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Syllabus

Welcome

- Information question with what
- · Possessive adjectives my and your

What's your name? My name is/I'm Danny.

Unit 1 First Day

Lesson I	Lesson 2	Lesson 3	Lesson 4
School Supplies: pen pencil eraser ruler pencil case backpack • Simple present statements with be (3rd person singular) • Indefinite articles a/an • Information question with what What is it? It's a pen.	School Supplies: book notebook desk chair • Affirmative and negative statements with be (3rd person singular) It's a book. It isn't a notebook.	Story: I'm Great! • Asking how someone is doing How are you? I'm fine. Thank you. Be friendly.	Shapes: circle square triangle rectangle • Yes/No questions with be (3rd person singular) Is it a circle? Yes, it is. / No, it isn't.

Unit 2 Art Class

Lesson I	Lesson 2	Lesson 3	Lesson 4
Art Supplies: paint paper chalk yarn glue tape • Demonstrative pronoun this • Information question with what What's this? This is paint.	colors: red yellow blue white black • Information question with what What color is it? It's red.	Story: I Like Blue • Offering to share something Let's share OK. Be nice.	Colors: green purple orange pink gray brown • Simple present statements with make (3rd person plural) • Compound subjects with and Blue and yellow make green.

Review 1 Units 1 and 2



bag, bug, pop, pit, tag, top, dad, dig, mat, mud, map, nod

Unit 3 Birthday Party

Lesson I	Lesson 2	Lesson 3	Lesson 4
Numbers: one two three four five six seven eight nine ten eleven	Toys: doll dolls ball balls car cars kite kites • Information question with how many • Plural nouns with -s	Story: My Turn! • Taking turns It's your turn. Thank you. Be fair.	game marble puzzle card • Simple present statements with have (1st person singular) • Plural nouns with -s I have one game / two games.
twelve • Simple present statements with <i>be</i> (1st person singular)	How many dolls? One doll. / Two dolls.		lot of The Kee
Information question with		国际 医二种激素的 对对	
how	Concessor of the Affect of Affect	is the same to	A contract of
How old are you? I'm eight.	is only solved we	Sauta Album	monte)

Unit 4 Home

Lesson I	Lesson 2	Lesson 3	Lesson 4
Family: mother father brother sister grandmother grandfather • Demonstrative pronoun this • Information question with who Who's this? This is my mother.	Food: juice chicken fish ice cream • Affirmative and negative statements with like (1st person singular) I like / don't like juice.	Story: Cookies • Offering something to someone Here you are. Thank you. You're welcome. Be kind.	Food: pizza rice cake bread • Information question with what What's this? This is pizza. I like pizza.

Review 2 Units 3 and 4



bat, map, bed, net, pin, bib, mop, pot, tub, nut

Unit 5 The Park

Lesson I	Lesson 2	Lesson 3	Lesson 4
Nature: flower tree rock river hill lake • Modal verb can for ability • Direct objects (S-V-O sentences) • Information question with what What can you see? I can see a flower/flowers.	Playtime: play soccer jump rope fly a kite ride a bike • Affirmative and negative statements with can for ability • Direct objects (S-V-O sentence) I can / can't play soccer.	Story: My Kitel • Polite requests with please Please help me. Sure. Be helpful.	turtle frog spider ant • Yes/No question with can for ability • Direct objects in questions Can you see a turtle / an ant? Yes, I can. / No, I can't.

Unit 6 The Zoo

Lesson I	Lesson 2	Lesson 3	Lesson 4
Animals: monkey elephant tiger bear kangaroo penguin • Statements with prepositions of location: in, on, under • Definite article the • Information question with where Where is the monkey? It's on the rock.	Animals: snake giraffe lion zebra • Questions and statements with be (3rd person plural) • Prepositions of location: in, on, under Where are the snakes? They're on the rock.	Story: Where's Danny? • Apologizing I'm sorry. That's OK. Be safe.	Abilities: run hop swim walk • Yes/No question with can for ability • Plurals with -s Can zebras / penguins run? Yes, they can. / No, they can't.

Review 3 Units 5 and 6



fan, fox, van, vet, six, sun, zap, zip, red, rug, log, lip

Unit 7 Science Day

Lesson I	Lesson 2	Lesson 3	Lesson 4
My Body: arm hand finger leg foot toe • Demonstrative pronouns this and these What's this? This is my arm. What are these? These are my arms.	wy Face: eye nose mouth ear • Yes / No questions with be (3rd person singular and plural) • Demonstrative pronouns this and these Is this my eye? Yes, it is. / No, it isn't. Are these my eyes? Yes, they are. / No, they aren't.	Story: I Can't See! • Excusing yourself politely Excuse me. Sure. Thank you. Be polite.	Healthy Habits: wash my face wash my hands brush my hair brush my teeth • Statements with can for ability • Direct objects (S-V-O sentences) I can wash my face.

Unit 8 The Toy Store

Lesson I	Lesson 2	Lesson 3	Lesson 4
Adjectives: old new	Adjectives: fast slow	Story: Please Be Quiet • Making a polite request Please be quiet.	Transportation: social studies truck
big small long short • Demonstrative pronouns that and those • Information questions with what What's that? That's an old doll. What are those? Those are new bikes.	noisy quiet • Yes / No questions with be (3rd person singular and plural) • Demonstrative pronouns that and those Is that a fast car? Yes, it is. / No, it isn't. Are those fast cars? Yes, they are. / No, they aren't.	OK. I'm sorry. Thanks. Be nice.	train boat • Comparing demonstrative pronouns this, that, these, and those What's this / that? It's an old bus. What are these / those? They're new buses.

Review 4 Units 7 and 8



rake, vase, beef, peek, dive, lime, rose, bone, mule, cube

Introduction

Course Description

Everybody Up is a seven-level course for children learning English for the first time. It offers a clear, steady grammar progression featuring language that students can immediately use in their daily lives.

The Student Book is full of colorful photographs and illustrations that will help students connect what they learn to the world outside the classroom. Students will meet real children in every lesson, the Everybody Up Friends, who guide and encourage students to use English, both in and out of the classroom. Students will identify with Danny, Emma, Julie, and Mike, characters who appear in every unit and who grow up through the series, learning from the everyday situations that all children experience. Catchy, entertaining songs and chants, written and performed by award-winning musicians, will appeal to all students, making learning with *Everybody Up* fun and memorable.

With Student Book pages that are clear and easy to understand for both teachers and students, and Teacher's Book Lesson Plans that offer detailed support, *Everybody Up* is suitable for teachers of all levels of teaching experience. The syllabus is carefully structured and paced, combining step-by-step presentation with plenty of opportunity for practice.

Course Philosophy

Everybody Up aims to develop students' speaking, listening, reading, and writing skills through activities that build students' independence and confidence, leading them to really use English. To achieve this goal, the series draws from a variety of methods and techniques used in teaching English to children.

Present, practice, produce, and personalize: This pattern supports the way that children naturally learn: first receptively and then productively. In each lesson, students listen to the new language, then engage in controlled practice, and then actively produce the language. Personalization is an essential final step in the process, giving students a chance to fully integrate newly learned material by making it relevant to their own lives.

Linked Language Learning emphasizes the value of helping students connect new language to what they have already learned and to their own experiences. Linking and recycling language in this way helps students to learn and retain English more effectively and to use English to talk meaningfully about themselves and their everyday lives.

Content and Language Integrated Learning (CLIL) uses a cross-curricular approach to allow students to link what they learn in their English classes to other school subjects such as math, science, art, social studies, and health. The last lesson of every unit builds on the grammar and vocabulary of the preceding lessons and teaches new real-world content that integrates English with students' school studies.

The Communicative Approach emphasizes the value of communication in English language learning. Students use newly learned language to communicate with each other and to talk meaningfully about themselves, thus reinforcing their learning. Opportunities for individual, pair, and group speaking activities occur in every lesson and the Teacher's Book includes multiple suggestions for interactive games and activities to help students review, practice, and consolidate what they have learned. To further enhance student communication, each lesson ends with an Everybody Up Friend who demonstrates essential language from the lesson, offers helpful follow-up activities to teachers, and prepares students to take the language home with them to show their parents.

Values education allows teachers to bring the wider world into the English classroom. Funny, engaging stories featuring the characters Danny, Emma, Julie, and Mike and their respective families illustrate values such as 'be polite' or 'be kind'. In the stories, the characters grow and learn from everyday situations just as real children do.

Scaffolding refers to the support that teachers give students to help them learn new material. By giving a lot of support at the beginning, and then gradually removing that support, piece by piece, teachers can help students grow more and more comfortable producing language on their own.

Testing Test Cent

The *Everybody Up* Test Center gives you all the resources you need to evaluate your students' progress and to help them prepare for standardized tests of English such as the Cambridge Young Learners examinations.

The Test Center contains the following tests, all in ready-to-print and editable formats, with instructions, audio files, and answer keys:

Placement Tests: These tests are a quick and accurate tool to help you determine the English level of new students. Placement Test A matches the syllabus of *Everybody Up* Starter level to Level 3. Placement Test B matches the syllabus of *Everybody Up* Levels 4 to 6.

Achievement Tests: A unit test after each unit, a midterm test after Review 2, and a final test after Review 4 help you assess your students' mastery of the vocabulary, grammar, and conversational language of the syllabus. Questions for oral assessment (speaking tests) are also provided. In addition, every test contains questions and tasks like the ones students will encounter in the Cambridge Young Learners examinations. All the material for the Achievement Tests is also printed in the Teacher's Book (pages 130–155).

Cambridge Young Learners practice tests: These tests provide specific practice in the style of the Cambridge Young Learners examinations, enabling you to choose task types and create practice materials for these tests. Even if you are not preparing your students for these examinations, you can still use the tasks to create extra practice, review tests, or worksheets.

Further information on testing and evaluation (including the scoring system) can be found in the introduction to the tests (see Test Center and Teacher's Book, page 130).

Student Book Overview and Unit Structure

The Student Books consist of eight units. Units have four two-page lessons that are designed for a 50-minute class but which can also fit longer or shorter classes. After every two units, there is a unit review and a bonus phonics lesson.

Every unit contains these four lessons:

Lesson 1: This lesson introduces the unit topic. It presents six new vocabulary items, and then

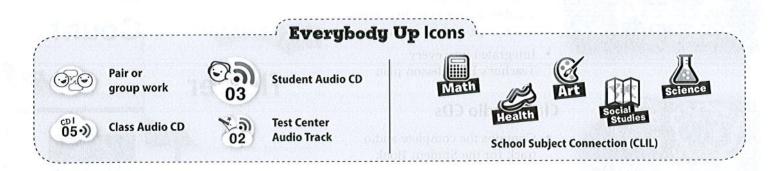
contextualizes them in a large illustrated scene. It also presents the first two grammar points. Exercises are carefully staged to introduce and practice the new language, and then lead students into actively producing what they have just learned.

Lesson 2: This lesson adds four new vocabulary items and a grammar point related to the unit theme, and to Lesson 1. Language presentation and practice are followed by further practice in a song or chant. The lesson culminates in a fun activity that allows for personalization or more open production and meaningful language use.

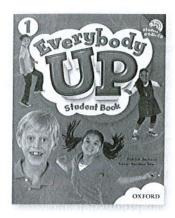
Lesson 3: The third lesson uses a story to introduce chunks of functional, communicative language in a conversation, and to demonstrate a global value to help students become better citizens, both of their classrooms and their communities. The story centers on the cast of continuing characters that students will come to know and identify with.

Lesson 4: The final lesson in each unit teaches four new vocabulary items and builds on the grammar of the previous lessons with a CLIL focus. Each lesson has a cross-curricular connection to school subjects such as math, science, art, social studies, and health. Critical thinking activities and graphic organizers help students practice age-appropriate academic skills.

Review and Phonics Bonus: After every two units, a review lesson helps students consolidate the vocabulary, grammar, and conversational language they have learned. When students have completed the page, teachers can add a sticker, a star, or other reward to the 'Award' space at the top of the page. The Review is followed by the Phonics Bonus, a lesson which teachers can use to present and review the letters of the English alphabet and the sounds those letters make.



Components



Student Book

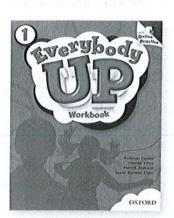
- · Eight units with four lessons per unit
- Four reviews and bonus phonics lessons (after every two units)
- Colorful and engaging artwork captures students' interest
- Pages are easy for students and teachers to use
- Includes a Student Audio CD for at-home fun and review



Student Audio CD

Included in the Student Book with Audio CD Pack

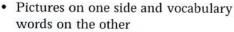
 Vocabulary and songs for students to review and practice at home

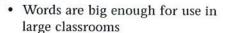


Workbook

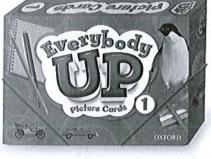
- · Pages match the Student Book
- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Picture dictionary at the back for vocabulary and writing practice







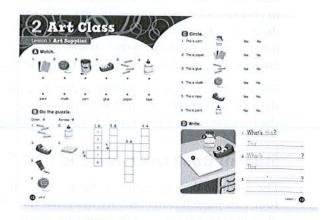
- Useful for presenting new vocabulary, for assessing student knowledge, and for playing games
- Integrated into every Teacher's Book lesson plan

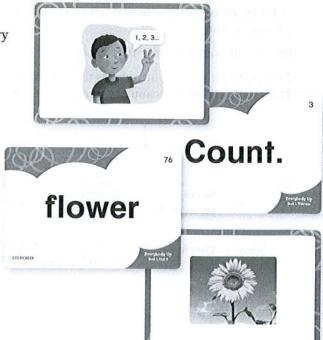


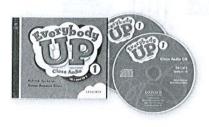
Class Audio CDs

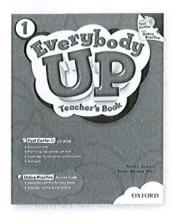
- Contains the complete audio track for the Student Book
- · Useful for modeling new language
- · Includes stories, songs, and chants











Teacher's Book

- Introduction:
 - A description of the course and its teaching methodology
 - Tips for teaching different aspects of the lessons
 - Descriptions of games and activities used in the lesson plans

• Lesson Plans:

- · Detailed plans that support teachers of all levels
- Teaching suggestions for all elements of the Student Book page
- A consistent, step-by-step approach designed to help students learn effectively
- · Ideas for extension activities

• Also included in the Teacher's Book:

- Worksheets and tests with teaching notes and answer keys
- Workbook answer key
- · Picture Card list and word list

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Test Center

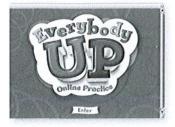
CD-ROM included with the Teacher's Book

- Placement tests
- · Print-ready and editable unit tests
- · Cambridge Young Learners practice tests
- · Test audio

Oxford Wools Oxford Wools Oxford Woo

iTools

- Classroom presentation software suitable for use with interactive whiteboard or data projector with computer
- Teachers can project Student Book and Workbook pages, show the Picture Cards, and play audio files
- · Includes interactive activities with every lesson to use in class



Online Practice

Access codes included with the Teacher's Book and the Workbook with Online Practice

- · Interactive activities for every lesson
- · Automatic scoring and gradebook
- www.euonlinepractice.com





Lesson Guide Lesson 1



of the new language with audio support.

Presentation and

structured practice

Students practice speaking by asking and answering questions about the big picture.

Students personalize what they have learned with the help of their Everybody Up Friend.

Student Book pages 12-13

Warm up

- Greet the class. Sing a song from the previous unit. Use language from the previous unit to elicit responses from individual students. Then have students practice the language in pairs.
- 2. Review the language from the previous unit, using a game, activity, or Picture Cards to elicit student responses.
- Elicit the Everybody Up Expression from Lesson 4 of the previous unit. Use Picture Cards or classroom items to elicit vocabulary related to the Expression. Have students practice their own Everybody Up Expressions with their classmates.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards to introduce the new vocabulary. Continue until students can produce the words on their own.
- 2. If a game or activity is suggested, use it to practice the new vocabulary.

- Link the language. Combine previously learned grammar patterns with the new vocabulary.
 Use Picture Cards or classroom items to elicit responses from the students. If a game or activity is suggested, use it to further practice the vocabulary.
- 4. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
- 5. Have students practice the words by pointing to items they can see around them or by displaying the Picture Cards around the classroom.

Listen and find.

See Using the Big Picture, Teacher's Book page 20.

- 1. Read a short passage about the picture while pointing to the people and items mentioned in it.
- 2. Play the Class CD track for this exercise. Students listen, find the items in the picture, and point to them.
- Invite students to talk about what else they see in the picture, using previously learned language.

C Listen and say. Then practice.

See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new grammar pattern.
- 2. If there is a tip box associated with the grammar, present that language to the students.
- 3. Direct students' attention to the first grammar box in Lesson 1.
- 4. Play the Class CD track for this exercise. Students listen and say along with the CD.
- Practice the grammar pattern with the students.
 Hold up Picture Cards for the Lesson 1 vocabulary and practice the pattern for each card.
- 6. Students practice the sentences by themselves, using their books.

Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new grammar pattern.
- 2. If there is a tip box associated with the grammar, present that language to the students.
- 3. Direct students' attention to the second grammar box in Lesson 1.
- 4. Play the Class CD track for this exercise. Students listen, ask, and answer along with the CD.
- 5. If a game or activity is suggested, use it to further practice the grammar pattern.
- Student pairs practice the pattern, using their books.

E Look at . Point, ask, and answer.



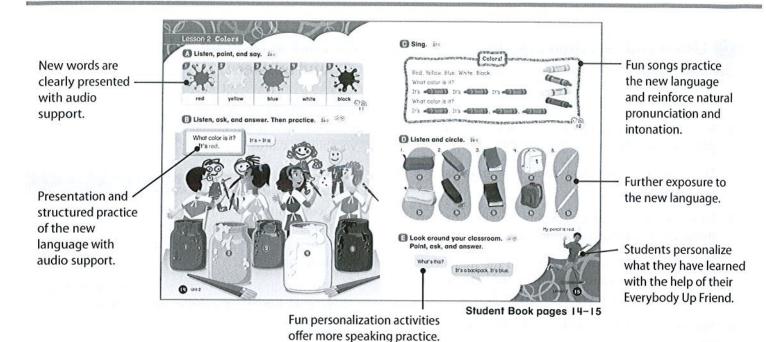
Student pairs look at the big picture in Activity B and practice asking and answering with the language pattern in the speech bubbles, using all the new vocabulary words.

Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and share them with their classmates.
- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

- Workbook
- Student Book Audio CD
- · iTools

Lesson 2



Warm up

- Greet the class. Use familiar language to elicit responses from individual students. Then have students practice the language with each other.
- 2. Review the language from the previous lesson to elicit student responses.
- Elicit the Everybody Up Expression from the previous lesson. Have students practice their own Everybody Up Expressions with their classmates.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards to introduce the new vocabulary. Continue until students can produce the words on their own.
- 2. To reinforce the meaning of the new vocabulary, use miming or acting as suggested.
- 3. Link the language. Combine previously learned grammar patterns with the new vocabulary. Use Picture Cards or classroom items to elicit responses from the students.

- 4. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
- 5. Students practice the words by pointing to items around the classroom or in their books.

Elisten, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new grammar pattern.
- 2. If there is a tip box associated with the grammar, present that language to the students.
- 3. Direct students' attention to the first grammar box in Lesson 2.
- 4. Play the Class CD track for this exercise. Students listen, ask, and answer along with the CD.
- 5. Student pairs practice the pattern, using their books or other items.

© Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the art and name the items they see.
- 2. Read the song lyrics with the students.
- 3. Play the Class CD track for the song. Students listen and then sing along with the CD.
- 4. Students sing the song again, calling out items or pictures of items they see around the classroom.

Exercise varies.

- 1. Steps for this exercise will vary. See individual units.
- 2. Students use the completed exercise to practice the language by interacting.

Exercise varies.



Student pairs use the book or other items as directed and practice using the language pattern in the speech bubbles. Encourage students to use all the language in this lesson, as well as previously learned language.

Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and share them with their classmates.
- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

- Workbook
- · Student Audio CD
- · iTools

Lesson 3



The story highlights a universal value.



Student Book pages 16-17

Sequencing activity builds reading comprehension and listening skills.

Fun songs practice the new language and reinforce natural pronunciation and intonation.

Role plays in different contexts help students practice the conversation.

Students personalize what they have learned with the help of their Everybody Up Friend.

Warm up

- Greet the class. Sing a song from the previous unit or use familiar language to elicit responses from students.
- 2. Review past vocabulary or other language related to the Lesson 3 story.
- Elicit the Everybody Up Expression from the previous lesson. Have students practice their own Everybody Up Expressions with their classmates.
- 4. If a song, game, or activity is suggested, use it as additional warm up for Lesson 3.

Talk about the pictures. Then listen and read.



See Teaching Stories, Teacher's Book page 21.

- Students look at the pictures and name the characters, colors, and items they see.
- 2. Students say what they think could be happening in each picture.
- 3. Play the Class CD track for this exercise. Students listen, point, and read along with the CD.

 Read the story aloud with the students. Then direct students' attention to the value and play the track again. Students listen and read along.

Listen and number.

- 1. Students look at each picture and say what they think is happening.
- 2. Play the Class CD track for this exercise. Students listen and number the pictures.
- Play the track again so students can check their work. Then check answers together.
- 4. If an activity is suggested, use it to practice the language from the story.

© Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the art and talk about what they see.
- 2. Read the song lyrics with the students.
- Play the Class CD track for the song. Students listen and then sing along with the CD.

4. Students sing the song again, turning to partners and using gestures, props, or facial expressions related to the song.

Listen and say. Then act.



See Teaching Conversations, Teacher's Book page 21.

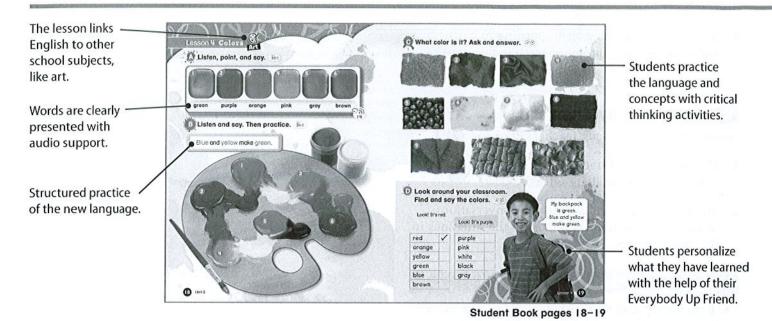
- 1. Play the Class CD track for this exercise. Student pairs listen and say along with the CD.
- 2. Students rehearse and act out the conversations, using props and gestures related to the situations in the three pictures.

Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and share them with their classmates. If a game or activity is suggested, use it to further practice the expressions.
- Use the suggested games or activities to further review the story.

- Workbook
- Student Book Audio CD
- Lesson 3 Worksheet
- iTools

Lesson 4



School Subject Connection



Lesson 4 is a cross-curricular lesson with a connection to students' school subjects. Ask students to share what they already know about the subject. Bring in materials related to the topic or have students explore it outside of the classroom. For further suggestions on how to expand on this connection, see individual units.

Warm up

- Greet the class. Use familiar language to elicit responses from individual students. Then have students practice the language with each other.
- Elicit the Everybody Up Expression from the previous lesson. Have students practice the expression with their classmates or create their own.
- 3. If a song, game, or activity is suggested, use it as additional warm up for Lesson 4.
- Review conversation language from a previous lesson. Have students practice the language with their classmates.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards to introduce the new vocabulary. Continue until students can produce the words on their own.
- Link the language. Combine previously learned grammar patterns with the new vocabulary. Use Picture Cards, miming, or the students' books to elicit responses.
- 3. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
- 4. If a game or activity is suggested, use it to practice the new vocabulary.

E Listen and say. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new grammar pattern.
- 2. If there is a tip box associated with the grammar, present that language to the students.
- 3. Direct students' attention to the grammar box.
- 4. Play the Class CD track for this exercise. Students listen and say along with the CD.
- 5. Students practice the patterns, using their books or handmade picture cards.

Exercise varies.

- Steps for this exercise will vary. See individual units.
- 2. If the exercise requires writing, have students check their answers.

Exercise varies.



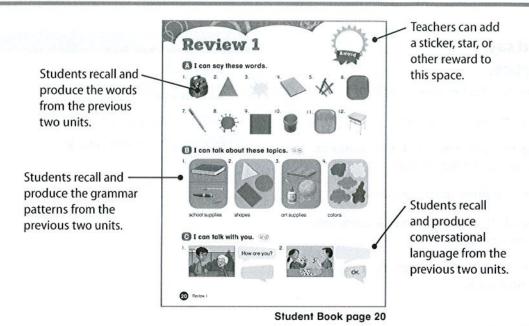
Students use the book or other items as directed and practice using the language pattern in the speech bubbles. Encourage students to use previously learned language, as well.

Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and share them with their classmates. If a game or activity is suggested, use it to further practice the expressions.
- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

- Workbook
- Student Book Audio CD
- · Lesson 4 Worksheets
- Unit Test 💝 Test Center ลิ
- iTools

Review



Warm up

- 1. Greet the class and sing a song with students.
- 2. If a game or activity is suggested, use it to review vocabulary from the previous two units.
- 3. Elicit the Everybody Up Expression from Lesson 4 of the previous unit. Students create their own Everybody Up Expressions and share them with their classmates.
- 4. Review a previous Phonics Bonus. Use the book or Picture Cards to elicit phonics sounds.

I can say these words.

See Teaching Reviews, Teacher's Book page 21.

- Lead the class to say each word together aloud.
 Then, call on individual students to say the words. Repeat until each student has said several words.
- 2. Students practice saying the words on their own, using their books.
- 3. Use the suggested game or activity to review vocabulary from the previous two units.

B I can talk about these topics.



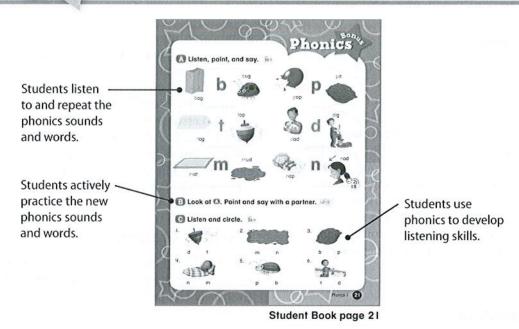
Students examine the pictures and discuss the topics in pairs or small groups.

I can talk with you.



- Students look at each picture, read the words in the speech bubble, and decide what would work in the empty speech bubbles.
- Model each conversation with a few volunteers, allowing volunteers to respond appropriately in their own ways.
- 3. Student pairs can practice the conversations and then switch roles.

Phon



Listen, point, and say.

See Teaching Phonics, Teacher's Book page 21.

- 1. Introduce the first sound. Write the letter on the board. Say the letter and the sound it makes. Students listen and repeat. Introduce the other sounds for this exercise. See individual Phonics Bonus sections for suggestions on teaching each sound.
- 2. Drill the new sounds. Point to each letter on the board, say the sound, and ask students to repeat. Continue until students are comfortable producing the sounds on their own. Gradually increase the speed of the activity.
- 3. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
- 4. Link the sounds. Use the book or Picture Cards to review words that contain the target sounds. For each word, say the target letter, the sound it makes, and then the whole word. Students repeat. Then write the letter for each sound on the board. Students find a picture that has that sound, point to the picture, and say the letter, the sound it makes, and then the whole word. Continue with the rest of the pictures and words on the page.

Look at A. Point and say with a partner.



Student pairs look at Activity A, point to each item, and say the word.

Listen and circle.

- 1. Play the Class CD track for this exercise. Students listen and circle each word's target sound.
- 2. Play the track again so students can check their work. Then check the answers together.

Games and Activities

- · Review: Use the suggested games or activities to further review the previous two units.
- Phonics: Use the suggested games or activities to further review the phonics.

Extra Practice

Workbook

- Student Book Audio CD
- Midterm and Final Test Yest Center a • iTools

Teaching Techniques

A Note on Eliciting

When possible, try to "elicit" language in the classroom—to get students to produce the language on their own, rather than repeating what the teacher says. There are many ways to elicit language. One effective approach is to begin by giving students plenty of support and then slowly remove that support. For example, to introduce new vocabulary, you might begin by showing the Picture Cards and having students repeat the words after you, and eventually move toward cueing students with the Picture Cards to say the words on their own. Frequent use of eliciting routines like this one will help students become more comfortable speaking freely in class.

Teaching Vocabulary

Pre-teaching new vocabulary will give students a firm foundation for encountering the vocabulary in the Student Book. In *Everybody Up*, pre-teaching vocabulary typically includes two steps.

Step 1 uses the Picture Cards to introduce the new vocabulary. First, show the Picture Cards and say the words. Then show the cards and have the class repeat after you. Then show the cards and elicit the words without saying them yourself (see *A Note on Eliciting* above). Repeat several times. Correct pronunciation as needed. Once the class is saying the words confidently, begin to elicit the words from individual students.

Step 2 links the new vocabulary to previously learned vocabulary and grammar. By linking new vocabulary with familiar language, new vocabulary is reinforced and placed in a greater communicative context.

An additional step may present special language points or suggest additional activities or review.

Pre-teaching is followed by audio and classroom activities. An optional activity whenever vocabulary is presented is to give each student a blank card and art supplies to make their own picture cards for use in games and other activities.

Using the Big Picture

Lesson 1, Activity B features a large illustration that includes all new vocabulary, as well as some previously-learned vocabulary. Before doing Activity B with the

audio recording, have students examine the Big Picture and, using English, talk about what they see (by naming objects or people, asking and answering questions about the picture, or saying what they think is happening in the scene). Next, read the short passage included in each Lesson 1 plan. As you read, point to the items mentioned. The short passages will contain both familiar and unfamiliar language. Students need not understand every word, but they should listen for familiar language, especially the target vocabulary.

Teaching Grammar

Pre-teaching grammar patterns will prepare students to encounter the patterns in the Student Book. In *Everybody Up*, pre-teaching grammar typically includes two steps.

Step 1 introduces the grammar pattern found in the box in the Student Book. Write the pattern on the board. Say the pattern aloud and have students repeat after you.

Step 2 presents any contractions that appear in the pattern. Write the contraction on the board, say aloud, and have students repeat.

An additional step may present plurals, articles, or other special language points. Pre-teaching is followed by audio and classroom activities.

Teaching Songs

The songs in *Everybody Up* are a fun way to practice new grammar and vocabulary (Lesson 2) and functional conversation language (Lesson 3). Before playing the audio recording of a song, pre-teach the song using the illustration and lyrics.

Step 1 has students look at the art that accompanies each song and talk about what they see, using English they know.

Step 2 involves reading the song lyrics aloud with the students. Repeat this step a few times, to build confidence and fluency and to get students ready to sing.

Pre-teaching is followed by audio and classroom activities. Encourage students to come up with appropriate gestures or dances to accompany each song. If a song has multiple parts, divide the class into groups and assign the parts. More advanced classes might even want to try writing new lyrics.

Teaching Stories

Pre-teaching stories using the illustrations is a fun and helpful way to get students ready to read and understand the story.

Step 1 has students look at each frame and name the people or objects they see.

Step 2 has students say what they think might be happening in each frame.

Next, students listen to the audio recording of the story. Then read the words aloud with the students. Each story ends with a value. Direct students' attention to it and play the track again. If desired, discuss the value with the class.

Teaching Conversations

The conversations offer a chance for extra practice of the functional language featured in the Lesson 3 stories. The art that accompanies this activity shows students how the functional language can work in a range of reallife situations. Have students practice the language in groups or pairs, as indicated in the Lesson 3 plans. Then have students form new pairs or groups and create short skits or scenes using the functional language in new contexts. Have students perform their skits for the class. Encourage students to find props in the classroom or to use gestures to dramatize their skits.

The conversations will provide you with useful language that can be used frequently throughout the course. Use it often, and encourage students to do so as well.

Teaching Reviews

Before beginning each activity, a review of the relevant units' material is suggested below.

Activity A

Review the vocabulary before beginning Activity A. Have students look back through their Student Books. Drill vocabulary using picture cards or realia.

Activity A is done as a class. First, point to each picture (or say the number) and elicit the words from the class. Next, elicit the words from individual students. Make sure that each student has a chance to say at least one word.

Activity B

The Review lesson plans specify the language patterns that students should be able to use in talking about the Activity B topics. Review the language patterns before beginning Activity B. Have students look back through their Student Books. Write the patterns on the board and have the class practice them in groups or pairs.

For Activity B, place students in pairs or groups of three. To assess student performance in Activity B, circulate and observe each group one at a time, without distracting the students. Listen carefully, taking notes and making sure that students are correctly using all of the required language.

Activity C

Review the conversations before beginning Activity C. Have students look back through their Student Books. Write the conversations on the board. Practice the conversations with the class divided into groups, or bring pairs forward to model the conversations.

For Activity C, place students in new pairs (or groups, as required). To assess student performance in Activity C, circulate and observe each group one at a time, without distracting the students. Listen carefully, taking notes and making sure that students are correctly using all of the required language.

Teaching Phonics

Level 1 Phonics Bonus sections focus on long vowels, short vowels, and initial consonants. A typical Phonics Bonus section begins with a pre-teaching stage of four steps.

Step 1 involves reviewing the letters of the alphabet by having the class sing *The Alphabet* (Class CD1, Track 05).

Step 2 involves introducing students to the target phonics sounds by writing the letters on the board and saying the sounds. Students listen and repeat after you. Pronunciation Tips are suggested in each lesson plan. Have students practice making the sounds several times, until comfortable.

Step 3 involves drilling students on the sounds. The goal is to increase confidence and fluency.

Step 4 links the new sounds to words, using the Picture Cards.

Pre-teaching is followed by audio and classroom activities.

Games and Activities

The games and activities use target language that is specific to each lesson. Check the lesson plans for the recommended target language. Review the target language and explain how to play before starting games and activities.

Beanbag Toss

Spread picture cards or realia on the floor. A student tosses a beanbag, aiming for one of the cards or objects. Then, the student uses the card nearest which the beanbag landed to practice the target language.

BINGO

For this traditional game, students arrange nine cards faceup in a 3x3 grid. Call out a word or letter sound. Students turn over that card. When a student has turned over three adjacent cards, either across or diagonally, he or she should call out *Bingo!* and say which cards were turned over.

Binoculars

Using their hands like binoculars, students look around the classroom and say what they see, using the target language.

Blindfold

Students play this game in pairs. Distribute blindfolds and realia to each pair. Model the activity with a pair of students. S1 is blindfolded. S2 hands S1 an item and asks a question about it using the target language. S1 answers.

Buzzers

For this game, divide the class into two teams. Teams will compete to earn points by giving correct answers. Begin by explaining how the game works and what constitutes a correct answer. To play the game, arrange two central desktops with "buzzers." A player from each team stands at a buzzer. Players slap their buzzers as fast as they can when they think they can give the right response. The first student to slap his or her buzzer gets to give the answer. A correct answer wins a point for that student's team. If the answer is incorrect, the other player tries to answer. OPTION: Instead of slapping buzzers, students can simply raise their hands.

Card Grab

This game can be played individually or in small groups. Give a set of cards to each student or group. Students spread the cards out face-up. Call out one of the words. Students race to touch the card. In groups, ties can be broken with a quick round of *Rock, Paper, Scissors*. Option: When students play the game individually, they can simply hold up the card.

Categories

This game is best played with at least two vocabulary categories. Students sit in a circle. Model the following percussion rhythm: slap your knees twice, clap your hands twice, snap your fingers on one hand and then the other. As you snap your fingers, announce the category for that round (e.g., Food). On the next snap, say a word in the category (e.g., Chicken). Go around the circle, with individual students saying different words during the snaps. Change the category when all known words have been said, or when someone makes a mistake, or after everyone has had a chance to say a word.

Charades

Divide the class in half or into four groups. Show one member of each group a different Picture Card. That student returns to his or her group and acts out the target language without speaking. The group watches and tries to guess what is being acted out.

Circles

Put students in two concentric circles containing the same number of students. Each student must be facing another student. Designate one circle as the questioners and one as answerers. Each facing pair will practice the target question and answer pattern. After pairs have practiced the pattern, have one circle spin to the left and one to the right. Students practice the pattern again with their new partners. Switch roles after a while.

Down the Line

Set picture cards in a line on the floor. Place a team of students at each end of the line. A student from each team goes down the line of cards, saying the words. When the players meet, ask the student who is farthest along the line a challenge question. A correct answer wins that player's team a point. If players meet in the middle of the line, have them play *Rock*, *Paper*, *Scissors*. The winner gets a chance to answer the challenge question.

Everybody Stop!

Have the class stand along one wall of the room, while you stand across from them, facing the opposite wall. As you say the target language, students try to move toward you without being seen by you. When you suddenly turn around, anyone you see moving is out. Students who get caught moving can rejoin the activity after a round, starting with backs to the wall again. "Caught" students can also be given jobs to perform as the activity continues, such as helping to round up the newly "caught" students. More confident students can be invited to take over your role as the speaker.

Everybody Up! Everybody Down!

Tell students a specfic phonics sound to listen for and then, slowly and clearly, say a number of sounds. The class stands when you say the target sound. Continue saying a variety of sounds. Students remain standing until they hear the target sound again. Then they sit. Repeat the activity with a new target sound. You can also assign different target sounds to individuals or groups of students.

Find

In this activity students will search for pictures or realia around the classroom. To cue students, you might say *It's blue* to get students to run and touch something blue, or you might say *I can see a hand* to get students to run and touch a picture of a hand.

Freeze

In this activity, students listen carefully and arrange themselves as you instruct.

