

Second Edition

Hip Hip

Hooray!

Teacher's Edition

2



Scott Squire · Catherine Tang Squire
Stephen M. Martin · Rebecca York Martin

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2

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Grammar

Vocabulary

1 At the toy store

Learn 1	What does he/she do? He's/She's a police officer. What do they do? They're police officers.	Occupations: police officer, mail carrier, doctor, farmer, baker, toy maker
Learn 2	Is he/she a teacher? Yes, he/she is. / No, he/she isn't. Are they teachers? Yes, they are. / No, they aren't.	Occupations: teacher, carpenter, firefighter, pilot, dentist, nurse
Learn 3	What's he/she like? He's/She's kind.	Adjectives: kind, mean, generous, greedy, brave, cowardly, hard-working, lazy

2 Late at night

Learn 1	What do you need? I need a mop. What does he/she need? He/She needs a mop.	Household items: a mop, a bucket, a broom, a dustpan, a trash can, a sponge
Learn 2	Is the (mop) above the (bucket)? Yes, it is. / No, it isn't. Are the (mops) above the (bucket)? Yes, they are. / No, they aren't.	Prepositions: above, next to, in front of, between __ and __
Learn 3	Can you sweep the floor, please? Sure, no problem. / Sorry, I'm busy.	Household chores: sweep the floor, mop the floor, pick up the trash, empty the trash, wash the dishes, water the plants

3 Surprise!

Learn 1	There's a monitor (on the table). There are speakers (on the table).	Computer equipment: monitor, keyboard, mouse, flash drive, webcam, speakers
Learn 2	Is there a pencil case (on the desk)? Yes, there is. / No, there isn't. Are there pencil cases (on the desk)? Yes, there are. / No, there aren't.	Classroom items: pencil case, notebook, pencil sharpener, ruler, colored pencil, marker
Learn 3	How's the weather? It's sunny.	Weather adjectives: sunny, cloudy, windy, rainy, foggy, snowy

4 That ball is cool!

Learn 1	This/That (doll) is cute. These/Those (dolls) are ugly. Is this/that (robot) expensive? Yes, it is. / No, it isn't. It's cheap. Are these/those (shoes) new? Yes, they are. / No, they aren't. They're used.	Adjectives: cute, ugly, expensive, cheap, new, used
Learn 2	What's 20 plus 10? 20 plus 10 equals 30. What's 20 minus 10? 20 minus 10 equals 10.	Numbers: 20-30, 40, 50, 60, 70, 80, 90, 100
Learn 3	How much is it? It's \$1. How much are they? They're \$1.	Money: \$1, \$10, \$100

	Grammar	Vocabulary
5	Who makes the toys?	
Learn 1	What are you/they doing? I'm/They're reading. What's he/she doing? He's/She's reading.	Activities: reading, writing, painting, thinking, eating, sleeping
Learn 2	Are you watching TV? Yes, I am. / No, I'm not. Is he/she watching TV? Yes, he/she is. / No, he/she isn't.	Activities: watching TV, surfing the Web, listening to music, playing a video game, playing a board game, studying for an exam
Learn 3	This is the bedroom.	Rooms: bedroom, living room, dining room, kitchen, bathroom, balcony
6	A nice idea	
Learn 1	What do you/they have? I/They have a baseball. What does he/she have? He/She has in-line skates.	Sports equipment: a baseball, a basketball, a jump rope, a skateboard, a racket, in-line skates
Learn 2	Do you have a puzzle? Yes, I do. / No, I don't. Does he/she have marbles? Yes, he/she does. / No, he/she doesn't.	Toys: a puzzle, a board game, a dollhouse, marbles, trading cards, building blocks
Learn 3	What are you/they wearing? I'm wearing a dress. / We're/They're wearing dresses. What's he/she wearing? He's/She's wearing a dress.	Clothes: dress, skirt, jacket, shirt, pants, shorts, shoes, slippers
7	Say "Cheese!"	
Learn 1	Whose (pencil case) is this/that? It's my (pencil case). Whose (markers) are these/those? They're my (markers).	Possessive pronouns: my, your, his, her, their, our
Learn 2	My/His/Her head hurts.	Parts of the body: head, eye, nose, ear, mouth, arm, hand, leg, foot
Learn 3	What's wrong? I have a cold. / He/She has a cold.	Illnesses: a cold, a headache, a toothache, a stomachache, a sore throat, a nosebleed
8	Watch out!	
Learn 1	Imperatives: Help! Stop! Watch out! Don't push! Don't touch that! Don't cut in line!	
Learn 2	Where are you/they going? I'm/We're/They're going to English class.	School classes: English class, math class, music class, art class, geography class, computer class, science class, PE class
Learn 3	Are you/they going to dance class? Yes, I am. / Yes, we/they are. No, I'm/we're/they're going to band practice.	School activities: dance class, band practice, choir practice, scout meeting, science fair, volleyball game

Introduction

Hip Hip Hooray! Second Edition is a six-level primary course that features updated classic children's stories to motivate students for success in English.

The course presents over 1,000 target vocabulary items and 144 target language structures through a four-skills step-by-step sequence of presentation, practice and production. Students learn language through engaging stories, songs, chants, and a variety of practice activities.

Components

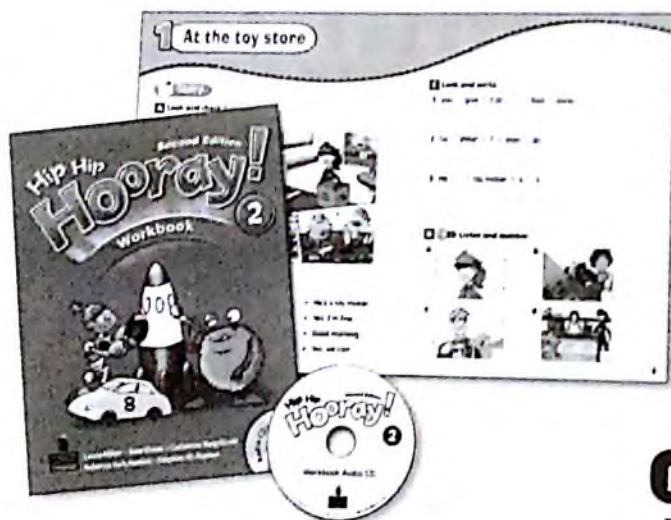
Student Book

The Student Book is the central component of *Hip Hip Hooray! Second Edition*. It is split into eight 12-page units with a 2-page review after every two units. Each unit contains three presentations of target vocabulary and language structures that are recycled throughout the course. The Student Book includes songs, chants, a variety of practice activities and an updated classic children's story in the form of a comic strip that runs through the eight units. It comes with its own audio CD containing the story audio and songs/chants only.



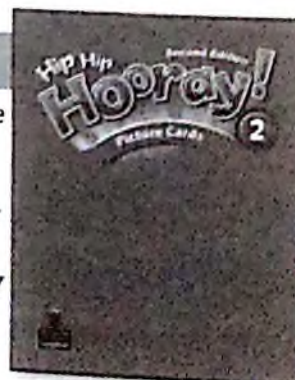
Workbook

The Workbook follows the structure of the eight units in the Student Book. There is one page of activities for each of the 12 pages of the Student Book unit to provide reinforcement for the language learning in the Student Book. The Workbook comes with its own audio CD for listening activities, and can be used in class or for homework.



Picture Cards

The Picture Cards include all the target vocabulary items in the Student Book. One side shows the color picture, while the other side shows the word. They are large cards for use in vocabulary presentations or reinforcement activities.



toy maker

Class Audio CDs

The Class Audio CDs contain all the listening activities, language models, songs, chants, and story episodes from the Student Book. There are two CDs for each Student Book: CD A covers Units 1-4 and the first two reviews; CD B covers Units 5-8 and the last two reviews.



Activity Cards

The Activity Cards are similar to common playing cards with one side showing the color picture and the word, while the other side has an identical pattern on all cards. They are small cards for use when students work in pairs or in small group activities. All the target vocabulary items in the Student Book are included.



Poster Pack

The Poster Pack contains eight large posters of the story episodes in the Student Book. Each poster covers the two story episodes in each unit. They can be put up on the wall to increase the opportunities for students to practice reading, and to assist in story role-plays and picture talk.



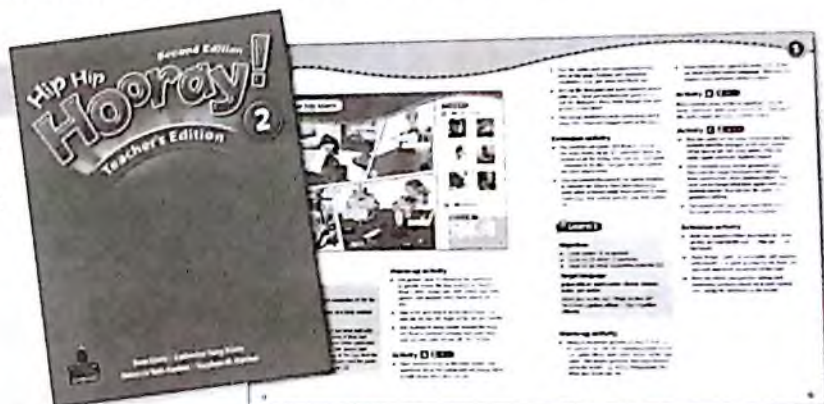
Active Teach

The Active Teach is a full digital version of the Student Book. It contains audio- and answer-tagged Student Book pages, interactive practice activities, picture cards with audio and karaoke-style songs and chants. It can be used to engage students in classroom practice on an interactive whiteboard, a flat surface via a projector, or a computer as an eBook.



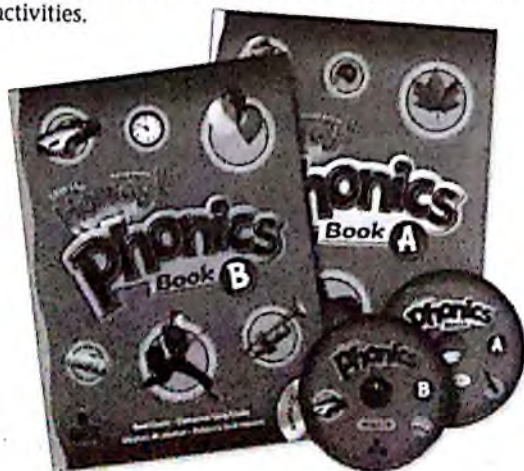
Teacher's Edition

The Teacher's Edition provides lesson plans for every section of the Student Book. The lesson plans follow a step-by-step approach and include ideas for warm-up activities to begin lessons, and optional extension activities. It also includes photocopiable activity sheets, an activity bank, the Workbook answer key and the Workbook audio script.



Phonics Book A & B

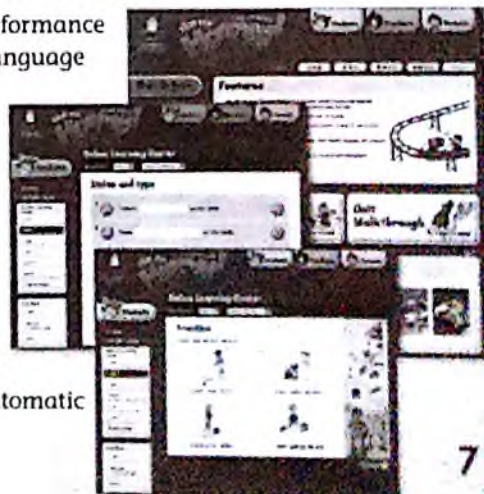
The two levels of Phonics Books use a systematic syllabus to teach the rules and relationship between letters and sounds, and develop phonemic awareness and reading. Each Phonics Book comes with an audio CD for presentations and listening activities.



www.HipHipHoorayOnline.com

The course website provides support and downloadable materials for teachers, including the *Hip Hip Hooray! Second Edition* Test Bank, a section for parents with Home Practice Support Guides, and an Online Learning Center for students. The Online Learning Center includes:

- Progress reports for performance tracking of all target language
- Listen-and-record tool for pronunciation practice
- Dictation tasks for listening and writing practice, with automatic scoring
- Interactive practice activities for grammar reinforcement, with automatic scoring



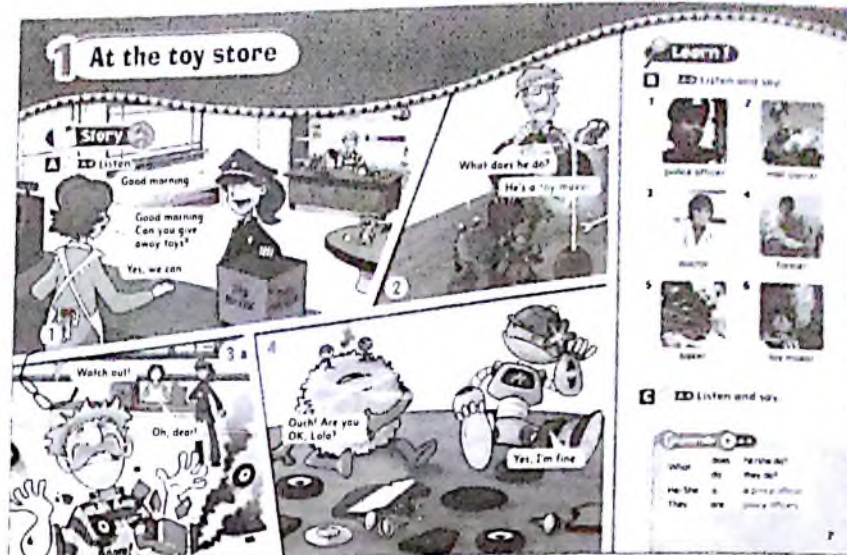
Unit Description

First story episode

Each unit of the *Hip Hip Hooray! Second Edition* Student Book begins with an episode of the story that runs through the eight units of the book. The first target language structure of the unit is presented by the characters in the story.

Students will

- find the story engaging and motivating.
- see the target structure modeled in context.



Song/Chant

A fun song/chant and accompanying listening tasks reinforce the language of Learn 1. A separate music-only track for each song/chant can be used for "karaoke" style performance.

Students will

- practice new language in a fun and rhythmic way.
- improve fluency through producing language rapidly without pauses.

Learn 1, 2 and 3

Three language presentation sections in each unit introduce students to new target vocabulary and structures through clear images, real-world modeling and formal grammar tables.

Students will

- be introduced to new language in a clear and understandable way.
- be able to substitute vocabulary into newly-acquired language structures.



Learn 3

Listen and match.

1. What's he like?

He's

2. What's she like?

She's

3. What's he like?

He's

4. What's she like?

She's

5. What's he like?

He's

Practice

Listen and match.

1. What's he like?

He's

2. What's she like?

She's

3. What's he like?

He's

4. What's she like?

She's

5. What's he like?

He's

Practice

Each Learn section is supported by a page of practice activities. The activities provide reinforcement of target language through a combination of listening, reading and writing.

Students will

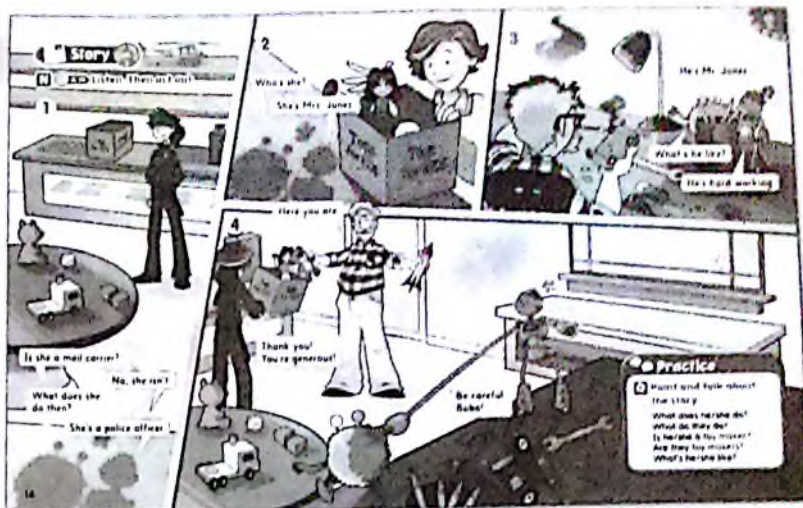
- apply newly learned language through meaningful practice.
- develop listening, reading and writing skills.

Second story episode

The second story episode in each unit consolidates the target language from the Learn sections in the unit. Prompts are provided to enable students to talk about the story scenes using both target and recycled language.

Students will

- see how the new language they have learned is used in conversation.
- practice language through role-play.



Test

Each unit contains a listening- and reading-based test to formally assess student progress.

Students will

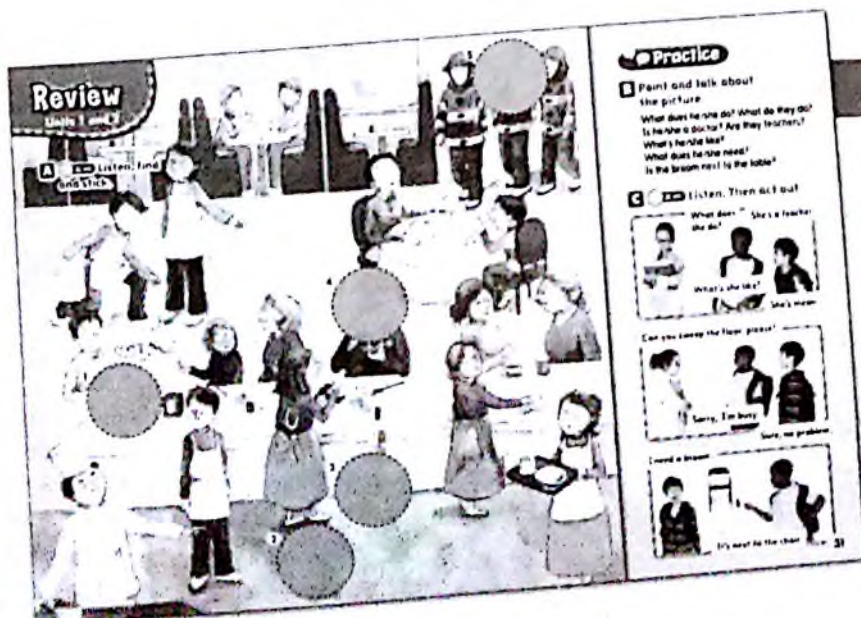
- be able to see their progress.
- understand their strengths and weaknesses.

Have fun!

Each unit ends with an informal progress check in the form of a speaking activity that reviews target language.

Students will

- be able to practice language in a fun and supportive format with classmates.
- be motivated by competitive activities.



Review

A review section after every two units provides extensive listening and speaking practice of target language learned in the preceding two units and recycled language from earlier units.

Students will

- be motivated to practice language using stickers.
- use language in role-play.

Course planning

The following are suggested lesson schedules, depending on the number of lessons allocated. The course can be extended to suit any number of lessons through use of the variety of components and support activities.

	30 lessons per level	32 lessons per level	36 lessons per level	40 lessons per level	60 lessons per level
Unit 1	1-3	1-3	1-4	1-4	1-7
Unit 2	4-6	4-6	5-8	5-8	8-14
Review	7	7-8	9	9-10	15
Unit 3	8-10	9-11	10-13	11-14	16-22
Unit 4	11-13	12-14	14-17	15-18	23-29
Review	14	15-16	18	19-20	30
Unit 5	15-17	17-19	19-22	21-24	31-37
Unit 6	18-20	20-22	23-26	25-28	38-44
Review	21-22	23-24	27	29-30	45
Unit 7	23-25	25-27	28-31	31-34	46-52
Unit 8	26-28	28-30	32-35	35-38	53-59
Review	29-30	31-32	36	39-40	60
	3 lessons per unit	3 lessons per unit	4 lessons per unit	4 lessons per unit	7 lessons per unit
1st page - Story	1	1	1	1	1
2nd page - Learn 1					2
3rd page - Song/Chant					3
4th page - Practice					4
5th page - Learn 2	2	2	2	2	5
6th page - Practice					6
7th page - Learn 3					7
8th page - Practice					
9th page - Story	3	3	3	3	
10th page - Practice					
11th page - Test					
12th page - Have fun!					

Lesson structure

All *Hip Hip Hooray! Second Edition* Student Book units follow the same unit structure and can be taught using the same pattern. The lesson plans provided in this Teacher's Edition are for each section of the unit and can be taught at various paces depending on lesson times.

Warm-up activity

This is a gentle, short introduction activity to get the class back into using English and to review previously taught language. The activity should be fun and engaging for students.

Student Book activities

This part of the lesson plan explains the activities in each section of the unit, with steps for presentation, setting up and conducting activities, and checking.

Extension activity

This is an optional classroom activity that can be used to further practice language covered in the lesson. The activity often makes use of Picture Cards or Activity Cards, and sometimes requires simple preparation before the lesson.

68 lessons per level	96 lessons per level	144 lessons per level	180 lessons per level	280 lessons per level	
1-8	1-11	1-17	1-21	1-32	Unit 1
9-16	12-22	18-34	22-42	33-64	Unit 2
17	23-24	35-36	43-45	65-70	Review
18-25	25-35	37-53	46-66	71-102	Unit 3
26-33	36-46	54-70	67-87	103-134	Unit 4
34	47-48	71-72	88-90	135-140	Review
35-42	49-59	73-89	91-111	141-172	Unit 5
43-50	60-70	90-106	112-132	173-204	Unit 6
51	71-72	107-108	133-135	205-210	Review
52-59	73-83	109-125	136-156	211-242	Unit 7
60-67	84-94	126-142	157-177	243-274	Unit 8
68	95-96	143-144	178-180	275-280	Review
8 lessons per unit	11 lessons per unit	17 lessons per unit	21 lessons per unit	32 lessons per unit	
1	1	1-2	1-2	1-3	1st page - Story
2	2	3-4	3-4	4-6	2nd page - Learn 1
3	3	5	5	7-9	3rd page - Song/Chant
		6	6-7	10-11	4th page - Practice
4	4	7-8	8-9	12-14	5th page - Learn 2
	5	9	10-11	15-16	6th page - Practice
5	6	10-11	12-13	17-19	7th page - Learn 3
	7	12	14-15	20-21	8th page - Practice
6	8	13-14	16-17	22-24	9th page - Story
7	9	15	18-19	25-27	10th page - Practice
8	10	16	20	28-29	11th page - Test
	11	17	21	30-32	12th page - Have fun!

Lesson timings

Depending on the time allocated, the following is a breakdown of a typical lesson.

Classroom activity	Lesson time (minutes)						
Warm-up	5	5	5	5	5	10	15
Homework check	2	5	5	5	5	10	15
Student Book activities	10	12	15	15	20	30	40
Extension activity	10	15	15	20	25	35	45
Homework assignment	3	3	5	5	5	5	5
Total minutes	30	40	45	50	60	90	120

1 At the toy store

A Listen.

Good morning.
Good morning.
Can you give away toys?
Yes, we can.

2

What does he do?
He's a toy maker.

3

Watch out!
Oh, dear!

4

Ouch! Are you OK, Lola?
Yes, I'm fine.

Learn 1

B Listen and say.

- 1  police officer
- 2  mail carrier
- 3  doctor
- 4  farmer
- 5  baker
- 6  toy maker

C Listen and say.

Grammar

What	does	he/she do?
	do	they do?
He/She	is	a police officer.
They	are	police officers.

Story

Objectives

- Introduce the story and characters of *The Toy Mystery*
- Present Learn 1 structure in a story context

Storyline

A police officer goes into the toy store and asks the toy maker's wife (Mrs. Jones) if they can give away toys. Two characters (Bobo and Lola) are watching the toy maker (Mr. Jones) and discussing what he does. One of the toys that the toy maker is working on explodes and the parts hit Bobo and Lola, but they are OK.

Warm-up activity

- Use picture cards or objects in the classroom to quickly review the toys learned in Student Book 1 (kites, yo-yos, cars, dolls, robots and video games). Ask students what these objects are, i.e., toys.
- Take a toy and drop it on the floor. Pick it up and ask *Are you OK?* Reply as the toy *Yes, I'm fine.*
- Ask students to move slowly around the room. Tell them to pretend to bump into each other and ask and reply *Are you OK? Yes, I'm fine.*

Activity A A 2

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.

- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *give away* and *Watch out!*
- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Put students into pairs. Tell them to look at the story scenes on pp. 6–7 and write down the names of all the things they can see. Give them 5 minutes to do this. The pair who has named the most objects wins.
- You can extend this activity by asking students to describe the objects they have listed (e.g., a pink robot, a brown teddy bear) and/or to count them (e.g., four yellow pencils, one pink rabbit), etc.

Learn 1

Objectives

- Learn names of occupations
- Learn to ask about occupations
- Learn to say what occupation someone has

Target language

police officer, mail carrier, doctor, farmer, baker, toy maker

What does he/she do? / What do they do?
He's/She's a **police officer**. / They're **police officers**.

Warm-up activity

- Bring in magazine pictures or objects that can be used to elicit the five remaining target words (i.e., *police officer, mail carrier, doctor, farmer and baker*). Ask simple questions that help students guess the words, e.g., *Who is/brings/makes this? What does he/she do?*, etc.

- Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

Activity B A 3

Have students focus on the occupations. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C A 4-5

- Play the audio for the target structures and have students find the dialogue in the story scenes. (*What does he do? He's a toy maker.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Write the sentences *What does he/she do? What do they do?* and *He/She is a They are ... ,* on the board.
- Place Picture Cards 1–6 on a table. Ask students individually or in pairs to come to the front, pick one card and show the picture to the class.
- Have the whole class practice asking and answering questions about what each student does, using the sentences on the board.

Song

D Listen and circle. Then sing.

What does he do? What does he do?

He's a  / 

What does she do? What does she do?
She's a mail carrier.

What do they do? What do they do?

They're  / 

What does he do? What does he do?
He's a toy maker.

What does she do? What does she do?

She's a  / 

What do they do? What do they do?
They're farmers.

E Listen and write (T = True, F = False).

- 1  T
- 2  F
- 3  F
- 4  T

8

Practice

F Listen and write.

What does he do?



He's a farmer

G Listen and number. Then write.

a



She's a police officer

b



They're bakers

c



He's a mail carrier

d



He's a toy maker

9

Song

Objective

Practice target language from Learn 1 in a song

Warm-up activity

- Write the words *police officer*, *mail carrier*, *doctor*, *farmer*, *baker* and *toy maker* on pieces of paper and spread them on a table.
- Put students into two teams and ask one student from each team to come to the table. Using Picture Cards 1–6, show a picture, say the word and have the students at the front compete to pick up the corresponding word card. The first student to pick up the card keeps it.
- Repeat with remaining students. The team with the most cards wins.

Activity D A 6-7

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to circle the correct pictures.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.
- Play the audio and encourage students to sing along. When students are confident enough, try using the music-only version.

Activity E A 8

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to write *T* or *F* in the answer spaces.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Put Picture Cards 1–6 on the board. Ask students to silently pick their favorite occupation.
- Tell them to walk around the room and whisper the name of their chosen occupation to their classmates as they pass each other. When they find a classmate with the same occupation, they should raise their hands.
- When two students raise their hands, ask them to come to the front and show the card they have chosen. Ask the class *What do they do?* to elicit *They are ...*. Repeat until most students are paired.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Write the names of the six occupations in a jumbled fashion on the board (leaving space after each jumbled word to write the correct spelling).
- Put students into pairs and ask them to unscramble each word. When students have finished, ask volunteers to help you spell out the correct words next to the jumbled letters.

