6 Party Time!

Overview

Unit Objectives

By the end of this unit, students can:

- name party preparation activities
- ask and answer questions using *yet*, and *already*
- read, understand, and write an email
- name activities to help people in the neighborhood
- ask and answer about the past with *for* and *since*
- understand and create texts about celebrations
- read, understand, and talk about having fun in other cultures
- pronounce words with the prefixes *pre-* and *mid-*

Teacher's Resources

- Teacher's App
- Teacher's Resource Center
- Digital Student's Book
- Digital Workbook
- Online Assessment
- Sharebook ebook
- Teacher's Edition ebook



Inclusive Practice

Appreciating all the ways in which students learn is essential for a supportive learning environment. Elicit students' answers and assess what their needs are. Use the tips below and record your thoughts in a notebook.

NEEDS	TIPS
Sparking excitement	• Promote active participation and experimentation. • Involve learners in setting their goals.
Focusing	• Provide prompts to guide learners through their tasks. • Provide frequent, timely, and specific feedback.
Self-regulation	• Help learners set realistic goals. • Encourage self-reflection activities.
Perception	• Display language in flexible formats. Utilize different font sizes and contrasting colors, and vary layout of visual elements. • Provide written transcripts for videos or audio tracks.
Language learning	• Pre-teach vocabulary. • Provide information in their first language when necessary.
Comprehension	• Highlight key elements in texts, graphics, and diagrams. • Give explicit prompts.
Use of materials	• Provide alternatives for physically interacting with materials.
Expressing and communicating	• Use concept maps and story webs.





Lesson 1

Lesson Aim

- To name party preparation activities

New Vocabulary

send invitations, decorate the yard, choose the music, make a costume, organize the games, prepare the party food, buy the prizes, borrow chairs

Activity 1

Read the questions aloud. Encourage a class discussion on things that make a good party.

Activity 2 Track 66

Have students look at the pictures. Play the audio. Have students point to each picture and repeat the new phrase. Put students in pairs to quiz each other.

Audio script

a send invitations: Are you going to send the invitations by email? **b** choose the music: Who's your favorite pop star? We need to choose the music before the party starts. **c** decorate the yard: I have some balloons to decorate the yard. **d** make a costume: I'm making a colorful costume to wear at the party. **e** organize the games: Dad's good at organizing the games. **f** buy the prizes: We should buy prizes for the winners. **g** prepare the party food: We need to prepare the party food. I have a great idea for how to decorate the cake. **h** borrow chairs: We don't have enough chairs. We need to borrow three.

Activity 3 Track 67

Play the audio. Have students listen and number the pictures in the order they hear them mentioned. Check answers as a class.

Activity 4

Have students work on their own to plan a pretend party and arrange the vocabulary activities in the order they would do them. Then have them talk with a partner about their plans. Encourage them to use the example dialogue and take turns discussing what they will do first, next, etc.

Activity 5

Arrange students in pairs. Each student completes the first column of the chart on their own. Then, they ask their partner about the same things to complete the last column. Invite volunteers to share some of their answers with the class.

Point to Raya. Say *Raya's favorite party food is cake. What is yours?* Invite students to share various types of party foods they enjoy. Encourage them to share foods that might be different from what others have mentioned or enjoyed.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 62
- **Navio App** Lesson 1
- **Teacher's Resource Center** Worksheet Lesson 1, digital flashcards
- **Student's Digital Book** Lesson 1
- **Student's Digital Workbook** Lesson 1

Lesson 2

Lesson Aim

- To ask and answer questions using *yet* and *already*

New Grammar

Present perfect with *yet* and *already*: *Have you (made your costume) yet? No, I haven't (made it) yet. I've already (prepared the party food).*

Warm Up

Review Lesson 1 vocabulary. In pairs, have students write down a list of all eight party preparation activities from memory. Check lists as a class. Then, have pairs take turns thinking of details to add to each activity, e.g., *I'll use balloons to decorate the yard.*

Activity 1 Track 68

Point to the dialogue. Play the audio while students follow along in their books. Then, have students read the dialogue in pairs. Ask volunteers to answer the question. Review the Grammar Box on the page, making sure students understand the meaning and form of the highlighted words. Review the present perfect verbs in the chart.

Grammar

If you are using the Teacher App, play the Grammar Animation. Replay as needed.

Activity 2

Do the first item as an example. Read the question aloud. Remind students that *yet* goes at the end of a question, and *already* comes before the verb. Remind them to write the correct form of the verb in each sentence. Have students complete items 2–4 individually. Check answers as a class.

1 68 **Read and listen. What is in Seb's bag?** balloons



Seb: Are we ready for the party tomorrow?
Taylor: Yes, I think so. Have you made your costume yet?
Seb: No, I haven't made it yet! But I know I'm going to be a superhero.
Taylor: Cool! I'm sure you'll look awesome. I've already prepared the party food and bought the prizes.
Seb: Great! I haven't decorated the yard yet. Can you help me?
Taylor: Sure. Where are the balloons?
Seb: My dad's already bought them. They're in that bag with the invitations.
Taylor: The invitations! You haven't sent the invitations yet?
Seb: Um, no!
Taylor: Seb! Send them quickly!

Grammar



Have you **made** your costume **yet**? No, I **haven't made** it **yet**.
I**'ve already prepared** the party food.

send → sen**t**	make → ma**de**	prepare → prepare**d**
borrow → borrow**ed**	organize → organize**d**	choose → cho**sen**
decorate → decorate**d**	buy → b**ought**	

2 **Read the dialogue again. The write the correct form of the verb and *yet* or *already*.**

1 Has Seb ___made___ (make) his costume ___yet___?
2 Taylor has ___already___ ___prepared___ (prepare) the party food.
3 Seb hasn't ___decorated___ (decorate) the yard ___yet___.
4 Seb's dad has ___already___ ___bought___ (buy) the balloons.

3 **Use the ideas in the box to ask and answer with *yet* and *already*.**

Make a costume
Decorate a room
Organize a party

A: Have you decorated your bedroom yet?
B: Yes, I've already decorated my bedroom.

Activity 3

Put students in pairs. Direct their attention to the example dialogue. Tell them they are going to use the phrases in the box to ask and answer questions. Have two volunteers read the example dialogue. Remind partners to take turns. Then, invite some of them to share their dialogues.

For extra Grammar Practice, tell students to go to page 132.

Grammar Practice Answers

1 yet
2 Have you prepared the food yet?, I've already borrowed some chairs. They haven't sent the invitations yet.

4 **Watch the video again and complete.**





1 Have you made your costume __yet__? No, I haven't made it __yet__.

2 I've __already__ prepared the party food and __bought__ the prizes.





3 You __haven't__ sent the invitations __yet__? Umm, No. Seb, send them quickly!

4 I've __already__ sent the invitations.

5 **Complete the phrases. Ask and answer with *yet* or *already*. Write a ✓ or an ✗.**

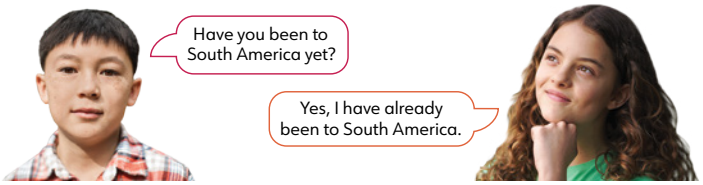
1 been to _____ ◯

2 eaten _____ ◯

3 seen _____ ◯

4 made _____ ◯

Students' own answers



6 Speaking Sharebook pages 35 and 37

Workbook page 63 I can ask and answer questions using *yet* and *already*. ◯ Unit 6 87

Activity 4

Play the Grammar video again. Have students write in the missing words. Replay as needed. Check answers as a class.

Activity 5

Ask two volunteers to read the example dialogue. Then, have students work in pairs to fill in the blanks to complete the phrases. They can use their own ideas. Next, have them use the phrases to take turns asking and answering questions with *yet* or *already*. If they answer *Yes, I have ...* , they add a check in the box. If they say *No, I haven't ...* , they add an ✗. Invite volunteers to share some of their dialogues with the class.

Activity 6

Speaking Sharebook

See page 152 for instructions on setting up and playing *Party Time! Spot the Difference.*

Wrap Up

Review Lesson 2 grammar. Have students write a sentence with one thing they have already done and something else they haven't done yet. For example, say *I've already learned to swim. I haven't learned to dive yet.* Ask volunteers to share their ideas.

Classroom Management

Create a "cool-down" card to hand to a disruptive student. This will indicate an immediate cool-down for the student without interrupting the flow of the class. Have a cool-down space in your classroom. Set a timer and have the student take deep breaths for that time. If you hand out a card during a pair work activity, step in as the other student's partner. When the timer goes off, say *Are you cooled down and ready to join our class again?* If not, have them repeat the breathing exercise for the same duration once more.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 63
- **Sharebook** pages 35 and 37
- **Navio App** Lesson 2
- **Teacher's Resource Center** Worksheet Lesson 2
- **Student's Digital Book** Lesson 2
- **Student's Digital Workbook** Lesson 2

Lesson 3

Lesson Aim

- To read and understand an email invitation

Vocabulary Review

decorate the yard

Grammar Review

already, yet

Materials: index cards

Warm Up

Review Lesson 1 vocabulary. Write the phrases on cards. Divide the class into two teams and set a time limit. Have students take turns picking a card and drawing a picture of it on the board. If their team guesses correctly before the time is up, they get a point. Review all vocabulary.

Reading Tip

Point to the Reading Tip box on the page. Read the tip aloud or have a student do so while the rest of the class follows along in their books. Look at the start and end of the email. Have students underline the words they use to say hello and goodbye.

Activity 1

Read the activity question aloud. Have students write their reasons, then share them with the class.

Activity 2 Track 69

Read the question aloud. Play the audio and have students follow along in their books. Ask the question again. Elicit the answer from students.

