

In This Unit

Theme This unit is about color in the world around us and its effect on people.

Content Objectives

- Students will
- observe and describe colors in the natural world and in photographs.
 - identify the influence of different colors on their own perception and moods.

Language Objectives

- Students will
- talk about colors and why they are important.
 - correct information.
 - use comparatives and superlatives to compare two or more things.
 - use *the* to identify general and specific things.
 - write a paragraph about their favorite color using a topic sentence.

Target Vocabulary

pp. 10–11 *bright, colorblind, danger, death, dye, emergency, good luck, light, to represent, safety, sign, to trust, visible, to warn, wedding*

p. 12 *common, flag, luxury, to signal*

p. 15 *connection, depressed, nervous, relaxed*

p. 16 *company, to notice, ordinary, royalty*

Vocabulary Strategy Suffix *-al*; Using context clues

Speaking Strategy Correcting information

Grammar

Grammar 1 use comparatives and superlatives: comparing two or more things

Grammar 2 identify general and specific things with *the*

Reading *Purple Power*

Reading Strategy Identify sequence of events

Video Scene 1.1: *Seeing Colors?*; Scene 1.2: Meet Annie Griffiths

Writing Descriptive paragraph

National Geographic Mission Look for Opportunities

Project

- Art presentation
- Food presentation
- Blog entry

Pronunciation Schwa (/ə/) sound

Pacing Guides 2.1.1, 2.1.2, 2.1.3



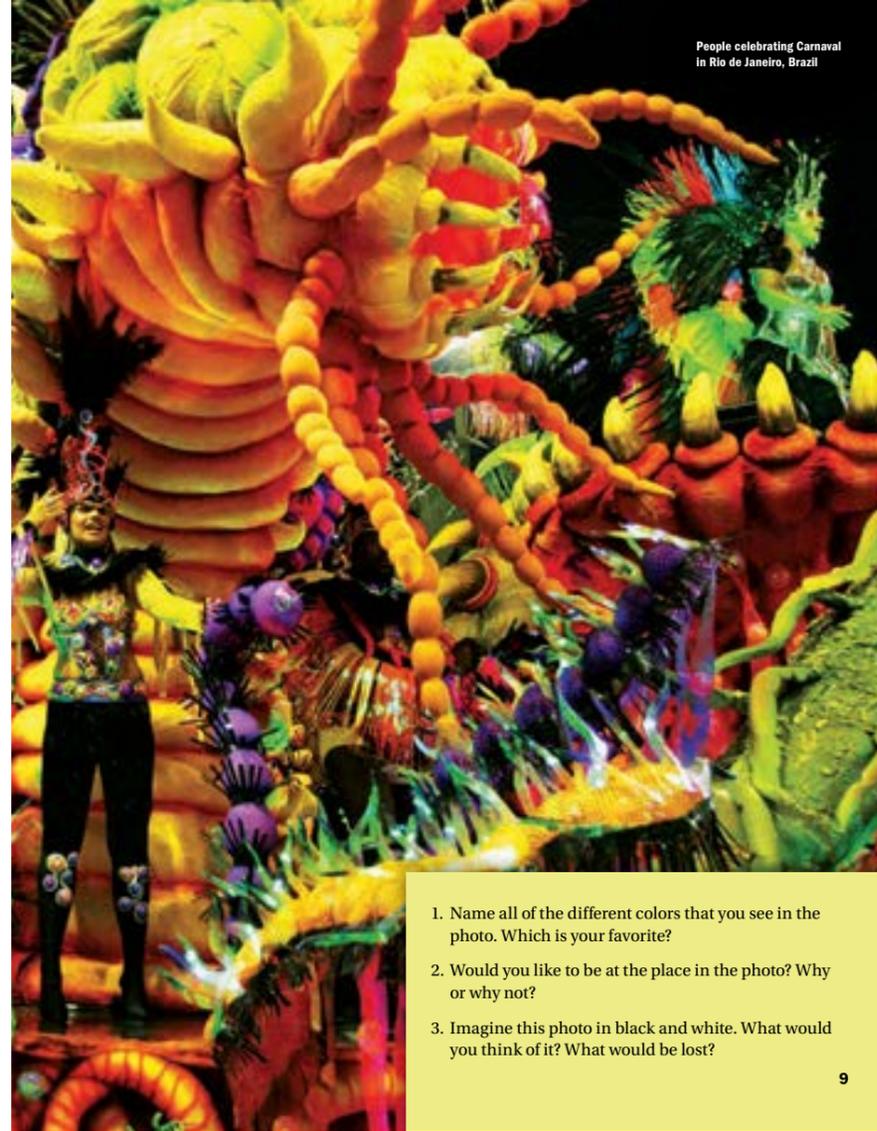
“When multiple colors dance across the same scene, the result can be a carnival.”

—Annie Griffiths

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Introduce the Unit

- **Activate prior knowledge** Say *Look all around the classroom*. Ask *Do you see the same color or different colors?* (different colors) Say *Describe the color of an object you see*. (Sample response: I see a blue notebook.) Ask *Do you see anything that is a different color? What color?* (Sample response: Yes. I see a green pen.) Have students name different-colored objects they see.
- Say *We’re going to learn why color matters. Something that matters is something important. We’ll learn why color is important.*
- Have students open their books to pp. 8–9. Point out the unit title *Color Matters*. Ask *What do you see in the photo?* (a display with many different colors, people in colorful costumes)
- Ask questions such as these to encourage further discussion:
 - Where was the photo taken?* (Rio de Janeiro, Brazil)
 - How do the people in the photo look? Happy? Sad?* (happy)
 - Why do you think the people are dressed in colorful clothes?* (They are celebrating *Carnaval*.)



1. Name all of the different colors that you see in the photo. Which is your favorite?
2. Would you like to be at the place in the photo? Why or why not?
3. Imagine this photo in black and white. What would you think of it? What would be lost?

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Unit Opener

Objectives

- Students will
- discuss colors displayed at an event shown in a photo.
 - discuss how the impact of a color photo changes when shown in black and white.

Resources Worksheet 2.1.1 (Teacher’s Resource CD-ROM/Website); CPT: Unit Opener

Materials globe or map of the world (optional)

Be the Expert

About the Photo

Carnaval, a huge five-day festival famous throughout the world, is held in Rio de Janeiro each year. During *Carnaval*, more than 1.5 million people fill the streets. Participants march in parades wearing colorful costumes and dancing to samba music.

Related Word

costume

- Have a student read aloud Question 1 on p. 9. Draw a T-chart on the board. As students name the colors in the photo, list them in the left column of the chart. For each color, say *Raise your hand if this is your favorite color*. Count hands and record the number in the right column. Discuss which color is the favorite of most students.
- Share with students the information in About the Photo that gives details about the celebration of *Carnaval*. If possible, use a map or globe to show students the location of Rio de Janeiro, Brazil.
- Have a student read aloud Question 2. Call on students to explain their responses.
- Next, have a student read aloud the quote by Annie Griffiths. Explain that a *carnival* is a celebration. Then have the student read aloud Question 3. Encourage a class discussion of students’ ideas about how the black and white photo would differ from the color photo.

Extend

- Distribute **Worksheet 2.1.1**. Pair students. Explain that partners will be writing about and discussing colorful events and photos.

Objectives

- Students will
- identify and use vocabulary related to color and how color is used.
 - use new vocabulary to read about and discuss colors and the effect of colors on people's moods.

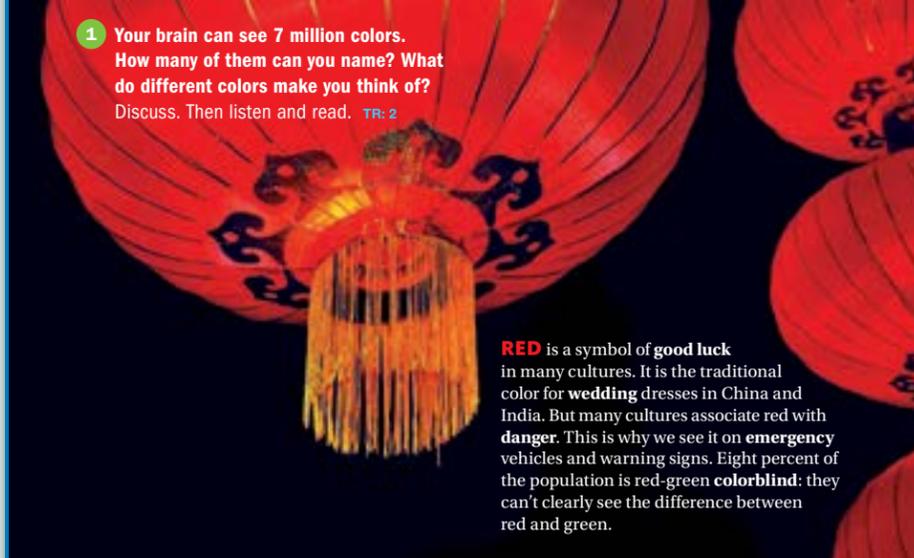
Target Vocabulary *bright, colorblind, danger, death, dye, emergency, good luck, light, to represent, safety, to trust, visible, to warn, wedding*

Content Vocabulary *to activate, to associate, cave, expensive, highlighter, logo, population, symbol, traffic*

Resources TR 2–3 (Audio CD/Website/CPT); CPT: Vocabulary

Materials image of a rainbow, index cards

1 Your brain can see 7 million colors. How many of them can you name? What do different colors make you think of? Discuss. Then listen and read. TR: 2



RED is a symbol of **good luck** in many cultures. It is the traditional color for **wedding** dresses in China and India. But many cultures associate red with **danger**. This is why we see it on **emergency** vehicles and warning signs. Eight percent of the population is red-green **colorblind**: they can't clearly see the difference between red and green.

GREEN is a color that makes people feel at peace because it's the most common color in nature. The green in leaves and grass comes from something called *chlorophyll*. This word comes from the Greek *khloros* (green) and *phylon* (leaf).