Fruit Salad

You will need one Picture Card or word card per student. Have students sit in a circle. Have each student select a card. Call out two of the words. The students holding those two cards stand and switch places. Call out pairs of words until all students have had a chance to change places. After a few more rounds, call out *Fruit Salad!* All students stand and change places.

Gaps

This activity requires students to write in missing words in sentences. To create a sentence text for this game, write out the target grammar pattern(s) on strips of paper, leaving blanks in place of some words. Provide one copy for each student or pair. Students write in the missing words. Students can compare answers to check them.

Guess the Next Card

This game can be played to practice vocabulary. After using the Picture Cards to introduce and elicit the new vocabulary in a lesson, continue showing the Picture Cards one after another, but vary the order. Before showing each new card, give students a chance to guess what it is.

Happy Families

This card game is played in small groups using picture cards that are from two or more themes or "families", such as food or occupations. Provide cards or use student-made picture cards. Review target and useful game language with the class before playing. The cards are distributed and students take turns asking other players questions, such as *Do you have a sandwich?* If the student has the card, they give it to the asking student. If not, then that student asks the next question. The winner is the first to have a set of cards from one "family".

How Many?

This game can be played with any small objects. Place a large container of buttons or other small objects in front of the class. Place some in a small box. Students try to guess how many there are in the box. The student who guesses the correct number gets to keep all of the items in the box. The winner can also play the role of "teacher" for the next round. The student with the most objects wins.

Memory

This game is played in groups of 4–6, using student-made picture cards with pictures and words on one side. Each group plays with two sets of cards. The cards are arranged facedown in a grid. Players turn over two cards per turn. The goal is to find a matching pair of cards. If a pair is not found, students should turn the cards facedown again. The goal is to find the most pairs.

A New Story

This activity has two versions: acting and drawing.

For the acting version, put students in groups. Each group creates a new story and acts it out for the class. Stories should demonstrate the Lesson 3 value.

For the drawing version, students work alone. Using the existing story as a model, each student draws a new story with new scenes and characters. Stories should demonstrate the Lesson 3 value and include the target conversation language. More advanced students can write new text for the story. Beginning students can simply copy the text from the existing story.

Order the Pictures

Draw simple pictures to illustrate the Lesson 3 story, cut them out, and give each student a set. Read the story aloud. Students listen and put the pictures in order. Alternately, to have the class work together, prepare large pictures and give one to each group of students. Groups hold up the pictures and arrange themselves in order as you read the story.

Picture Pieces

Slowly draw a vocabulary item on the board. Students should try to guess what it is before you finish drawing. Alternately, have students do the activity in small groups, with one student drawing and the rest of the group guessing.

Picture Sentences

In this activity, students will put word cards and picture cards in order to make a sentence. Prepare large word cards before class begins. Set the word and picture cards where everyone can see them. Say the target sentence aloud. Then have a student or pair come to the front and put the cards in order. Alternately, create multiple sets of word and picture cards and have students work alone or in pairs at their desks.

Pop-Up

Students quickly stand up and sit down when they hear you say the target phrase. You can assign different target phrases to different students or groups, or have the entire class move together.

Rhythm Circle

Stand in a circle with students and model the chant below, substituting in the target language for the words in parentheses. Slap your hands on your thighs for two beats, then clap your hands for two beats, and then say the word twice.

Slap, slap, clap, (old, old)

Slap, slap, clap, clap, (new, new)

Slap, slap, clap, clap, (big, big)

Slap, slap, clap, clap, (small, small)

Slap, slap, clap, clap, (long, long)

Slap, slap, clap, clap, (short, short)

Start the chant again, and this time go around the circle and have each student say a different vocabulary word. Students must keep the rhythm. If they can't keep the rhythm or think of a new word, that student is out. Start a new chant each time you run out of words.

Rollers

Students sit on the floor in a circle. A student says the target language and rolls a ball to another student, who repeats the phrase and rolls the ball on. Periodically change the language.

Simon Says

In this traditional game, students must listen closely and follow your instructions when they hear the phrase *Simon says*. Begin with the class standing and facing you. Give instructions using the target language. If you preface an instruction with *Simon says*, students should obey. If not, they should remain still. Students who move are "out".

Station Stop

Make a train "track" around the room, with several "stations." Students form a line and move like a train along the track. You play the role of the Station Master. The train must stop when it comes into a station. At that

time, choose a student and practice the target language with the student. If the student does so successfully, give the student a "ticket." The student with the most tickets at the end wins.

Teacher's Mistake

In this game, students listen and/or watch carefully for your mistakes. When they catch a mistake, students should raise their hands. Increase the challenge by requiring students who catch your mistake to correct it.

Telephone

Have the class form one line. Whisper a different sentence to the student at each end. Students whisper the sentences along the line. No repeating allowed! When the sentences reach the opposite ends, have the students on the end say the sentences aloud to see if they are different.

Toss and Tell

Have students stand in a circle. S1 says the target language and then tosses or hands a ball, beanbag, or item of realia to S2. S2 responds. Then, S2 says the target language and tosses the ball to the next student.

Two Truths and a Lie

Hold up an object and make three statements about it to the class. Two statements must be true and one false. Students must listen carefully to catch the "lie" and then say the correct statement.

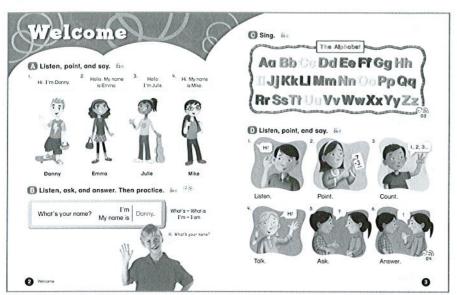
What's Missing?

First, show the class a set of picture cards and elicit the words. Then gather the cards and remove one. Set the remaining cards where everyone can see them. When students have decided which card is missing, they raise their hands and identify the missing card.

Word Roll

For this game, you will need to prepare special dice using vocabulary words beforehand, or you can provide the materials and have students make the dice in class. To play the game, students roll the dice and use the word that appears on the top face of a die to practice the target language. When playing in pairs, students use the word as a cue for a question-and-answer pattern.

Welcome



Student Book pages 2-3

Objectives

- · Asking someone's name
- Introducing yourself

Grammar

- · Information questions with what
- Possessive adjectives my and your What's your name?
 My name is / I'm Danny.

Vocabulary

Commands: listen, point, count, talk, ask, answer

Materials

Picture Cards 01–06; Class CD1 Tracks 03–06

Student Book page 2

Warm Up

 Greet the class. Wave and say Hello and Hi. Encourage students to repeat after you and wave.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- 1. Introduce the characters. Lead the class to say each character's name aloud.
- 2. Play Class CD1 Track 03. Students listen, point, and say along with the CD.

(03·)

- 1. Danny: Hi. I'm Danny.
- 2. Emma: Hello. My name is Emma.
- 3. Julie: Hello. I'm Julie.
- 4. Mike: Hi. My name is Mike.
- 3. Guide students to practice these names by pointing to the pictures and saying the names aloud.

B Listen, ask, and answer.Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: I'm (Danny). My name is (Danny).
- 2. Present the contractions: What's = What is I'm = I am
- 3. Direct students' attention to the grammar box on page 2.
- 4. Play Class CD1 Track 04. Students listen, ask, and answer along with the CD.

04.)

What's your name?

I'm Danny.

What's your name?

My name is Danny.

What's, What is

l'm, I am

5. Guide students to practice the questions and answers in pairs, using their books. Students look at the photograph of the boy asking *Hi*. *What's your name?* Students answer using their own names.

Student Book page 3

© Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the alphabet letters.
- 2. Read the letters aloud. Students listen and repeat.
- 3. Play Class CD1 Track 05. Students listen and then sing along with the CD.

05·) The Alphabet

The alphabet. The alphabet. (x2)

A, B, C, D,

E, F, G,

H, I, J, K,

L, M, N, O, P,

Q, R, S,

T, U, V,

W, X, Y, Z

(x2)

The alphabet. The alphabet. (x2)

4. Assign a letter to each student. Sing the song very slowly together. Ask students to stand up when he or she hears his or her assigned letter. Assign a different letter to each student and repeat.

Listen, point, and say.

- 1. Use Picture Cards 01–06 to introduce the commands. Continue until students can produce the words on their own.
- Play Class CD1 Track 06. Students listen, point, and say words along with the CD.

(0.90 cp.)

- 1. Listen.
- 2. Point.
- 3. Count.
- 4. Talk.
- 5. Ask.
- 6. Answer.
- As an extension, play the track again so student pairs can listen, point to pictures in their books, and say the words to each other.

Games and Activities

- Everybody Up! Everybody Down! (Teacher's Book pages 22–25). Play this with alphabet letters.
- Rollers (Teacher's Book pages 22–25). Students sit in a circle on the floor. A student says the letter A and rolls the ball to another student, who says B. Continue through the alphabet.
- Hand out paper and art supplies. Assign a letter to each student. Students draw their assigned letter on a piece of paper. Then ask students to hold up their drawing and line up in alphabetical order.

- Workbook pages 2–3. See Teacher's Book pages 100–111 for instructions and answer key.
- · Student Book Audio CD Track 04
- · iTools

Unit 1 First Day

Lesson 1 School Supplies



Student Book pages 4-5

Objectives

· Talking about school supplies

Grammar

- Simple present statements with be (3rd person singular)
- Indefinite articles a/an It's a pen/an eraser.
- Information question with what What is it? It's a pen.

Vocabulary

School Supplies: pen, pencil, eraser, ruler, pencil case, backpack

Materials

Picture Cards 01–06, 07–12; Class CD1 Tracks 07–10

Student Book page 4

Warm up

- Greet the class, saying Hello. Elicit the response Hello or Hi. Practice the greeting with several individual students, as well.
- Review introductions from the Welcome unit. Model the conversation with a few individual students. Say Hi. I'm (Ms. Jones). What's your name? Elicit the response I'm (Tom) or My name is (Tom). Students can then circulate and introduce themselves.
- 3. Practice the commands learned in the Welcome unit. Hold up Picture Cards 01–06 and elicit the words. Then students say the words when you act out the commands (using the gestures shown in the illustrations). After a round, volunteers act out the commands for the class to identify.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

 Use Picture Cards 07–12 to introduce the school supplies. Continue until students can produce the words on their own.

- 2. Link the language. Combine commands from the Welcome unit with the new vocabulary. Say *Listen*. *Point to a (pen)*. Students listen and then point to the object on their desks or in the classroom.
- 3. Play Class CD1 Track 07. Students listen, point, and say along with the CD.

(cp 1) 1. pen 2. pencil 3. eraser 4. ruler 5. pencil case 6. backpack

4. Students practice the words by pointing to the school supplies they can see around them.

Listen and find.

See Using the Big Picture, Teacher's Book page 20.

- Read this while pointing to the picture:
 Danny, Julie, Emma, and Mike are at school. Oops!
 Danny's backpack is open. The pencil case and the ruler are in the backpack. The eraser, the pen, and the pencil are on the steps.
- 2. Play Class CD1 Track 08. Students listen, find the items in the picture, and point to them.

Mike: Danny, your backpack!
Danny: Oh, no! My pencil!
My eraser!
My pen!

My ruler? My pencil case? Oh, phew!

3. Invite students to talk about what else they see in the picture, using previously learned language.

Student Book page 5

Cisten and say. Then practice.

See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: It's a pen. / It's an eraser.
- 2. Introduce articles. All of the new vocabulary words take the article *a*, except *eraser*, which takes *an*. Students practice saying the new words with articles: *a pen*, *an eraser*, etc.
- 3. Present the contraction: It's = It is
- 4. Direct students' attention to the first grammar box on page 5.
- 5. Play Class CD1 Track 09. Students listen and say along with the CD.



It's = It is

1. It's a pen.

- 4. It's a ruler.
- 2. It's a pencil.
- 5. It's a pencil case.
- 3. It's an eraser.
- 6. It's a backpack.
- 6. Practice the pattern with the students. Hold up Picture Cards 07–12 and elicit *It's a (pen)* for each card.
- 7. Students practice the sentences by themselves, using their books.

D Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: What is it? It's a pen.
- 2. Direct students' attention to the second grammar box on page 5.
- 3. Play Class CD1 Track 10. Students listen, ask, and answer along with the CD.



What is it? It's a pen.

It's = It is

- What is it? It's a pen.
- 2. What is it? It's a backpack.
- 3. What is it? It's a pencil case.
- 4. What is it? It's an eraser.
- 4. What is it: It's all elase
- 5. What is it? It's a pencil.
- 6. What is it? It's a ruler.

- 4. Hold up Picture Cards 07–12 and ask *What is it?* Students reply *It's (an eraser)*. Divide the class into two groups. Group 1 asks the questions and Group 2 answers. Switch roles.
- Student pairs practice the pattern, using their books.

E Look at 3. Point, ask, and answer.



Student pairs look at the big picture in Activity B and practice asking and answering with the language pattern in the speech bubbles, using all the new vocabulary words: What is it? It's a ruler.

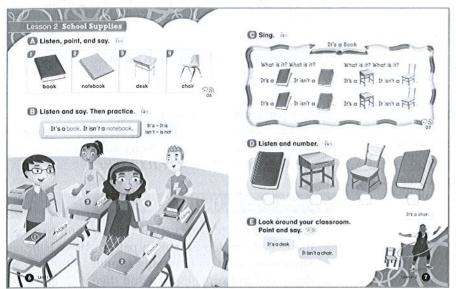
Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 5: What is it? Distribute paper and drawing supplies. Students draw a school supplies item and then circulate, using their own Everybody Up Expressions to talk about their drawings.
- Teacher's Mistake (Teacher's Book pages 22–25). Point to school supplies objects on your desk and say to the class It's (an eraser). Students listen carefully and try to catch your "mistakes." Those who catch your mistake must say the correct sentence.
- Beanbag Toss (Teacher's Book pages 22–25)
 using Picture Cards 07–12. Students play in
 pairs. S1 throws the beanbag, aiming for one of
 the cards, and asks What is it? S2 answers It's (a
 ruler). The next pair takes a turn. When the first
 pair gets their next turn, they switch roles.
- Blindfold (Teacher's Book pages 22–25).
 Model the activity with a pair of students. S1 is blindfolded. S2 hands S1 a school supplies item and asks What is it? S1 answers It's (a backpack).
 Distribute blindfolds and school supplies realia (or make sure students have their own items).

- Workbook pages 4–5. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 05
- iTools

Unit 1 First Day

Lesson 2 School Supplies



Student Book pages 6-7

Objectives

· Talking about school supplies

Grammar

 Affirmative and negative statements with be (3rd person singular)
 It's a book. It isn't a notebook.

Vocabulary

School Supplies: book, notebook, desk, chair

Materials

Picture Cards 07–12, 13–16; Class CD1 Tracks 11–14

Student Book page 6

Warm up

- 1. Greet the class. Students circulate and greet each other, saying *Hi* and *Hello*.
- 2. Elicit the Everybody Up Expression from Unit 1, Lesson 1: What is it? Students can practice the expression with their neighbors, using their own school supplies.
- 3. Review Unit 1, Lesson 1 language by playing **Picture Pieces** (Teacher's Book pages 22–25). On the board, draw a partial picture of a Lesson 1 school supplies object. Ask *What is it?* Students answer *It's (a pencil)*. Continue with the other vocabulary words.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- 1. Use Picture Cards 13–16 to introduce the new school supplies. Continue until students can produce the words on their own.
- 2. Link the language. Hold up or point to realia of the new vocabulary words and ask *What is it?* Students reply *It's a (book)*. Next, student volunteers ask the questions.

3. Play Class CD1 Track 11. Students listen, point, and say along with the CD.

(co 1 (11.))

1. book

2. notebook

3. desk

4. chair

4. Students practice the words by pointing to school supplies in the classroom.

B Listen and say. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: It's a book. It isn't a notebook.
- Present the contractions: It's = It is and isn't = is not.
- 3. Direct students' attention to the grammar box on page 6.
- 4. Play Class CD1 Track 12. Students listen, point to the items in the picture, and say along with the CD.

12.)

It's a book. It isn't a notebook.

It's = It is

isn't = is not

Mike:

It's a book. It isn't a notebook.

Emma:

It's a notebook. It isn't a book.

Julie:

It's a desk. It isn't a chair.

Danny:

It's a chair. It isn't a desk.

5. Student pairs practice the questions and answers, using their books.

Student Book page 7

Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the art and name objects they see.
- 2. Read the song lyrics with the students.
- Play Class CD1 Track 13. Students listen and then sing along with the CD.

13.))

It's a Book

What is it? What is it?

It's a book. It isn't a notebook.

It's a book. It isn't a notebook.

What is it? What is it?

It's a desk. It isn't a chair.

It's a desk. It isn't a chair.

(x2)

4. Students sing the song again, taking turns to point out objects they see around them.

Listen and number.

- Students point to the pictures and describe what they see.
- 2. Play Class CD1 Track 14. Students listen and number the pictures of items described on the CD.

14.)

- 1. It's a book. It isn't a notebook.
- 2. It's a desk. It isn't a chair.
- 3. It's a notebook. It isn't a desk.
- 4. It's a chair. It isn't a book.
- Play the track again so students can check their work. Then check answers together.

Answer Key

From left to right: 3, 2, 4, 1

Students point at items in the classroom and say sentences about the items.

E Look around your classroom. Point and say.



Student pairs look at items in the classroom and practice making sentences using the language pattern in the speech bubbles: *It's a desk. It isn't a chair.* Encourage students to use all the language in this lesson, as well as previously learned language.

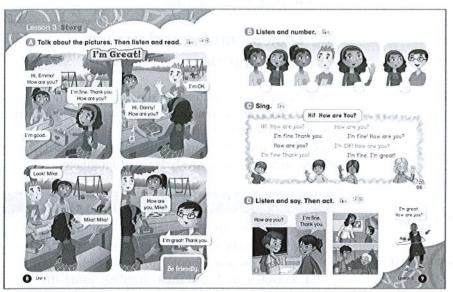
Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 7: What is it? Students draw a school supplies item from Unit 1, Lesson 1 or 2, and then circulate, using the expression to talk about their drawings.
- Memory (Teacher's Book pages 22–25). For each group of four to six students, prepare two sets of Picture Cards of Lesson 2 vocabulary. You may also use Lesson 1 vocabulary. Players look for pairs of cards.
- Simon Says (Teacher's Book pages 22–25). Tell students they can take a step forward if they hear you say Simon says. Call out phrases using Picture Cards or realia, and Lesson 2 language: (Simon says) It's a book or (Simon says) It isn't a desk.
- Telephone (Teacher's Book pages 22–25).
 Students form one line. Whisper a sentence to the student at each end (for example, *It's a desk* or *It isn't a book*). Students whisper the sentence down the line.

- Workbook pages 6–7. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 06–07
- · iTools

Unit 1 First Day

Lesson 3 Story



Student Book pages 8-9

Objectives

Building reading and listening skills

Conversation

 Asking how someone is doing How are you?
 I'm fine. Thank you.

Value

Be friendly.

Materials

Picture Cards 07–12, 13–16; CD1 Tracks 15–18

Student Book page 8

Warm up

- 1. Greet the class. Wave and say *Hello, class!* Elicit *Hello, (Ms. Jones)*.
- 2. Play What's Missing? (Teacher's Book pages 22–25) to review Lesson 1 and 2 language. Hold up Picture Cards 07–16, eliciting the words. Hold up each card again, this time without revealing the picture. Ask What is it? Students guess It's a (pen). Show the picture, saying either That's right. It's a (pen) or It isn't a (pen). It's a (desk).
- 3. Point to a chair and elicit the Everybody Up Expression from Unit 1, Lesson 2: *It's a chair.* Students use this expression to point to classroom objects and ask and answer with partners.

A Talk about the pictures. Then listen and read.



See Teaching Stories, Teacher's Book page 21.

 Students look at the pictures and name the characters, colors, and objects they see.

- 2. Students say what they think could be happening in each picture.
- 3. Play Class CD1 Track 15. Students listen, point, and read along with the CD.

15·))

I'm Great!

Julie:

Hi, Emma! How are you?

Emma:

I'm fine. Thank you. How are you?

Julie: Julie:

Hi I

Hi, Danny! How are you?

Danny:

I'm OK.

I'm good.

Danny:

Look! Mike. Mike! Mike!

Emma:

How are you, Mike?

Mike:

I'm great! Thank you.

4. Read the story aloud with the students. Then direct students' attention to the value *Be friendly* and play the track again. Students listen and read along. Then student pairs say "friendly" sentences to each other.

Student Book page 9

B Listen and number.

- 1. Students look at each picture and say what they think is happening.
- Play Class CD1 Track 16. Students listen and number the pictures.

16.)

- 1. Julie: Emma:
- Hi, Emma! How are you? I'm fine. Thank you.
- 2. Emma:
- How are you, Mike?
- Mike:
- I'm great! Thank you.
- 3. Emma:
- Mike! Mike!
- 4. Julie:
- Hi, Danny! How are you?
- Danny:
- I'm OK.
- 3. Play the track again so students can check their work. Then check answers together.

Answer Key

From left to right: 1, 4, 3, 2

© Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the pictures and talk about what they see.
- 2. Read the song lyrics with the students.
- 3. Play Class CD1 Track 17. Students listen and then sing along with the CD.

17·))

Hi! How are you?

Hi! How are you?

I'm fine, thank you.

How are you?

I'm fine, thank you!

Hi! How are you?

I'm fine, thank you.

How are you?

I'm fine, thank you!

How are you?

I'm fine! How are you?

I'm OK! How are you?

I'm fine. I'm great!

Hi! How are you?

I'm fine, thank you.

How are you?

I'm fine, thank you!

(x2)

4. Students sing the song again, turning to partners and asking them *How are you?* as they sing.

Listen and say. Then act.



See Teaching Conversations, Teacher's Book page 21.

 Play Class CD1 Track 18. Student pairs listen and say along with the CD.

18.)

How are you?

I'm fine. Thank you.

Students rehearse and act out the conversations, using props or gestures related to the situations in the three pictures.

Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 9: *I'm great. How are you?* Students create their own Everybody Up Expressions, circulate, and practice asking and answering.
- Students can draw pictures to illustrate the value *Be friendly.* Display the pictures in the classroom.
- Toss and Tell (Teacher's Book pages 22–25). Students say a line from the story and toss a ball to another student, who responds. Review possible exchanges before starting:

Hi! How are you? / I'm fine. Thank you.

Hi! How are you? / I'm OK. Thank you.

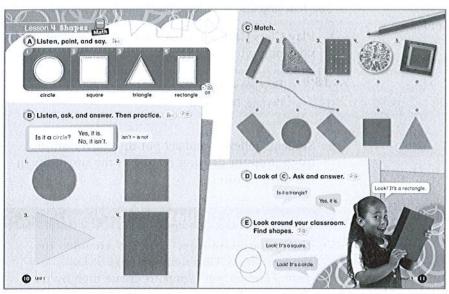
Hi! How are you? / I'm great! Thank you.

Draw A New Story (Teacher's Book pages 22–25). Using the existing story as a model, students draw a new story with new scenes and characters. The new story should reflect the Lesson 3 value: Be friendly. More advanced students might also write new text. Beginning students might simply copy the pictures and text from the Student Book.

- Workbook pages 8–9. See Teacher's Book pages 100–111 for instructions and answer key.
- · Student Book Audio CD Track 08
- Unit 1, Lesson 3 Worksheet, Teacher's Book page 114. See Teacher's Book page 112 for instructions.
- iTools

Unit 1 First Day

Lesson 4 Shapes



Student Book pages 10-11

Objectives

Asking and answering about shapes

Grammar

Yes/No questions with be (3rd person singular)

Is it a circle?

Yes, it is. / No, it isn't.

Vocabulary

Shapes: circle, square, triangle, rectangle

Materials

Picture Cards 07–12, 13–16, 17–20; Class CD1 Tracks 19–20

Student Book page 10

School Subject Connection: Math



Lesson 4 is a cross-curricular lesson with a connection to math. Ask students to talk about what they are learning in math class now. Take students into school hallways or outdoor areas on a search for circles, squares, triangles, and rectangles. Draw shapes on the board. Students can measure them with rulers. Then give students measurements to use for drawing shapes.

Warm up

- Greet a student at the front of the classroom: Hi!
 How are you? Elicit the response I'm fine/OK/
 great. Then elicit the Everybody Up Expression
 from Unit 1, Lesson 3: I'm great! How are
 you? Ask a student to say this expression to a
 neighbor. Then the second student answers and
 turns to another neighbor to say the expression.
 Continue until everyone has a turn.
- 2. Sing *The Alphabet Song* (Class CD1 Track 05) with students. Then sing the song slowly again. Sing *A* and ask students to sing the next letter. Continue until the end of the song.
- 3. Review Unit 1 conversation language patterns and vocabulary. Hold up Picture Cards 7–12 and 13–16 and ask *What is it?* Elicit the answer *It's a (pen). It isn't a (book).*

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 17–20 to introduce the new words. Continue until students can produce the words on their own.
- Link the language. Combine language patterns from Unit 1, Lesson 1 with the new vocabulary. Hold up each card, saying What is it? Elicit the response It's a (circle).
- 3. Play Class CD1 Track 19. Students listen, point, and say along with the CD.



- 1. circle
- 2. square
- 3. triangle
- 4. rectangle
- Students make picture cards for the new vocabulary. Give four cards cut from blank paper and art supplies to each student.

B Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: Is it a circle? Yes, it is. No, it isn't.
- 2. Present the contraction: isn't = is not

- 3. Direct students' attention to the grammar box on page 10.
- 4. Play Class CD1 Track 20. Students listen and say along with the CD.

s it a circle?	No, it isn't.
sn't = is not	
I. Is it a circle?	Yes, it is.
2. Is it a circle?	No, it isn't.
Is it a square?	Yes, it is.
3. Is it a triangle?	Yes, it is.
I. Is it a triangle?	No, it isn't.
i. Is it a rectangle?	Yes, it is.

- 5. Hold up Picture Cards 17–20 and ask the class *Is* it a (circle)? Students reply *Yes*, it is. or *No*, it isn't. Divide the class into two groups. Group 1 asks the questions and Group 2 answers. Switch roles.
- 6. Student pairs practice the pattern, using their books.
- 7. Students form new pairs and practice the pattern using their handmade picture cards.

Student Book page 11

Match.

- Students work on their own, matching the pictures in the top row with the corresponding shapes in the bottom row.
- 2. Students check their answers with a partner.

Look at 6. Ask and answer.



- 1. First, practice the activity with the class. Use the art in Activity C to practice the language pattern in the speech bubbles: *Is it a triangle? Yes, it is.* Encourage students to use previously learned language, as well.
- 2. Students do the activity in pairs.

E Look around your classroom. Find shapes.



Student pairs stand and search the classroom for shapes. Encourage them to use the language in the speech bubbles: *Look! It's a square. Look! It's a circle.*

Games and Activities

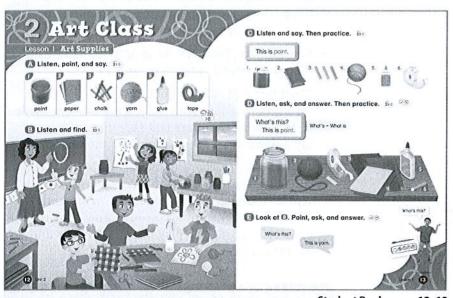
- Everybody Up! Direct students' attention to the Everybody Up Friend on page 11: Look! It's a rectangle. Students create Everybody Up Expressions and then practice saying them to their neighbors.
- Fruit Salad (Teacher's Book pages 22–25), using Picture Cards 07–12, 13–16, and 17–20.
- Card Grab (Teacher's Book pages 22–25) Give each group of four students a set of student-made picture cards. Cards are laid face-up. When you say a word, students race to touch the card.
- Word Roll (Teacher's Book pages 22–25). Each student prepares a die with shape words (two will be repeated on a six-sided die, or students can choose words from Lessons 1 and 2 for the extra sides). Students play in pairs. S1 rolls and asks *Is it a (rectangle)?* S2 answers.

- Workbook pages 10–11. See Teacher's Book pages 100–111 for instructions and answer key.
- · Student Book Audio CD Track 09
- Unit 1, Lesson 4 Worksheet, Teacher's Book page 115. See Teacher's Book page 112 for instructions.
- Unit 1 Test, Teacher's Book pages 132–133.
 See Teacher's Book pages 130 and 156 for instructions and answer key.

 Test Center 3
- iTools

Unit 2 Art Class

Lesson 1 Art Supplies



Student Book pages 12-13

Objectives

Talking about art supplies

Grammar

- Demonstrative pronoun *this This is paint*.
- Information question with what What's this? This is paint.

Vocabulary

Art Supplies: paint, paper, chalk, yarn, glue, tape

Materials

Picture Cards 21–26; Class CD1 Tracks 17; 21–24

Student Book page 12

Warm up

- 1. Greet the class and sing *Hi! How are you?* (Class CD1 Track 17).
- 2. Review introductions. Approach a student and say *Hello*. *I'm* (*Ms. Jones*). What's your name? Elicit the response *I'm* (*Lisa*) or *My name is* (*Lisa*). Students introduce themselves to their neighbors.
- 3. Elicit the Everybody Up Expression from Unit 1, Lesson 4: *Look! It's a rectangle.* Students find shapes in the classroom and practice their own Everybody Up Expressions with their neighbors.

Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- 1. Use Picture Cards 21–26 to introduce the art supplies. Continue until students can produce the words on their own.
- Play Guess the Next Card (Teacher's Book page 23) using Picture Cards 21–26.
- 3. Link the language. Combine Unit 1, Lesson 4 grammar patterns with the new vocabulary. Hold up pieces of art supplies realia, asking *Is it (paper)?* Elicit *Yes, it is or No, it isn't.* Then student pairs ask and answer questions.

4. Play Class CD1 Track 21. Students listen, point, and say along with the CD.



5. Students practice the words by pointing to the art supplies they can see around them.

B Listen and find.

See Using the Big Picture, Teacher's Book page 20.

- 1. Read this while pointing to the picture:
 Danny, Julie, Emma, Mike, Jay, and Carla are in art class. Look! Julie has tape. Danny has glue and yarn. There is some chalk, paper, and paint, too.
- 2. Play Class CD1 Track 22. Students listen, find the items in the picture, and point to them.

(4:	Jay:	Hi, Danny!
	Danny:	Hi, Jay!
	Jay:	What is it?
	Danny:	It's yarn and glue.
	Jay:	Yarn and glue?
	Danny:	Yes!
	Mike:	Look! My paper.
	Jay:	It's great!

Mike:

Thank you.

Carla:

Teacher, your chalk?

Teacher:

Yes, thank you, Carla. Is it a square?

Carla:

No, it isn't. It's a circle.

Emma:

Is it glue?

Julie:

No, it isn't. It's tape.

Emma:

Oh, OK. Paint is great!

3. Invite students to talk about what else they see in the picture, using previously learned language.

Student Book page 13

Cisten and say. Then practice.

See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: This is paint.
- 2. Direct students' attention to the first grammar box on page 13.
- Play Class CD1 Track 23. Students listen and say along with the CD.



This is paint.

- 1. This is paint.
- 2. This is paper.
- 3. This is chalk
- 4. This is yarn.
- 5. This is glue.
- 6. This is tape.
- 4. Practice the pattern with the students. Hold up Picture Cards 21–26 and elicit *This is (paint)* for each card.
- 5. Students practice the sentences by themselves, using their books.

Listen, ask, and answer.Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: What's this? This is paint.
- 2. Present the contraction: What's = What is
- 3. Direct students' attention to the second grammar box on page 13.
- Play Class CD1 Track 24. Students listen, ask, and answer along with the CD.

24.))	W	hat's this?	This is paint.	
	W	hat's = What is		
	1.	What's this?	This is paint.	
	2.	What's this?	This is yarn.	
	3.	What's this?	This is tape.	
	4.	What's this?	This is paper.	
	5.	What's this?	This is glue.	
	6.	What's this?	This is chalk.	

- 5. Student pairs practice the pattern, using their books.
- 6. Student pairs play Word Roll (Teacher's Book page 25). Each student makes a die using the six new vocabulary words. To play, S1 rolls a die and asks What's this? S2 answers This is (paper) and rolls a die.

Look at Point, ask, and answer.



Student pairs look at the big picture in Activity B and practice asking and answering with the language pattern in the speech bubbles, using all the new vocabulary words: What's this? This is yarn.

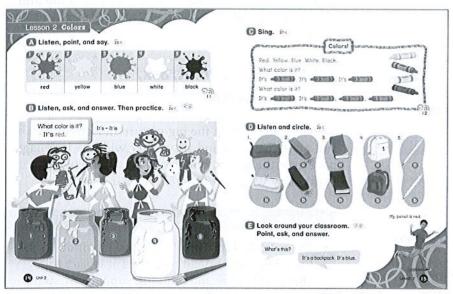
Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 13: What's this? Distribute paper and drawing supplies. Students draw an art supplies item and then circulate, using the Everybody Up Expression to talk about their drawings.
- Circles (Teacher's Book pages 22–25). Give each student in the inner ring a piece of art supplies realia or a picture card. Outer ring students ask What's this? Inner ring students answer This is (paper). After a round, give the realia/cards to the outer ring students and switch roles.
- Toss and Tell (Teacher's Book pages 22–25). Students stand in a circle and toss (or hand around) a piece of art supplies realia, asking What this? and answering This is (yarn). Change the realia after a round.
- Categories (Teacher's Book pages 22–25).
 Use the categories Art Supplies (paint, paper, chalk, yarn, glue, tape) and School Supplies (pen, pencil, eraser, ruler, pencil case, backpack, book, notebook, desk, chair). You can also include the category Shapes (triangle, circle, square, rectangle).

- Workbook pages 12–13. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 10
- iTools

Unit 2 Art Class

Lesson 2 Colors



Student Book pages 14-15

Objectives

· Asking and answering about colors

Grammar

 Information question with what What color is it? It's red.

Vocabulary

Colors: red, yellow, blue, white, black

Materials

Picture Cards 21–26, 27–31; Class CD1 Tracks 25–28

Student Book page 14

Warm up

- 1. Greet the class. Students circulate and greet each other by name.
- 2. Elicit the Everybody Up Expression from Unit 2, Lesson 1: What's this? Students can practice the expression with their neighbors, using their own art or school supplies.
- 3. Review Unit 2, Lesson 1 language. Hold up Picture Cards 21–26 and elicit the words. Then play **Blindfold** (Teacher's Book pages 22–25). Distribute blindfolds and art supplies realia to student pairs. S1 hands S2 (blindfolded) a piece of realia and asks *What's this?* S2 answers *This is (paper)*. Continue with other vocabulary words.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 27–31 to introduce the colors.
 Continue until students can produce the words on their own.
- Link the language. Combine grammar patterns from Unit 1 with the new vocabulary. Display art supplies realia in the new colors. Point and say What is it? Students reply It's (paper). Ask Is it (red)? Students reply Yes, it is. or No, it isn't.

3. Play Class CD1 Track 25. Students listen, point, and say along with the CD.



- 1. red
- 2. yellow
- 3. blue

- 4. white
- 5. black
- 4. Students practice the words by pointing to items with different colors in the classroom.

E Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: What color is it? It's red.
- 2. Present the contraction: It's = It is
- 3. Direct students' attention to the grammar box on page 14.
- Play Class CD1 Track 26. Students listen, point to the items in the picture, and say along with the CD.

26.)

What color is it? It's red.

It's = It is

- 1. What color is it? It's red.
- 2. What color is it? It's yellow.
- 3. What color is it? It's blue.
- 4. What color is it? It's white.
- 5. What color is it? It's black.

5. Student pairs practice the questions and answers, using their books.

Student Book page 15

© Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the art and name the colors.
- 2. Read the song lyrics with the students.
- 3. Play Class CD Track 27. Students listen and then sing along with the CD.



Colors!

Red. Yellow. Blue. White. Black.

What color is it?

It's red. It's red. It's red.

What color is it?

It's red. It's red, red, red.

Yellow!

What color is it?

It's yellow. It's yellow. It's yellow.

What color is it?

It's yellow. It's yellow, yellow, yellow.

Blue!

What color is it?

It's blue. It's blue. It's blue.

What color is it?

It's blue. It's blue, blue, blue.

White!

What color is it?

It's white. It's white. It's white.

What color is it?

It's white. It's white, white, white.

Black!

What color is it?

It's black. It's black. It's black.

What color is it?

It's black. It's black, black, black.

Red. Yellow. Blue. White. Black.

4. Students sing the song again, taking turns to point at classroom items with colors that match the song.

Listen and circle.

- 1. Students describe what they see in the pictures.
- 2. Play Class CD1 Track 28. Students listen and circle the pictures of items described on the CD.



- What is it? It's a pencil case. What color is it? It's red.
- 2. What is it? It's an eraser. What color is it? It's blue.
- 3. What is it? It's a book. What color is it? It's black.
- 4. What is it? It's a backpack. What color is it? It's white.
- 5. What is it? It's a pencil. What color is it? It's yellow.
- Play the track again so students can check their work. Then check answers together.

Answer Key

1. a 2. a 3. b

b 4. a 5. a

4. Student pairs ask and answer about the pictures.

E Look around your classroom. Point, ask, and answer.



Student pairs look around the classroom and practice making sentences using the language pattern in the speech bubbles: *What's this? It's a backpack. It's blue.*Invite students to also use previously learned language.