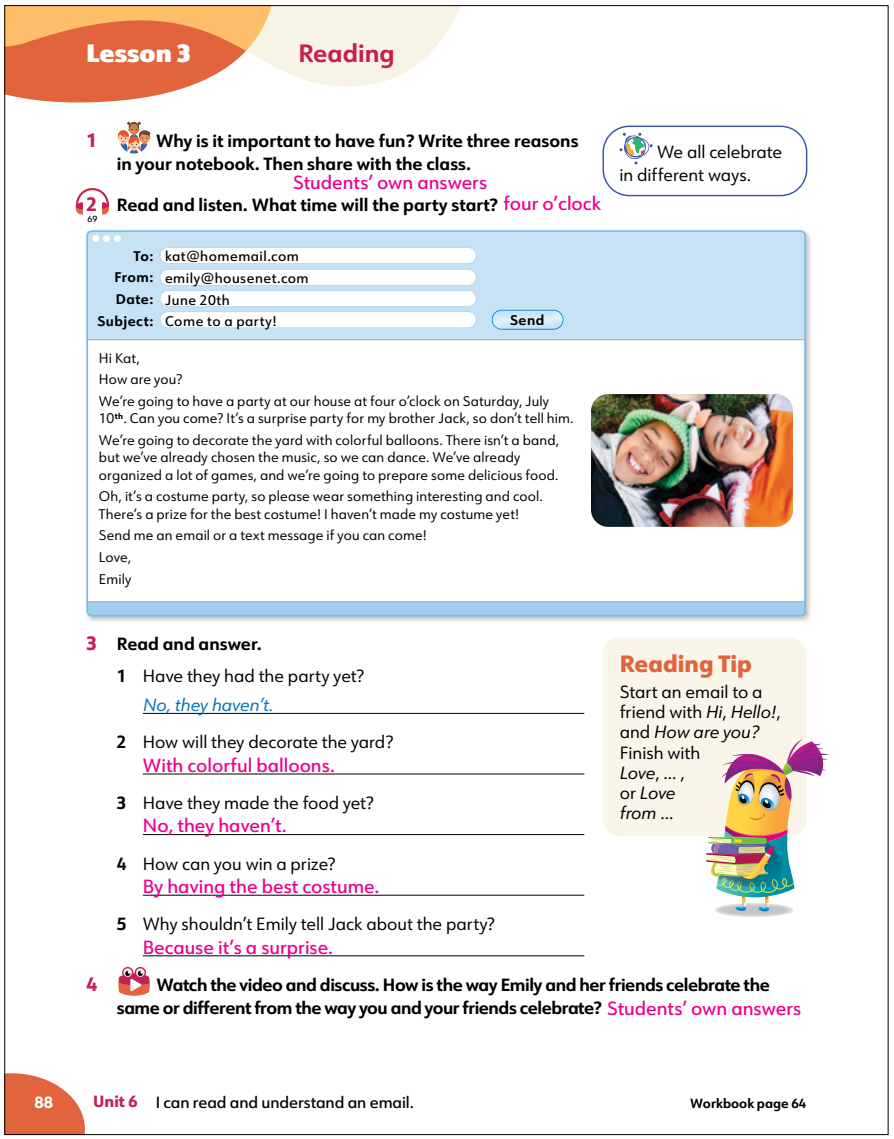
Activity 3

Go over the example. Read the question and answer aloud. Have students find the answer in the text. Then, have them do items 2–5 individually. Check answers as a class. Have volunteers say where they found the answers in the text.

Activity 4

Play the video. Have students watch. Read the activity question aloud. Invite students to share their thoughts with the class.

Our traditions, customs, and activities vary greatly depending on our background, culture, and personal preferences. We all celebrate in different ways. Arrange students in small groups to make up a festival. Encourage them to discuss how a diverse group of friends might create their own celebration, bringing together ideas from each member to celebrate with unique foods and activities. Invite volunteers to share their ideas with the class.



Lesson 3 Reading

1 **Why is it important to have fun? Write three reasons in your notebook. Then share with the class.** Students' own answers

We all celebrate in different ways.

2 69 **Read and listen. What time will the party start?** four o'clock

To: kat@homemail.com
From: emily@housenet.com
Date: June 20th
Subject: Come to a party!
Send

Hi Kat,
How are you?
We're going to have a party at our house at four o'clock on Saturday, July 10th. Can you come? It's a surprise party for my brother Jack, so don't tell him.
We're going to decorate the yard with colorful balloons. There isn't a band, but we've already chosen the music, so we can dance. We've already organized a lot of games, and we're going to prepare some delicious food.
Oh, it's a costume party, so please wear something interesting and cool. There's a prize for the best costume! I haven't made my costume yet!
Send me an email or a text message if you can come!
Love,
Emily

3 **Read and answer.**

1 Have they had the party yet?
No, they haven't.

2 How will they decorate the yard?
With colorful balloons.

3 Have they made the food yet?
No, they haven't.

4 How can you win a prize?
By having the best costume.

5 Why shouldn't Emily tell Jack about the party?
Because it's a surprise.

Reading Tip
Start an email to a friend with *Hi, Hello!*, and *How are you?* Finish with *Love, ... ,* or *Love from ...*

4 **Watch the video and discuss. How is the way Emily and her friends celebrate the same or different from the way you and your friends celebrate?** Students' own answers

88 Unit 6 I can read and understand an email. Workbook page 64

Wrap Up

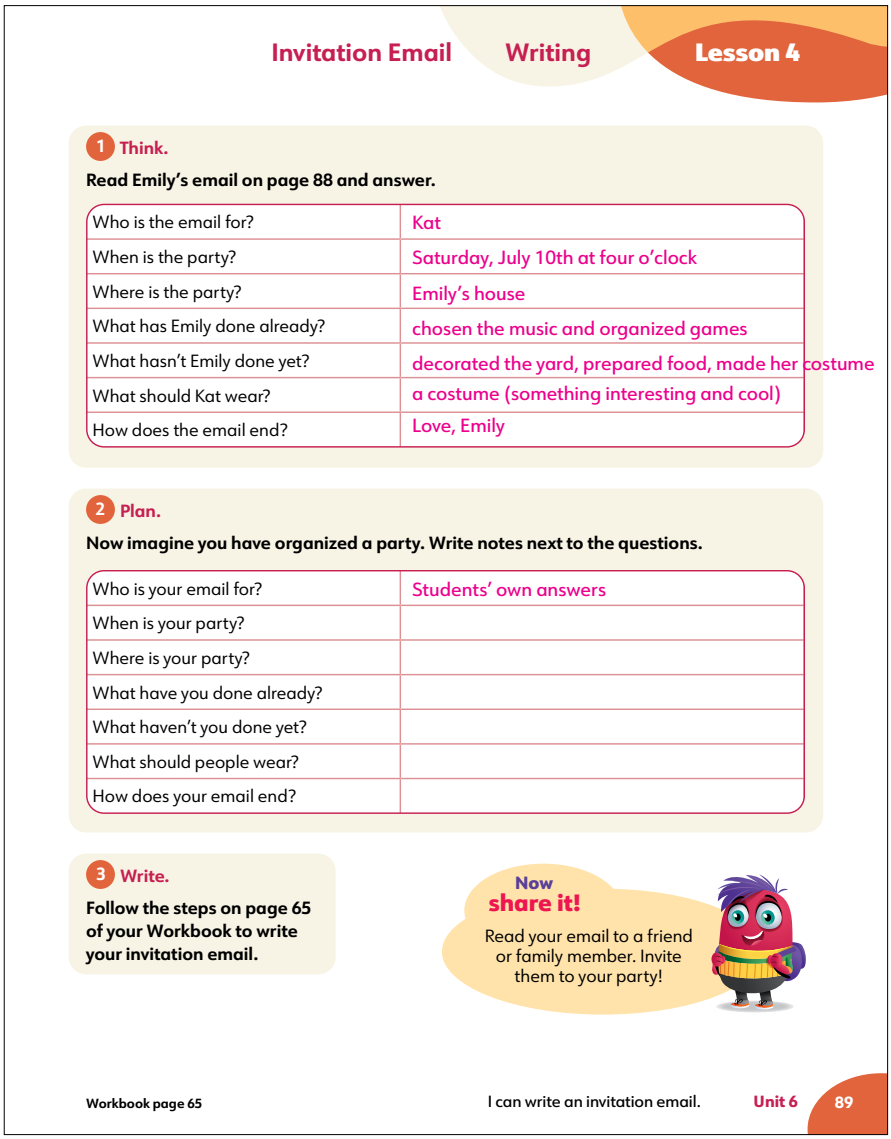
Review Lesson 1 and 2 vocabulary and grammar. Mime any one vocabulary item from Lesson 1, e.g., *prepare the party food.* Have students raise their hands to guess, and have the student who guesses correctly ask a question or say a sentence about that activity using the present perfect and *yet* or *already*. For example, *I've already prepared the party food./Have you prepared the party food yet?* Put students in groups and have them take turns miming and making sentences or questions.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 64
- **Navio App** Lesson 3
- **Teacher's Resource Center** Worksheet Lesson 3
- **Student's Digital Book** Lesson 3
- **Student's Digital Workbook** Lesson 3



Invitation Email Writing Lesson 4

1 Think.

Read Emily's email on page 88 and answer.

Who is the email for?	Kat
When is the party?	Saturday, July 10th at four o'clock
Where is the party?	Emily's house
What has Emily done already?	chosen the music and organized games
What hasn't Emily done yet?	decorated the yard, prepared food, made her costume
What should Kat wear?	a costume (something interesting and cool)
How does the email end?	Love, Emily

2 Plan.

Now imagine you have organized a party. Write notes next to the questions.

Who is your email for?	Students' own answers
When is your party?	
Where is your party?	
What have you done already?	
What haven't you done yet?	
What should people wear?	
How does your email end?	