Green also symbolizes **safety**. Because of this, it's used in traffic lights to signal when it's safe to go.



BLUE is the most popular color in the world. More than half the world's flags have blue in them. Blue is also the most common color used by businesses. Many businesses use the color blue to **represent** them in logos and advertisements. This is because blue helps us feel like we can **trust** them.



ORANGE gets its name from the fruit. The word originally described the taste of the fruit's peel, but by the sixteenth century, *orange* was also the name of this **bright** color.



INDIGO is a dark color between blue and purple. Indigo clothing was a sign of luxury in the past because indigo dye came from a rare plant. It was very expensive, and few people could wear clothes made with this dye. Now we use indigo dye to make blue jeans.



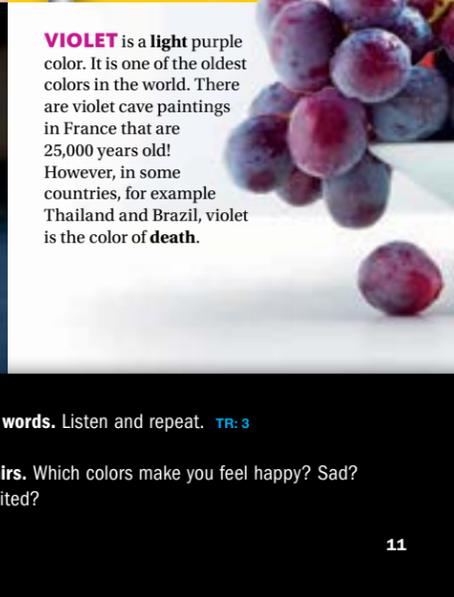
2 Learn new words. Listen and repeat. TR: 3

3 Work in pairs. Which colors make you feel happy? Sad? Angry? Excited?

YELLOW is the color of taxis and school buses because it's the most **visible** color on the road. Like red, yellow is also used to **warn** people of dangerous situations. Because it attracts attention, yellow is used for highlighter pens. The bright color activates different parts of the brain that help the reader remember the highlighted text.



VIOLET is a **light** purple color. It is one of the oldest colors in the world. There are violet cave paintings in France that are 25,000 years old! However, in some countries, for example Thailand and Brazil, violet is the color of **death**.



About the Photo

The photos on pp. 10–11 show the following:
 p. 10 top: red lanterns hanging in celebration of Chinese New Year
 p. 10 bottom: blades of green grass; a boy with the blue and white colors of the Greek flag painted on his face
 p. 11 top: a girl holding orange slices over her eyes; an Australian road sign indicating a kangaroo crossing
 p. 11 bottom: a pair of torn blue jeans; a bowl of red grapes

Teaching Tip

It's important to give all students an opportunity to speak in class. When you ask questions, avoid always calling on the most eager students. Call on as many students as possible, so that every student has an opportunity to speak.

Warm Up

- **Activate prior knowledge** Display an image of a rainbow. Point to it and say *This is a picture of a rainbow.* Ask *Have you ever seen a rainbow?* Have students share their experiences, or share one of your own experiences with the class. Ask *Where do you see a rainbow?* (in the sky) *When do you see a rainbow?* (after it rains) *How does a rainbow make you feel?* (happy) Say *A rainbow has many different colors. We're going to learn more about colors.*

Present 1 2

- Have students open their books to pp. 10–11. Have a student read aloud the Activity 1 questions at the top of p. 10. Ask *Does it surprise you that your brain can see 7 million colors?* Students may respond that they didn't know there were that many colors. Say *Let's make a list of all the colors you know.* As students

name colors, write each color name in a row across the board.

- Say *Now tell me what each color makes you think of.* Point to the first color listed on the board and say *(Red).* Ask *What does the color (red) make you think of?* Write students' responses beneath the color (red).

<u>red</u>	<u>yellow</u>	<u>blue</u>
an apple	the sun	the sky
strawberries	a banana	the ocean

- Point to the next color on the board. Ask *What does the color (yellow) make you think of?* Write responses beneath the color (yellow). Continue for each color, listing the items that students associate with it (Sample responses: green for grass, leaves; orange for pumpkin, sunset).

- 1 Play TR: 2 and have students listen and read. Discuss the reading with students. Ask questions such as the following:

Which color is a symbol of good luck in many cultures?
Why are many taxis and school buses yellow?
Why do businesses use the color blue to represent them in advertisements?

- 2 Play TR: 3. Have students listen and repeat. Have partners or small groups take turns saying each word and sentence.

- Divide the class into three groups. Distribute index cards to each group. Say *Your group will make cards about the new words you learned.* Assign each group five vocabulary words. Say *Write a new word on each card. Then write what the word means. Finally, write a sentence that uses the word. Try to write a new sentence with the word in it.*

- Model an example. Say *I write the word visible on a card and think about what it means. I can look back at the reading to help me understand what visible means. I read on page 11 that taxis and school buses are yellow because it's the most visible color on the road. I think visible means "easy to see." Now I'll think of a new sentence with visible in it. Here's a sentence: The moon is visible on some clear nights.*

- When groups have completed their cards, have them share them with the class. Post the cards in the classroom so students can refer to them if they are unsure of a word's meaning.

Objectives

- Students will
- practice using vocabulary related to colors and the effect colors have on people.
 - use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *common, flag, luxury, to signal*

Vocabulary Strategy *Suffix -al*

Academic Language *definition, necessary*

Content Vocabulary *beauty, panther*

Resources Online Workbook/Workbook pp. 2–3; Worksheet 2.1.2 (Teacher’s Resource CD-ROM/Website); TR 4–5 (Audio CD/Website/CPT); CPT: Vocabulary

Materials favorite color photographs that students bring from home (*optional*)

4 Read and write the words from the list. Make any necessary changes.

bright	danger	light	represent
safety	visible	warn	wedding

Photographer Annie Griffiths has traveled all around the world. In many of the places she’s visited, Annie has seen *danger*. However, Annie chooses to focus on the beauty of the places and the people she meets. This photo is one of her favorites. It shows her son resting next to her friend. She took it after a *wedding* celebration in Jordan. For Annie, the photograph expresses her son’s feeling of *safety* and happiness. Annie loves to use *bright* colors in her photos. She says, “It’s difficult to photograph a very dark thing, for example the black fur of a panther, or a very *light* thing, for example a snowy field. But one spot of color in a picture can make it look amazing.”



5 Learn new words. Listen to these words and match them to the definitions. Then listen and repeat. TR: 4 and 5

common	flag	luxury	to signal
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1. *to signal* give a sign or a warning
2. *common* happening often
3. *luxury* a special thing
4. *flag* the symbol of a country

6 Choose an activity.

1. **Work independently.** Choose a favorite photograph, and show it to the class. Describe the photo, and talk about its colors. Explain why you like it so much.
2. **Work in pairs.** Discuss the saying: *A picture is worth a thousand words.* What do you think this means? Do you agree with it? Why or why not?
3. **Work in groups.** Your teacher asks you to paint your classroom. Which colors will you choose for the walls, ceiling, desks, and chairs? Why? Create a design suggestion together.

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Photographer Annie Griffiths

Practice 3 4 5

- 3 Pair students. Say *Think about the different colors we’ve talked about and how you feel about each color. Now read the Activity 3 questions on page 11.* Have partners ask and answer the questions in Activity 3. Say *Tell why the colors you choose make you feel happy, sad, angry, or excited. Try to use some of your new words in your answers.*
- 4 Have students turn to p. 12. Choose several students to read aloud the words in the word box. Have them choose two words and use them in a sentence. Before students do Activity 4, explain that there are three extra words in the word box that will not be used. Then have students complete Activity 4 independently. Have a student read aloud the completed paragraphs.
- If students finish the activity early, have them write sentences using the three extra words in the word box: *visible, warn, and represent.*
- 5 **Learn new words** Play TR: 4 and 5. Have students listen, and then have them look for each word in context on pp. 10–11.

Vocabulary Strategy

Suffix -al The *-al* ending changes the meaning of a word to include the sense of “relating to.” For example, when the *-al* ending is added to the noun *sign*, it becomes the adjective *signal* with the meaning “relating to a sign.” Other words with *-al* endings include:

season	>	seasonal
history	>	historical
person	>	personal
nation	>	national
emotion	>	emotional

About the Photo

The photo at the top of p. 12 shows Annie Griffith’s son, Charlie, resting beside two Bedouin men in Petra, Jordan. Bedouins are nomadic people living in deserts in the Middle East. The men had retreated to a small shelter for protection during a dust storm. Dust storms can reduce visibility and cause breathing problems for travelers.

Teaching Tip

Make it a practice to walk around the classroom and monitor partners and groups as they have discussions. Interact with students by providing positive reinforcement with phrases such as *Good job!* or suggestions such as *Remember to support your opinions with reasons.*

Formative Assessment

- Can students
- use vocabulary related to color and how color is used?
Ask Why is the color red used for emergency vehicles and warning signs?
 - use new vocabulary to discuss colors and the effect of colors on people’s moods?
Ask What is one reason that people feel at peace when they see the color green?

Workbook For additional practice, assign Workbook pp. 2–3.

Online Workbook Vocabulary

Ask students to pronounce each word and use it in a sentence. Review word meanings, and have students complete Activity 5 independently.