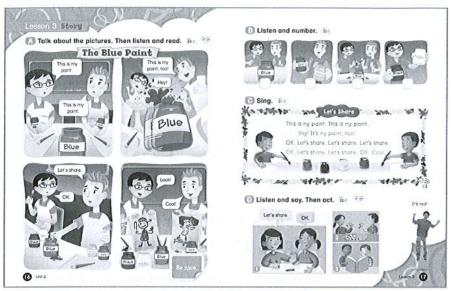
Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 15: My pencil is red. Students use their own items to create Everybody Up Expressions and practice with neighbors.
- Say to students It's (blue). Students run to touch something in that color. After a few rounds, invite a student to call out the colors.
- Circles (Teacher's Book pages 22–25). Give each student in the inner ring an object in a Lesson 2 color. Each time the circles rotate, inner-ring students ask What color is it? and their outer-ring partners answer It's (red). Switch roles.
- Down the Line (Teacher's Book pages 22–25). Use Picture Cards 21–31. Students say *It's a (circle)* or *It's (red)*. For a challenge question, show an object and ask *What's this? What color is it?*

- Workbook pages 14–15. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 11–12
- · iTools

Unit 2 Art Class

Lesson 3 Story



Student Book pages 16-17

Objectives

· Building reading and listening skills

Conversation

 Offering to share something Let's share.

OK.

Value

Be nice.

Materials

Picture Cards 21–26, 27–31; CD1 Tracks 29–32

Student Book page 16

Warm up

- 1. Greet the class. Then greet individual students and ask different questions with familiar language. For example: Hi, Emma. How are you? What's your name? What's this? What color is it? Elicit the appropriate responses.
- 2. Review colors and art supplies vocabulary. Hold up Picture Cards 21–26 and 27–31 one by one, eliciting the words without saying them yourself. Repeat the activity, speeding up as students become more comfortable.
- 3. Hold up a red pencil and elicit the Everybody Up Expression from Lesson 2: *My pencil is red.* Students vary this expression to point and tell their neighbors about their own school supplies.

A Talk about the pictures. Then listen and read.



See Teaching Stories, Teacher's Book page 21.

- 1. Students look at the pictures and name the characters, colors, and objects they see.
- 2. Students say what they think could be happening in each picture.

3. Play Class CD1 Track 29. Students listen, point, and read along with the CD.

29.)

The Blue Paint

Mike: This is my paint.

Danny: This is my paint.

Danny: This is my paint, too!

Mike: Hey!

Danny: Let's share.

Mike: OK.
Mike: Look!

Danny: Cool!

4. Read the story aloud with the students. Then direct students' attention to the value *Be nice* and play the track again. Students listen and read along.

Student Book page 17

Listen and number.

- 1. Students look at each picture and say what they think is happening.
- 2. Play Class CD1 Track 30. Students listen and number the pictures.



Mike: This is my paint, black and white.

2. Danny: This is my paint, red and yellow.

3. Danny: This is my paint, too!

Mike: Hey!

4. Danny: Let's share.

Mike: OK.

3. Play the track again so students can check their work. Then check answers together.

Answer Key

From left to right: 3, 2, 4, 1

4. Student pairs make their own sentences using the pattern *This is my paint (black and blue)*. They end by saying *Let's share*.

© Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the pictures and talk about what they see.
- 2. Read the song lyrics with the students.
- 3. Play Class CD1 Track 31. Students listen and then sing along with the CD.



Let's Share

This is my paint.

This is my paint.

Hey! It's my paint, too!

OK. Let's share. Let's share. Let's share.

OK. Let's share. Let's share. OK.

Cool.

(x2)

4. Students sing the song again, turning to partners and using props or gestures related to the song.

Listen and say. Then act.



See Teaching Conversations, Teacher's Book page 21.

1. Play Class CD1 Track 32. Student pairs listen and say along with the CD.

32.)

Let's share.

OK.

Students rehearse and act out the conversations, using props and gestures related to the situations in the three pictures.

Games and Activities

- Everybody Up! Direct students' attention
 to the Everybody Up Friend on page 17: It's
 red! Students use the color of an item they are
 wearing to create their own Everybody Up
 Expressions. Then use students' expressions to
 play Pop-up (Teacher's Book pages 22–25). Say
 It's (blue)! Students who created this expression
 quickly stand up and sit down. Immediately say
 the next sentence.
- Form two groups to read the story aloud. Group 1 will read Mike. Group 2 will read Danny. Then the groups switch roles.
- Toss and Tell (Teacher's Book pages 22–25).
 A student says a line from the story and tosses a beanbag or ball to the next student, who responds (following the story). Review possible exchanges before starting:

This is my paint. / This is my paint.

Hey! / This is my paint, too!

Let's share. / OK.

Look! / Cool!

 Using the existing story as a model, student pairs write and act out a new story that demonstrates the Lesson 3 value: Be nice. Beginning students might simply copy the pictures and text from the Student Book.

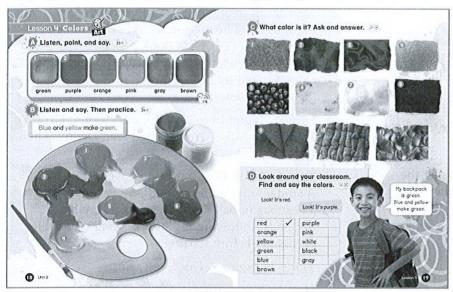
Extra Practice

- Workbook pages 16–17. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 13
- Unit 2, Lesson 3 Worksheet, Teacher's Book page 116. See Teacher's Book page 112 for instructions.
- iTools

41

Unit 2 Art Class

Lesson 4 Colors



Student Book pages 18-19

Objectives

· Talking about secondary colors

Grammar

- Simple present statements with make (3rd person plural)
- Compound subjects with and Blue and yellow make green.

Vocabulary

Colors: green, purple, orange, pink, gray, brown

Materials

Picture Cards 27–31, 32–37; Class CD1 Tracks 33–34

Student Book page 18

School Subject Connection: Art



Lesson 4 is a cross-curricular lesson with a connection to art. Capitalize on this by bringing a color wheel to class. Help students examine the color wheel and understand how it works. Bring in paints to demonstrate color mixing. Show what happens when white or black is added to other colors. Talk about painters. What are the steps involved in making a painting? What supplies do painters use?

Warm up

- Greet the class. Then greet individual students and review the conversation language from Unit 2, Lesson 3. Act out a situation in which you share something with a student (for example, a jar of paint or a book) and say to a student Let's share. The student answers OK. Divide the class into two groups—those who have items they will offer to share, and those who will agree—and allow them to circulate and practice the conversation with members of the other group.
- Elicit the Everybody Up Expression from Unit
 Lesson 3: It's red! Students use the expression to tell their neighbors about their own art and school supplies.

3. Play What's Missing? (Teacher's Book page 25). Set Picture Cards 27–31 where everyone can see them and elicit the colors. Gather the cards and place one facedown on your desk. Set out the remaining cards and ask What's missing? Students answer (white). Repeat for all cards and colors.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 32–37 to introduce the new colors. Continue until students can say the colors on their own.
- Link the language. Combine grammar from Unit
 Lesson 2 with the new vocabulary. Hold up each card, saying What color is it? Elicit the response It's (green).
- 3. Play Rollers (Teacher's Book page 24), using all Unit 2 colors. Students say a different color each time they roll the ball.
- 4. Play Class CD1 Track 33. Students listen, point, and say along with the CD.

105			
33·))	1. green	2. purple	3. orange
	4. pink	5. gray	6. brown

 Students make picture cards for the new vocabulary and colors from Lesson 2. Give 11 cards cut from blank paper and art supplies to each student.

B Listen and say. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: Blue and yellow make green.
- Direct students' attention to the grammar box on page 18.
- Play Class CD1 Track 34. Students listen and say along with the CD.

34.)

Blue and yellow make green.

- 1. Blue and yellow make green.
- 2. Blue and red make purple.
- 3. Red and yellow make orange.
- 4. Red and white make pink.
- 5. Black and white make gray.
- 6. Red and green make brown.
- 5. Students practice the patterns on their own, using their handmade picture cards.
- Write color-mixing statements on the board and leave one color blank (e.g., Blue and _____ make green.) Volunteers go to the board, write in the missing colors, and say the statements aloud.

Student Book page 19

What color is it? Ask and answer.

- 1. Review the pattern from Unit 2, Lesson 2: What color is it? It's (blue).
- 2. Student pairs do the activity, using their books.

Answer Key			
1. green	2.	red	3. purple
4. orange	5.	blue	6. yellow
7. white	8.	black	9. brown
10. gray	11.	pink	31.01111

Look around your classroom.Find and say the colors.



- First, practice the activity with the class. Look around the classroom, point to a red object, and say Look! It's red. Demonstrate writing a check mark next to red in the chart.
- 2. Students do the activity in pairs.
- 3. For each color, ask student pairs to say what objects they found in the classroom.

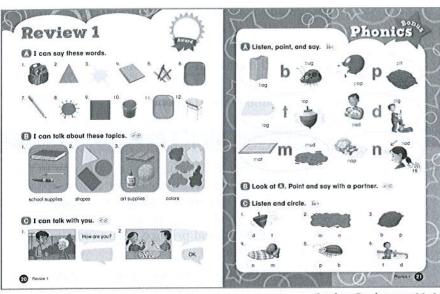
Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 19: My backpack is green. Blue and yellow make green. Students create Everybody Up Expressions about their own backpacks and practice saying them to their neighbors.
- Card Grab (Teacher's Book pages 22–25).
 Students use their own handmade picture cards.
- BINGO (Teacher's Book pages 22–25). Students use nine of their handmade picture cards to make their BINGO board.
- Two Truths and a Lie (Teacher's Book pages 22–25). Hold up an object and make three statements about it. For example: It's an eraser. It's orange. Red and blue make orange. Students must listen carefully to catch the "lie" and then say the correct statement: Red and yellow make orange.

- Workbook pages 18–19. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 14
- Unit 2, Lesson 4 Worksheet, Teacher's Book page 117. See Teacher's Book page 112 for instructions.
- Unit 2 Test, Teacher's Book pages 134–135.
 See Teacher's Book pages 130 and 156 for instructions and answer key.

 Test Center in the content of the
- · iTools

Review 1



Student Book pages 20-21

Review Language

• Units 1 and 2 grammar and vocabulary

Phonics

· Initial consonants: b, p, t, d, m, n

Materials

Picture Cards 07–37; Class CD1 Tracks 05, 35–36

Student Book page 20

Warm up

- Greet the class and sing The Alphabet (Class CD1 Track 05) with students.
- Play Categories (Teacher's Book pages 22–25) to review vocabulary from Units 1 and 2: School Supplies, Art Supplies, Shapes, Colors.
- 3. Elicit the Everybody Up Expression from Unit 2, Lesson 4: My backpack is green. Blue and yellow make green. Students use other items in the classroom to create their own expressions and practice with their neighbors.

I can say these words.

See Teaching Reviews, Teacher's Book page 21.

Lead the class to say each word together aloud.
 Then, call on individual students to say the words.

Answer Key		
1. backpack	2. triangle	3. yellow
4. notebook	5. chalk	6. red
7. pencil	8. blue	9. square
10. paint	11. pink	12. desk

2. Students practice saying the words on their own, using their books.

3. To review vocabulary, students play **Beanbag Toss** (Teacher's Book page 22), using Picture Cards 07–37.

I can talk about these topics.



Students examine the pictures and discuss the topics. At minimum, they should use this language:

- School Supplies
 What is it? It's (a pen). It's a (book). It isn't a (notebook).
- 2. Shapes
 Is it (a circle)? Yes, it is. No, it isn't.
- 3. Art Supplies
 What's this? This is (paint).
- Colors
 What color is it? It's (red). (Blue) and (yellow) make
 (green).

I can talk with you.



- Students look at each picture, read the words, and think of words for the empty speech bubbles.
- 2. Model each conversation with a few volunteers.
- 3. Student pairs can practice and then switch roles.

Answer Key	
1. How are you?	2. Let's share.
I'm fine. Thank you.	OK.

Phonics

Student Book page 21

A Listen, point, and say.

See Teaching Phonics, Teacher's Book page 21.

 Introduce the sound for b. Write b on the board. Say the letter and the sound it makes: b, /b/. Students listen and repeat. Introduce the sounds for p, t, d, m, and n.

Pronouncing b and p

When students say /b/ and /p/, instruct them to hold their hands in front of their mouths. They'll feel themselves producing more breath for /p/ than for /b/.

Pronouncing t and d

When students say /t/ and /d/, ask them to hold their hands in front of their mouths. They'll feel themselves producing more breath for /t/ than for /d/.

Pronouncing m and n

When students say /n/, they push their tongue to the roof of their mouth behind their front teeth. For /m/, they press their lips together.

- Drill the new sounds. Point to each letter on the board, say the sound, and ask students to repeat.
 Continue until students are comfortable producing the sounds on their own. Gradually increase the speed of the activity.
- 3. Play Class CD1 Track 35. Students listen, point, and say along with the CD.

b (letter), b (sound), bag, bug
p (letter), p (sound), pop, pit
t (letter), t (sound), tag, top
d (letter), d (sound), dad, dig
m (letter), m (sound), mat, mud
n (letter), n (sound), nap, nod

4. Link the sounds. Hold up Picture Cards 07 (pen), 08 (pencil), 12 (backpack), 13 (book), 21 (paint), 22 (paper), and 26 (tape). For each card, say the letter, the sound it makes, and then the whole word; for example, b, /b/, book. Students repeat. Then write b, p, t, d, m, and n on the board. Set the picture cards on the marker rail in random order. Say (p, /p/). A student comes forward, sets Picture Card 08 under p, and says (pencil). Point to the card and have the class say (p, /p/, pencil). Continue with the rest of

the cards. For the letter n, students can practice with the pictures and words on the page.

■ Look at **△**. Point and say with a partner.



Student pairs look at Activity A, point to each item, and say the word.

C Listen and circle.

1. Play Class CD1 Track 36. Students listen and circle each word's initial consonant.

36·))

- 1. top
- 2. mud
- 3. pit

- 4. nap
- 5. bug
- 6. dig
- Play the track again so students can check their work. Then check the answers together.

Answer Key

From left to right: t, m, p, n, b, d

Games and Activities

- Review: Telephone (Teacher's Book pages 22–25) using language from Units 1 and 2. For example, whisper Red and white make pink at one end of the line, and This is my book. It's pink at the other end.
- *Phonics*: **BINGO** (Teacher's Book pages 22–25) with the new phonics sounds. Hand out six blank cards to each student. Instruct students to write an initial consonant (b, p, t, d, m, n) on each card.
- Phonics: Everybody Up! Everybody Down! (Teacher's Book pages 22–25) with the new phonics sounds.

- Workbook pages 19–20. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 15
- iTools

Unit 3 Birthday Party

Lesson 1 Numbers



Student Book pages 22-23

Objectives

· Talking about numbers and age

Grammar

- Simple present statements with be (1st person singular)
 I'm seven.
- Information question with how How old are you? I'm eight.

Vocabulary

Numbers: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve

Materials

Picture Cards 38–49 Class CD1 Tracks 37–40

Student Book page 22

Warm up

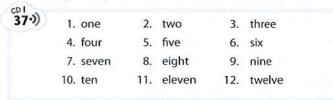
- Greet the class. Then greet a student saying Hi, how are you? Elicit I'm (fine). How are you? and respond. Students greet their neighbors.
- 2. Play Fruit Salad (Teacher's Book pages 22–25) with introductions. Walk around the circle and tap two students on the shoulder. Those students stand and introduce themselves: I'm (Ben). What's your name? (My name is) (Mark). Then they switch places.
- 3. Elicit the Everybody Up Expression from Unit 2, Lesson 4: My backpack is green. Blue and yellow make green. Then hold up objects in different colors and ask What color is it? Student answer It's (green). (Blue and yellow) make (green).

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 38–49 to introduce the numbers. Continue until students can produce the words on their own.
- 2. Review the command *Count* from the Welcome unit. When you say *count*, students count up to twelve. Then hold up different numbers of fingers and have students count them.

- 3. Link the language. Combine Unit 2, Lesson 2 grammar patterns with the new vocabulary. Hold up a picture card and ask *What number is it?* Elicit *It's (seven)*. After a round, invite individual students to select a picture card, hold it up, and ask the class what number it is.
- 4. Play Class CD1 Track 37. Students listen, point, and say along with the CD.



As an extension, student pairs practice the words by taking turns holding up different numbers of fingers and counting them.

Listen and find.

See Using the Big Picture, Teacher's Book page 20.

- Read this while pointing to the picture:
 Danny, Mike, and Emma are going to a birthday party. They have balloons. There are twelve balloons. Mike has one balloon. Emma has seven balloons. Danny has five balloons.
- 2. Play Class CD1 Track 38. Students listen, find the items in the picture, and point to them.



Mike: Four! Emma: It's black. Emma: Five! Danny: It's green. Mike: Seven! Emma: It's blue. Ten! Danny: Emma: It's purple. Emma: Onel Mike: It's brown. Mike: Threel It's pink. Danny: Eight! Emma: Mike: It's yellow. Two! Danny: Mike: It's blue. Emma: Six! Danny: It's orange. Mike: Nine! It's red. Danny: Eleven! Danny: Mike: It's gray. Emma: Twelve! Danny: It's pink.

Students discuss what else they see in the picture.

Student Book page 23

Listen and say. Then practice.

See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: I'm seven.
- 2. Present the contraction: I'm = I am
- 3. Present the first grammar box on page 23.
- 4. Play Class CD1 Track 39. Students listen and say along with the CD.



I'm seven.

l'm = l am

- I'm seven.
- 2. I'm four.
- 3. I'm six.

- 4. I'm ten.
- 5. I'm eight.
- 6. I'm three.
- 5. Practice the pattern. Hold up Picture Cards 38–49 and elicit *I'm (seven)* for each card.
- Students practice the sentences on their own, using their books.

Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the pattern: How old are you? I'm eight.
- 2. Present the second grammar box on page 23.
- 3. Play Class CD1 Track 40. Students listen, ask, and answer along with the CD.



How old are you? I'm eight.

l'm = lam

- 1. How old are you? I'm eight.
- 2. How old are you? I'm five.
- 3. How old are you? I'm eleven.
- 4. How old are you? I'm seven.
- 5. How old are you? I'm twelve.
- 6. How old are you? I'm nine.
- 4. Student pairs practice the pattern, using their books.

Look at Say the numbers.

Student pairs look at the big picture in Activity B, point to the numbers, and say them aloud.

Games and Activities

- Everybody Up! Refer to the Everybody Up Friend on page 23: I'm eight. How old are you? Students practice their own expressions.
- Play Rollers (Teacher's Book pages 22–25) in pairs. Students ask *How old are you?* and roll the ball to another student, who answers *I'm (eight)*.
- Freeze (Teacher's Book pages 22–25). As you
 play music, students move around the room. Stop
 the music. Say a number from one to twelve.
 Students form groups of that number.
- Charades (Teacher's Book pages 22–25). Assign pairs a number to "act out." The class asks each pair How old are you? The pair uses their bodies to form the number. The class guesses the number.

- Workbook pages 22–23. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 16
- iTools

Unit 3 Birthday Party

Lesson 2 Toys



Student Book pages 24-25

Objectives

Asking and answering about toys

Grammar

- Information question with how many
- Plural nouns with -s How many dolls?
 One doll. / Two dolls.

Vocabulary

Toys: doll, dolls, ball, balls, car, cars, kite, kites

Materials

Picture Cards 38–49, 50–57; Class CD1 Tracks 41–43

Student Book page 24

Warm up

- Greet the class. Greet an individual student, saying Hi. I'm (Ms. Jones). Elicit Hi. I'm (Paige). Students practice with 3-4 other students.
- 2. Review numbers from Unit 3, Lesson 1. Hold up Picture Cards 38–49 and ask What number is it? Elicit It's (four).
- Elicit the Everybody Up Expression from Unit
 Lesson 1: I'm eight. How old are you? Students practice their own Everybody Up Expressions with their neighbors.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 50–57 to introduce the toys. Continue until students can produce the words on their own.
- 2. Introduce plural nouns. Draw students' attention to the —s at the end of the plural words. Explain that adding —s makes a singular word plural. Say (doll, dolls) and students repeat after you.
- 3. Link the language. Display Picture Cards 50 and 51 of new vocabulary words. Point to the cards, saying *One doll. Two dolls.* Students repeat. Do the same for ball/balls, car/cars, and kite/kites.

4. Play Class CD1 Track 41. Students listen, point, and say along with the CD.



- 1. doll, dolls
- 2. ball, balls
- 3. car, cars
- 4. kite, kites
- 5. Students practice by pointing to different toys or pictures of toys and saying the words.

E Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: How many dolls? One doll. / Two dolls.
- 2. Direct students' attention to the grammar box on page 24.
- 3. Play Class CD1 Track 42. Students listen, point to the items in the picture, and say along with the CD.

CDI
42.))

Но	w many dolls?	One doll.
Но	w many dolls?	Two dolls.
1.	How many dolls?	One doll.
2.	How many dolls?	Two dolls.
3.	How many balls?	One ball.
4.	How many balls?	Eight balls.
5.	How many cars?	One car.

6. How many cars?

Three cars.

7. How many kites?

One kite.

8. How many kites?

Seven kites.

4. Student pairs practice the questions and answers, using their books.

Student Book page 25

© Sing.

See Teaching Songs, Teacher's Book page 20.

- Student look at the art and name the colors and objects they see.
- 2. Read the song lyrics with the students.
- 3. Play Class CD Track 43. Students listen and then sing along with the CD.

43.)

How Many Dolls?

How many dolls?

One doll.

How many dolls?

Two dolls.

One for you, and one for me.

How many dolls?

Two dolls.

Balls

How many balls?

One ball.

How many balls?

Two balls.

One for you, and one for me.

How many balls?

Two balls.

Cars

How many cars?

One car.

How many cars?

Two cars.

One for you, and one for me.

How many cars?

Two cars.

Kites

How many kites?

One kite.

How many kites?

Two kites.

One for you, and one for me.

How many kites?

Two kites.

Students sing the song again, taking turns to call out items or pictures of items they see in the classroom.

Make a number book. Show and tell.



- 1. Provide paper and art supplies for students to make their own number books. They can use the picture of a number book on page 25 as a model. For each number 1–12, students draw that number of objects.
- 2. In groups, students show and read aloud their number books to each other.

Look at your number books. Ask and answer.



Student pairs look at their number books and ask and answer questions using the language pattern in the speech bubbles: *How many kites? Six kites.* Encourage students to use all language learned in the lesson, as well as previously learned language.

Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 25: Look! How many balls? Students draw pictures of items and use their own Everybody Up Expressions to talk about their drawings with their neighbors.
- Blindfold (Teacher's Book pages 22–25).
 Provide student pairs with realia for new vocabulary words (doll, dolls). S1 asks S2 How many (dolls)? S2 replies (Two dolls).
- How Many? (Teacher's Book pages 22–25). Place 1–12 items in the box and a larger number in a pool in the middle. Ask each student *How many (balls)?* Students try to guess the number of items in the box, saying (Seven balls).
- Station Stop (Teacher's Book pages 22–25). At each station stop, show a picture card and ask a student How many (cars)? A correct answer wins that student a ticket.

- Workbook pages 24–25. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 17–18.
- · iTools

Unit 3 Birthday Party

Lesson 3 Story



Student Book pages 26-27

Objectives

· Building reading and listening skills

Conversation

Taking turns

It's your turn.

Thank you.

Value

Be fair.

Materials

CD1 Tracks 31, 44-47

Student Book page 26

Warm up

- Greet the class and sing Let's share (Class CD1, Track 31).
- 2. Review language from Unit 2, Lesson 3: *Let's share. OK.* Encourage students to look for opportunities to use the language in class today.
- Elicit the Everybody Up Expression from Unit 3, Lesson 2: Look! How many balls? Students play Binoculars (Teacher's Book pages 22–25), varying this expression as they point at items in the classroom and say what they see.

A Talk about the pictures. Then listen and read.



See Teaching Stories, Teacher's Book page 21.

- 1. Students look at the pictures and name the characters, colors, and objects they see.
- 2. Students say what they think could be happening in each picture.
- 3. Play Class CD1 Track 44. Students listen, point, and read along with the CD.

CDI

My Turn!

Mike: Oh, no!
Danny: It's my turn!
Emma: No, it's my turn.

Danny: Oops!

Mike: Julie, it's your turn.

Julie: Thank you.

Mike, Emma, & Danny: Good job, Julie!

4. Read the story aloud with the students. Then direct students' attention to the value *Be fair* and play the track again. Students listen and read along.

Student Book page 27

B Listen and number.

- 1. Students look at each picture and say what they think is happening.
- Play Class CD1 Track 45. Students listen and number the pictures.



1. Danny: It's my turn!

Emma: No, it's my turn.

2. Danny: Oops!

3. Julie: Thank you.

4. Mike: Julie, it's your turn.

Play the track again so students can check their work. Then check answers together.

Answer Key

From left to right: 2, 1, 4, 3

C Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the picture and talk about what they see.
- 2. Read the song lyrics with the students.
- 3. Play Class CD1 Track 46. Students listen and then sing along with the CD.

46.)

Let's Play Together

It's your turn.

Let's play together.

It's my turn.

Let's play together.

It's your turn.

Thank you.

It's my turn.

Good job!

It's your turn.

Let's play together.

It's my turn.

Let's play together.

(x2)

4. Students sing the song again, turning to partners and using props or gestures related to the song.

Listen and say. Then act.



See Teaching Conversations, Teacher's Book page 21.

1. Play Class CD1 Track 47. Students listen and say along with the CD, in pairs.



It's your turn.

Thank you.

Students rehearse and act out the conversations, using props and gestures related to the situations in the three pictures.

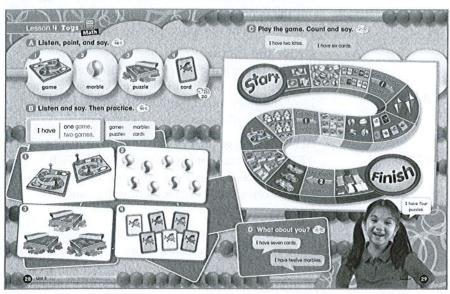
Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 27: It's my birthday! Students choose their own way to act out the expression. Then students circulate and say and act out the expression to each other.
- Order the Pictures (Teacher's Book pages 22–25). Draw simple pictures to illustrate the story, cut them out, and give each student a set. Read the story aloud. Students listen and put the pictures in order.
- Act out A New Story (Teacher's Book pages 22–25). Put students in groups of four. Each group creates a new story and acts it out for the class. Stories should demonstrate the value Be fair.
- Draw A New Story (Teacher's Book pages 22–25). Using the existing story as a model, each student writes and draws a new story with new scenes and characters. Stories should demonstrate the value Be fair and include the target language It's your turn. Thank you.

- Workbook pages 26–27. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 19
- Unit 3, Lesson 3 Worksheet, Teacher's Book page 118. See Teacher's Book page 113 for instructions.
- iTools

Unit 3 Birthday Party

Lesson 4 Toys



Student Book pages 28-29

Objectives

· Talking about toys

Grammar

- Simple present statements with have (1st person singular)
- Plural nouns with -s
 I have one game / two games.

Vocabulary

Toys: game, marble, puzzle, card

Materials

Picture Cards 58–61; Class CD1 Tracks 42, 48–49

Student Book page 28

School Subject Connection: Math



Lesson 4 is a cross-curricular lesson with a connection to math. Students can practice counting school and art supplies around the classroom. Review the shapes taught in Unit 1, Lesson 4 (circle, square, triangle, rectangle). Then students can count how many of these shapes they find in the classroom. Play Find (Teacher's Book, pages 22–25) and give students additional counting tasks, such as *Find three blue squares* or *Find a pink circle*. Challenge them to count up to twelve and back down to one, add and subtract numbers, or perform other familiar math activities (all in English). If possible, invite a math teacher to visit the class and lead these activities.

Warm up

- Greet the class. Then students can greet each other by saying Hi or Hello and asking and answering one question, such as How are you?, How old are you?, or What's your name?
- Elicit the Everybody Up Expression from Unit 3, Lesson 3: It's my birthday! Student pairs practice saying the expression and act out what they like to do on their birthdays.
- 3. Sing *How Many Dolls?* (Class CD1 Track 42). As students sing, invite them to point to items or pictures of items they see in the classroom.

4. Review the Unit 3, Lesson 3 conversation language: *It's your turn. Thank you.* Encourage students to look for ways to use this language in class today.

Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 58–61 to introduce the new toys. Continue until students can say the words on their own.
- 2. Link the language. Combine grammar from Unit 1, Lesson 1 and Lesson 4 with the new vocabulary. Hold up a picture card, saying What is it? Elicit the response It's a (game). Hold up another picture card and ask Is it a (game)? Students reply (Yes, it is. / No, it isn't.)
- 3. Play Class CD1 Track 48. Students listen, point, and say along with the CD.



- 1. game
- 2. marble
- 3. puzzle
- 4. card
- 4. Student pairs practice by pointing to pictures in their books and saying new vocabulary words.

B Listen and say. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: I have one game. / I have two games.
- 2. Introduce the plural forms of the new vocabulary: games, marbles, puzzles, cards. Remind students that adding -s makes a noun plural.
- 3. Direct students' attention to the grammar box on page 28.
- 4. Play Class CD1 Track 49. Students listen and say along with the CD.

49.))

I have one game.

I have two games.

games, marbles, puzzles, cards

- 1. I have two games.
- 2. I have eight marbles.
- 3. I have three puzzles.
- 4. I have six cards.
- 5. Students practice the patterns on their own, using their books.
- 6. Students make their own pictures cards for the new vocabulary words, both singular and plural. Give each student eight blank cards and drawing supplies. For the plural cards, students may draw up to 12 objects.

Student Book page 29

Play the game. Count and say.



Students play the game in groups of three. They take turns rolling a die and moving their game pieces along the game board in the Student Book. For each spot along the board they land on, students must count the number of objects and make a sentence using the language pattern in the speech bubbles: I have two kites. I have six cards.

What about you?



- 1. Read the speech bubbles aloud with students: I have seven cards. I have twelve marbles.
- 2. In small groups, students can practice pointing at objects (or pictures of objects) and saying their own sentences using the language in the speech bubbles.

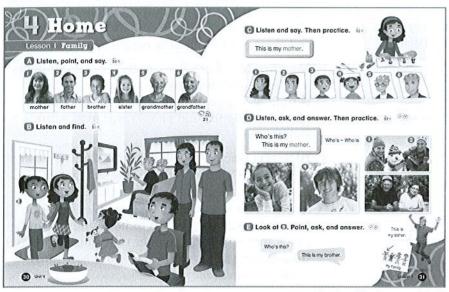
Games and Activities

- · Everybody Up! Direct students' attention to the Everybody Up Friend on page 29: I have four puzzles. Students create Everybody Up Expressions and draw pictures to illustrate them. Then students circulate and share their drawings and expressions with their neighbors.
- Memory (Teacher's Book pages 22–25). Students use their own handmade picture cards. In this version of the game, students try to find the matching singular and plural cards (e.g., game and games).
- BINGO (Teacher's Book pages 22–25). To make their BINGO board, students use all eight of their handmade picture cards and one blank space to serve as a wildcard. The caller calls out Lesson 4 vocabulary words in both singular and plural forms. When a winner calls Bingo!, the student must say I have (one game). I have (three marbles). I have (one puzzle).
- Two Truths and a Lie (Teacher's Book pages 22-25). Select three cards from the students' handmade picture cards. Show students the cards and make three statements about them. For example: I have six games. I have one card. I have two marbles. Students must listen carefully to catch the "lie" and then say the correct statements.

- Workbook pages 28–29. See Teacher's Book pages 100-111 for instructions and answer key.
- Student Book Audio CD Track 20
- Unit 3, Lesson 4 Worksheet, Teacher's Book page 119. See Teacher's Book page 112 for instructions.
- Unit 3 Test, Teacher's Book pages 136–137. See Teacher's Book pages 131 and 156 for instructions and answer key. Test Center a
- iTools

Unit 4 Home

Lesson 1 Family



Student Book pages 30-31

Objectives

· Talking about family members

Grammai

- Demonstrative pronoun this This is my mother.
- Information question with who Who's this? This is my mother.

Vocabulary

Family: mother, father, brother, sister, grandmother, grandfather

Materials

Picture Cards 62–67; Class CD1 Tracks 50–53

Student Book page 30

Warm up

- 1. Greet the class and sing *Hi! How are you?* (Class CD1 Track 17).
- 2. Play Fruit Salad (Teacher's Book pages 22–25). Call out the names of two students seated in the circle. Those two students stand, ask each other *How old are you?*, and respond *I'm eight*. Then they switch places.
- Elicit the Everybody Up Expression from Unit
 Lesson 4: I have four puzzles. Students find toys in the classroom and practice their own Everybody Up Expressions with their neighbors.

4. Play Class CD1 Track 50. Students listen, point, and say along with the CD.

50.)

- 1. mother
- 2. father
- 3. brother
- 4. sister
- 5. grandmother
- 6. grandfather
- Display the picture cards around the classroom. Students practice by pointing to the picture cards and saying the words.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 62–67 to introduce the new words. Continue until students can produce the words on their own.
- 2. Play Guess the Next Card (Teacher's Book pages 22-25) using Picture Cards 62-67.
- 3. Link the language. Combine Unit 1, Lesson 1 grammar patterns with the new vocabulary. Hold up a picture card and ask *What is it?* Elicit *It's a (mother)*.

Listen and find.

See Using the Big Picture, Teacher's Book page 20.

- Read this while pointing to the picture:
 Julie is at Emma's house. Hello! This is Emma's sister. Her name is Ann. This is Emma's mother, father, and brother. There is Emma's grandmother and grandfather, too.
- 2. Play Class CD1 Track 51. Students listen, find the items in the picture, and point to them.

Ann:

Hi, Emma!

Emma:

Hi, Ann!

Julie, my mother.

My father. My brother. My sister.

My grandmother and my grandfather.

Julie:

Nice to meet you.

All:

Nice to meet you, too.

3. Invite students to talk about what else they see in the picture, using previously learned language.

Student Book page 31

Listen and say. Then practice.

See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: This is my mother.
- 2. Present the first grammar box on page 31.
- 3. Play Class CD1 Track 52. Students listen and say along with the CD.

52·)

This is my mother.

1. Emma:

This is my mother.

2. Emma:

This is my father.

3. Emma:

This is my brother.

4. Emma:

This is my sister.

5. Emma:

This is my grandmother.

6 Emma: This is my grandfather.

- 4. Practice the pattern with the students. Hold up Picture Cards 62-67 and elicit This is (my mother).
- 5. Students practice the sentences by themselves.

Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the pattern: Who's this? This is my mother.
- 2. Present the contraction: Who's = Who is
- 3. Present the second grammar box on page 31.
- 4. Play Class CD1 Track 53. Students listen, ask, and answer along with the CD.

53.))

Who's this? This is my mother.

Who's = Who is

- 1. Who's this? This is my mother.
- 2. Who's this? This is my father.
- 3. Who's this? This is my sister.

- 4. Who's this? This is my brother.
- 5. Who's this? This is my grandfather.
- 6. Who's this? This is my grandmother.
- 5. Students practice the pattern in pairs, using their books.
- 6. Play Word Roll (Teacher's Book page 25). Each student makes a die using the six new words. Pairs roll their dice and practice the pattern.

Look at . Point, ask, and answer.



Student pairs look at the big picture in Activity B and practice asking and answering with the pattern in the bubbles: Who's this? This is my (brother).

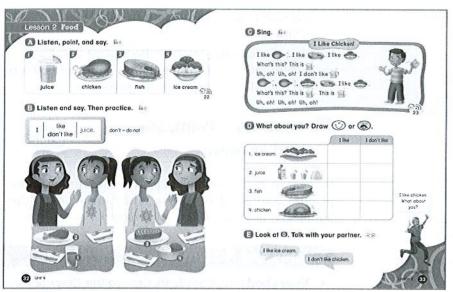
Games and Activities

- Everybody Up! Students turn to the Everybody Up Friend on page 31: This is my sister. Students draw pictures of their family, display them, and discuss in small groups, using their Everybody Up Expressions.
- Teacher's Mistake (Teacher's Book pages 22–25). Draw a picture of your own family. Point to each person and say This is my (father). Students watch and listen carefully. When they catch a mistake, they say the correct sentence.
- Circles (Teacher's Book pages 22–25). Inner-ring students hold their family drawings. Outer-ring students point to a person in the drawing and ask Who's this? Inner-ring students answer This is my (sister).
- Picture Sentences (Teacher's Book pages 22–25). Prepare word cards for Who's, This, this, is, and my. Display these cards and Picture Cards 62-67. Say to a student pair Who's this? This is my (brother). They put the cards in the correct order.

- Workbook pages 30–31. See Teacher's Book pages 100-111 for instructions and answer key.
- Student Book Audio CD Track 21
- · iTools

Unit 4 Home

Lesson 2 Food



Student Book pages 32-33

Objectives

Talking about likes and dislikes with food

Grammar

 Affirmative and negative statements with like (1st person singular)
 I like juice / don't like juice.

Vocabulary

Food: juice, chicken, fish, ice cream

Materials

Picture Cards 62–67, 68–71; Class CD1 Tracks 54–56

Student Book page 32

Warm up

- 1. Greet a student at the front of the classroom, saying *Hello, (Jenny)*. How are you? Elicit *I'm (fine), thank you*. That student greets the next student, and so on around the room.
- 2. Review Unit 4, Lesson 1 language. Hold up Picture Cards 62–67 and ask *Who's this?* Elicit *This is my (father)*. Continue with other vocabulary words.
- Elicit the Everybody Up Expression from Unit 4, Lesson 1: This is my sister. Students practice their own Everybody Up Expressions with their neighbors, using the drawings they made for Lesson 1.

Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 68–71 to introduce the foods. Continue until students can produce the words on their own.
- Link the language. Combine grammar patterns from Unit 2, Lesson 1 with the new vocabulary. Hold up a picture card and ask What's this? Elicit This is (juice). Continue with new words.

