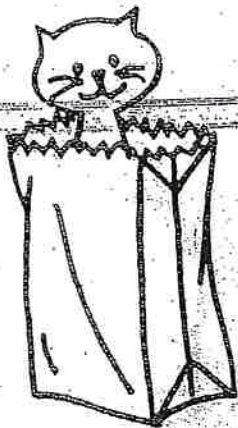


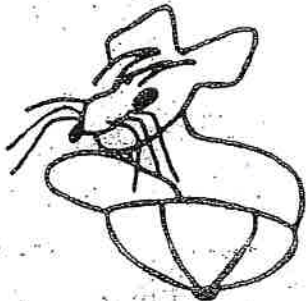
31. cat

32. dog

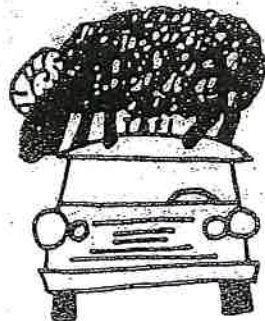
33. inside



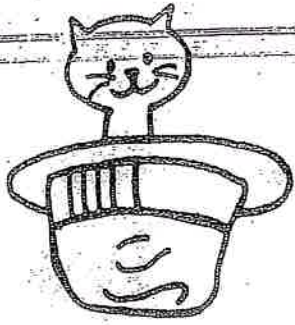
cat is  
The the  
in bag



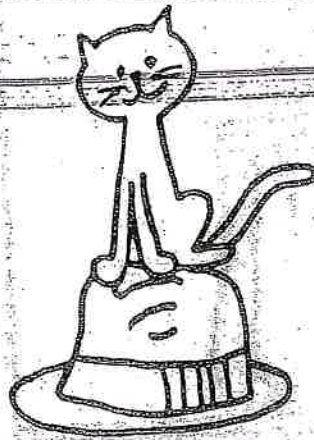
is The  
in the  
cap rat



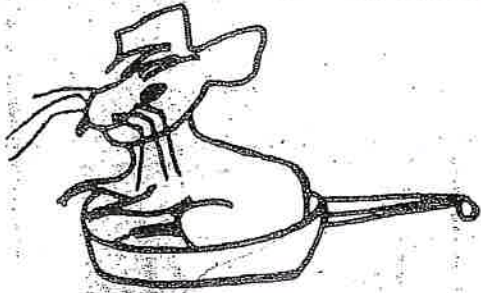
The the  
ram cab  
on is



in



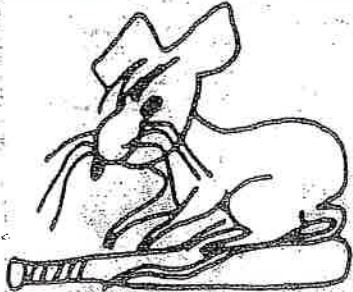
on



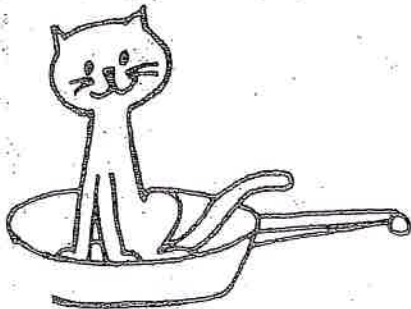
The rat is \_ \_ the pan.



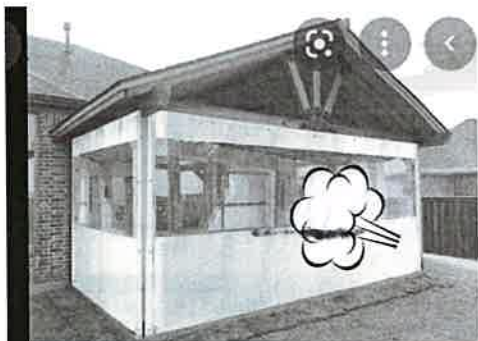
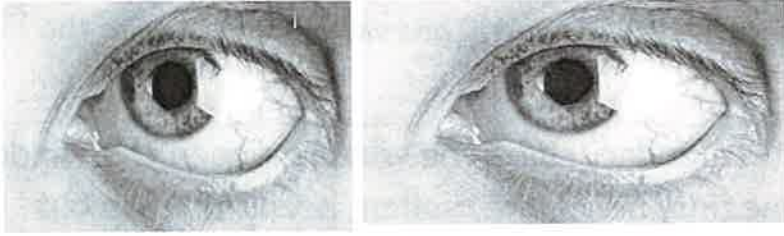
The cat is \_ \_ the mat.