- **Vocabulary strategy** Point out the word *signal* on p. 10. Write the word on the board and circle the *-al* ending. Explain that placing the ending *-al* on a word such as *sign* changes the word from a noun into an adjective. The adjective *signal* has the meaning “used for sending a message, warning, or command.” Write an example sentence using the adjective *signal* on the board: “The driver turned on her signal light and made a right turn.” You may wish to point out to students that *signal* is also a noun with the meaning “a sign that serves to start an action” and that *to signal* is a verb meaning “to notify by a signal.” Help students think of other words with *-al* endings. (traditional, accidental, natural)

Apply 6

- 6 Have students read Activity 6. Say *Decide whether you want to work on your own, with a partner, or in a group. Choose one activity.*
- Students who choose the first activity can use a photograph they bring from home or a photograph in their Student Books. Pair and group students who choose the second and third activities. Remind them to take a few moments to silently think over the activity before discussing it with their partner or group members. For the second activity, monitor partner discussions to be sure students have an accurate understanding of the saying *A picture is worth a thousand words.* The saying means that one picture gives as much information as many words of spoken or written text.
- Before students begin their activities, say *Try to use the new words you learned in your explanations and discussions.* Have students complete one of the three choice activities. Then have students share their completed activities with the class.

Extend

- Pair students. Have both students act as photographers. Have partners role-play a situation in which they are photographing scenes in city neighborhoods. Tell students to write a dialogue and use as many of their new vocabulary words as they can. Partners can act out their role-plays for the class.
- If time allows, assign **Worksheet 2.1.2.** Explain that students will use vocabulary words to think and write about ways that people use color. They will also write about the meanings that colors have.

Wrap Up

- Pair students. List the following colors on the board: *red, orange, yellow, green, blue, indigo, and violet.* Say *Tell about different ways that colors are used. One partner names a color. The other partner tells one way that the color is used.* Model an example. Say *(Anna) says “Blue.” Her partner (Rosa) says “Businesses use blue in advertisements so people will trust them.”* Partners take turns, switching roles and describing ways that each color is used.

Objective

- Students will
- correct information.

Speaking Strategy Correcting information

Academic Language *communicate, consider, correct*

Content Vocabulary *light rays, symbol*

Pronunciation The schwa (/ə/) sound

Resources Online Workbook; Worksheet 2.1.3 (Teacher's Resource CD-ROM/Website); TR 6–7 (Audio CD/Website/CPT); CPT: Speaking Strategy

Materials index cards

SPEAKING STRATEGY TR: 6

Correcting information

The sky is blue. Actually, it isn't blue.
 As a matter of fact, the light from the sun is lots of colors.
 In fact, we see blue because blue light rays are shorter than light rays of other colors.
 After all, the sky changes from blue to red when the sun sets in the evening.

7 Listen. How do the speakers correct information? Write the words and phrases you hear. **TR: 7**

8 Read and complete the dialogue.

Possible answers:
 Jaime: White is the most popular color for wedding dresses.
 Ana: Actually, it isn't a popular color everywhere.
 Jaime: Really?
 Ana: Yes. As a matter of fact, white is the color of death in China, Korea, and other Asian countries.
 Jaime: Wow, I didn't know that.
 Ana: In fact, red is the color of weddings and celebrations in India and China.
 Jaime: Interesting! I think red is a great color for wedding dresses.
After all, it is a symbol of love in many cultures!



9 Work in pairs. Place all of the cards on the desk with the photos facing up. Both students take cards with matching photos. One partner reads information, and the other corrects it.



Polar bears have white fur.

As a matter of fact, their fur isn't white. It's clear, but it reflects the light. This makes it look white.

Go to p. 153.

10 Work in groups. When is it important to correct information? What do you need to consider when correcting what someone else says? How do the words and phrases above help you to communicate better?

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Warm Up

- **Activate prior knowledge** Say *Your friend describes a movie that you both watched. You think your friend's description is not correct.* Ask *What can you say to your friend?* (Sample responses: I think you're wrong about that. I disagree with you. I don't agree. I don't think that happened.)

Present 7

- Say *We're going to learn about polite ways to correct information.* Have students open their books to p. 13. Say *We'll listen to one speaker give information. Then we'll listen to several responses that politely correct the information.* Play **TR: 6**.

- Play **TR: 6** again and have students read along. Then have students make a statement and correct information. Supply prompts such as the following:

The _____ is orange.
 _____, it isn't orange.
 _____, the bright light only makes it look orange.
 _____, it looks orange because _____.
 _____, the color seems to change in the sun or shade.

- **7** Say *Now listen for words and phrases that two speakers use to correct information. Write the words and phrases you hear.* Play **TR: 7**. Have students share the words and phrases they wrote.

Practice 8

- **8** Once students seem comfortable using the speaking strategy to correct information, direct them to Activity 8. Have students complete Activity 8 independently. Call on students to read their completed dialogues aloud, taking turns as Jaime and

Ana. Ask *Did you hear different ways to correct information? What words and phrases did you say or hear?*

Apply 9 10

- **9** Put students in pairs. Say *You're going to play a game to practice correcting information.* Have partners cut out the cards on p. 153. Say *One partner is blue and the other partner is green.* Point out the direction text and statement text on the back of the blue and green polar bear cards. Say *The partner whose card reads "Begin by saying" goes first. The partner whose card reads "Correct by saying" responds.*
- Have two students read aloud the model dialogue in the speech bubbles. Have partners play the game, taking turns to make statements and to correct information.
- **Connect** Say *Now let's think about when you might correct information. Suppose a friend says that a movie begins at 7:45 p.m. You know that the movie begins at 7:15 p.m. Ask Is it important to correct your friend? Why?* (Yes, because you would miss the beginning of the movie.)
- **10** Put students in groups of three or four. Have them read Activity 10. Say *Answer each of the three questions.* Have groups share the results of their discussions with the class. (Students may mention correcting information in a dangerous or an emergency situation. They may also mention using a gentle tone of voice or humor.)

Extend

- Pair students. Have students write three incorrect statements about classroom objects. One partner will read an incorrect statement and the other partner will correct it. Model an example. Say *I say, "There is a blue picture on the wall above the desk. My partner says, "Actually, it isn't blue. It's green."* Have partners take turns making and correcting incorrect statements.
- If time allows, assign **Worksheet 2.1.3**. Explain that students will use the worksheet to talk with a partner and correct information.

Wrap Up

- Prepare index cards with the following incorrect statements: *Most people are red-green colorblind. Yellow is used for highlighter pens because it represents trust. Orange clothing was a sign of luxury in the past. Very few of the world's flags have blue in them.* Pair students. Distribute one card to each pair.
- Say *Read the sentence on the card with incorrect information. Your partner will correct the information.* Have partners switch roles and correct information using a different response.

Strategy in Depth

There are different ways to correct information in English. Use *actually* to restate the information using the negative *not*:

Actually, the sunset isn't (is not) orange.
 Use *as a matter of fact* or *in fact* to state additional information:

As a matter of fact, the light from the sun is lots of colors. In fact, we see orange because orange rays are longer than rays of most other colors.

Use *after all* to explain why the original statement is not entirely accurate:

After all, the sky changes from blue to orange and, finally, to red at sunset.

Additional ways to correct information include the following phrases:

in actual fact,	in truth,
in reality,	if truth be told,
in actuality,	to tell the truth,

Pronunciation in Depth

Go to Student Book p. 144. Use audio tracks 110 and 111.

The schwa (/ə/) sound The schwa is a relaxed, unstressed *uh* sound. Vowels or vowel combinations are often pronounced as schwa when they appear in unstressed syllables.

Many suffixes create unstressed syllables that are often pronounced with a schwa. In faster speech, the schwa is lightly pronounced or even omitted.

traditional: /trə'dɪ jə n^əl/ or /trə'dɪ jə nəl/ or /trə'dɪ jə nɪ/

- The schwa is the most common vowel sound in the English language.
- Any vowel (a, e, i, o, u) or vowel combination can be pronounced with schwa (*traditional, population, dangerous*).

Formative Assessment

Can students

- correct information?

Say *Imagine you want to correct something someone has said. Respond in two different ways to correct it.* Then say the following incorrect statement: *Yellow is the color of death in China, Korea, and other Asian countries.*

Objectives

- Students will
- learn the form and use of comparative and superlative adjectives.
 - use comparatives and superlatives to compare two or more food items and to talk about food.
 - learn and use words associated with colors and moods.

Grammar Comparatives and superlatives: Comparing two or more things

Target Vocabulary *connection, depressed, nervous, relaxed*

Content Vocabulary *association, diet, experiment, surround*

Academic Language *comparative, comparison, superlative*

Resources Online Workbook/Workbook pp. 4–5; TR 8–11 (Audio CD/Website/CPT); CPT: Grammar 1

Materials two sheets of colored paper: bright neon and light pastel; index cards

GRAMMAR TR: 8

Comparatives and superlatives: Comparing two or more things

Adjective	Comparative	Superlative
Purple is a popular color.	Green is more popular than purple.	Blue is the most popular color in the world.
Green peppers are tasty .	Red peppers are tastier than green peppers.	Yellow peppers are the tastiest peppers.
Red grapes are good .	Red grapes are better than green grapes.	Red grapes are the best .

11 Read. Choose the correct word or phrase to complete the paragraph.

hungrier larger most delicious sweeter worse

When you see your favorite food on a red plate, you probably feel hungry. But you feel hungrier when it's on a white plate. Why? Research shows that colors can really affect our feelings about food. For example, when you add red dye to water, it tastes sweeter than normal water, as if you've added sugar. The food that you think is the most delicious will probably taste worse to you if you change its color to blue. This is because blue is a very unnatural color for food.

Color can also affect how much we eat. In one experiment, people were asked to serve themselves some pasta with white sauce. The people with red plates took a small portion, while the people with white plates took a much larger portion. Can you guess why this happens?



12 Read. Complete the sentences with the correct comparative or superlative forms. Then listen and check your answers. TR: 9

- Dark green vegetables are higher (high/low) in vitamin C than light green vegetables.
- Yellow bananas are sweeter than (salty/sweet) green bananas, but green bananas are better (good/bad) for you.
- Blue is the most unusual (common/unusual) color for food.
- The healthiest (healthy/popular) diet includes foods of many different colors.

13 Work in pairs. Make a list of your five favorite foods. Then share your list. Make comparisons about those foods.

Apples are better for you than cookies, but cookies are sweeter!