3. Play Class CD1 Track 54. Students listen, point, and say along with the CD.



- 1. juice
- 2. chicken
- 3. fish
- 4. ice cream
- Give four blank cards and drawing supplies to each student. Then they make picture cards for the new vocabulary. Students practice pointing to their own picture cards and saying the words.

Listen and say. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: I like juice. / I don't like juice.
- 2. Present the contraction: don't = do not
- 3. Direct students' attention to the grammar box on page 32.
- 4. Play Class CD1 Track 55. Students listen, point to the items in the picture, and say along with the CD.

55·)

I like juice.

I don't like juice.

don't = do not

1. Emma:

I like juice.

Julie:

I don't like juice.

2. Emma:

I like chicken.

Julie:

I don't like chicken.

3. Julie:

I like fish.

Emma:

I don't like fish.

4. Julie:

I like ice cream.

Emma:

I don't like ice cream.

Student pairs practice the pattern, using their handmade picture cards.

Student Book page 33



See Teaching Songs, Teacher's Book page 20.

- Students look at the art and name the foods they see.
- 2. Read the song lyrics with the students.
- Play Class CD1 Track 56. Students listen and then sing along with the CD.



I Like Chicken!

I like chicken! I like fish! I like ice cream!

What's this? This is juice.

Uh, oh! Uh, oh! I don't like juice!

Chicken, chicken, ice cream, fish! I like ice cream!

What's this? This is juice. This is juice.

Uh, oh! Uh, oh! Uh, oh!

I like chicken! I like fish! I like ice cream!

What's this? This is juice.

Uh, oh! Uh, oh! I don't like juice!

(x2)

I don't like juice!

4. Students sing the song again, pointing to foods shown on their handmade picture cards.

📵 What about you? Draw 🙂 or 🖭.

- 1. Students draw a smiley face or a frowning face in the appropriate column beside each food.
- 2. Using their completed charts, students practice saying *I like (ice cream)* or *I don't like (juice)*.

Look at D. Talk with your partner.



Student pairs talk about their completed charts in Activity D using the language pattern in the speech bubbles: *I like ice cream. I don't like chicken.* Encourage students to use all language learned in the lesson, as well as previously learned language.

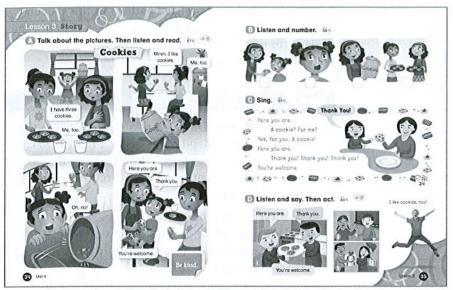
Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 33: I like chicken. What about you? Students create their own Everybody Up Expressions and circulate, sharing them with each other.
- Card Grab (Teacher's Book pages 22–25).
 Students play alone, using their own handmade picture cards. When you call a word, students race to hold up the correct card.
- **Buzzers** (Teacher's Book pages 22–25) using Picture Cards 68–71. The first student to slap the "buzzer" can win a point by making a sentence using the prompt card: *I* (like) (ice cream).
- Memory (Teacher's Book pages 22–25) in groups of four, using four sets of student-made picture cards. Students make a sentence about each card they turn over.

- Workbook pages 32–33. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 22–23
- iTools

Unit 4 Home

Lesson 3 Story



Student Book pages 34-35

Objectives

· Building reading and listening skills

Conversation

 Offering something to someone Here you are.

Thank you.

You're welcome.

Value

Be kind.

Materials

Picture Cards 68-71; CD1 Tracks 57-60

Student Book page 34

Warm up

- 1. Greet the class and ask students to sing *I Like Chicken!* (Class CD1 Track 56).
- Review food vocabulary. Hold up Picture Cards 68–71 one by one, eliciting words without saying them yourself. Begin again, speeding up the activity as students become comfortable.
- Elicit the Everybody Up Expression from Unit 4, Lesson 2: I like chicken. What about you? Students can practice their own Everybody Up Expressions with their neighbors.

Talk about the pictures. Then listen and read.



See Teaching Stories, Teacher's Book page 21.

- 1. Students look at the pictures and name the characters, colors, and foods they see.
- 2. Students say what they think could be happening in each picture.
- 3. Play Class CD1 Track 57. Students listen, point, and read along with the CD.

57·)) Cookies

Julie: I have three cookies.

Emma: Me, too.

Emma: Mmm, I like cookies.

Julie: Me, too.
Ann: Oh, no!
Emma: Here you are.

Ann: Thank you.
Emma: You're welcome.

4. Read the story aloud with the students. Then direct students' attention to the value *Be kind* and play the track again. Students listen and read along.

Student Book page 35

B Listen and number.

- 1. Students look at each picture and say what they think is happening.
- 2. Play Class CD1 Track 58. Students listen and number the pictures.

58.)

1. Julie: I have three cookies.

Emma: Me, too.

2. Emma: Here you are.

Ann:

Thank you.

Emma: You're welcome.

3. Ann: Oh, no!

4. Emma: Mmm, I like cookies.

3. Play the track again so students can check their work. Then check answers together.

Answer Key

From left to right: 2, 3, 4, 1

© Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the picture and talk about what they see.
- 2. Read the song lyrics with the students.
- 3. Play Class CD1 Track 59. Students listen and then sing along with the CD.

59·))

Thank You!

Here you are.

A cookie? For me?

Yes, for you. A cookie!

Here you are.

Thank you! Thank you! Thank you!

You're welcome.

(x2)

4. Students sing the song again, using props or gestures related to the song.

Listen and say. Then act.



See Teaching Conversations, Teacher's Book page 21.

 Play Class CD1 Track 60. Students listen and say along with the CD, in pairs.

(·09)

Here you are.

Thank you.

You're welcome.

2. In small groups, students rehearse and act out the conversations, using props and gestures related to the situations in the three pictures.

Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 35: I like cookies, too! Students can create their own Everybody Up Expressions. Then play Pop-up (Teacher's Book page 24). Say I (like) (fish). Students who chose this for their Everybody Up Expressions should quickly stand up and sit down. Immediately say the next sentence.
- Draw A New Story (Teacher's Book pages 22–25). Using the existing story as a model, each student writes and draws a new story with new scenes and characters. Stories should demonstrate the value Be kind and include the target language Here you are. Thank you. You're welcome.
- Toss and Tell (Teacher's Book pages 22–25).
 A student says a line from the story and tosses a beanbag or ball to the next student, who responds (following the story). Review possible exchanges before starting:

I have three cookies. / Me, too.

I like cookies. / Me, too.

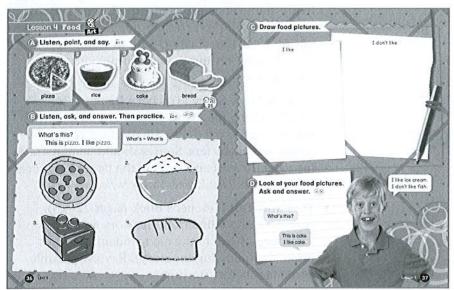
Here you are. / Thank you.

Thank you. / You're welcome.

- Workbook pages 34–35. See Teacher's Book pages 100–111 for instructions and answer key.
- · Student Book Audio CD Track 24
- Unit 4, Lesson 3 Worksheet, Teacher's Book page 120. See Teacher's Book page 112 for instructions.
- iTools

Unit 4 Home

Lesson 4 Food



Student Book pages 36-37

Objectives

Asking and answering about food

Grammar

 Information question with what What's this?
 This is pizza. I like pizza.

Vocabulary

Food: pizza, rice, cake, bread

Materials

Picture Cards 72–75; Class CD1 Tracks 59, 61–62

Student Book page 36

School Subject Connection: Art



Lesson 4 is a cross-curricular lesson with a connection to art. Talk about the different kinds of food pictures on page 36 (drawings and photographs). Find other examples of artwork featuring foods and show them to the class. Ask students to copy artwork that shows foods. You may want to hold a life-drawing session by bringing in real foods featured in Lessons 2 and 4. Invite students to draw pictures of these foods or make sculptures, if materials are available.

Warm up

- Greet the class. Then greet individual students and ask different questions with familiar language. For example: Hi, Ted. How are you? Hello, Bella. How old are you?
- Elicit the Everybody Up Expression from Unit 4, Lesson 3: I like cookies, too! Students practice their own Everybody Up Expressions with their neighbors.
- 3. Sing Thank You! (Class CD1 Track 59).
- 4. Review the Unit 4, Lesson 3 conversation language. Use a picture or prop and gestures to act out sharing some food with a student. Say to this student *Here you are*. The student answers

Thank you. You respond You're welcome. Divide the class into two groups, hand out pictures or props, and let students practice the conversation with members of the other group.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 72–75 to introduce the new foods. Continue until students can produce the words on their own.
- Link the language. Combine grammar from Unit

 Lesson 2 with the new vocabulary. Hold up each
 picture card, saying *Is it (pizza)?* Elicit the response
 Yes, it is. / No, it isn't. Continue with additional
 cards and words.
- 3. Play Class CD1 Track 61. Students listen, point, and say along with the CD.

61.)

- 1. pizza
- 2. rice
- 3. cake
- 4. bread

 Students make picture cards for the new vocabulary words. Give each student four blank cards and drawing supplies. When students are done, they can point to the pictures and say the new words.

B Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: What's this? This is pizza. I like pizza.
- 2. Present the contraction: What's = What is
- Direct students' attention to the grammar box on page 36.
- 4. Play Class CD1 Track 62. Students listen and say along with the CD.

62·)

What's this?

This is pizza. I like pizza.

What's = What is

- What's this?
 This is pizza. I like pizza.
- What's this?This is rice. I like rice.
- What's this?This is cake. I like cake.
- What's this?
 This is bread. I like bread.
- 5. Students practice the patterns in pairs, using their handmade picture cards.

Student Book page 37

Oraw food pictures.

Direct students' attention to the column headers *I like* and *I don't like*. Students draw pictures of foods under the appropriate column in their books.

Look at your food pictures. Ask and answer.



Student pairs look at their Activity C drawings. They ask and answer questions using the language pattern in the speech bubbles: What's this? This is cake. I like cake! Encourage students to use all language learned in the lesson, as well as previously learned language.

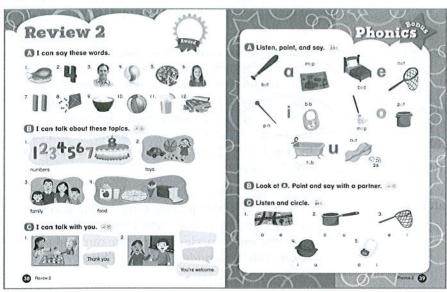
Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 37: *I like ice cream. I don't like fish.* Students create Everybody Up Expressions and circulate, saying them to each other.
- Simon Says (Teacher's Book pages 22–25). Students use their own handmade picture cards. Tell students they can take a step forward if they hear you say Simon says. Call out phrases using Picture Cards 72–75 and Lesson 4 language: (Simon says) This is (pizza). I like (pizza). You can include Lesson 2 vocabulary as well (juice, chicken, fish, ice cream).
- Down the Line (Teacher's Book pages 22–25).
 Play as a class, or in groups using student-made picture cards for Lesson 2 and Lesson 4. For a challenge question, choose a picture card and ask What's this? The student answers This is (rice). I like (rice).
- Telephone (Teacher's Book pages 22–25). Students form a line. Whisper a different sentence to the student at each end of the line (for example, This is cake. I like cake. or I like juice. I don't like chicken.)

- Workbook pages 36–37. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 25
- Unit 4, Lesson 4 Worksheet, Teacher's Book page 121. See Teacher's Book page 112 for instructions.
- Unit 4 Test, Teacher's Book pages 138–139.
 See Teacher's Book pages 131 and 156 for instructions and answer key.

 Test Center 3
- iTools

Review 2



Student Book pages 38-39

Review Language

• Units 3 and 4 grammar and vocabulary

Phonics

· Short vowels: a, e, i, o, u

Materials

Picture Cards 07–20, 21–37, 38–61, 62–75; Class CD1 Tracks 05, 63–64

Student Book page 38

Warm up

- 1. Greet the class and sing *The Alphabet* (Class CD1 Track 05) with students.
- 2. Elicit the Everybody Up Expression from Unit 4, Lesson 4: *I like ice cream. I don't like fish.* Students create and practice their own expressions.
- 3. Review the initial consonant sounds learned in Review 1. Hold up Picture Cards 07–20 and 21–37 for Units 1 and 2 and elicit (p, /p/, pen).

A I can say these words.

See Teaching Reviews, Teacher's Book page 21.

1. Lead the class to say each word together aloud. Then, call on individual students to say the words.

Answer Key		
1. chicken	2. four	3. father
4. marble	5. pizza	6. sister
7. eleven	8. kite	9. rice
10. ball	11. juice	12. puzzle

- 2. Students practice saying the words on their own.
- 3. Play Picture Sentences (Teacher's Book pages 22-25). Prepare cards: Who's, This, this, is, my, I, like, I'm, How many. Display these cards and Picture Cards 38–75. Students arrange them in the correct order.

I can talk about these topics.



Students examine the pictures and discuss the topics. At minimum, they should use this language:

- Numbers
 How old are you? I'm (eight).
- Toys
 How many dolls? (One doll.) I have (two games).
- 3. Family Who's this? This is my (grandmother).
- Food
 I like (juice). / I don't like (juice).
 What's this? This is (pizza). I like (pizza).

I can talk with you.



- 1. Students look at each picture, read the words, and think of words for the empty bubbles.
- 2. Model each conversation with a few volunteers.
- 3. Student pairs can practice and then switch roles.

Answer Key

- 1. It's your turn. Thank you.
- Here you are. Thank you. You're welcome.

Phonics

Student Book page 39

A Listen, point, and say.

See Teaching Phonics, Teacher's Book page 21.

1. Introduce the sound for short *a*. Write *a* on the board. Say the letter and the sound it makes: *a*, /a/. Students listen and repeat. Introduce the sounds for short *e*, *i*, *o*, and *u*.

Pronouncing short vowels

When students produce short vowel sounds, make sure they are holding their tongues somewhat low in the mouth. The middle of tongue should not be touching the roof of the mouth (as it does for long vowels).

Words with short vowels

Point out to students that short vowel sounds are often found in short words.

- Drill the new sounds. Point to each letter on the board, say the sound, and have students repeat.
 Continue until students are comfortable producing the sounds on their own. Gradually increase the speed of the activity.
- Play Class CD1 Track 63. Students listen, point, and say along with the CD.

63·))

- a (letter), a (sound), bat, map e (letter), e (sound), bed, net i (letter), i (sound), pin, bib o (letter), o (sound), mop, pot u (letter), u (sound), tub, nut
- 4. Link the sounds. Write *a*, *e*, *i*, *o*, and *u* on the board. Point to a letter (*a*) and say (/a/). Students find a picture and word on the page that has that vowel sound, point to the picture, and say the letter, the sound it makes, and then the whole word, for example, *a*, /a/, bat. Continue with the rest of the pictures and words on the page.

B Look at A. Point and say with a partner.



Student pairs look at Activity A, point to each item, and say the word.

Listen and circle.

1. Play Class CD1 Track 64. Students listen and circle each word's vowel.

64·))

- 1. map
- 2. pot
- 3. net

- 4. nut
- 5. bib
- Play the track again so students can check their work. Then check the answers together.

Answer Key

From left to right: a, o, e, u, i

Games and Activities

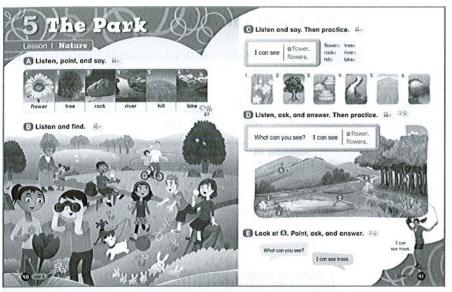
- Review: Categories (Teacher's Book pages 22–25) using language from Units 3 and 4.
- Phonics: BINGO (Teacher's Book pages 22–25) with the new phonics sounds.
- Phonics: Everybody Up! Everybody Down! (Teacher's Book pages 22–25) with the new phonics sounds.

- Workbook pages 38–39. See Teacher's Book pages 100–111 for instructions and answer key.
- Midterm Test, Teacher's Book pages 140–143.
 See Teacher's Book pages 130 and 157 for instructions and answer key.

 Test Center 3
- Student Book Audio CD Track 26
- iTools

Unit 5 The Park

Lesson 1 Nature



Student Book pages 40-41

Objectives

Talking about nature

Grammar

- Modal verb can for ability
- Direct objects (S-V-O sentences)

 I can see a flower / flowers.
- Information question with what What can you see?
 I can see a flower / flowers.

Vocabulary

Nature: flower, tree, rock, river, hill, lake

Materials

Picture Cards 62–67, 76–81; Class CD2 Tracks 02–05

Student Book page 40

Warm up

- 1. Greet the class. Offer an object to an individual student, saying *Here you are* from the Unit 4, Lesson 3 conversation. Elicit *Thank you* as a response. Then say *You're welcome*. Student pairs can practice this conversation.
- 2. Review Unit 4, Lesson 1 language. Hold up Picture Cards 62–67 and elicit the words. Student pairs use their Unit 4 drawings to practice the pattern: Who's this? This is my (mother).
- Elicit the Everybody Up Expression from Unit 4, Lesson 4: I like ice cream. I don't like fish. Students circulate and practice their own Everybody Up Expressions with their neighbors.

3. Play Class CD2 Track 02. Students listen, point, and say along with the CD.



- 1. flower
- 2. tree
- 3. rock
- 4. river
- 5. hill
- 6. lake
- Display the picture cards around the classroom. Student pairs practice by pointing to the picture cards and saying the words to each other.

Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 76–81 to introduce the new words. Continue until students can produce the words on their own.
- 2. Link the language. Combine Unit 1, Lesson 1 grammar patterns with the new vocabulary. Hold up a picture card and ask *What is it?* Elicit *It's a (flower)*.

Listen and find.

See Using the Big Picture, Teacher's Book page 20.

- Read this while pointing to the picture:
 Julie, Mike, Emma, and Danny are at the park.
 Emma's sister and grandmother are here, too. It's
 a beautiful day! Danny has a ball. Emma has two
 dogs. There is a red flower. There are six gray
 rocks. Look! Do you see the yellow birds in the
 green tree?
- 2. Play Class CD2 Track 03. Students listen, find the items in the picture, and point to them.

03.) Julie: How many flowers, Mike? Mike: Mike:

One flower. It's red. How many rocks, Julie?

Julie: Six. Six gray rocks.

Mike: Wow! Julie: What is it? Mike: It's a river

Julie: It's a circle. What is it?

Mike: It's a lake. Julie: It's green.

Mike: It's a tree. Look! Two yellow birds.

Julie: It's green, too. What is it? Mike: Hmmm. It's a hill...

Julie: ...and a ball...and Danny!

Mike & Julie: Hi, Danny! Hi! Danny:

3. Invite students to talk about what else they see in the picture, using previously learned language.

Student Book page 41

Listen and say. Then practice.

See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: I can see a flower / flowers.
- 2. Introduce the plural forms of the vocabulary words: flowers, trees, rocks, rivers, hills, lakes.
- 3. Direct students' attention to the first grammar box on page 41.
- 4. Play Class CD2 Track 04. Students listen and say along with the CD.

O4·))

I can see a flower.

I can see flowers.

flowers, trees, rocks, rivers, hills, lakes

- I can see flowers.
- 2. I can see a tree.
- 3. I can see rocks.
- 4. I can see a river.
- L can see a hill.
- 6. I can see a lake.
- 5. Students practice the sentences on their own, using their books.
- 6. Hand out six blank cards and art supplies to each student. Students make picture cards for the new vocabulary. Instruct them to draw pictures representing singular form on one side of the card, plural on the other side.

Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: What can you see? I can see a flower / flowers.
- 2. Present the second grammar box on page 41.
- 3. Play Class CD2 Track 05. Students listen, ask, and answer along with the CD.

05.)

What can you see? I can see a flower.

What can you see? I can see flowers.

- 1. What can you see? I can see a flower.
- 2. What can you see? I can see lakes.
- 3. What can you see? I can see trees.
- 4. What can you see? I can see hills.
- 5. What can you see? I can see a rock.
- 6. What can you see? I can see rivers.
- 4. Student pairs practice the pattern, using their handmade cards.

Look at 1. Point, ask, and answer.



Student pairs look at the big picture in Activity B and practice with the pattern in the speech bubbles.

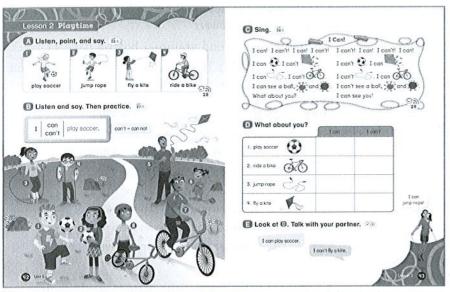
Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 41: I can see trees. Students share their own expressions.
- Beanbag Toss (Teacher's Book pages 22–25). Use Picture Cards 76-81. A student aims a beanbag at a card and says the word.
- Card Grab (Teacher's Book pages 22–25). Use student-made cards. Say I can see (lakes).
- Binoculars (Teacher's Book pages 22-25). Display Picture Cards 76-81. Ask What can you see?

- Workbook pages 40–41. See Teacher's Book pages 100-111 for instructions and answer key.
- Student Book Audio CD Track 27
- iTools

Unit 5 The Park

Lesson 2 Playtime



Student Book pages 42-43

06.))

Objectives

· Talking about abilities and playtime

Grammar

- Affirmative and negative statements with can for ability
- Direct objects (S-V-O sentence)
 I can / I can't play soccer.

Vocabulary

Abilities: play soccer, jump rope, fly a kite, ride a bike

Materials

3. Play Class CD2 Track 06. Students listen, point,

Picture Cards 82–85; Class CD1 Track 46, Class CD2 Tracks 06–08

Student Book page 42

Warm up

- Greet the class and sing Let's Play Together (Class CD1 Track 46).
- Elicit the Everybody Up Expression from Unit
 Lesson 1: *I can see trees*. Students circulate and practice their own Everybody Up Expressions, using the drawings they made for Lesson 1.
- 3. Review Unit 5, Lesson 1 language and any previously learned language. Using your hands as binoculars, look around the room and say *I* can see (a kite). Then ask each student What can you see? and elicit their answers.

Link the language. Student pairs take turns acting out actions and saying verb phrases to each other.

and say along with the CD.

play soccer
 jump rope

3. fly a kite

4. ride a bike

E Listen and say. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- Introduce the new pattern: I can play soccer. / I can't play soccer.
- 2. Present the contraction: can't = can not
- 3. Direct students' attention to the grammar box on page 42.
- Play Class CD2 Track 07. Students listen, point to the items in the picture, and say along with the CD.

Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- 1. Use Picture Cards 82–85 to introduce the new verb phrases. Continue until students can produce the verb phrases on their own.
- 2. Say each phrase and mime the action. Students watch carefully without speaking. Then mime or act each action and ask students to produce the correct verb phrase. Repeat several times, varying the order and whether you begin with speaking or miming. After a few rounds, mime only and students can call out the words.

O7·))

I can play soccer.

I can't play soccer.

can't = can not

1. Danny:

I can play soccer.

2. Emma:

I can't play soccer.

3. Julie:

I can jump rope.

4. Mike:

I can't jump rope.

ii iiiiiiiiiii

I can fly a kite.

6. Younger Girl (Ann):

5. Man 1 (Emma's dad):

I can't fly a kite.

7. Older Boy (James):

I can ride a bike.

8. Younger Boy (Alex):

I can't ride a bike.

Student pairs practice the pattern, using their books.

Student Book page 43

© Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the art and name the objects they see.
- 2. Read the song lyrics with the students.
- Play Class CD2 Track 08. Students listen and then sing along with the CD.

08·))

I Can!

I can! I can't! I can! I can't!

I can play soccer. I can't fly a kite.

I can jump rope. I can't ride a bike.

I can see a ball, red and blue.

What about you?

I can't! I can! I can't! I can!

I can't play soccer. I can fly a kite.

I can't jump rope. I can ride a bike.

I can't see a ball, red and blue.

I can see you!

(x2)

4. Students sing the song again, creating their own *I* can or *I* can't sentences.

What about you?

- Students complete the chart for themselves by making an X in the appropriate column next to each verb phrase.
- 2. In pairs, students compare their answers and practice saying sentences to each other.

Look at D. Talk with your partner.



Student pairs use the chart in Activity D to practice making sentences using the pattern in the speech bubbles: *I can play soccer. I can't fly a kite.* Encourage students to expand their answers using previously learned language. For example: *I can play soccer. I have a ball. I like soccer.*

Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 43: I can jump rope! Students create their own Everybody Up Expressions and share them with neighbors.
- Charades (Teacher's Book pages 22–25). Use Picture Cards 82–85. Divide the class in half or in four groups. Show one member of each group a different picture card. That student returns to the group and mimes the action while the group tries to say the correct action.
- Station Stop (Teacher's Book pages 22–25). Use Picture Cards 82–85. Make a track around the room and prepare the tickets. Each time the train stops, show one student a picture card. The student says *I can (ride a bike)* or *I can't (ride a bike)* and receives a ticket. The student with the most tickets wins.
- Gaps (Teacher's Book pages 22–25). Create a text using two sentences from the lesson. Students write in the correct verb phrases. Prepare several different texts and a copy for each student.

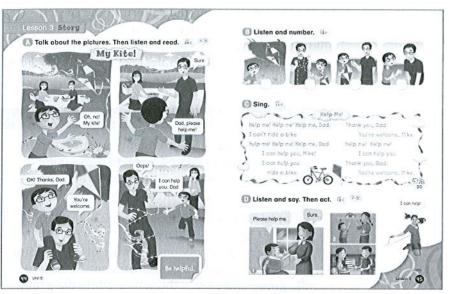
Extra Practice

- Workbook pages 42–43. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 28–29
- iTools

67

Unit 5 The Park

Lesson 3 Storu



Student Book pages 44-45

Objectives

To build reading and listening skills

Conversation

 Polite requests with please Please help me. Sure.

Value

Be helpful.

Materials

Picture Cards 76-81; CD1 Track 43, CD2 Tracks 09-12

Student Book page 44

Warm up

- 1. Greet the class. Then greet individual students and ask different questions using familiar language. For example: Hi, Joe. How are you? Hello, Nan. What can you see? Hi, Sam. How old are you?
- 2. Review nature vocabulary and colors. Hold up Picture Cards 76–81 and elicit I can see (a rock). Ask What color is it? Students answer It's gray. Next, encourage students to expand their first answer: I can see a (gray) (rock). I can see (two) (gray) (rocks).
- 3. Elicit the Everybody Up Expression from Unit 5, Lesson 2: I can jump rope. In small groups. students can practice their own Everybody Up Expressions.
- 4. Sing How Many Dolls? (Class CD1 Track 43).

and read along with the CD. 09.)) My Kite!

3. Play Class CD2 Track 09. Students listen, point,



4. Read the story aloud with the students. Then direct students' attention to the value Be helpful and play the track again. Students listen and read along.

Cultural Tip

Sure is an informal way of saying OK or Yes.

Student Book page 45

Listen and number.

- 1. Students look at each picture and say what they think is happening.
- 2. Play Class CD2 Track 10. Students listen and number the pictures.

Talk about the pictures. Then listen and read.



See Teaching Stories, Teacher's Book page 21.

- 1. Students look at the pictures and name the characters, objects, and colors they see.
- 2. Students say what they think could be happening in each picture.

10·)

1. Mike:

Oh, no! My kite!

2. Mike:

Dad, please help me!

Mike's Dad:

Sure.

3. Mike:

Thanks, Dad.

Mike's Dad:

You're welcome.

4. Mike's Dad:

Oops!

Mike:

I can help you, Dad.

Play the track again so students can check their work. Then check answers together.

Answer Key

From left to right: 1, 4, 3, 2

C Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the pictures and talk about what they see.
- 2. Read the song lyrics with the students.
- 3. Play Class CD2 Track 11. Students listen and then sing along with the CD.

11·))

Help Me!

Help me! Help me! Help me, Dad.

I can't ride a bike.

Help me! Help me! Help me, Dad.

I can help you, Mike!

I can help you ride a bike.

Thank you, Dad.

You're welcome, Mike.

Help me! Help me!

I can help you.

Thank you, Dad.

You're welcome, Mike.

Fly a kite

Help me! Help me! Help me, Dad.

I can't fly a kite.

Help me! Help me! Help me, Dad.

I can help you, Mike!

I can help you fly a kite.

Thank you, Dad.

You're welcome, Mike.

Help me! Help me!

I can help you.

Thank you, Dad.

You're welcome, Mike.

Students sing the song again, turning to partners and using props or gestures related to the song.

Listen and say. Then act.



See Teaching Conversations, Teacher's Book page 21.

1. Play Class CD2 Track 12. Students listen and say along with the CD, in pairs.

12·)

Please help me.

Sure.

Students rehearse and act out the conversations, using props and gestures related to the situations in the three pictures.

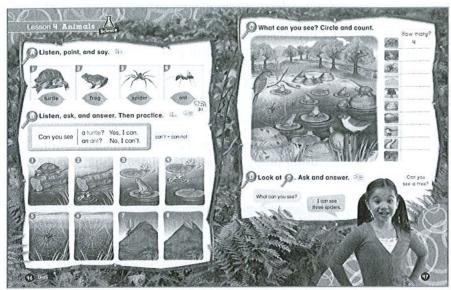
Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 45: *I can help!* Students can create their own Everybody Up Expressions. Student pairs think of situations in which they might be able to help each other. Then two pairs can act out their new scenarios for each other.
- Students draw new pictures to illustrate the value of Be helpful. Display the pictures in the classroom and invite students to discuss them.
- Toss and Tell (Teacher's Book pages 22–25). A student says a line from the story and tosses a beanbag or ball to the next student, who responds (following the story). Review possible exchanges before starting: Please help me. / Sure. Thanks. / You're welcome. Oops! / I can help you.
- Draw A New Story (Teacher's Book pages 22–25). Using the existing story as a model, each student writes and draws a new story with new scenes and characters. Stories should demonstrate the value Be helpful and include the target language Please help me. Sure. I can help you. Thanks. You're welcome.

- Workbook pages 44–45. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 30
- Unit 5, Lesson 3 Worksheet, Teacher's Book page 122. See Teacher's Book page 112 for instructions.
- iTools

Unit 5 The Park

Lesson 4 Animals



Student Book pages 46-47

Objectives

· Asking and answering about animals

Grammai

- · Yes/No questions with can for ability
- Direct objects in questions Can you see a turtle? Yes, I can. / No, I can't.

Vocabulary

Animals: turtle, frog, spider, ant

Materials

Picture Cards 76–81, 86–89; Class CD1 Track 59, Class CD2 Tracks 13–14

Student Book page 46

School Subject Connection: Science



Lesson 4 is a cross-curricular lesson with a connection to science. After introducing the new vocabulary, talk about the animal pictures on page 46 (drawings and photographs). Invite students to share what they already know about turtles, frogs, spiders, and ants. Help students learn more about where these animals live, what they eat, etc. Bring in models of the animals and talk about them with the class, using familiar English. If possible, take students on a field trip to a nearby nature preserve or science museum.

Warm up

- Greet an individual student at the front of the classroom: Hi, Lisa. How are you? Elicit the response from a student. Then that student can greet another. Go around the room.
- Elicit the Everybody Up Expression from Unit 5, Lesson 3: *I can help!* Students practice their own Everybody Up Expressions with their neighbors.
- 3. Sing Thank You! (Class CD1 Track 59).
- 4. Review the Unit 5, Lesson 3 conversation language. Act out a situation in which you might need help (for example, exaggerate struggling to carry a pile of books) and say to a student *Please* help me. The student answers Sure. I can help!

Divide the class into two groups—those who will need help, and those who will offer help. Students circulate and practice the conversation with members of the other group.

Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 86–89 to introduce the new words. Continue until students can produce the words on their own.
- 2. Remind students that words that begin with vowels, such as *ant*, take the article *an*. Students practice saying *an ant*.
- 3. Link the language. Use the new vocabulary with the sentence pattern from Unit 1, saying *This is (a turtle)* as you hold up each card. Students listen and repeat. Begin again, asking *What's this?* as you hold up a card. Elicit the answer *It's (a turtle)*.
- 4. Play Class CD2 Track 13. Students listen, point, and say along with the CD.



- 1. turtle
- 2. frog
- 3. spider
- 4. ant

 Students make picture cards for the new vocabulary words. Give each student four blank cards and drawing supplies. When students are done, they can point to pictures and say new words.

E Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: Can you see a turtle? Yes, I can. / No, I can't.
- 2. Present the contraction: can't = can not
- Direct students' attention to the grammar box on page 46.
- 4. Play Class CD2 Track 14. Students listen and say along with the CD.

14·))

Can you see a turtle?

Yes, I can.

Can you see an ant?

No, I can't.

can't = can not

- Can you see a turtle?
 Yes, I can.
- Can you see a turtle? No, I can't.
- 3. Can you see a frog? Yes, I can.
- Can you see a frog? No, I can't.
- Can you see a spider? Yes, I can.
- Can you see a spider? No, I can't.
- Can you see an ant? Yes, I can.
- Can you see an ant? No, I can't.
- Students practice the patterns in pairs, using their handmade picture cards.

Student Book page 47

What can you see? Circle and count.

- 1. Review nature and animal vocabulary. Hold up Picture Cards 76–81 and 86–89, eliciting the words without saying them yourself.
- 2. Students look at the picture, count the number of each animal or nature object, and write the numbers on the blanks.

3. Check answers together. Ask *How many (turtles)*? Students answer *Four*.

Answer Key	
Turtles: 4	Frogs: 7
Spiders: 3	Hills: 1
Trees: 8	Rocks: 6
Lakes: 1	Birds: 2
Rivers: 1	Ants: 10

Look at . Ask and answer.



Student pairs point to animals and natural objects in the big picture in Activity C and practice the language in the speech bubbles: *What can you see? I can see three spiders.* Encourage students to use previously learned language, as well.

Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 47: Can you see a tree? Students create Everybody Up Expressions and use them in a game of Circle (Teacher's Book pages 22–25). Begin with the outer ring to ask questions, then switch.
- Memory (Teacher's Book pages 22–25). Students play in groups of four, using student-made cards.
 The goal is to collect the most pairs.
- Happy Families (Teacher's Book pages 22–25).
 Students play in groups of four, using student-made cards. S1 asks S2, Can you see a turtle? If S2 answers, S2 gives all of his or her cards to S1.
 The goal is to collect sets of four of a kind.
- Students quickly draw a nature scene. Then student pairs trade drawings and ask each other questions: Can you see (an ant)? Can you see (trees)?

- Workbook pages 46–47. See Teacher's Book pages 100–111 for instructions and answer key.
- · Student Book Audio CD Track 31
- Unit 5, Lesson 4 Worksheet, Teacher's Book page 123. See Teacher's Book page 113 for instructions.
- Unit 5 Test, Teacher's Book pages 144–145. See Teacher's Book pages 131 and 157 for instructions and answer key. Test Center a
- iTools

Unit 6 The Zoo

Lesson 1 Animals



Student Book pages 48-49

Objectives

· Talking about animals and their locations

Grammar

- Statements with prepositions of location: *in, on, under*
- Definite article the The monkey is in the tree.
- Information question with where Where is the monkey? It's on the rock.

Vocabulary

Animals: monkey, elephant, tiger, bear, kangaroo, penguin

Materials

Picture Cards 17–20, 76–81, 90–95, 96–98; Class CD2 Track 08, Class CD2 Tracks 15–18

Student Book page 48

Warm up

- 1. Greet the class and sing *I Can!* (Class CD2, Track 08).
- 2. Play **Picture Pieces** (Teacher's Book pages 22–25) to review Unit 5 language. Slowly draw a nature object (tree, rock, hill, lake, river, or flower), saying *What can you see?* When they think they know what you're drawing, students call out *I can see (a lake)!*
- 3. Elicit the Everybody Up Expression from Unit 5, Lesson 4: Can you see a tree? Hold up Picture Cards 17–20 and elicit the names of the shapes. Then invite volunteers to use the Everybody Up Expression to ask the class to find shapes around the classroom: Can you see a triangle?

- 3. Remind students that words that begin with vowels, such as *elephant*, take the article *an*. Students practice saying *an elephant*.
- 4. Play Class CD2 Track 15. Students listen, point, and say along with the CD.

15·)

- 1. monkey
- 2. elephant
- 3. tiger
- 4. bear
- 5. kangaroo
- 6. penguin
- Display the picture cards around the classroom. Students practice by pointing to the picture cards and saying the words.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- 1. Use Picture Cards 90–95 to introduce the new words. Continue, picking up speed, until students can produce the words on their own.
- 2. Link the language. Combine Unit 3, Lesson 2 grammar patterns with the new vocabulary. Use small toy animals or cut-out pictures of animals to play How Many? (Teacher's Book page 23) Ask students How many (bears)? And elicit responses.

B Listen and find.

See Using the Big Picture, Teacher's Book page 20.

- Read this while pointing to the picture:
 Danny and Mike are at the zoo. They're having fun! Look at the animals. Danny sees a kangaroo. Mike sees it, too. There is a bear and a penguin. The elephant is in the river. Can you see the tiger? Can you see the monkey? There are trees at the zoo. There is a lake and hills, too.
- 2. Play Class CD2 Track 16. Students listen, find the items in the picture, and point to them.

CD 2 -))

Danny: Look! It's a kangaroo.

Mike: I like kangaroos.

Danny: What color is the elephant?