Activity F A 9

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to write in the answers.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Activity G A 10

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have numbered the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Prepare two sets of pictures for the six occupations and a set of cards with these individual words: *What, does, do, he, she, they, do?, He, She, They, is, are, police officer, police officers, mail carrier, mail carriers, doctor, doctors, farmer, farmers, baker, bakers, toy maker, toy makers.*
- Put students into small groups. Put a picture card (or pair of picture cards) showing an occupation on the board and ask the first group to arrange the word cards in the correct order to practice the structures *What does/do he/she/they do? He/She/They is/are ...*. Repeat until all groups have had a turn.

Learn 2

H Listen and say.



I Listen and say.

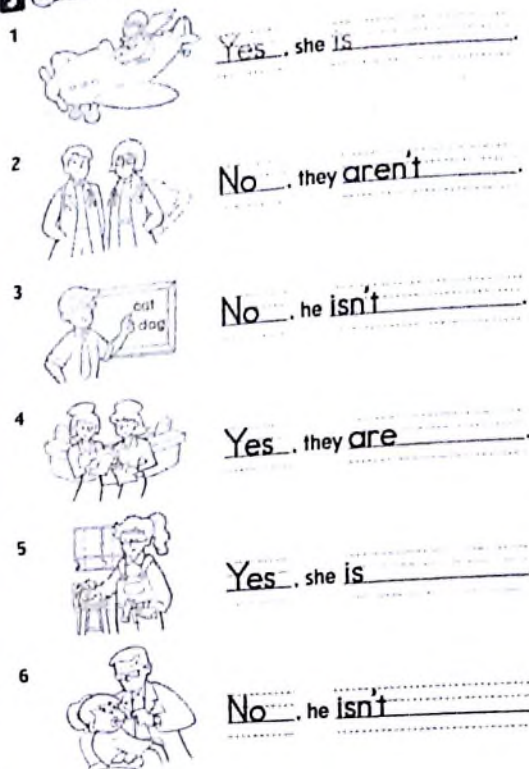


Grammar A 12

Is he a teacher?	Yes, he is.
Is she a teacher?	No, she is not.
Are they teachers?	Yes, they are.
	No, they are not.

Practice

I Listen and write.



Yes, she is.

No, they aren't.

No, he isn't.

Yes, they are.

Yes, she is.

No, he isn't.

Learn 2

Objectives

- Learn names of occupations
- Learn to ask yes/no questions about occupations
- Learn to answer yes/no questions about occupations

Target language

teacher, carpenter, firefighter, pilot, dentist, nurse

Is he/she a teacher?

Yes, he/she is. / No, he/she isn't.

Are they teachers?

Yes, they are. / No, they aren't.

Warm-up activity

- Show the pictures from Picture Cards 7–12. Ask *Is he/she a ... ?* (insert name of one of professions learned earlier) to elicit *Yes, he/she is.* or *No, he/she isn't.*
- Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

Activity H A 11

Have students focus on the occupations. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity I A 12-13

- Have students focus on the dialogues presenting the target structures. (*Is she a dentist? No, she isn't. She's a nurse. Are they pilots? No, they aren't. They're firefighters.*) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Draw stick figures of 1 man, 1 woman, and 2 people on the board.
- Using Picture Cards 7–12, take one card and hold it behind your back. Tell students that this is a students vs teacher guessing competition. Point to a stick man/woman or the people and explain that students must guess which picture you are holding by using the structure *Is/Are he/she/they a ... ?* Students have three attempts to guess correctly. After three incorrect attempts, the teacher scores a point and reveals the answer using the structure *He/She/They is/are ...*.

Practice

Objective

Practice target language from Learn 2

Warm-up activity

- Prepare a set of word cards for each of the six occupations and cut them into individual letter cards.
- Take the letters for one word at a time. Depending on the number of letters in the word, ask 5–11 students to come to the front of the class. Give each student a letter and ask them to arrange themselves in the correct order to spell one of the occupations.

Activity A 14

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to write in the answers.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Write the lines *What does he do? What does she do? What do they do? and He's a She's a They're ...* on the board. Play the song from p. 8 and ask students to sing along.
- Put Picture Cards 7–12 on the board and tell students they are going to sing the song again with new words. Sing the song with the music-only version and point to the lines on the board and the pictures to indicate what children should sing.

Learn 3

K **A 13** Listen and say.



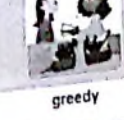
kind



mean



generous



greedy



brave



cowardly



hard-working



lazy

L **A 14** Listen and say.



Grammar **A 17**

What is he like? He is kind.

What is she like? She is kind.

12

Practice

M **A 16** Listen and match. Then write.

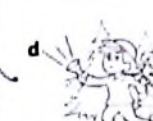
1 What's he like?
He's brave

2 What's she like?
She's kind

3 What's he like?
He's hard-working

4 What's she like?
She's lazy

5 What's she like?
She's greedy



13

Learn 3

Objectives

- Learn adjectives to describe people
- Learn to ask what people are like
- Learn to describe what people are like

Target language

kind, mean, generous, greedy, brave, cowardly, hard-working, lazy

What's he/she like?

He's/She's kind.

Warm-up activity

- Bring in pictures of fairytale or movie characters that show qualities similar to those on Picture Cards 13–20. Alternatively show students pictures of familiar characters in story books.
- One by one, show the pictures to the class and ask questions such as *What's he/she like? Is he/she nice/nasty/good/bad?*, etc. to elicit *Yes, he/she is.* or *No, he/she isn't.*

Activity **K** **A 15**

Have students focus on the adjectives. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity **L** **A 16-17**

- Have students focus on the dialogues presenting the target structures. (*What's she like? She's hard-working. What's he like? He's lazy.*) Play the audio

and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Hold Picture Cards 13–20 face down in your hand with the words hidden.
- Ask a student to come to the front of the class and pick a card. Have him/her show the picture to the class and mime the meaning of the adjective.
- Ask the class *What's he/she like?* to elicit *He's/She's ...*. Make sure that students do not take negative descriptions seriously and repeat until all students have had a turn.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- One at a time, write the eight adjectives on the board in a jumbled fashion.
- Ask students to tell you the hidden word and its correct spelling as quickly as possible.

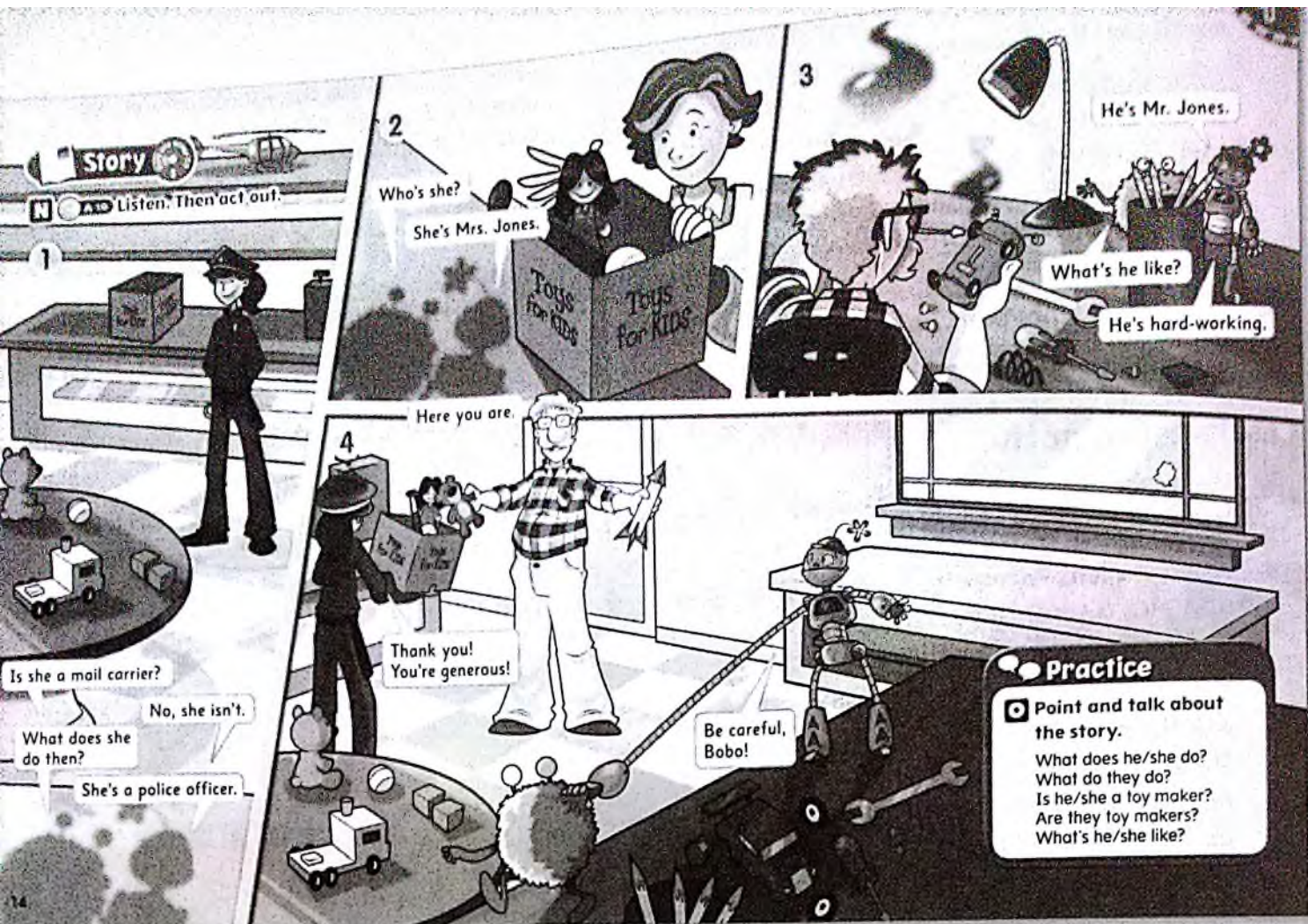
Activity **M** **A 18**

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to do the matching.

- Check that students have matched the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Put students into pairs. Whisper to each pair one of the eight adjectives.
- Tell students to work with their partner to mime a short scene to illustrate this adjective.
- Have pairs mime their scene for the class while the other pairs guess the adjective. Prompt students to respond to the question *What are they like?*



Practice

Point and talk about the story.

What does he/she do?
What do they do?
Is he/she a toy maker?
Are they toy makers?
What's he/she like?

Story

Objectives

- Continue the story of *The Toy Mystery*
- Consolidate language from Learn 1-3

Storyline

Bobo and Lola discuss who the police officer, Mrs. Jones, and Mr. Jones are. Lola describes Mr. Jones as being hard-working. Mr. Jones gives the police officer some toys. She thanks him and says that he is generous. Bobo and Lola look on. Lola tells Bobo to be careful near the edge of the table.

Warm-up activity

- Stick Picture Cards 1-12 on the board. Give students a minute to look at the cards then ask them to close their eyes. Remove one or two cards from the board.
- Ask students to open their eyes and tell you what is missing.
- Repeat until just one card remains on the board.

Activity N A 19

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *Be careful*.

- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Put the story poster on the board and cover the speech bubbles with pieces of paper.
- Have students close their books and work in pairs for a few minutes to guess what each character is saying.
- Elicit each speech bubble from a different pair. If students are able, ask them to come to the front and write the sentence on the board.

Practice

Objectives

- Practice target language from Learn 1-3
- Develop reading comprehension skills

Warm-up activity

- Put students into pairs and tell them to look at the pictures on pp. 14-15.
- Have them work together to name and describe the things they can see. Encourage them to talk about the color and size of the objects using the target structures *Is it a ... ? What's it like?*

Activity

- Give a brief recap of the target structures from Learn 1-3.
- Have students identify examples of the target structures in the story scenes.
- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.

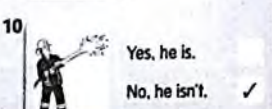
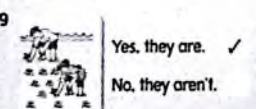
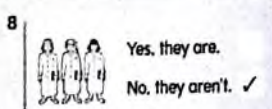
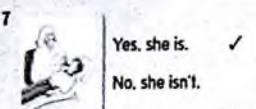
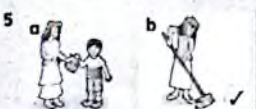
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

Put students into pairs and give each pair a magazine with pictures of people doing various jobs, or some cut out pictures. Have them look at the pictures and describe the people they see. Encourage them to use their imaginations.

Test

P **A20** Listen and check (✓).



Have fun!

Q Act, ask and answer.

What does he do?

Is he a dentist?

Yes, he is.



Test

Objectives

- Review language from Learn 1–3 in a test format
- Assess listening skills

Warm-up activity

- Arrange students into three teams. Give each team a set of Picture Cards (1–6, 7–12, 13–20). Tell them to look at the words and arrange them in alphabetical order.
- When they have finished, ask one member from each team to arrange their cards in order on the board using magnets. Ask other teams whether the order is correct and to correct the order if necessary.

Activity P A 20

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Write down 15–20 different sentences from the unit on cards, e.g., *Is she a mail carrier? What's he like? They're firefighters.*, etc. Spread them on a table.
- Put students into two teams and ask one student from each team to come to the table. Call out

a sentence. Have students compete to touch the corresponding card. The first student to touch the card keeps it.

- Repeat with remaining students. The team with the most cards wins.

Have fun!

Objective

Review and assess unit language through a communicative task

Warm-up activity

- Write *What does he/she do?* on the board. Ask a volunteer to come to the front and read the question out loud while you mime one or two of the occupations learned in this unit. Have students respond with *He/She is a ...*.
- Write *What's he/she like?* on the board and repeat with the adjectives learned. Have students respond with *He/She is ...*.

Activity

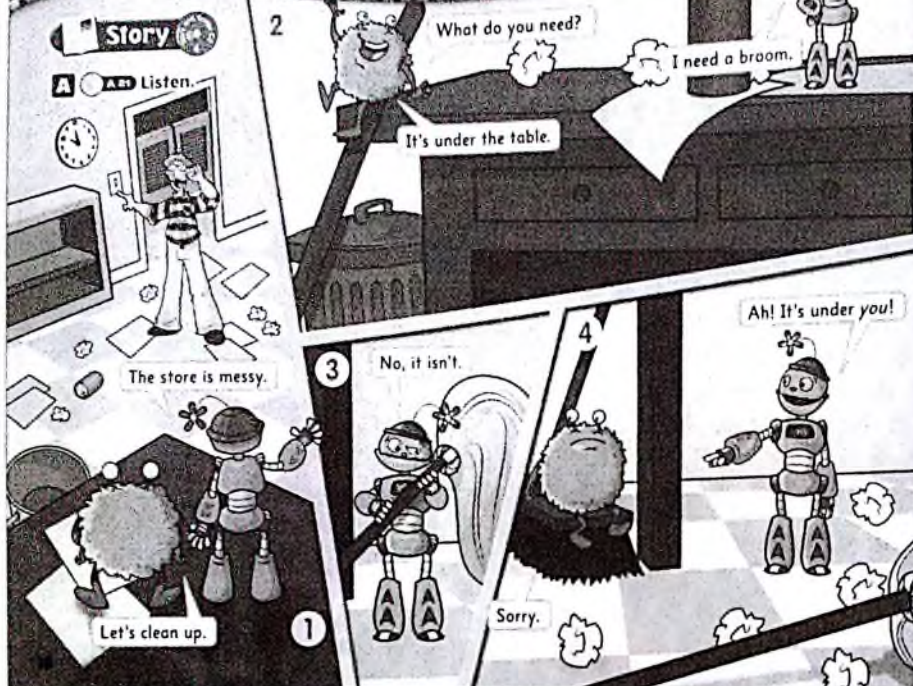
- Put students into pairs or small groups. Have them focus on the task and explain how to do it. If necessary, model the task to ensure all students are clear on what to do.
- Have students complete the task. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put them into different pairs or groups and have them do the task again.

Extension activity

- Prepare two sets of activity cards from the unit. You can use just word cards for more able students. Put students into two teams. Give each team a set of cards and a pair of chopsticks.
- Say a word out loud. Tell teams to take turns to use the chopsticks to pick up the matching card.

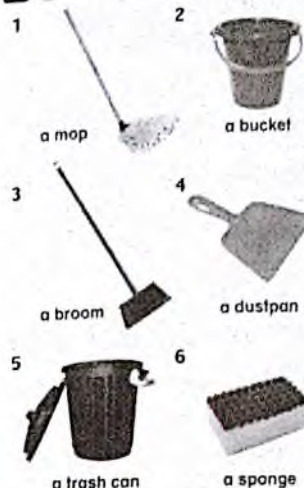
The first team to pick up the correct card scores a point. Repeat so that all students have a turn. The team with the most points wins.

2 Late at night



Learn 1

B Listen and say.



C Listen and say.

Grammar A 24

What	do	you	need?
I	does	he/she	
He/She	need	a mop.	
	needs		

19

Story

Objectives

- Continue the story of *The Toy Mystery*
- Present Learn 1 structure in a story context

Storyline

When Mr. Jones goes home for the night, Bobo and Lola decide to help clean up as the store is messy. They look for the things that they need, but can't find the broom. Then Lola realizes that the broom is under Bobo.

Warm-up activity

- Before the class, place a broom under your desk and scatter some crumpled up pieces of paper on the floor.
- Say *Oh, no! The classroom is messy. Let's clean up! What do I need?* Mime sweeping the floor to elicit that you need a broom. Say *It's under the ...* and look for the broom in several wrong places before you find it.
- Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

Activity A A 21

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.

- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *messy*, *clean up* and *Sorry*.
- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Prepare large cards with these three sections of dialogue cut into individual words: *The store is messy. Let's clean up.; What do you need? I need a broom.; It's under the table. No it isn't.*
- Put students into six teams. Give each team the words for one of the sentences. Ask them to first put the words in the right order and then to find the team with the matching part of the dialogue.
- Have teams stand in a row holding their cards to show the correct order of the words and sentences.



Learn 1

Objectives

- Learn names of household items
- Learn to ask what someone needs
- Learn to say what someone needs

Target language

a mop, a bucket, a broom, a dustpan, a trash can, a sponge

What do you need? / What does he/she need?
I need **a mop**. / He/She needs **a mop**.

Warm-up activity

- Before the class, prepare a broom, dustpan, mop, bucket, trash can and sponge, and make a little mess, as before.
- Say *Oh, no! The classroom is messy again. Let's clean up! What do I need?* Mime sweeping the floor. Get the students to guess that you need a broom and dustpan. Use the broom and dustpan to put the paper into the trash can. Repeat to introduce mop, sponge and bucket.
- Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

Activity B A 22

Have students focus on the household items. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C A 23-24

- Play the audio for the target structures and have students find the dialogue in the story scenes. (*What do you need? I need a broom.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Ask students to close their eyes. Place the broom, dustpan, mop, bucket, trash can and sponge under pieces of furniture around the classroom.
- Hold Picture Cards 21–26 in your hand. Ask a student to come to the front of the class and pick a card. Have the class ask *What do you need?* and prompt the student at the front to respond *I need a ...*. Have students practice the target language to guess where the objects are.

Song

D **A 25-26** Listen, circle and write. Then sing.

Let's hurry! Let's get busy!
What do you need?
A broom. I need a broom.

Let's hurry! Let's get busy!
What does she need?

A  /  . She needs a bucket

Let's hurry! Let's get busy!
What does he need?

A trash can. He needs a trash can.

Let's hurry! Let's get busy!
What does she need?

A  /  . She needs a dustpan

Let's hurry! Let's get busy!
What do you need?

A break. I need a break.

E **A 27** Listen and number.



Practice

F **A 28** Listen and match. Then write.

1 What do you need?

I need a bucket

2 What does he need?

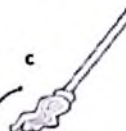
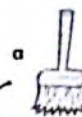
He needs a broom

3 What does she need?

she needs a dustpan

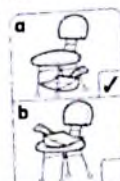
4 What do you need?

I need a mop

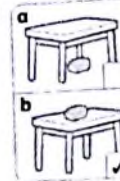


G **A 29** Listen and check (✓).

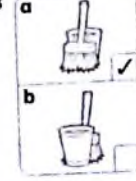
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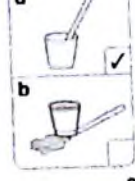
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3



4



21

Song

Objective

Practice target language from Learn 1 in a song

Warm-up activity

- Before the class, hide Picture Cards 21–26 around the classroom.
- Ask students to stand up and walk slowly on the spot. After a while say, *Let's hurry! Let's get busy!* and have them walk faster. Have them walk slowly again. Then say *Let's clean up! Let's get busy!* and have them mime sweeping the floor. Repeat, alternating the commands randomly for a few minutes.
- Say, *I need a ...* and ask students to find the matching picture cards.

Activity **D** **A 25-26**

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to circle the correct pictures, and write in the missing text.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers.
- Play the audio and encourage students to sing along. When students are confident enough, try using the music-only version.

Activity **E** **A 27**

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Prepare two sets of word cards with the names of the household items on. Tell students they are going to have a competition.
- Put students into two teams and give each team a set of cards. Have them spread the cards on a table. Say *I need a ...*. The first team to pick the correct card and put it on the board wins a point.
- Gradually increase the number of items you need. To win a point, students should arrange the words on the board in the same order as you list them.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Write the six household items on the board with the letters in a jumbled order.
- Put students into two teams and ask them to unscramble the words. Have the first team to unscramble them all help you write the correct spellings on the board.
- Ask individuals from the second team to come to the front and stick the corresponding picture card next to each word.

Activity F A 28

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to do the matching.
- Check that students have matched the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity G A 29

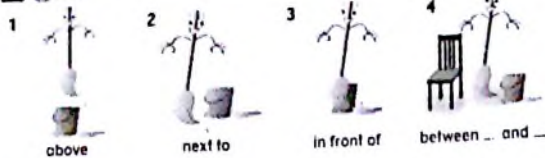
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to draw a check in the correct answer spaces.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Have students write one household item on a small piece of paper and fold it up.
- Put students into pairs. Have them ask each other *What do you need?* and respond with *I need a ...*.
- Put two pairs together and get them to use the structures *What does he/she need?* and *He/She needs a ...* to ask the other pair about what their partner needs. Move pairs around the class until they have all spoken to each other.

Learn 2

H **A 30** Listen and say.



I **A 31** Listen and say.

Is the mop in the bucket?

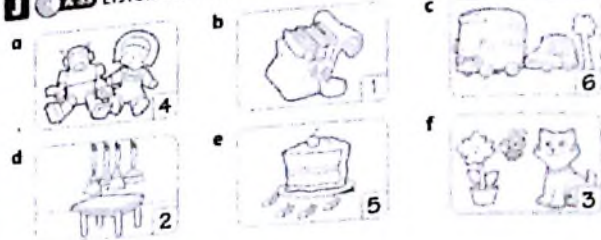


Grammar **A 32**

Is the (mop) above the (bucket)?	Yes.	it	is
	No.		is not
Are the (mops) above the (bucket)?	Yes.	they	are
	No.		are not

Practice

J **A 33** Listen and number. Then write.



- Are the books in the school bag?
Yes, they are.
- Are the brooms next to the table?
No, they aren't. They're above the table.
- Is the bee above the flower?
No, it isn't. It's between the flower and the cat.
- Is the robot next to the doll?
Yes, it is.
- Are the ants behind the cake?
No, they aren't. They're in front of the cake.
- Is the bus between the tree and the car?
No, it isn't. It's in front of the car.

Learn 2

Objectives

- Learn prepositions
- Learn to ask yes/no questions about where something is
- Learn to answer yes/no questions about where something is

Target language

above, next to, in front of, between ... and ...

Is the (mop) above the (bucket)?
Yes, it is. / No, it isn't.

Are the (mops) above the (bucket)?
Yes, they are. / No, they aren't.

Warm-up activity

- Stick picture cards of ten familiar objects on the board in two rows.
- Prompt students to describe the position of the objects in the bottom rows using *under*. Then prompt students to describe the position of the objects using other prepositions (i.e., *above*, *next to*, *in front of*, *between ... and ...*).
- Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

Activity **H** **A 30**

Have students focus on the prepositions. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity **I** **A 31-32**

- Have students focus on the dialogues presenting the target structures. (*Is the mop in the bucket?*)

No, it isn't. It's in front of the table. Are the trash cans next to the table? Yes, they are.) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Photocopy and enlarge the eight pictures at the bottom of p. 21 and cut them into individual pictures. Spread the pictures on a table.
- Ask a student to come to the front. Say a sentence that describes one of the pictures (e.g., *The sponge is on the table.*). Ask the student to pick the correct picture and repeat the sentence. Repeat with other students.
- Stick the pictures on the board one by one and have students describe them. Ask questions about the pictures to practice the target language. If time allows, ask more able students to write the sentences.

Practice

Objective

Practice target language from Learn 2

Warm-up activity

- Before the lesson, stick five large pictures of a mop around the classroom in places where they can be easily seen and that will help practice the prepositions. Ask questions about the positions of the mops (i.e., *Is the mop next to the books?*) and have students answer with *Yes, it is.* or *No, it isn't.*
- Write the prepositions on the board with the letters in a jumbled order. Ask for volunteers to

help you unscramble them. Have students say the words out loud.

Activity J A 33

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have numbered the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Put students into pairs and tell them to look at the big picture on p. 20. Ask them to work together and describe what they see using the target questions and answers.
- After 5 minutes, ask each pair to tell you one or two of their example questions and answers. Have more able students write five questions and answers to describe what they see.

Learn 3

K **ASP** Listen and say.

- 1  sweep the floor
- 2  mop the floor
- 3  pick up the trash
- 4  empty the trash
- 5  wash the dishes
- 6  water the plants

L **ASP** Listen and say.

Can you empty the trash, please?

Sure, no problem.

Grammar **A 34**

Can you sweep the floor, please?

Sure, no problem.

Sorry, I am busy.

24

Practice

25

M **ASP** Listen and write (✓ = Sure, ✗ = Sorry). Then write.

- 1  Can you sweep the floor _____, please?
Sure, no problem _____
- 2  Can you wash the dishes _____, please?
Sorry, I'm busy _____
- 3  Can you water the plants _____, please?
Sure, no problem _____
- 4  Can you mop the floor _____, please?
Sorry, I'm busy _____
- 5  Can you pick up the trash _____, please?
Sorry, I'm busy _____
- 6  Can you empty the trash _____, please?
Sure, no problem _____

25

Learn 3

Objectives

- Learn names for household chores
- Learn to ask someone to do a household chore
- Learn to respond to a request to do a household chore

Target language

sweep the floor, mop the floor, pick up the trash, empty the trash, wash the dishes, water the plants

Can you sweep the floor, please?

Sure, no problem.

Sorry, I'm busy.

Warm-up activity

- Mime some actions that students learned in Student Book 1 (e.g., *run fast*, *swim*, *ride a bike*, etc.) and have them guess the word. Then mime the household chores introduced on p. 24 and have students guess what you are doing.
- Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.
- Say *Can you ... , please?* and ask students to mime the actions with you.