14

Warm Up

• **Preteach** Say *You can compare and contrast two or more things to describe how they are the same and different.* Hold up two sheets of paper, a brightly colored sheet and a lightly colored sheet. Ask *Which sheet of paper is a brighter color?* (the [green] sheet of paper) *Which sheet of paper is a lighter color?* (the [yellow] sheet of paper) Say *The (green) sheet of paper is brighter than the (yellow) sheet of paper. The (yellow) sheet of paper is lighter than the (green) sheet of paper.* Write *brighter* and *lighter* on the board and underline both -er endings. Say *We add the ending -er to bright and light to compare the colors of the two sheets of paper.*

Present

• Have students open their books to pp. 14–15. Point out the chart at the top of p. 14. Say *The chart shows how to compare two or more things. In the first column, the adjectives popular, tasty, and good describe something. In the second column, the adjectives compare two things. In the third column, the adjectives compare more than two things.*

Grammar in Depth

The rules for forming comparatives and superlatives with *more/most* or *-er/-est* include the following:

Adjectives with three or more syllables: always use *more/most*.
important → *more important* → *most important*

Adjectives with two syllables ending in -y: both forms are possible.
friendly → *friendlier* → *friendliest*
friendly → *more friendly* → *most friendly*

Adjectives with one syllable: use *-er/-est*.
long → *longer* → *longest*

Double the consonant in one-syllable adjectives that have the format *consonant + vowel + consonant*.
big → *bigger*

Teaching Tip

Pause periodically to give students an opportunity to ask questions about the lesson. Encourage students to ask any questions they may have about vocabulary, grammar, or other English-language content. To put students at ease about asking questions, remind them that all questions are important. Explain that it's likely that other students in the class have the same or a similar question.

14 Learn new words. Listen and read to find out about colors and moods. Then listen and repeat. TR: 10 and 11

We make strong **connections** between colors and feelings.



15 Work in pairs. Discuss how you feel when you see these things.

I feel relaxed when I see green trees.

I feel nervous when I see red lights on a car.

Me, too! But I feel more relaxed when I look at blue artwork.

16 Work in groups. Compare your answers to Activity 15 with another pair. Then choose two other colors and say how they make you feel.

15

- Say *Now let's listen to the sentences.* Play TR: 8 and have students read along.
- Write on the board the following:

Adjective	Comparative	Superlative
tasty	tastier than	the tastiest
popular	more popular than	the most popular
good	better than	the best
bad	worse than	the worst
little	less than	the least

• Say *You form the comparative and superlative forms of adjectives in different ways. Let's look at the examples on the board.* Point to *tasty*. Say *To compare two things, you add -er to the end of an adjective like tasty.* Point to *tastier than*. Say *Change the y in tasty to an i and add -er. Tastier is the comparative form of tasty.* Point to *the tastiest*. Say *To compare more than two things, add -est to tasty. Tastiest is the superlative form of tasty.*

- Point to the row for *popular*. Say *Popular ... more popular than ... the most popular*. Popular has three syllables: pop-, u-, and -lar. You form the comparative and superlative of a three-syllable adjective like popular by using the words more and most.
- Point to the row for *good*. Say *Some adjectives, such as good, do not follow these rules. You need to learn the comparative and superlative forms: good ... better ... best*.
- Point out that the word *than* is used after comparative adjectives and that the word *the* is used before superlative adjectives. Play **TR: 8** again and have students listen.

Practice 11 12 13

- **11** Direct students' attention to Activity 11. Have a student read aloud the words and phrases in the box. Ask *Which of these words do you use to compare two things?* (hungrier, larger, sweeter, worse) Ask *Which phrase do you use to compare more than two things?* (most delicious) Say *Now read the paragraphs. Fill in the blanks with the correct words from the box.*
- Have students complete the text on their own. When students have finished, call on a student to read aloud his or her completed paragraphs.

- Ask *Why do you think the people with red plates took a small portion and the people with white plates took a much larger portion?* (people feel hungrier when food is on a white plate) Explain that the contrast in color between the color of the food and the color of the plate makes us believe that the portion is bigger. So white food on a red plate makes us think we have more food on our plate. When there is no color contrast, the portion looks smaller. So white food on a white plate makes us think there is less food, and we take a bigger portion.
- **12** Have students read Activity 12. Say *Complete each sentence in items 1 to 4. Form the comparative or superlative of the words in parentheses. Remember to use than or the when you need to.* Give students time to complete items 1–4 on their own. When students have finished, say *Now listen to the sentences and check your answers.* Play **TR: 9**. For item 1, point out that the word *than* follows the phrase *in vitamin C* after the comparative form of the adjective.
- **13** Pair students. Say *List your five favorite foods. Use your list and your partner's list to talk about the foods you listed. Use comparative and superlative adjectives to compare the foods.* Have a student read aloud the comparison in the speech bubble as a model. After students have completed the activity, have them share their comparisons with the class.

Apply 14 15 16

- **14** **Learn new words** Have students open their books to p. 15. Direct their attention to Activity 14. Say *You've read about colors and how they affect the way we think about food. Now we're going to learn new words that will help you talk about colors and how they affect people's mood.* Play **TR: 10**. Have students follow along in their books as they listen.
- Point out the four boldfaced words in the paragraphs in Activity 14. Say *You heard some new words. Let's listen to these words in sentences.* Play **TR: 11**. Have students repeat each word alone and in a sentence.

- **15** Pair students. Write the new words on the board: *connections, nervous, relaxed, depressed*. Have partners look at each photo and talk about how the photo makes them feel. Say *Talk with your partner about how each photo makes you feel. Use the words you learned and other words you know. Make comparisons.* Have three students each read aloud one of the speech bubbles on the photos to model how to talk about the photos.
- **16** Put two pairs of partners from Activity 15 together to form a group of four students. Have them read Activity 16. Say *Talk about how the photos make you feel. Use comparisons. Then choose two different colors and talk about how those colors make you feel.* After groups have finished, have them share some of their feelings about colors and mood with the class.

Extend

- Write each of the following adjectives and their comparative and superlative forms on index cards.

relaxed	more relaxed	the most relaxed
happy	happier	the happiest
depressed	more depressed	the most depressed
calm	calmer	the calmest
nervous	more nervous	the most nervous

Pair students. Give out one card to each pair. Have partners each list three things that make them feel the emotions on their card. Tell partners to take turns telling how they feel. Model an example. Say *Sonia and Tomas's card is relaxed, more relaxed, and the most relaxed. Sonia writes listen to music, go for a hike, and go to the beach. Sonia says, "I feel relaxed when I listen to music. I feel more relaxed when I go for a hike than when I listen to music. I feel the most relaxed when I go to the beach." Then Tomas says three sentences telling how he feels.* Call on partners to share their sentences with the class.

Wrap Up

- Say *I'm going to say an adjective and a noun. Then I'll say either "comparative" or "superlative." You use the comparative or superlative form of the adjective in a sentence with the noun.*
- Model the activity for students. Say *For example, I say "(Haruki). Good-meal-superlative." Haruki responds "I had the best meal for my birthday dinner last month."* Use adjective and noun pairs such as the following: *good/meal, bad/mood, popular/restaurant, light/color, bright/room, common/sport, relaxed/vacation, depressed/weather, nervous/interview.* Call on students to use the nouns and comparative or superlative forms of the adjective in a sentence.

Teaching Tip

Let students know that making mistakes is part of the typical learning process. When students make mistakes, allow them time to correct themselves or gently guide them to make a correction. When you need to guide a student to make a correction, begin with an encouraging phrase such as *Good try!*

Formative Assessment

- Can students identify the form and use of comparative and superlative adjectives? Ask students to identify which sentence has the comparative form of the adjective *bright* and which has the superlative form. *Which artwork in the museum has the brightest colors?* *The blue sky in the painting is brighter than the brown mountains.*
- use comparatives and superlatives to compare two or more food items and to talk about food? Have students use groups of words such as the following to make sentences with a comparative and a superlative: *tasty/vegetable/fruit.*
- use words associated with colors and moods? Have students use *nervous, relaxed, or depressed* in a sentence about how a certain color makes them feel.

PURPLE POWER

THE HISTORY OF ONE OF THE MOST POPULAR COLORS

Purple is one of the most popular colors today. There are purple clothes, purple handbags, purple bicycles, purple furniture, even purple computers! But in the past, purple was a very expensive and unusual color.

Let's take a look at the rich and sometimes dangerous history of the color purple.

THE VERY BEGINNING

Some scientists believe that the first organisms to appear on Earth over 500 million years ago probably looked purple, not green. Plants today are green because they use green chlorophyll to produce energy. But these early organisms probably used something called *retinal*, which is a dark purple color.



3,000 YEARS AGO

During the time of the Roman Empire, it was very difficult to make purple dye. The dye came from sea snails. But 10,000 dead sea snails got you just one gram of purple dye . . . as well as a very bad smell! This special purple dye was called *Tyrian purple*, and it was the preferred color of emperors.



500 YEARS AGO

In sixteenth-century England, purple was only for royalty. Queen Elizabeth I's clothes were purple, but ordinary people were not allowed to wear the color.



150 YEARS AGO

In 1856, William Perkin, an 18-year-old science student, noticed something strange while conducting an experiment. The chemicals he used to clean his equipment combined with the chemicals he used in his experiment, and produced a bright purple color. This discovery led Perkin to start a company using this chemical combination to make purple dye. The dye was much cheaper than



the sea-snail dye. Thanks to Perkin, now anyone can wear purple clothes.

17 Before you read, discuss in pairs. Look at the photos and the timeline. What do you think the reading is about?

18 Learn new words. Find these words in the text. Use the other words in the sentences to guess each word's meaning. Then listen and repeat. **TR: 12**

company to notice ordinary royalty

19 While you read, think about the order of the events. **TR: 13**

20 After you read, discuss in pairs.

1. Why do scientists think that the earliest organisms were purple?
2. Why was the color purple so expensive during the Roman Empire?
3. Who usually wore purple in England in the sixteenth century?
4. How did William Perkin discover a way to make purple dye? What advantage did his discovery have?