Mike: It's gray.

Mike: Look, a tiger!

Danny: It's orange and black.

Mike: Is it a bear?

Danny: Yes, it is. It's brown.

Mike: How many monkeys can you see?

Danny: I can see one monkey.

Mike: Can you see a penguin?

Danny: Yes, I can. It's black and white.

3. Students talk about what else they see in the picture.

Student Book page 49

C Listen and say. Then practice.

See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce: The monkey is in the tree.
- 2. Use Picture Cards 96–98 to introduce the prepositions: *in, on, under*. Reinforce meaning by demonstrating each preposition using realia.
- 3. Present the first grammar box on page 49.
- 4. Play Class CD2 Track 17. Students listen and say along with the CD.

17·))

The monkey is in the tree.
in, The monkey is in the box.
on, The monkey is on the box.
under, The monkey is under the box.

- 1. The monkey is in the tree.
- 2. The elephant is in the lake.
- 3. The tiger is on the rock.
- 4. The bear is under the rock.
- 5. The kangaroo is under the tree.
- 6. The penguin is on the hill.
- 5. Students practice the sentences, using their books.

Listen, ask, and answer.Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce: Where is the monkey? It's on the rock.
- 2. Present the contraction: It's = It is
- 3. Teach the second grammar box on page 49.
- 4 . Play Class CD2 Track 18. Students listen, ask, and answer along with the CD.

(D2 18·)

Where is the monkey?

It's on the rock.

It's = It is

- 1. Where is the monkey? It's on the rock.
- 2. Where is the kangaroo? It's on the hill.
- 3. Where is the penguin? It's under the rock.
- 4. Where is the bear? It's in the river.
- 5. Where is the tiger? It's in the tree.
- 6. Where is the elephant? It's under the tree.
- 5. Students practice the pattern in pairs.

Look at . Point, ask, and answer.



Student pairs look at the big picture in Activity B and practice asking and answering with the language pattern in the speech bubbles.

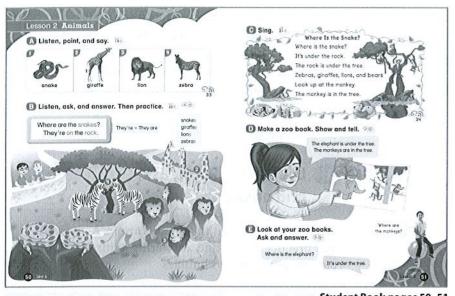
Games and Activities

- Everybody Up! Direct students to the Everybody Up Friend on page 49: The elephant is on the rock. Students illustrate their own expressions and share them with the class.
- Teacher's Mistake (Teacher's Book pages 22–25). Point to the big picture in Activity B and say *The (penguin) is (on) the (lake)*. Students listen carefully and must say the correct sentences.
- **Buzzers** (Teacher's Book pages 22–25). Using Picture Cards 90–95, 96–98, and 76–81, arrange an animal and a nature object so that a sentence can be made using *in*, *on*, or *under*.
- Student pairs create sentences using prepositions and act them out, e.g., place a toy (bear) in a box and say The (bear) is in a box.

- Workbook pages 48–49. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 32
- iTools

Unit 6 The Zoo

Lesson 2 Animals



Student Book pages 50-51

Objectives

· Asking and answering about animals and their locations

Grammar

- · Questions and statements with be (3rd person plural)
- · Prepositions of location: in, on, under Where are the snakes? They're on the rock.

Vocabulary

Animals: snake, giraffe, lion, zebra

Materials

Picture Cards 76-81, 90-95, 96-98, 99-102; Class CD2 Tracks 19-21

Student Book page 50

Warm up

- 1. Greet the class. Greet individual students and ask familiar questions: Hi, Luke. How old are you? Hello, Jennifer. How are you? Hi, Mark. I have three pencils. What about you? Hi, Ben. What's this? Elicit the appropriate responses.
- 2. Play Rollers (Teacher's Book pages 22-25) to review Unit 5, Lesson 1 language. A student says I can see (flowers). What can you see? and then rolls the ball to another student.
- 3. Elicit the Everybody Up Expression from Unit 6, Lesson 1: The elephant is on the rock. Students show the drawings they made in Lesson 1 to their neighbors and elicit the appropriate Everybody Up Expression.

Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- 1. Use Picture Cards 99-102 to introduce the new animal words. Continue until students can produce the words on their own.
- 2. Link the language with grammar patterns from Unit 2, Lesson 1 and Unit 4, Lesson 4 and new vocabulary. Hold up a picture card and say What's this? Students answer It's a (snake). Repeat with

another card. Then hold up both cards and say I like (snakes). I don't like (lions). Reinforce meaning with facial expressions. Continue with other cards, adding in Picture Cards 90-95. Invite students to make the statements of preference.

3. Play Class CD2 Track 19. Students listen, point, and say along with the CD.



- 1. snake
- 2. giraffe
- 3. lion
- zebra
- 4. Students practice pointing and saying the words on their own, using their books.

Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: Where are the snakes? They're on the rock.
- 2. Present the contraction: They're = They are
- 3. Direct students' attention to the grammar box on page 50.
- 4. Play Class CD2 Track 20. Students listen, point to the items in the picture, and say along with the CD.

20·))

Where are the snakes?
They're on the rock.
They're = They are

snakes, giraffes, lions, zebras

1. Mike: Where are the snakes?

Danny: They're on the rock.

2. Danny: Where are the giraffes?

Mike: Th

They're in the river.

3. Mike:

Where are the lions?

Danny:

They're on the hill.

4. Danny:

Where are the zebras?

Mike:

They're under the tree.

5. Student pairs practice the pattern.

Student Book page 51

© Sing.

See Teaching Songs, Teacher's Book page 20.

- Students look at the art and name animals or objects they see.
- 2. Read the song lyrics with the students.
- 3. Play Class CD2 Track 21. Students listen and then sing along with the CD.

^{CD2} 21·))

Where Is the Snake?

Where is the snake?

It's under the rock.

The rock is under the tree.

Zebras, giraffes, lions, and bears

Look up at the monkey.

The monkey is in the tree.

(x2)

Where are the snakes?

They're under the rocks.

The rocks are under the trees.

Zebras, giraffes, lions, and bears

Look up at the monkeys.

The monkeys are in the trees.

(x2)

4. Students sing the song again, pointing to pictures.

Make a zoo book. Show and tell.



1. Read aloud the sentences in the speech bubble with your students. Point out the prepositions *under* and *in*.

- 2. Provide supplies for students to make their own pictures books of zoo animals. Students can use the picture in their books as a model. Each page should illustrate a sentence that uses a preposition.
- 3. Small groups read and share their zoo books. They talk about their pictures, using the speech bubble pattern.

Look at your zoo books. Ask and answer.



Student pairs look at their zoo books and ask and answer questions about the pictures, using the language in the bubbles and previously learned language.

Games and Activities

- Everybody Up! Direct students to the Everybody Up Friend on page 51: Where are the monkeys? Students look at the big picture in Activity B, create their own expressions, and practice asking and answering with partners.
- Freeze (Teacher's Book pages 22–25). Place students in groups of 4–5 and assign roles. Each group needs two of the same animal, a tree, a hill, and a rock. Say Where are the (zebras)? They're (on) the (rock). Students position themselves.
- Assign two teams. A member of each comes forward. Show pictures for Lesson 2 language, e.g., The snakes are on the rock. Ask Where are the snakes? The first student to answer correctly wins.
- Picture Sentences (Teacher's Book pages 22–25). Prepare word cards for *They're* and *It's*. Display these cards and Picture Cards 76–81, 90–102. Invite a student pair to the front. Say *Where are the snakes? They're in the tree*. The pair arranges the cards in the correct order.

- Workbook pages 50–51. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 33-34.
- iTools

Unit 6 The Zoo

Lesson 3 Story



Student Book pages 52-53

Objectives

To build reading and listening skills

Conversation

 Apologizing I'm sorry.
 That's OK.

Value

Be safe.

Materials

Picture Cards 86–89, 90–95, 99–102; CD2 Tracks 21, 22–25

Student Book page 52

Warm up

- 1. Greet the class. Then greet individual students using familiar language and eliciting appropriate responses: How are you, Jan? I'm great! Thank you. Hi, Ted. How are you? I'm fine. Thank you.
- 2. Review animal vocabulary with a drill. Hold up Picture Cards 86–89, 90–95, and 99–102 and elicit the words. Then display the cards and ask students to form a line. Say *Can you see the (lion)?* The first student touches the correct card and runs to the back of the line.
- 3. Elicit the Everybody Up Expression from Unit 6, Lesson 2: Where are the monkeys? Using pictures in their books and realia in the classroom, students can make their own Everybody Up Expressions and practice asking and answering with their neighbors.
- 4. Sing Where is the Snake? (Class CD2 Track 21).

- 2. Students say what they think could be happening in each picture.
- 3. Play Class CD2 Track 22. Students listen, point, and read along with the CD.

CD2 22·))

Where's Danny?

Danny: Hurry! Let's see the tigers!
Mike: Wait! I like elephants.
Danny's sister: Danny! Where are you?

Mike: Look!

Danny's sister: Where's Danny?

Mike: I know!

Danny: I'm sorry.

Danny's sister: That's OK.

4. Read the story aloud with the students. Then direct students' attention to the value *Be safe* and play the track again. Students listen and read along.

Student Book page 53

Elisten and number.

- 1. Students look at each picture and say what they think is happening.
- 2. Play Class CD2 Track 23. Students listen and number the pictures.

Talk about the pictures. Then listen and read.



See Teaching Stories, Teacher's Book page 21.

1. Students look at the pictures and name the characters, nature, objects, and colors they see.

23.)

1. Danny:

Hurry! Let's see the tigers!

2. Mike:

Wait! I like elephants.

3. Danny's sister:

Danny! Where are you?

4. Mike:

I know!

3. Play the track again so students can check their work. Then check answers together.

Answer Key

From left to right: 1, 3, 2, 4

© Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the picture and talk about what they see.
- 2. Read the song lyrics with the students.
- 3. Play Class CD2 Track 24. Students listen and then sing along with the CD.

24·))

Hurry!

Hurry, hurry, hurry, hurry!

Oh, no! I'm sorry.

Hurry, hurry, hurry!

I'm sorry.

That's OK.

(x2)

Oops! Uh, oh!

Yikes! Oh, no!

I'm sorry.

That's OK.

(x2)

Cool.

4. Students sing the song again, turning to partners and using gestures and facial expressions related to the song.

Listen and say. Then act.



See Teaching Conversations, Teacher's Book page 21.

1. Play Class CD2 Track 25. Students listen and say along with the CD, in pairs.

25·))

I'm sorry.

That's OK.

2. Student pairs rehearse and act out the conversations, using props and gestures related to the situations in the three pictures.

Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 53: *I like bears!* Students can create their own Everybody Up Expressions and stand and present them to the class.
- Order the Pictures (Teacher's Book pages 22–25). Draw simple pictures to illustrate the story, cut them out, and give a set to each student. Read the story aloud. Students listen and put the pictures in order. Alternately, draw large pictures and give one picture to a group of students. Students must arrange themselves in the correct order as you read.
- Prepare strips of paper with the lines from the story. Distribute a strip to each student, ensuring that each student's strip has a match. Students circulate, find their partners, and read their lines aloud.
- Assign groups of three students to act out the story, using props, gestures, and cue cards, if needed. Provide paper and help students create cue cards by writing important words or sentences from the story. Model how to use the cue cards.

- Workbook pages 52–53. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 35
- Unit 6, Lesson 3 Worksheet, Teacher's Book page 124. See Teacher's Book page 113 for instructions.
- iTools

Unit 6 The Zoo

Lesson 4 Abilities



Student Book pages 54-55

Objectives

Talking about animals

Grammar

- · Yes/No question with can for ability
- Plurals with -s
 Can zebras / penguins run?
 Yes, they can. / No, they can't.

Vocabulary

Abilities: run, hop, swim, walk

Materials

Picture Cards 103–106; Class CD2 Tracks 08, 26–28

Student Book page 54

School Subject Connection: Science



Lesson 4 is a cross-curricular lesson with a connection to science. Introduce the new vocabulary and talk about the animal pictures on page 54. Ask students to share what they already know about the animals in Lesson 4: zebras, kangaroos, bears, elephants, penguins, and snakes. Where do these animals live? What do they eat? Encourage students to think about the relationship between these animals' body structures and how they move. How many legs do they have? Do they stand on two legs or four? What about humans?

Warm up

- Greet the class. Say Let's (fly a kite) and mime the action. Have students respond Hello, (Ms. Jones) and mime the action. Repeat with other verb phrases from Unit 5, Lesson 2 (ride a bike, play soccer, jump rope).
- 2. Sing I Can! (Class CD2 Track 08).
- Elicit the Everybody Up Expression from Unit 6, Lesson 3: I like bears! Call out different expressions. Students who agree stand and say Me, too! Students who do not agree say which animal they do like.

4. Review Unit 5, Lesson 4 conversation language. In small groups, students can use this pattern with new animal words from Unit 6: What can you see? I can see (two snakes).

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 103–106 to introduce the new words. Continue until students can produce the words on their own.
- 2. Link the language. Use the new vocabulary with the sentence pattern from Unit 5, Lesson 2. Students watch carefully as you mime each new action and say *I can (run)*. Begin again, miming each action and inviting students to say the correct sentences. Next, let individual students say the sentences and cue the class to mime the action.
- 3. Play Class CD2 Track 26. Students listen, point, and say along with the CD.



- 1. run
- 2. hop
- 3. swim
- 4. walk
- 4. Students practice on their own, using their books.

E Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: Can zebras run? Yes, they can. / No, they can't.
- 2. Present the contraction: can't = can not
- 3. Direct students to the grammar box on page 54.
- 4. Play Class CD2 Track 27. Students listen and say along with the CD.

CD2	-
27	·))

Can zebras run?	4. Can bears run?
Yes, they can.	Yes, they can.
Can penguins run?	Can bears hop?
No, they can't.	No, they can't.
can't, can not	Can bears swim?
1. Can zebras run?	Yes, they can.
Yes, they can.	Can bears walk?
Can zebras hop?	Yes, they can.
No, they can't.	5. Can kangaroos run?
Can zebras swim?	No, they can't.
Yes, they can.	Can kangaroos hop?
Can zebras walk?	Yes, they can.
Yes, they can.	Can kangaroos swim?
2. Can elephants run?	Yes, they can.
Yes, they can.	Can kangaroos walk?
Can elephants hop?	No, they can't.
No, they can't.	6. Can snakes run?
Can elephants swim?	No, they can't.
Yes, they can.	Can snakes hop?
Can elephants walk?	No, they can't.
Yes, they can.	Can snakes swim?
3. Can penguins run?	Yes, they can.
No, they can't.	Can snakes walk?
Can penguins hop?	No, they can't.
Yes, they can.	
Can penguins swim?	
Yes, they can.	

5. Small groups practice the pattern.

Can penguins walk?

Yes, they can.

Student Book page 55

Listen and circle.

- Review animal vocabulary and verbs. Students discuss the animals and their actions.
- 2. Play CD2 Track 28. Students listen and circle the verbs they hear.



- 1. Snakes can swim.
- 2. Bears can run. Bears can swim. Bears can walk.
- Penguins can hop. Penguins can swim. Penguins can walk.
- 4. Kangaroos can hop. Kangaroos can swim.
- Elephants can run. Elephants can swim. Elephants can walk.
- 6. Zebras can run. Zebras can swim. Zebras can walk.
- Play the track again so students can check their work. Then check answers together.

Answer Key		
1. swim	2. run, swim, walk	3. hop, swim walk
4. hop, swim	run, swim, walk	f. run, swim, walk

D Look at O. Ask and answer.



Student pairs point to animals in Activity C and ask and answer questions using language in the bubbles and previously learned language.

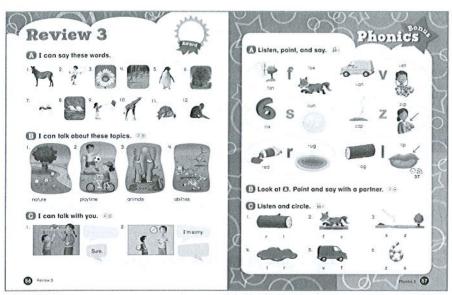
Games and Activities

- Everybody Up! Direct students to the Everybody Up Friend on page 55: I can hop! Students create their own expressions and say and demonstrate their expressions to each other.
- Simon Says (Teacher's Book pages 22–25). Use abilities from the lesson.
- Form six groups. Assign each group an animal to portray. Ask Can (bears) (hop)? The bear group must answer Yes, they can and hop, or shake their heads and answer No, they can't.
- Categories (Teacher's Book pages 22–25). Use Unit 6 abilities and animals as the categories.

- Workbook pages 54–55. See Teacher's Book pages 100–111 for instructions and answer key.
- · Student Book Audio CD Track 36
- Unit 6, Lesson 4 Worksheet, Teacher's Book page 125. See Teacher's Book page 113 for instructions.
- Unit 6 Test, Teacher's Book pages 146–147.

 See pages 131 and 157 for instructions and answer key. Test Center 5
- · iTools

Review 3



Student Book pages 56-57

Review Language

• Units 5 and 6 grammar and vocabulary

Phonics

• Initial consonants: f, v, s, z, r, l

Materials

Picture Cards 76–89 and 90–106; Class CD1 Track 05, Class CD2 Tracks 29–30

Student Book page 56

Warm up

- 1. Greet the class and sing *The Alphabet* (Class CD1 Track 05) with students.
- 2. Elicit the Everybody Up Expression from Unit 6, Lesson 4: *I can hop!* Students stand and say their own expressions.
- 3. Review the short vowel sounds from Review 2. Refer to Activity A on page 39 and elicit (a, /a/, bat) for each picture and word.

A I can say these words.

See Teaching Reviews, Teacher's Book page 21.

Lead the class to say each word together aloud.
 Then, call on individual students to say the words.

Answer Key			
1. zebra	2. jump rope	3. flower	
4. hop	5. penguin	6. tree	
7. ant	8. swim	9. kite	
10. giraffe	11. turtle	12. monkey	

- 2. Students practice saying the words on their own.
- 3. To review vocabulary from Units 5 and 6, students play **Beanbag Toss** (Teacher's Book page 22), using Picture Cards 76–89 and 90–106.

I can talk about these topics.



Student pairs examine the pictures and discuss the topics. At minimum, they should use the following language:

- Nature
 What can you see? I can see (a flower / flowers).
- 2. Playtime

 I can / can't (play soccer).
- 3. Animals

 Can you see a (monkey)? Yes, I can. / No, I can't.
- 4. Abilities

 Can (zebras run)? Yes, they can. / No, they can't.

I can talk with you.



- 1. Students look at each picture, read the words, and think of words for the empty bubbles.
- 2. Model each conversation with a few volunteers.
- Assign a speech bubble (first or second) to each student. Students circulate and practice their lines for the first conversation. Switch groups. Repeat for the second conversation.

	A	ns	w	er	Key	•
--	---	----	---	----	-----	---

- 1. Please help me. Sure.
- 2. I'm sorry. That's OK.

Phoni

Student Book page 57

Listen, point, and say.

See Teaching Phonics, Teacher's Book page 21.

1. Introduce the sound for *f*. Write *f* on the board. Say the letter and the sound it makes: f, /f/. Students listen and repeat. Introduce the sounds for v, s, z, r, and l.

Pronouncing f and v

When students say /f/ and /v/, have them place their top front teeth on their bottom lips, and hold a hand in front of their mouths. They'll feel themselves producing more breath for /f/ than for /v/. Their vocal cords will also vibrate during /v/.

Pronouncing s and z

When students say /s/ and /z/, have them place a hand on their throats. They'll feel their vocal cords vibrating for /z/ and still during /s/. With a hand held in front of the mouth, students will also feel themselves producing more air for /s/ than for /z/.

Pronouncing r and l

When students say /l/, the tongue briefly touches the ridge behind the top front teeth. When students say /r/, the tongue rises but does not touch the roof of the mouth.

- 2. Drill the new sounds. Point to each letter on the board, say the sound, and ask students to repeat. Continue until students are comfortable producing the sounds on their own. Gradually increase the speed of the activity.
- 3. Play Class CD2 Track 29. Students listen, point, and say along with the CD.

29·))

- f (letter), f (sound), fan, fox
- v (letter), v (sound), van, vet
- s (letter), s (sound), six, sun
- z (letter), z (sound), zap, zip
- r (letter), r (sound), red, rug
- I (letter), I (sound), log, lip
- 4. Link the sounds. Write v_i s, z_i r_i and l on the board. Point to a letter (v) and say (/v/). Students find a picture and word on the page that has that consonant sound, point to the picture, and say

the letter, the sound it makes, and then the whole word, for example, (v, /v/, van). Continue with the rest of the pictures and words on the page.

📵 Look at 🐼. Point and say with a partner.



Student pairs look at Activity A, point to each item, and say the word.

Listen and circle.

1. Play Class CD2 Track 30. Students listen and circle each word's initial consonant.

six

30·) 1. log 2. fox 3. zap 4. red 5. van 6.

2. Play the track again so students can check their work. Then check the answers together.

Answer Key

From left to right: I, f, z, r, v, s

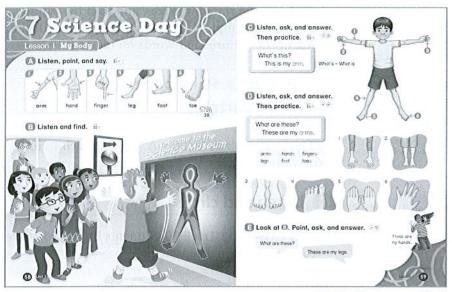
Games and Activities

- · Review: Categories (Teacher's Book pages 22-25) using language from Units 5 and 6.
- · Phonics: Everybody Up! Everybody Down! (Teacher's Book pages 22-25) with the new phonics sounds.
- · Phonics: Card Grab (Teacher's Book pages 22-25). Give each group of four students a set of cards with the Review 3 initial consonants on them.

- Workbook pages 56–57. See Teacher's Book pages 100-111 for instructions and answer key.
- Student Book Audio CD Track 37
- · iTools

Unit 7 Science Day

Lesson 1 My Body



Student Book pages 58-59

Objectives

· Asking and answering about body parts

Gramma

- Demonstrative pronoun this What's this? This is my arm.
- Demonstrative pronoun these What are these? These are my arms.

Vocabulary

My Body: arm, hand, finger, leg, foot, toe

Materials

Picture Cards 90–106, 107–112; Class CD1 Track 17, CD2 Tracks 31–34

Student Book page 58

Warm up

- Greet the class and sing Hi! How are you? (Class CD1 Track 17).
- 2. Review Unit 6 language. Hold up Picture Cards 90–102 and ask students What's this? Elicit It's a (snake). Then hide one card under another and ask Where is the (snake)? Students answer It's under the (giraffe). Sketch pictures of animals (plural) on the board. Ask students Where are the (snakes)? and elicit They're (under) the giraffes. Vary the prepositions, reviewing under, in, and on.
- 3. Elicit the Everybody Up Expression from Unit 6, Lesson 4: *I can hop!* Then review verb phrases with Picture Cards 103–106. Students circulate and practice their own Everybody Up Expressions, demonstrating the actions suggested by the verbs.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

1. Use Picture Cards 107–112 to introduce the new words. Continue, picking up speed, until students can produce the words on their own.

- 2. Remind students that words that begin with vowels, such as *arm*, take the article *an*. Students practice saying *an elephant*.
- 3. Link the language. Combine Unit 5, Lesson 1 grammar patterns with the new vocabulary. Hold up your hand and ask students *What can you see?* Elicit the response *I can see a hand*. Student pairs continue to practice this pattern.
- Play Class CD2 Track 31. Students listen, point, and say along with the CD.

31·3)
1. arm
2. hand
3. finger
4. leg
5. foot
6. toe

Display the picture cards around the classroom. Students practice by pointing to the picture cards and saying the words aloud.

B Listen and find.

See Using the Big Picture, Teacher's Book page 20.

- Read this while pointing to the picture:
 Where are the students today? They're at the
 Science Museum. Who can you see? I can see
 Danny, Mike, Emma, Julie, and their teacher. Look
 at Danny. He can jump! How many fingers? Ten
 fingers! How many feet? Two feet!
- 2. Play Class CD2 Track 32. Students listen, find the items in the picture, and point to them.

32·))

Danny:

Wow! Look, my legs are green!

Mike:

And your hands are blue.

Emma:

Your fingers are blue, too.

Danny:

My feet are blue, too.

Julie:

Look! Your arms are orange.

Danny:

Oh! My toes are purple.

3. Invite students to talk about what else they see in the picture, using previously learned language.

Student Book page 59

C Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: What's this? This is my arm.
- 2. Present the contraction: What's = What is
- 3. Present the first grammar box on page 59.
- 4. Play Class CD2 Track 33. Students listen and say along with the CD.

33·))

What's this?

This is my arm.

What's = What is

- What's this?
 This is my arm.
- What's this?This is my hand.
- What's this?This is my finger.
- What's this?
 This is my leg.
- What's this?This is my foot.
- What's this?This is my toe.
- Students practice the sentences by themselves, using their books.

Listen, ask, and answer.Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: What are these? These are my arms.
- 2. Present the second grammar box on page 59.
- 3. Play Class CD2 Track 34. Students listen, ask, and answer along with the CD.

34·))

What are these?

These are my arms.

arms, hands, fingers, legs, feet, toes

- What are these?
 These are my arms.
 - 2. What are these?Irms. These are my legs.
- What are these? These are my feet.
- What are these? These are my toes.
- What are these?These are my hands.
- What are these?These are my fingers.
- 4. Students practice the pattern in pairs, using their own body parts.

Look at . Point, ask, and answer.



Student pairs look at the big picture in Activity B and practice asking and answering with the language pattern in the speech bubbles and all the new vocabulary words.

Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 59: These are my hands. Students create their own Everybody Up Expressions and say them to their neighbors, pointing to their own body parts.
- Beanbag Toss (Teacher's Book pages 22–25).
 Use Picture Cards 107–112. When the beanbag lands, ask What's this? The student answers This is my (arm).
- Hand out paper and art supplies. Tell each student to draw a body part using both hands or their toes. Afterward, students try to guess what others have drawn or they can describe their own drawings using Lesson 1 language.
- Station Stop (Teacher's Book pages 22–25).
 When the train stops, ask a student What's this?
 or What are these? The student must answer This is my (finger) or These are my (legs) to get a ticket.

- Workbook pages 58–59. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 38
- iTools

Unit 7 Science Day

Lesson 2 My Face



Student Book pages 60-61

Objectives

Asking and answering about facial features

Grammar

- Yes / No questions with be (3rd person singular and plural)
- Demonstrative pronouns this and these Is this my eye? Yes, it is. / No, it isn't. Are these my eyes? Yes, they are. / No, they aren't.

Vocabulary

My Face: eye, nose, mouth, ear

Materials

Picture Cards 107–112, 113–116; Class CD2 Tracks 35–37

Student Book page 60

Warm up

- 1. Greet a student at the front of the classroom using familiar language: *Hello, Marie, How are you?* Elicit *I'm (fine), thank you.* That student greets the next student, and so on around the room.
- 2. Review Unit 7, Lesson 1 language. Hold up Picture Cards 107–112, asking *What this?* Elicit *This is my (hand)*. After a while, invite students to ask the questions, using their own body parts as cues.
- 3. Elicit the Everybody Up Expression from Unit 7, Lesson 1: These are my hands. Then, point and ask a student What are these? The student answers These are my (feet). Move around the room, asking more students about plural and singular body parts.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

 Use Picture Cards 113–116 to introduce the body parts vocabulary. Continue until students can produce the words on their own.

- Link the language with grammar patterns from Unit 4, Lesson 1 and new vocabulary. Hold up a picture card and say *This is my nose*. Students repeat. Repeat the activity for each new word.
- 3. Play **Rhythm Circle** (Teacher's Book page 24) with the new vocabulary. Use the body part vocabulary from Unit 7, Lesson 1 in the chant.
- 4. Play Class CD2 Track 35. Students listen, point, and say along with the CD.

35·))

- 1. eye
- 2. nose
- 3. mouth
- 4. ear
- 5. Students say the words on their own, pointing to their own body parts.

Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- Introduce the new patterns:
 Is this my eye? Yes it is. / No, it isn't.
 Are these my eyes? Yes, they are. / No, they aren't.
- 2. Present the contractions: isn't = is not, aren't = are not
- 3. Present the plural forms of eye (eyes), ear (ears).
- 4. Direct students' attention to the grammar box on page 60.

5. Play Class CD2 Track 36. Students listen, point to the items in the picture, and say along with the CD.

36·)

Is this my eye?

Yes, it is.

Is this my eye?

No, it isn't.

Are these my eyes?

Yes, they are.

Are these my eyes?

No, they aren't.

isn't = is not

aren't = are not

eyes, ears

1. Julie: Is this my eye? Yes, it is.

Mike:

Are these my eyes?

2. Danny:

Mike:

No, they aren't.

3. Emma:

Is this my nose?

Mike:

No, it isn't.

4. Julie:

Is this my mouth?

Mike:

No, it isn't.

5. Emma:

Is this my ear?

Mike:

Yes, it is.

6. Danny:

Are these my ears?

Mike:

No, they aren't.

6. Student pairs practice the pattern, pointing at their own body parts.

Student Book page 61

Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the art and name the body parts
- 2. Read the song lyrics with the students.
- Play Class CD2 Track 37. Students listen and then sing along with the CD.

37·)

This Is Me

This is my hand. This is my hand.

These are my hands.

This is my foot. This is my foot.

These are my feet.

Clap. Clap. Stomp. Stomp.

Clap. Clap. Stomp. Stomp.

(x2)

This is my eye. This is my eye.

These are my eyes.

This is my ear. This is my ear.

These are my ears.

Look. Look. Listen. Listen.

Look. Look. Listen. Listen.

(x2)

This is me.

4. Students sing the song again, pointing to or moving their own body parts.

Trace your partner.



- 1. Put students in pairs. Distribute drawing supplies and a large sheet of paper to each student.
- 2. Students trace their partners on paper.
- 3. Students take turns saying the words for body parts, pointing to the parts on their drawings.

Look at your drawing. Ask and answer.



Student pairs can ask and answer questions about the pictures, using the language in the speech bubbles and previously learned language, as well.

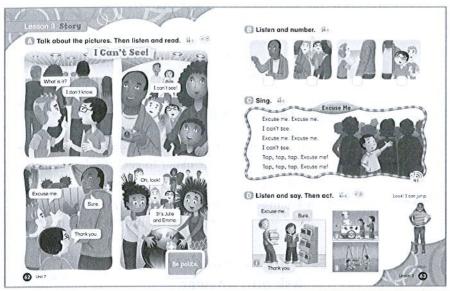
Games and Activities

- Everybody Up! Turn to the Everybody Up Friend on page 61: Are these my ears? Students share their own Everybody Up Expressions.
- Rhythm Circle (Teacher's Book pages 22–25). Use body parts vocabulary from Lessons 1 and 2. Students can point to or move appropriate body parts as they chant.
- Happy Families (Teacher's Book pages 22–25). Students make their own picture cards for body parts vocabulary from Lessons 1 and 2.
- Gaps (Teacher's Book pages 22–25). Create several different texts with gaps using the Lesson 4 grammar patterns, What's this? This is my (arm). Students write in the missing words and check their answers with a partner.

- Workbook pages 60–61. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 39–40

Unit 7 Science Day

Lesson 3 Story



Student Book pages 62-63

Objectives

To build reading and listening skills

Conversation

· Excusing yourself politely

Excuse me.

Sure.

Thank you.

Value

Be polite.

Materials

Picture Cards 107–116; CD 1 Track 24, CD2 Tracks 38–41

Student Book page 62

Warm up

- Greet the class and sing Hurry! (Class CD1, Track 24) with your students.
- 2. Review the conversation language from Unit 6, Lesson 3: *I'm sorry. That's OK*. Encourage students to look for opportunities to use the language in class today.
- 3. Play **What's Missing?** (Teacher's Book pages 22–25) to review Unit 7 vocabulary and Unit 5 language patterns. Display Picture Cards 107–116. When students know which card is missing, they say *I can't see the (hand)*.
- Elicit the Everybody Up Expression from Unit
 Lesson 2: Are these my ears? Review the Unit
 Lesson 2 grammar: Is this (my eye)? Yes, it is.
 No, it isn't. Are these my (eyes)? Yes, they are.
 No, they aren't. Then students practice their
 Everybody Up Expressions with their neighbors.

- 2. Students say what they think could be happening in each picture.
- 3. Play Class CD2 Track 38. Students listen, point, and read along with the CD.



I Can't See!

Mike:

Danny: What is it?

Mike: I don't know.

Danny & Mike: I can't see!

Danny: Excuse me.

Man 1: Sure.

Mike: Thank you.

Danny: Oh, look!

4. Read the story aloud with the students. Then direct students' attention to the value *Be polite* and play the track again. Students listen and read along.

It's Julie and Emma.

Talk about the pictures. Then listen and read.



See Teaching Stories, Teacher's Book page 21.

 Students look at the pictures and name the characters, body parts, colors, and anything else they see.

Student Book page 63

Listen and number.

- 1. Students look at each picture and say what they think is happening.
- Play Class CD2 Track 39. Students listen and number the pictures.



- 1. Danny & Mike: I can't see!
- 2. Danny:

Excuse me.

3. Man 1:

Sure.

4. Mike:

Thank you.

Play the track again so students can check their work. Then check answers together.

Answer Key

From left to right: 3, 1, 2, 4

© Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the picture and talk about what they see.
- 2. Read the song lyrics with the students.
- Play Class CD2 Track 40. Students listen and then sing along with the CD.



Excuse Me

Hey, I can't see! Ahem.

Excuse me. Excuse me.

I can't see.

Excuse me. Excuse me.

I can't see.

Tap, tap, tap. Ahem. Excuse me!

Tap, tap, tap. Ahem. Excuse me!

Hey, I can't see!

(x3)

Oh sure.

Thank you!

 Students sing the song again, turning to partners and using gestures and facial expressions related to the song.

Listen and say. Then act.



See Teaching Conversations, Teacher's Book page 21.

1. Play Class CD2 Track 41. Students listen and say along with the CD, in pairs.

CD2 41·)

Excuse me.

Sure.

Thank you.

Students rehearse and act out the conversations, using props and gestures related to the situations in the three pictures.

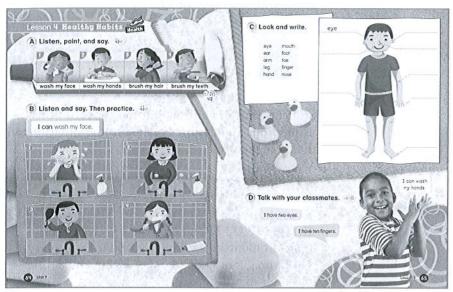
Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 63: Look! I can jump! Students can create their own Everybody Up Expressions and circulate, saying and acting out their expressions.
- Each student draws a picture to illustrate the value Be polite. Display the pictures in the classroom. Students circulate and discuss the pictures, using Unit 7 vocabulary.
- Put students in groups of three. Each group creates, rehearses, and acts out a new story that demonstrates the value Be polite. Stories must include the target conversation language: Excuse me. Sure. Thank you.
- Draw A New Story (Teacher's Book pages 22–25). Using the existing story as a model, students draw a new story with new scenes and characters. More advanced students might also write new text. Beginning students might simply copy the pictures and text from their books.

- Workbook pages 62–63. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 41
- Unit 7, Lesson 3 Worksheet, Teacher's Book page 126. See Teacher's Book page 113 for instructions.
- · iTools

Unit 7 Science Day

Lesson 4 Healthy Habits



Student Book pages 64-65

Objectives

· Talking about healthy habits

Grammar

- · Statements with can for ability
- Direct objects (S-V-O sentences)
 I can wash my face.

Vocabulary

Actions: wash my face, wash my hands, brush my hair, brush my teeth

Materials

Picture Cards 82–85, 117–120; Class CD2 Tracks 42–43

Student Book page 64

School Subject Connection: Health



Lesson 4 is a cross-curricular lesson with a connection to health. Begin the lesson by talking about what healthy means. Ask students to share what they already know about being healthy. If possible, have a health or science teacher visit your classroom and talk to the students about health and the body. Put an anatomy chart on the wall and help students label the body parts in English. Take students' knowledge of body parts into the animal kingdom, too—students can label body parts on posters of different animals or discuss what it means for different animals to be healthy.

Warm up

- Greet the class. Then write these verbs on the board: walk, run, hop, swim. Choose an individual student and say Hello, (Sarah). Let's (walk). Mime the action. Elicit the response OK, (Ms. Jones). Students mime the action with you. Then students practice this conversation with their neighbors.
- Elicit the Everybody Up Expression from Unit 6, Lesson 3: Look! I can jump. Bring a few students to the front of the room. Each student says an Everybody Up Expression. The rest of class repeats the expression and mimes the appropriate action.

- 3. Review Unit 5, Lesson 2 playtime activities. Hold up Picture Cards 82–85 and elicit full sentences: *I can (ride a bike)*. *I can't (fly a kite)*.
- 4. Review Unit 5, Lesson 4 conversation language. In pairs, students can use this pattern with new body part words from Unit 6: What can you see? I can see (two hands).

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 117–120 to introduce the new words. Continue until students can produce the words on their own.
- 2. Link the language. Students can watch carefully as you mime each new action and say *I can (wash my face)*. Begin again, miming each action and encouraging students to say the sentences. Next, let individual students say the sentences and cue the class to mime the action.
- 3. Play Class CD2 Track 42. Students listen, point, and say along with the CD.