The rat is \_ \_ the bat.



The cat is \_ \_ the pan.

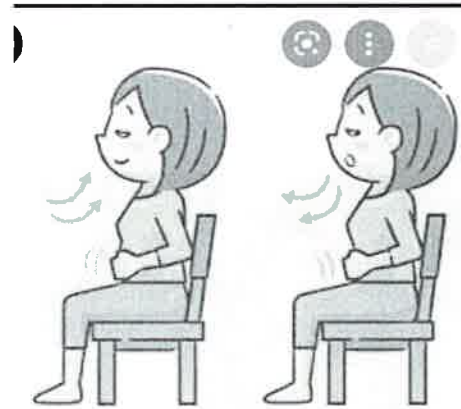


CONTROL POLLEN | PORCH, PATIO



Mpena, Terrance Use the words from the WORD BANK and write them next to the picture.

Breathes in, breathes out, calendar, close the window, open the window, watery eyes, itchy eyes, sneezing, headache, pollen, keep in, keep out



Little boy sneezing har...





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# CROSSWORD NUMBERS

● Read the clues and fill in the missing words.

Plus +  
Minus -  
Times X  
Divided by ÷  
Equals =



1 SEVENTEEN

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

## ACROSS

- How much is 9 plus 8?
- How much is 10 minus 7?
- What is 5 plus 4?
- How much is 9 plus 9?
- How much is 10 times 100?  
"One ..."
- How much is 45 minus 44?
- How much is 25 divided by 5?
- How much is 31 plus 21?
- What is 96 times 0?
- How much is 120 divided by 2?
- How much is 103 minus 78?

## DOWN

*Vertical*

- How much is 69 plus 9?
- How much is 21 minus 10?
- What is 47 plus 33?
- How much is 63 divided by 9?
- How much is 100 divided by 10?
- What is one half of one?  
"One ..."
- How do you say this number:  
1,000,000? "One ..."
- How much is 90 plus 10?  
"One ..."
- What is 100 divided by 25?
- How much is 18 plus 12?

**Language Focus** Cardinal Numbers (spelling)**Level** Intermediate**Time** Approximately 15 – 20 minutes**ANSWER KEY****Across words**

seventeen  
three  
nine  
eighteen  
' (one) thousand  
one  
five  
fifty-two  
zero  
sixty  
' twenty-five

**Down words**

' seventy-eight  
eleven  
eighty  
seven  
ten  
(one) half  
) (one) million  
) (one) hundred  
) four  
) thirty

**NOTES**

Before your students begin the activity, make sure that they understand the following vocabulary:

Plus +

Minus -

Times X

Divided by ÷

Equals =

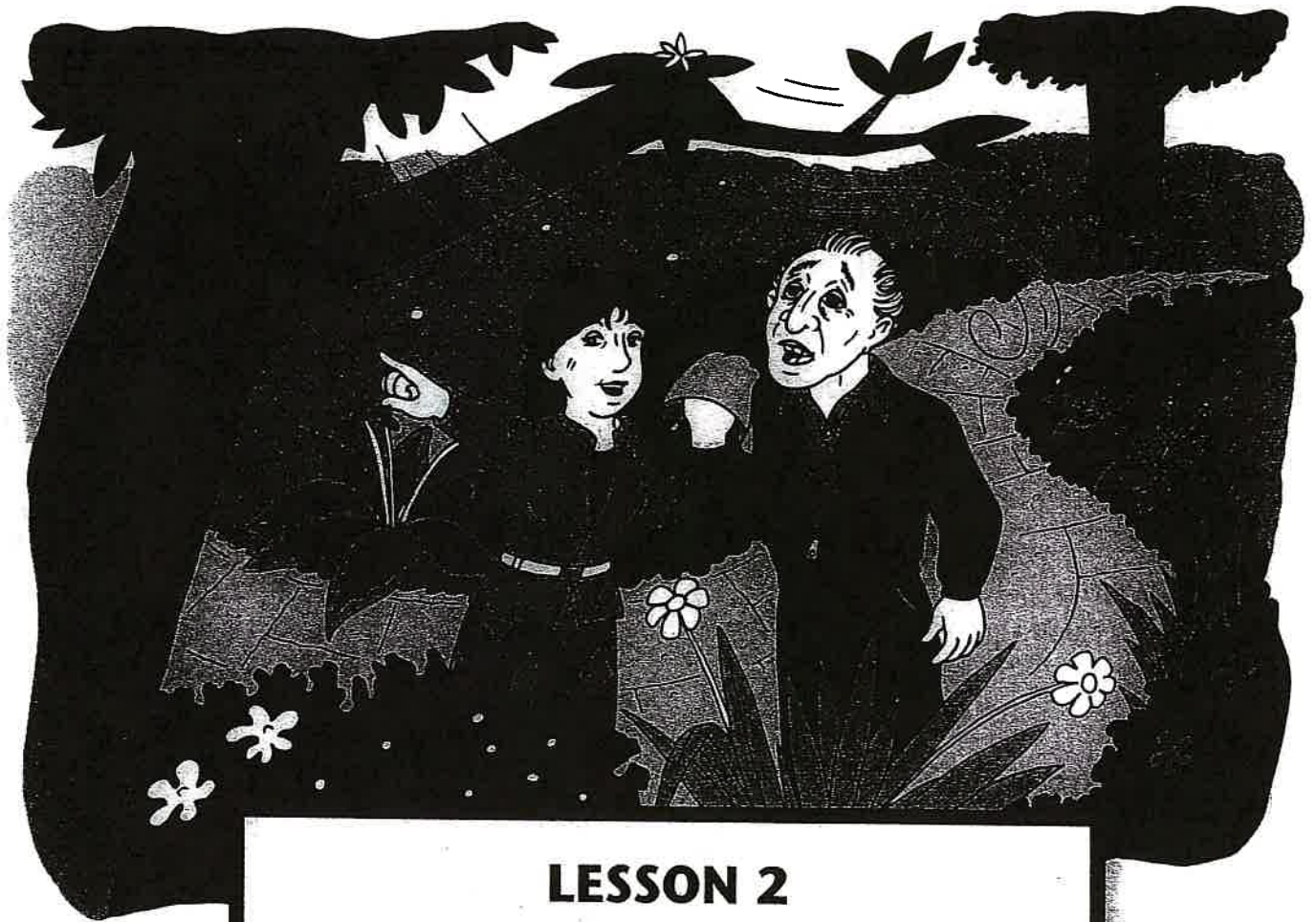
Following the activity, make sure your learners are aware of the hyphen (-) in hyphenated numbers such as: twenty-one, thirty-eight, etc.

*My Notes*



Numbers 1-120									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120





## LESSON 2

### Pollen Problems

Eli doesn't like spring.

In April and May, there is tree **pollen** in the air.

Eli has an **allergy** to pollen.

"The trees are beautiful," says Eli's wife.

"Not to me," says Eli.

The windows in Eli's house are open.

A lot of tree pollen comes into the house.

Eli breathes in the tree pollen.

He sneezes a lot.

His eyes are **itchy** and watery.

Sometimes he gets a **headache**.



Eli closes the windows at home.  
He wants to keep out the tree pollen.  
In June, Eli opens the windows again.  
"Close the windows, Eli," says  
his wife.  
"Summer is here. Grass pollen  
is in the air."



### Complete the story.

Eli doesn't like \_\_\_\_\_<sup>1</sup>. In April and May, there is tree  
\_\_\_\_\_<sup>2</sup> in the air. Eli has an \_\_\_\_\_<sup>3</sup> to pollen.

"The trees are beautiful," says Eli's wife. "Not to me," says Eli.

The \_\_\_\_\_<sup>4</sup> in Eli's house are open. Tree pollen  
comes into the house. Eli \_\_\_\_\_<sup>5</sup> in the tree pollen. He  
\_\_\_\_\_<sup>6</sup> a lot. His eyes are itchy and watery. Sometimes he  
gets a \_\_\_\_\_<sup>7</sup>.

Eli \_\_\_\_\_<sup>8</sup> the windows at home. He wants to keep out the  
tree pollen. In June, Eli opens the windows again. "Close the windows,  
Eli," says his wife. "\_\_\_\_\_<sup>9</sup> is here. Grass pollen is in the air."

