



A. Listen and repeat.

Peter: We're going to go on the Ferris wheel. (pause)
Then we're going to get some cotton candy. (pause)

Say the number of each picture in part A. Have Ss say the sentences. Say the numbers 1–4 in random order. Have individual Ss say the sentences for each number.

B

Have Ss look at part B. Play CD track B52. Have Ss listen and repeat.



B. Listen and repeat.

Mr. Gray: What are you going to do? (pause)
Peter: We're going to go on the Ferris wheel. (pause)
Then we're going to get some cotton candy. (pause)

Have Ss practice the dialog in pairs for each picture in part B.

C

Have Ss look at part C. Play CD track B53. Have Ss listen and circle the correct word(s). Then have Ss write the correct ride or food to complete the sentences.



C. Listen, circle and write.

1. We're going to go on the Ferris wheel.] (2x)
Then we're going to go on the merry-go-round.
2. We're going to go on the cable cars.] (2x)
Then we're going to get some snow cones.
3. We're going to get some caramel corn.] (2x)
Then we're going to go on the bumper cars.

Check Ss' answers by having individual Ss raise their hands and say the statements or dialogs.

Chant-a-gram

Have Ss look at the *What are you going to do?* chant at the bottom of p. 58 in the Student Book. Play CD track B50 and have Ss listen.



Listen and chant.

Girl 1: What are you going to do? What are you going to do?

Boy 1: We're going to go on the Ferris wheel.
We're going to go on the Ferris wheel.
Then we're going to get some ice cream.
Then we're going to get some ice cream.

Girl 2: What are you going to do? What are you going to do?

Boy 2: We're going to go on the bumper cars.
We're going to go on the bumper cars.
Then we're going to get some snow cones.
Then we're going to get some snow cones.

Girl 2: Great!

Divide Ss into group A and group B. Have group A chant the questions and group B chant the answers. Both groups can chant the last line. Have groups change roles and chant the chant again.

3 After the book

Play **Choose a card** (Teacher's Guide p. 17) using Reduced Picture Cards 71–80 (Teacher's Guide p. 176) and have Ss work in pairs.

Optional

We're going to ... (TR 30: Teacher's Guide p. 115)

Activity Book p. 53 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 163.

Lesson

5

Student Book p. 60



Read it!

Target

Ss can pronounce, read and write *au*, *a* and *o* words.

Materials

Phonics Cards Unit 8 (TR 31: Teacher's Guide p. 116), CD

Ready?

A Listen. Point. Say.

au	a	o
August	ball	corn dog
sausage	walnut	foggy
Santa Claus	water	song

B Listen. Write au, a or o. Read.

It was (f)_____gy and cool. We went to an amusement park.
 I had a (c)corn d____g. My new friend Emily had a
 (s)____age. We had some (ch)ch____colate ice cream, too.
 Then we went on the roller coaster. I was sick. I had some
 (w)____ter. Now I'm OK.

C Listen. Write. Draw a line.

① We sang a _____.

② The _____ is under the bed.

③ It's hot in _____.

1 Before the book

Warm-up / review

Write one of the sounds from the *Read it!* section in Unit 7 on the board and say the sound. Have individual Ss come to the board, write the words with that sound and say the words. Have the rest of the Ss repeat the words. Continue with the remaining sounds from Unit 7.

Introduce the letters and sounds of *au*, *a* and *o*

Write *au* on the board and say it. Use enlarged **Phonics Cards Unit 8** (TR 31: Teacher's Guide p. 116) to show Ss the *au* words. Point to and read the words, emphasizing the *au* sound. Have Ss listen. Say **August, sausage, Santa Claus. What sound is the same?** Have Ss say *au*. Do the same for *a* and *o*. Place all the cards on the board. Read the words down the lists, emphasizing the *au*, *a* and *o* sounds, and point to the words as you read them. Have Ss repeat. Explain the meaning of any words Ss do not understand. Point to the cards in random order and have individual Ss say the words.

Pronunciation note

au /ɑ:/, *a* /ɑ:/, *o* /ɑ:/ (See pronunciation table on Teacher's Guide p. 5.)

2 Open the book

A

Have Ss turn to Student Book p. 60 and look at part A. Play CD track B54. Have Ss listen and point to the pictures.

B54

A. Listen, point and repeat.

<i>au</i> , <i>au</i>	(pause)	<i>o</i> , <i>o</i>	(pause)
<i>au</i> , <i>au</i> , <i>August</i>	(pause)	<i>o</i> , <i>o</i> , <i>corn dog</i>	(pause)
<i>au</i> , <i>au</i> , <i>sausage</i>	(pause)	<i>o</i> , <i>o</i> , <i>foggy</i>	(pause)
<i>au</i> , <i>au</i> , <i>Santa Claus</i>	(pause)	<i>o</i> , <i>o</i> , <i>song</i>	(pause)
<i>a</i> , <i>a</i>	(pause)		
<i>a</i> , <i>a</i> , <i>ball</i>	(pause)		
<i>a</i> , <i>a</i> , <i>walnut</i>	(pause)		
<i>a</i> , <i>a</i> , <i>water</i>	(pause)		

Play the CD again. Have Ss listen and repeat.