- 1. wash my face
- 2. wash my hands
- 3. brush my hair
- 4. brush my teeth

4. Hand out four blank cards and drawing supplies to each student. Students make a picture card for each new verb phrase.

B Listen and say. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: I can wash my face.
- 2. Direct students' attention to the grammar box on page 64.
- 3. Play Class CD2 Track 43. Students listen and say along with the CD.



I can wash my face.

- 1. I can wash my face.
- 2. I can wash my hands.
- 3. I can brush my hair.
- 4. I can brush my teeth.
- Students practice saying the sentences on their own, using their books.

Student Book page 65

Look and write.

- 1. Students look at the picture and write the names of the body parts on the blank lines.
- 2. Students check their answers in pairs. Then check answers together as a class.

Answer Key

Column 1: eye, mouth, hand, leg, foot **Column 2:** ear, nose, arm, finger, toe





Students circulate and talk together using the language in speech bubbles and words for other body parts: *I have two eyes. I have ten fingers.* Encourage students to use previously learned language to say more about themselves, as well: *My name is (Michael). I'm (seven). I like (ice cream). I have (two kites).*

Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 65: *I can wash* my hands. Students create their own Everybody Up Expressions and use them to play Pop-up (Teacher's Book pages 22–25). Say *I can (wash* my hands). Students who chose this for their Everybody Up Expression should quickly stand up and sit down. Immediately say the next sentence.
- Teacher's Mistake (Teacher's Book pages 22–25). Students watch and listen carefully as you mime actions and say sentences: *I can (brush my hair)*. Students try to catch you in a "mistake" (a sentence and action that don't match). More confident students can correct either the sentence or the action.
- Telephone (Teacher's Book pages 22–25).
 Students form one line. Whisper a different sentence to the student at each end. For example: I can wash my hands and I can brush my hair.
 Students whisper the sentences down the line.
 Each student can say the sentence just once.
- Two Truths and a Lie (Teacher's Book pages 22–25). Using Unit 7 language, make three statements, one of which is a "lie." For example: I have two hands. I have ten ears. I can brush my teeth. Students listen carefully to catch the "lie." Those who do must then say the "true" statement: I have two ears.

- Workbook pages 64–65. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 42
- Unit 7, Lesson 4 Worksheet, Teacher's Book page 127. See Teacher's Book page 113 for instructions.
- Unit 7 Test, Teacher's Book pages 148–149.
 See Teacher's Book pages 131 and 158 for instructions and answer key.

 Test Center 3
- · iTools

Unit 8 The Toy Store

Lesson 1 Adjectives



Student Book pages 66-67

Objectives

· Talking about toys using adjectives

Grammar

- Demonstrative pronouns that and those That's an old bike. Those are new bikes.
- Information questions with what What's that? That's an old doll. What are those? Those are new bikes.

Vocabulary

Adjectives: old, new, big, small, long, short

Materials

Picture Cards 50–57, 107–120, 121–126; Class CD1 Track 46, Class CD2 Tracks 44–47

Student Book page 66

Warm up

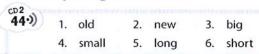
- 1. Greet the class and sing *Let's Play Together* (Class CD1 Track 46). Students turn to their neighbors, singing and using appropriate gestures.
- 2. Review body parts vocabulary. Hold up Picture Cards 107–116, asking students *What is it?* Elicit *I don't know* or *It's a (nose)*.
- 3. Elicit the Everybody Up Expression from Unit 7, Lesson 4: *I can wash my hands*. Review verb phrases with Picture Cards 117–120. Students practice Everybody Up Expressions, demonstrating verb actions.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- 1. Use Picture Cards 121–126 to introduce the new words. Continue, picking up speed, until students can produce the words on their own.
- 2. Play **Rhythm Circle** (Teacher's Book page 24) with the new vocabulary.
- 3. Link the language. Combine Unit 4 vocabulary and grammar patterns with the new vocabulary. Hold up a picture card and ask students *What's this?* Elicit the response *This is (an old doll)*. Student pairs continue to practice this pattern.

4. Play Class CD2 Track 44. Students listen, point, and say along with the CD.



5. Students practice saying the new words, pointing at pictures in their books.

Listen and find.

See Using the Big Picture, Teacher's Book page 20.

- 1. Read this while pointing to the picture: Emma, Ann, and Mike are at the toy store. Look at all the toys. There are games and cards. There are dolls and a big ball. There are animals, too. Can you see the pink bear? It's under the snake. Where is the elephant? There are long pencils and short pencils. There are big flowers and small flowers. What else can you see?
- 2. Play Class CD2 Track 45. Students listen, find the items in the picture, and point to them.

45·)	Mike:	Cool toys! It's big and red.
		They're small and blue.
	Emma:	Ann, do you like the pink bear? It's new.
	Ann:	No, I don't. I like my bear!

Emma:

But it's old!

Ann:

That's OK.

Emma:

Look, pencils. They're long.

Ann:

I like these pencils. They're short. Like me!

3. Invite students to talk about what else they see in the picture, using previously learned language.

Student Book page 67

Listen and say. Then practice.

See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new pattern: That's an old bike. Those are new bikes.
- 2. Present the contraction: That's = That is
- 3. Direct students' attention to the first grammar box on page 67.
- 4. Play Class CD2 Track 46. Students listen and say along with the CD.

46.)

That's an old bike.

Those are new bikes.

That's = That is

- 1. That's an old bike.
- 2. Those are new bikes.
- 3. That's a big ball.
- 4. Those are small balls.
- 5. That's a long snake.
- Those are short snakes.
- 5. Students practice the sentences, using their books.

Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new patterns: What's that? That's an old doll. What are those? Those are new bikes.
- 2. Direct students' attention to the second grammar box on page 67.
- 3. Play Class CD2 Track 47. Students listen, ask, and answer along with the CD.

47·)

What's that? That's an old doll.

What are those? Those are new bikes.

What's = What is

That's = That is

- 1. What's that? That's an old doll.
- 2. What are those? Those are new bikes.

- 3. What's that? That's a small ball.
- 4. What's that? That's a big car.
- 5. What are those? Those are long jump ropes.
- 6. What are those? Those are short pencils.
- 4. Hold up Picture Cards 121–126 and ask the class What's that? Students reply That's (an old bear). Student pairs practice the pattern, using picture cards or realia.

Look at . Point, ask, and answer.



Student pairs look at the big picture in Activity B and practice asking and answering with the speech bubble patterns: What's that? That's an old bear. Students use new vocabulary and previously learned language.

Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 67: This is my new ball! Students create their own Everybody Up Expressions about items they own, such as toys.
- Down the Line (Teacher's Book pages 22-25). Use Picture Cards 50-57 and 121-126. When players meet, show the player a card and ask What's that? or What are those? A correct answer (It's an old doll. / They are new dolls.) earns a point.
- Beanbag Toss (Teacher's Book pages 22-25). Use Picture Cards 50-57 and 121-126 or realia (for plurals). Students play in pairs. The first student throws the beanbag and asks a question: What's that? or What are those? The second student answers That's a (big doll) or Those are (long pencils). The next pair takes a turn.
- Gaps (Teacher's Book pages 22-25). Create several different texts with gaps using the Unit 8, Lesson 1 grammar patterns. Students write in the missing words and check their answers in pairs.

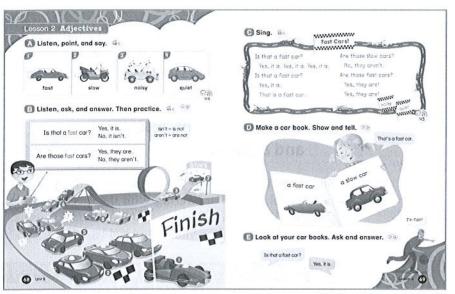
Extra Practice

- Workbook pages 66–67. See Teacher's Book pages 100-111 for instructions and answer key.
- Student Book Audio CD Track 43
- iTools

91

Unit 8 The Toy Store

Lesson 2 Adjectives



Student Book pages 68-69

Objectives

Asking and answering about toys using adjectives

Grammar

- Yes / No questions with be (3rd person singular and plural)
- Demonstrative pronouns that and those Is that a fast car? Yes, it is. / No, it isn't. Are those fast cars? Yes, they are. / No, they aren't.

Vocabulary

Adjectives: fast, slow, noisy, quiet

Materials

Picture Cards 127–130; Class CD2 Tracks 21, 48–50

Student Book page 68

Warm up

1. Greet the class, with students answering in chorus:

Hello! How are you?
I'm fine. How are you?
I'm fine, thank you.

Switch roles and repeat.

- 2. Sing Where is the Snake? (Class CD2 Track 21)
- 3. Point to items in the classroom, asking What's that? To answer this question, elicit the Everybody Up Expression from Unit 8, Lesson 1: This is my new ball! Student pairs can practice this pattern by pointing at items in the classroom and using new vocabulary and familiar language.

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 127–130 to introduce the adjectives. Continue until students can produce the words on their own.
- 2. Reinforce meaning by acting out each adjective with students. Move quickly for *fast*. Move slowly for *slow*. Speak loudly or make noises for *noisy*. Speak quietly for *quiet*. Students can try this on their own.

- 3. Link the language with grammar patterns from Unit 5, Lesson 1, new vocabulary, and familiar language. Ask *What can you see?* Elicit the response *I can see (a fast car)* or *I can see (a slow turtle)*.
- 4. Play Class CD2 Track 48. Students listen, point, and say along with the CD.



- 1. fast
- 2. slow
- 3. noisy
- 4. quiet
- 5. Students say the words on their own, pointing to words in their books.

E Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- Introduce the new patterns:
 Is that a fast car? Yes, it is. / No, it isn't.
 Are those fast cars? Yes, they are. / No, they aren't.
- 2. Present the contractions: isn't = is not, aren't = are not
- 3. Direct students' attention to the grammar box on page 68.
- 4. Play Class CD2 Track 49. Students listen, point to the items in the picture, and say along with the CD.

(D2 49·)

Is that a fast car? Yes, it is.
Is that a fast car? No, it isn't.
Are those fast cars? Yes, they are.
Are those fast cars? No, they aren't.
isn't = is not
aren't = are not

- 1. Is that a fast car? Yes, it is.
- 2. Are those fast cars? Yes, they are.
- 3. Is that a slow car? Yes, it is.
- 4. Are those slow cars? No, they aren't.
- 5. Is that a noisy car? No, it isn't.
- 6. Are those noisy cars? No, they aren't.
- 7. Is that a quiet car? No, it isn't.
- 8. Are those quiet cars? Yes, they are.
- 5. Play Rollers (Teacher's Book page 24). Students ask a question and roll the ball to another student, who answers, asks a new question, and rolls the ball to another student.

Student Book page 69

Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the art and name colors and items.
- 2. Read the song lyrics with the students.
- Play Class CD2 Track 50. Students listen and then sing along with the CD.

50·)

Fast Cars

Is that a fast car? Yes, it is. Yes, it is. Yes, it is.

Is that a fast car? Yes, it is.

That is a fast car.

Are those slow cars? No, they aren't.

Are those fast cars?

Yes, they are! Yes, they are!

(x2)

Noisy and quiet

Is that a noisy car?

Yes, it is. Yes, it is. Yes, it is.

Is that a noisy car? Yes, it is.

That is a noisy car.

Are those quiet cars?

No, they aren't.

Are those noisy cars?

Yes, they are! Yes, they are!

4. Students sing the song again, pointing at pictures in the book or in the classroom.

Make a car book. Show and tell.



- 1. Provide blank books and art supplies for students to make their own pictures books. Each page should illustrate a sentence with a noun and an adjective: *That's a fast car.*
- 2. In groups, students read and share their books.

E Look at your car books. Ask and answer.



Student pairs ask and answer questions about their Activity D books, using the language in the speech bubbles and previously learned language.

Games and Activities

- Everybody Up! Direct students to the Everybody Up Friend on page 69: I'm fast! Students circulate and practice their own expressions.
- Fruit Salad (Teacher's Book pages 22–25). In groups of eight, students practice adjectives taught in Unit 8, Lessons 1 and 2. For each group, provide eight cards (one per adjective).
- Charades (Teacher's Book pages 22–25). Use Picture Cards 127–130. Divide the class into two or four groups. Set aside a different picture card for each group. Show one member of each group a picture card; do not reveal the card to other group members. That student returns to the group and acts out the phrase. The group tries to guess what it is: *Is that a (fast) car?*
- Fruit Salad variation (Teacher's Book pages 22–25). Students play as a whole class. Provide one adjective card per student. Every student's card needs an opposite. Call out an adjective. The student(s) with that card finds a student holding the opposite card. They switch places.

- Workbook pages 68–69. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 44-45
- iTools

Unit 8 The Toy Store

Lesson 3 Story



Student Book pages 70-71

Objectives

· To build reading and listening skills

Conversation

 Making a polite request Please be quiet.
 OK, I'm sorry.
 Thanks.

Value

Be nice.

Materials

Picture Cards 121–126, 127–130; Class CD1 Track 31, Class CD2 Tracks 51–54

Student Book page 70

Warm up

- Greet the class and ask students to sit in a circle. Model the language pattern for students: I'm seven. How old are you? Elicit a response: I'm (eight). Call out two names and ask these students to practice saying this pattern. Then this pair calls out the names of two other students to continue this exchange. Repeat until everyone has a turn.
- Elicit the Everybody Up Expression from Unit 8, Lesson 2: I'm fast! Have students stand and practice saying and acting out their own Everybody Up Expressions for their neighbors.
- Review adjectives by playing Guess the Next Card (Teacher's Book pages 22–24). Hold up Picture Cards 121–126 and 127–130, one by one. Elicit the words. Shuffle the cards and begin again. Students try to guess which card you will show next.
- 4. Sing *Let's Share* (Class CD1 Track 31). Then challenge students to recall the story, *The Blue Paint*, and the value associated with this song: *Be nice*.

Talk about the pictures. Then listen and read.



See Teaching Stories, Teacher's Book page 21.

- Students look at the pictures and name the characters, body parts, colors, and anything else they see.
- 2. Students say what they think could be happening in each picture.
- 3. Play Class CD2 Track 51. Students listen, point, and read along with the CD.

51·))

James: Julie.

James: Julie!

James: Julie, please be quiet.

Julie: OK. I'm sorry.

James: Thanks, Julie. Julie?

4. Read the story aloud with the students. Then direct students' attention to the value *Be nice* and play the track again. Students listen and read along.

Student Book page 71

Listen and number.

- 1. Students look at each picture and say what they think is happening.
- 2. Play Class CD2 Track 52. Students listen and

number the pictures.

52·))

- 1. James: Julie
- 2. James: Julie, please be quiet.
- Julie: OK. I'm sorry.
 James: Thanks, Julie.
- 3. Play the track again so students can check their work. Then check answers together.

Answer Key

From left to right: 3, 1, 2, 4

© Sing.

See Teaching Songs, Teacher's Book page 20.

- 1. Students look at the pictures and talk about what they see.
- 2. Read the song lyrics with the students.
- Play Class CD2 Track 53. Students listen and then sing along with the CD.

53·)

Please Be Quiet

1, 2, 3, 4

Please be quiet!

Please...be...quiet!

Please...be...quiet!

Please be quiet.

OK. I'm sorry.

Thanks.

(x2)

4. Students sing the song again, turning to neighbors and using gestures and facial expressions related to the song.

Listen and say. Then act.



See Teaching Conversations, Teacher's Book page 21.

1. Play Class CD2 Track 54. Students listen and say along with the CD, in pairs.

54·))

Please be quiet.

OK. I'm sorry.

Thanks.

2. Students rehearse and act out the conversations, using props and gestures related to the situations in the three pictures.

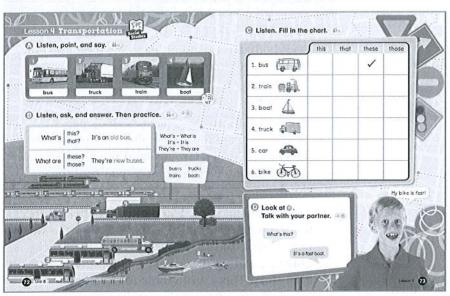
Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 71: Please be quiet.
 Students can create their own Everybody Up Expressions and circulate, saying and acting out their expressions.
- Order the Pictures (Teacher's Book pages 22–25). Prepare four large pictures to illustrate the Lesson 3 story. Groups hold the pictures and arrange themselves in order as you read the story aloud.
- Assign student pairs. Hand out four sticky notes
 to each pair. Instruct students to turn to the story
 pages from Units 2, 3, 6, and 7 and use a sticky
 note to cover up the value sticker at the end of
 each story. Then, write these four values on the
 board: Be nice. Be fair. Be safe. Be polite. Student
 pairs match each story with its value.
- Students think of new stories to demonstrate the value Be nice and draw pictures to illustrate the stories. Play Charades (Teacher's Book pages 22–25) using students' drawings.

- Workbook pages 70–71. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 46
- Unit 8, Lesson 3 Worksheet, Teacher's Book page 128. See Teacher's Book page 113 for instructions.
- · iTools

Unit 8 The Toy Store

Lesson 4 Transportation



Student Book pages 72-73

Objectives

Asking and answering about transportation

Grammar

 Comparing demonstrative pronouns this, that, these, and those What's this/that? It's an old bus. What are these/those? They're new buses.

Vocabulary

Transportation: bus, truck, train, boat

Materials

Picture Cards 121–126, 127–130, 131– 134; Class CD1 Track 17, Class CD2 Tracks 55–57

Student Book page 72

School Subject Connection: Social Studies



Lesson 4 is a cross-curricular lesson with a connection to social studies. Students can share how they and family members go to school and work. Remind them that modes of transportation differ around the world. Students can tell you what they know about how people get around in different places. How do natural environment, city size, and cost affect the kinds of transportation available? Students may enjoy discussing different modes of transportation that they have heard of but never tried. They might also design new kinds of transportation.

Warm up

- 1. Greet the class and sing *Hi! How are you?* (Class CD1, Track 17).
- 2. Elicit the Everybody Up Expression from Unit 8, Lesson 3: *Please be quiet*. Students can practice using the expression during class.
- 3. Review adjectives with familiar grammar patterns. Hold up Picture Cards 121–126 and 127–130, asking different questions, such as

What's this? Is it noisy? What can you see? Is this an old doll? Elicit full-sentence answers.

4. Review Unit 5, Lesson 1 conversation language. Student pairs can use this pattern with new adjectives from Unit 8: What can you see? I can see (a new bike).

A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- 1. Use Picture Cards 131–134 to introduce the new words. Continue until students can produce the words on their own.
- 2. Link the language. Combine grammar patterns from Unit 5, Lesson 4 with new vocabulary: *Can you see an old truck? Yes, I can. / No, I can't.* Student pairs practice pointing and saying these patterns.
- 3. Play Class CD2 Track 55. Students listen, point, and say along with the CD.

55·)

1. bus 2. truck 3. train 4. boat

 Hand out eight blank cards and drawing supplies to each student. Students make a picture card for the new vocabulary words and their plural forms.

B Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

- 1. Introduce the new patterns:

 What's this/that? It's an old bus.

 What are these/those? They're new buses.
- 2. Present the contractions:

What's = What is

It's = It is

They're = They are

- 3. Direct students to the grammar box on page 72.
- 4. Play Class CD2 Track 56. Students listen and say along with the CD.



What's this? It's an old bus.

What's that? It's an old bus.

What are these? They're new buses.

What are those? They're new buses.

What's = What is

It's = It is

They're = They are

buses, trucks, trains, boats

- 1. What's this? It's an old bus.
- 2. What are these? They're new buses.
- 3. What's that? It's a small truck.
- 4. What are those? They're big trucks.
- 5. What's that? It's a long train.
- 6. What are those? They're short trains.
- 7. What's this? It's a fast boat.
- 8. What are these? They're slow boats.
- 5. Hold up Picture Cards 131–134 and ask *What's* (this)? Students answer *It's* (a new bus). Borrow a set of student-made picture cards and continue with the plural items.

Student Book page 73

Listen. Fill in the chart.

 Play CD2 Track 57. Students listen and say along with the CD. Then they write a check mark in the correct column in the chart.



- 1. What are these? They're buses.
- 2. What's this? It's a train.
- 3. What are those? They're boats.
- 4. What's that? It's a truck.
- 5. What's this? It's a car.
- 6. What are these? They're bikes.

2. Students check their answers in pairs. Then check answers together as a class.

Answer Key

1. these 2. this 3. those 4. that 5. this 6. these

Look at B. Talk with your partner.



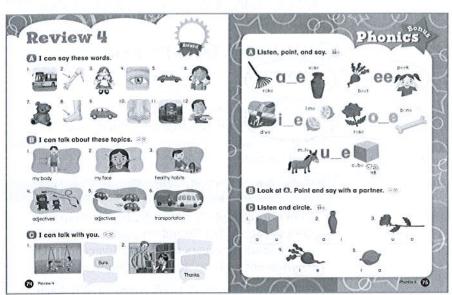
Student pairs talk about the big picture in Activity B using the speech bubble language: *What's this? It's a fast boat*. Encourage students to use previously learned language, as well.

Games and Activities

- Everybody Up! Direct students' attention to the Everybody Up Friend on page 73: My bike is fast! Students create their own Everybody Up Expressions and say them to each other.
- Card Grab (Teacher's Book pages 22–25). Each
 group of four students uses two sets of studentmade cards (singular and plural forms). Call What's
 this? It's an old bus. Students race to touch the card.
- Happy Families (Teacher's Book pages 22–25). Groups of four students use four sets of student-made cards. They try to make a set of four matching cards, saying Do you have a (bus)? or Do you have (buses)? Students use familiar conversation language as they play. Good job. Help me. I can help you. Here you are.
- Word Roll (Teacher's Book pages 22–25) Students work in fours, with one pair competing against the other. Each group has a die with a bus, truck, train, boat, car, and bike on the sides (old or new). The first student rolls the die and asks What's (that)? An opposing student answers It's (an old bus). A correct answer wins a point for that pair.

- Workbook pages 72–73. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 47
- Unit 8, Lesson 4 Worksheet, Teacher's Book page 129. See Teacher's Book page 113 for instructions.
- Unit 8 Test, Teacher's Book pages 150–151.
 See Teacher's Book pages 131 and 158 for instructions and answer key.
- · iTools

Review 4



Student Book pages 74-75

Review Language

· Units 7 and 8 grammar and vocabulary

Phonics

• Long vowels: a, e, i, o, u

Materials

Picture Cards 107–120 and 121–134; Class CD1 Track 05, Class CD2 Tracks 58–59

Student Book page 74

Warm up

- 1. Greet the class and sing *The Alphabet* (Class CD1 Track 05) with students.
- Elicit the Everybody Up Expression from Unit 8, Lesson 4: My bike is fast! Students say their own Everybody Up Expressions to their neighbors.
- 3. Go over the short vowel sounds in Review 2. Refer to Activity A on page 39 and elicit (a, /a/, bat) for each picture and word.

A I can say these words.

See Teaching Reviews, Teacher's Book page 21.

Lead the class to say each word together aloud.
 Then, call on individual students to say the words.

Answer Key		
1. bus	2. arm	3. big/big doll
4. eye	5. fast/fast car	6. wash my face
7. old/old bear	8. foot	9. quiet/quiet car
10. nose	11. train	12. brush my
		teeth

- 2. Students practice saying the words on their own.
- 3. Play **Down the Line** (Teacher's Book page 23) to review vocabulary. Place Picture Cards 107–134 in a line on the floor.

B I can talk about these topics.



Student pairs discuss the topics using this language:

- My body
 What's this? This is my (arm).
 What are these? These are my (arms).
- My face
 Is this my (mouth)? Yes, it is. / No, it isn't.
 Are these my (eyes)? Yes, they are. / No, they aren't.
- 3. Healthy habits I can (wash my hands).
- Adjectives
 What's that? That's a (big bear).
 What are those? Those are (long ropes).
- 5. Adjectives

 Is that a fast car? Yes, it is. / No, it isn't.

 Are those (fast) cars? Yes, they are. / No, they aren't.
- 6. Transportation
 What's this? / What's that? It's (an old bus.)
 What are those? They're (old buses).

I can talk with you.



Student pairs think of words for empty bubbles, practice talking, and switch roles.

Answer Key

1. Excuse me. Thank you. 2. Please be quiet. OK. I'm sorry.

Phonics ***

Student Book page 75

A Listen, point, and say.

See Teaching Phonics, Teacher's Book page 21.

Introduce the sound for long a. Write the letter a
on the board. Say the letter and the long a sound.
Students listen and repeat. Introduce the sounds for
long e, i, o, and u.

Pronouncing long vowels

They may not realize it, but students will already know how to pronounce the long vowel sounds. Point out that the sounds for long vowels are the same as the letter names themselves.

Spelling words with long vowels

In order to make an *a* have its long sound, there needs to be an *e* at the end of a word, too. Write *rake* and *vase* on the board. Underline the *a* and *e* in each word. Tell students that the a–e long a sound spelling pattern makes the *a* long. Write the words *beef* and *peek* on the board. Point out that these words have double *e*'s to make the long *e* sound.

- Drill the new sounds. Point to each letter on the board, say the sound, and have students repeat. Continue until students are comfortable producing the sounds on their own. Gradually increase the speed of the activity.
- 3. Play Class CD2 Track 58. Students listen, point, and say along with the CD.



a (long a sound), rake, vase e (long e sound), beet, peek i (long i sound), dive, lime o (long o sound), rose, bone u (long u sound), mule, cube

4. Link the sounds. Write *a*, *e*, *i*, *o*, and *u* on the board. Point to a letter (*a*) and say (a–e). Students find a picture and word on the page that has that vowel sound, point to the picture, and say the letter, the sound it makes, and then the whole word, for example, *a*, a–e, *rake*. Continue with the rest of the pictures and words on the page.

B Look at A. Point and say with a partner.



Student pairs look at Activity A, point to each item, and say the word.

© Listen and circle.

1. Play Class CD2 Track 59. Students listen and circle each word's long vowel.



1. cube 2. vase 3. rose

4. beet 5. lime

2. Play the track again so students can check their work. Then check the answers together.

Answer Key

From left to right: u, a, o, e, i

Games and Activities

- Review: Categories (Teacher's Book pages 22–25). Review language from Units 7 and 8.
- Phonics: BINGO (Teacher's Book pages 22–25).
 Students practice the new phonics sounds.
- Phonics: Everybody Up! Everybody Down! (Teacher's Book pages 22–25). Students play this game with the new phonics sounds.

- Workbook pages 74–75. See Teacher's Book pages 100–111 for instructions and answer key.
- Final Test, Teacher's Book pages 152–155. See Teacher's Book page 158 for instructions and answer key.
 Test Center 1
- · Student Book Audio CD Track 48
- · iTools

Workbook Answer Key

Welcome, pages 2-3.

A. Write and match.

Students complete the sentences and then draw a line to match the pictures and the sentences.

Answers

- 1. <u>Hi</u>. I'm Emma. [2nd picture]
- 2. <u>Hello</u>. My <u>name</u> is Mike. [1st picture]
- 3. <u>Hi</u>. <u>My</u> name is Julie. [4th picture]
- 4. <u>Hello</u>. <u>I'm</u> Danny. [3rd picture]

B. Find and circle.

Students find and circle the words in the word search.

Answers

h	r	С	D	b	J	р	n
E	m	m	0)	i	u	j	a
I	r	е	n	s	1	z	m
1	h	i	n	M	i	k	e
0	С	m	У	1	e	n	1

C. What's your name? Write and draw.

Students write their names to complete the sentence and draw a picture of themselves.

D. Match.

Students draw a line to match the pictures and the sentences.

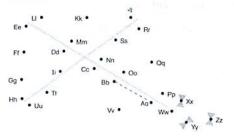
Answers

- 1. Listen.
- 2. Point.
- 3. Talk.
- 4. Count.
- 5. Ask.
- Answer.

E. Connect.

Students connect the dots, using the alphabet letters.

Answers



Unit 1 First Day Lesson 1, School Supplies, pages 4–5.

A. Circle.

Students circle the correct answers.

Answers

- 1. eraser
- 2. pencil case
- 3. pen
- 4. backpack
- 5. ruler
- 6. pencil

B. Write.

Students write the answers.

Answers

- 1. ruler
- 2. pen
- 3. pencil
- 4. eraser
- 5. backpack 6. pencil case

C. Circle and match.

Students circle the correct answers and then draw lines matching the sentences to the pictures.

Answers

- 1. It's a pencil.
 - [2nd column, 1st picture]
- 2. It's a pencil case.

[2nd column, 3rd picture]

- 3. It's a ruler.
 - [2nd column, 2nd picture]
- 4. It's a backpack.

[1st column, 1st picture]

- 5. It's a pen.
 - [1st column, 2nd picture]
- 6. It's an eraser.

[1st column, 3rd picture]

D. Write.

Students complete or write the answers.

Answers

- 1. What is it?
 - It's an eraser.
- 2. What is it?
 - It's a backpack.
- 3. What is it?
 - It's a ruler.
- 4. What is it?

It's a pencil.

Lesson 2, School Supplies, pages 6-7.

A. Match.

Students draw lines matching the pictures to the words.

Answers

- 1. [3rd picture] notebook
- 2. [4th picture] book
- 3. [1st picture] desk
- 4. [2nd picture] chair

B. Write.

Students write the answers.

Answers

- 1. notebook
- 2. chair
- 3. book
- 4. desk

C. Number.

Students match the pictures to the sentences by writing the correct numbers next to the sentences.

Answers

- 1. It's a chair. It isn't a desk.
- 2. It's a notebook. It isn't a book.
- 3. It's a book. It isn't a notebook.
- 4. It's a desk. It isn't a chair.

D. Write.

Students complete the answers.

Answers

- 1. It's a book. It isn't a notebook.
- 2. It's a notebook. It isn't a book.
- 3. It's a chair. It isn't a desk.
- 4. It's a desk. It isn't a chair.

Lesson 3, Story, pages 8-9.

A. Number.

Students number the sentences in the correct order.

Answers

- 1. How are you?
- 2. I'm fine.
- 3. Thank you.

B. Connect.

Students connect the words to form sentences.

Answers

- 1. How are you?
- 2. I'm OK. Thank you.
- 3. I'm good. Thank you.
- 4. I'm great! Thank you.

C. Write.

Students complete or write the sentences.

Answers

- 1. I'm fine. 2. I'm great.
- 3. I'm good. 4. I'm OK.

D. Draw.

Students draw pictures to illustrate the sentences.

Lesson 4, Shapes, pages 10-11.

A Circle

Students circle the correct answers.

Answers

- 1. circle
- 2. square
- 3. rectangle
- 4. triangle

B. Draw and write.

Students draw the next picture in the sequence and then complete or write the questions and answers.

- 1. [book
 - Is it a rectangle?
 - Yes, it is.
- 2. [eraser]
 - Is it a square?
 - No, it isn't.
- 3. [notebook]
 - Is it a circle?
 - No, it isn't.

C. Look and circle.

Students look at the picture and circle the correct answers.

Answers

- 1. Yes, it is.
- 2. No, it isn't.
- 3. Yes, it is.
- 4. No, it isn't.

D. Trace and write.

Students draw the picture and complete the question.

Answers

Is it a rectangle? Yes, it is.

Unit 2 Art Class Lesson 1, Art, pages 12–13.

A. Match.

Students draw lines to match the pictures to the correct words.

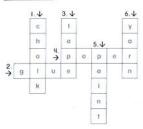
Answers

- 1. paper 2. yarn 3. paint
- 4. tape 5. chalk 6. glue

B. Do the puzzle.

Students write the words in the crossword puzzle.

Answers



C. Circle.

Students circle the correct answers.

Answers

- 1. No
- 2. Yes
- 3. No
- 4. No
- 5. Yes
- 6. No

D. Write

Students complete or write the questions and answers.

Answers

- 1. What's this?
 - This is paper.
- 2. What's this?
- This is paint.
- 3. What's this?
 - This is tape.

Lesson 2, Colors, pages 14-15.

A. Color.

Students color the kites, matching the kites to the appropriate color.

Answers

1. yellow 2. red 3. blue 4. white 5. black

B. Write and color.

Students complete the sentences and then color the crayon.

Answers

- 1. It's red.
- 2. It's black.
- 3. It's yellow.
- 4. It's white.
- 5. It's blue.

C. Match and color.

Students match the words to the correct pictures and then color the picture.

Answers

- 1. [2nd picture]
- 2. [4th picture]
- 3. [1st picture]
- 4. [3rd picture]
- 5. [5th picture]

D. Write and color.

Students complete or write the sentences and then color the pictures.

Answers

- 1. It's chalk. It's yellow.
- 2. It's a ruler. It's blue.
- 3. It's a pencil case. It's red.

Lesson 3, Story, pages 16-17.

A. Number.

Students number the sentences in the correct order.

Answers

- 1. This is my paint.
- 2. This is my paint, too.
- 3. Let's share.

OK.

B. Unscramble and color.

Students unscramble the words, complete the sentences, and then color the objects.

<u>Answers</u>

- 1. It's black.
 - It's white.
- 2. It's white and red.
 - It's white and blue.
- 3. It's yellow.

It's red.

C. Write

Students complete the conversations, using the key.

Answers

- 1. This is my paint.
 - This is my paint!
- 2. Hey! This is my paint, too!
- 3. Let's share.

OK.

D. Draw.

Students draw pictures to illustrate the sentences.

Lesson 4, Colors, pages 18-19.

A. Write and color.

Students complete the sentences and color the shapes.

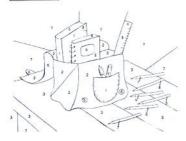
Answer

- 1. Yellow and blue make green.
- 2. Red and yellow make orange.
- 3. Blue and red make purple.

B. Color.

Students color the picture, using the key.

Answers



C. Write and color.

Students complete the sentences and color the pictures.

Answers

1. It's green.

2. It's purple. 5. It's pink.

3. It's gray. 6. It's orange.

4. It's brown.

D. Unscramble and color.

Students unscramble the words, write the words, and then color the pictures.

Answers

1. pink

[3rd picture]

2. orange

[4th picture]

3. purple

[1st picture]

4. green

[2nd picture]

Review 1, page 20.

A. Match.

Students match the words to the correct pictures.

Answers

1. [3rd picture]

7. [4th picture]

2. [4th picture]

8. [3rd picture]

3. [1st picture]

9. [1st picture]

4. [2nd picture]

10. [6th picture]

5. [6th picture]

11. [2nd picture]

6. [5th picture]

12. [5th picture]

B. Write.

Students complete the lists of words by category.

Answers

Colors

1. purple

3. blue

2. yellow

Art Supplies

4. green

1. tape

3. yarn

2. paint

4. glue

School Supplies

1. eraser

3. pencil

2. desk

4. notebook

Phonics 1, page 21.

A. Write.

Students complete the words by writing the initial consonant letters.

Answers

1. bug 2. dig 3. mat

4. pit

5. <u>t</u>op

6. <u>n</u>ap

B. Find and circle.

Students find and circle the words in the word search.

Answers

b	0	9)	0	P
m	u	m	t	0
a	(1)	u	n	p
d	a	d	0	1
n	g	0	d	1

Unit 3 Birthday Party Lesson 1, Numbers, pages 22-23.

A. Match.

Students draw lines, matching the numbers and words to the pictures.

Answers

1. [5th picture]

[6th picture]

2. [3rd picture]

[5th picture]

3. [6th picture] [3rd picture]

4. [1st picture]

[4th picture]

5. [4th picture]

[1st picture]

6. [2nd picture]

[2nd picture]

B. Write.

Students write the numbers.

Answers

1.12 2. 4

4.5 5.8

3. 7 6. 10

C. Write.

Students write the next numbers in the sequence and then write out the numbers.

Answers

1. 1, 2, 3, 4 four

2. 9, 10, 11, 12 <u>twelve</u>

3. 4, 5, 6, 7

4. 7, 8, 9, 10

seven

<u>ten</u>

D. Write.

Students complete or write the sentences.

Answers

1. I'm nine. 2. I'm three. 3. I'm eleven. 4. I'm six.

E. Write.

Students complete or write the sentences.

Answers

- 1. How old are you?
 - I'm five.
- 2. How old are you?
 - I'm ten.
- 3. How old are you?

I'm seven.

Lesson 2, Toys, pages 24-25.

A. Circle.

Students circle the correct answers.

Answers

- 1. nine kites
- 2. seven cars
- 3. twelve balls
- 4. ten dolls

B. Draw.

Students draw the correct number of toys.

C. Write.

Students complete or write the questions and answers.

Answer

- 1. How many kites? Five kites.
- 2. How many <u>balls</u>?
 <u>Seven balls</u>.
- 3. How many dolls? Two dolls.
- How many cars? Three cars.

Lesson 3, Story, pages 26-27.

A. Number.

Students number the sentences in the correct order.

Answers

- 1. It's my turn. No, it's my turn.
- 2. Tom, it's your turn.
- 3. Thanks.

B. Connect and write.

Students draw lines, connecting the numbers in order, and then complete or write the sentences.

<u>Answers</u>

- 1. It's my turn.
- 2. It's my turn.
- 3. It's my turn.
- 4. It's my turn.
- 5. It's my turn.
- 6. It's my turn.

C. Circle.

Students circle the correct answers.

Answers

- 1. It's my turn.
- 2. It's your turn.
- 3. It's my turn.

D. Draw.

Students draw pictures to illustrate the sentences.

Lesson 4, Toys, pages 28–29.

A. Unscramble and match.

Students unscramble the words, write the words, and then match the words to the pictures.

Answers

- 1. card
 - [3rd picture]
- 2. puzzle

[4th picture]

3. game

[2nd picture]

4. marble

[1st picture]

B. Circle

Students circle the correct answers.