3 Write.

Follow the steps on page 65 of your Workbook to write your invitation email.

Now share it!

Read your email to a friend or family member. Invite them to your party!

Workbook page 65

I can write an invitation email.

Unit 6 89

Lesson 4

Lesson Aim

- To write an invitation email

Materials: ball or soft object

Warm Up

Put students in pairs. Ask *What information can you remember from the email in the last lesson?* Give them a few minutes to remember as much as they can. Invite pairs to share with the class. Ask *Is this a party you want to go to? Why? Why not?*

Activity 1

Have students read Emily's email on page 88 again. Do the first item as an example. Read the question aloud and elicit the answer. Point to the word *To* in the email. Have students complete the rest of the chart individually. Encourage them to answer as many items from memory first, then reread the text. Check answers as a class.

Activity 2

Tell students to imagine organizing a party. Alternatively, they can use a real party that they organized or went to. Read the questions aloud. Give students time to think of their idea and to write notes. Have students do the activity individually. Ask volunteers to share their ideas with the class.

Social-emotional Learning

Allowing students to use real information in their writing helps them connect what they are learning to their lives. Add the option of letting students add real events or experiences to their imaginary information.

Activity 3

Have students go to page 65 in their Workbooks to write an invitation email.

Now share it!

Students work in pairs and take turns reading each other's invitations. They can either read them silently or aloud to each other. Encourage them to give positive feedback on one another's emails. Then, have them invite their partner and their family to their imaginary party.

Wrap Up

Play a game with the class. Use a ball or soft object. Write sentence frames on the board (*I've already ..., I haven't ... yet.*). Students form a circle. Have them use their responses from Activity 2 to say something they've already done or haven't done yet for their party. Model the first response: *I've already chosen the music*. Toss the ball to a student who repeats the sentence and adds a new one. If correct, the student tosses the ball to another student, and so on.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 65
- **Navio App** Lesson 4
- **Teacher's Resource Center** Worksheet Lesson 4
- **Student's Digital Book** Lesson 4
- **Student's Digital Workbook** Lesson 4

Lesson 5

Lesson Aim

- To name activities to help people in the neighborhood

New Vocabulary

neighborhood, be a volunteer, be a tutor, collect the mail, water the plants, tidy the yard, trash can, work together

Warm Up

Write the title of the text on the board. Put students in pairs. Have them predict what the text is about, without looking at their books. Have volunteers share their ideas and write them on the board. Do not erase the board.

Activity 1 Track 70

Read the pre-reading question aloud. Then, play the audio and have students read the text as they listen. Afterwards, ask the question again and elicit answers from students.

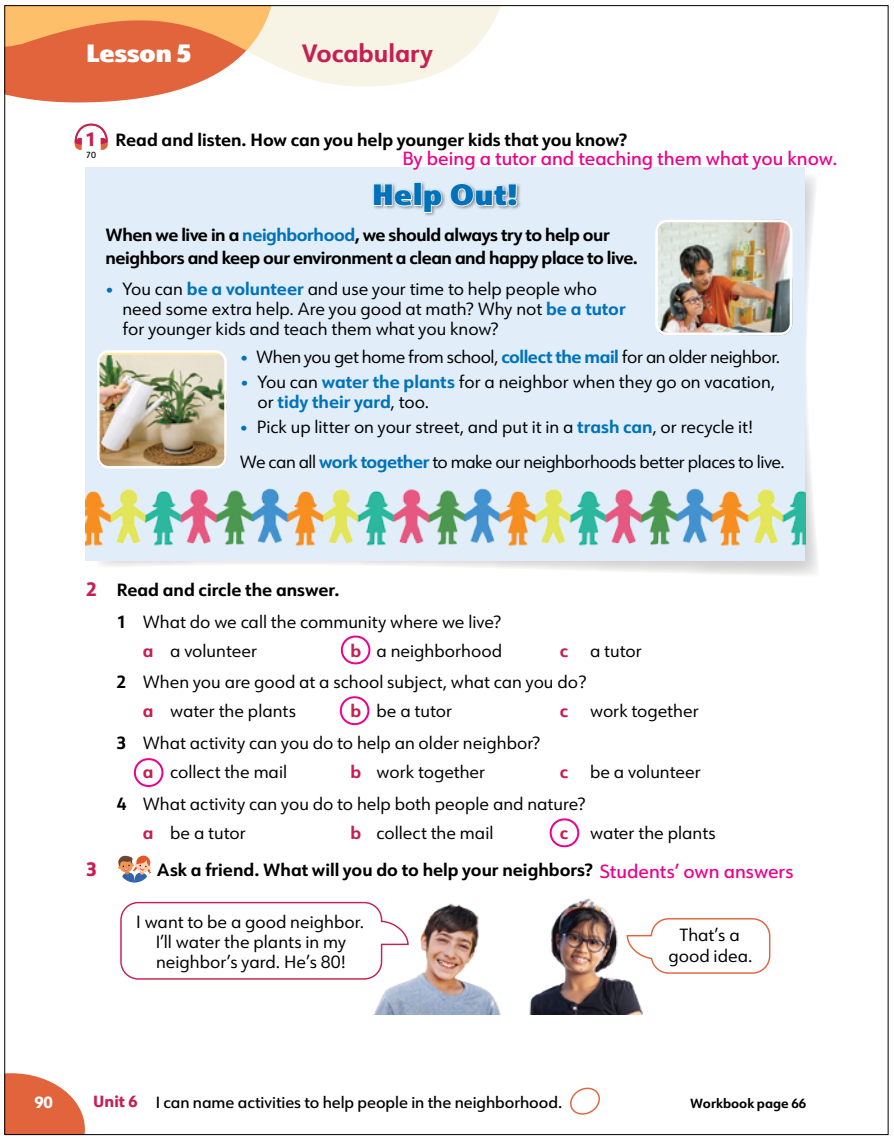
Point to the ideas from the Warm Up on the board. Ask *Were any of our predictions correct?*

Activity 2

Do the first item as an example. Read the question aloud, pausing to let students read all the choices. Elicit the answer. Then, have them complete 2–4 individually. Tell students to try to complete the activity from memory first, before rereading the text. Check answers as a class. Call on individual students to say the answers.

Activity 3

Read the activity question. With a volunteer, model the activity for students using the language in the example. Have students work in pairs and take turns asking and answering the question. As an extension, have students stand up and mingle with others to ask and answer with a variety of partners.



Lesson 5 Vocabulary

1 70 Read and listen. How can you help younger kids that you know?
By being a tutor and teaching them what you know.

Help Out!

When we live in a neighborhood, we should always try to help our neighbors and keep our environment a clean and happy place to live.

- You can **be a volunteer** and use your time to help people who need some extra help. Are you good at math? Why not **be a tutor** for younger kids and teach them what you know?
- When you get home from school, **collect the mail** for an older neighbor.
- You can **water the plants** for a neighbor when they go on vacation, or **tidy their yard**, too.
- Pick up litter on your street, and put it in a **trash can**, or recycle it!

We can all **work together** to make our neighborhoods better places to live.

2 **Read and circle the answer.**

1 What do we call the community where we live?
a a volunteer (b) a neighborhood c a tutor

2 When you are good at a school subject, what can you do?
a water the plants (b) be a tutor c work together

3 What activity can you do to help an older neighbor?
(a) collect the mail b work together c be a volunteer

4 What activity can you do to help both people and nature?
a be a tutor b collect the mail (c) water the plants

3 **Ask a friend. What will you do to help your neighbors?** Students' own answers

I want to be a good neighbor. I'll water the plants in my neighbor's yard. He's 80!

That's a good idea.

90 Unit 6 I can name activities to help people in the neighborhood. Workbook page 66

Wrap Up

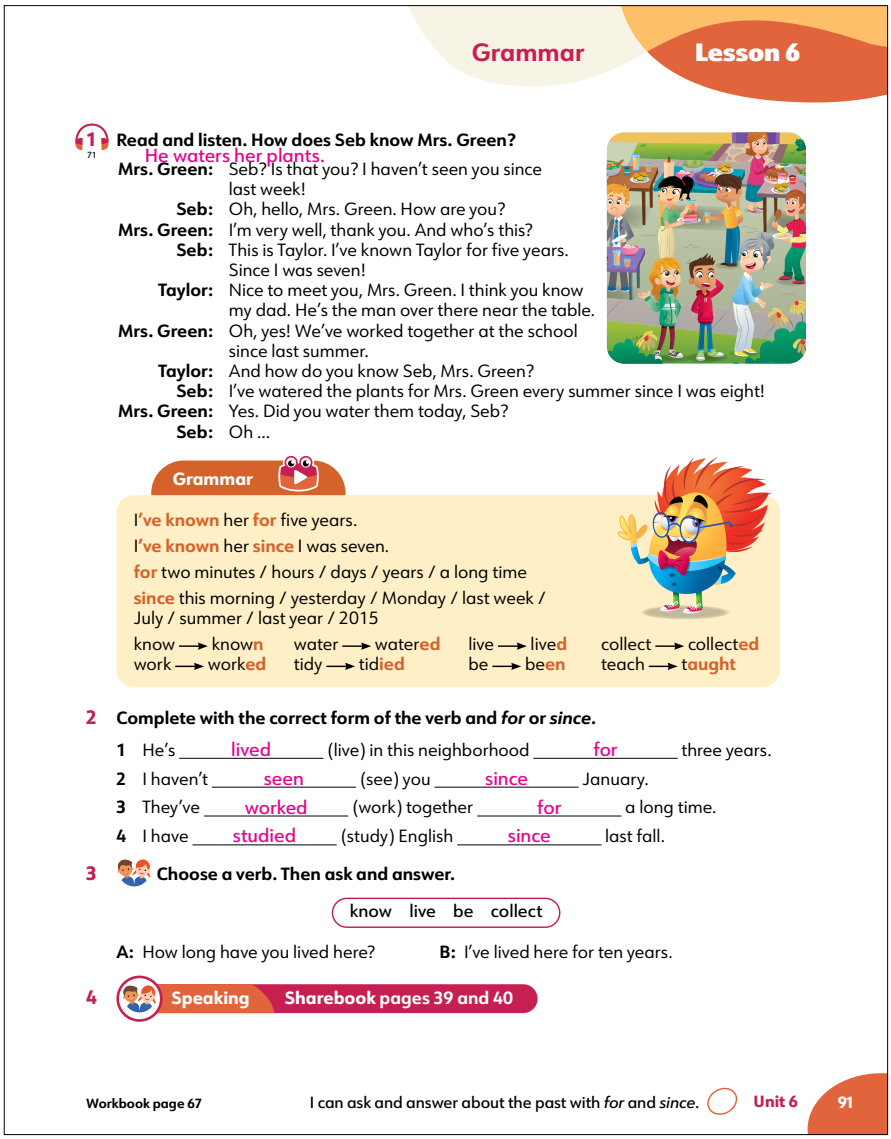
Elicit a list of "Ways to Help Out" from Lesson 5 vocabulary and text. Put students in pairs. Have them put the list in order based on how long each activity will take to complete. Have volunteers share their answers and take a survey on whether the rest of the class agrees with the order.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 66
- **Navio App** Lesson 5
- **Teacher's Resource Center** Worksheet Lesson 5, digital flashcards
- **Student's Digital Book** Lesson 5
- **Student's Digital Workbook** Lesson 5