**Check yes or no.**

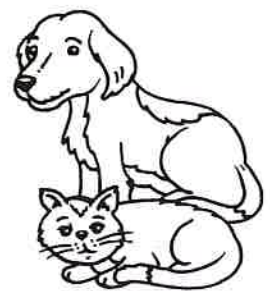
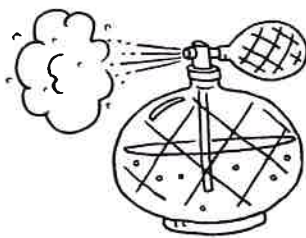
**Yes    No**

- \_\_\_ \_\_\_ 1. Eli likes spring.
- \_\_\_ \_\_\_ 2. There is tree pollen in the air.
- \_\_\_ \_\_\_ 3. Eli's wife says the trees are beautiful.
- \_\_\_ \_\_\_ 4. His wife has an allergy.
- \_\_\_ \_\_\_ 5. Eli's eyes are itchy and watery.
- \_\_\_ \_\_\_ 6. He coughs a lot.
- \_\_\_ \_\_\_ 7. Eli closes windows at home.
- \_\_\_ \_\_\_ 8. He wants to keep in the tree pollen.
- \_\_\_ \_\_\_ 9. In July, he opens the windows again.
- \_\_\_ \_\_\_ 10. In summer, grass pollen is in the air.

**Allergies**

Match the words and pictures.

medication	pets	perfume
------------	------	---------



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

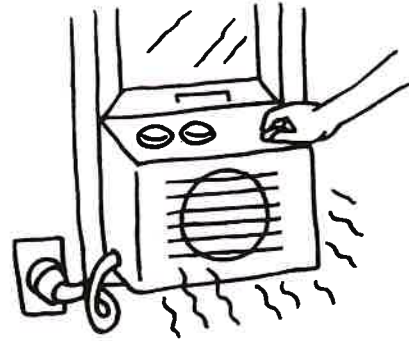
# Understanding the Doctor

Listen to Eli's doctor. Write the correct number next to each picture.

a. \_\_\_\_\_



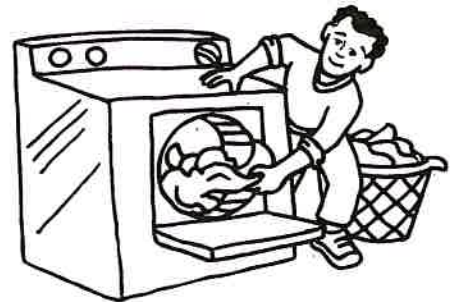
d. \_\_\_\_\_



b. \_\_\_\_\_



e. \_\_\_\_\_



c. \_\_\_\_\_



f. \_\_\_\_\_



# Understand a Graphic

## World War II

Follow these suggestions for understanding a photograph:

- Look at the people or images in the photograph.
- Read the caption and surrounding information.
- Notice details.

Read the caption and look at the photograph.



Soldiers in World War II stop for a meal.

1. What season is it in the photograph? What details tell you so? \_\_\_\_\_
2. What will the men eat and drink from? \_\_\_\_\_
3. What other equipment do the men carry? \_\_\_\_\_
4. Look at the box of food. What kind of meal do you think the men will get?  
\_\_\_\_\_
5. What do you think the photographer is trying to tell the viewer? \_\_\_\_\_  
\_\_\_\_\_

# Understand a Graphic

## The Postwar World

To interpret a political cartoon, follow these steps:

- Read the title or caption.
- Notice the characters. Are they real people, or are they symbols? For example, Uncle Sam is often used to symbolize the U.S. government.
- Look for conversations shown in speech balloons or other text.

Read the passage and look at the cartoon. Then answer the questions that follow.

Many historic events occurred when Richard Nixon was president of the U.S. The first humans to set foot on the Moon did so in 1969. The Environmental Protection Agency (EPA) was formed in 1970. China joined the United Nations in 1971. Despite all of these positive events, the event most people remember about Richard Nixon was that he resigned as the result of a scandal known as Watergate.