16

Warm Up

- **Activate prior knowledge** Say *We've learned about the color indigo. The color indigo is between the colors blue and purple. Ask Is indigo a dark color or a light color?* (dark) *What common piece of clothing is made using indigo dye?* (blue jeans) Display the photo of a pair of blue jeans or point out a student who is wearing blue jeans.
- Say *The color violet is similar to the color purple.* Display an image of a light-colored violet flower. Say *This flower is the color violet.* Ask *Is violet a dark color or a light color?* (light) Say *Both indigo and violet are close to the color purple.* Display the photos of the plum, hat, or other purple-colored items. Say *This (hat) and this (plum) are the color purple. Today we're going to learn about the history of the color purple.*

Before You Read 17 18

- **17** Have students open their books to pp. 16–17. Pair students. Say *Look at Activity 17.* Ask *Who can tell me what a time line is used for?* (to tell when things happened, from earliest to latest) Say *With*

21 Read the text again. Number the events in the order that they happened.

- 3 Only Queen Elizabeth I wears purple clothes.
- 2 Sea snails are used to make purple clothes for emperors.
- 1 Many of the Earth's plants appear to be purple, not green.
- 5 Anyone can wear purple clothes.
- 4 William Perkin discovers how to make purple dye.

22 Discuss in groups.

1. What color clothes do you like to wear? Why?
2. In Roman and Elizabethan times, purple was a sign of luxury. What color means luxury to you? Does the color purple have any special meaning in your culture?
3. Why do some people like to have luxury items, such as clothing? Are luxury items important to you? Why or why not?

17

your partner, look at the photos and the time line on these two pages. Discuss what you think the reading will be about. When students are ready, have partners describe their predictions for the class.

- Have students use the headings on the time line to give the time frame of events in the reading. Ask *What is the first heading at the left on the time line?* (The Very Beginning) *Does that tell you the exact date when something occurred?* (no) *What is the next heading?* (3,000 years ago) *Now can you guess what date The Very Beginning might mean?* (more than 3,000 years ago) *What is the last heading at the right on the time line?* (150 years ago) *For what period of time does the whole time line extend?* (from more than 3,000 years ago up to 150 years ago)
- **18 Learn new words** Say *Now you're going to learn some new words in the reading.* Point to the word *royalty* in the section of the time line labeled "500 Years Ago." Say *Here's the word royalty.* Read the sentence aloud. Say *You can use the other words and sentences around a word to help you figure out the word's meaning. You can also look at the pictures.*

Reading Strategy

Identify Sequence of Events Having students identify the order in which events occur helps them better understand the relationship between events in a nonfiction text. Texts that tell about the history of a topic often include events and dates. Information is usually, but not always, given in chronological order. Identifying the sequence of events can help students better recall information in the text as well as improve their overall comprehension. A time line that places events in chronological order can help students keep track of events as they read.

Vocabulary Strategy

Context Clues Using context clues to figure out the meaning of an unknown word involves reading other words and phrases in the sentence with the unknown word and in nearby sentences. This surrounding text often contains clues such as examples, definitions, synonyms, or antonyms. For instance, *royalty* and *ordinary* in the reading text are contrasted by the use of the word *but*. Students can figure out that *royalty* has a meaning that is almost the opposite, or is an antonym, of the phrase *ordinary people*. Another way to use context clues is to get a general sense of the sentence or paragraph and then figure out a meaning for an unknown word that makes sense in the context of the sentence and paragraph. This strategy can be used to determine the meanings of *notice* and *company* in the last paragraph of the reading text.

About the Photo

The photo beneath the time line shows the sea snail *Bolinus brandaris*. Marine snails like this one were collected in ancient times along the eastern edge of the Mediterranean Sea near the city of Tyre, in the area of modern-day Lebanon. To make Tyrian purple dye, thousands of the snails were collected and placed in giant lead vats. The snails were boiled for days at a time, resulting in a very unpleasant odor. Though the snails themselves are not purple, the boiling process released compounds called *chromogens*. When exposed to light and oxygen, *chromogens* turn purple. These compounds gave the dye its characteristic rich purple color.

PURPLE POWER
THE HISTORY OF ONE OF THE MOST POPULAR COLORS

Purple is one of the most popular colors today. There are purple clothes, purple technology, purple bicycles, purple furniture, even purple computers! But in the past, purple was a very expensive and unusual color. Let's take a look at the rich and sometimes surprising history of the color purple.

THE VERY BEGINNING
Some scientists believe that the first organisms to appear on Earth over 300 million years ago probably looked purple. Plants today are green because they produce chlorophyll, a substance that allows early organisms to make their own food. Some scientists think that the earliest organisms were purple!

3,000 YEARS AGO
During the time of the Roman Empire, it was very difficult to make purple dye. The dye came from sea snails that live only in one small part of the world. It was so rare and so expensive that only the richest people could afford it. The purple dye was called Tyrian purple, and it was the preferred color of emperors.

100 YEARS AGO
In 1856, William Perkin, an 18-year-old chemistry student, noticed something that other scientists had not. He was trying to make a dye to use in his experiments, and he ended up with a bright purple color. This discovery led to the development of synthetic dyes. The dye that Perkin discovered was called mauve. It was the first synthetic dye, and it was very popular. Today, many synthetic dyes are used to make purple clothes.

1900 YEARS AGO
Only Queen Elizabeth I wears purple clothes.
Sea snails are used to make purple clothes for emperors.
Many of the Earth's plants appear to be purple, not green.
Ancient emperors wore purple clothes.
William Perkin discovered how to make purple dye.

2000 YEARS AGO
Only Queen Elizabeth I wears purple clothes.
Sea snails are used to make purple clothes for emperors.
Many of the Earth's plants appear to be purple, not green.
Ancient emperors wore purple clothes.
William Perkin discovered how to make purple dye.

2000 YEARS AGO
Only Queen Elizabeth I wears purple clothes.
Sea snails are used to make purple clothes for emperors.
Many of the Earth's plants appear to be purple, not green.
Ancient emperors wore purple clothes.
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2000 YEARS AGO
Only Queen Elizabeth I wears purple clothes.
Sea snails are used to make purple clothes for emperors.
Many of the Earth's plants appear to be purple, not green.
Ancient emperors wore purple clothes.
William Perkin discovered how to make purple dye.

- **Vocabulary strategy** Say *If I'm not sure what royalty means, I can read the next sentence to look for clues.* Read aloud the next sentence. Say *I read that Queen Elizabeth I's clothes were purple. The first sentence tells that purple was only for royalty. So Queen Elizabeth I must be royalty. I think royalty means rulers, like kings and queens. I notice that the picture shows a queen wearing purple clothes. She's probably Queen Elizabeth I.*
- Point out the word *ordinary* in the same section. Have students guess its meaning. If no one guesses correctly, point out the word *but* and explain that it is used to contrast, or show the difference between, two things. Say *Ordinary probably means the opposite of royalty.* Ask *Think about people who are not kings or queens. Who might ordinary people be?* (regular people) Have students use context to figure out the meaning of *notice* and *company* in the last paragraph of the reading. Discuss students' definitions and clarify meanings, if necessary.
- Next, have students listen to **TR: 12** and repeat.

While You Read 19

- **19** Say *Now we're going to learn about the history of the color purple. Listen and read.* Play **TR: 13**.
- Say *Now listen and read again. This time, pay attention to the order in which events happened.* You may wish to distribute Time line graphic organizers and have students take their own notes as they listen and read. Play **TR: 13** again and have students follow along.

After You Read 20 21 22

- **20** Pair students. Have partners read and answer the questions. If partners come up with different answers, have them reread the text to find support for their answers.
- **21** Have students turn to p. 17. Explain that they will reread the text and then number events in the order in which they happened. Say *As you read, keep track of which events came first, next, and last.*
- Have students number the five events in Activity 21 in sequential order. If students previously took notes on their own Time Line graphic organizers, have them use their notes. Then discuss the sequence of events as a class.
- **22** Have students form groups of three or four to answer the questions in Activity 22. Have one student in each group act as leader and make sure everyone participates in the discussion. Assign another student in each group to be secretary and note information from the discussion.
- When discussions have finished, say *Now let's chart what you've discussed.* Draw the following chart on the board. Include a row for each group.

Group	Color clothes that you like	Why you like the color	What color means luxury?	Special meaning of color purple	Reason luxury items are important to people	Are luxury items important to you?
A	blue	feel happy	red	our local football team wears purple	to show they are successful	yes; make me feel important
	green	matches eye color	gold		they enjoy expensive things	yes; like the better quality of luxury items
	yellow	feel comfortable wearing it	silver		not many others have the items	no; satisfied with ordinary things
B						
C						

- Have group secretaries report the information from their discussions. As they do, fill in the chart for each group. Make observations about the information in the chart. For example, say *The students in Group (A) like wearing different colors of clothes. They also have different reasons for the color clothes they like. They also have different opinions about which colors mean luxury to them.* Discuss the reasons that luxury items are important to people in general and to individual students.

Extend

- Say *Work with a partner. Make a list of luxury items. Your list might include small items such as jewelry or watches. It might include some kinds of electronic devices. It might also include large items such as vacation homes.*
- Pair students and have them make their lists. After students have completed their lists, have them decide whether each item is usually associated with a particular color. Say *Look at each item on your list. Is the item usually or always the same color? Does the color of the item affect whether people think the item has a lot of value?* Have partners share some of their observations with the class.
- If time allows, you may want to assign **Worksheet 2.1.4** in class. Hand out a copy to each student. Say *Look carefully at the new words on page 16. You will use your new words to complete sentences. Then you will create new words on your own by using what you know about words and word parts.* Have students complete the worksheet individually or in pairs. Have students use a dictionary to check their answers to Activity 3.