Answers

- 1. Yes
- 2. No
- 3. Yes
- 4. Yes
- 5. No 6. No
- 7. Yes
- 8. No

C. Look at the picture. Write.

Students look at the pictures and then complete or write the sentences.

Answers

- 1. I have two puzzles.
- 2. I have three games.
- 3. I have seven marbles.
- 4. I have eleven cards.

Unit 4, Home

Lesson 1, Family, pages 30-31.

A. Number.

Students match the pictures to the words by writing the correct numbers next to the words.

Answers

- 4. mother
- 6. father
- 1. sister
- 3. brother
- 5. grandmother
- 2. grandfather

B. Draw a square around th. Draw a circle around er.

Students draw squares around the letters 'th' and circles around the letters 'er'.

Answers

brother
 father
 father
 mother

C. Write.

Students look at the pictures and fill in the missing letters.

Answers

1. grandmother 2. sister
3. grandfather 4. brother
5. father 6. mother

D. Write.

Students look at the picture and complete or write the sentences.

Answers

1. This is my mother.

2. This is my grandmother.

3. This is my brother.

4. This is my sister.

E. Write.

Students look at the picture and complete or write the questions and answers.

Answers

1. Who's this?
This is my grandfather.

2. Who's this? This is my father.

3. Who's this?
This is my brother.

4. Who's this?
This is my mother.

Lesson 2, Food, pages 32-33.

A. Write.

Students look at the pictures and write the words.

Answers

fish
 ice cream

juice
 chicken

B. Circle and write.

Students look at the pictures, circle the correct answers, and then complete the sentences.

Answers

1. I like fish.

2. I don't like ice cream.

3. I don't like chicken.

4. I like juice.

C. Match.

Students match the sentences to the correct pictures.

Answers

1. [2nd picture]

2. [4th picture]

3. [1st picture]

4. [3rd picture]

D. Write and draw.

Students write and draw their own answers.

Lesson 3, Story, pages 34-35.

A. Number.

Students number the sentences in the correct order.

Answers

- 1. I have four cookies.
- 2. Here you are.
- 3. Thank you.

You're welcome.

B. Match.

Students match the sentences and pictures.

Answers

- 1. [4th picture]
- 2. [1st picture]
- 3. [3rd picture]
- 4. [2nd picture]

C. Unscramble.

Students unscramble the words and then complete or write the sentences.

Answers

- 1. Here you are.
- 2. Thank you.
- 3. You're welcome.

D. Draw.

Students draw pictures to illustrate the sentences.

Lesson 4, Food, pages 36–37.

A. Connect.

Students look at the pictures and then match the letters to form words.

Answers

- 1. p-i-z-z-a
- 2. r-i-c-e
- 3. b-r-e-a-d
- 4. c-a-k-e

B. Write.

Students look at the pictures and then complete or write the sentences.

Answers

1. What's this?

This is pizza.

I like pizza.

2. What's this?

This is rice.

I like rice.

3. What's this?

This is bread.

I <u>like bread</u>.

4. What's this?

This is cake.

I like cake.

C. Match.

Students match the words to the pictures.

Answers

- 1. [3rd picture]
- 5. [2nd picture]
- 2. [4th picture]
- 6. [4th picture]
- 3. [1st picture]
- 7. [3rd picture]
- 4. [2nd picture]
- 8. [1st picture]

D. Draw and write.

Students draw pictures and complete the sentences.

Review 2, page 38.

A. Write.

Students look at the pictures and complete the sentences.

Answers

- 1. I'm Matt. I'm five.
- 2. I'm Ann. I'm seven.
- This is my mother.
- This is my father.
- I like <u>pizza</u>.
- I like ice cream.
- I don't like fish.
- I don't like bread.

B. Read and circle.

Students look at the pictures and circle the answers.

Answers

- 1. I'm eight.
- 2. I have nine marbles.
- 3. I like cake.
- 4. It's a rectangle.

Phonics 2, page 39.

A. Write.

Students complete the words by writing the vowels.

Answers

- 1. dog
- 2. ten
- 3. c<u>a</u>t
- 4. tub
- 5. m<u>o</u>m
- 6. f<u>i</u>sh

B. Find and circle.

Students find and circle the words in the word search.

Answers

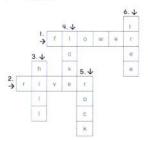
е	b	a	1)	0	1	0
n	е	р	m	a	P	b
0	d	1	u	n	0	i
P	b	n	b	a		m
i	n	е	d	i	n	b
n	u	1	a	b	d	i
m	0	p)	1	1	u	b

Unit 5 The Park Lesson 1, Nature, pages 40–41.

A. Do the puzzle.

Students look at the pictures and write the words in the crossword puzzle.

Answers



B. Match.

Students draw lines, matching the pictures to the words.

Answers

- 1. hill
- 2. flower 5. rock
- 3. tree
- 4. lake
- 6. river

C. Circle.

Students look at the pictures and circle the correct words.

Answers

- 1. I can see rocks.
- 2. I can see a flower.
- 3. I can see a river.
- 4. I can see hills.

D. Write.

Students look at the pictures and then complete or write the sentences.

Answers

- 1. What can you see?
 I can see a lake.
- 2. What can you see? I can see trees.

Lesson 2, Playtime, pages 42-43.

A. Connect.

Students look at the pictures and connect the words to form sentences.

Answers

- 1. I can ride a bike.
- 2. I can jump rope.
- 3. I can play soccer.
- 4. I can fly a kite.

B. Match.

Students draw lines, matching the sentences to the pictures.

Answers

- 1. [bottom right picture]
- 2. [top left picture]
- 3. [top right picture]
- 4. [bottom left picture]

C. Write.

Students look at the pictures and then complete or write the sentences.

Answers

- 1. I can jump rope.
- 2. I can't play soccer.
- 3. I can't fly a kite.
- 4. I can ride a bike.
- 5. I can't jump rope.
- 6. I can play soccer.

Lesson 3, Story, pages 44–45.

A. Number.

Students number the sentences in the correct order.

Answers

- 1. Please help me!
- 2. Sure.
- 3. Thanks, Dad.

B. Write.

Students complete the sentences, using the key.

- 1. Mom, please help me!
- 2. Sure.
- 3. OK! Thanks, Mom.
- 4. You're welcome.

C. Connect.

Students look at the pictures and then connect the words to form sentences.

Answers

- 1. Oh, -no! My kite!
- 2. Mom, please help me!
- 3. OK! Thanks, Mom.
- 4. You're welcome.

D. Draw.

Students draw pictures to illustrate the sentences.

Lesson 4, Animals, pages 46-47.

A. Draw and write.

Students draw the next picture in the sequence and then write the words.

Answers

- 1. [ant]
 - ant
- 2. [turtle]

turtle

3. [frog]

frog

Students look at the pictures and then complete or write the questions and answers.

Answers

1. Can you see a spider?

Yes, I can.

2. Can you see a frog? No, I can't.

C. Write.

Students look at the picture and complete the sentences.

Answers

- 1. I can see seven turtles.
- 2. I can see four ants.
- 3. I can see two spiders.
- 4. I can see six trees.
- 5. I can see five flowers.
- 6. I can see three frogs.

Unit 6 The Zoo Lesson 1, Animals, pages 48–49.

A. Circle.

Students look at the pictures and circle the correct words.

Answers

- 1. kangaroo
- 4. bear
- 2. penguin 3. monkey
- 5. tiger 6. elephant

Students look at the pictures and fill in the missing letters.

Answers

- 1. bear
- 2. penguin
- 3. tiger
- 4. elephant

C. Connect.

Students look at the pictures and connect the words to form sentences.

Answers

- 1. The monkey is under the tree.
- 2. The elephant is in the lake.
- 3. The kangaroo is on the hill.

D. Number and write.

Students look at the pictures and then number and complete the sentences.

Answers

- 1. Where is the bear?
 - It's in the river.
- 2. Where is the tiger?
 - It's on the hill.
- 3. Where is the monkey?

It's under the tree

Lesson 2, Animals, pages 50-51.

A. Write.

Students count the pictures and complete the sentences.

- 1. 1 snake + 1 snake = two snakes
- 2. 1 lion + 2 lions = $\underline{\text{three lions}}$
- 3. 2 giraffes + 2 giraffes = four giraffes
- 4. $3 \text{ zebras} + 4 \text{ zebras} = \underline{\text{seven zebras}}$

B. Match and write.

Students complete the sentences and match the sentences to the pictures.

Answers

- Where are the giraffes? There're under the tree. [3rd picture]
- Where are the zebras?
 They're in the river.
 [2nd picture]
- 3. Where are the lions? They're on the rock.

C. Match.

Students match the pictures to the sentences.

Answers

- 1. They monkeys are in the tree.
- 2. The monkey is under the tree.
- 3. The elephants are in the lake.
- 4. The elephant is in the river.

D. Write.

Students look at the pictures and complete the conversations.

<u>Answers</u>

- 1. Where is the monkey? It's under the tree.
- 2. Where are the giraffes? They're on the hill.

Lesson 3, Story, pages 52-53.

A. Number.

Students number the sentences in the correct order.

Answers

- 1. Wait!
 - Hurry!
- Where's Mary? I don't know.
- 3. I'm sorry.

That's OK.

B. Write.

Students complete the sentences, according to the key.

Answers

- 1. Wait!
 - Hurry!
- 2. Where's Joe?

I don't know.

- 3. I'm sorry.
 - That's OK.

C. Unscramble.

Students unscramble the words and write the sentences.

Answers

- 1. Wait!
- 2. Hurry!
- 3. Where are you?
- 4. I know!

D. Draw.

Students draw pictures to illustrate the sentences.

Lesson 4, Abilities, pages 54-55.

A. Write.

Students look at the chart and complete or write the questions and answers.

Answers

- 1. Can e<u>lephants</u> swim? Yes, they can.
- Can kangaroos walk? No, they can't.
- 3. <u>Can penguins</u> hop? <u>Yes, they can</u>.
- 4. <u>Can zebras run?</u> <u>Yes, they can.</u>

B. Circle.

Students circle the answers and complete the sentences.

Answers

- 1. Bears can run.
- 2. Snakes can swim.
- 3. Penguins can walk.
- 4. Kangaroos can hop.

C. Match.

Students match the sentences to the pictures.

Answers

- 1. [bottom left picture]
- 2. [bottom right picture]
- 3. [top right picture]
- 4. [top left picture]

Review 3, page 56.

A. Write.

Students look at the pictures and complete the sentences.

Answers

- 1. I can see a <u>turtle</u>.
 - It's in the lake.
 - Turtles can swim.
- 2. I can see two lions.
- They're on the hill.
- Lions can walk.
- 3. I can see a frog.
 - It's under the flower.
 - Frogs can hop.
- 4. I can see three zebras.
 - They're in the river.
 - Zebras can run.

Phonics 3, page 57.

A. Write.

Students complete the words by writing the initial consonant letters.

Answers

1. <u>v</u>et

2. <u>r</u>ug 3. <u>f</u>an 5. <u>s</u>un 6. <u>z</u>ap

4. <u>l</u>og 5. <u>s</u>un

B. Find and circle.

Students find and circle the words in the word search.

Answers

r	0	d	0	1
0	С	u	s	1
V	е	n	1	Z
a	f	0	\mathbf{x}	i
n	a	(1	i	р

Unit 7 Science Day Lesson 1, My Body, pages 58–59.

A. Write.

Students look at the picture and write the answers.

Answers

- 1. finger
- 2. leg
- 3. toe
- 4. hand
- 5. <u>arm</u>
- 6. foot

B. Match.

Students look at the pictures and match the questions to the answers.

Answers

- 1. This is my toe.
- 2. This is my hand.
- 3. This is my foot.

C. Write.

Students look at the pictures and complete the conversations.

Answers

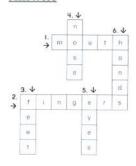
- 1. What are these?
 - These are my legs.
- 2. What are these?
 - These are my fingers.
- 3. What are these?
 - These are my arms.

Lesson 2, My Face, pages 60-61.

A. Do the puzzle.

Students write the words in the crossword puzzle.

Answers



B. Circle.

Students look at the pictures and circle the correct answers.

Answers

1. Yes, it is.

2. No, they aren't.

C. Write.

Students look at the pictures and then complete or write the questions and answers.

Answers

- 1. Is this my hand?
 - Yes, it is.
- 2. Are these my hands?
 - Yes, they are.
- 3. <u>Is this my</u> ear.
 - No, it <u>isn't</u>.
- 4. Are these my ears? No, they aren't.

D. Count and write.

Students count and write the answers.

Answers

1. five toes

2. six eyes

3. four arms

Lesson 3, Story, pages 62-63.

A. Number.

Students number the sentences in the correct order.

Answers

- 1. What is it?
 - I don't know.
- 2. I can't see!
- 3. Excuse me.

Sure.

Thank you.

B. Unscramble.

Students unscramble the words and write the sentences.

Answers

- 1. I can't see!
- 2. Excuse me.
- 3. Sure.
- 4. Thank you.

C. Connect.

Students look at the pictures and then connect the words to form sentences.

Answers

- 1. What -is-it?
- 2. I don't know.
- 3. I can't see!

D. Draw.

Students draw pictures to illustrate the sentences.

Lesson 4, Healthy Habits, pages 64-65.

A. Write.

Students look at the pictures and write the answers.

Answers

- 1. brush my hair
- 2. wash my face
- 3. brush my teeth
- 4. wash my hands

B. Match.

Students match the before and after pictures and sentences.

Answers

- 1. I can brush my teeth.
- 2. I can wash my hands.
- 3. I can brush my hair.
- 4. I can wash my face.

C. Write.

Students look at the picture and complete the sentences.

Answers

- 1. I have two arms.
- 2. I have two eyes.
- 3. I have ten fingers.
- 4. I have two legs.

D. Write.

Students identify and write the answers.

Answers

- 1. finger
- 3. <u>arm</u> 4. <u>leg</u>
- 5. <u>foot</u> 7. <u>eye</u>
- 6. <u>toe</u> 8. <u>nose</u>

2. hand

- 9. ear
- 10. mouth

Unit 8 The Toy Store Lesson 1, Adjectives, pages 66–67.

A. Circle.

Students look at the pictures and circle the answers.

Answers

- 1. a new desk
- 2. a long pencil
- 3. a small ball
- 4. a short pencil
- 5. an old desk
- 6. a big ball

B. Write.

Students look at the pictures and complete or write the sentences.

Answers

- 1. That's a big ball.
 - That's a small ball.
- 2. That's a small pencil.
 - That's a big pencil.

C. Write.

Students look at the pictures and complete the sentences.

Answers

- 1. That's a new car.
- 2. That's a long jump rope.
- 3. Those are small dolls.
- 4. Those are old bikes.

D. Circle.

Students look at the pictures and circle the correct questions and answers.

Answers

- 1. What are those?
 - Those are small balls.
- 2. What's that?
- That's a long pencil.
- 3. What are those?
 - Those are new backpacks.

Lesson 2, Adjectives, pages 68-69.

A. Match and write.

Students match the pictures to the words and then write the words.

Answers

- 1. quiet
- 2. fast
- 3. noisy
- 4. slow

B. Connect.

Students look at the pictures and connect the words to form sentences.

Answers

- 1. Yes, it is.
- 2. Are those noisy cars?

C. Write.

Students look at the pictures and complete the sentences.

Answers

- 1. Those cars are fast.
- 2. That car is slow.
- 3. That bike is noisy.
- 4. Those bikes are quiet.

Students draw pictures to illustrate the sentences.

Lesson 3, Story, pages 70–71.

A. Number.

Students number the sentences in the correct order.

Answers

- 1. Please be quiet.
- 2. OK. I'm sorry.
- 3. Thanks, Beth.

B. Unscramble.

Students unscramble the words and write the sentences.

Answers

- 1. Please be quiet!
- 2. OK. I'm sorry.
- 3. Thanks.

C. Write.

Students look at the pictures and complete or write the sentences, according to the key.

Answers

- 1. Please be quiet.
- 2. OK. I'm sorry.
- 3. Thanks.

D. Draw.

Students draw pictures to illustrate the sentences.

Lesson 4, Transportation, pages 72–73.

A. Write.

Students count the pictures and complete the sentences.

Answers

- 1. 1 bus + 5 buses = six buses
- 2. 8 trains + 2 trains = $\underline{\text{ten trains}}$
- 3. 3 trucks + 9 trucks = $\underline{\text{twelve trucks}}$
- 4. 7 boats + 4 boats = eleven boats

B. Number.

Students look at the pictures and number the sentences.

Answers

- 1. What are these?
 - They're slow boats.
- 2. What are those?
 - They're long trains.
- 3. What's this?
 - It's a noisy bus.
- 4. What's that?

It's a fast boat.

C. Write and match.

Students look at pictures, write the questions, and then match the questions to the answers.

Answers

- 1. What's this?
 - It's a long bus.
- 2. What's that?
 - It's a noisy car.
- 3. What are these? They're new bikes.
- 4. What are those?
 - They're short trucks.

D. Unscramble and draw.

Students unscramble the words, write the sentences, and then draw a picture.

<u>Answers</u>

What's this?

It's a big boat.

Review 4, page 74.

A. Circle.

Students look at the pictures and circle the answers to complete the sentences.

Answers

- 1. This is my face.
 - I can wash my face.
- 2. These are my teeth.
 - I can brush my teeth.
- 3. These are my boats.
- They're noisy boats.
- 4. That is my car.
 - It's a fast car.
- 5. What's this?
 - It's an old bus.

Phonics 4, page 75.

Students complete the words by writing the vowels.

3. dive

Answers

- 1. v<u>a</u>s<u>e</u>
- 2. cube
- 4. beet
- 5. r<u>ose</u>

B. Find and circle. Students find and circle the words in the word search.

Answers



Worksheet Instructions

Unit 1, Lesson 3, page 114.

A. Is it friendly? Look and check.

Students look at the pictures and check yes or no.

Answers

- 1. yes
- 2. yes
- 3. no

B. Look at A. Circle the hidden pictures.

Students look for the hidden pictures and circle them.

Answers

- 1. pencil
- 2. notebook
- 3. backpack

Unit 1, Lesson 4, page 115.

A. Connect the dots. Then write.

Students draw lines to make shapes and write names of shapes.

Answers

- 1. triangle
- 2. square
- 3. rectangle

B. Cut the triangles. Glue into A.

Students cut out the triangles and glue them into the other shapes.

Unit 2, Lesson 3, page 116.

A. Do the puzzle. Then glue and color.

Students cut out the puzzle pieces and complete the puzzle. Hints are given by the objects in the picture, the words, and the shape of puzzle piece. When the puzzle is complete, students glue down the pieces and color the puzzle.

B. Who is nice? Look at A. Circle.

Students look at the picture in the puzzle and circle who is being nice.

Answers

Circle the children painting and the children at the blackboard.

Unit 2, Lesson 4, page 117.

A. Draw and color.

Students will use the space to draw the shape and color it the indicated color.

Unit 3, Lesson 3, page 118.

A. What's fair? Circle.

Students circle the picture that shows two items with equal amounts.

Answers:

- 1. picture on the left
- 2. picture on the right
- 3. picture on the right
- 4. picture on the right

Unit 3, Lesson 4, page 119.

A. Count and color.

Students color the correct number of marbles the indicated color.

Unit 4, Lesson 3, page 120.

A. Make finger puppets.

Students cut the two finger puppets from the page. Using glue or tape, wrap the extra paper around the finger to create a puppet. Then students cut out the pictures of objects.

B. Read. Then act.

Assign pairs or small groups. Using the dialogue, students act out offering objects with the finger puppets.

Unit 4, Lesson 4, page 121.

A. Color. Then cut and glue.

Students color and cut all of the food objects. Then they glue the food they like on the large dinner plate. Answers will vary.

B. What about your family? Write.

Students write what food their family members like in the space provided. Answers will vary.

Unit 5, Lesson 3, page 122.

A. Who's helpful? Circle.

Students circle the pictures that show helpful people.

Answers:

Circle pictures: Bottom left, girl picking weeds. Middle, boy picking up wood from path. Right foreground, boy offering bottle to baby in stroller. Far right, boy throwing away trash.

B. Cut and glue.

Students will cut the vocabulary words out and glue them on the pictures from A.

Unit 5, Lesson 4, page 123.

A. Color.

Students color the picture using the designated colors.

B. Ask and answer.

Students will point to the objects in the picture and practice asking *What is it?* The students should point to the hill, tree, lake and sun.

C. Match.

Students match the animal with where they live.

Answers:

- 1. frog and lily pad
- 2. spider and web
- 3. ant and anthill
- 4. turtle and lake.

Unit 6, Lesson 3, page 124.

A. Color.

Students color the pictures of people acting safe.

Answers:

The following should be colored:

Boy looking both ways before crossing street (1st picture)

The children cooking safely with adults (2nd picture)

The children staying as a group at the zoo (1st picture)

Unit 6, Lesson 4, page 125.

A. Match and write.

Students look at the pictures, identifying animals and where they live: the grassland, the tundra, or the jungle. Then students refer to the word box and write the matching animal names under each picture.

Answers

- 1. giraffe and grassland (1st picture)
- 2. zebra and grassland (1st picture)
- 3. elephant and grassland (1st picture)
- 4. penguin and tundra (2nd picture)
- 5. monkey and jungle (3rd picture)
- 6. kangaroo and grassland (1st picture)

Unit 7, Lesson 3, page 126.

A. Who says it? Cut and glue.

Students cut the speech bubbles and glue them on the appropriate character in the scene.

Answers

- 1. Excuse me/the boy standing up. Sure/the man sitting down. Thank you/the boy standing up.
- Excuse me/the librarian. Oh. Thank you/the girl. You're welcome/the librarian.

Unit 7, Lesson 4, page 127.

A. Match.

Students match the part of the body with the hygiene object.

Answers:

hair and hairbrush; hands and soap; teeth and toothbrush; face and wash cloth

B. Write.

Students practice new vocabulary by referring to the word bank and writing the names of the body parts.

Answers:

Column 1: eye, nose, hand

Column 2: ear, mouth, finger, toe

Unit 8, Lesson 3, page 128.

A. Is it noisy? Color.

Students color the picture that is noisy.

Answers

The following should be colored: bicycle (or bicycle horn), video games, remote control car, and music player.

B. Write.

Students use the provided language to complete the dialogue.

Answers:

Mother: Please be quiet. Boy and girl: OK. I'm sorry.

Mother: Thank you.

Unit 8, Lesson 4, page 129.

A. Match.

Students draw lines to match the transportation object with where they work.

Answers:

car and bus and road

boat and ocean

train and train tracks

truck and highway

B. Unscramble.

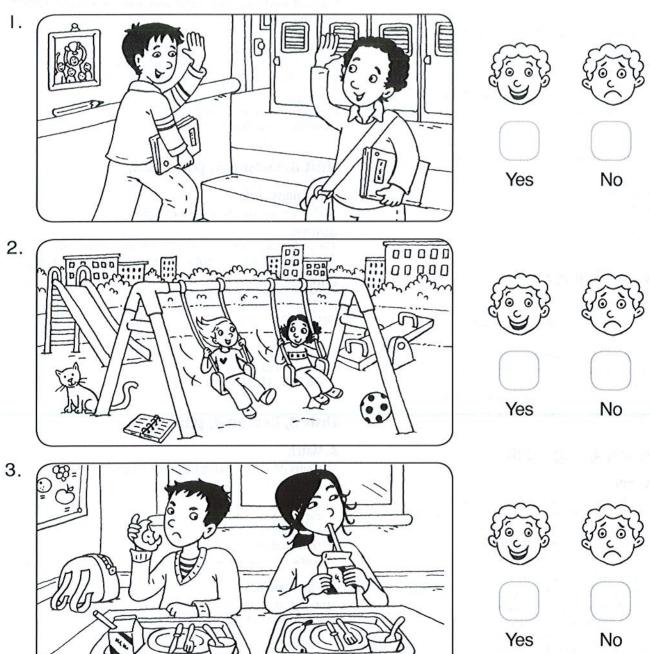
Students unscramble the letters to form transportation words and write them.

Answers:

- 1. car
- 2. bus
- 3. boat
- 4. train 5. truck

Be friendly.

Is it friendly? Look and check.



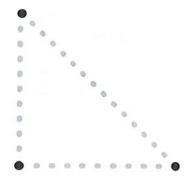
B Look at **A**. Circle the hidden pictures.

noncil	backpack	notebook
pencil	buckpuck	HOLEDOOK



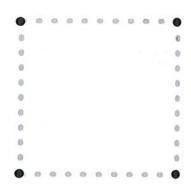
A Connect the dots. Then write.

1.



It's a ______.

2.



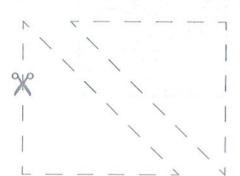
It's a ______.

3.



It's a ______

B Cut the triangles. Glue into 🗛.

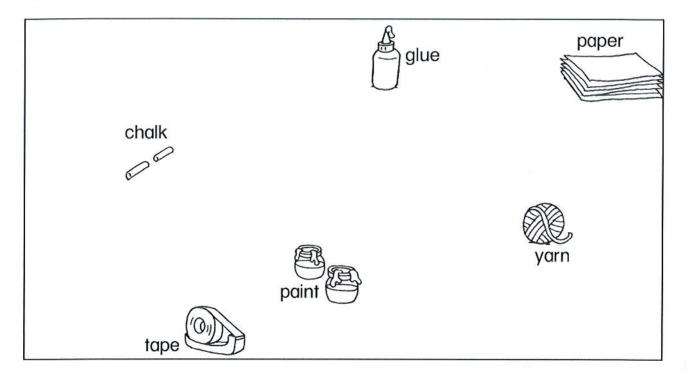


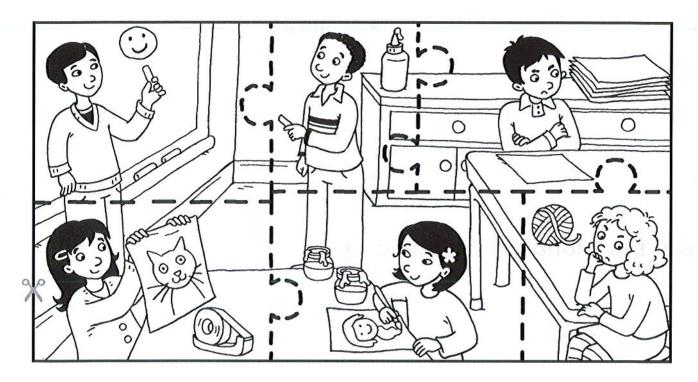


Name:

Be nice.

A Do the puzzle. Then glue and color.





B Who is nice? Look at 🔼. Circle.

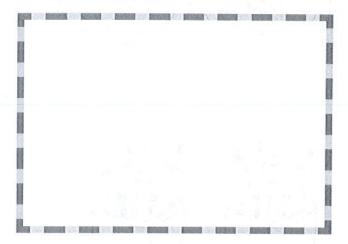


Draw and color.

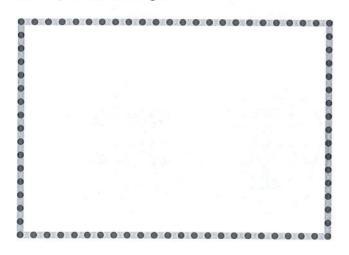
1. a green circle



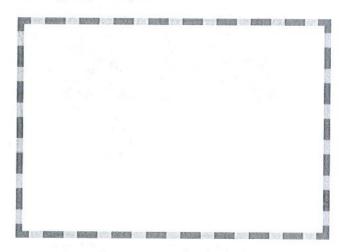
3. an orange triangle



5. a yellow triangle



2. a purple square



4. a blue rectangle



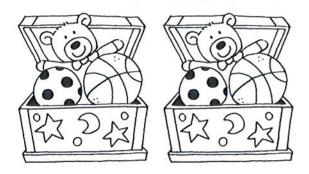
6. a red circle



Be fair.

A What's fair? Circle.

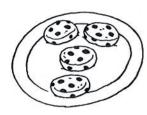
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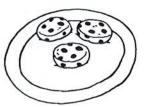


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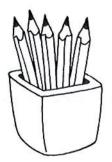




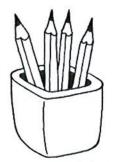




3.

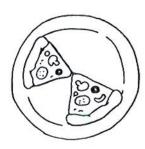


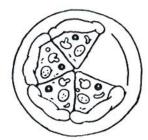


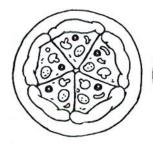


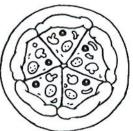


4.



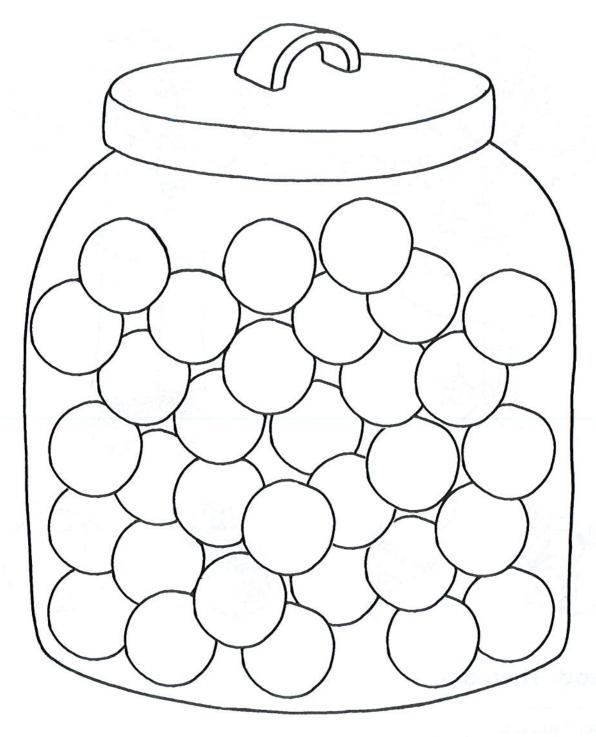








A Count and color.

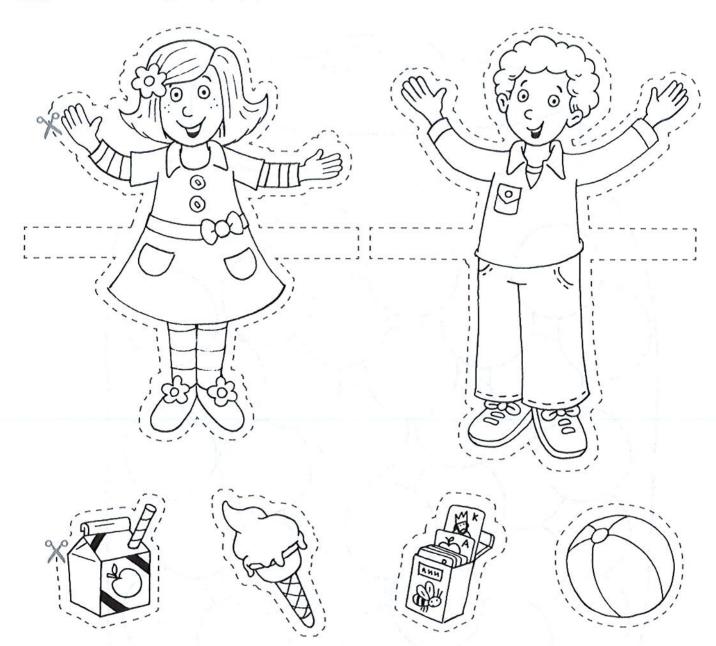


- 1. eight green marbles
- 4. one gray marble
- 2. ten red marbles
 - 5. four blue marbles
- 3. two pink marbles
- 6. seven yellow marbles

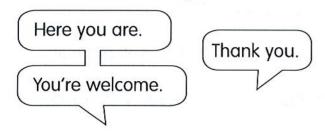
Name:_____

Be kind.

Make finger puppets.



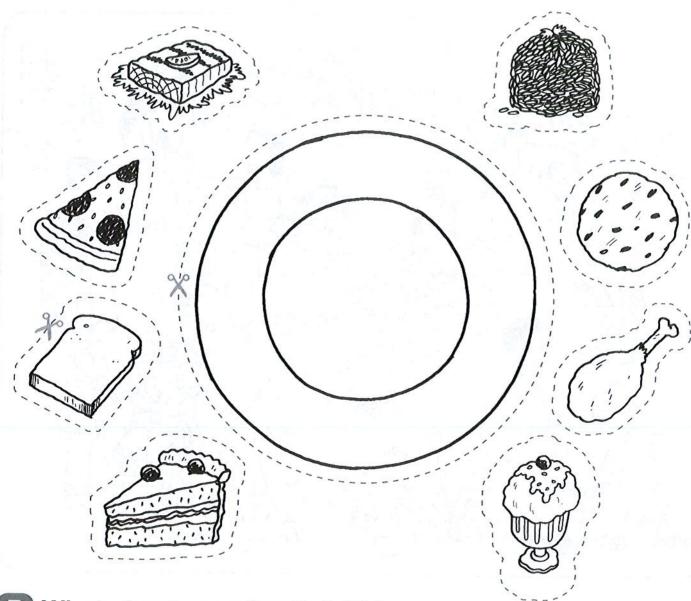
B Read. Then act.



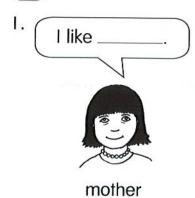
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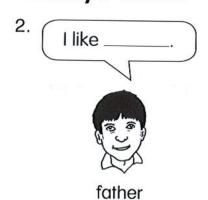


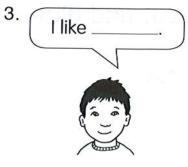
A Color. Then cut and glue.



B What about your family? Write.







Be helpful.

Mho's helpful? Circle.



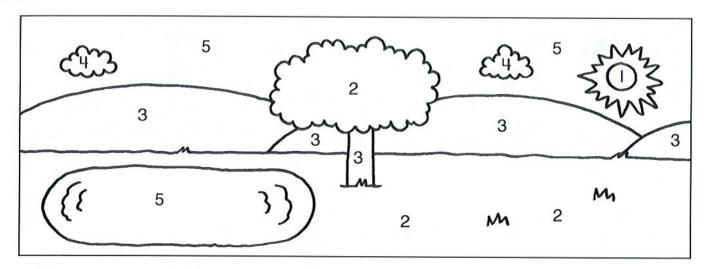
B Cut and glue.

L									
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A	flower	1	tree	1	hill	river	ı k	tite !	rock
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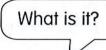
A Color.



- I. yellow
- 2. green
- 3. brown

- 4. white
- 5. blue

B Ask and answer.



It's a

Match.









frog

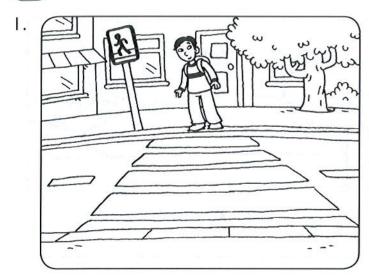
spider

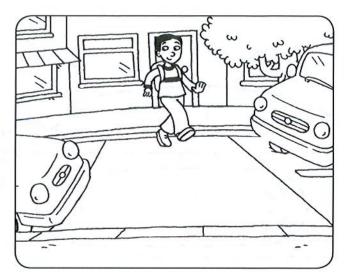
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turtle

Be safe.

A Color.

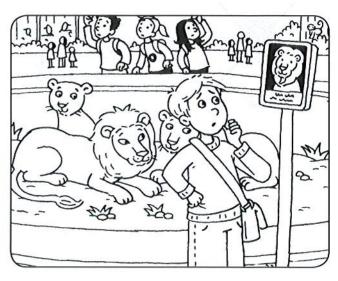




2.



3.





Match and write.

monkey kangaroo giraffe zebra elephant penguin

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2.



3.



4.

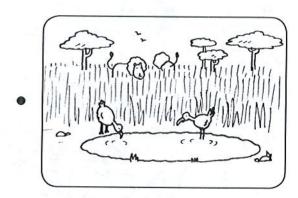


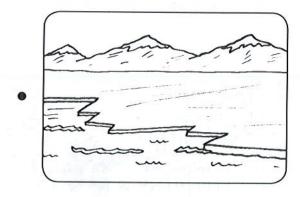
5.

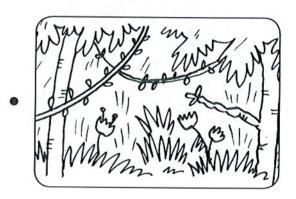


6.









Be polite.

Mho says it? Cut and glue.









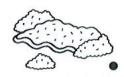




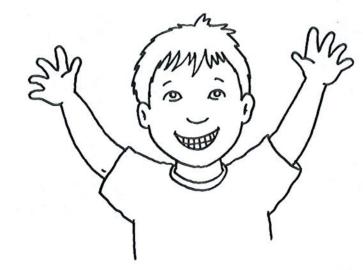


You're welcome.







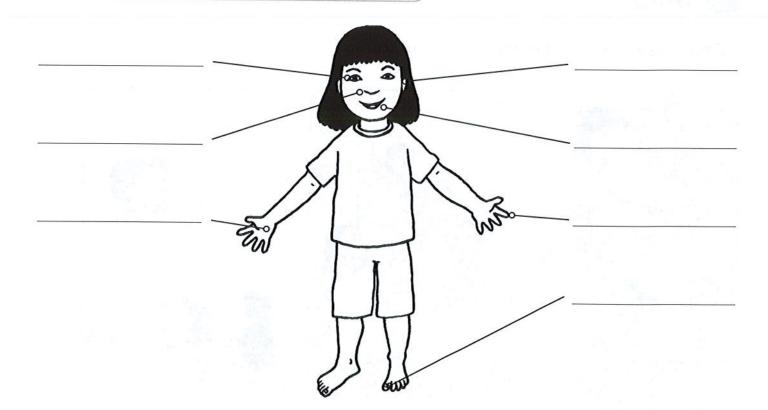






B) Write.

eye toe finger nose ear hand mouth



Name:_____

Be nice.