Grammar Lesson 6

1 71 **Read and listen. How does Seb know Mrs. Green?**

He waters her plants.

Mrs. Green: Seb? Is that you? I haven't seen you since last week!
Seb: Oh, hello, Mrs. Green. How are you?
Mrs. Green: I'm very well, thank you. And who's this?
Seb: This is Taylor. I've known Taylor for five years. Since I was seven!
Taylor: Nice to meet you, Mrs. Green. I think you know my dad. He's the man over there near the table.
Mrs. Green: Oh, yes! We've worked together at the school since last summer.
Taylor: And how do you know Seb, Mrs. Green?
Seb: I've watered the plants for Mrs. Green every summer since I was eight!
Mrs. Green: Yes. Did you water them today, Seb?
Seb: Oh ...

Grammar

I've known her for five years.
I've known her since I was seven.
for two minutes / hours / days / years / a long time
since this morning / yesterday / Monday / last week / July / summer / last year / 2015

know → known water → watered live → lived collect → collected
work → worked tidy → tidied be → been teach → taught

2 **Complete with the correct form of the verb and *for* or *since*.**

1 He's lived (live) in this neighborhood for three years.
2 I haven't seen (see) you since January.
3 They've worked (work) together for a long time.
4 I have studied (study) English since last fall.

3 **Choose a verb. Then ask and answer.**

know live be collect

A: How long have you lived here? **B:** I've lived here for ten years.

4 Speaking Sharebook pages 39 and 40

Workbook page 67 I can ask and answer about the past with *for* and *since*. Unit 6 91

Lesson 6

Lesson Aim

- To ask and answer about the past with *for* and *since*

New Grammar

Present perfect with *for* and *since*: *I've known her for five years. I've known her since I was seven.*

Warm Up

Review Lesson 2 grammar. Write the letters *b*, *c*, *d*, *m*, *p*, *o*, and *s* on the board. In groups of four, have students write a list of present perfect verbs starting with those letters, e.g., *borrowed*, *chosen*, *decorated*, *made*, *prepared*, *organized*, *sent*. Then, have them make sentences using each verb and the words *already* and/or *yet*. Ask volunteers to share their sentences.

Activity 1 Track 71

Point to the dialogue. Play the audio while students follow along in their books. Replay the audio as needed. Then, have students read the dialogue in groups. Ask volunteers to answer the question. Review the Grammar Box on the page, making sure students understand the meaning and form of the highlighted words.

Grammar

If you are using the Teacher App, play the Grammar Animation. Replay as needed. Do Grammar Practice on page 132 for homework or in class.

Grammar Practice Answers

1 since, for
2 for, since, since, for

Activity 2

Do the first item as an example. Read the sentence aloud and pause to elicit the correct form of the verb. Say *Is it* for *three years or* since *three years?* Elicit the answer. Have students complete items 2–4 individually. Check answers as a class.

Activity 3

Have students review the word box and the example dialogue. Then have them work with a partner to choose a verb and ask and answer a question with it.

Activity 4

Speaking Sharebook

See page 153 for instructions on setting up and playing *My Friend ... Information Exchange*.

Wrap Up

Review Lesson 6 grammar. Write the following verbs and nouns on the board: *watch*, *live*, *be*, *know*, *teach*, *have*; *neighborhood*, *teacher*, *pencil case*, *movie*, *school*, *best friend*. In pairs, have students make true sentences about themselves using the verbs and nouns with *for* or *since*. Ask volunteers to share their sentences.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 67
- **Sharebook** pages 39 and 40
- **Navio App** Lesson 6
- **Teacher's Resource Center** Worksheet Lesson 6
- **Student's Digital Book** Lesson 6
- **Student's Digital Workbook** Lesson 6

Lesson 7

Lesson Aims

- To read and understand a text about celebrations
- To create a presentation about a cultural festival

New Vocabulary

solstice, traditional, rituals, annual, spectacular, marvel, powder, sticky, lucky, elderly, temples, pagodas

Materials: poster board or heavy paper, markers, colored pencils, scissors, glue

Warm Up

Review the materials vocabulary from Unit 4. Elicit words and write them on the board. Say *Imagine you are at a party. Which materials can you find?* Model a response: *The cover on the table is made of cloth. The party hat is made of paper.* Elicit a list of different objects used in celebrations and the materials they are made of. Accept all answers.

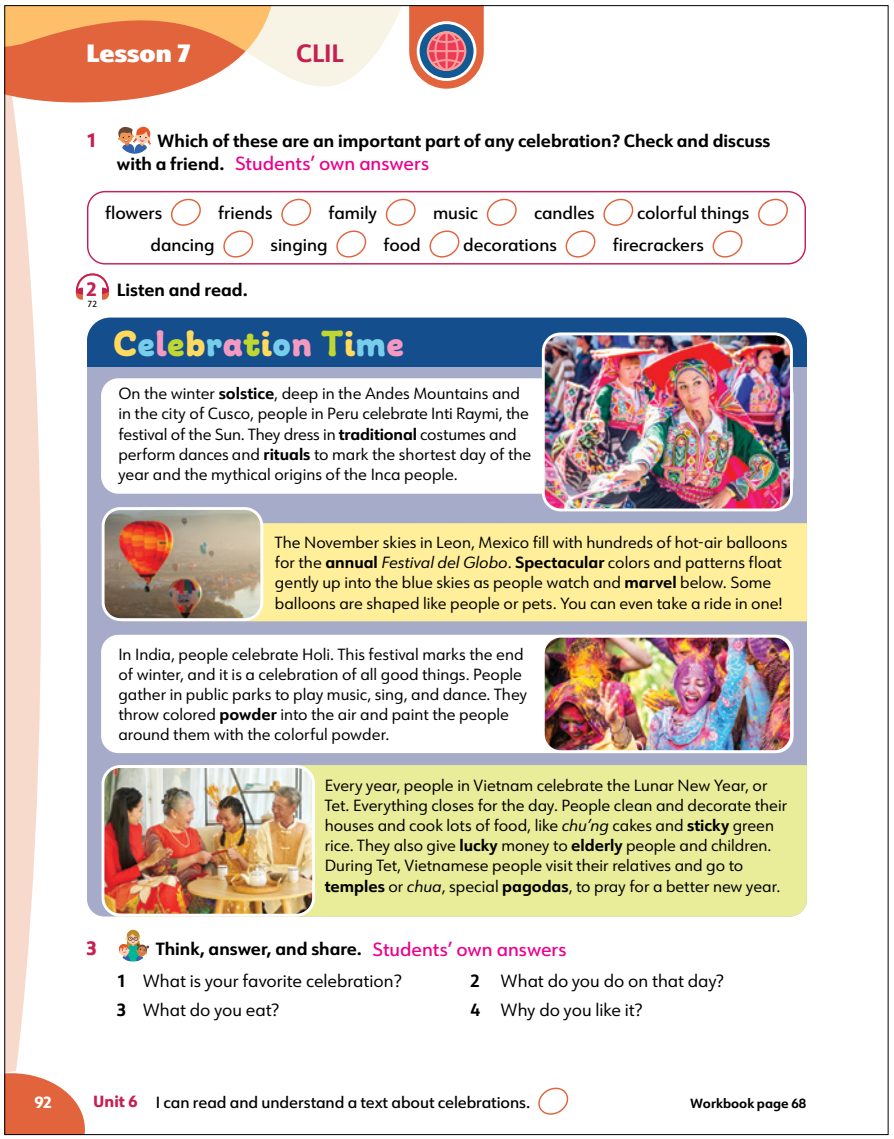
Activity 1

Put students into pairs and ask them to review the words in the word box. Have them discuss and decide which items they think are an important part of any celebration. Ask volunteers to share which items they checked.

Activity 2 Track 72

Tell students to read the title and look at the pictures. Play the audio and have students follow along in their books. Ask them to locate the bold words in the text and say whether they are related to any of the pictures. Make sure students understand the meanings of all bold words by giving relevant examples. If time permits, encourage volunteers to use each of the new words in a sentence.