Activity **L** **A 34**

Have students focus on the household chores. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity **M** **A 35-36**

- Have students focus on the dialogue presenting the target structures. (*Can you empty the trash,*

please? Sure, no problem.) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Prepare Picture Cards 31–36 and individual word cards for these words: *Can, you, the, empty, sweep, mop, pick up, wash, water, floor, trash, dishes, plants, please?* Spread the word cards on a desk.
- Ask two students to come to the front of the class. Explain that you will hold up a picture card showing a household chore and that they must arrange the word cards on the board in the correct order to make the question *Can you ... , please?*
- If the students arrange the words correctly, say *Sure, no problem.* If the words are incorrect, say *Sorry, I am busy.* and ask another two students to complete the sentence. Repeat until all students have had a turn.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

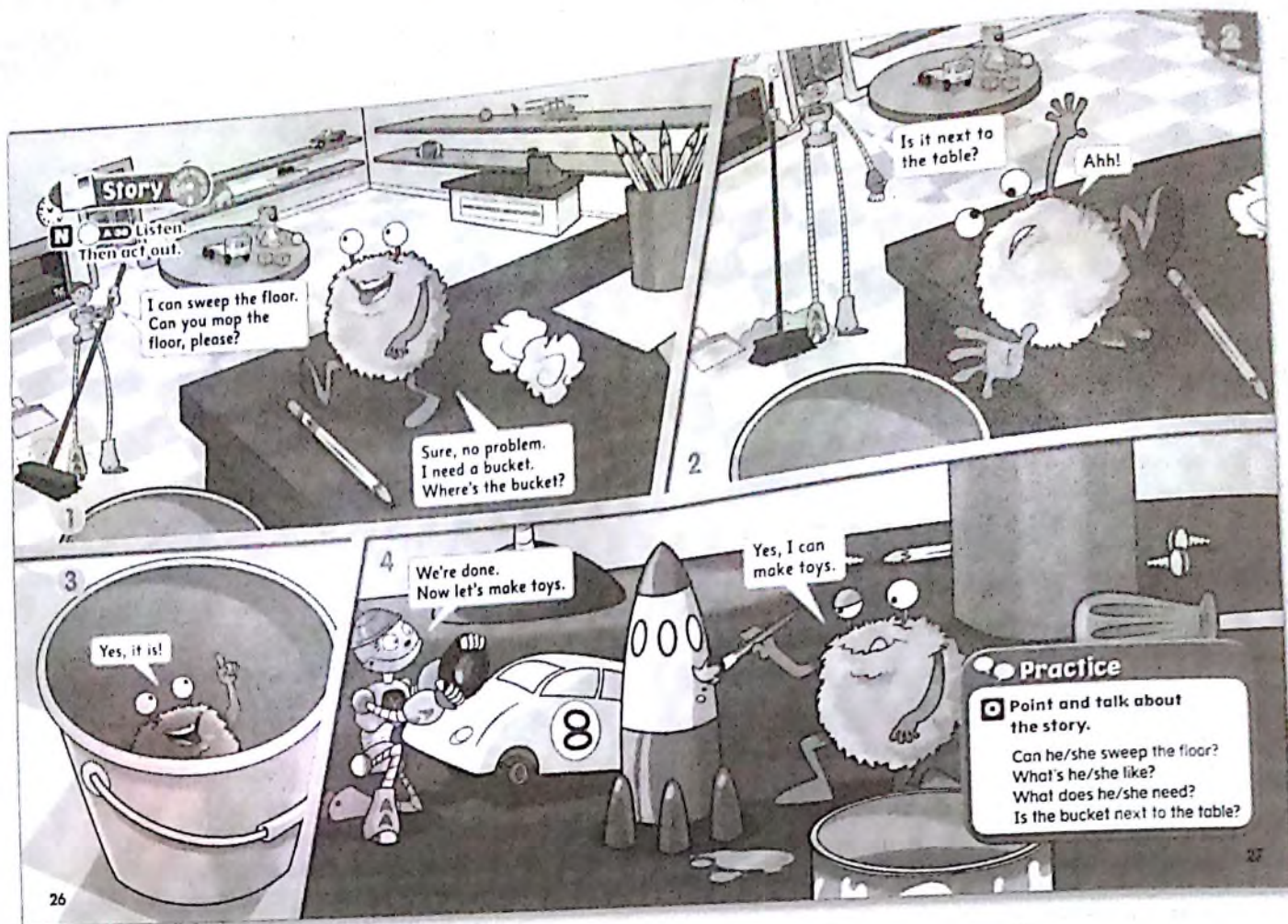
- Play a version of Simon Says with the class. Explain that students should only mime the action you say if you use the target structure *Can you ... , please?* They should not mime the action if you use any other structure (e.g., *Mop the floor!*)

Activity M A 37

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to draw a check or a cross in the answer spaces.
- Check that students have completed this task correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Have students write one household chore on a small piece of paper, and fold it up without showing anyone.
- Put students into three or four teams and have them sit in circles. Students take it in turns to ask the person on their right *Can you ... , please?* If this student has a different activity on their paper, he/she should say *Sorry, I am busy.* and take his/her turn to ask the next person a question. If the student has the same activity on their paper, he/she must say *Sure, no problem.* and show his/her paper. This student is now out.
- The game continues round the circle. The last remaining student is the winner.



Story

Objectives

- Continue the story of *The Toy Mystery*
- Consolidate language from Learn 1-3

Storyline

Bobo and Lola continue to clean the store. Lola sweeps the floor and asks Bobo to mop it, but they can't find a bucket. Bobo falls off the table into the bucket. After finishing with the cleaning, Bobo and Lola start to make toys.

Warm-up activity

- Prepare copies of two sets of Picture Cards 1-36 (one side should be blank).
- Put students into two teams and explain that they are going to play a memory game.
- Spread the cards face down on the floor and have teams take turns to send one student to turn over two cards. Students should say the words out loud as they turn over the cards. If a student turns over two matching cards he/she keeps them. The team with the most pairs of cards wins.

Activity N A 38

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.

- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *We're done*.
- Act out the dialogues and have students repeat after you. Then put students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Put students into pairs. Have them revise the dialogues from the story scene. After a few minutes, tell them to replace the household chore, the objects and the prepositions with their own choices and act out the scene again. Ask volunteers to present to the class.

Practice

Objectives

- Practice target language from Learn 1–3
- Develop reading comprehension skills

Warm-up activity

- Prepare Picture Cards 13–36. Put students into two teams. Stand them in two lines in front of the board.
- Show a picture card and ask the first member of each team to write the word on the board. Give the card to the student who names it first and have him/her move to the end of the line. The other student stays at the front for one more chance to name the object first before moving to the end. The first team to get their first student back to the front of the line wins.

Activity

- Give a brief recap of the target structures from Learn 1–3.
- Have students identify examples of the target structures in the story scenes.
- Have students focus on the questions at the

bottom of the page. Elicit one or two answers from students.

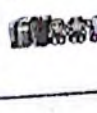
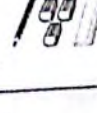
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

- Prepare worksheets for students using sentences from pp. 26–27 with the activities missing (i.e., *I can _____. Can you _____? Sure, _____. I need a _____, etc.*).
- Put students into pairs and give one worksheet to each pair. Explain that they should work together to make their own version of the story by filling the gaps with their own choice of words.
- Give students 5–10 minutes to work together before asking them to read their story out loud.

Test

P Listen and check (✓).

1 a  b 	2 a  b 
3 a  b 	4 a  b 
5 a  b 	6 a  b 
7 a  b 	8 Sure, no problem. Sorry, I'm busy. ✓
9 Sure, no problem. Sorry, I'm busy. ✓	10 Sure, no problem. Sorry, I'm busy. ✓

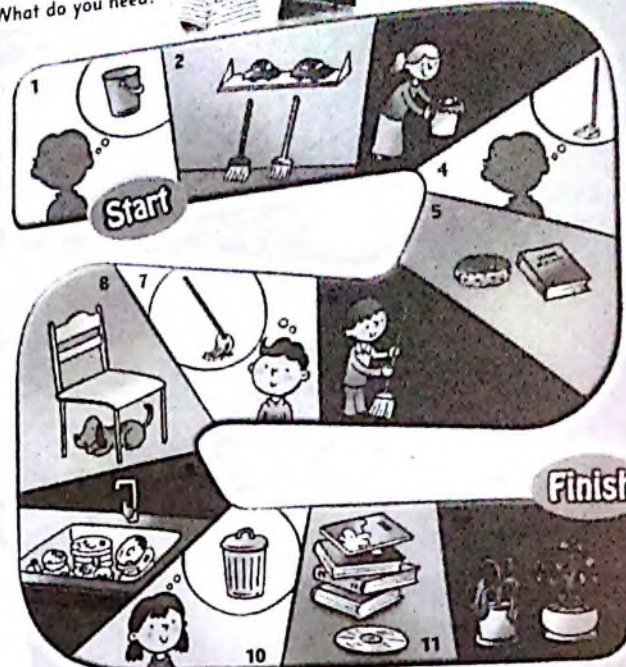
28

Have fun!

Q Play the game.

What do you need?

I need a bucket.



29

Test

Objectives

- Review language from Learn 1–3 in a test format
- Assess listening skills

Warm-up activity

- Ask three or four students to come to the front of the class. Call out commands and have the students arrange themselves accordingly, e.g., *Peter, please stand next to/in front of Amy/between Amy and Joe., etc.*
- Repeat with another group of students and ask seated students to give commands.

Activity **F** A 39

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Put students into two teams. Have teams take turns to ask one member of the other team to place a familiar object somewhere in the classroom using the structure *Please put the ... under/above/next to/in front of/between ... and ...*

- If the student places the object correctly, he/she scores a point for his/her team. The game ends after each team member has given a command. The team with the most points wins.

Have fun!

Objective

Review and assess unit language through a communicative task

Warm-up activity

- Use Picture Cards 21–36 to quickly revise the vocabulary introduced in this unit. First show some pictures and have students call out the words. Vary this by putting pictures on the board one at a time and asking individual students to come to the front and write the words.

Activity

- Put students into pairs. Have them focus on the game and explain how it should be played. If necessary, model the game to ensure all students are clear on what to do.
- Have students play the game. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put students into different pairs and play the game again.

Extension activity

- Put students into pairs (or groups of four if they need more support). Tell them to work together to write out the 12 sentences on the game board.
- When they have finished, get them to swap their work with another pair for peer editing.
- Check the sentences with the whole class.

Review Units 1 and 2



Review Units 1 and 2

A Listen, find and stick.

Practice

B Point and talk about the picture.

What does he/she do? What do they do?
Is he/she a doctor? Are they teachers?
What's he/she like?
What does he/she need?
Is the broom next to the table?

C Listen. Then act out.



31

Objective

Review target language from Units 1 and 2

Scene

It's a busy day in the restaurant. People are eating and drinking, while the staff are busy serving meals and cleaning.

Warm-up activity

- Stick Picture Cards 1-26 on the board in theme groups. Point to a picture of a person who does a job and ask *What does he/she do?* Have students respond with the target structure *He/She's a ...*. Point to an adjective and ask *What's he/she like?* Have students respond with *He/She's ...*. Point to a household item and ask *What does he/she need?* Have students respond with *He/She needs a ...*.
- Repeat and ask individual students to come to the board to point at the pictures.

Activity A A 40

- Have students focus on the scene. Ask questions about the scene and encourage them to talk about what they can see.

- Play the audio once and let students become familiar with it; have them refer to the stickers at the back of book. Then play the audio again for them to put the stickers on the gray spaces. Walk around to monitor progress.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Display familiar classroom objects on and around a desk and chair. Arrange the objects so that all prepositions can be practiced. Say a sentence about one of the objects, e.g., *They're under the book*. Have students guess which objects you are describing and respond with *The ... are under the book.*, etc.
- Put students into groups and have them take turns to make a sentence and guess which objects are being described.

Practice

Objective

Practice target language from Units 1 and 2

Warm-up activity

- Prepare two sets of word cards for the vocabulary from Units 1 and 2.
- Put students into two teams and give each team a set of word cards. Have teams stand around a desk and spread out the cards face up.
- Say a word out loud and have students compete to be the first to slap the matching card. The student who slaps the card first gets to keep it. The one with the most cards at the end is the winner.

Activity B

- Give a brief recap of the target structures from Units 1 and 2.

- Have students identify examples of the target structures in the scene.
- Have students focus on the questions. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Activity C A 41

- Have students focus on the scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page.
- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Walk around to monitor progress. Play the audio once more if necessary.

Extension activity

- Spread Picture Cards 1–36 on the table. Ask a student to select one card from each theme group and put the cards on the board. With the whole class, construct a short dialogue using the target structures and each of the cards on the board.
- Put students into small groups. Give each group six or seven picture or word cards (at least one occupation, adjective, household item, household chore and preposition). Give students 5–10 minutes to work together to construct their own dialogue using the pictures and the target structures.
- Have groups read or act out their dialogues.

3 Surprise!

Story A40 Listen.

Look at the store. It's clean!

Wow! There are new toys on the table.

Oh! There's a lamp on the table.

Hmm ... There's a hole in the window.

Shh!

Learn 1

B A40 Listen and say.

1 
monitor

2 
keyboard

3 
mouse

4 
flash drive

5 
webcam

6 
speakers

C A40 Listen and say.

Grammar A40

There	is	a monitor	(on the table).
There	are	speakers	(on the table).

33

Story

Objectives

- Continue the story of *The Toy Mystery*
- Present Learn 1 structure in a story context

Storyline

Mr. and Mrs. Jones go into the store to find it clean, and with new toys on the table. They also notice a hole in the window. Lola tells Bobo to keep quiet.

Warm-up activity

- Put Picture Cards 1–12 and 21–26 on the board. Say *What can you see? There is a ...*. Have students repeat. Then say *There is a ... and a ...* and encourage students to add another item.
- Ask individual students to continue the list. Students should remember what has been said and in which order. Repeat around the class until the list is too long to remember. Start again.

Activity A A 42

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.

- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *lamp, hole and window*.
- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Make a hole in a piece of paper. Ask students what they can see to elicit *There is a hole in the paper*. Have students look around the room for things with a hole or holes in them and describe these things using the target structure.
- Put a new piece of paper on the desk. Elicit *There is a new piece of paper on the desk*. Have students look around the room for new things and describe these things using the target structure. Repeat with the word *clean*.

Learn 1

Objectives

- Learn names of computer equipment
- Learn to say what there is in a specific place

Target language

monitor, keyboard, mouse, flash drive, webcam, speakers

There's a **monitor** (on the table).

There are **speakers** (on the table).

Warm-up activity

- Prepare to have a computer with monitor, keyboard, mouse, flash drive, webcam and speakers on your desk (or a large picture of a computer with these items). Say, *What's on my desk/the board?* To elicit *A computer*. Mime typing on a keyboard and say, *What do I need?* Ask students to point to or tell you which part of the computer you need. Repeat for all items.

- Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

Activity B A 43

Have students focus on the computer equipment. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C A 44-45

- Play the audio for the target structure and have students find the example in the story scenes. (*There's a lamp on the table.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- One at a time, write the new words on the board with the letters in a jumbled order. Have students compete to unscramble the words and be the first to say *There is a/There are ... on the board.*, etc.
- Prepare word cards for the target structures. Invite students to come to the front. Have them arrange the word cards to correctly form the sentence *There is a/There are ... on the board*.

Song

D Listen, circle and write. Then sing.

There's a  /  on the monitor.

There's a webcam on the monitor, right there.

There are speakers on the table.

There are speakers on the table, right there.

There's a  /  on the table.

There's a mouse on the table, right there.

There are flash drives on the table.

There are flash drives on the table, right there.

There's a  /  on the table.

There's a keyboard on the table, right there.

There are monitors on the table.

There are monitors on the table, right there.

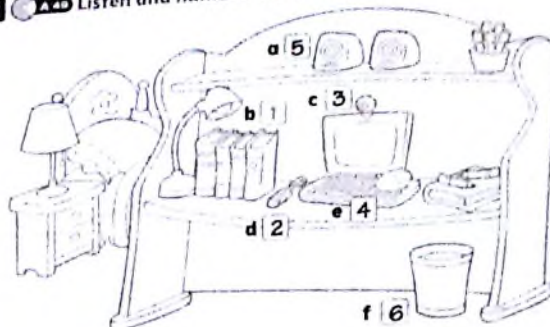
E Listen and circle.



34

Practice

F Listen and number. Then write.



- 1 There are books on _____ the desk.
- 2 There's a flash drive next to _____ the books.
- 3 There's a webcam on _____ the monitor.
- 4 There's a mouse on _____ the keyboard.
- 5 There are speakers above _____ the desk.
- 6 There's a trash can under _____ the desk.

35

Song

Objective

Practice target language from Learn 1 in a song

Warm-up activity

Stick Picture Cards 37-42 on the board along with five or six pictures of other familiar objects. Have students look at the pictures carefully for a minute then close their eyes. Take one picture away and ask students to tell you what is missing. To make the game more challenging, use word cards instead of picture cards, or jumble the pictures around while students have their eyes closed.

Activity D A 46-47

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to circle the correct pictures, and write in the missing text.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers.
- Play the audio and encourage students to sing along. When students are confident enough, try using the music-only version.

Activity E A 48

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct pictures.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Put students into two teams. Hand out Picture Cards 1–12, 21–26 and 37–42 randomly to all students (add other familiar picture cards as required to give each student at least one card).
- Using pieces of furniture around the classroom, give commands such as *Put the fireman and the mop on my desk. Put the doctor and the monitor under Susan's chair.*, etc. Students holding the matching picture cards should place their cards according to your command. If a student places his/her card correctly, he/she scores a point for his/her team.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Place familiar items on a desk at the front of the class. As you place an item say, *There is a ... on the desk*. Have students repeat. After placing the items, go through each one again. Then go to the back of the classroom and have students turn to face you.
- Put students into two teams. Ask, *What is there on the table?* Without looking, individuals from each team take turns to say, *There is a ... on the table*. If the student answers correctly he/she sits down. The first team with all members sitting down wins.

Activity **F** **A 49**

- Have students focus on the activity and explain how it should be completed. If necessary,

model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have numbered the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- With the whole class, look around the room and describe what you can see using the target structures and prepositions learned in Unit 2 (e.g., *There is a ... on/under the ...*).
- Put students into small groups. Give them 5 minutes to take turns to describe to each other what they can see. Then ask them to work together to write five sentences. Have them swap their work with another group to check spelling and correctness.

Activity H A 51-52

- Have students focus on the dialogues presenting the target structures. (*Is there a notebook on the desk? No, there isn't. Are there colored pencils on the desk? Yes, there are.*) Play the audio and have them follow. Then play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Prepare worksheets with the images from Picture Cards 43–48 and blank spaces for students to write the names of the items.
- Put students into pairs and have them close their books. Give one worksheet to each pair and ask them to work together to write the words. When they have finished, get them to swap their work with another pair for peer editing.

Practice

Objective

Practice target language from Learn 2

Warm-up activity

- Prepare two sets of small picture and word cards for the classroom items. Put students into two teams at separate desks. Have them spread the picture and word cards on their desk.
- Have teams compete to match the pictures and words as quickly as they can. The first team to correctly match all cards wins.

Activity I

- Have students focus on the activity and explain

how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

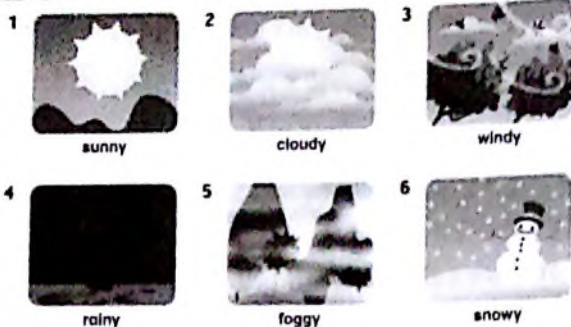
- Have students look at the pictures and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Prepare individual word cards for the new sentences, and a large ? card. Stick picture cards of familiar objects (singular and plural) on the board.
- Put students into two teams. Ask two students from each team to come to the front. Say the name of an object (singular or plural) that may or may not be on board and give one team the ? card. This team must use the word cards to form the question *Is there a/Are there ... on the board?*
- The second team must see whether the object is on the board, then use the word cards to form the correct answer (i.e., *Yes/No, there is/isn't a ... on the board.*). Give a point for each correct question/sentence and repeat with other students from each team.

Learn 3

J **A 53** Listen and say.



K **A 55** Listen and say.

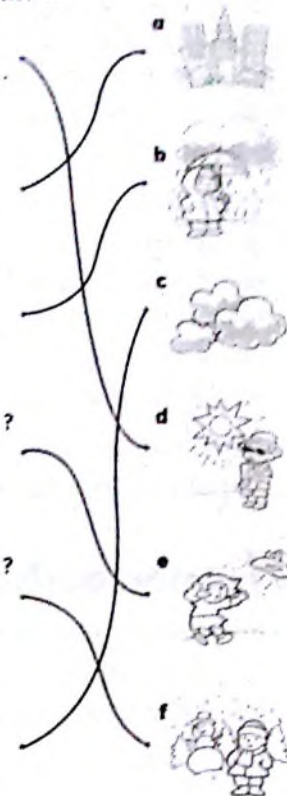


38

Practice

L **A 50** Listen and match. Then write.

- 1 How's the weather?
It's sunny
- 2 How's the weather?
It's foggy.
- 3 How's the weather?
It's rainy.
- 4 How's the weather?
It's windy.
- 5 How's the weather?
It's snowy.
- 6 How's the weather?
It's cloudy.



39

Learn 3

Objectives

- Learn adjectives to describe the weather
- Learn to ask how the weather is
- Learn to describe how the weather is

Target language

sunny, cloudy, windy, rainy, foggy, snowy

How's the weather?

It's sunny.

Warm-up activity

- Draw six stick men on the board to show sunny, cloudy, windy, rainy, foggy and snowy weather. Say *Today we're going to talk about the weather.*
- Point to the pictures one by one and mime how the weather makes you feel. Have students mime with you. Say *It's ...* and have students repeat.
- After this point to pictures randomly and gradually get faster. Get students to mime the actions as fast as they can.

Activity J **A 53**

- Have students focus on the adjectives. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity K **A 54-55**

- Have students focus on the dialogue presenting the target structures. (*How's the weather? It's*

rainy.) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Show Picture Cards 49–54 and ask students to think about how the weather makes them feel, and what they need to stay dry, cool, warm, etc. (e.g., *It's sunny. I feel hot. I need a hat/ice cream/drink of water., etc.*).
- Have students draw a picture of themselves on a day with their favorite weather. Under the picture have them write, *It's ... I need a ...*
- Get students to move around the classroom and show their pictures to each other. Have them ask and answer *How's the weather? It's ... What do you need? I need a ...*, etc.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

One at a time, write the target language words on the board with the letters in a jumbled order. Have students compete to unscramble the words and be the first to say *It's ...*. They could then try to match the correct picture card with the word.

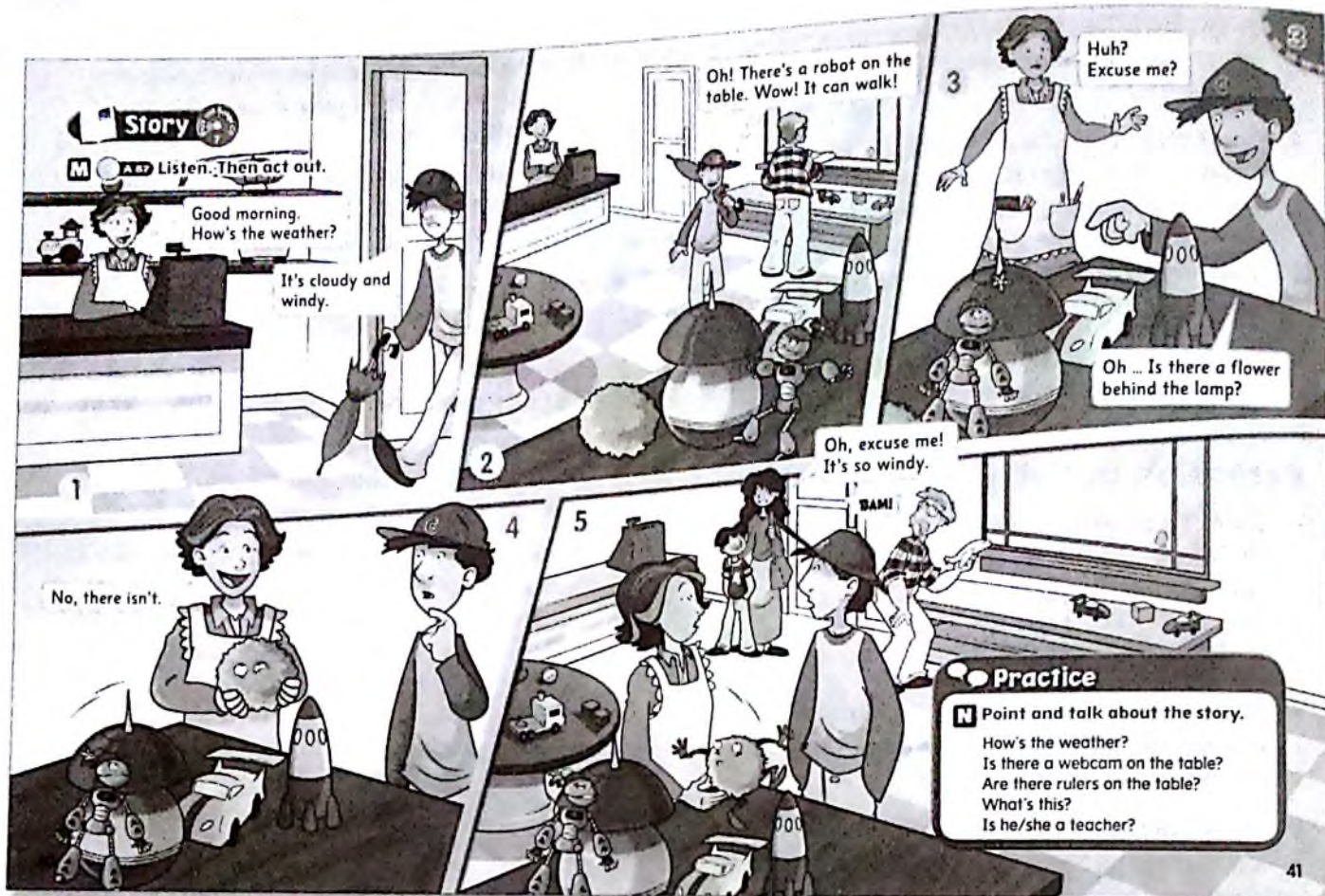
Activity L A 56

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to do the matching.
- Check that students have matched the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Put students into groups. Give each group magazines or brochures with pictures showing places and weather.
- Have students work together in their groups to cut out different types of weather pictures and put them together to make a large poster. Have them write the target structures next to each picture. Students can also draw their own pictures of weather or associated objects to add to the poster.



41

Story

Objectives

- Continue the story of *The Toy Mystery*
- Consolidate language from Learn 1-3

Storyline

Mrs. Jones is in the store when a young man comes in. He has an umbrella and says that the weather is cloudy and windy, then looks around the store. He notices Lola on the table and asks if there is a flower behind the lamp, but Mrs. Jones (picking up Bobo) tells him that there isn't. Two other people come into the store and apologize for slamming the door shut as it is windy outside.

Warm-up activity

- Say *Good morning. How's the weather?* Have students look out of the window to tell you what the weather is like. Encourage them to pair words like *cloudy* and *rainy*, *sunny* and *windy*, etc. if appropriate.
- Ask students to think of a type of weather. Then, around the class, have students ask their neighbor *How's the weather?* and reply individually. Repeat until all students have asked and answered the question.

Activity **M** **A 57**

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.

- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *Excuse me?*
- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Stick Picture Cards 1–12, 21–26 and 37–48 randomly on one side of the board. Use Picture Cards 27–30 to review the prepositions learned in Unit 2.
- Put students into two teams. Ask two members from one team to come to the front. Describe the positions of five objects (e.g., *There is a firefighter above a mop. There is a pencil case next to the mop.*, etc.) and ask the students to arrange the picture cards correctly. Teams score a point for each object correctly placed. Repeat until all team members have had a turn. You may also ask teams to help you describe the positions of the objects for each other.