Wrap Up

- Say *Let's play a game to review what you learned about the history of the color purple. I'll say a sentence about the color purple. If the sentence is true, keep your hand down. If the sentence is false, raise your hand.* Say sentences such as the following:
 - Scientists think early organisms were purple because the organisms used chlorophyll to produce energy.* (false)
 - During the time of the Roman Empire, people used sea snails to make a special dye called Tyrian purple.* (true)
 - Ordinary people began wearing purple clothes in sixteenth-century England.* (false)
 - William Perkin discovered a less expensive way to make purple dye using chemicals.* (true)

Call on students to correct the false statements by saying true statements.

Teaching Tip

Remind students that it's OK to disagree about certain topics. Explain that people can learn a lot by talking with people who disagree with them. Emphasize that it is important to show respect for others' opinions. Remind students that a good way to show respect is to listen to others without interrupting them while they speak.

Answer Key

Comprehension 20

1. because they used retinal, which is a dark purple color, to produce energy
2. because it was difficult to make; 10,000 dead sea snails provided only one gram of purple dye
3. royalty
4. Perkin accidentally discovered that combining chemicals he used to clean his equipment with chemicals he used in an experiment created a bright purple color. The purple dye he produced was much cheaper than sea-snail dye.

Formative Assessment

- Can students
- discuss an event related to the history of the color purple?
 - Ask *How was the dye Tyrian purple made during the time of the Roman Empire?*
 - use new words to discuss what they've read?
 - Ask students to use *company*, *ordinary*, *royalty*, or *to notice* in a sentence that tells about an event in the history of the color purple.
 - identify sequence of events?
 - Ask *Which happened first: Queen Elizabeth I wore purple clothes or William Perkin found a new way to make purple dye?*

Workbook For additional practice, assign Workbook pp. 6–7.
Online Workbook Reading

Objectives

Students will

- discuss ways that people and animals see color in the world.
- apply the message of the video to their personal lives.

Academic Language to investigate

Content Vocabulary color wheel, infrared, night-vision goggles, normal, percentage, ultraviolet

Resources Video scene 1.1 (DVD/Website/CPT); Online Workbook; CPT: Video

Materials magazines with nature pictures (optional)

Answer Key 26

1. because what we know as color is really visible light
2. ultraviolet patterns
3. It can see heat, which appears as infrared light.
4. We don't know because we can't see what snakes see.
5. 8%, 0.4%

23 Before you watch, discuss in pairs. How do we use color in our life? Think about ways that color warns or informs us about things.

24 Work in pairs. You're going to watch a video called *Seeing Colors*? Look at the photo. How many different colors can you see? Do you think that all animals see colors the same as you do?

25 Watch scene 1.1. While you watch, write the letter for each color in order, based on the range of visible light.

a. dark blue b. green c. infrared d. light blue e. orange f. red g. ultraviolet h. violet i. yellow

g	h	a	d	b	i	e	f	c
---	---	---	---	---	---	---	---	---

26 After you watch, work in pairs to answer the questions.

1. Why don't insects and animals see colors like most humans do?
2. What can bees see in flowers that is invisible to humans?
3. How can a snake see a mouse in the dark?
4. What color is infrared light to a snake?
5. What percentage of men are color-blind? What percentage of women are color-blind?

18

Before You Watch 23 24

- Have students think about colors they see in man-made and natural objects in the world. Say *Think of colors you see in everyday objects and in the world around you. Then think of questions you have about color, the ways color is used, and how color affects the way people see things in the world.*
- **23** Pair students. Have them open their books to pp. 18–19. Have a student read aloud Activity 23. Say *Talk with your partner about how people use color to send a message or to give meaning to things in our world.* When students have finished the activity, call on partners to share the results of their discussions with the class.
- **24** Have students work with their same partners. Read aloud Activity 24. Say *You're going to watch a video called Seeing Colors? Look at the photo on pages 18 and 19. Ask What colors do you see in the*

photo? Do you see different colors than your partner sees? How can you tell? Say Think about whether animals and insects might see colors differently than people see colors. Talk with your partner about it. Call on several partners to share their ideas with the class.

While You Watch 25

- **25** Say *While you watch the video, you're going to fill out a chart.* Give students a few moments to read the words above the chart in Activity 25. Say *Now you're going to watch the video. While you watch, write the words in their correct places in the chart.*
- Play **Video scene 1.1**. If students have difficulty following the video or understanding the graphics, pause the video and allow them to ask questions or review the graphics.

Teaching Tip

Video in the classroom After students have watched the video, replay the video without sound and have students describe what is happening. Pause at certain points to have students make connections between what they see in the video and what they have observed in the real world.

Formative Assessment

Can students

- discuss ways that people and animals see color in the world as a result of watching the video?

Ask *What kinds of patterns in flowers can bees see that people can't see?*

Online Workbook Video

27 Work in pairs. Choose one of these gadgets, and find out how it uses infrared light. Share your answer with the class.

TV remote control
supermarket check-out scanner
night-vision goggles
car keys

A mouse visible in a thermogram, an image that shows an object's temperature

28 Choose an activity.

1. **Work independently.** Find pictures of things in nature that match each color in the range of visible light. Arrange the pictures in order on a sheet of paper, and glue them. Then label each item and its color.
2. **Work in pairs.** Go online to find out why you see a rainbow when it rains on a sunny day. Make a presentation to explain the science.
3. **Work in groups.** How important is color in your life? Can you imagine a life without color? What problems might there be? List at least three.

19

After You Watch 26 27 28

- After students have completed their charts, review the correct order of the words as a class. Call on a student to explain which part of the chart shows visible light that humans can see.
- **26** Pair students and have them answer the questions. Say *Answer the questions in Activity 26 with your partner.* Then have partners complete Activity 26. Review answers as a class.
- Put students in groups of three or four. Reread questions 2 and 3. Say *Think about how bees and snakes see things in the world differently than people do. Think about how this helps bees and snakes. What are some other ways that seeing things differently can help insects and animals? Talk with your group members.* Have groups share their ideas with the class.
- **27** Pair students. Have a student read aloud

Activity 27. Say *Decide which gadget to research with your partner. Find out how it uses infrared light. Prepare a short talk to give to the class.* Consider having students use an actual gadget in their demonstration or create a brief video to demonstrate how the gadget works.

- **28** If students choose to create a labeled color chart, have them cut out images from magazines or print images they find on the Internet.
- If partners choose to investigate how a rainbow forms, remind them to include a clear and concise explanation in their presentation. Encourage students to add interest with labeled diagrams or colorful photos.
- If students choose a group discussion, remind them to take turns and listen attentively to others. Say *Answer each question with your group. Remember to wait until the speaker finishes before you speak. Show that you understand someone else's ideas by rephrasing what he or she has said.*

Objective

- Students will
- identify general and specific things using *the*.

Grammar *The*: identifying general and specific things

Academic Language *brand-name products, brands, familiar, general, specific*

Content Vocabulary *café, lively*

Resources Online Workbook/Workbook pp. 8–9; Worksheet 2.1.5 (Teacher’s Resource CD-ROM/Website); TR 14 (Audio CD/Website/CPT); CPT: Grammar 2

Materials one coin for each pair of students; small objects such as paper clips or erasers to use as game pieces

GRAMMAR TR: 14

The: Identifying general and specific things

There’s a coat in my closet. **The** coat is red.

The sun is shining in **the** sky.

People often feel depressed when they see **the** color black.

29 Read. Circle the correct word.

The / A Colors of Success

Imagine you’re at a shopping mall. You want to go to *the / a* café and get *the / a* drink and *the / a* snack. There are two different cafés in the mall. How do you choose *the / a* café you want to visit? You probably look at the prices and the menus. But *the / a* colors that *the / a* café uses are also very important.



Do you want to feel calm and relaxed? Then you will probably choose The Coffee Place. The / A green color makes you think of nature and peace.

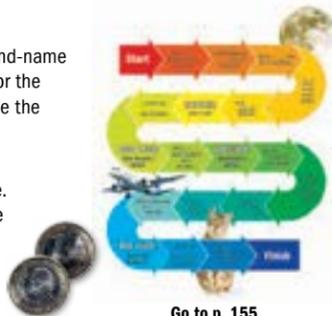
Do you want to go someplace exciting and lively? Then you will probably choose The Coffee Machine. Many companies use *the / a* color red because it seems bright and fun, and it attracts young people.



Think about your favorite brands. Which colors do they use? What do those colors mean to you?

30 Work in pairs. Take turns naming familiar brand-name products. Can your partner name the colors for the brand? Why do you think the companies chose the colors for each product?

31 Work in pairs. Take turns. Use a coin to move. (Heads = 1 space; tails = 2 spaces) Complete each sentence with *the* or *a / an*.



Go to p. 155.

Warm Up

- **Set the stage** Say *Listen for how the words a and the are used in a story.* Write on the board: *the movies, a movie, the new movie, the best movie.* Say *My brother wanted to go to the movies. He called me and asked, “How would you like to go to a movie?” I said, “Sure.” So he and I decided to see the new movie about Mount Everest. We both agreed it was the best movie we had seen this year.*

Present

- Have students open their books to p. 20. Have a student read aloud the grammar point in the grammar box. Say *You’re going to listen to sentences that use the articles a and the. Articles are used before nouns.*
- Play **TR: 14** and have students read along silently. Then have a student read aloud the grammar examples. Say *You use a before a noun for something*

that is not specific. You use the for a specific thing. You also use the for a general thing, a well-known thing, or a category of things.

- Write the following on the board:

There’s a flag. The flag is red and white.
The moon and the stars are visible tonight.
 Some of the population is colorblind.