Play the CD a third time. Have individual Ss repeat the items.

Name the pictures and ask **What's the sound?** Have individual Ss answer by circling the letters on the board and saying the sound. Point to the pictures in random order and have individual Ss name them.

Have Ss turn to Student Book pp. 56–57 and look at the main scenes. Have them find and name pictures of words that contain the phonics sounds they have just learned. (Answers: ball, corn dog.)

B

Review the words small, fall and chocolate. Draw a picture of a big circle and a small circle on the board. Point to the big circle and say **big**. Point to the small circle and say **small**. Write small on the board. Say the seasons starting with spring. Stop at fall and repeat the word. Write fall on the board. Draw a box of chocolates on the board. Draw some chocolates around the box. Point to the chocolates and say **chocolates**. Ask students to match the sounds with the review words on the board. Elicit the answers.

Have Ss turn to Student Book p. 60 and look at part B. Focus attention on the missing letters. Play CD track B55 and have Ss write *au*, *a* or *o* in the blanks. Allow Ss to use part A as a word bank. Have advanced Ss cover up part A on the page if appropriate.

B55

B. Listen and write.

Beth: It was foggy and cool. We went to an amusement park. I had a corn dog. My new friend Emily had a sausage. We had some chocolate ice cream, too. Then we went on the roller coaster. I was sick. I had some water. Now I'm OK.

Check the answers by having individual Ss read the passage.

C

Have Ss turn to Student Book p. 60 and look at part C. Focus Ss' attention on the pictures. Have Ss name the pictures. Play CD track B56. Have Ss listen and write the words in the blanks. Have Ss match the sentences to the pictures.

B56

C. Listen and write.

- We sang a song. (2x)
- The ball is under the bed. (2x)
- It's hot in August. (2x)

Walk around the classroom and check Ss' progress. Put Ss into pairs and have them check their answers. Check the answers with the whole class by having individual Ss write the sentences on the board and read them out.

3 After the book

Play **Back writing** (Teacher's Guide p. 18).

Optional

- **Fill in the blanks!** (Teacher's Guide p. 18)
- **Unscramble it!** (Teacher's Guide p. 18)

Activity Book p. 54 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 163.

Next lesson: Bring some paper tokens to use as markers to play the game.

Lesson

6

Student Book p. 61



Practice it!

Target

Ss can understand and produce this unit's target language.

Materials

Picture Cards 71–80, paper tokens

1 Before the book

Warm-up / review

Chant the *Chant-a-gram* together. Hold up Picture Cards 71–80 two at a time. Ask Ss **What are you going to do?** Have Ss answer **We're going to go on the (merry-go-round). Then we're going to go on the (bumper cars)** according to the pictures on the cards.

Play **Lying countdown** (Teacher's Guide p. 17) using Picture Cards 71–80.

2 Open the book

A

Have Ss turn to Student Book p. 61. Put Ss into pairs. Have Ss look at the modeled question. Read out the question and have Ss repeat. Give five paper tokens to each student. Have Ss write their initials on each token. Have Ss line up their paper tokens on the first row at opposite ends of the game board. Explain that Ss are going to play checkers and that there are three rules: (1) Ss can move sideways, forward or diagonally; (2) If an opponent's token is on a neighboring space, Ss can skip over it and take that token; (3) Tokens that cross to the opposite side are safe and can't be moved. Have S1 in each pair ask **What are you going to do?** Have S2 move one of his or her tokens sideways, forward or diagonally and answer according to the picture on the starting space and the landing space, e.g. **We're going to go on the (roller coaster). Then we're going to get some (caramel corn).** Have Ss take turns asking and answering to play checkers. The person with the most markers at the end takes the first turn in the next game.

3 After the book

Encourage Ss to imagine that they're going to an amusement park. Ask what they're going to do first and then what they're going to do. Have individual Ss answer.

Optional

- **Board game** (TR 32: Teacher's Guide p. 117)
- **Concentration** (Teacher's Guide p. 19)

Use two sets of Reduced Picture Cards 71–80 (Teacher's Guide p. 176). Have Ss say **I'm going to go on the (merry-go-round)** each time they turn over the first card. If the second card matches they can take the cards. If the second card does not match, they say **Then I'm going to get some (ice cream)** and turn both cards over again.

Activity Book p. 55 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 164. Now that Ss have completed Unit 8, they can go to the *Reward!* page, Activity Book p. 70 and color number 8 yellow.