Practice

Objectives

- Practice target language from Learn 1–3
- Develop reading comprehension skills

Warm-up activity

- Put students into pairs. Prepare empty Bingo grids and give one to each pair.
- Put Picture Cards 37–54 on the board. Have students quickly fill out their grid with nine of these words. Remove the cards from the board. Randomly call out each card one by one. The winner is the first pair to cross out a row of words (or the first pair to cross out their whole card).

Activity N

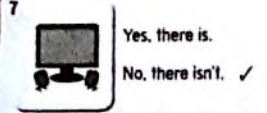
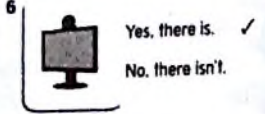
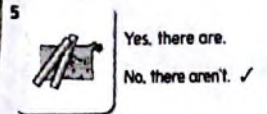
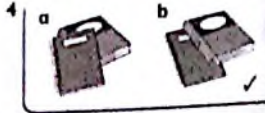
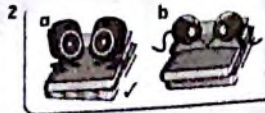
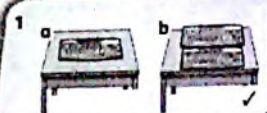
- Give a brief recap of the target structures from Learn 1–3.
- Have students identify examples of the target structures in the story scenes.
- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

Put students into pairs. Have them revise the dialogues from the story scene. After a few minutes, tell them to replace the weather, the objects and the verbs with their own choices and act out the scene again. Ask volunteers to present to the class.

Test

1 Listen and check (✓).



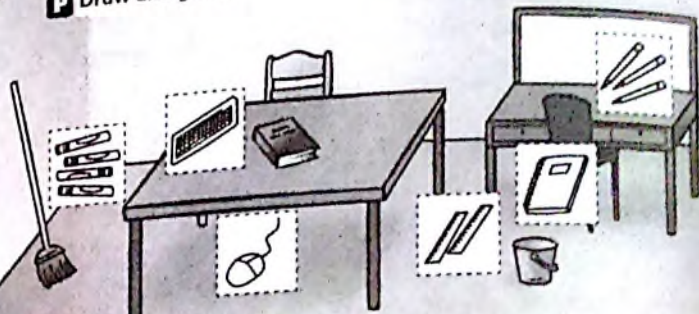
42

Have fun!

Is there a notebook behind the bucket?

Yes, there is.

2 Draw and guess.



Me			✓	✓		✓
Classmate	✓	✓		✓		

How to play:

- 1 Draw the items from the chart in the picture.
- 2 Play in pairs. Take turns to guess where the items are in each other's book.
- 3 Check (✓) the items that are guessed correctly.

Suggested answers
Students' answers can vary

43

Test

Objectives

- Review language from Learn 1-3 in a test format
- Assess listening skills

Warm-up activity

- Have students clear their desks. Walk around and give out familiar objects or picture cards of objects (some singular some plural) to individual students.
- Pretend to be a doctor looking for some patients. As the doctor say *There's a/There are ... on the desk*. Have students point to the child who has the matching object(s) on his/her desk and say *There's a/There are ... on the desk*.

Activity **1** **A 58**

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.

- Have students write their score at the top of the page.

Extension activity

- Put students into groups of four. Give each group a name, and each group member a sticker labeled A, B, C or D. Ask students to stand up in their groups.
- Give commands such as *A stand behind C, B sit in front of D, D stand between C and B*, etc. and have groups arrange themselves as quickly as possible. The first team to arrange themselves correctly wins a point.
- For more able students you may vary the verbs, e.g., *A jump behind C, C hop next to D*, etc.

Have fun!

Objective

Review and assess unit language through a communicative task

Warm-up activity

- Tape the words *There is* and *There are* separately onto several familiar objects in the classroom that can be picked up and passed around.
- Play music and begin passing the objects around. The students holding the objects when the music stops must make a sentence using the words taped to the object. Repeat for a while and encourage students to also make sentences using the prepositions they have learned.

Activity **P**

- Put students into pairs. Have them focus on the game and explain how it should be played. If necessary, model the game to ensure all students are clear on what to do.
- Have students play the game. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put students into different pairs and play the game again.

Extension activity

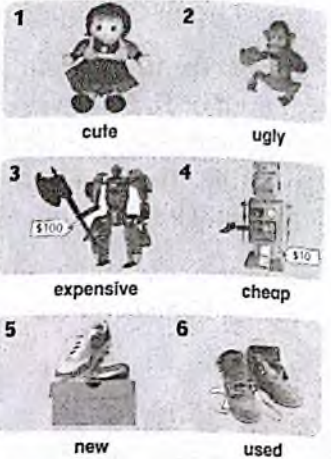
- Prepare Picture Cards 1–54 and construct a short narrative on the board with the whole class. Take a weather picture and write *It's* (stick weather picture). Take an occupation picture and an adjective and write *There is a* (occupation picture). *She/He is* (adjective picture). Continue with the following: *He/She needs a* (object 1) *to* (household chore). *There is a* (object 1) (preposition) (object 2). Have students say the narrative aloud with you as you construct it and again when it is complete.
- Put students into pairs. Leave the framework on board and have pairs work together to write and draw their own story substituting the pictures on the board with their own choices.

4 That ball is cool!



Learn 1

B Listen and say.



C Listen and say.

Grammar A 52

This/That (doll) is cute.
 These/Those (dolls) are ugly.
 Is this/that (robot) expensive?
 Yes, it is.
 No, it is not. It is cheap.
 Are these/those (shoes) new?
 Yes, they are.
 No, they are not. They are used.

45

Story

Objectives

- Continue the story of *The Toy Mystery*
- Present Learn 1 structure in a story context

Storyline

Mrs. Jones welcomes the woman and boy. They look around the store, pointing out the toys and describing how they look. The boy notices a ball, but Mrs. Jones is confused.

Warm-up activity

- Demonstrate the difference between *this* and *that* by holding up a pencil and describing its color, then pointing to one of a different color on the table. Have one student stand next to you and another stand at the back of the classroom. Point and say *This student is (name). That student is (name).* Have students repeat.
- Demonstrate the difference between *these* and *those* using plural objects and by asking two boys to stand next to you and two girls to stand at the back of the classroom. Have students repeat.

Activity A A 59

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.

- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *Welcome*, *shiny* and *cool*.
- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

Put students into pairs. Give them 5 minutes to move around the classroom and describe the things they see using *this/that*, *these/those* and the adjectives they have learned so far. Ask volunteers to share their sentences with the class.

Learn 1

Objectives

- Learn adjectives to describe objects
- Learn to describe an object
- Learn to ask yes/no questions about what an object is like
- Learn to answer yes/no questions about what an object is like

Target language

cute, ugly, expensive, cheap, new, used

This/That (doll) is **cute**.

These/Those (dolls) are **ugly**.

Is this/that (robot) **expensive**?

Yes, it is. / No, it isn't. It's **cheap**.

Are these/those (shoes) **new**?

Yes, they are. / No, they aren't. They're **used**.

Warm-up activity

- Prepare three pairs of familiar objects (singular and plural) that illustrate the adjectives *cute*, *ugly*, *expensive*, *cheap*, *new* and *used*. Arrange them on your desk with large price tags of different amounts between \$1 and \$20.

- Describe the objects using *this/that*, *these/those* and the adjectives. Have students repeat. Ask volunteers to come to the front and describe the objects in the same way.

Activity B A 60

Have students focus on the adjectives. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C A 61-62

- Play the audio for the target structures and have students find the examples in the story scenes. (*These cars are shiny. That doll is cute!*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Tell students to listen carefully. Spell one of the adjectives out loud, letter by letter. Tell students not to say the word. Have them stay in their seats and silently find an object in the classroom that can be described by the word you spelled. Ask a few students to say the sentence *This/That/These/Those ... is/are ...*.
- Repeat once or twice. Then ask students to take turns to spell one of the adjectives for the class.

Song

D Listen and write. Then sing.

This, that, these, those.

Turn around and touch your toes.

That robot is new. It can walk around!

This, that, these, those.

Turn around and touch your toes.

Those dolls are cute. They can walk around!

This, that, these, those.

Turn around and touch your toes.

This movie is new. Let's watch it!

This, that, these, those.

Turn around and touch your toes.

These cars are cheap. Let's buy them!

E Listen and circle.

1 That / This

2 Those / These

3 This / These

4 That / These

Practice

F Listen and write. Then match.

1 This robot is used.

2 These cars are cheap.

3 Those dolls are cute.

4 That video game is new.



G Look and write.

1 Is this keyboard cheap?



No, it isn't.

It's expensive.

2 Are these speakers used?



Yes, they are.

3 Are those dolls cute?



No, they aren't.

They're ugly.

Song

Objective

Practice target language from Learn 1 in a song

Warm-up activity

- Quickly teach or review the expressions *walk around*, *turn around*, *touch your toes* and *touch your nose*.
- Play Simon Says using these expressions and getting students to perform the actions on the spot.

Activity D A 63-64

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to write in the missing text.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers.
- Play the audio and encourage students to sing along. When students are confident enough, try using the music-only version.

Activity E A 65

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Prepare individual word cards for the target structures, some familiar objects, and a large ? card.
- Put students into two teams. Ask two students from one team to come to the front. Say one of the target questions or sentences out loud and have the students use the word cards to construct it on the board.
- Give a point for each correct question/sentence and repeat with students from alternate teams until all students have had a turn.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

One at a time, write the adjectives on the board with the letters in a jumbled order. Ask students to unscramble the letters and tell you the correct spelling. Then ask them to think of a sentence using the adjective, an object in the classroom and *this*, *that*, *these* or *those*.

Activity F A 66

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to write in the missing text.

- Check that students have written in the text correctly. Then have them do the matching. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity G

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the pictures and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

Put students into pairs of A and B. Give each pair some pages from magazines with illustrations of various items for sale. Explain that A is the shopkeeper and B is the shopper. Ask them to look at the pictures and use the target structures to talk about what they can see. After 5 minutes ask A and B to swap roles.

Learn 2

H **A 67** Listen and say.

20 twenty	26 twenty-six	50 fifty
21 twenty-one	27 twenty-seven	60 sixty
22 twenty-two	28 twenty-eight	70 seventy
23 twenty-three	29 twenty-nine	80 eighty
24 twenty-four	30 thirty	90 ninety
25 twenty-five	40 forty	100 one hundred

I **A 68** Listen and say.



Grammar **A 69**

What is 20	+	10?	20	+	10	=	30.
	(plus)			(plus)		(equals)	
	(minus)			(minus)			10.

48

Practice

J **A 69** Listen and write.

- There are 20 students in this class.
- There are 25 colored pencils in the box.
- His room number is 94.
- My dad is 40 years old.
- My brother has 75 CDs.

K **A 70** Listen and write. Then answer.

- 24 + 14 = 38
- 80 - 7 = 73
- 20 + 46 = 66
- 38 + 29 = 67
- 42 - 7 = 35
- 63 - 52 = 11
- 71 + 20 = 91
- 65 - 18 = 47



49

Learn 2

Objectives

- Learn numbers
- Learn to ask addition and subtraction questions
- Learn to answer addition and subtraction questions

Target language

20 (twenty), 21 (twenty-one), 22 (twenty-two), 23 (twenty-three), 24 (twenty-four), 25 (twenty-five), 26 (twenty-six), 27 (twenty-seven), 28 (twenty-eight), 29 (twenty-nine), 30 (thirty), 40 (forty), 50 (fifty), 60 (sixty), 70 (seventy), 80 (eighty), 90 (ninety), 100 (one hundred)

What's 20 plus 10? 20 plus 10 equals 30.

What's 20 minus 10? 20 minus 10 equals 10.

Warm-up activity

Play a counting game. Go round the class and have individual students say numbers 1-20 in sequence. Ask if anyone knows what comes next. Prompt students to say 21-29 and write the numbers on the board. Write 30 and say it out loud. Have students repeat. Prompt them to say 31-39 and write the numbers on the board. Point out the pattern and continue to 100.

Activity **H** **A 67**

Have students focus on the numbers. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity **I** **A 68-69**

- Have students focus on the dialogue presenting the target structures. (What's 24 plus 25? 48? No. 24 plus 25 equals 49.) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Put a selection of picture cards that show familiar toys and food on the board. Write a price tag next to each picture. Point to each picture and say, *Is this cheap/expensive?* and have students respond.
- Say, *I need a ... and a ...*. Read out the price tags of both objects and use the target structure to add them together.
- Put students into pairs and have them practice buying the objects on the board in the same manner.

Practice

Objective

Practice target language from Learn 2

Warm-up activity

- Put students into two teams. Stand them in two lines in front of the board. Say a number out loud and ask the first member of each team to write the number on the board. The first student to write the number correctly scores a point for his/her team. After a student has written a number, he/she moves to the back of the line.
- Repeat until all students have had a turn. Increase the difficulty of the game by saying two numbers and + or -.

Activity J A 70

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to write in the answers.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Activity K A 71

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to write in the missing numbers and symbols.
- Check that students have written in the numbers and symbols correctly. Then have them answer the sums. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

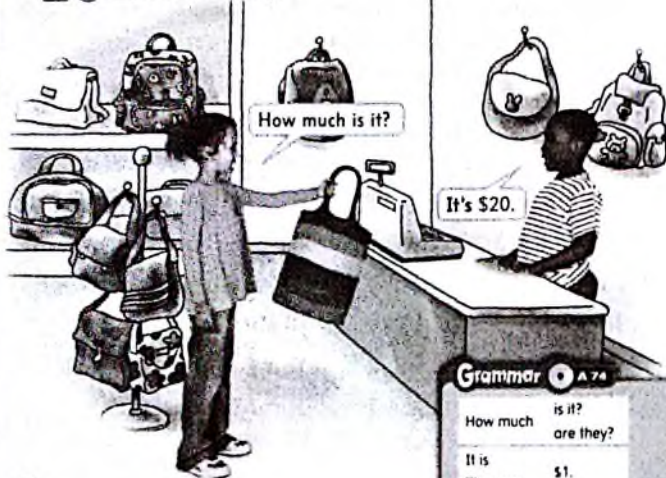
- Put students into small groups at separate desks. Give each group pencils and several sheets of A4 paper cut into half.
- Say some math equations out loud. Have groups compete to write down what you say and work out the equation. Start with simple equations and progress to more difficult ones. The first team to write the equation correctly scores a point.

Learn 3

L A 72 Listen and say.



M A 72 Listen and say.



Grammar A 74

How much	is it?
It is	are they?
They are	\$1.

50

Practice

N A 72 Listen and match. Then write.

- How much is it? It's \$5. 
- How much are they? They're \$32. 
- How much is it? It's \$100. 
- How much is it? It's \$57. 
- How much are they? They're \$10. 
- How much are they? They're \$35. 

51

Learn 3

Objectives

- Learn names for amounts of money
- Learn to ask how much things are
- Learn to say how much things are

Target language

\$1 (one dollar), **\$10** (ten dollars), **\$100** (one hundred dollars)

How much is it? It's \$1.

How much are they? They're \$1.

Warm-up activity

- Prepare some toy money (one dollar, ten dollar and 100 dollar bills) and put it in a purse. Pull the notes out of the purse one by one. Say *This is ten dollars.*, etc. and place them on the desk.
- Put students into four groups. Give each group a random amount of toy money. Ask them to sort the money into three piles: one dollars, ten dollars and 100 dollars. Have them first count the money in each pile, then add together the three amounts to get the total.

Activity **L** A 72

Have students focus on the amounts of money. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity M A 73-74

- Have students focus on the dialogue presenting the target structure. (*How much is it? It's \$20.*) Play the audio and have them follow. Then play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Put students into pairs. Give each pair a sheet of paper and some toy money. Have pairs write the names of ten objects they can find in a shop on the paper, but without prices.
- Have pairs take turns to be shopkeeper and shopper. The shopper asks the price of each object (shopkeeper makes up prices) then says *I need a ...*. Encourage shoppers to ask for several different objects and/or more than one of each. Have students add up the prices to work out what they must pay in total.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

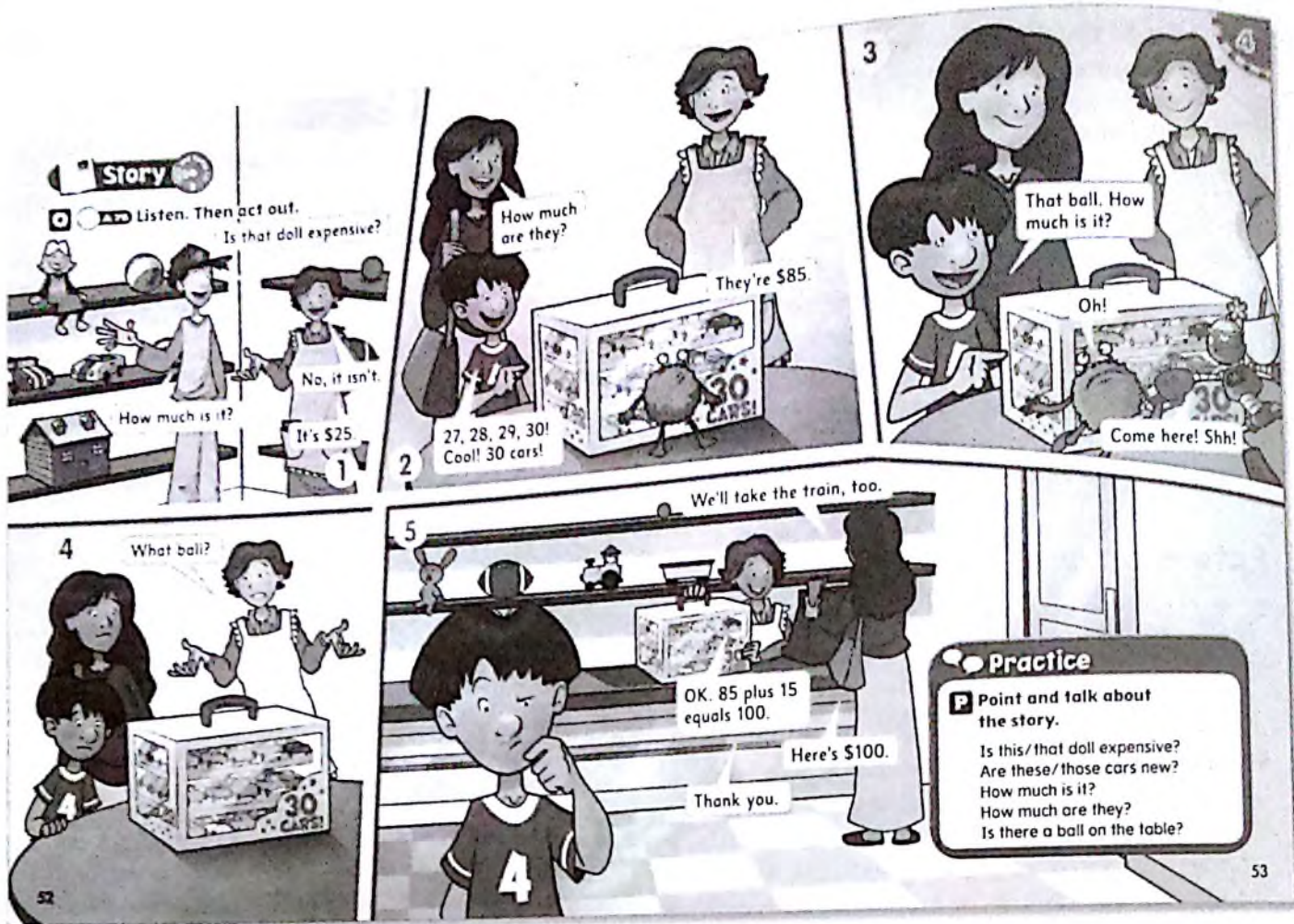
Put a selection of objects on the board and write prices next to them. Have students come to the front in pairs. Have one student ask the price of an object and the other respond. Repeat with other pairs of students.

Activity N A 75

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to do the matching.
- Check that students have matched the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Prepare two worksheets, A and B, each with different pictures of familiar toys/food and blank price tags. Put students into pairs of A and B. Give worksheet A to As and worksheet B to Bs.
- Arrange pairs back-to-back, so that As face the front of the class and Bs face the back. Stick an enlarged copy of worksheet B on the board and write prices next to each item. Have Bs ask As *How much ... ?* to complete their worksheet. Have students compare completed worksheets with the prices on the board.
- Repeat with Bs facing the front, As facing the back and worksheet A on the board.



Practice

Point and talk about the story.

- Is this/that doll expensive?
- Are these/those cars new?
- How much is it?
- How much are they?
- Is there a ball on the table?

53

Story

Objectives

- Continue the story of *The Toy Mystery*
- Consolidate language from Learn 1-3

Storyline

The customers continue to look around the store and ask Mrs. Jones how much things are, including a doll and some cars. The boy asks how much the ball is (referring to Bobo), but Mrs. Jones doesn't understand what he is talking about. The woman pays for the cars and a train, while the boy looks puzzled.

Warm-up activity

- Prepare a set of individual cards with the numbers from 20 to 60 (or 20 to 100). Scatter the cards randomly face down.
- Have a group of five or six students come to the front, pick cards and line up in the correct order from the lowest to the highest number. Have students say their numbers out loud. Repeat until all students have had a turn.

Activity A 76

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *Come here!*

- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Prepare collections of objects such as magnets, stickers, crayons, etc. Put students into small groups and give each group several collections of objects jumbled together. Have students sort the objects, count the number of each type and write this down. Then have them count the total number of objects.
- Write prices for each of the objects on the board (e.g., 1 sticker = \$2, etc). Have students work out the price for each of their collections of objects (have them do this with simple addition). Then have them work out the total price of all of the objects they have.

Practice

Objectives

- Practice target language from Learn 1–3
- Develop reading comprehension skills

Warm-up activity

Prepare word cards for numbers from 20 up. Give each student a card and take one yourself. Have all students except one sit on chairs in a circle. Stand in the middle of the circle and call out two numbers. The students with these numbers should try to swap places. You should also try to sit in one of their chairs. The student left standing now shouts two other numbers.

Activity P

- Give a brief recap of the target structures from Learn 1–3.
- Have students identify examples of the target structures in the story scenes.

- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

- Put students into pairs. Have them look at pp. 52–53. Tell them they are going to write their own version of the story using different objects, adjectives and prices.
- Demonstrate what students need to do with the first picture scene (e.g., write the text on the board substituting *car* for *doll*, *new* for *expensive*, etc.).
- Have students complete their own version and then read it out for the class.

Test

Q A77 Listen and check (✓).

1 a b	2 a b
3 a b	4 a 65 b 83
5 a 30 b 32	6 a 27 b 97
7 a b	8 a b
9 a b	10 a b

54

Have fun!

R Play the shopping game.

This robot is cool.

How much is it?

3 plus 6 equals 9. It's \$9.

50 minus 9 equals 41. Now you have \$41.

I have \$50

You have \$50

1 \$9
cool $50 - 9 = 41$

2 \$6
shiny $41 - 6 = 35$

3 \$4
used $35 - 4 = 31$

Now I have \$31

winner

1 \$8
ugly $50 - 8 = 42$

2 \$3
cute $42 - 3 = 39$

3 \$9
new $39 - 9 = 30$

Now you have \$30

How to play:

- 1 Play in pairs. Each player has \$50 to spend.
- 2 Roll two dice for the price of each item.
- 3 The winner is the one with more money left at the end.

Suggested answers
Students' answers can vary

55

Test

Objectives

- Review language from Learn 1–3 in a test format
- Assess listening skills

Warm-up activity

- Prepare two sets of activity cards from the unit. You can use word cards for more able students. Put students into two teams. Give each team a set of cards and a pair of chopsticks.
- Say a word out loud. Tell teams to take turns to use the chopsticks to pick up the matching card. The first team to pick up the correct card scores a point. Repeat so that all students have a turn. The team with the most points wins.

Activity Q A 77

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.

- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

Prepare empty Bingo grids and give one to each student. Have students quickly fill out their grid with numbers between 20 and 50. Call out random numbers and keep a record. The winner is the first student to cross out a row of numbers (or the first student to cross out their whole card).

Have fun!

Objective

Review and assess unit language through a communicative task

Warm-up activity

- Remind students of the adjectives *cool, shiny, cute, ugly, new* and *used*. Put students into small groups. Have them quickly find things in the classroom that can be described with these adjectives. Ask each group to describe these objects for the others with sentences using *this/that* and *these/those*.

Activity **R**

- Put students into pairs. Have them focus on the game and explain how it should be played. If necessary, model the game to ensure all students are clear on what to do.
- Have students play the game. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put students into different pairs and play the game again.

Extension activity

- Put students into small groups and give each group a large sheet of paper. Tell them they are going to have a spelling competition.
- One by one, place a picture card on the board to review the vocabulary from Units 3 and 4. Have groups work together to spell the word. Tell them to work as quietly as they can so that other groups cannot hear what they say.
- The first group to spell all words correctly wins.

Review Units 3 and 4



Review Units 3 and 4

A Listen, find and stick.

Practice

B Point and talk about the picture.

There's a mouse on the table.
Is there a monitor on the table?
How's the weather?
This/That robot is cheap.
Is this/that doll expensive?
How much is it? How much are they?
It's. They're \$100.

C Listen. Then act out.

Good morning!
Welcome!

Hello. Oh, good! There are webcams. Are these webcams new?

No, they aren't. They're used.
Look! This webcam is cute!

Oh, it's so cute!
How much is it?

It's \$25.

Wow! It's cheap! OK!

Objective

Review target language from Units 3 and 4

Scene

The store is full with people shopping. Some are looking at the things for sale, others are paying for their shopping.

Warm-up activity

- Prepare two sets of copies of Picture Cards 37–60 (one side should be blank).
- Put students into two teams and explain that they are going to play a memory game.
- Spread the cards face down on the floor and have teams take turns to send one student to turn over two cards. Students should say the words out loud as they turn over the cards. If a student turns over two matching cards he/she keeps them. The team with the most pairs of cards wins.

Activity A A 78

- Have students focus on the scene. Ask questions about the scene and encourage them to talk about what they can see.

- Play the audio once and let students become familiar with it; have them refer to the stickers at the back of book. Then play the audio again for them to put the stickers on the gray spaces. Walk around to monitor progress.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Put students into pairs and have them look at pp. 56–57. Play Track A78 on the Audio CD again. Pause after each line of dialogue and have students repeat.
- At the end of each section, have students look at the picture. With their partner they should try to say as much of the dialogue as they can. If they cannot remember the dialogue, they can make up their own dialogue using the structures they have learned.

Practice

Objective

Practice target language from Units 3 and 4

Warm-up activity

- Prepare picture cards to review the vocabulary introduced in Units 1–4. Put students into two teams and have them stand in two lines.
- Hold up a card and ask the first students in each team to name it. Give the card to the student who names it first and have him/her move to the end of the line. The other student stays at the front. He/She has one more chance to name the object first, before moving to the end. The first team to get their first student back to the front of the line wins.

Activity B

- Give a brief recap of the target structures from Units 3 and 4.

- Have students identify examples of the target structures in the scene.
- Have students focus on the questions. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Activity C A 79

- Have students focus on the scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page.
- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Walk around to monitor progress. Play the audio once more if necessary.