Put students in pairs. Have them take turns reading each paragraph aloud to each other. To check comprehension, ask *What is Inti Raymi?* (the festival of the Sun) *What are some of the balloons at the Festival del Globo shaped like?* (people or pets) *When is Holi?* (at the end of winter) *What is another word for special pagodas?* (*chua*)



Lesson 7 CLIL

1 **Which of these are an important part of any celebration? Check and discuss with a friend.** Students' own answers

flowers ◯ friends ◯ family ◯ music ◯ candles ◯ colorful things ◯
dancing ◯ singing ◯ food ◯ decorations ◯ firecrackers ◯

2 72 **Listen and read.**

Celebration Time

On the winter **solstice**, deep in the Andes Mountains and in the city of Cusco, people in Peru celebrate Inti Raymi, the festival of the Sun. They dress in **traditional** costumes and perform dances and **rituals** to mark the shortest day of the year and the mythical origins of the Inca people.

The November skies in Leon, Mexico fill with hundreds of hot-air balloons for the **annual** *Festival del Globo*. **Spectacular** colors and patterns float gently up into the blue skies as people watch and **marvel** below. Some balloons are shaped like people or pets. You can even take a ride in one!

In India, people celebrate Holi. This festival marks the end of winter, and it is a celebration of all good things. People gather in public parks to play music, sing, and dance. They throw colored **powder** into the air and paint the people around them with the colorful powder.

Every year, people in Vietnam celebrate the Lunar New Year, or Tet. Everything closes for the day. People clean and decorate their houses and cook lots of food, like *chu'ng* cakes and **sticky** green rice. They also give **lucky** money to **elderly** people and children. During Tet, Vietnamese people visit their relatives and go to **temples** or *chua*, special **pagodas**, to pray for a better new year.

3 **Think, answer, and share.** Students' own answers

1 What is your favorite celebration?
2 What do you do on that day?
3 What do you eat?
4 Why do you like it?

92 Unit 6 I can read and understand a text about celebrations. ◯ Workbook page 68

Activity 3

Read the activity questions aloud. Give students time to think and make notes on their ideas. Encourage students to share their thoughts with the class.

4 **Read the text again and answer the questions.**



1 What does Inti Raymi celebrate?
It celebrates the Sun.

2 What type of balloon can you see at the *Festival del Globo*?
hot-air balloon.

3 What do people do during Holi in India?
They throw colored powder into the air and to each other.

4 What do Vietnamese people do to have good luck for the new year? They give away money to children and elderly people.

5 **Project. Work in a group. Create your own festival poster.**

1 Choose a festival from anywhere in the world.
2 Research what the festival is about.
3 Print out or draw pictures about the festival and create a poster.



6 **Share your posters with the class.**

Now **share it!**
Choose a festival and organize a mini version in your classroom. Invite other teachers and students.



Activity 4

Have students complete items 1–4 individually. Tell them to try to complete the activity from memory first, before rereading the text. Play the track again if needed. Check answers as a class. Have volunteers say where they found the answers in the text.

Activity 5

Have students work in groups to create a festival poster. Display the poster in the book. Point out the title, the drawings, and the information about the festival. Read the project instructions aloud.

Divide the class into groups. Have students get started. If possible, allow them to use the internet to look for and print out festival images to add to their posters. Walk around and monitor the group work. Encourage students to look at the poster example and use that as a guide if needed.

Activity 6

Model presenting the poster in the book. Have groups take turns making their presentations. All students should participate, so encourage them to take turns pointing to and discussing the various parts of their work. For extra support, students can write notes on the back of their posters to use during their presentations.

Classroom Management

Use random facts to decide which students in each group get to go first. Say *The student who woke up earliest today goes first!* or *The student with the most pets goes first!*, etc.

Wrap Up

Take a poll. Ask students to raise their hands if they've ever been to a festival. Record votes on the board. Encourage students to describe what it was like. Ask *What did you see? What did you hear? What did you eat? Did you play any games? What else can you tell us about it?*

Now share it!

Work with students to choose a festival theme and organize a mini version of it in your classroom. Arrange students in small groups and assign each group an aspect of organizing the festival: decorations, food, music, costumes, games, etc. Have students create invitations and pass them out to other teachers and students.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 68
- **Navio App** Lesson 7
- **Teacher's Resource Center** Worksheet Lesson 7
- **Student's Digital Book** Lesson 7
- **Student's Digital Workbook** Lesson 7

Lesson 8

Lesson Aim

- To pronounce words with the prefixes *pre-* and *mid-*

Warm Up

Review prefixes from Unit 1. Elicit 10–15 words with the prefixes *un-* and *re-*. Write the words on the board. Have students choose five words to write in their notebooks. Randomly call out words and have students cross them out if they have them written down. The winner is the first to cross out all five of their words and call them out.

Social-emotional Learning

Sometimes games and competitive activities can make students feel anxious. They may show this in unexpected ways, such as by being disruptive, refusing to participate, or feeling ill. If you notice a student showing signs of anxiety, do some deep breathing with the whole class. Later, speak to the student about their concerns, and offer reassurance. This will ensure that the student doesn't feel alone in their anxiety.

Activity 1 Track 73

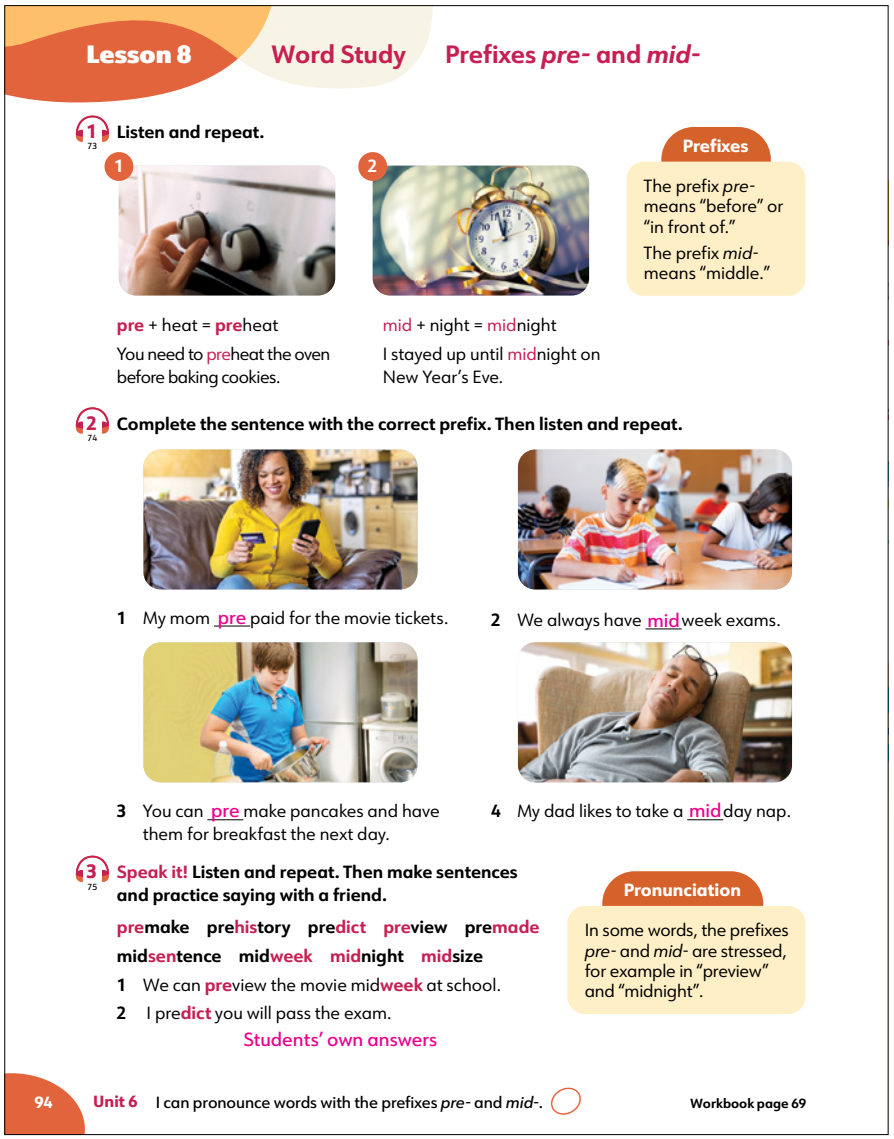
Read the Prefixes box aloud. Play the audio and have students point to the prefixes, base words and suffixes. Play the audio again and have students repeat the sentences.

Activity 2 Track 74

Point to the blanks indicating missing prefixes in each sentence. Have students fill in the blanks to complete the sentences. Then, have them listen and repeat. Finally, have them read the sentences chorally without the audio.

Activity 3 Track 75

Review the Pronunciation tip with the class. Point out that the stressed parts of the words are in red. Play the audio as students follow along in their books. Replay the audio and have students repeat the words. Read the sentences together as a class. Then, have students write the sentences using *pre-* and *mid-* and practice saying them with a partner.



Lesson 8 Word Study Prefixes *pre-* and *mid-*

1 73 **Listen and repeat.**

1

2

Prefixes

The prefix *pre-* means "before" or "in front of."
The prefix *mid-* means "middle."

pre + heat = **pre**heat
You need to preheat the oven before baking cookies.

mid + night = mid**night**
I stayed up until midnight on New Year's Eve.

2 74 **Complete the sentence with the correct prefix. Then listen and repeat.**

1 My mom pre paid for the movie tickets.

2 We always have mid week exams.

3 You can pre make pancakes and have them for breakfast the next day.

4 My dad likes to take a mid day nap.

3 75 **Speak it! Listen and repeat. Then make sentences and practice saying with a friend.**

premake **pre**history **pre**dict **pre**view **pre**made
midsentence **mid**week **mid**night **mid**size

1 We can **pre**view the movie **mid**week at school.
2 I **pre**dict you will pass the exam.

Students' own answers

Pronunciation

In some words, the prefixes *pre-* and *mid-* are stressed, for example in "preview" and "midnight".