During Nixon's campaign for reelection in 1972, five men broke into the Watergate complex in Washington D.C. They were caught attempting to steal records from Democratic Party headquarters. Later they were accused of paying people to keep quiet about the break-in. Nixon met with 400 newspaper editors for a televised hour-long interview in November 1973. He denied any involvement in the break-in. At that meeting, Nixon was also accused of not paying taxes and of spending government money for his personal use. Defending his record of public service, he stated, "I am not a crook." The cartoonist Herb Block later drew this editorial cartoon. The Watergate scandal led to a series of investigations. In August 1974, when the Senate was ready to vote to impeach Nixon, the president resigned.



1. What is the topic of the political cartoon? \_\_\_\_\_
2. Who is the political cartoon about and how do you know? \_\_\_\_\_
3. What is the artist's opinion? \_\_\_\_\_

GÜLER

Aa Bb Cc Dd Ee Ff  
ey bi si di i ef

Gg Hh Ii Jj Kk Ll Mm  
ci eyç ay ~~key~~ key el em

Nn Oo Pp Qq Rr Ss Tt  
en o pi kû ar es ti

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# Analyze Cause and Effect

## Fascism

Read the passage and then complete the table.

### The Move to Fascism in Twentieth-Century Europe

Fascism is a political system that opposes democracy and stresses nationalism and military action. Therefore, Fascists believe the good of the nation must come before the good of an individual. The Great Depression of the 1920s and 1930s had a devastating effect on Europe. As a result, Fascism appealed to many Europeans. Between 1922 and 1945, many European nations had Fascist political parties.

The Latin word *fasces* refers to a bundle of rods with an axe at the top of each rod. The *fasces* were a symbol of the Roman Republic. When Benito Mussolini came to power in 1922, he spread Fascist ideas in Rome. He wanted to inspire the people by reminding them of the glories of ancient Italy, so he chose the *fasces* as the symbol for Italy. Although Benito Mussolini did not create Fascism, he became its leader, *Il Duce*, in Italy.

Fascism also took root in Germany under the Nazi party. In 1928, Adolf Hitler received only 3 percent of the votes in a German election. By 1930, he received many more votes because people had lost money in the bad economy and were afraid of the direction in which their country was headed. Italy and Germany became allies during the 1930s. Consequently, Mussolini added Germany's anti-Jewish ideas to Italian Fascism. After the end of World War II, Fascism was outlawed in some countries.

Causes	Signal Term	Effects
Fascism stresses nationalism and military action		
Great Depression was bad in Europe		

# Analyze Cause and Effect

## The Rise of Communism

When looking for cause-and-effect relationships, use these tips:

- Look for key words or phrases that show consequences. These terms include *as a result*, *because*, *consequently*, *led to*, *so*, and *therefore*.
- Keep in mind that an effect can sometimes become a cause for the next event in a cause-and-effect chain.

Read the passage and then complete the table.

### Moving toward Revolution

Russia experienced several major events that caused its long-standing empire to come to an end. The Romanov dynasty had ruled for 300 years. Life was very hard for most people, so on the Sunday morning of January 9, 1905, more than 140,000 people went peacefully to the palace in St. Petersburg. They wanted to tell Czar Nicholas II about the difficulties of their lives, but he refused to see them. Instead, he ordered the army to fire on the crowd. As a result, more than 5,000 people were injured and 1,000 killed.

The violence led to more demonstrations in other Russian cities. Workers went on strike, and so did some members of the military. In October, therefore, Nicholas promised a government with an elected legislature and a constitution. Consequently, many of the workers returned to their jobs. However, others were dissatisfied that a republic had not been created. Because of this dissatisfaction, armed men in Moscow fought against government troops and the police for nine days during December. The government did not regain control until the beginning of the new year.

Causes	Signal Term	Effects
life was hard for many	<i>so</i>	
army fires on protesters	<i>as a result</i>	
violence against people		
strikes and protests		
republic not created		

# Use Details

## Colonialism

Details support the main idea. To use details to understand a text, follow these steps:

- First, identify the main idea of each paragraph or passage.
- Next, look for information that expands on the main idea or makes it clearer.

For example, in the first paragraph below, the writer explains that young women from Scotland, Ireland, Wales, and England went to Australia, rather than just noting that women from Great Britain went to Australia.

Read the passage and then answer the questions.

### Helping Women in Colonial Australia

A number of ships from Europe reached Australia during the 1600s and 1700s. In 1770, Captain James Cook claimed Australia for Britain. Settlement began in 1788. At first there were few European women in Australia. The ratio of men to women was about seven to one. To change this, young British women were offered low-priced tickets to Australia. Thousands of young women from Scotland, Ireland, Wales, and England went to Australia. Factory workers, orphans, and servants took advantage of the chance to begin new lives.