Extension activity

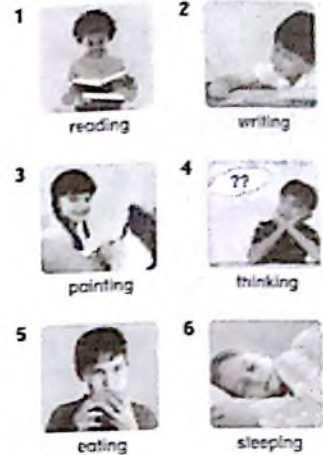
- Place some picture cards showing familiar objects around the classroom. Quickly revise the expressions *Oh/Wow, This/That ... is so cool/cute/cheap!*, etc.
- Put students into groups of three. Have one of them be a shopkeeper and the other two the shoppers. Ask them to pretend that the classroom is a shop and that everything is for sale. Tell them to move around the classroom and use the language they have learned to talk about the things they would like to buy. After a few minutes, have one of the shoppers swap roles with the shopkeeper.

5 Who makes the toys?



Learn 1

B Listen and say.



C Listen and say.

Grammar

What	are	you/they	doing?
I	is	he/she	
They	am		
He/She	are	reading.	
	is		

59

Story

Objectives

- Introduce the story of *The Toy Mystery*
- Present Learn 1 structure in a story context

Storyline

Mr. and Mrs. Jones close the store for the day. They decide to find out who makes the toys at nighttime and hide behind some shutters. Two hours later, Bobo and Lola come out and listen to see if they can hear anything. Mr. and Mrs. Jones are sleeping, and Mr. Jones is snoring!

Warm-up activity

- Play a guessing game to revise the verbs learned in previous units. Pretend to be sweeping the floor. Ask students *What am I doing?* Say, *I am sweeping the floor.* Prompt them to say *You are sweeping the floor.* Repeat with other verbs.
- Ask volunteers to mime an action for the class to guess. Ask *What is he/she doing?* To elicit *He/She is ...*

Activity A B2

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *I wonder, find out, anyone, listening, snoring.*

- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Put students into groups of four and label them A, A and B, B. Tell them they are going to practice the dialogues in scenes 3 and 4 from the story and act them out.
- Have As be Lola and Bobo, and Bs be Mr. and Mrs. Jones. Tell them to first act out the scenes using the verbs in the speech bubbles. After a few minutes, ask them to replace these verbs with other verbs they know.
- Ask volunteers to present to the class. Then have As and Bs swap roles and practice again.

Learn 1

Objectives

- Learn names of activities
- Learn to ask what someone is doing
- Learn to say what someone is doing

Target language

reading, writing, painting, thinking, eating, sleeping

What are you/they doing? I'm/They're **reading**.

What's he/she doing? He's/She's **reading**.

Warm-up activity

- Play the guessing game (from the previous warm-up activity) again to introduce the verbs on p. 59 and review *snoring* and *listening*. Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.
- Ask volunteers to mime an action for the class to guess. Ask *What is he/she doing?* To elicit *He/She is ...*

Activity B B 3

Have students focus on the adjectives. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C B 4-5

- Play the audio for the target structures and have students find the dialogue in the story scenes. (*What are you doing? I'm listening.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Put students into pairs. Give each pair a large piece of paper. Tell them to pretend that the paper is a window and have them draw a large window frame around the edges.
- Have students take turns to "look" through their window and practice this dialogue: A: *Can you see anyone?* B: *Yes.* A: *What is he/she doing?* B: *He/she is ...*. The student asking the questions should then draw a small simple picture of someone doing this action inside the window frame.
- Have students present their completed pictures to the class using the target structures.

Chant

D Listen and write. Then chant.

What's she doing? What's she doing?

She's sleeping.

What's he doing? What's he doing?

He's painting.

What are they doing? What are they doing?

They're thinking.

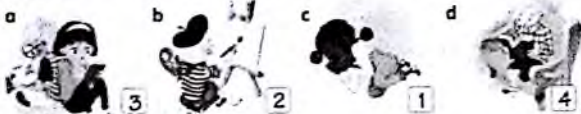
What are they doing? What are they doing?

They're writing.

What are you doing? What are you doing?

Shh! Be quiet! I'm reading.

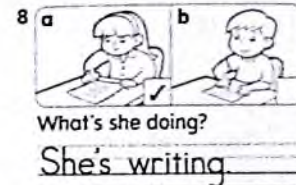
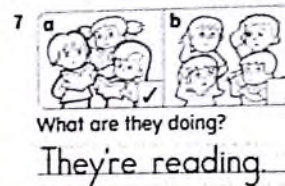
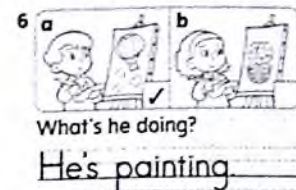
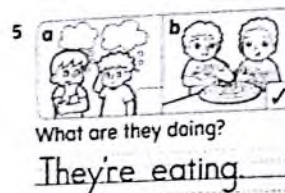
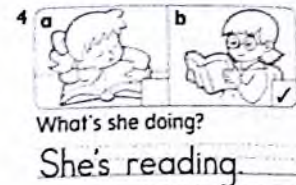
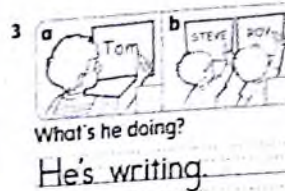
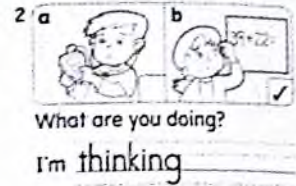
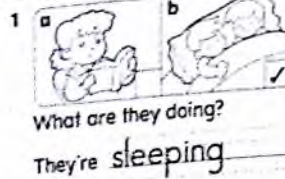
E Listen and number.



60

Practice

F Listen and check (✓). Then write.



61

Chant

Objective

Practice target language from Learn 1 in a chant

Warm-up activity

- Write the Learn 1 verbs on the board with the letters in a jumbled order. Leave a space after each jumbled word to write the correct spelling.
- Put students into pairs and ask them to unscramble each word. When students have finished, ask volunteers to help you spell out the correct words next to the jumbled letters.

Activity D B 6-7

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to write in the missing text.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers.
- Play the audio and encourage students to chant along. When students are confident enough, try using the music-only version.

Activity E B 8

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Prepare individual word cards for the Learn 1 target structures, and a large ? card.
- Put students into two teams. Ask two students from one team to come to the front. Say one of the target questions or sentences out loud and have the students use the word cards to write it on the board.
- Give a point for each correct question/sentence and repeat with students from the other team.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Put students into two teams. Ask one student from each team to come to the front. Spread Picture Cards 31–36 and 82–87 on a table and mime one of the activities.
- Ask *What am I doing?* Have the students compete to pick up the correct card and say *You are ...*. The first student to pick up the correct card and say the sentence wins a point for his/her team. Repeat until all students have had a turn.

Activity **F** **B9**

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to draw a check in the correct answer spaces.

- Ensure that students have checked the pictures correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Give each student a piece of drawing paper and some crayons. Have them draw a picture of their family doing the things they like to do at the weekend.
- Put students into small groups and have them talk about their pictures using the target structures. Encourage students to ask each other questions.

Learn 2

G B 10 Listen and say.

- 1  watching TV
- 2  surfing the Web
- 3  listening to music
- 4  playing a video game
- 5  playing a board game
- 6  studying for an exam

H B 11 Listen and say.



Grammar B 12

Are you	watching TV?
Is he/she	
Yes, I am.	No, I am not.
Yes, he/she is.	No, he/she is not.

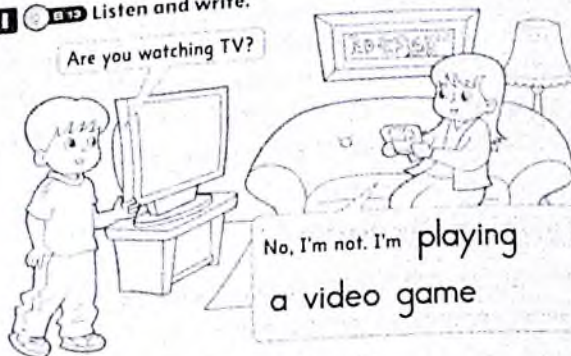
62

Practice

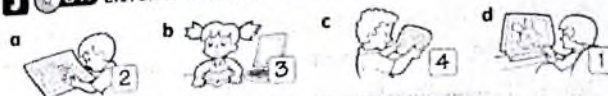
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I B 13 Listen and write.

Are you watching TV?



J B 14 Listen and number. Then write.



- 1 Is she watching TV? Yes, she is.
- 2 Is he playing a board game? Yes, he is.
- 3 Is she surfing the Web? No, she isn't.
She's studying for an exam.
- 4 Is he listening to music? No, he isn't.
He's playing a video game.

63

Learn 2

Objectives

- Learn names of activities
- Learn to ask yes/no questions about what someone is doing
- Learn to answer yes/no questions about what someone is doing

Target language

watching TV, surfing the Web, listening to music, playing a video game, playing a board game, studying for an exam

Are you watching TV?

Yes, I am. / No, I'm not.

Is he/she watching TV?

Yes, he/she is. / No, he/she isn't.

Warm-up activity

- Play the guessing game (from the Learn 1 warm-up activity) again to introduce the verbs on p. 62. Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.
- Ask volunteers to mime an action for the class to guess. Ask *What is he/she doing?* To elicit *He/She is ...*

Activity G B 10

Have students focus on the activities. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity H B 11-12

- Have students focus on the dialogue presenting the target structures. (*Are you studying for an exam? Yes, I am.*) Play the audio and have them follow. Then play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Put students into pairs and ask them to look at the picture on pp. 56-57. Have them take turns to ask questions and describe what the people are doing using the target structures.

Practice

Objective

Practice target language from Learn 2

Warm-up activity

- Make individual word cards for the target sentences introduced on p. 59 (you will need two each of *is, are, they, he* and *she*). Spread the words on a table.
- Put students into two teams. Ask two or three students from one team to come to the front. Hold up a picture card of a familiar verb and have students use the word cards to make a matching question and answer on the board. Students score a point for each correct answer. Repeat with students from alternate teams until all students have had a turn.

Activity I B 13

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to write in the missing text.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Activity J B 14

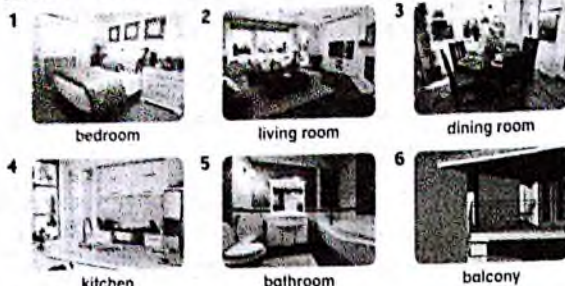
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have numbered the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Put students into pairs of A and B and have them sit back to back. Tell them to look at the pictures on p. 61. Have A silently pick a picture. B must ask questions to guess what is happening in the picture, e.g., B: *Can you see anyone?* A: *Yes, I can see a boy/girl.* B: *Is he/she reading?* A: *Yes, he/she is./No, he/she isn't.*
- Have students take turns to choose a picture and ask questions.

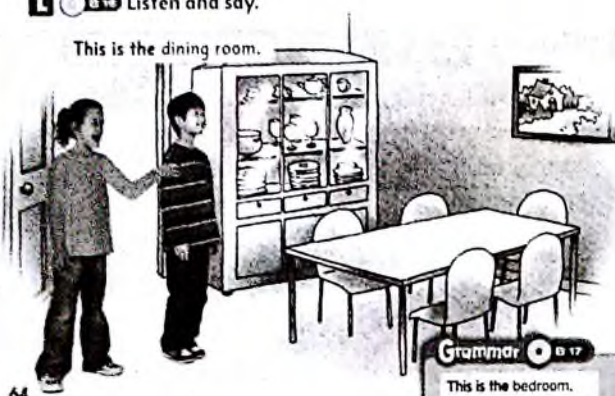
Learn 3

K B 10 Listen and say.



L B 10 Listen and say.

This is the dining room.



64

Grammar B 17
This is the bedroom.

Practice

M B 10 Listen and circle. Then write.

- 1 This is the kitchen
- 2 This is the balcony
- 3 This is the dining room
- 4 This is the bedroom
- 5 This is the living room
- 6 This is the bathroom.

65

Learn 3

Objectives

- Learn names of rooms
- Learn to name a room

Target language

bedroom, living room, dining room, kitchen, bathroom, balcony

This is the bedroom.

Warm-up activity

- Prepare picture cards of familiar activities that we do at home, plus a doll's house, or an enlarged picture of a doll's house.

- Hold up the picture cards one by one and ask students to tell you what the person is doing. Ask *Where can we ... ?* and have students show or tell you which room in the house is best for this activity. Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

Activity **K** B 15

Have students focus on the rooms. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity **L** B 16-17

- Have students focus on the dialogue presenting the target structure. (*This is the dining room.*) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structure and explain its construction. Have students follow. Then read out the target structure again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structure using the vocabulary.

Extension activity

- Prepare two sets of Activity Cards 21–26, 37–48, 82–87 and 94–99 (use word cards for more able students). Put students into two teams. Give each team a set of cards and a pair of chopsticks.
- Say a word out loud. Tell teams to take turns to use the chopsticks to pick up the matching activity card. The first team to pick up the correct card scores a point. Repeat so that all students have a turn. The team with the most points wins.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- Prepare letter magnets or letter cards to play a spelling game on the board. Make sure there are sufficient double letters.
- Put students into two teams. Ask one student from each team to come to the front. Hold Picture Cards 94–99 in your hand. Show one to the students and ask them to use the letters to spell the word. The first student to spell the word correctly wins a point for his/her team.

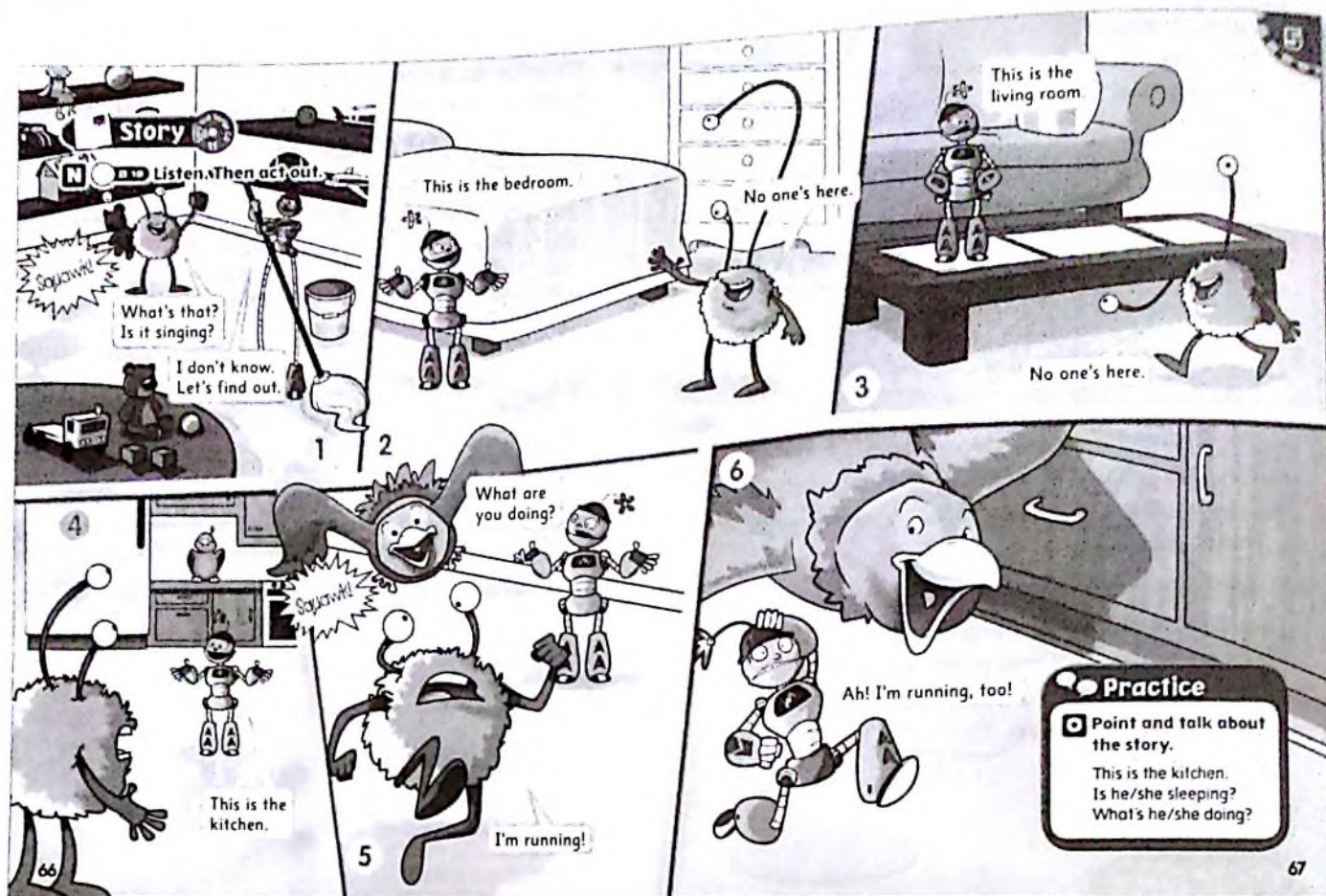
Activity **M** **B 18**

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct pictures.
- Ensure that students have circled the pictures correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

Put students into pairs. Have them look again at p.65. Tell them that this time they should take it in turns to point to one of the pairs of pictures and say *This is the That is the I am ... in the*



Story

Objectives

- Continue the story of *The Toy Mystery*
- Consolidate language from Learn 1–3

Storyline

Bobo and Lola are cleaning the store when they hear a squawking sound. They decide to find out what it is, so they go to look in the various rooms of the house. They find a bird in the kitchen which suddenly flies toward them. Bobo and Lola begin to run!

Warm-up activity

Put students into pairs. Prepare copies of 10–20 activity cards from the unit for each pair. Have students place the cards in a pile face down. Have students take turns with their partner to turn over a card and name it as quickly as they can. If they cannot name the card they should put it on the bottom of the pile and try again later. The first pair to name all their cards wins.

Activity N B 19

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *What's that?*, *I don't know.* and *No one's here.*

- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Put the story poster on the board and cover the speech bubbles with pieces of paper.
- Have students close their books and work in pairs for a few minutes to guess what each character is saying.
- Elicit each speech bubble from a different pair. If students are able, ask them to come to the front and write the sentence on the board.

Practice

Objectives

- Practice target language from Learn 1-3
- Develop reading comprehension skills

Warm-up activity

- Put students into pairs. Prepare empty Bingo grids and give one to each pair.
- Put Picture Cards 82-99 on the board. Have students quickly fill out their grid with nine of these words. Remove the cards from the board. Randomly call out each card one by one. The winner is the first pair to cross out a row of words (or the first pair to cross out their whole card).

Activity

- Give a brief recap of the target structures from Learn 1-3.
- Have students identify examples of the target structures in the story scenes.
- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.

- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

Put students into two teams and have them stand in two lines. Whisper a target question/sentence (or lines of dialogue from the story) to the first student in each line. Have students whisper the question/sentence from student to student down their line. The last student in the line must run to the board and write the question/sentence. Give a point for each correctly written question/sentence.

Test

P **B 20** Listen and check (✓).

1 a  b 	2 a  b 
3 a  b 	4 a  b 
5 a  b 	6 a  b 
7 a  b 	8 a  b 
9  Yes, he is. No, he isn't. ✓	10  Yes, I am. ✓ No, I'm not.

Have fun!

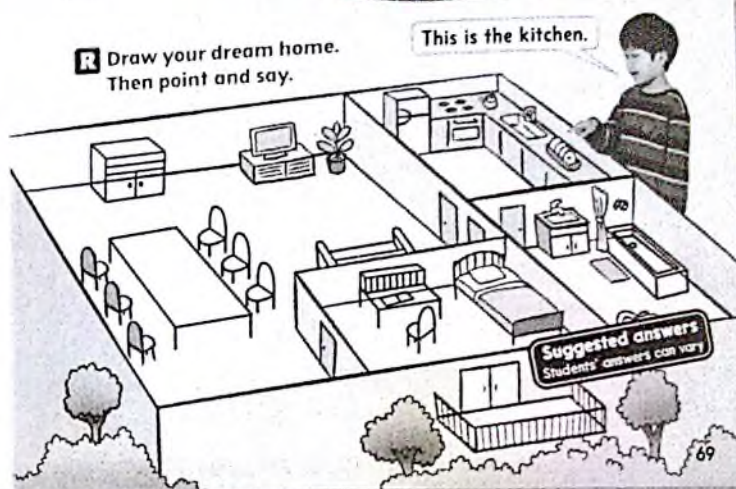
Q Act, ask and answer.

Are you playing a video game?

Yes, I am!

R Draw your dream home. Then point and say.

This is the kitchen.



Suggested answers
Students' answers can vary.

Test

Objectives

- Review language from Learn 1–3 in a test format
- Assess listening skills

Warm-up activity

- Arrange students into three teams. Give each team a set of Picture Cards 82–87 and 94–99. Tell them to look at the words and arrange them in alphabetical order.
- When they have finished, ask one member from each team to arrange their cards in order on the board using magnets. Ask other teams whether the order is correct and to correct the order if necessary.

Activity **P** **B 20**

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Prepare three small bags and put two or three pictures showing an activity in each one. Give the bags to three students. Play music and have the students pass the bags. When the music stops, the students holding a bag must take out one picture and mime the action. One by one, ask the class, *What's he/she doing?* and have students answer.
- Play the music and repeat.

Have fun!

Objective

Review and assess unit language through a communicative task

Warm-up activity

- Prepare picture cards to review the vocabulary introduced in Units 1–5. Put students into two teams and have them stand in two lines.
- Hold up a card and ask the first students in each team to name it. Give the card to the student who names it first and have him/her move to the end of the line. The other student stays at the front for one more chance to name the object first before moving to the end. The first team to get their first student back to the front of the line wins.

Activity Q

- Put students into pairs or small groups. Have them focus on the task and explain how to do it. If necessary, model the task to ensure all students are clear on what to do.
- Have students complete the task. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put them into different pairs or groups and have them do the task again.

Activity R

- Have students focus on the activity and explain how it should be completed.
- Provide students with a blank piece of paper and have them draw their dream home.
- Walk around and monitor progress.
- When students have finished drawing, put them into pairs or groups and have them point and name the rooms that they have drawn.

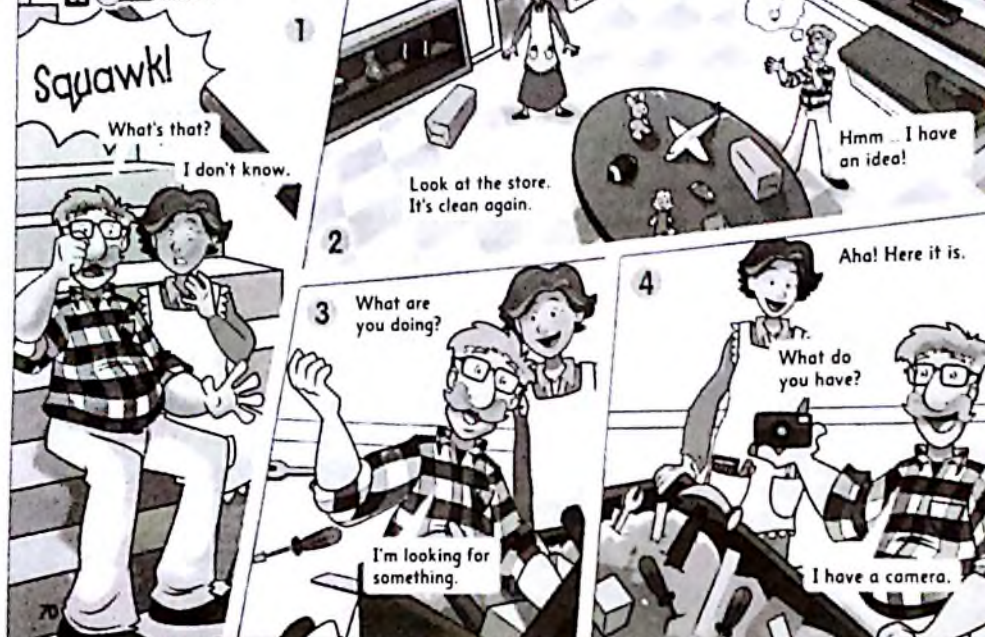
Extension activity

- Spread Picture Cards 1–60 and 82–99 on the table in theme groups. Ask a student to select four or five cards from different theme groups and put the cards on the board. With the whole class, construct a short story on the board using the language they have learned and each of the chosen cards.
- Put students into small groups. Give each group six or seven picture cards from different theme groups. Give students 5–10 minutes to work together to construct their own story using these pictures.
- Have groups read or act out their story for the class.

6 A nice idea

Story

A Listen.



Learn 1

B Listen and say.

1



a baseball

2



a basketball

3



a jump rope

4



a skateboard

5



a racket

6



in-line skates

C Listen and say.

Grammar

What do you have?
they

I have a baseball.
They

What does he/she have?
He/She has a baseball.

71

Story

Objectives

- Continue the story of *The Toy Mystery*
- Present Learn 1 structure in a story context

Storyline

Mr. and Mrs. Jones are woken up by the squawking sound. They go into the store and find it clean again. Mr. Jones has an idea and takes out a camera.

Warm-up activity

Prepare picture cards to review the vocabulary introduced in Units 1–5. Give one card to each student. Ask *What do you have?* Have students respond *I have a ...*

Activity A B 21

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *idea* and *something*.
- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.

- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Prepare large cards with the following three sections of dialogue cut into individual words: *What's that? / I don't know.; What are you doing? / I'm looking for something.; What do you have? / I have a camera.*
- Put students into six teams. Give each team the words for one of the sentences. Ask them to first put the words in the right order and then to find the team with the matching part of the dialogue.
- Have teams stand in a row holding their cards to show the correct order of the words and sentences.



Learn 1

Objectives

- Learn names of sports equipment
- Learn to ask what someone has
- Learn to say what someone has

Target language

a baseball, a basketball, a jump rope, a skateboard, a racket, in-line skates

What do you/they have?
I/They have **a baseball**.

What does he/she have?
He/She has **in-line skates**.

Warm-up activity

- Prepare Picture Cards 100–105 and put them in a large bag. Take out one card at a time and say *What do I have?* Have students say *You have a ...* and help you complete the sentence.
- Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

Activity B B 22

Have students focus on the pieces of sports equipment. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C B 23-24

- Play the audio for the target structures and have students find the example in the story scenes. (*What do you have? I have a camera.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

Prepare Picture Cards 100–105 and other vocabulary for review. Invite students to come to the front individually or in pairs. Give the student or pair of students a card. Ask one student from the rest of the class to form the appropriate question and another student to form the answer.

Song

D Listen and circle. Then sing.

What do you have?

I have a



And I have a jump rope, too.
Wow! That's cool.

What does she have?

She has a



And she has in-line skates, too.
Wow! That's cool.

What does he have?

He has a baseball.

And he has a

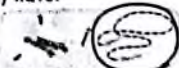


, too.

Wow! That's cool.

What do they have?

They have



And ... That's all they have.

E Listen and write (T = True, F = False).

1



F

2



T

3



F

4



T

72

Practice

F Listen and number. Then write.

a



2

He has a basketball

b



3

She has a jump rope

c



4

They have in-line skates.

d

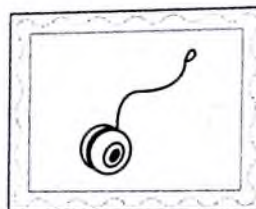


1

They have rackets.

G Draw or stick a photo. Then write.

yo-yo baseball basketball doll jump rope
video game racket in-line skates car robot skateboard



What do you have?

I have a yo-yo

Suggested answers
Students' answers can vary.