- Point to the first sentence. Say *You use a before the noun flag to tell about any flag. It is not a specific flag.* Point to the second sentence. Say *You use the before flag to tell about a specific flag. Now you mean a particular flag. Say “the flag” to tell the color of that specific flag.*
- Point to the next sentence. Say *The moon and the stars are well-known to most people. Use the before the*

Grammar in Depth

Here are some standard rules for using the article *the*:

- Use *the* to refer to general things or groups.
I like going to the movies. The Chinese have big New Year celebrations.
Exception: When referring to animals in general, *the* is not used:
Cats like eating fish.
- Use *the* to indicate something specific.
Specific because the thing is mentioned earlier:
There’s a new book by my favorite author. The book is going on sale next week.
Specific because the thing is unique:
The sun is out today. The moon is hidden behind the clouds.
(There is only one sun and one moon in our solar system.)
Specific because the speaker knows what the thing is even though it wasn’t mentioned earlier:
“Can you pass me the bread?”
(Bread is on the table.)
“Don’t go there. The baby is sleeping.”
(The speaker knows there’s a baby sleeping and knows who the baby is).
- Use *the* the first time a noun is mentioned if the noun is modified.
The color green is my favorite color. I like the first book on the right.

Formative Assessment

- Can students
- identify general things using *the*?
Have students use the word *summer* in a sentence with *the*.
 - identify specific things using *the*?
Write the words *forget* and *keys* on the board. Have students use the words in a sentence with *the*.

Workbook For additional practice, assign Workbook pp. 8–9.

Online Workbook Grammar 2

nouns moon and stars. Point to the last sentence. Say *Population is a general category. It means “all the people.” Use the before the noun population.*

Practice 29

- **29** Say *Read the text. Decide whether the article a or the article the is correct in the sentences. Circle the correct article.* Model choosing the correct article for the title. Say *I’ll read the title with the. “The Colors of Success” sounds right. Now I’ll try with a. “A Colors of Success” doesn’t sound right. The noun colors is plural. So the must be correct, not a.*

- After students have completed the activity, have a student read aloud the text with his or her circled choices.

- Remind students that *brands* are categories of products made by one company. Say *Levi’s is a brand of blue jeans. Apple is a brand of computers.* Call on students to share their favorite brands, the colors used by the brands, and what the colors mean to them.

Apply 30 31

- **30** Pair students. Model the activity. Say *I’ll name a brand: Coca-Cola. (Anna) says “Coca-Cola uses the color red.” Anna thinks Coca-Cola uses red to make people feel like they have energy. I think they use it to get people’s attention.* Have partners take turns identifying brand names and colors and discussing the colors’ meaning.

- **31** Have partners cut out the game board on p. 155. Give one coin to partners. Have them use a paper clip or eraser as a game piece. Say *Play a game with your partner. Toss the coin. Move 1 space for heads and 2 spaces for tails. Read the sentence using the correct article, the or a. Then your partner takes a turn. Continue until both players reach “Finish.”*

- Remind students to use *an* before a noun that begins with a vowel, such as *egg*. Have partners check their answers with the teacher. The partner with the greatest number of correct answers wins the game.

Extend

- Pair students. Write the following nouns on the board: *photograph, wedding, dye, orange, apple, and vegetable.* Have one partner say a sentence using *a* and a noun. Tell the other partner to follow up with a sentence using *the* and the noun. Model an example. Say *I noticed a photograph on the table. My partner (Xiang) says, “The photograph was taken on our vacation last year.”*

- To conclude, distribute **Worksheet 2.1.5**.

Wrap Up

- Have students complete the following sentences using *a, an, or the*:
My aunt is ___ dentist, and my uncle is ___ artist. / It’s windy today. ___ wind is strong. / I think blue is ___ most amazing color of all!

Objectives

- Students will
- understand that a topic sentence introduces the main idea in a paragraph.
 - recognize that a topic sentence explains a writer's reason for writing and describes what a writer wants to say.
 - analyze a model paragraph and identify its topic sentence.
 - write a paragraph with a topic sentence.

Writing Descriptive paragraph

Academic Language *announcement, associate, effective*

Content Vocabulary *burnt, competition*

Resources Online Workbook/Workbook p. 10; Process Writing Worksheets 1–5, Genre Writing Worksheet: Description (Teacher's Resource CD-ROM/Website; CPT: Writing)

Warm Up

- **Build background** Point to a colorful classroom object, such as a flag. Say *Suppose you want to write a paragraph about the colors of the flag. You could begin the paragraph with one of these sentences.* Write the following sentences on the board.

The colors of our country's flag are (green), (gold), and (blue).

Our country's flag has the brightest and most beautiful colors.

The (green), (gold), and (blue) colors of our country's flag have an interesting history.

- Point to each sentence and ask *Suppose this is the first sentence of your paragraph. What do you think the other sentences in the paragraph will be about?* (Sample responses: First sentence: the colors of

WRITING

A topic sentence introduces the main idea of a paragraph. The topic sentence is usually the first sentence of the paragraph. It explains:

- why you are writing
- what you want to say

Look at these examples of topic sentences:

In this article, I'm going to discuss the history of the color orange.
When taking a photograph, it's important to think about light and color.

- 32 **Read the announcement and the response.** Underline the topic sentence.

COMPETITION

Write and tell us about your favorite color.

What color do you want to see at home and around town this season? Tell us what the color means to you.

I would like to tell you about my favorite color and explain why I think it's perfect for this season. My favorite color is orange. I think it's a warm and bright color, and it makes me feel happy and safe. When I see this color, I think of the fall. Although it gets cooler and the days are much shorter, I love the fall. When I go outside, I enjoy walking through the dark orange leaves and listening to the sound they make under my feet. I also think of the smell of fire when I see this color. It's great to be at home and sit by the warm fire with my family. Orange is also the color of my favorite food—pumpkin soup. It's so delicious! This warm and beautiful color should be everywhere this season—outside, in our homes, and even on our plates!

- 33 **Work in pairs.** Make a list of the things that the writer connects with his/her favorite color. Do you think his/her ideas are effective? Why or why not?

- 34 **Write.** Write a paragraph about your favorite color and what you associate with this color. Use a strong topic sentence.

In this article, I'm going to discuss the history of the color orange.

When taking a photograph, it's important to think about light and color.

- Say *A good topic sentence tells the main idea, why you are writing, and what you want to say.* Point to the first topic sentence. Ask *Why is the writer writing the article?* (to tell about the history of the color orange) Ask *What do you think the writer will say in the article?* (give details about the history of the color orange)
- Point to the second topic sentence. Ask *Why is this writer writing?* (to explain why it's important to think about light and color when taking a photograph) Ask *What do you think the writer will say in the article?* (give details about ways to use light and color to take a better photograph)

Read the Model 32 33

- 32 Say *Now we're going to look at an example of a paragraph with a topic sentence. First, let's look at the announcement to the left of the paragraph. An announcement like this might appear in a newspaper or magazine or on a website.* Read aloud the announcement's title, *Competition*. Explain that a competition is a contest that people enter to try to win.
- Have a student read aloud the announcement text. Ask *What do you think the writer's paragraph is going to be about?* (the writer's favorite color and what it means to him or her) Say *Look at the pictures on page 21. Can you guess what color the paragraph might be about?* (orange)
- Read the direction line aloud. Say *Look for and underline the topic sentence in the paragraph. Remember that a topic sentence tells the main idea, explains why a person is writing, and explains what the person wants to say. A topic sentence is often the first sentence in a paragraph.*
- Have students read the announcement and the paragraph on their own and underline the topic sentence of the paragraph.
- 33 Pair students and have them discuss the paragraph. Say *Now read the paragraph again. With your partner, list things that the writer identifies as connected to his or her favorite color. Talk about whether each of the writer's ideas is a good explanation for the color he or she chose.* Have partners share their discussion points with the class.

Plan 34

- 34 Read Activity 34 aloud. Say *Now you're going to plan your writing. You already know your topic—your favorite color and what you associate, or connect, with this color. Your next step is Prewriting.*

Writing Support

Usage Students may benefit from some additional tips for writing good topic sentences. A topic sentence should be general enough to present the subject matter of the paragraph yet also specific enough to get across the main idea and the writer's purpose. A topic sentence should focus on only one main idea. Students should aim to make their topic sentences as concise and as clear as possible. Students may want to consider whether a reader will be able to tell right away what the paragraph is about by reading the topic sentence.

Workbook For scaffolded Writing support, assign Workbook p. 10.

Online Workbook Writing

WRITING
A topic sentence introduces the main idea of a paragraph. The topic sentence is usually the first sentence of the paragraph. It explains:
• why you are writing • what you want to say
Look at these examples of topic sentences:
In this article, I'm going to discuss the history of the color orange.
When taking a photograph, it's important to think about light and color.

32 Read the announcement and the response. Underline the topic sentence.

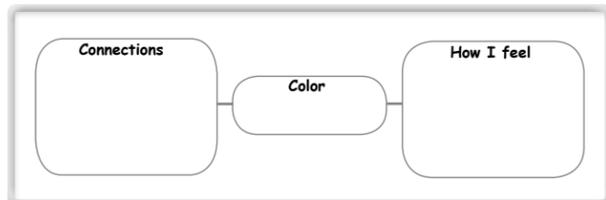
COMPETITION
Write and tell us about your favorite color.
What color do you want to see at home and around town this season? Tell us what the color means to you.

I would like to tell you about my favorite color and explain why I think it's perfect for this season. My favorite color is orange. I think it's a warm and bright color, and it makes me feel happy and safe. When I see this color, I think of the fall. Although it gets cooler and the days are much shorter, I love the fall. When I go outside, I enjoy walking through the dark orange leaves and listening to the sound they make under my feet. I also think of the smell of fire when I see this color. It's great to be at home and sit by the warm fire with my family. Orange is also the color of my favorite food—pumpkin soup. It's so delicious! This warm and beautiful color should be everywhere this season—outside, in our homes, and even on our plates!

33 Work in pairs. Make a list of the things that the writer connects with his/her favorite color. Do you think his/her ideas are effective? Why or why not?