94 Unit 6 I can pronounce words with the prefixes *pre-* and *mid-*. Workbook page 69

Wrap Up

Give students time to review the Lesson 8 prefixes in their books, then tell them to close their books. Write the prefixes *mid-* and *pre-* on the board, and have students copy them into their notebooks. Set a timer and have students write as many words under each prefix as they can remember.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 69
- **Navio App** Lesson 8
- **Student's Digital Book** Lesson 8
- **Student's Digital Workbook** Lesson 8



Progress Tracker

Lesson Aim

- To practice Unit 6 language

Materials: one game piece per student (e.g., small pieces of paper, beans), one coin per pair

Activity 1

Demonstrate how to play *Race to Win!* Read the instructions aloud. Model the game by placing a game piece on *START*. Flip a coin and move the appropriate number of spaces. Tell students *Heads move one space and Tails move two spaces*. Read and answer the prompt on the square you land on, e.g., *Spell it.* Say *f-i-r-e-c-r-a-c-k-e-r*. *Correct?* (yes)

Have a volunteer flip a coin and do the next turn. If the answer is not correct or if he/she doesn't know the answer, he/she loses a turn. Point to *Lose a turn!* and explain that students also lose a turn if they land here. The first person to reach the finish is the winner.

Hand out the game pieces. Put students in pairs. Have students take turns flipping the coin, moving their game pieces, and answering the prompts. Walk around and monitor while pairs play the game. Give them some time to play.

Fast finishers can play the game again with a different partner.

Classroom Management

Make a note of students' interests during speaking activities, then pair them up for games or other activities according to their interests.

Activity 2 Me

Have students complete the statements with their own answers. Remind them there are no right or wrong answers.

Activity 3 Track 76

Play the chant and let students listen. Play again and have students chant along. You may also write the chant on the board as a whole or in parts and have students read along. Each time the chant is played, erase several words from the board until they can chant along without the written lyrics.

Audio script

We organized a party for everyone.
We worked together and we had such fun. We organized a party for the neighborhood. We worked together to make something good.

Have you made the decorations? Are there some games to play? Have you sent the invitations with the time and day?

Have you chosen the music? Did you add some disco, too? Have you bought some balloons, red, green, and blue?

I already made a list with your favorite tune. Let's get dressed because the party starts soon. The decorations are up and the stage is set. This will be the best neighborhood party yet.

Chorus
We had a super time. The party was so great. We picked up all the trash, and we didn't stay too late!

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 70
- **Navio App** Progress Tracker
- **Student's Digital Book** Progress Tracker
- **Student's Digital Workbook** Progress Tracker

Review

Lesson Aim

- To review grammar and language

Activity 1

Direct students' attention to the chart at the top of the page to review the grammar structures students have learned in this unit. Go through each section of the chart as a class. Tell students to keep this chart in mind to answer the activities on this page.

Point out to students that the answers in this activity come from the vocabulary words in this unit. Have them look at the pictures. Explain that they are going to select words from the word box to complete each sentence. Have students work on their own. Then, check answers as a class.

Activity 2

Remind students to use the chart at the top of the page to complete the activity.

Have students work on their own to unscramble and rewrite the sentences. Invite volunteers to read their sentences aloud. Check answers as a class.

Activity 3

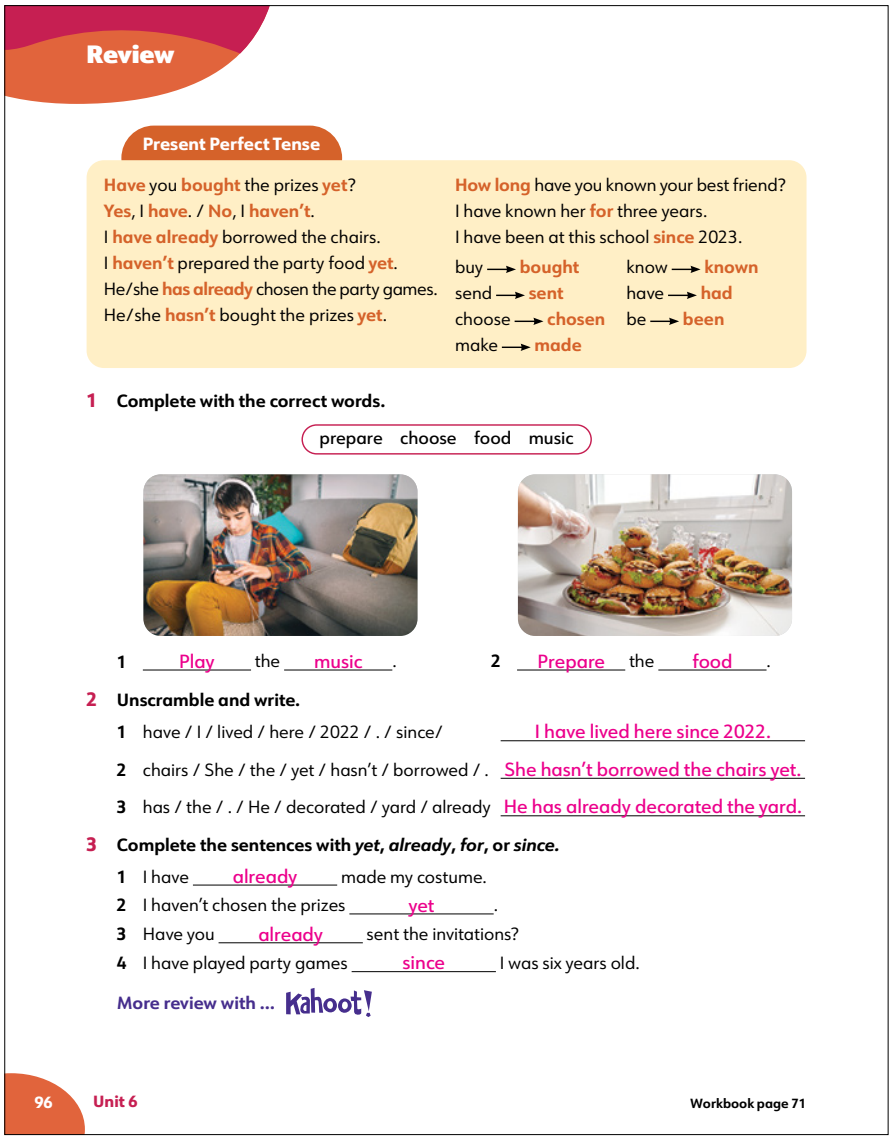
Explain to students that they are going to fill in the missing word to complete each sentence. The words to use are *yet, already, for,* or *since*. Have four students each read one sentence aloud. Check answers as a class.

Kahoot!

Use Kahoot to review content, foster creativity, and engage students. Adapt the content for your class depending on your class objectives.

Resources

- **Workbook** page 71
- **Teacher's Resource Center** Online Assessment
- **Student's Digital Book** Review
- **Student's Digital Workbook** Quiz



Review

Present Perfect Tense

Have you bought the prizes yet?
Yes, I have. / No, I haven't.
I have already borrowed the chairs.
I haven't prepared the party food yet.
He/she has already chosen the party games.
He/she hasn't bought the prizes yet.

How long have you known your best friend?
I have known her for three years.
I have been at this school since 2023.

buy → bought
send → sent
choose → chosen
make → made
know → known
have → had
be → been

1 **Complete with the correct words.**

prepare choose food music

1 Play the music.

2 Prepare the food.

2 **Unscramble and write.**

1 have / I / lived / here / 2022 / . / since/ I have lived here since 2022.

2 chairs / She / the / yet / hasn't / borrowed / . She hasn't borrowed the chairs yet.

3 has / the / . / He / decorated / yard / already He has already decorated the yard.

3 **Complete the sentences with *yet*, *already*, *for*, or *since*.**

1 I have already made my costume.
2 I haven't chosen the prizes yet.
3 Have you already sent the invitations?
4 I have played party games since I was six years old.

More review with ... Kahoot!

96 Unit 6 Workbook page 71

Differences: the cake, the number of chairs, the soda on the table, the party food, the piñata location, the music Assess students on vocabulary and grammar, pronunciation, and interaction. In the exam, students are graded from 1 to 5 in each category. Vocabulary and grammar - 1 Uses vocabulary required for some tasks; attempts simple

Exam Practice

Flyers A2 Speaking

1 **Find the differences.**

A



B



structures but with some mistakes. 5 Uses vocabulary required for all tasks; uses a range of simple structures with few mistakes and clear meaning. Pronunciation - 1 Makes some unclear sounds and has limited control of word stress. 5 Is mostly intelligible and has some control of word stress and longer sentences. Interaction- 1 Responds appropriately to some instructions with a lot of hesitation and support. 5 Responds appropriately to all instructions with natural hesitation and support when asked for.

Exam Practice

Lesson Aim

- Talk briefly about activities done in the past

Flyers A2 Speaking

This is a practice activity modeled on Part 1 of the Speaking Test of the Flyers Young Learners English Exam. This practice activity helps students become familiar with the format and structure of the Flyers exam while reviewing the vocabulary and grammar from Unit 6.

Exam Overview

In this activity, students look at two similar pictures to identify the differences.

Activity 1

Tell students to look at both pictures closely. Tell them that the pictures are very similar but there are six differences for them to identify. Have students work with a partner. They should each focus on one of the pictures and take turns pointing out a difference and saying it to their partner. For example, student A says, "In my picture, there are no chairs at the table." Student B says, "In my picture, there are ten chairs at the table." Students continue looking for differences and talking about them. Encourage them to use language from the unit if possible.

Once students believe they have found all six differences, check answers as a class.

Resources

- **Teacher's Resource Center** Flyers A2 Speaking Exam
- **Student's Digital Book** Exam Practice

Our Shared World

Lesson Aim

- To read, understand, and talk about having fun in other cultures

Materials: paper, pens or colored pencils

Warm Up

Preview some key words from the story: *Guatemala, handicrafts, embroidery, Antigua, horse-drawn carriage, monastery, raft*. Write the words on the board and ask volunteers if they can tell the class what they mean. If no students are able to define the words, give them examples to help them understand the meaning. Then, ask them to predict what they think the email is about. Write ideas on the board.