73

Song

Objective

Practice target language from Learn 1 in a song

Warm-up activity

- Write the six pieces of sports equipment on the board with the letters in a jumbled order.
- Put students into two teams and ask them to unscramble the words. Have the first team to unscramble them all help you write the correct spellings on the board.
- Ask individuals from the second team to come to the front and stick the corresponding picture card next to each word.

Activity D B 25-26

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to circle the correct pictures.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.
- Play the audio and encourage students to sing along. When students are confident enough, try using the music-only version.

Activity E B 27

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to write *T* or *F* in the answer spaces.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Show students Picture Cards 100–105 and ask them if they know what each piece of equipment is used for. Praise students who guess the words even if they say them in their native language. Then say the English words *play baseball*, *play basketball*, *play jump rope*, *skateboarding*, *play tennis* and *in-line skating* and have students repeat.
- Put students into pairs. Whisper to each pair one of the six pieces of sports equipment.
- Tell students to work with their partner to mime a short scene to illustrate this object.
- Have pairs mime their scene for the class while the other pairs guess the action of using sports equipment. Prompt students to respond to the question *What are they doing?*

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Prepare a set of word cards for each of the six pieces of sports equipment and cut them into individual letter cards.
- Take the letters for one word at a time. Depending on the number of letters in the word, ask 6–13 students to come to the front of the class. Give each student a letter and ask them to arrange themselves in the correct order to spell one of the pieces of sports equipment.

Activity F B 28

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have numbered the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity G

- Have students focus on the activity and explain how it should be completed.
- Have students draw or stick a photo of something which they have in the frame, then complete the sentence with what it is. They can use the examples provided to help them.
- Walk around and monitor progress.
- When students have finished drawing and writing, have them hold up their books and show the class what they have, or put them into small groups and have them do the same.

Extension activity

- Have students write one piece of sports equipment on a small piece of paper and fold it up.
- Put students into pairs. Have them ask each other *What do you have?* and respond with *I have ...*
- Put two pairs together and get them to use the structures *What does he/she have?* and *He/She has ...* to ask the other pair about what their partner has. Move pairs around the class until they have all spoken to each other.

Learn 2

H B 29 Listen and say.



I B 30 Listen and say.



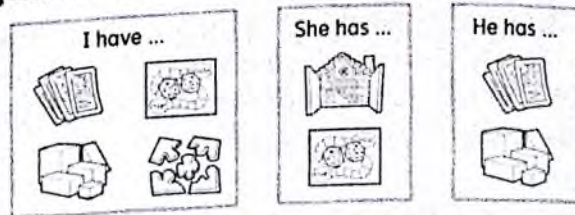
Do	you	have a puzzle?
Does	he/she	
Yes,	I	do.
No,		do not.
Yes,	he/she	does.
No,		does not.

74

Practice

6

I Look and write.



- Do you have trading cards _____?
Yes, I do. _____
- Do you have a dollhouse _____?
No, I don't. _____
- Does she have a board game _____?
Yes, she does. _____
- Does he have a puzzle _____?
No, he doesn't. _____

75

Learn 2

Objectives

- Learn names of toys
- Learn to ask yes/no questions about what someone has
- Learn to answer yes/no questions about what someone has

Target language

a puzzle, a board game, a dollhouse, marbles, trading cards, building blocks

Do you have a puzzle?
Yes, I do. / No, I don't.

Does he/she have marbles?
Yes, he/she does. / No, he/she doesn't.

Warm-up activity

- Prepare Picture Cards 106-111 and put them on the board. Mime playing with each of the items. Have students guess what you are doing and point to the correct picture card.
- Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

Activity H B 29

Have students focus on the toys. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity I B 30-31

- Have students focus on the dialogue presenting the target structures. (*Do you have a board game? Yes, I do.*) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Prepare word cards for the Learn 1–2 vocabulary with only half of each word written on each card (e.g., base/ball, bask/etball, rack/et, build/ing blocks, trading/cards, etc.).
- Give each student half of a word. Tell them to silently try to guess what their word is. Have them move around the classroom quietly and whisper *Do you have ... ? / Yes, I do, No, I don't.* to each other to try to find the other half of their card.
- When students find their pairs, have them stand at the front of the class. Ask, *What do you have?* and have them respond *We have ...*

Practice

Objective

Practice target language from Learn 2

Warm-up activity

One at a time, write the vocabulary words of toys on the board with the letters in a jumbled order. Ask, *What do I have?* Have students compete to unscramble the words and be the first to say *You have ...*, etc. and to match the correct picture card with the word.

Activity 1

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Have students look at the pictures and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

Put students into pairs. Have them look at the pictures on pp. 72–73 and describe what they can see using the target structures *Does he/she/they have ... ?* and *Yes, he/she does. / No, he/she doesn't.* and *Yes, they do. / No, they don't.*

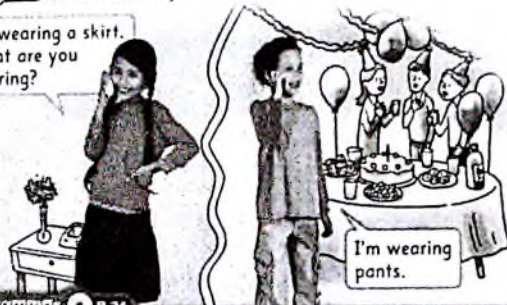
Learn 3

K B 32 Listen and say.



L B 33 Listen and say.

I'm wearing a skirt.
What are you wearing?



I'm wearing pants.

Grammar B 34

What	are	you	wearing?	We	are	dresses/jackets,
	they			They	are	pants.
				I	am	wearing
						a dress/a jacket,
is	he/she			He/She	is	pants.

76

Practice

M B 35 Listen and match. Then write.

- What are you _____ wearing?
I'm wearing shorts _____ **a**
- What are you _____ wearing?
We're wearing jackets _____ **b**
- What's she _____ wearing?
She's wearing a skirt _____ **c**
- What's he _____ wearing?
He's wearing pants _____ **d**
- What are they _____ wearing?
They're wearing shirts _____ **e**
- What's she _____ wearing?
She's wearing a dress _____ **f**

77

Learn 3

Objectives

- Learn names of clothes
- Learn to ask what someone is wearing
- Learn to say what someone is wearing

Target language

dress, skirt, jacket, shirt, pants, shorts, shoes, slippers

What are you/they wearing?

I'm wearing a dress. / We're/They're wearing dresses.

What's he/she wearing?

He's/She's wearing a dress.

Warm-up activity

- Say *What am I wearing?* Point to each of the things you are wearing in turn and say *I am wearing ...*. Have students guess what you have on. Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.
- Repeat using pictures of people wearing different clothes and *He, She* and *They*.

Activity K B 32

Have students focus on the items of clothing. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity L B 33

- Have students focus on the dialogue presenting the target structure. (*I'm wearing a skirt. What are you wearing? I'm wearing pants.*) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

Put students into pairs and have them use the target structures with *I* and *you* to ask questions and talk about what they are both wearing. After a few minutes, ask pairs to move around the room and talk to other pairs about what their partners are wearing using *we*, *he*, *she* and *they*.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- Prepare Picture Cards 112–119. Put students into two teams. Stand them in two lines in front of the board.
- Show a picture card and ask the first member of each team to write the word on the board. The first student to write the word correctly moves to the end of the line. The other student stays at the front for a chance to write the next word correctly before moving to the end. The first team to get their first student back to the front of the line wins.

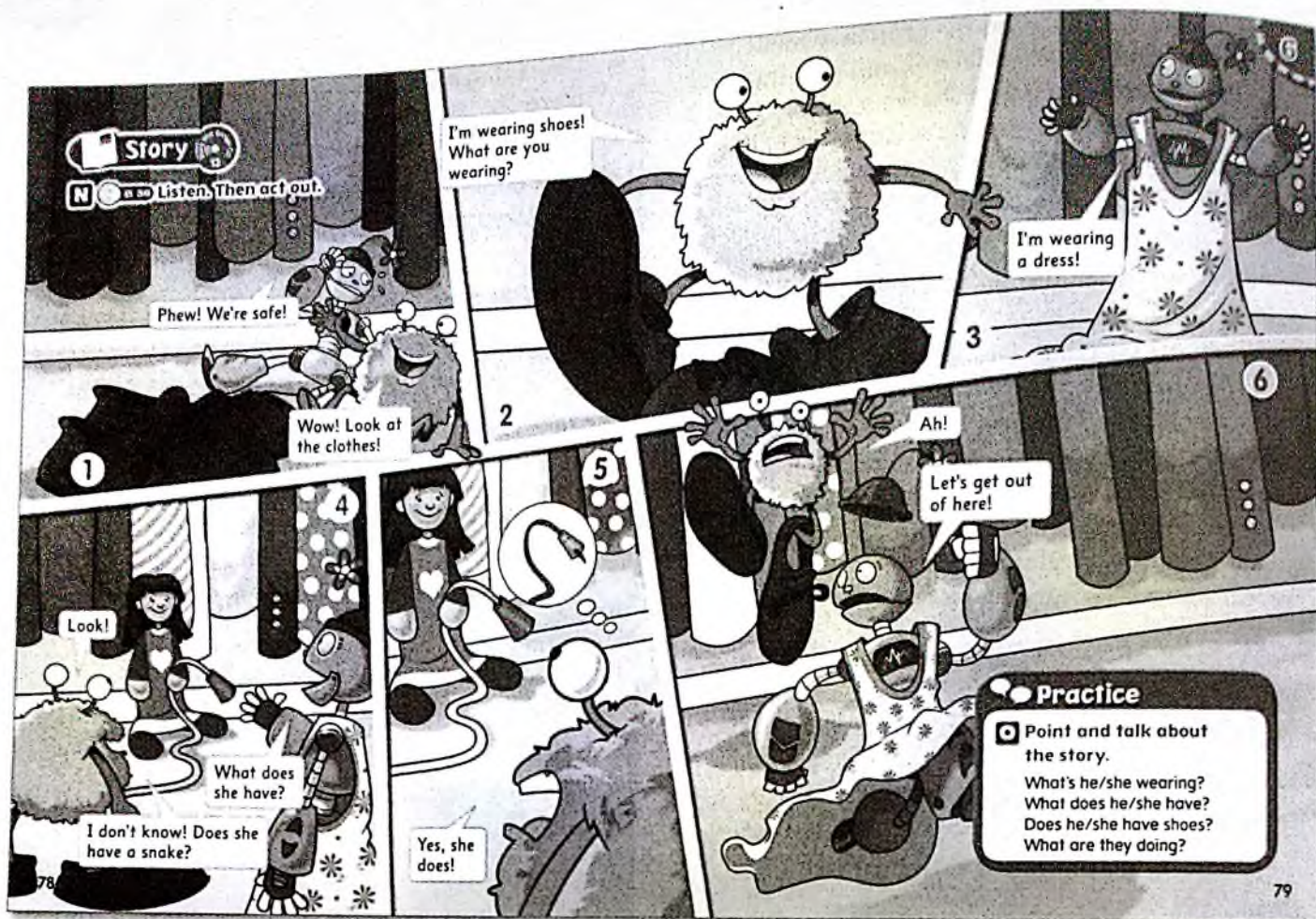
Activity M B 35

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to do the matching.

- Check that students have matched the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Put students into groups. Give each group magazines or brochures with pictures of clothes.
- Have students work together in their groups to cut out different types of clothes pictures and put them together to make a large poster. Have them write the target structures next to each picture. Students can also draw their own pictures of clothes to add to the poster.



Story

Objectives

- Continue the story of *The Toy Mystery*
- Consolidate language from Learn 1–3

Storyline

Bobo and Lola get into the safety of the closet. Bobo tries some shoes on, and Lola tries on a dress. They notice a doll with a jump rope, but mistakenly think it is a snake, so run out of the closet again!

Warm-up activity

Prepare word cards to revise the vocabulary introduced in Units 5 and 6. Give each student a card and take one yourself. Have all students except one sit on chairs in a circle and show their words. Stand in the middle of the circle and call out two of the words. The students with these words should try to swap places. You should also try to sit in one of their chairs. The student left standing now shouts two other words.

Activity N B 36

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *safe* and *snake*.

- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

Put students into pairs. Give each pair a fashion magazine or pictures of people wearing different types of clothes. Have them describe what they can see. Encourage more able students to also talk about the weather, the color of the clothes, etc.

Practice

Objectives

- Practice target language from Learn 1–3
- Develop reading comprehension skills

Warm-up activity

- Put Picture Cards 100–111 face down in a pile on your desk and Picture Cards 112–119 face down in another pile. Pick up one card from each pile. Show the cards to the class and ask *What do I have?* Prompt students to respond *You have (game/toy)*. Ask *What am I wearing?* Prompt students to respond *You're wearing (item of clothing)*.
- Ask a student to come to the front and pick two cards. Repeat.

Activity

- Give a brief recap of the target structures from Learn 1–3.
- Have students identify examples of the target structures in the story scenes.
- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.

- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

- Prepare worksheets for students using sentences from pp. 78–79 with target words or phrases missing (i.e., *Wow! Look at the _____. / I'm _____. What are you ____? / I'm _____. / Does she have a ____?, etc).*
- Put students into pairs and give one worksheet to each pair. Explain that they should work together to make their own version of the story by filling the gaps with their own choice of words.
- Give students 5–10 minutes to work together before asking them to read their story out loud or act it out for the class.

Test

P **B 37** Listen and check (✓).

1 a  b 	2 a  b 
3 a  b 	4 a  b 
5 a  b 	6 a  b 
7 No, she doesn't. She has in-line skates. No, she doesn't. She has trading cards. ✓	8 No, they don't. They have trading cards. No, they don't. They have marbles. ✓
9 a  b 	10 a  b 

Have fun!

Q Guess the correct picture.

Does he have a baseball?

What does he have?

He has a robot.

Yes, he does.

What's he wearing?

He's wearing shoes.

Is it 1C?

Yes, that's correct.

	A	B	C
1			
2			
3			

Test

Objectives

- Review language from Learn 1-3 in a test format
- Assess listening skills

Warm-up activity

- Prepare two sets of copies of Picture Cards 100-119 (one side should be blank).
- Put students into two teams and explain that they are going to play a memory game.
- Spread the cards face down on the floor and have teams take turns to send one student to turn over two cards. Students should say the words out loud as they turn over the cards. If a student turns over two matching cards, he/she keeps them. The team with the most pairs of cards wins.

Activity **P** **B 37**

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

Put students into pairs and have them look at the pictures on p. 80 again. Tell them to take turns to say one sentence about one of the pictures using the target structures. Their partner should guess which picture is being described.

Objective

Review and assess unit language through a communicative task

Warm-up activity

- Put students into pairs. Prepare empty Bingo grids and give one to each pair.
- Put Picture Cards 100–119 on the board. Have students quickly fill out their grid with nine of these words. Remove the cards from the board. Randomly call out each card one by one. The winner is the first pair to cross out a row of words (or the first pair to cross out their whole card).

Activity

- Put students into pairs. Have them focus on the task and explain how to do it. If necessary, model the task to ensure all students are clear on what to do.
- Have students complete the task. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put them into different pairs and have them do the task again.

Extension activity

- Have students look at the pictures on p. 81 again. Have them individually pick one picture and write three or four sentences about what the child/children in the picture is/are wearing and three or four sentences about what toys the child/children have.
- Ask volunteers to read out their sentences for the class to guess.

Review Units 5 and 6

Review

Units 5 and 6

A Listen, find and stick.



Practice

B Point and talk about the picture.

What's he/she doing?
Is he/she writing?
This is the balcony.
What does he/she like?
Does he/she have a balcony?
What's he/she wearing?

C Listen. Then act out.



Objective

Review target language from Units 5 and 6

Scene

The house is up for sale and some potential buyers are being shown around. People occupy the other rooms of the house, including a bedroom, living room and kitchen.

Warm-up activity

Prepare Picture Cards 82–119. Depending on class size, give one or two cards to each student. Ask students to make a sentence about the card(s) they have using the target structures from Units 5 and 6.

Activity A B 38

- Have students focus on the scene. Ask questions about the scene and encourage them to talk about what they can see. Explain any unfamiliar vocabulary, e.g., *For Sale*.
- Play the audio once and let students become familiar with it; have them refer to the stickers at the back of book. Then play the audio again for them to put the stickers on the gray spaces. Walk around to monitor progress.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Prepare pictures of children wearing different clothes or playing different games.
- Put students into two teams. Draw a simple plan of a house on the board. Have students from each team in turn help you to label each room with the correct word. Teams score one point for each correct word.
- Ask individual students to come to the front. Say, e.g., *The child wearing a blue dress is in the kitchen.* Have the student place the picture in the correct room of the house plan. Teams score one point for each correctly placed picture.

Practice

Objective

Practice target language from Units 5 and 6

Warm-up activity

- Prepare Picture Cards 100–111. Ask pairs of students to come to the front and pick one card.
- Ask pairs to mime playing with the game or piece of sports equipment on their card. Have the rest of the class guess what game or piece of sports equipment they have.

Activity B

- Give a brief recap of the target structures from Units 5 and 6.
- Have students identify examples of the target structures in the scene.
- Have students focus on the questions. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

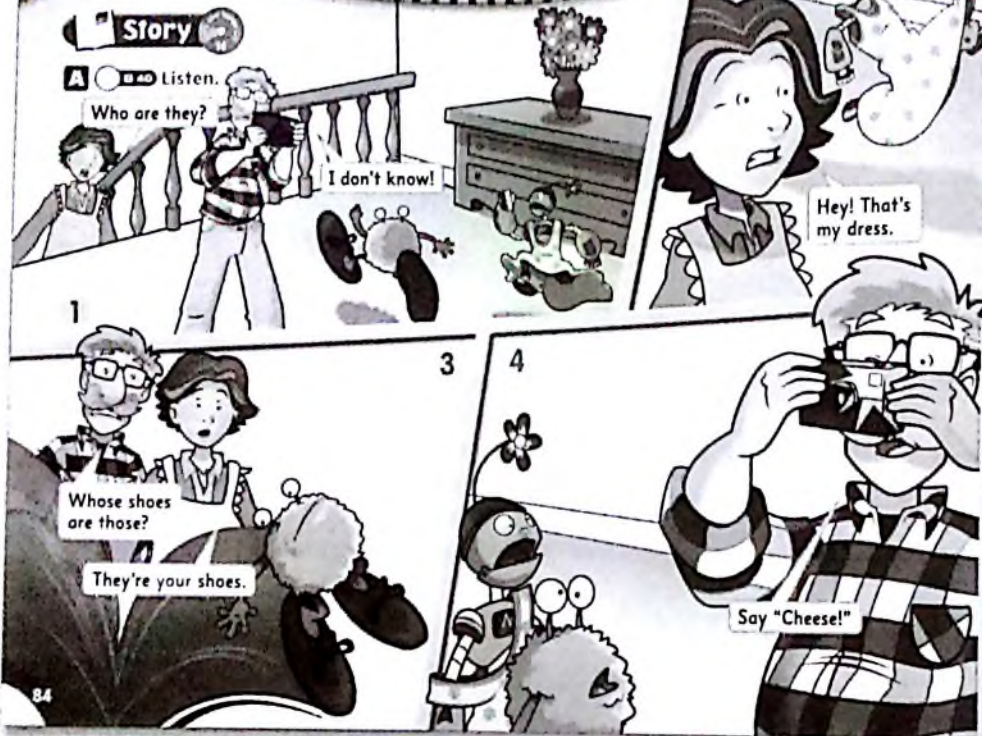
Activity C B 39

- Have students focus on the scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page.
- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Walk around to monitor progress. Play the audio once more if necessary.

Extension activity

Put students into two teams and have them stand in two lines. Whisper a target question/sentence (or lines of dialogue from the story) to the first student in each line. Have students whisper the question/sentence from student to student down their line. The last student in the line must run to the board and write the question/sentence. Give a point for each correctly written question/sentence.

7 Say "Cheese!"



Learn 1

B Listen and say.



C Listen and say.

Grammar

(pencil case)	is this/that?
Whose (markers)	are these/those?
It is	(pencil case).
They are	my (markers).

85

Story

Objectives

- Continue the story of *The Toy Mystery*
- Present Learn 1 structure in a story context

Storyline

Mr. and Mrs. Jones are shocked to see Bobo and Lola running around. They notice that Lola is wearing Mrs. Jones' dress, and Bobo is wearing Mr. Jones' shoes. Mr. Jones holds up his camera and takes a picture of Bobo and Lola.

Warm-up activity

- Point to yourself and say *My name is ...*. Point to a boy and say *His name is ...*. Repeat with a girl and *Her*. Have students repeat after you.
- Ask a student *What is your name?* Say *Your name is ...*. Have students ask their neighbors.
- Put students into pairs. Have them move around the classroom introducing themselves and their partner to other pairs, asking *What is your/his/her name?* and answering with *My, His and Her*.

Activity A B 40

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.

- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *Hey!* and Say *"Cheese!"*
- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Put the story poster on the board and cover the speech bubbles with pieces of paper.
- Have students close their books and work in pairs for a few minutes to guess what each character is saying.
- Elicit each speech bubble from a different pair. If students are able, ask them to come to the front and write the sentence on the board.

Learn 1

Objectives

- Learn possessive pronouns
- Learn to ask who objects belong to
- Learn to say who objects belong to

Target language

my, your, his, her, their, our

Whose (pencil case) is this/that?

It's **my** (pencil case).

Whose (markers) are these/those?

They're **my** (markers).

Warm-up activity

- Pick up a student's pen and ask *Whose pen is this?* Have students respond with *It's my/his/her pen.* Repeat with other familiar objects.
- Gesture around the room and ask *Whose classroom is this?* and have students repeat after you *It's our classroom.*
- Point to a desk shared by two students and elicit *It's our/their desk.*

Activity B B 41

Have students focus on the possessive pronouns. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C C B 42-43

- Play the audio for the target structures and have students find the example in the story scenes. (*Whose shoes are those? They're your shoes.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Prepare three small bags and put word cards for *Whose ... ?*, *my*, *your*, *his*, *her*, *their* and *our* in each one. Have students sit in a circle and give the bags to three of them. Play music and have the students pass the bags. When the music stops, the students holding a bag must take out one card and make a sentence using the word they have chosen.
- Play the music and repeat.

Chant

D B 44-45 Listen and write. Then chant.

My book. His book.
Her book. Your book.
Whose book is this?
It's her book.

My school bag. His school bag.
Her school bag. Your school bag.
Whose school bag is that?

It's his school bag.

My shoes. His shoes.
Her shoes. Your shoes.
Whose shoes are those?
They're YOUR shoes.

My markers. His markers.
Her markers. Your markers.
Whose markers are these?
They're OUR markers.

E B 46 Listen and circle.

- 1 my / your / his / her / our
- 2 my / your / his / her / our
- 3 my / your / his / her / our
- 4 my / your / his / her / our

86

Practice

7

F B 47 Listen and number. Then write.



Whose shoes are those?
They're her shoes.



Whose video game is that?
It's his video game.



Whose basketball is that?
It's her basketball.



Whose in-line skates are those?
They're her in-line skates.



Whose marbles are those?
They're his marbles.



Whose jackets are those?
They're their jackets.

87

Chant

Objective

Practice target language from Learn 1 in a chant

Warm-up activity

Prepare word cards for possessive pronouns. Ask individual students to come to the front, give them a word card and have them give it to the appropriate person (i.e., my: hold the card up themselves and say, *This is my card.*; your: give the card to the teacher and say *This is your card.*, etc.).

Activity D B 44-45

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to write in the missing text.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers.
- Play the audio and encourage students to chant along. When students are confident enough, try using the music-only version.

Activity E B 46

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Ask students to lend you one personal item each (e.g., a jacket, a pen, a book, etc). Have students put the items on your desk. Put something of your own on the desk, too.
- Pick up an item and ask a student *Is this your ... ?* Have the student answer *Yes, it's my ...* or *No, it isn't my ...*. If the item doesn't belong to the student, ask *Whose ... is it?* Encourage students to respond using *his, her, my* and *your*. Continue by asking other students to come to the front, pick up an item and ask whose it is.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

Quickly spell the possessive pronouns out loud and point to or hold up a familiar object in the room. Have students shout out the words, e.g., *Our pens!*, *My book!*, etc.

Activity **F** **B 47**

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have numbered the items correctly. Then have them write in the missing text. Walk around and monitor progress.

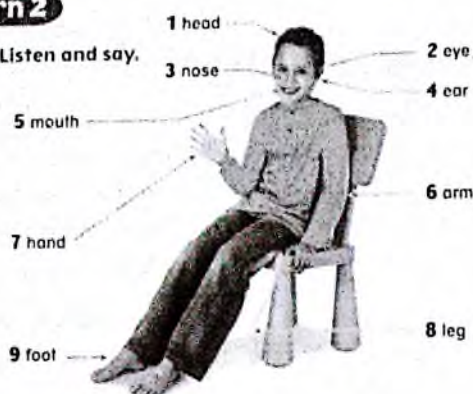
- Give out the answers and have students check their own or each other's answers.

Extension activity

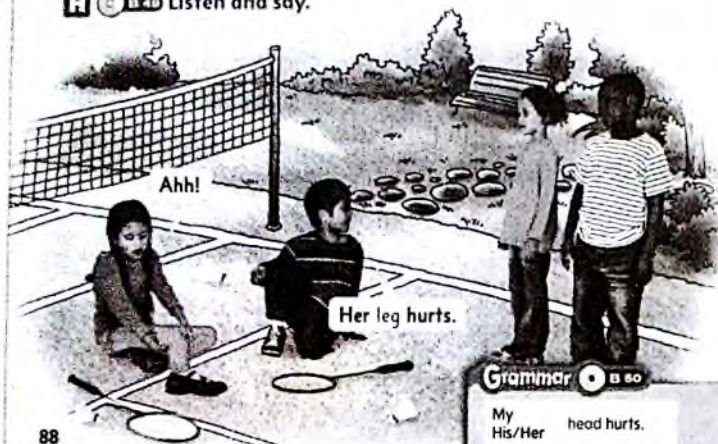
- Have students look at the pictures on p. 87 again. Point to the first picture and say, *She has shoes. These are her shoes.* Extend the description to revise language taught in previous units, e.g., *Are her shoes new? Yes, they are.*, etc.
- Put students into pairs. Have them work together to describe the remaining pictures in a similar way.
- For more able students, write on the board the sentences used to describe the first picture. Have students work together to write sentences about the remaining pictures. Have pairs swap their work with other pairs for peer editing.

Learn 2

G Listen and say.



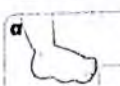
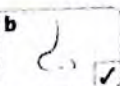
H Listen and say.



88

Practice

I Listen and check (✓). Then write.

- | | | | |
|---|---|--|----------------------|
| 1 |  |  | My arm hurts _____ |
| 2 |  |  | My nose hurts _____ |
| 3 |  |  | Her hand hurts _____ |
| 4 |  |  | My eye hurts _____ |
| 5 |  |  | Her leg hurts _____ |
| 6 |  |  | His foot hurts _____ |
| 7 |  |  | His ear hurts _____ |
| 8 |  |  | My mouth hurts _____ |

89

Learn 2

Objectives

- Learn names for parts of the body
- Learn to say which part of the body hurts

Target language

head, eye, nose, ear, mouth, arm, hand, leg, foot

My/His/Her head hurts.

Warm-up activity

- Say *Let's draw a student!* Start to draw a child on the board. As you draw say *This is his/her head,* etc. and have students repeat after you.
- Ask students to stand up. Point to a part of your body and say *My ...*. Have students repeat after you and point to the same part of their own body.

Activity C B 48

Have students focus on the parts of the body. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity H B 49-50

- Have students focus on the dialogue presenting the target structure. (*Ahh! Her leg hurts.*) Play the audio and have them follow. Then play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structure and explain its construction. Have students follow. Then read out the target structure again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structure using the vocabulary.