Caroline Chisholm, the wife of a British soldier, moved with her family to Sydney, Australia, in 1838. Chisholm was shocked at how the women there were living. Influenced by her Roman Catholic faith, Chisholm became a social reformer. She was determined to help the young women in Australia, just as she had helped women in India, where the Chisholms had lived previously. Soon after her husband left to fight in a war, she obtained permission to use an abandoned building as a home for immigrant women. The building was infested with rats, but she and her sons moved in and made it livable. About 100 women came to live at the Female Immigrants Home. Chisholm taught them to cook and clean and then helped them find work.

Eventually Chisholm set up 16 hostels around the colony for immigrant women. She helped more than 10,000 immigrants while raising her own nine children. After the gold rush began in the 1840s, she set up hospitals and schools across Australia. Her gravestone in England proclaims her "The Emigrants' Friend."

1. What was the ratio of men to women in Australia? \_\_\_\_\_
2. Why were young women encouraged to move to Australia? \_\_\_\_\_
3. How did Caroline Chisholm help the women living in Australia? \_\_\_\_\_  
\_\_\_\_\_
4. How do you think Chisholm's work affected the colonization of Australia? \_\_\_\_\_  
\_\_\_\_\_

# Use Details

## World War I

Read the passage and answer the questions that follow.

### Surviving in the Trenches

Trench warfare was one of the military techniques developed during World War I. In 1914, a German commander ordered his men to dig trenches so they would be protected from Allied fire. The Germans built their trenches first on high ground, which protected soldiers from wet and muddy soil. Later, when the Allies began to dig trenches, they had to dig in land that was only a few feet above sea level. Allied soldiers placed boards along the bottom of the trenches so they would stay dry and mud-free.

Delivering food to the trenches was difficult. Britain sent more than 3 million tons of food to British soldiers in Belgium and France. Food supplies for the men in the trenches were usually biscuits, bread, and canned corned beef. It could take as long as eight days for bread to reach the men in the trenches on the western front. By the time it reached them, it was stale. The biscuits arrived as hard as rocks. As the war continued, meat supplies were cut. After 1916, soldiers who were not on the front lines received meat only nine days out of every month.

The food was cooked before it was sent to the trenches. It was placed in old jam jars, cooking pots, or clean gasoline cans. Those containers were then put in boxes lined with straw. Despite these efforts, by the time the food arrived in the trenches, it was cold. Soldiers sometimes bought small stoves. If they could find fuel, they could heat their food and heat water for tea. When the trenches were under heavy enemy fire, food might not arrive at all. Soldiers carried canned rations for emergencies, but they could open the emergency rations only with an officer's permission.

1. Where did the Germans build their trenches? \_\_\_\_\_
2. How was this an advantage? \_\_\_\_\_
3. What did British soldiers in the trenches usually have to eat? \_\_\_\_\_
4. Do you think the small stoves that soldiers bought allowed them to eat hot food often?  
Why or why not? \_\_\_\_\_
5. What do you think was most difficult about life in the trenches? \_\_\_\_\_  
\_\_\_\_\_

# TOPICS DISCUSSION INTRODUCTIONS



## Student 'A'

- *Discuss the questions below with your partner.*

1. Hi, what's your name?
2. Where are you from?
3. How many people are there in your family?
4. Do you have a job? If 'yes', what kind? If 'no', what job would you like?
5. Where do you live?
6. What do you like to do in your free time?
7. Do you like to study English? Why? / Why not?
8. What are you going to do after class?
9. Are you married or single? How many children do you have? / want?
10. How do you come to class? ... bus, taxi, car, motorcycle, walk?



---

# TOPICS DISCUSSION INTRODUCTIONS



## Student 'B'

- *Discuss the questions below with your partner.*

1. Hi, what's your name?
2. How do you come to class? ... bus, taxi, car, motorcycle, walk?
3. Are you married or single? How many children do you have? / want?
4. What are you going to do after class?
5. Do you like to study English? Why? / Why not?
6. What do you like to do in your free time?
7. Where do you live?
8. Do you have a job? If 'yes', what kind? If 'no', what job would you like?
9. How many people are there in your family?
10. Where are you from?