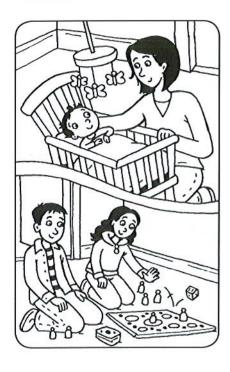
A Is it noisy? Color.



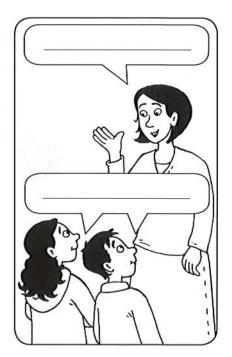


B Write.

Please be quiet. Thank you. OK. I'm sorry.





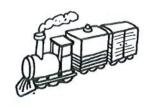




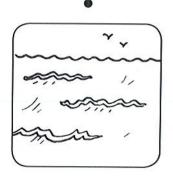
Match.

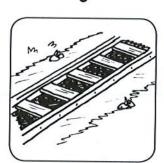




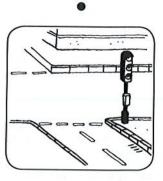












B Unscramble.

rac

2. _

usb

atob

4. _____

itran

ruktc

Test Instructions

Test Center Test Center a

All the testing materials found in the Teacher's Book can also be accessed from the Test Center. You can print the tests directly from the pdf files or you can open the editable files to customize the tests according to your needs. You can download the audio files to your mp3 player, or play them directly from the CD.

Written Tests

These tests are designed for group administration. Each test is divided into five parts and tests vocabulary and grammar. All the questions are multiple choice, matching, numbering, or fill in the blank. Some questions require the student to listen and answer the question.

Pause from time to time to make sure the students are following your directions and are working on the correct part of the test. You may wish to have students put their finger on each letter as you begin that part of the test.

Oral Tests

Each unit test has an oral component that determines how well the student uses the grammar and vocabulary from the unit. These oral questions are found on pages 130–131. Suggested answers are given in parentheses. Use the rubric below to assess the oral tests.

Rubric

4	Answers question completely and correctly with a complete sentence. Uses adjectives in sentence when appropriate.
3	Answers question with complete sentence and appropriate answer but requires a word or phrase as a prompt.
2	Answers question with an incomplete sentence.
1	Gives nonverbal answer by pointing at picture, nodding, or shaking head.
0	No response given.

Midterm Test

The Midterm Test measures what has been learned in the first four units in vocabulary and grammar. There is a listening component in the Midterm Test.

Final Test

The Final Test measures what has been learned in all eight units in vocabulary and grammar. There is a listening component in the Final Test.

Oral Tests

As you administer the oral test, ask the student to answer each question with a complete sentence. If the student answers with one word, prompt them to use a complete sentence. If the student cannot answer the question, provide prompts such as the beginning of the correct answer. Have the student complete the sentence and then repeat the correct answer.

Unit 1

Materials: Picture cards for triangle, eraser, circle, desk

- 1. Hold up a picture of a triangle. Is this a triangle? (Yes, it is.)
- 2. Hold up a picture of an eraser. *Is this a ruler?* (No, it isn't.)
- 3. Hold up a picture of a circle. Is this a rectangle? (No, it isn't.)
- 4. Hold up a picture of a desk. Is this a desk? (Yes, it is.)
- 5. How are you? (I am fine/good/great.)
- 6. You want to ask me how I am. What can you ask? (How are you?)

Unit 2

Materials: Picture cards for colors blue, green, yellow, red, backpack, paint

- 1. Hold up a picture of red. What color is this? (It's red.)
- 2. Hold up a picture of green. What color is this? (It's green.)
- 3. Hold up pictures of yellow, blue, red. What colors make green? (Blue and yellow make green.)
- 4. Hold up a picture of a backpack. What's this? (This is a backpack./It's a backpack.)
- 5. Hold up a picture of paint. What is it? (It's paint.)

Unit 3

Materials: Picture cards or realia for four balls, three cars, five kites, nine cards, three pencils

- 1. How old are you? (I'm five/six/seven years old.)
- 2. How many balls? (four balls)
- 3. How many cars? (three cars)
- 4. How many kites? (five kites)

Give the child two pencils. Hold one pencil.

5. I have one pencil. What about you? (I have two pencils.)

Give the child six cards. Hold three cards.

6. I have three cards. What about you? (I have six cards.)

Unit 4

Materials: Picture cards for pizza, rice, grandmother, grandfather

- 1. Show picture of a pizza. What's this? (pizza) Do you like pizza? (I like/don't like pizza.)
- 2. Show picture of rice. What's this? (rice) Do you like rice? (I like/don't like rice.)
- 3. Show picture of grandfather. Who's this? (This is my grandfather.)
- 4. Show picture of grandmother. Who's this? (This is my grandmother.)

Unit 5

Materials: picture cards for turtle, flower, spider, soccer ball, river

- Show a picture of a turtle. Can you see a flower? (No, I can't.)
- 2. Show a picture of flowers. What can you see? (I can see flowers.)
- 3. Show a picture of a spider. Can you see a spider? (Yes, I can.)
- Show a picture of a soccer ball. Can you play soccer? (Yes, I can./No, I can't.)
- 5. Show a picture of a river. What can you see? (I can see a river.)

Unit 6

Materials: page 48 of "The Zoo," picture card for elephant

- 1. Where is the penguin? (The penguin is in the lake.)
- 2. Where is the monkey? (The monkey is on the rock.)
- 3. Where is the tiger? (The tiger is under the tree.)
- 4. Where is the elephant? (The elephant is in the river.)

Show a picture of the elephant.

- 5. Can elephants walk? (Yes, they can.)
- 6. Can elephants hop? (No, they can't.)

Unit 7

- 1. Point to student's hands. What are these? (These are my hands.)
- 2. Point to student's arm. What is this? (This is my arm.)
- 3. Point to student's nose. What is this? (This is my nose.)
- 4. Point to student's fingers. What are these? (These are my fingers.)
- 5. Your face is dirty. What can you do? (I can wash my face.)
- 6. Your hair is messy. What can you do? (I can brush my hair.)

Unit 8

Materials: picture cards for big ball, short rope, old bus, race cars

- 1. Show picture of a big ball. Is this a big or a little ball? (It's a big ball.)
- 2. Show picture of a short rope. Is this a short or long rope? (It's a short rope.)
- 3. Show picture of an old bus. What's this? (It's an old bus.)
- 4. Show picture of two race cars. What are these? (They're fast/new cars.)
- 5. Someone is being noisy. What could you ask them if you want them to stop making noise? (Please be quiet.)

A Circle.

1.



(A) backpack



- (B) ruler
- (C) pen
- (D) eraser
- 2.

4.

6.



- (A) book
- (B) eraser
- (C) backpack
- (D) desk

3.



- (A) pencil
- (B) pen
- (C) desk
- (D) ruler

- (A) notebook
- (B) pencil case
- (C) book
- (D) eraser

- (A) pencil 5.
 - (B) pen
 - (C) pencil case
 - (D) ruler

- (A) backpack
- (B) pencil case
- (C) ruler
- (D) pencil

B) Read and write.

isn't isn't chair notebook What it desk eraser



It's a _____ a desk.

3.



_____ is it? It's a _____.

4.

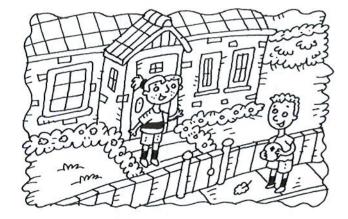


- What is _____?
- It's a _____ a book.

C Listen and write. 62



good you I'm How



How are _____?

I'm _____.

_____ are you?

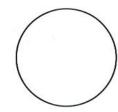
_____ great!

Connect.

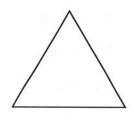
١.



2.



3.





circle

square



triangle

Read and write.

١.



Is this a circle?

2.



Is this a triangle? _____, ____

3.



Yes, it is.

4.



square?

No, it isn't.

A Circle.

Ι.



- (A) glue
- (B) chalk
- (C) paper
- (D) tape
- (A) chalk
- (B) paint
- (C) yarn
- (D) tape
- (A) paper
- (B) chalk
- (C) yarn
- (D) tape

2.

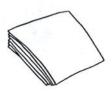


- (A) glue
- (B) tape
- (C) chalk
- (D) paint

3.



4.



- (A) paint
- (B) glue
- (C) tape
- (D) paper

5.



- 6.



- (A) paint
- (B) paper
- (C) yarn
- (D) tape

B Read and circle.

I. What color is it? It's _____.



- (A) white
- (B) blue
- (C) red
- (D) yellow

2. What color is it? It's _



- (A) blue
- (B) white
- (C) yellow
- (D) green

3. What color is it? It's _



- (A) white
- (B) red
- (C) yellow
- (D) black



(C) blue

(D) red

4. What color is it? It's _____

Write.

Let's share red my



- This is _____ paper.
- This is my _____ paint.
- Let's _____.
- OK. _____share.

D Listen and color. 📆



١.



2.



3.



4.



Read and color.

purple yellow make white red













I. Red and _____ make pink.

2. Blue and _____ make green.











3. Red and yellow _____ orange. 4. Blue and red make _____.

A Connect.

I. one



4. ten ●



2. twelve •



5. seven •



3. nine •

- 6. eleven •



B) Write.

are nine you eight three I'm old How

I. How _____ are you?

I'm _____.

2. _____ old are you?

I'm _____.



3. _____ old are _____? ____ six.

4. _____ ______

I'm .



C Listen and circle.









- (A) One car.
- (C) Three cars.
- (B) Two kites.
- (A) One kite.
- (C) Three balls.

- (D) Four dolls.
- (B) Two kites.
- (D) Four cars.





(A) One doll.





- (C) Five balls.
- (B) Three balls. (D) Six kites.



- (A) Two kites.
- (C) Eight cars.
- (B) Four dolls.
- (D) Ten dolls.

Read and write.

job Thank you turn

I. Good _____, Lisa.

2. Thank ______, Ken.

3. Ken, it's your _____.

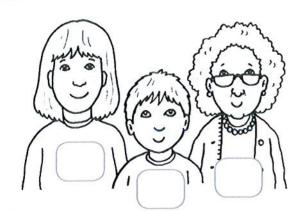
4. _____you, Lisa.

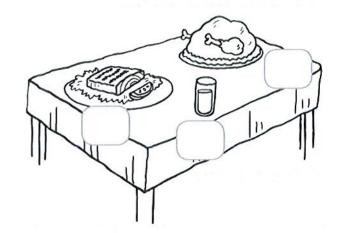
Read and write.

puzzle balls car have kite

- Ι. I have nine _____.
- 2. I have one _____.
- I _____ one ball. 3.
- 4. _____ have two puzzles.
- 5. ____ eight cars.
- 6. I have one _____.
- 7. ___ three kites.
- 8. I have one _____.

A Listen and number. 📆





B Write.

grandfather sister brother father This Who's my is

١.

Who's this?

2.

This is my _____.

3.

Who's this?

This is my _____.

Write.

juice don't I ice cream like

1.



fish.

3.



chicken.

4.

2.



Read and write.

Here Thank welcome cookies



- I. 🕥
- I have four _____.
- 2.
- _____ you are.
- 3.
- _____ you.
- 4.
- You're ______.

Connect.

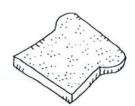
١.



2.



3.



4.



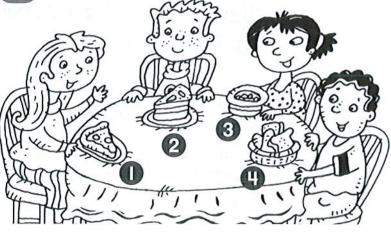
pizza

bread

cake

rice





- I. This is _____. I like _____.
- 2. This is _____. I like ____.
- 3. This is _____. I like ____.
- 4. This is _____. I like ____.

A Circle.

١.



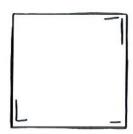
- (A) cards
- (B) cars
- (C) car
- (D) color

2.



- (A) glue
- (B) tape
- (C) chalk
- (D) paint

3.



- (A) triangle
- (B) rectangle
- (C) square
- (D) circle

4.



- (A) chalk
- (B) juice
- (C) fish
- (D) chicken

5.



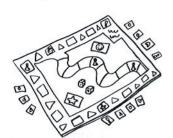
- (A) five
- (B) four
- (C) three
- (D) seven

6.



- (A) paint
- (B) pencil case
- (C) pencil
- (D) pizza

7.



- (A) gray
- (B) circle
- (C) game
- (D) juice

8.



- (A) brother
- (B) sister
- (C) grandfather
- (D) father

9.



- (A) white
- (B) yellow
- (C) brown
- (D) black

10.



- (A) desk
- (B) chair
- (C) chalk
- (D) share

Match and color.



2.





4.



5.





yellow cake

purple notebook

orange rectangle purple juice

blue kites

red ball

Read and write.

It's ruler This isn't What's sister kite this

ST CO CO What is it? _____ a puzzle.

2.

It's a _____ a notebook.

3.

_____ this? It's a _____.

4.



Who's _____? This is my _____.

I'm old many white don't like flowers What

5.

How _____? Three _____?

6.

How _____ are you? ____ six.

7.



____ color is this? It's

8.



I _____ fish. I ____ chicken.

Read and write.

glue backpacks No two isn't game

١.



Is this a marble?

_____, it isn't. It's a _____.



I have _____

3.



It ______ yarn. It's _____.

Who's What's my juice This have

4.



I _____ a puzzle.

5.



_____ this?

This is _____ grandfather.

6.



_____ this?

_____ is juice.

I like _____.

🔳 Listen and write. 📆

many marbles How old Twelve ten seven Three

1. _____ are you?

I'm _____ years old.

2. _____ are you?

I'm _____ years _____.

3. _____ kites?

____ kites.

Write.

good are Thank share



How _____ you?

I'm _____. _____ you.

2.



Let's

OK. _____ you.

Here you welcome Thank turn You're

3.



It's your _____.

Thank ______.

4.



_____ you are.

_____ you.

Circle.

١.



(A) rock

(B) yarn

(C) tree

(D) rice

2.

(A) lake

(B) river

(C) ruler

(D) rock

3.



(A) pizza

(B) flower

(C) flowers

(D) pink



(A) play soccer

(B) ride a bike

(C) fly a kite

(D) jump rope

5.



(A) tree

(B) flower

(C) tape

(D) rock

6.



(A) jump rope

(B) fly a kite

(C) play soccer

(D) ride a bike

Write.

hills jump What lake can see soccer rope play you

١.



What _____ you

can see a

2.



can_

see?

I can _____ two

3.



I can't_

4.



I can _____

C Listen and number. 7









📵 Match.

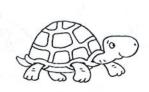
1.



2.



3.



4.



frog

spider

• ant

turtle

E Look and write.

Yes

No

can

can't

see

Can



I. _____ you ____ three frogs?

_____, I _____.

2. _____ you ____ four turtles?

_____, I _____.

3. _____ you ____ a spider?

4. _____ you ____ three ants?

_____, I _____.

A Listen and circle.

I.



(A)



(B)



4

2.



(A)

(C)



(B)



3.

(A)



)



(C)



(D)

4.



(C)

(A)



(B)



(D)

(C)

5.



(A)



(C)

are



(D)

(B)



(D)

6.

(A)



(C)



(D)

B Write.

is under

on

in



I. Where _____ the lion?

The lion _____ the rock.

3. Where _____ the zebra?

The zebra _____ the tree.

2. Where _____ the elephants?

The elephants _____

the lake.

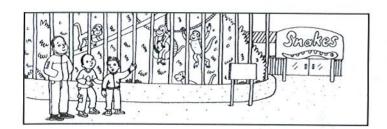
4. Where _____ the monkeys?

The monkeys _____

the tree.

Read and write.

Wait Hurry sorry OK like



- I. _____! Let's see the snakes.
- 2. _____! I ____ monkeys.
- 3. I'm _____.
- 4. That's _____.

D Circle.

3.

- (A) swim
- (B) walk
- (C) run
- (D) hop
- (A) hop
- (B) walk
- (C) run
- (D) swim

2.

4.



- (A) run
- (B) swim
- (C) walk
- (D) hop
- (A) walk
- (B) hop
 - (C) swim
 - (D) run

E Read and write.

Yes No can can't they

- I. Can snakes hop?
- 3. Can giraffes walk?

- 2. Can bears run?
- 4. Can penguins swim?

A Write.

foot leg eye hand arm finger nose ear toe mouth

1. ______ 6. ____

2. ______ 7. _____

3.

4.

6.

📵 Listen and circle. 👸

Yes, it is. No, it isn't.



Yes, they are. Yes, it is.

3.

Yes, they are.
No, they aren't.



This is an eye.
These are eyes.

5.



This is a toe.
These are arms.

9-16-50

This is a mouth.

These are mouths.

C Read and write.

penguin	What	know	Excuse	Thank	Sure	see	
- St. 3/1.	1		_is it?			4.	n
	2. 1	l don't _		(i		5	



I can't _____



- me.
- ——you!
- 7. Look! It's a

Connect.

١.



2.



3.



4.



I can brush my teeth.

I can wash my hands.

I can brush my hair.

I can wash my face.

Read and circle.

1.



I can _____

- (A) brush my face
- (B) wash my hair
- (C) wash my face
- (D) brush my hair



I can ____

- (A) brush my teeth
- (B) brush my hair
- (C) wash my hair
- (D) wash my face

A Connect.



- small bear
- 2.
- short car

3.



- big bear
- 4.

old doll

B Write.

١.



Are those fast cars?

Yes, ____ are.

2.



Is this a _____?

Yes, it is.

3.





What are those? ____ are

long _____

4.



What's _____?

That's a new bike.

5.



Is that a slow car?

_____, _____isn't.

6.



What are those? _____

_____ new _____ .

Write.

You're Thanks sorry quiet







1. Please be _____. 2. OK. I'm ____. 3. ___. 4. ____ welcome.

D Listen and circle.

- (A) bike
 (B) boat
 (C) truck
 (D) train
 (E) train
 (E) train
 (E) train
 (E) train
 - (C) bus (C) bull (C) doll
 - (D) train (D) boat (C) doll (C) doll (D) boat

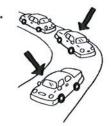
Read and write.

train boat buses cars this that these are those

It's an o

What's _____?

It's an old _____.



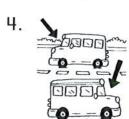
What _____ these?

They're new _____.

3.

What's _____?

It's a new _____.



What _____ those?

They're old _____.

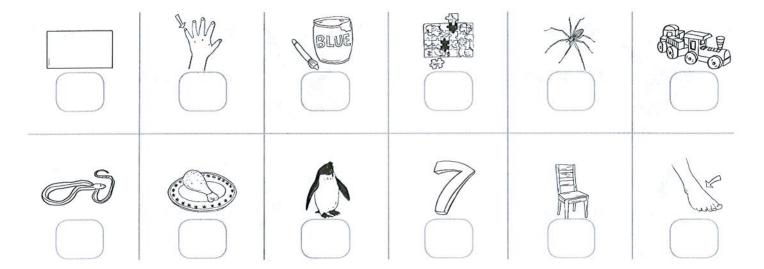
Final Test

Name:

A Listen and circle.

10000											
1.		train	2.	12000000	fish	3.		train	4.		eyes
	(B)	tree		(B)	finger		(B)	rectangle		(B)	feet
	(C)	lake		(C)	flower		(C)	square		(C)	mother
	(D)	hill		(D)	chicken		(D)	triangle		(D)	foot
5.	(A)	penguin	6.	(A)	chicken	7.	(A)	black	8.	(A)	twelve
	(B)	eraser		(B)	turtle		(B)	blue		(B)	six
	(C)	eleven		(C)	spider		(C)	brown		(C)	seven
	(D)	twelve		(D)	river		(D)	purple	nac	(D)	eleven
9.	(A)	snake	10.	(A)	flower	11.	(A)	card	12.	(A)	pizza
	(B)	turtle		(B)	foot		(B)	square		(B)	puzzle
	(C)	soccer		(C)	fingers		(C)	circle		(C)	turtle
	(D)	spider		(D)	finger		(D)	chair		(D)	paint

B Look at **A**. Number.



Read and circle.

I. I can



- (A) brush my hair
- (B) wash my face
- (C) play soccer
- (D) ride my bike

2. I can ____



- (A) fly a kite
- (B) jump rope
- (C) play soccer
- (D) brush my teeth

3. I can _____



- (A) ride a bike
- (B) jump rope
- (C) play soccer
- (D) fly a kite

4. I can _____



- (A) brush my teeth
- (B) wash my face
- (C) brush my hair
- (D) brush my face

5. Where are the snakes?



- (A) They're in the lake.
- (B) It's in the rock.
- (C) They're on the rock.
- (D) They're on the tree.

6. Where is the zebra?



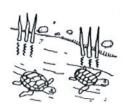
- (A) It's in the tree.
- (B) It's on the tree.
- (C) It's under the boat.
- (D) It's under the tree.

7. Can you see ants?



- (A) Yes, I can.
- (B) No, I can't.
- (C) They're under a tree.
- (D) It's an ant.

8. Can turtles swim?



- (A) The turtles are in the lake.
- (B) Yes, they can.
- (C) Yes, it is.
- (D) No, they can't.

4.

Connect.

١.



These are

2.



This is

3.



This is



These are

my mouth.

my arms.

my nose.

my legs.

Write.

١.



Is this my eye?

2.



Are these my legs?

3.



I _____ cake. I don't _____



What _____ is it?

It's _____.

5.



What _____ you see?

I can _____ a tree.

6.



___ this?

This is my _____.

E Listen and write.

sorry OK help Sure me



- 1. I'm ______.
- 2. That's



- 3. Please _____

sorry help Please quiet I'm Excuse Sure Thank



- 5. _____ be ____.
- 6. OK. ____



- 7. _____ me.
- 8. _____.
- 9. _____ you.

Read and circle.

I. What's that?



- (A) That's an old ball.
- (B) That's a new doll.
- (C) It's my bike.
- (D) This is my sister.

2. What are these?



- (A) They're turtles.
- (B) They're elephants.
- (C) It's a turtle.
- (D) It's a train.

3. What's that?



- (A) That's yarn.
- (B) Those are my dolls.
- (C) This is my ant.
- (D) They are my ants.

Unit 1

A. Circle.

- 1. B
- 2. C
- 3. B
- 4. D
- 5. A
- 6. B

B. Read and write.

- 1. It's an eraser.
- 2. It's a chair. It isn't a desk.
- 3. What is it? It's a desk.
- 4. What is it? It's a notebook. It's not a

C. Listen and write. 62

- 1. How are you?
- 2. I'm good.
- 3. How are you?
- 4. I'm great!

D. Connect.

- 1. square
- 2. circle
- 3. triangle
- 4. rectangle

E. Read and write.

- 1. Yes, it is.
- 2. No, it isn't.
- 3. Is this a rectangle?
- 4. Is this a square?

Unit 2

A. Circle.

- 1. D
- 2. A
- 3. C
- 4. D
- 5. B
- 6. A

B. Read and circle.

- 1. C
- 2. B
- 3. A
- 4. B

C. Write.

- 1. This is my paper.
- 2. This is my red paint.
- 3. Let's share.
- 4. OK. Let's share.

D. Listen and color. 03

- 1. orange
- 2. red
- 3. purple
- 4. pink

E. Read and color.

- 1. Red and white make pink.
- 2. Blue and yellow make green.
- 3. Red and yellow make orange.
- 4. Blue and red make purple.

Unit 3

A. Connect.

- 1. 1
- 2.12
- 3.9
- 4.10
- 5. 7
- 6.11

B. Write.

- 1. How old are you?
- 2. How old are you?
- I'm eight.
- 3. How old are you?
- I'm six.

I'm three.

I'm nine. 4. How old are you?

C. Listen and circle. 64



- 1. How many cars?
 - One kite, A
- 2. How many kites?
- Five balls, C
- 3. How many balls? 4. How many dolls?
- Four dolls, B

D. Read and write.

- 1. Good job, Lisa.
- 2. Thank you, Ken.
- 3. Ken, it's your turn.
- 4. Thank you, Lisa.

E. Read and write.

- 1. I have nine balls.
- 2. I have one puzzle.
- 3. I have one ball.
- 4. I have two puzzles.
- 5. I have eight cars.
- 6. I have one car.
- 7. I have three kites.
- 8. I have one kite.

Unit 4

A. Listen and number. 55



- 1. brother
- 2. mother
- 3. grandmother
- 4. chicken
- 5. fish
- 6. juice

B. Write.

- 1. Who's this? This is my sister.
- 2. Who's this? This is my grandfather.
- 3. Who's this? This is my brother.
- 4. Who's this? This is my father.

C. Write.

- 1. I like juice.
- 2. I like fish.
- 3. I don't like chicken
- 4. I like ice cream.

D. Read and write.

- 1. I have four cookies.
- 2. Here you are.
- 3. Thank you.
- 4. You're welcome.

E. Connect.

- 1. cake
- 2. rice
- 3. bread
- 4. pizza

F. Write.

- 1. This is pizza. I like pizza.
- 2. This is cake. I like cake.
- 3. This is rice. I like rice.
- 4. This is bread. I like bread.

Midterm Test

A. Circle.

- 1. B
- 2. D
- 3. C
- 4. D 6. B
- 5. A 7. C
- 8. A
- 9. D 10. B

B. Match and color.

- 1. yellow cake
- 2. orange rectangle
- 3. purple juice
- 4. purple notebook
- 5. blue kites
- 6. red ball

C. Read and write.

- 1. It's a puzzle.
- 2. It's a ruler. It isn't a notebook.
- 3. What's this? It's a kite.
- 4. Who's this? This is my sister.
- 5. How many flowers? Three flowers.
- 6. How old are you? I'm six.
- 7. What color is this? It's white.
- 8. I like fish. I don't like chicken.

D. Read and write.

- 1. Is this a marble? No, it isn't. It's a game.
- 2. I have two backpacks.
- 3. It isn't yarn. It's glue.
- 4. I have a puzzle.
- 5. Who's this? This is my grandfather.
- 6. What's this? This is juice. I like juice.

E. Listen and write. 8

- 1. How old are you? I'm seven years old.
- 2. How old are you? I'm ten years old.
- 3. How many kites? Three kites.
- 4. How many marbles? Twelve marbles.

F. Write.

- 1. How are you? I'm good. Thank you.
- 2. Let's share. OK. Thank you.
- 3. It's your turn. Thank you.
- 4. Here you are. Thank you. You're welcome.

Unit 5

A. Circle.

- 1. A
- 2. B
- 3. B
- 4. C
- 5. A
- 6. D

B. Write.

- 1. What can you see? I can see a lake.
- 2. What can you see? I can see two hills.
- 3. I can't jump rope.
- 4. I can play soccer.

C. Listen and number. 67



- 1. Oh, no! My bike! Please help me. (2nd picture)
- 2. Sure. I can help you. (3rd picture)
- 3. Thanks, Mom! (4th picture)
- 4. You're welcome. (1st picture)

D. Match.

- 1. spider
- 2. ant
- 3. turtle
- 4. frog

E. Look and write.

- 1. Can you see three frogs? Yes, I can.
- 2. Can you see four turtles? No, I can't.
- 3. Can you see a spider? Yes, I can.
- 4. Can you see three ants? No, I can't.

Unit 6

A. Listen and circle. 8

- 1. penguin, A
- 2. elephant, B
- 3. monkey, D
- 4. kangaroo, C
- 5. zebra, B
- 6. tiger, B

B. Write.

- 1. Where is the lion? The lion is on a rock.
- 2. Where are the elephants? The elephants are in the lake.
- 3. Where is the zebra? The zebra is under the tree.
- 4. Where are the monkeys? The monkeys are in the tree.

C. Read and write.

- 1. Hurry! Let's see the snakes.
- 2. Wait! I like monkeys.
- 3. I'm sorry.
- 4. That's OK.

D. Circle.

- 1. D
- 2. B
- 3. C
- 4. A

E. Read and write.

- 1. No, they can't.
- 2. Yes, they can.
- 3. Yes, they can.
- 4. Yes, they can.

Unit 7

A. Write.

- 1. eye
- 2. nose
- 3. hand
- 4. arm
- 5. foot
- 6. ear
- 7. mouth
- 8. finger
- 9. leg
- 10. toe

B. Listen and circle. ිඉි

- 1. Is this a nose?
- Yes, it is.
- 2. Are these legs?
- Yes, they are.
- 3. Are these fingers?
- No, they aren't.
- 4. What are these?
- These are eyes.
- 5. What's this?
- This is a toe.
- 6. What's this?
- This is a mouth.

C. Read and write.

- 1. What is it?
- 2. I don't know.
- 3. I can't see.
- 4. Excuse me.
- 5. Sure.
- 6. Thank you!
- 7. Look! It's a penguin.

D. Connect.

- 1. I can brush my hair.
- 2. I can wash my face.
- 3. I can brush my teeth.
- 4. I can wash my hands.

E. Read and circle.

- 1. C
- 2. B

Unit 8

A. Connect.

- 1. big bear
- 2. old doll
- 3. small bear
- 4. short car

B. Write.

- 1. Yes, they are.
- 2. Is this a noisy car?
- 3. Those are long ropes.
- 4. What's that?
- 5. No, it isn't.
- 6. Those are new dolls.

C. Write.

- 1. Please be quiet.
- 2. OK. I'm sorry.
- 3. Thanks.
- 4. You're welcome.

D. Listen and circle. 10

- 1. bus, C
- 2. truck, A
- 3. train, B
- 4. boat, D

E. Read and write.

- 1. What's that? It's an old train.
- 2. What are these? They're new cars.
- 3. What's this? It's a new boat.
- 4. What are those? They're old buses.

Final Test

A. Listen and circle.

- 1. train, A
- 2. chicken, D
- 3. rectangle, B
- 4. foot, D
- 5. penguin, A
- 6. spider, C
- 8. seven, C
- 7. blue, B
- 9. snake, A
- 10. finger, D
- 11. chair, D
- 12. puzzle, B

B. Look at (3), Number.

- 1.3B
- 2. 10D
- 3.7B
- 4. 12B
- 5.6C
- 6. 1A
- 7. 9A 9.5A
- 8. 2D 10.8C
- 11. 11D
- 12. 4D

C. Read and circle.

- 1. B
- 2. C
- 3. A
- 4. A
- 5. C
- 6. D
- 7. A
- 8. B

D. Connect.

- 1. my arms.
- 2. my mouth.
- 3. my nose.
- 4. my legs.

E. Write.

- 1. No, it isn't.
- 2. Yes, they are.
- 3. I like cake. I don't like ice cream.
- 4. What color is it? It's black.
- 5. What can you see? I can see a tree.
- 6. Who is this? This is my sister.

F. Listen and write. 12

- 1. I'm sorry.
- 2. That's OK.
- 3. Please help me.
- 4. Sure.
- 5. Please be quiet.
- 6. OK. I'm sorry.
- 7. Excuse me.
- 8. Sure.
- 9. Thank you.

G. Read and circle.

- 1. B
- 2. A
- 3. A

Picture Card List

					NISSE:
	Listen.	4	16 nine	9	1 elephant
	Point.	4	7 ten		2 tiger
	Count.	4	8 eleven		3 bear
	Talk.	4	9 twelve		4 kangaroo
	Ask.	5	0 doll		5 penguin
	Answer.	5	1 dolls		in .
	pen	5	2 ball	97	7 on
	pencil	5	3 balls	98	3 under
1000000	eraser	5	4 car	99	snake
	ruler	5	5 cars	100	giraffe
	pencil case	5	6 kite		lion
	backpack	5	7 kites	102	zebra
	book	5	8 game	103	run
	notebook	5	9 marble	104	hop
	desk) puzzle	105	swim
	chair	6	l card	106	walk
	circle		2 mother	107	arm
	square		3 father	108	hand
	triangle		brother	109	finger
	rectangle	65	sister		leg
	paint		grandmother	111	foot
	paper		grandfather	112	toe
	chalk		juice	113	eye
24 y			chicken	114	nose
25 g			fish	115	mouth
26 t 27 r			ice cream	116	ear
			pizza	117	wash my face
20 y 29 b	yellow		rice	118	wash my hands
	white		cake	119	brush my hair
31 b			bread	120	brush my teeth
			flower	121	old
32 g			tree	122	new
	ourple orange		rock	123	big
35 p			river	124	small
36 g			hill	125	long
manage W	rown		lake	126	short
38 o			play soccer	127	fast
39 tv			jump rope	128	slow
40 th			fly a kite	129	noisy
41 fc			ride a bike	130	quiet
42 fi			turtle	131	bus
43 si:			frog	132	
44 se			spider	133	
45 ei		89		134 1	ooat
13 61	Sin	90	monkey		

Word List

160

Word List

SOM .					NAME OF TAXABLE PARTY OF TAXABLE PARTY.	
	A	chalk 12	go 29	М	pop 21	those67
	Α	chicken 32	good 8	777	pot 39	three 22
	a 5	circle10	good job 26	make 18	purple18	tiger 48
	abilities 54			many 24	puzzle 28	tigers 52
	about 33	clap 61	grandfather30	map 39	puzzles 28	toe 58
	adjectives 66	color14	grandmother 30	marble 28	puzzies 20	toes 59
	ahead 29	colors14	gray 18	marbles 28	0	
	alphabet 3	cookies 34	great 8	mat21	Q	together 27
	am 2	cool 16	green 18	me 34	quiet 68	too 16
	an 5	count 3		Mike 2	_	top 21
	and18	cube	Н	monkey 48	R	toys 24
			hand 58	monkeys51	rake	train 72
	animals 46	D	hands59	mop 39	rectangle10	trains 72
	answer 3	dad21	happy 22	mother 30	red 14	transportation 72
	ant 46	Danny 2	have 28		rice 36	tree 40
	are 8		healthy habits 64	mouth 60	ride a bike 42	trees41
	aren't 60	desk6		mud	river 40	triangle 10
	arm 58	dig	hello 2	mule75	rivers	truck
	arms59	dive	help 44	my 2		trucks 72
	art supplies12	doll 24	here 34	my body 58	rock 40	
	ask 3	dolls 24	hey16	my face 60	rocks 41	tub 39
	at 51	do 32	hi 2	- 100-00-00-00-00-00-00-00-00-00-00-00-00-	rose	turn 26
	ui	don't 32	hill 40	N	rug 57	turtle 46
	В		hills 41	name 2	ruler 4	twelve 22
		E	hop 54	nap21	run 54	two 22
	back 29	ear 60	how 8	nature 40		
	backpack 4	ears 60	how many 24	net 39	S	U 944.55 81.
	bag21	eight 22	hurry 52		school supplies 4	uh, oh 33
	ball 24		nurry	new 66	see41	under
	balls 24	elephant 48	I	nine 22	seven 22	up51
	bat 39	elephants 52		no 10	shapes 10	up
	be 70	eleven 22	I 2	nod 21	share16	V
	bear 48	Emma 2	ice cream 32	noisy 68		
	bears 54	eraser4	I'm 2	nose 60	short 66	van
	bed 39	excuse 62	in	not 6	sister 30	
	beet	eye 60	is 2	notebook 6	six 22	vet 57
	bib 39	eyes 60	isn't 6	numbers 22	slow 68	ente 25
	big 66		it 5	nut 39	small 66	W
		F	it's 5	1000 1000	snake 50	wait 52
	bike	face 60		0	snakes 50	walk 54
	bikes	family 30	J	oh 62	sorry 52	wash my face 64
	birthday 22	fan 57	juice 32	oh, no 26	space 29	wash my hands. 64
	black14	fast	Julie 2	OK 8	spider 46	welcome 34
	blue 14	father 30	jump rope 42		spiders	what 2
	boat 72		Jump rope 12	old 23	square10	what's2
	boats 72	feet59	K	on	start 29	where
	body 58	fine		one 22	stomp6l	where's 52
	bone	finger 58	kangaroo 48	oops! 26		white14
	book6	fingers	kangaroos 54	orange 18	story	who
	bread 36	finish 29	kite 24		sun 57	
	brother 30	fish 32	kites 24	P	sure 44	who's
	brown18	five 22	know 52	paper 12	swim 54	V
	brush my hair 64	flower 40		paint12	-	Y
	brush my teeth . 64	flowers 41	L	peek75	T	yarn 12
		fly a kite 42	lake 40	pen 4	tag 21	yellow14
	bug21	food 32	lakes41	pencil 4	tap 63	yes10
	bus	foot 58	leg 58	pencil case 4	talk 3	yikes 53
	buses 72	for 35	legs 59		tape 12	you 8
	•	four 22	let's 16	penguin 48	ten 22	your 2
	С	fox 57	like 32	penguins 54	thank 8	you're 34
	cake 36		lime	pin	thanks 44	**************************************
	can41	frog 46		pink 18	that	Z
	can't 42	0	lion 50	pit21	that's 52	zap 57
	car 24	G	lions 50	pizza 36	the 3	zebra 50
	card 28	game 28	lip 57	play 27		zebras 50
	cards 28	games 28	listen 3	play soccer 42	these	
	cars 24	giraffe 50	log 57	playtime 42	they 50	zip 57
	chair6	giraffes 50	long 66	please 44	they're 50	
_	'A	glue 12	look 8	point 3	this13	
~ .	4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					