Extension activity

- Draw a circle on the board and add some hair. Prompt students to tell you that this is a head and ask a student to write the word on the board. Ask individual students to come to the front and draw in the eyes, nose, mouth and ears and write the matching words. Repeat with a simple body shape and the words *head, arm, hand, foot, and leg*.
- Put students into pairs. Give each student a sheet of paper and have them draw a picture of their partner and label the parts of the face and body. Have them write the name of their partner on the picture too. Ask them to swap their work with their partner for peer editing. Display the pictures in the class.

Practice

Objective

Practice target language from Learn 2

Warm-up activity

Play Simon Says with the class to practice body parts. Use the structure *My ... hurts*, and have students touch the matching part of their body.

Activity I B 51

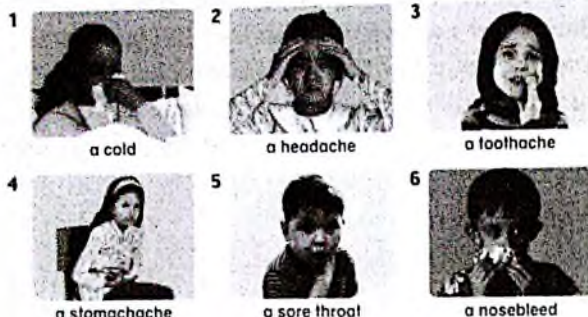
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to draw a check in the correct answer spaces.
- Ensure that students have checked the pictures correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

Tell all students to imagine that a part of their body hurts. Ask the first student *What's wrong?* and prompt him/her to reply *My ... hurts*. Ask the next student *What's wrong?* Explain that he/she should first repeat what the first student said using *His/Her ... hurts*, and then add *My ... hurts*. Repeat around the class until the list is too long to remember. Start again.

Learn 3

J B 52 Listen and say.



K B 53 Listen and say.



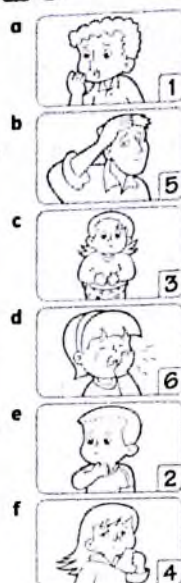
Grammar B 54

What is wrong?
I have a cold.
He/She has a cold.

90

Practice

L B 55 Listen and number. Then write.



He has a nosebleed.

He has a headache.

She has a stomachache.

She has a toothache.

He has a sore throat.

She has a cold.

M Write. Then draw.

What's wrong?

I have a headache

Suggested answers
Students' answers can vary



91

Learn 3

Objectives

- Learn names of illnesses
- Learn to ask what is wrong with someone
- Learn to say what is wrong with someone

Target language

a cold, a headache, a toothache,
a stomachache, a sore throat, a nosebleed

What's wrong?

I have a cold. / He/She has a cold.

Warm-up activity

- Mime the illnesses presented on p. 90. Prompt students to ask *What's wrong?* Say *My ... hurts. I have a ...*. Have students try to guess the words.
- Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

Activity L B 52

Have students focus on the illnesses. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity M B 53-54

- Have students focus on the dialogue presenting the target structures. (*What's wrong? I have a toothache.*) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

Put students into pairs and have them look again at the pictures on p. 89. Explain that they should take turns to describe each picture using the target structures and the words they have just learned.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- Prepare Picture Cards 135–140 and put them on the board, showing only the word side.
- Have students play charades and mime an illness. Ask *What's wrong?* Have students respond *He/She has a ...* and pick up the matching card.

Activity L B 55

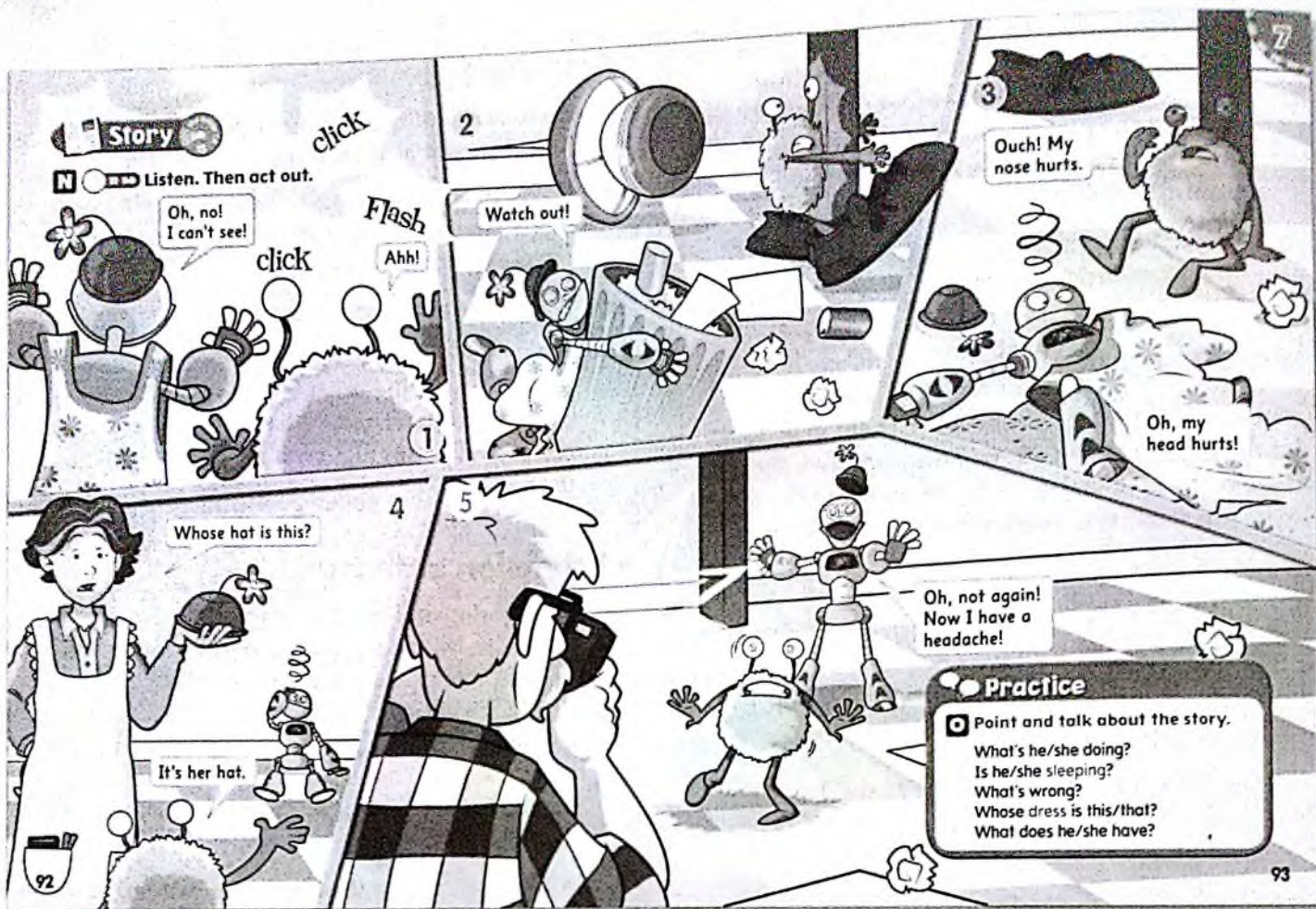
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have numbered the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity M

- Have students focus on the activity and explain how it should be completed.
- Have students complete the sentence with one of the illnesses from Learn 3, and then draw a picture of it in the frame.
- Walk around and monitor progress.
- When students have finished writing and drawing, have them hold up their books and show the class what illness they have drawn, or put them into small groups and have them do the same.

Extension activity

- Put the students into two teams. Explain that one team will be the doctors and the other will be the patients. Play some music and have students walk around. When the music stops, the doctors should ask the person closest to them *What's wrong?* The patients should say *My ... hurts.* The doctors should then reply *Oh dear. You have a ...*
- After a while have the two teams swap roles.



Story

Objectives

- Continue the story of *The Toy Mystery*
- Consolidate language from Learn 1-3

Storyline

The flash from Mr. Jones' camera blinds Lola and Bobo. Unable to see, they bump into the table leg and trash can, hurting themselves. Mrs. Jones finds Lola's hat, while Mr. Jones continues taking pictures. Lola has a headache!

Warm-up activity

- Prepare a set of word cards for each of the six illnesses and cut them into individual letter cards.

- Take the letters for one word at a time. Depending on the number of letters in the word, ask 4-11 students to come to the front of the class. Give each student a letter and ask them to arrange themselves in the correct order to spell one of the illnesses.

Activity N B 56

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *Watch out!* and *Oh, not again!*
- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.

- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

Put students into two teams and have them stand in two lines. Whisper a target question/sentence (or lines of dialogue from the story) to the first student in each line. Have students whisper the question/sentence from student to student down their line. The last student in the line must run to the board and write what they hear. Give a point for each correctly written response.

Practice

Objectives

- Practice target language from Learn 1–3
- Develop reading comprehension skills

Warm-up activity

One at a time, write the words for illnesses on the board with the letters in a jumbled order. Ask, *What do I have?* Have students compete to unscramble the words and be the first to say *You have a ...*, etc. They could then match the correct picture card with the word.

Activity

- Give a brief recap of the target structures from Learn 1–3.
- Have students identify examples of the target structures in the story scenes.
- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

- Put the story poster on the board and cover the speech bubbles with pieces of paper.
- Have students close their books and work in pairs for a few minutes to guess what each character is saying.
- Elicit each speech bubble from a different pair. If students are able, ask them to come to the front and write the sentence on the board.

Test

P B 57 Listen and check (✓).

1 a ✓ b	2 a ✓ b
3 a ✓ b	4 a ✓ b
5 a ✓ b	6 a ✓ b
7 a ✓ b	8 a ✓ b
9 a ✓ b	10 a ✓ b

94

Have fun!

Q Play the game.

Whose ...?
What's wrong?
... hurts.

Start



95

Test

Objectives

- Review language from Learn 1–3 in a test format
- Assess listening skills

Warm-up activity

- Prepare two sets of copies of Picture Cards 120–140 (one side should be blank).
- Put students into two teams and explain that they are going to play a memory game.
- Spread the cards face down on the floor and have teams take turns to send one student to turn over two cards. Students should say the words out loud as they turn over the cards. If a student turns over two matching cards he/she keeps them. The team with the most pairs of cards wins.

Activity **P B 57**

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Prepare letter magnets or letter cards to play a spelling game on the board. Make sure there are sufficient double letters.
- Put students into two teams. Ask one student from each team to come to the front. Hold Picture Cards 120–140 in your hand. Show one

to the students and ask them to use the letters to spell the word. The first student to spell the word correctly wins a point for his/her team.

Have fun!

Objective

Review and assess unit language through a communicative task

Warm-up activity

Put students into pairs. Have them look at the pictures on p. 94 again. Give them 20–30 seconds to write down as many illnesses as they can see in the pictures as possible. The pair who writes the most words correctly wins.

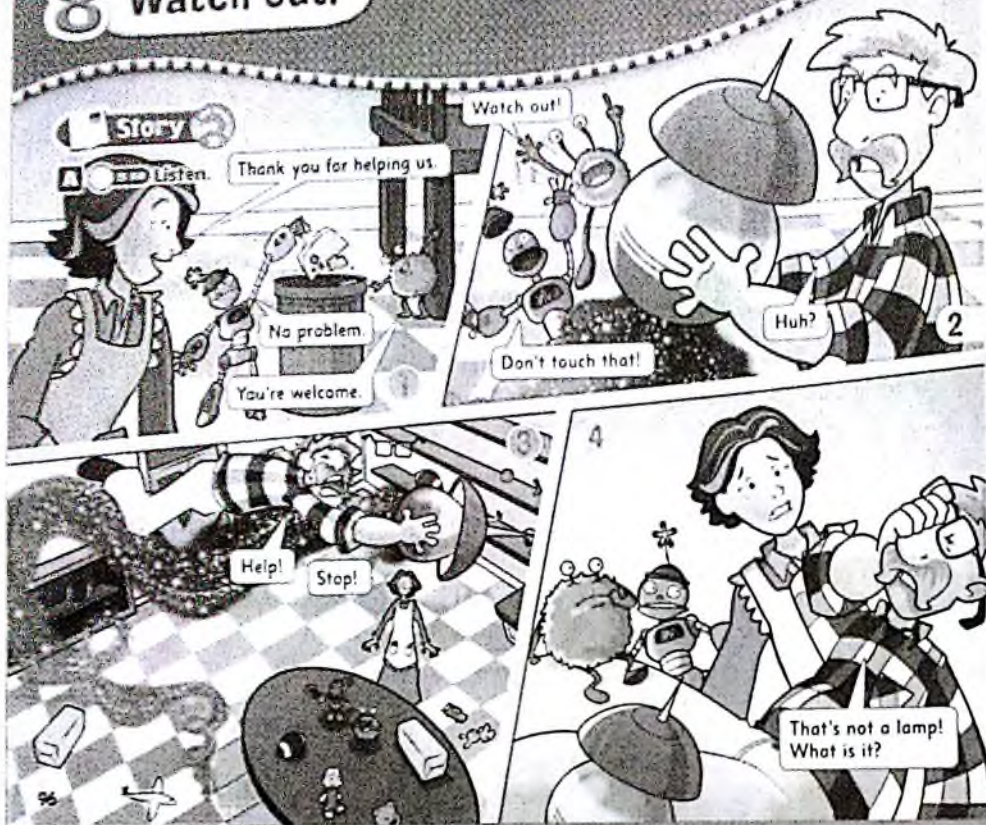
Activity Q

- Put students into pairs. Have them focus on the game and explain how it should be played. If necessary, model the game to ensure all students are clear on what to do.
- Have students play the game. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put students into different pairs and play the game again.

Extension activity

- Prepare two sets of Activity Cards 120–140 (use word cards for more able students). Put students into two teams. Give each team a set of cards and a pair of chopsticks.
- Say a word out loud. Tell teams to take turns to use the chopsticks to pick up the matching picture card. The first team to pick up the correct card scores a point. Repeat so that all students have a turn. The team with the most points wins.

8 Watch out!



Learn 1

B Listen and say.



Help!



Stop!



Watch out!



Don't push!



Don't touch that!



Don't cut in line!

97

Story

Objectives

- Continue the story of *The Toy Mystery*
- Present Learn 1 structure in a story context

Storyline

Lola and Bobo help to clean up, and Mrs. Jones thanks them. Mr. Jones picks up the lamp and Bobo and Lola tell him to stop! Suddenly the lamp takes off and Mr. Jones starts flying around the room! He lands back on the ground, puzzled as to what the "lamp" really is.

Warm-up activity

Pass a familiar toy to a student. Prompt the student to say *Thank you!* Reply with *You're welcome*. Pass the toy to another student. Again, prompt the student to say *Thank you!* This time reply with *No problem*. Ask students to continue passing the toy around the class and practice saying *Thank you!* *You're welcome*, and *No problem*. Make the activity more fun by having several toys passed around the class at once in different directions.

Activity A B 58

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *No problem*, and *You're welcome*.

- Act out the dialogues and have students repeat after you. Then divide students into groups of four to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Put the story poster on the board and cover the speech bubbles with pieces of paper.
- Have students close their books and work in pairs for a few minutes to guess what each character is saying.
- Elicit each speech bubble from a different pair. If students are able, ask them to come to the front and write the sentence on the board.



Learn 1

Objectives

- Learn imperatives
- Learn to issue instructions/warnings using imperatives

Target language

**Help!, Stop!, Watch out!, Don't push!,
Don't touch that!, Don't cut in line!**

Warm-up activity

Have students stand up. Say *Walk!* and have them walk on the spot. Explain that they must continue to walk on the spot until you say *Stop!* Give other commands, such as *Touch your nose!* *Touch your ear!* *Don't touch your leg!*, etc. and have students do what you say while walking on the spot.

Activity B B 59

- Have students focus on the imperatives. Play the audio and have them point to each one. Then play the audio again and have students repeat.
- Have students find the examples in the story scenes. (*Watch out! Don't touch that! Help! Stop!*) Play the audio again and have students repeat.

Extension activity

- Write the Imperatives on the board. Put students into two teams. Ask one student from each team to come to the front.
- Hold up Picture Cards 141–146 one at a time and have students compete to point to the correct words on the board. The first student to point to the correct words and say them out loud wins a point for his/her team. Repeat until all students have had a turn.

Chant

C B 60-61 Listen and circle. Then chant.

Hey! (Help! / Watch out!)
Stop! Stop! Stop!
Stop! Stop! Stop!

Hey! (Don't touch that! / Stop!)
Stop! Stop! Stop!
Stop! Stop! Stop!

Hey! (Watch out! / Don't cut in line!)
Help! Help! Help!
Help! Help! Help!

Hey! (Don't cut in line! / Don't push!)
Help! Help! Help!
Help! Help! Help!

D B 62 Listen and number.



98

Practice

E B 63 Listen and number. Then write.



Don't cut in line!



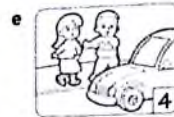
Don't push!



Don't touch that!



Help!



Watch out!



Stop!

99

Chant

Objective

Practice target language from Learn 1 in a chant

Warm-up activity

Have students stand up. Play some music and have them walk around the room silently. Stop the music and hold up a card from Picture Cards 141-146. When the music stops, students should stop walking and shout out the imperative that matches the picture card you are holding.

Activity C B 60-61

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to circle the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.
- Play the audio and encourage students to chant along. When students are confident enough, try using the music-only version.

Activity D B 62

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Put students into small groups. Get them to think about when and why we use imperatives such as those they have just learned.
- Give each group a large sheet of drawing paper. Have them work together to create a large poster with pictures of different situations where people are using these expressions. Have them write the words in speech bubbles.
- Have groups present their posters to the class.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- One at a time, write the imperatives on the board with the letters in a jumbled order.
- Have students compete to unscramble the words and be the first to match the correct picture card with the word.

Activity E B 63

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have numbered the items correctly. Then have them write in the missing text. Walk around and monitor progress.

- Give out the answers and have students check their own or each other's answers.

Extension activity

- Put students into groups of four or five. Whisper one of the imperatives to each group and tell them to think of a short scene that they can mime to illustrate it. Explain that they should work quietly so that other groups do not hear what they are saying and that they should think of a situation where the imperative they have been given would be most useful.
- Have groups present their mime to the class for the other students to guess.

Learn 2

E Listen and say.



G Listen and say.

Where are you going?

I'm going to computer class.

Computer room

Art room

Grammar

Where are you they going?
I am
We are going to English class.
They are

Practice

H Listen and match. Then write.

- 1 I'm going to math class
- 2 They're going to music class
- 3 We're going to English class
- 4 I'm going to computer class
- 5 I'm going to science class
- 6 We're going to art class
- 7 They're going to geography class
- 8 They're going to PE class



Learn 2

Objectives

- Learn names of school classes
- Learn to ask which class someone is going to
- Learn to say which class someone is going to

Target language

English class, math class, music class, art class, geography class, computer class, science class, PE class

Where are you/they going?

I'm/We're/They're going to **English class**.

Warm-up activity

- Ask students *What class is this?* to elicit *English class*. Write a simple math equation on the board and repeat the question to elicit *math class*. Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.
- Introduce the remaining new vocabulary in a similar way.

Activity F B 64

Have students focus on the school classes. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity G B 65-66

- Have students focus on the dialogue presenting the target structures. (*Where are you going? I'm going to computer class.*) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Prepare worksheets with pictures of vocabulary items 147–154 and blank spaces for students to write the names of the items.
- Put students into pairs and have them close their books. Give one worksheet to each pair and ask them to work together to write the words. When they have finished get them to swap their work with another pair for peer editing.

Practice

Objective

Practice target language from Learn 2

Warm-up activity

- Put Activity Cards 147–154 face down and jumbled on your desk. Place matching picture cards in different visible places around the room. Have students come to the front one by one and pick a card. Have the student say *I'm going to ...* . then put the card back down on the table and stand near the matching picture card.
- Repeat until all students are grouped. Then have them practice *We're/They're going to ...* . to talk about which classes they are all going to.

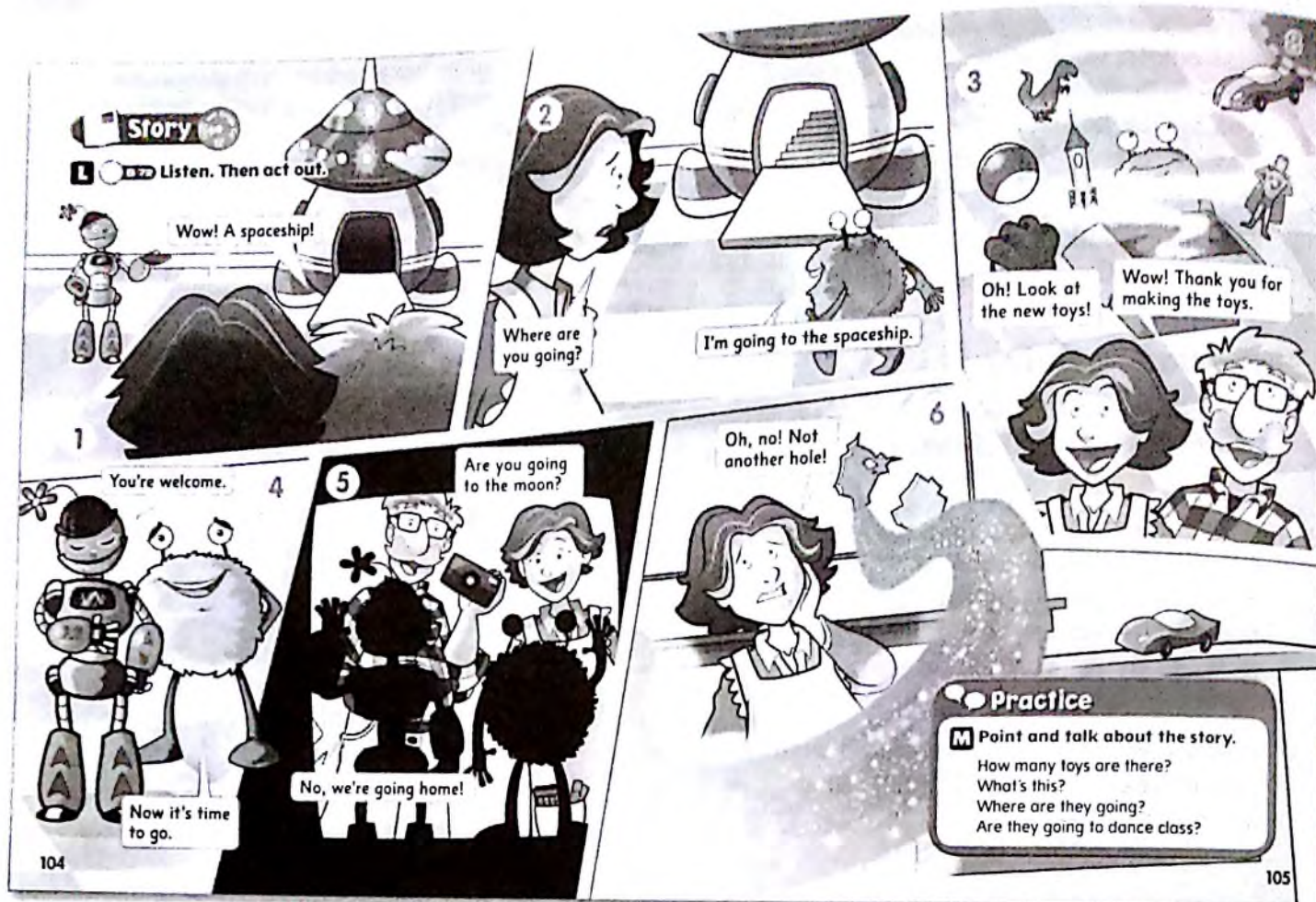
Activity

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to do the matching.
- Check that students have matched the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Prepare two sets of word cards for vocabulary items 147–154. Tell students they are going to have a competition.
- Put students into two teams and give each team a set of cards. Have them spread the cards on a table. Say *I'm going to ...* . The first team to pick the correct card and put it on the board wins a point.
- Gradually increase the number of classes you are going to. To win a point, students should arrange the words on the board in the same order as you list them.



Story

Objectives

- Conclude the story of *The Toy Mystery*
- Consolidate language from Learn 1–3

Storyline

Mr. and Mrs. Jones realize that the lamp is really a spaceship. Bobo walks towards the spaceship and Mr. and Mrs. Jones thank him and Lola for making the toys. Lola and Bobo get into the spaceship and take off to go home. Their spaceship makes another hole in the window!

Warm-up activity

Prepare word cards to revise the vocabulary introduced in Units 7 and 8. Give each student a card and take one yourself. Have all students except one sit on chairs in a circle and show their words. Stand in the middle of the circle and call out two of the words. The students with these words should try to swap places. You should also try to sit in one of their chairs. The student left standing now shouts two new words.

Activity **L** **B 72**

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *spaceship*, *time to go*, *moon* and *another*.

- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Prepare worksheets for students using sentences from pp. 104-105 with target words or phrases missing (i.e., *Wow! A _____. / Where are you going? I'm going to _____, etc).*
- Put students into pairs and give one worksheet to each pair. Explain that they should work together to make their own version of the story by filling the gaps with their own choice of words.
- Give students 5-10 minutes to work together before asking them to read their story out loud or act it out for the class.

Practice

Objectives

- Practice target language from Learn 1-3
- Develop reading comprehension skills

Warm-up activity

- Prepare two sets of Activity Cards 141-160, plus any other items you wish to review. Put students into two teams. Give each team a set of cards and a pair of chopsticks.
- Say a word out loud. Tell students in each team to take turns to use the chopsticks to pick up the matching activity card. The first team to pick up the correct card scores a point. Repeat so that all students have a turn. The team with the most points wins.

Activity **M**

- Give a brief recap of the target structures from Learn 1-3.

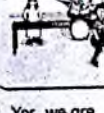
- Have students identify examples of the target structures in the story scenes.
- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

- Prepare word cards to review the target structures and vocabulary learned in Units 7-8.
- Put students into small groups. Give each group a selection of word cards. Have them work together to create sentences for each of the cards. Then have them use these sentences to create a short scene. Give students some time to work on rehearsing their scene before getting them to present to the class.

Test

N B 70 Listen and check (✓).

1 a  b 	2 a  b 
3 a  b 	4 a  b 
5 a  b 	6 a  b 
7 a  b 	8 a  b 
9 Yes, we are. Yes, I am. ✓	10 No, they're going to dance class. No, they're going to a scout meeting. ✓

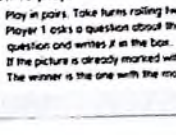
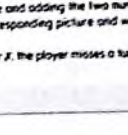
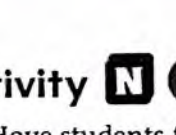
106

Have fun!

Look at Picture 6.
Are they in science class?

Yes, they are.

T Talk about the pictures.

2  you	3 
4  you	5  they
6  they	7  you
8  they	9  you
10  they	11  you
12  you	

How to play:

- 1 Play in pairs. Take turns rolling two dice and adding the two numbers thrown.
- 2 Player 1 asks a question about the corresponding picture and writes ✓ in the box. Player 2 answers the question and writes ✓ in the box.
- 3 If the picture is already marked with ✓ or ✗, the player misses a turn. Play until all pictures have been marked.
- 4 The winner is the one with the most ✓.