Activity 1

Arrange students in groups. Have them work together to create a mind map, including information they know about Guatemala. Point out the example answer. Draw a mind map on the board. Ask volunteers to share some of the things they included in their mind maps. Fill in the circles on the board.

Activity 2 Track 77

Point out that the reading text is an email about a summer trip. Ask the activity question. Review the Glossary on page 99 with the students. Make sure they understand the terms.

Play the audio and have the students follow along in their books. Reread the activity question. Elicit answers. Play the audio again, or read the text aloud to the class, pausing after each paragraph. To check comprehension, ask questions such as *Did Sam like the* rellenito de plátano *in Guatemala City?* (yes) *What did Sam and his grandmother learn how to make in Antigua?* (chocolate) *Which earthquake destroyed the monastery in 1773?* (the Santa Marta earthquake) *Where did they go for the last part of their trip?* (a water park)



Our Shared World

1 **Make a mind map with everything you already know about Guatemala.**

2 77 **Read and listen to an email about a summer trip. Which activity did Sam like the most?** Going to the water park Irtra.

From: Sam@mymail.com
To: Erika@mymail.com
Subject: **My awesome summer trip!**

Erika Sam

Dear Erika,

Hi! This summer I went to visit my grandmother in Guatemala. It was an incredible experience!

The first day, we stayed in Guatemala City. We went to the Central Market and bought lots of food and beautiful handicrafts. I saw many women and girls wearing their traditional dresses. Each town has its own embroidery and colors. We had *rellenito de plátano* for lunch. It's a banana ball filled with sweet beans. It was delicious.

Then we went to Antigua, which used to be the capital city. We visited a chocolate museum and learned about the history of cacao. We also learned how to make our own chocolate.

From Antigua you can see three volcanoes: the *Volcán de Agua*, the *Volcán del Fuego*, and the *Volcán de Acatenango*. People climb the *Volcán del Agua* to admire the beautiful view from the top, but you need to be very fit. The *Volcán del Fuego* is active, and at night you can see the red glow from the lava!

In the central plaza we rode on a horse-drawn carriage, and then we had ice cream made with local fruit. I had mango.

The next day we visited a monastery that was destroyed in 1773 in an earthquake called the Santa Marta earthquake. The capital city was moved to Guatemala City after the earthquake. This ancient building is preserved to **commemorate** that natural disaster.

98 Unit 6

Resources

- **Workbook** page 72

From Antigua, we drove to Panajachel, a town at the edge of the great Atitlán Lake. We stopped to buy some handicrafts, and I bought a *ronron*, a traditional toy that you spin to make noise.



Then we took a small boat across the lake. It was very peaceful and beautiful at first, until our guide told us the legend of Maximón, a spirit that blows strong winds across the lake in the afternoon, making boats disappear. I got a little nervous after that, but the winds were calm that day.



For the last part of our trip, we went to a water park called Irtra. It was my favorite day! There are lots of water slides and pools. The most exciting slide was called the Tamagas. You sit in an **inflatable** raft and then rush up and around, almost like a roller coaster, until you land with a huge splash in the water.

Love,
Sam

Glossary
commemorate: to remember or celebrate
inflatable: can be filled with air

3 Read the email again and answer.

1 Write four places Sam visited. Guatemala City, Antigua, Panajachel and Irtra.
2 What is a *rellenito de plátano*? A banana ball filled with sweet beans.
3 Why is Antigua no longer the capital? It was destroyed by an earthquake.
4 What can you do at Irtra? Go down slides and swim in the water

4 Think and discuss with a friend. Students' own answers

1 What new things did Sam experience during her trip?
2 How can having different experiences teach us to have fun?

What experiences have you had visiting different places? What new things did you try or do?



Workbook pages 72–73 I can read, understand, and talk about having fun in other cultures. Unit 6 99

Activity 3

Have volunteers read items 1–4 aloud. Tell students to try to complete the activity from memory first, before rereading or listening to the text. Play the audio again, and have students follow along in their books and check their answers. Review answers as a class.

Activity 4

Give students time to read the questions quietly and think about the answers. Put students in pairs. Have them ask and answer the questions. Monitor and provide support as necessary. Check answers as a class. Call on volunteers to read the questions and give the answers.

Social-emotional Learning

Allowing students to read and think about their answers independently and quietly gives them a chance to interact with the material at their own pace. When activities are done with a partner, there can often be a dominant member of the team. Make time for students to look at the material on their own first, so that their thoughts and ideas are not overshadowed.

Wrap Up

Put students in pairs and have them pick their favorite thing that Sam and his grandmother did on their summer trip. Have them imagine that they too were on the trip and describe their experiences to their partner in their own words. For example, say *I was with Sam and Grandma at the Central Market in Guatemala City. My favorite thing to see was the traditional dresses. I loved the banana ball with sweet beans for lunch.* Encourage partners to take turns sharing their made-up experiences.

Draw students' attention to Simon at the bottom of the page and have a volunteer read the speech bubble. Ask volunteers to briefly share experiences they have had visiting different places.

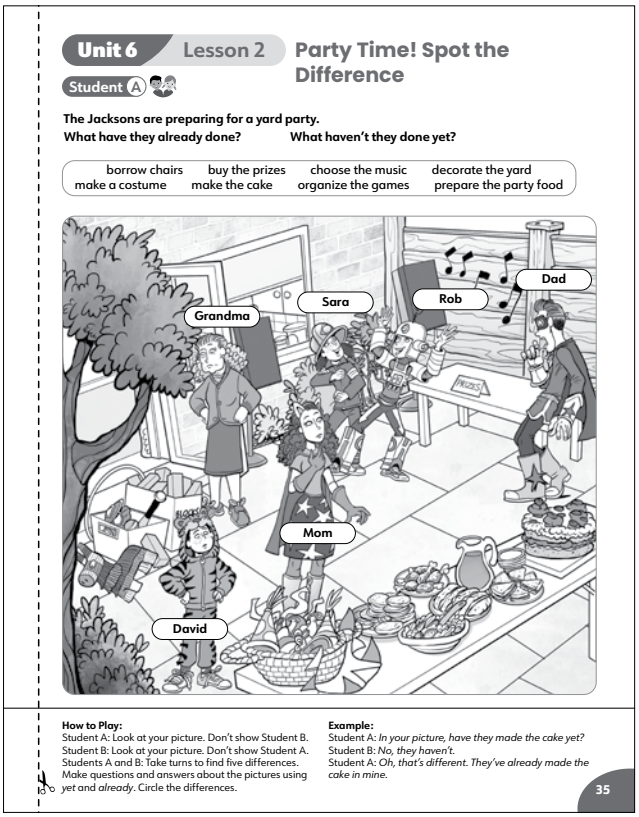
Invite students to work on their own to create a brochure about a special place they have visited. Encourage them to include a list of things that a visitor *Should Do* based on the new things they did or tried. Ask them to include one or two sketches or drawings related to their experiences. Then arrange students in pairs to share their brochures with one another. Invite volunteers to share their work with the class.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can …* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** pages 72 and 73
- **Teacher's Resource Center** Education for Sustainable Development and Citizenship Lessons
- **Student's Digital Book** Our Shared World
- **Student's Digital Workbook** Our Shared World



Unit 6 Lesson 2 Party Time! Spot the Difference

Student A

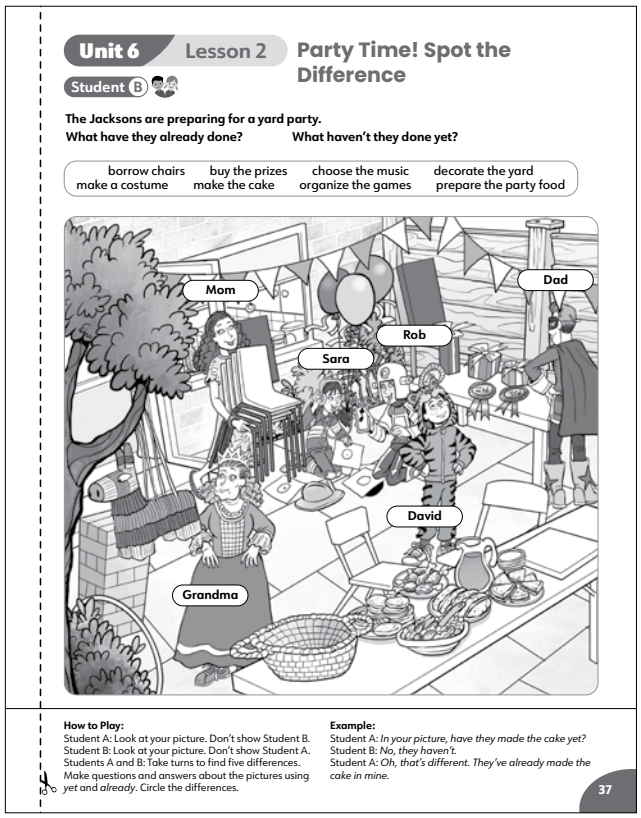
The Jacksons are preparing for a yard party.
What have they already done? What haven't they done yet?

borrow chairs | buy the prizes | choose the music | decorate the yard
make a costume | make the cake | organize the games | prepare the party food

How to Play:
Student A: Look at your picture. Don't show Student B.
Student B: Look at your picture. Don't show Student A.
Students A and B: Take turns to find five differences. Make questions and answers about the pictures using *yet* and *already*. Circle the differences.