34 Write. Write a paragraph about your favorite color and what you associate with this color. Use a strong topic sentence.

- Have students use an idea map like the one below. Draw the idea map on the board for students to copy. Say *Complete the idea map to plan your writing. Then use the information in the idea map to write a topic sentence for your paragraph.*



- If you have time in class, allow students to work on this step. If not, assign it as homework. If students have workbooks, remind them to use Workbook p. 10 for writing support.
- **Worksheets** If your students need a reminder of any of the steps of process writing, hand out **Process Writing Worksheets 1–5** and review them together.
- **Workbook** Refer students to Workbook p. 10 to help them organize and plan their writing.

Write 34

- **34** After students have completed the Prewriting step, have them work on their first drafts. If time in class is limited, assign the first draft as homework.

Revise

- After students have finished their first drafts, have them review their writing and think about their ideas and organization. Have each student consider the following. *Does the topic sentence clearly identify the main idea of the paragraph? Does each of the other sentences in the paragraph connect to the main idea? What seems good? What needs more work?*

Edit and Proofread

- Have students consider elements of style, such as sentence variety, parallelism, and word choice. Then have them proofread for mistakes in grammar, punctuation, capitalization, and spelling.

Publish

- Publishing includes handing in writing pieces to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

Writing Rubric

Use this rubric to assess students' writing. You can add other aspects of their writing you'd like to assess at the bottom of the rubric.

- 4 = Excellent
- 3 = Good
- 2 = Needs improvement
- 1 = Redo

	1	2	3	4
Writing Student uses a topic sentence to introduce the main idea of a paragraph. The topic sentence explains the student's reason for writing and what the student wants to say.				
Grammar Student uses comparatives and superlatives.				
Vocabulary Student uses a variety of word choices, including words learned in this unit.				



Look for Opportunities

“Look around and ask yourself, ‘Who needs pictures? Who needs help?’ With photography, the opportunities are endless . . .”

—Annie Griffiths
National Geographic Photographer

1. Watch scene 1.2.
2. Discuss how photographers can use their skills to help other people.
3. Think about issues or social problems in your area. How could you use photographs to teach others about these issues?

Mission

Objective

- Students will
 - discuss how photographs can be used to raise awareness and lead to solutions for individual and community problems.

Academic Language *social problems*

Content Vocabulary *opportunity*

Resources Video scene 1.2 (DVD/Website/CPT); Worksheet 2.1.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

Be the Expert

Teaching Tip

Encourage students to more actively participate in the learning process. Consider having one student or a pair of students lead a class discussion. Giving students responsibility in the classroom builds self-confidence, increases motivation, and develops students' leadership skills.

Mission

- Read aloud the mission *Look for Opportunities*. Say *An opportunity is a chance to do something that you want to do*. Have a student read aloud the quote by Annie Griffiths. Ask *What do you think Annie means by “With photography, the opportunities are endless . . .?”* (There are many ways to help people by taking pictures.) Say *Do you agree with Annie? Why or why not?* Call on students to tell whether they agree or disagree and describe what opportunities photography may offer. You may want to have students consider the impact of using color or black and white photography to affect people's feelings about a subject.
- **Activity 1** Say *Now let's watch a video about Annie Griffiths*. Have students watch **Video scene 1.2**. Have students focus on Annie's desire to use photography to educate and inspire people about other cultures and places in the world.

- **Activity 2** Pair students. Have partners list the skills needed to be a photographer. Then have them discuss ways that photographers might use their skills to help people. Students might consider things such as travel, language and cultural differences, and conflict zones.
- **Activity 3** Explain that social problems are problems that affect people in a community. Provide examples, such as air or water pollution, traffic, and poverty. Have individual students consider ways photographs can teach others. Encourage students to use comparatives and superlatives. Model an example. Say *To show that the water pollution is worse in one part of the river than in other parts, you could take photographs of the most polluted part of the river.*
- **Worksheet** Assign **Worksheet 2.1.6**. Explain that students will use the worksheet to further discuss colors and their effect on people.

Make an Impact

Objective

- Students will
- choose and complete a project related to colors' effect on people.

Academic Language *blog, presentation, technique*

Content Vocabulary *Aboriginal, react*

Resources Assessment: Unit 1 Quiz; Workbook p. 11 and p. 90; Worksheet 2.1.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games; Graphic Organizers: Three Column Chart (Teacher's Resource CD-ROM/Website) (*optional*)

Materials drawing materials; food coloring; digital cameras or smartphones

A Plan and create an art presentation.

- Research the use of color in Aboriginal art.
- Draw an object from your own culture using Aboriginal art techniques.
- Present your drawing to the class. Explain why you chose the colors you used.

B Plan and make a presentation about color and taste.

- Choose five foods. Use food coloring to change each food's color.
- Ask friends and family to taste and react to the foods.
- Present the results to the class.

C Blog about colors in your community.

- Find colorful people, places, and things in your community. Take photos of them.
- Write a blog about your photos. Explain why you took each photo and how the colors make you feel.
- Publish your blog and respond to your classmates' comments.

Assessment Go to p. 254.

Unit Review Assign Worksheet 2.1.7.

Workbook Assign pp. 11 and 90.

Prepare

- Activity A** Have students research how color is used in Aboriginal art. Students should become familiar with the colors used by the Aboriginal people as well as the drawing and painting techniques used and the style of the artwork.
- Have students choose an object representative of their own culture. Examples might be a musical instrument or an item of clothing. Have students draw their chosen object using the colors, styles, and techniques of Aboriginal artists.
- Activity B** Tell students to choose five foods to which food coloring can be added. Possibilities include soup, juice, salad dressing, slices of fruit or bread, and scrambled eggs. Students can use a three-column chart with headings *Food, Color of Food Coloring Added, and Reaction* to record the reactions of family

and friends. Students might use the same or a different color of food coloring in each food.

- Activity C** Students can use digital cameras or smartphones to take photographs and post them to their blog. Remind students to consider color as they take their photos. Have students look at blogs on the Internet to get a sense of how a blog is organized.

Share

- Schedule time for students to present their final products to the class. Allow classmates to read and comment on students' blogs before the presentation. Allow additional time for students to respond to the comments.
- Modify** For Activity A, display students' artwork in a central location and invite members of the school community to visit an "Aboriginal Art Museum."

TR: 2 **1** Listen and read. See Student Book pp. 10–11.

TR: 3 **2** Learn new words. **bright** / Orange is a very bright color. **colorblind** / A colorblind person can't see the difference between red and green. **danger** / A dog barks when it senses danger. **death** / Violet symbolizes death in certain parts of the world. **dye** / Indigo dye used to be very expensive. **emergency** / Fire trucks and ambulances are emergency vehicles. **good luck** / Some people believe that black cats bring good luck. **light** / On a clear day, the sky is a light blue color. **represent** / For many people, black represents sadness. **safety** / We often think of safety when we see the color green. **trust** / My parents trust that I will come home right after school. **visible** / Wear orange when biking at night to be visible to drivers. **warn** / Some animals use the color red to warn others of danger. **wedding** / My aunt wore a beautiful white dress at her wedding.

TR: 4 **5** Yellow, blue, red, white, and green are all very common colors in flags of the world. But only one flag uses the color indigo—that of Norway. Perhaps this is because indigo dye cost a lot. In the past, using indigo signaled luxury and wealth. Dyes of more common colors, like blue and green, cost less. As a result, there are a lot more flags with these colors.

TR: 5 **5** Learn new words. **common** / In the forest, green is the most common color. **flag** / The flag of Mexico is red, white, and green. **luxury** / A luxury car costs a lot of money. **signal** / The color red can signal danger.

TR: 6 Speaking Strategy See Student Book p. 13.

TR: 7 **7** **S1:** OK, Javier. Dinner's ready: sausage with carrots and potatoes. **S2:** Great, thanks. Hey Dad, did you ever wonder why carrots are orange? **S1:** Actually some carrots aren't orange. **S2:** Really? **S1:** Yes. As a matter of fact, there are white, gray, yellow, and purple carrots. **S2:** Purple and gray carrots? No way! But orange is the natural color for a carrot, right? **S1:** No, it isn't. In fact, the earliest carrots were naturally white or purple. **S2:** Wow, I never knew that! Can we try some purple carrots next time? **S1:** Sure, why not? After all, they're just as healthy!

TR: 8 Grammar See Student Book p. 14

TR: 9 **12** **1.** Dark green vegetables are higher in vitamin C than light green vegetables. **2.** Yellow bananas are sweeter than green bananas, but green bananas are better for you. **3.** Blue is the most unusual color for food. **4.** The healthiest diet includes foods of many different colors.

TR: 10 **14** You've seen that color can change how we think of food, but it can also affect how we feel in different situations. We make strong connections with certain colors, even if we don't realize it. For example, red means danger. Therefore, the color red can make us feel nervous. Red also gets our attention. That's why warning labels use red text for the most important information.

Other colors have different associations. Many people feel calm and relaxed when they see the color green. Green makes us think of nature, and that makes us feel peaceful. Like green, blue might also make you feel calm. But blue, and other dark colors, can also make you feel depressed. When you're feeling sad, people might even say you're feeling blue.

Bright colors, like orange and yellow, can have the opposite effect. Look around you now. Which colors can you see? How do they make you feel?

TR: 11 **14** Learn new words. **connection** / We can make a connection between colors and feelings. **depressed** / Some movies make me feel depressed. **nervous** / I always get nervous before an exam. **relaxed** / I feel very relaxed when I'm lying in the green grass.

TR: 12 **18** Learn new words. **company** / This company makes beautiful clothes in many different colors. **notice** / The first thing you notice about her is her bright blue eyes. **ordinary** / He's a very ordinary person. He's just like you or me. **royalty** / Kings and queens are members of royalty.

TR: 13 **19** While you read. See Student Book pp. 16–17.

TR: 14 Grammar See Student Book p. 20