Example:
Student A: *In your picture, have they made the cake yet?*
Student B: *No, they haven't.*
Student A: *Oh, that's different. They've already made the cake in mine.*

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Unit 6 Lesson 2 Party Time! Spot the Difference

Student B

The Jacksons are preparing for a yard party.
What have they already done? What haven't they done yet?

borrow chairs | buy the prizes | choose the music | decorate the yard
make a costume | make the cake | organize the games | prepare the party food

How to Play:
Student A: Look at your picture. Don't show Student B.
Student B: Look at your picture. Don't show Student A.
Students A and B: Take turns to find five differences. Make questions and answers about the pictures using *yet* and *already*. Circle the differences.

Example:
Student A: *In your picture, have they made the cake yet?*
Student B: *No, they haven't.*
Student A: *Oh, that's different. They've already made the cake in mine.*

37

Put students in pairs, A and B. Each student has a different share page; Student A, page 35, and Student B, page 37. Have students find five differences in their pictures.

Model the activity. You are Student A. Have a volunteer be Student B. Hold up your page, so the class can see it, but don't show Student B. Using the prompts in the box, ask Student B a question about your picture in order to find the differences between your pictures. Ask *In your picture, have they made the cake yet?* Student B looks at his/her picture and responds *No, they haven't.* Say *Oh, that's different. They've already made the cake in mine.* Switch roles and have Student B ask a question about your picture and repeat the process. Show students how you cross out the phrase *make the cake* in your word box to indicate that you've already asked a question about that.

Write the model on the board and have students repeat it chorally.

Student A: *In your picture, have they made the cake yet?*

Student B: *No, they haven't.*

Student A: *Oh, that's different. They've already made the cake in mine.*

Have two students come to the front of the room and model another round for the class. Correct any errors.

Have pairs do the activity. Walk around the room and monitor. Provide additional support, as necessary.

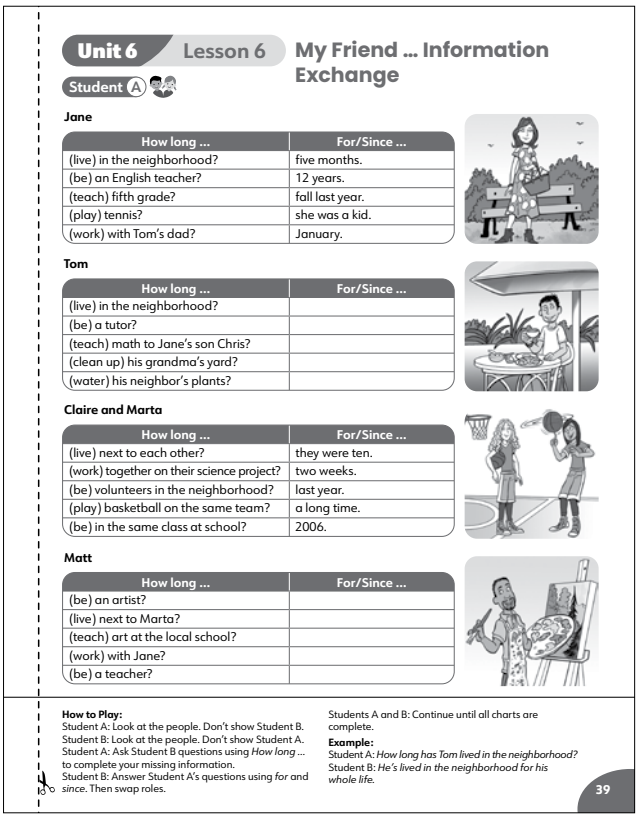
Answers

Picture A

They haven't borrowed chairs yet. They haven't bought the prizes yet. They've already chosen the music. They haven't decorated the yard yet. Grandma hasn't made a costume yet. They've already made the cake. They've already organized the games. They've already prepared the party food.

Picture B

They've already borrowed chairs. They've already bought the prizes. They haven't chosen the music yet. They've already decorated the yard. Grandma has already made a costume. Mom hasn't made a costume yet. They haven't made the cake yet. They haven't organized the games yet. They've already prepared the party food.



Unit 6 Lesson 6 My Friend ... Information Exchange

Student A

Jane

How long ...	For/Since ...
(live) in the neighborhood?	five months.
(be) an English teacher?	12 years.
(teach) fifth grade?	fall last year.
(play) tennis?	she was a kid.
(work) with Tom's dad?	January.

Tom

How long ...	For/Since ...
(live) in the neighborhood?	
(be) a tutor?	
(teach) math to Jane's son Chris?	
(clean up) his grandma's yard?	
(water) his neighbor's plants?	

Claire and Marta

How long ...	For/Since ...
(live) next to each other?	they were ten.
(work) together on their science project?	two weeks.
(be) volunteers in the neighborhood?	last year.
(play) basketball on the same team?	a long time.
(be) in the same class at school?	2006.

Matt

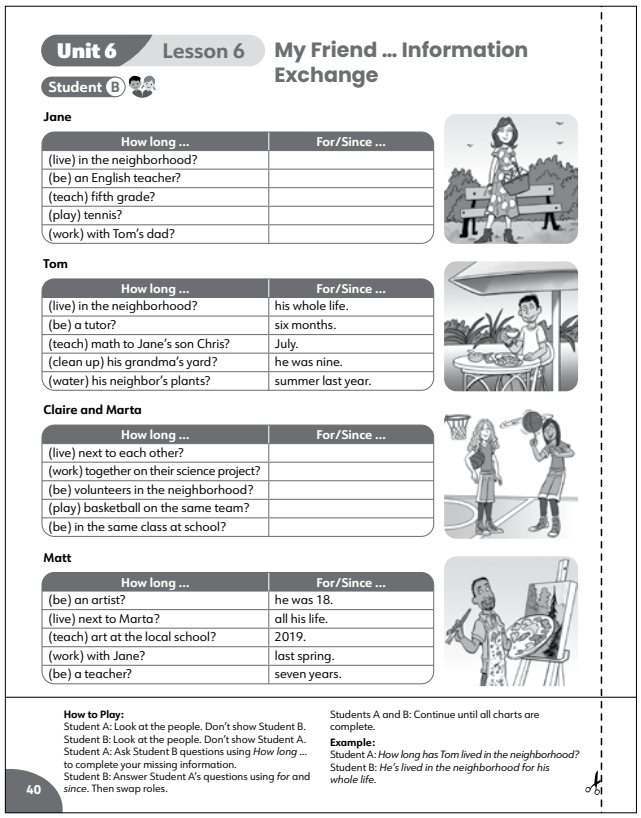
How long ...	For/Since ...
(be) an artist?	
(live) next to Marta?	
(teach) art at the local school?	
(work) with Jane?	
(be) a teacher?	

How to Play:
Student A: Look at the people. Don't show Student B.
Student B: Look at the people. Don't show Student A.
Student A: Ask Student B questions using *How long ...* to complete your missing information.
Student B: Answer Student A's questions using *for* and *since*. Then swap roles.

Students A and B: Continue until all charts are complete.

Example:
Student A: *How long has Tom lived in the neighborhood?*
Student B: *He's lived in the neighborhood for his whole life.*

39



Unit 6 Lesson 6 My Friend ... Information Exchange

Student B

Jane

How long ...	For/Since ...
(live) in the neighborhood?	
(be) an English teacher?	
(teach) fifth grade?	
(play) tennis?	
(work) with Tom's dad?	

Tom

How long ...	For/Since ...
(live) in the neighborhood?	his whole life.
(be) a tutor?	six months.
(teach) math to Jane's son Chris?	July.
(clean up) his grandma's yard?	he was nine.
(water) his neighbor's plants?	summer last year.

Claire and Marta

How long ...	For/Since ...
(live) next to each other?	
(work) together on their science project?	
(be) volunteers in the neighborhood?	
(play) basketball on the same team?	
(be) in the same class at school?	

Matt

How long ...	For/Since ...
(be) an artist?	he was 18.
(live) next to Marta?	all his life.
(teach) art at the local school?	2019.
(work) with Jane?	last spring.
(be) a teacher?	seven years.

How to Play:
Student A: Look at the people. Don't show Student B.
Student B: Look at the people. Don't show Student A.
Student A: Ask Student B questions using *How long ...* to complete your missing information.
Student B: Answer Student A's questions using *for* and *since*. Then swap roles.

Students A and B: Continue until all charts are complete.

Example:
Student A: *How long has Tom lived in the neighborhood?*
Student B: *He's lived in the neighborhood for his whole life.*

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Put students in pairs, A and B. Each student has a different share page; Student A, page 39, and Student B, page 40. Have students complete the missing information.

Model the activity. You are Student A. Have a volunteer be Student B. Hold up both pages, and point out how they both have missing information. Look at your page. Ask a question, e.g., *How long has Tom lived in the neighborhood?* Student B looks at his/her page and says *Tom has lived in the neighborhood for his whole life.* Switch roles and repeat the process.

Write the model on the board and have students repeat it chorally.

Student A: *How long has Tom lived in the neighborhood?*

Student B: *He's lived in the neighborhood for his whole life.*

Have two students come to the front of the room and model another round for the class. Correct any errors.

Have pairs do the activity. Walk around and monitor. Provide additional support, as necessary.

Answers

Student A

Tom: How long has Tom ... lived in the neighborhood? been a tutor? taught math to Jane's son Chris? cleaned up his grandma's yard? watered his neighbor's plants?
For his whole life. For six months. Since July. Since he was a nine. Since summer last year.

Matt: How long has Matt ... been an artist? lived next to Marta? taught art at the local school? worked with Jane? been a teacher?
Since he was 18. All his life. Since 2019. Since last spring. For seven years.

Student B

Jane: How long has Jane ... lived in the neighborhood? been an English teacher? taught fifth grade? played tennis? worked with Tom's dad? For five months. For 12 years. Since fall last year. Since she was a kid. Since January.

Claire and Marta: How long have Claire and Marta ... lived next to each other? worked together on their science project? been volunteers in the neighborhood? played basketball on the same team? been in the same class?
Since they were ten. For two weeks. Since last year. For a long time. Since 2006.