107

Test

Objectives

- Review language from Learn 1–3 in a test format
- Assess listening skills

Warm-up activity

- Put students into pairs. Prepare empty Bingo grids and give one to each pair.
- Put Picture Cards 147–160 on the board. Have students quickly fill out their grid with nine of these words. Remove the cards from the board. Randomly call out each card one by one. The winner is the first pair to cross out a row of words (or the first pair to cross out their whole card).

Activity **N B 73**

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Put students into pairs and have them look at the pictures on p. 106. Ask them to talk about what they can see in each picture. Encourage them to imagine who the people in the picture are and to describe each picture in as much detail as they can, using all the language they have learned so far.

- Have more able students write two or three sentences about the picture they find most interesting.

Have fun!

Objective

Review and assess unit language through a communicative task

Warm-up activity

- Prepare Picture Cards 147–160. Put students into two teams. Stand them in two lines in front of the board.
- Show a picture card and ask the first member of each team to write the word on the board. The first student to write the word correctly moves to the end of the line. The other student stays at the front for a chance to write the next word correctly before moving to the end. The first team to get their first student back to the front of the line wins.

Activity

- Put students into pairs. Have them focus on the game and explain how it should be played. If necessary, model the game to ensure all students are clear on what to do.
- Have students play the game. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put students into different pairs and play the game again.

Extension activity

- Prepare picture cards for all vocabulary learned in Units 1–8. Put students into four teams and give each team a random selection of cards.
- Have students work together in their teams to sort the cards into groups according to theme. Once they have sorted their cards, have them look at their books to find out which cards they need to make 'full sets' for each theme group.

Have them ask other teams whether they have the cards they need using *I/We need a Do you have a ... ?*

Review Units 7 and 8



Practice

B Point and talk about the picture.

Whose jacket is this/that?
Whose shoes are these/those?
What's wrong?
Where's he/she going?
Is he/she going to dance class?
Are they going to PE class?

C Listen. Then act out.

Hello. How are you? Not good.



What's wrong? My head hurts.



Let me see. OK. I can help you.



Hey, where are you going?

109

Objective

Review target language from Units 7 and 8

Scene

The playground is full with students and teachers. Some students have had accidents and are sitting on the floor, others are lining up. Some of the rooms inside the school can also be seen, one with unwell children in it.

Warm-up activity

- Prepare picture cards to review the vocabulary introduced in Units 7 and 8. Put students into two teams and have them stand in two lines.
- Hold up a card and ask the first students in each team to name it. Give the card to the student who names it first and have him/her move to the end of the line. The other student stays at the front for one more chance to name the card first before moving to the end. The first team to get their first student back to the front of the line wins.

Activity A B 74

- Have students focus on the scene. Ask questions about the scene and encourage them to talk about what they can see.

- Play the audio once and let students become familiar with it; have them refer to the stickers at the back of book. Then play the audio again for them to put the stickers on the gray spaces. Walk around to monitor progress.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Put students into pairs and have them look at pp. 108–109. Play Track B74 on the Audio CD. Pause after each line of dialogue and have students repeat.
- At the end of each section, have students look at the picture. With their partner they should try to say as much of the dialogue as they can. If they cannot remember the dialogue, encourage them to make up their own dialogue using the structures they have learned.

Practice

Objective

Practice target language from Units 7 and 8

Warm-up activity

Put students into pairs. Tell them to look at the picture on pp. 108–109. Give them 30 seconds to write down as many things as they can see in the picture as possible. The pair who writes the most words correctly wins.

Activity B

- Give a brief recap of the target structures from Units 7 and 8.
- Have students identify examples of the target structures in the scene.
- Have students focus on the questions. Elicit one or two answers from students.

- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Activity C B 75

- Have students focus on the scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page.
- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Walk around to monitor progress. Play the audio once more if necessary.

Extension activity

- Prepare picture cards for the vocabulary learned in Units 1–8. Put students into groups of four or five and give each group a selection of around ten cards from different theme groups.
- Have students work together to construct a short oral narrative using the words on the picture cards and the target structures they have learned. Encourage them to expand their story with descriptions and interesting details.
- Have groups present their narratives to the class. More able students can write their narratives up as a short story.

Activity bank

Warm-up activities

Point and say

Point your finger upward. Students start to say A, B, C, D If you point downward they say the letters in reverse order, D, C, B ... and if you point horizontally they say the same letter, B, B, B Students shouldn't pause. This game is suitable for other sequences such as the alphabet, numbers, days of the week, months and years.

Say yes

Ask a student to come to the front of class. Divide the other students into two teams. The teams take turns asking the chosen student questions using *Do you like ... ?* The goal is to get the student to answer only *Yes, I do*. The team with more "yes" answers wins. This game can also be used with other language patterns. The answers should be at least three words long such as *Yes, I do*. or *Yes, I can*.

Simon says

This is a classic game to practice classroom language. Students have to follow the commands of the person acting as Simon, but only when that person starts off with *Simon says*. If students react to the command when the person does not start with *Simon says*, they are out of the game.

Tap and trap

Put students in a circle. Choose one student to stand in the middle of the circle. He/She taps a student and asks him/her a question. The student who was tapped tries to answer. If he/she answers correctly, the student taps another student from the circle and asks a question. This continues until the student who is tapped cannot answer or answers incorrectly. He/She then replaces the other student and takes his/her place in the middle of the circle.

Pass, stop, say

Make up cards with several easily confused letters on them. Make one card for each letter. Fold each card. Play music. Give the cards to students around the room and motion to pass the cards. Stop the music. The students holding cards open them, show them to the class, and say the letters and words that start with the letters. Students fold up their cards. Start the music again and have students pass the cards.

Same or different

For this game, the students will look at three items and choose the one that is in a different category than the other two. To begin, display three picture cards, e.g., worm, ant, chair. Say each word. Point to chair. Shake your head and take it away. Worm and ant are living things (same), but a chair isn't (different). Next, display three more picture cards, e.g., bed, chair, car. Say the names. Hold up bed and chair and say, *Same*. Then point to the car. Shake your head and take it away. Put together groups of three picture cards in which one is different. Give them to pairs of students. Have the students name all three items and then hold up the two similar items and say, *Same*.

Treasure hunt

Divide the class into two groups. Give each group a list of several objects that you want them to find in the classroom. Have students walk around the room and collect their "treasure" and place it in a box. The first group to find all the objects on their list can read the list aloud and show the "treasure" to their classmates.

Balloon game

Divide the students into small teams. Each team forms a circle and the students hold hands. Give each team a balloon. As a team they have to keep the balloon in the air, but when it touches a part of someone's body they have to shout out an English word. Suitable topics are numbers, colors or fruits.

Build a tower

Get a set of building blocks and give each team an equal number of blocks. Ask a question. The first team to answer correctly gets to start building a tower with their blocks, one block at a time. The aim is to have the highest tower at the end of the game. If the tower falls over during the game, the team has to build it again.

What is it?

Place different objects (e.g., a ruler, book, apple, stuffed animal, etc.) in a box or bag. Cut a hole in the box or bag for an arm. Students have to stick their arm into the box and guess the objects they are feeling.

Story activities

Guess the character

A student thinks of one of the characters in the Student Book. The other students take turns asking about that character. The complexity of the questions depends on the language being practiced or reviewed. Alternatively, students can ask short-form questions, e.g., *Jack?*

Hot potato

Use a bean bag or a stuffed animal as a "hot potato." Students sit or stand in a circle and pass the "hot potato" around while music is playing. Suddenly stop the music. When the music stops, the student left holding the "hot potato" has to answer a question about the story to stay in the game.

Nod or shake

Divide students into the "yes" team and the "no" team. Ask a question answerable by *yes* or *no* about the story, while students look at the story scene in their Student Books. Have the "yes" students nod and the "no" students shake their heads when replying. For example, when you say, *Is it July 2nd?*, the "yes" students will nod and say, *Yes, it is July 2nd*. When the students get used to the game, have the "yes" team shake their heads and the "no" team nod their heads as a fun variation.

Paper planes

Teach students how to fold paper planes (or have them fold it the way they know). Divide the class into two teams and have students write their names on their planes. Ask a question about the story scene. The student that answers the question correctly gets the chance to try and throw his/her plane in a box or marked area on the floor. At the end of the game, the team with more planes in the box or marked area wins.

Secret speech bubble

Take a story scene/poster and a piece of paper. Using the paper, cover up one of the speech bubbles in the scene, or part of the sentence in the bubble. Ask students to guess what is being said. If students find it hard to guess the words, show a little more of the sentence until they are finally able to guess.

Group retelling

Display the pages for the unit story. Point to the characters and have students tell who they are and what they are doing. Divide students into small groups and assign one part of the story to each group. Have students work together with their groups to summarize what happened in their part of the story. Then have groups retell what happened in their part in order, thus retelling the entire story.

Role-play the story

Assign roles from the unit story to students and have them repeat their character's lines after you. Put the students into pairs to practice the dialogue on their own. After a few minutes, have them present the dialogue to the class.

Sequence the story

Write sentences from the unit story on strips of paper. Then model the activity. Mix up the sentences and place them along the edge of the board. Read each one and help students see that they are not in the correct order. Ask students to help you fix the order of the sentences and then read them so that they tell the story. Practice until students understand. Divide the class into teams. Invite two teams to come to the front of the class. Give each team a set of sentences and say, *Go!* Teams work as fast as they can to sequence the sentences. The team that does this correctly first wins. Invite all teams to play.

Puzzles

Make copies of story scenes/posters. Cut them into different puzzle pieces. Have students race to put the puzzle back together, or similar to the sequencing story above, cut frames apart and get students to place them in the right order. Be sure to blank out the frame numbers.

Word charades

Choose about 10 words from the story and write them on slips of paper. Put the slips of paper in a bag. Ask a student to pull a slip from the bag and act out the meaning of the word. The student who guesses correctly first gets to be the next actor.

On the scene

This warm-up activity can coincide with students opening up their books and turning to the story for the first time. Encourage the learners to talk as much as they can about the scenes. Try to avoid dry and self-evident descriptions and encourage the students to be a little more creative and thoughtful about it. This can be facilitated by asking the students questions like:

- Which person in the picture do you think is the (friendliest, smartest, best looking, etc.)? Why do you think so?
- What do you think this/those person like to do in his/her free time?
- What do you think was happening before this scene?
- What do you think will happen after/following this scene?
- Imagine yourself in the scene. Tell me what you are doing and why.

A variety of other prompts are possible based on the specific unit and illustration, but it can be useful and fun to get the students thinking "outside the box" from the start and being creative with their spoken opinion.

Vocabulary/Grammar practice activities

Card hopping

Give each student a pile of A4 picture cards. Say, *Go!* and students pick up the top card of their pile of cards. They shout out the word on the card. They put the card on the floor and walk onto it. They keep doing this with all the cards. Each card has to touch the edge of the previous card. The first student to reach the other side of the classroom wins.

Draw the word

Divide the class into two teams. Prepare some vocabulary cards with pictures. Each student gets a turn to come to the front of the class and pick a card. The student then has to draw the vocabulary item on the board while their team tries to guess what the word is. If they guess correctly, the team gets a point.

Fall in line

Give each student a picture card. Call out three to five words. Students with the corresponding cards go up to the front of the classroom and line up. Have them line up in the same order as the words were called. Ask the rest of the class if the students have lined up in the correct order.

Find your match

Divide students into two teams. Students in one team each get a word card. Students in the other team each get an object corresponding to the picture cards. Students mingle to find their matching card or object. Remind the students with the word cards to call out the words written on their cards. Afterward, swap the items and repeat the activity.

Food call

Have students sit in a circle. Assign each student the name of a food. You may start with only two kinds of food, e.g., cakes and cookies. Stand in the middle of the circle and call out the name of one food. If you call out, *Cakes!*, all students who are "cakes" will get up and change places with one another. Once the class is familiar with the game, you could take the place of one of the students. The student without a seat calls out the name of a food and tries to take a seat as the others change places. This activity can be used with other vocabulary items, too.

Let's go fishing

Divide students into two teams. Have students draw and cut out paper fish. Then they write a letter, word or phrase on the paper fish. Help students put a paper clip on each fish. Scatter the paper fish on the floor or put them in a box. Give each team a fishing line with a magnet, and have students catch the fish. After fishing, the teams put the letters or words in the correct grammar structure or take turns reading out the letters or words on the paper fish they caught.

My things

Put students in a circle. One student says one thing he/she owns (e.g., *I have a doll.*), the next student says one thing he/she owns (e.g., *I have a ball.*), and so on. Remind students not to mention things that have been mentioned before. The student who runs out of ideas or pauses too long is out. The last student remaining is the winner. The game can also be used for other language patterns, or could be adapted to mention things shown in the story, or vocabulary items. Vary the scope of story scenes or sets of vocabulary that can be used depending on the number of students playing.

Object search

Hide several different objects in the classroom, or use picture cards. Then divide students into two teams and have them find the objects/cards. Be sure to tell students beforehand what objects to look for. Afterward, each team shows their objects/cards to the class and names each object/card. The teams get two points for each object/card they find. They get five points for each object they name correctly.

Pass the bag

Put objects or picture cards in a bag filled with shredded paper. Students sit in a circle and pass the bag around while music is playing. Stop the music. The student who is holding the bag picks out an object or a card and identifies the object or the picture. Each correct answer is equivalent to five points.

Picture mime

Divide students into two teams. A student from one team goes to the front of the classroom and chooses a picture card from a pile. He/She then acts out the word or phrase in the card and both teams try to guess what it is. The team that guesses correctly gets a point. A student from the other team chooses a picture card and does the same thing. The team with more correct guesses wins. Make sure that all students get the chance to act out a word or phrase.

Draw it fast

Divide the class into teams. Have a team member from each team come up to the board. Face the team members at the board and show them a picture card; make sure the class cannot see the card. Have the students begin to draw the item. The first team that guesses the item correctly wins a point. Repeat with other team members.

Picture tic-tac-toe

Put students into two teams. Place nine picture cards face down on a table in the form of a Tic-Tac-Toe board (a 3 x 3 grid). The teams take turns turning over a card and naming the picture. If students are right, the card remains face up. If not, the card is turned face down again. The first team to identify three cards in a row wins.

Puzzles

Make enlargements of picture cards or vocabulary cards. You can laminate these cards or simply use cardboard. Cut the cards into different puzzle pieces. Have students race to put the puzzle back together.

Sentence chain

Students say sentences without pausing. For example, one student says, *Here's my crayon.* and the next student says, *Here's my pencil.*, and so on. Students continue to say sentences without pausing. Those who pause too long are out. If the game is played in teams, the team loses.

Toss the bag

Put word or picture cards on the floor and spread them out. Students line up and take turns throwing a small bean bag onto the cards. They should be at some distance from the cards. When the bean bag successfully lands on a card, the student reads the word(s) on the card or identifies the picture. If the student is correct, he/she takes the card. The game continues until there are no more cards on the floor.

Adjective/adverb opposite catch

This activity will help students become familiar with opposites. Have students stand in a circle. Say an adjective or adverb. Throw a ball to a student. He/She must say the opposite and throw the ball back to you. If the student is correct, he/she stays in the circle. If the student is incorrect, he/she sits down. The last student to remain standing is the winner.

Memory game

Display the picture cards. Tell students to look closely and try to remember what they see. Ask them to turn around so that they cannot see the cards. Take one card away. Tell students to look and tell you the missing item. Allow students to act out the item if they can't remember the name. To increase the difficulty, take away two cards. This can be a team game.

Scrambled sentences

Make separate cards with each of the words from a question on them (including punctuation), e.g., *Where-do-you-live?* Mix up the cards. Choose a group of students and give each one a card. Then make word cards for the answer, e.g., *I-live-*

in-the-country. Mix up the cards. Choose a group of students and give each one a card. Tell all the students the words on their cards. Then ask the question, e.g., *Where do you live?* Motion for students in the first group to stand in the order of the question. Help them if necessary. Next say the answer, e.g., *I live in the country.* Motion for students in the second group to stand in the order of the answer. Repeat this with other groups. To challenge the students, mix all the cards together and give them to a group of students. Say one of the sentences and tell students to put them in the correct order.

Scrambled words

Write the vocabulary words on individual cards or pieces of paper. Leave spaces between the letters. Make enough copies for students to work on the activity in small groups. Cut up each word into letters, mix up the letters, and clip them together. Then write the words on the board so that students can refer to them to do the activity. Put students into groups and have them unscramble the words. Then help each group read their words to the class.

Sticky ball

Make a sticky ball with crumbled-up paper and double-sided tape. Display picture cards of vocabulary objects. Ask a student to come to the front of the room and take the ball. Say one of the words and tell the student to throw the ball at the correct picture. Repeat with other students.

Touch It relay

Place picture cards along the board. Have students line up in rows and face the front. Go to the back of the room. Ask the last student in each row to turn to you. Silently say the name of one of the picture cards (or show photocopies of the picture cards). Have each student whisper the name to the student in front of him or her. The last student runs to the board and taps the correct card. That student then runs to the back. Repeat.

Secret picture

Take a picture card and piece of paper. Using the paper, cover up the card so that only a small part of the picture is showing. Ask students to guess what the picture is. If students find it hard to guess the picture, show a little more until they are finally able to guess.

Song/Chant activities

Musical chairs

Arrange chairs in a circle—there should be enough chairs for all students. Play a song or chant and have students move around. Each time the music stops, students sit down. Give an instruction or ask a question. Then play the song again and start all over.

Point along

Use student books, picture cards or classroom items. Have students listen and point to the pictures or classroom items when they hear the words in the song or chant.

Sing and do

Have students stand in a circle with classroom items or picture cards of items named in the song. Have students hold up the classroom items or cards when they hear the words in the song or chant.

Sing it

Have students sing the song once or twice. There should be no movement here, as they need to focus on the lyrics. As a variation, turn down the volume while students continue singing and then turn it up again to see if they have kept time.

Sing solo

Assign specific words or phrases to individual students to sing as a solo. Have other students sing all parts of the song that are not sung by the soloist. Instruct the soloist when to start and stop singing. Vary by giving the solo part to a duet or trio.

Line by line

Assign different lines of the song to different groups of students. If the song has questions and answers, assign those to different groups. Have groups sing only their assigned lines. Instruct students when to start singing.

In a round

Divide students into two or three groups. Have Group A begin singing line one. Have Group B begin singing line two when Group A reaches the end of line one and so on. Instruct students when to start singing.

My song/chant

Have pairs or small groups of students choose words to replace original lyrics. Provide relevant picture cards or classroom items as reference. Play the lead-in music of the song, then stop the CD. Instruct groups when to begin singing.

Karaoke

Prepare two toy microphones and set up an imaginary stage. Have two students sing the song together using the same melody as in the original song, but different lyrics (based on the vocabulary they have learned in that unit).

Act it out

Have students act out the song or chant, or choreograph dance moves for it.

Count the words

Select a word that occurs several times in a chant or song. Before listening to the chant or song for the first time, tell students to listen for and count how many times they hear that word.

Stand up when you hear it

Divide the class into groups. Assign each group one of the vocabulary words or phrases in the song/chant. Have students listen to the song/chant and have groups stand up when they hear their word or phrase being sung/chanted.

Wrap-up activities

Shoot that ball

Put students into two or more teams. Teams take turns throwing a soft ball into a box or basket. If the ball goes in, the team gets 10 points. Before throwing the ball, a student or the team performs a task, such as naming a picture. This game is suitable for reviews.

Touch the card

Prepare a set of cards for words you want to review. Put them on the table and spread them out. Call out each word. Students race to touch the corresponding card. The first student to touch the card gets to keep it. Students with the most cards at the end of the game win.

Bingo (1)

Show students how to fold a paper three times to make eight boxes. Then have them choose 10 words from the unit. Write these words on the board. They choose eight words and write a word in each box. Then they cut the boxes apart to make cards. Write all 10 words on slips of paper and put them in a pile. Have students choose six of their word cards to place in front of them. Then put the other two word cards aside. Choose a student to pick a word from the pile and read it. The students who have the word turn over the card. Continue having students pick words. The first student to turn over all six cards wins.

Bingo (2)

Before the class, write about 15 words from the unit on slips of paper, and put them in a bag. Give each student a Bingo board of nine squares. Next, write the words from the unit on the board, say them and have students repeat. Then have students write one word in each square on their boards. When students are ready, draw a slip from the bag, read the word, and have students repeat. Put the slip back in the bag. Players put a marker on a square on their boards with the word. Play continues until a player covers all the squares on his or her board. The winner should shout, *Bingo!*

Hold It up

Put students in groups of five. Write five words from the unit on the board. Each student in a group writes a different word from the list on a card. Next, say one of the words. The student in each group with the word must raise his/her card up and say the word. The first student to hold up his/her card gets to choose and say the next word. Repeat. Then choose five new words and play the game again.

Listen and write

In two places on the board, make blanks for the letters of a unit word. Say the word and have the class repeat. Choose two students to run to the board and write the word in the spaces. Whoever writes the word correctly first is the winner. Repeat with other words and other students.

Memory chain

Choose a number of actions from the unit. This game requires students to listen and repeat what the previous student said and add on another action. For example, the first student acts out an action and says a sentence to the student next to him or her, e.g., *I can dance*. The second student then acts out two actions and says them, e.g., *He/She can dance. I can walk*. The third student then acts out three actions and says them, e.g., *He/She can dance. He/She can walk. I can run*. Continue until students have said all the actions. Allow students to help each other remember. When all actions have been said, start over again.

Scrambled sentences

Write several unit sentences on strips of paper. Hold up the first sentence and ask the class to read along with you. Then cut the sentence apart into individual words. Mix up the words and place them on a table. Invite a team of students to come up and unscramble the sentence. When they are finished, ask the class whether they are correct. Repeat for the other sentences with different teams.

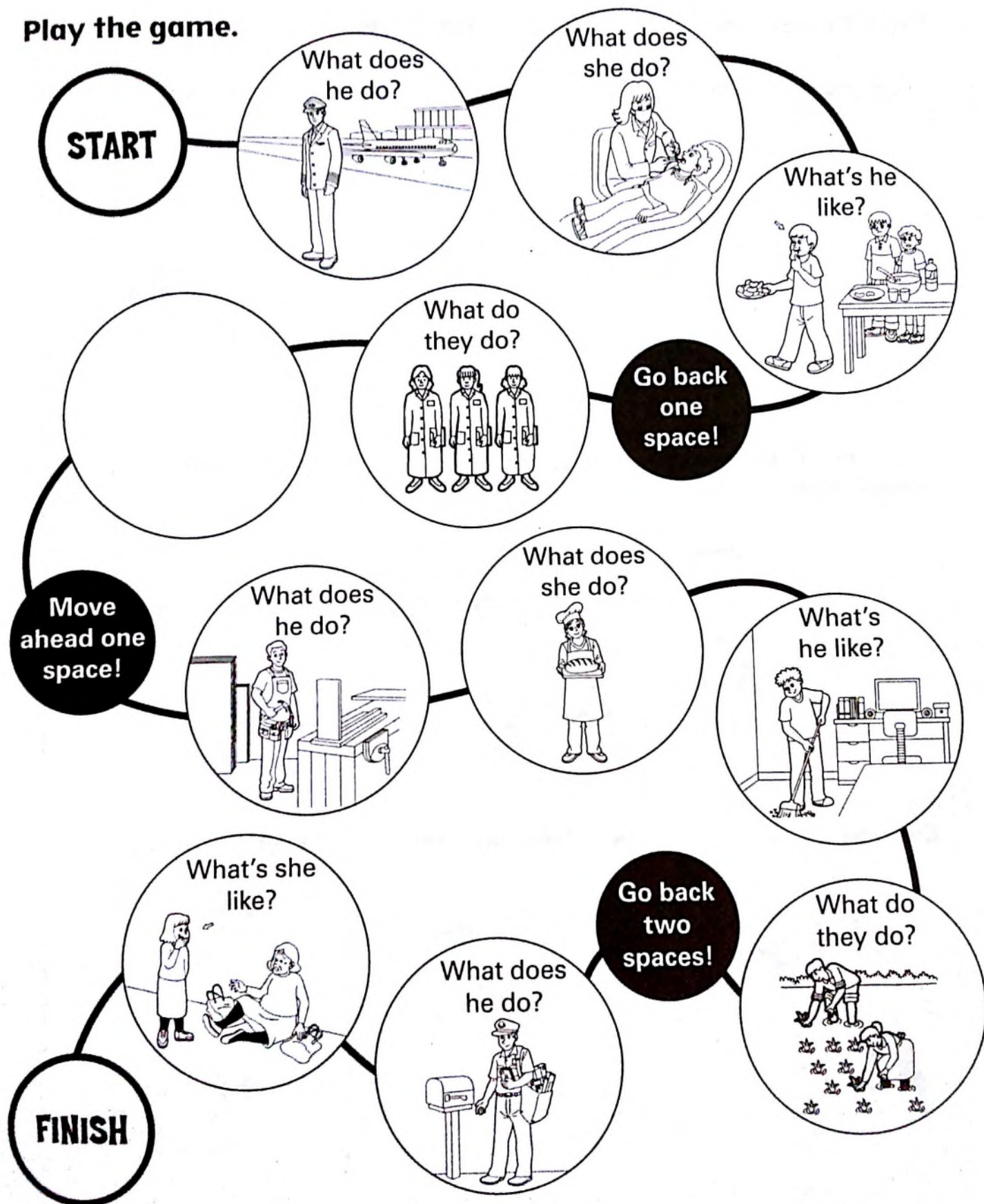
Silly sentences

In small groups, ask students to use the unit words to make a silly sentence. Write each group's sentence on the board. Challenge students to say the silly sentences aloud.

Think fast

Display the picture cards for the unit all over the room. Divide the class into two or more teams. Alternate asking each team to point to and say the name of one item. Allow only 10 seconds or so for each group to speak. Each time a different team member must speak, other team members can quietly help him or her. Put team names on the board. Teams cannot repeat words. Keep a quick pace. Teams lose a turn if they do not respond in time.

Play the game.

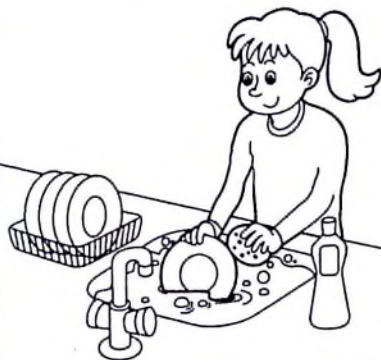


Play tic-tac-toe. Complete the questions.

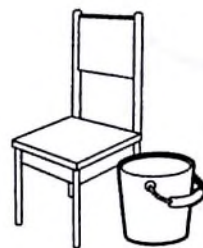
Can you ..., please?



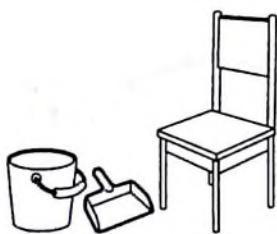
Can you ..., please?



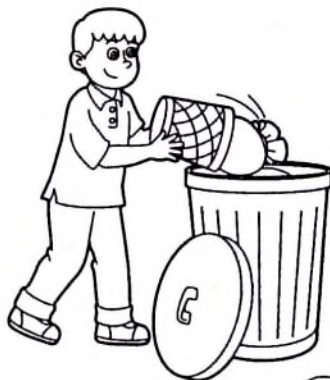
Is ... the chair? (Yes)



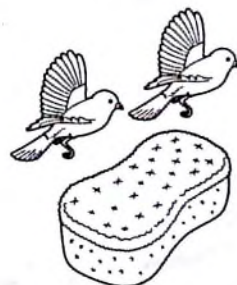
Is ... the bucket and the chair? (Yes)



Can you ..., please?



Are the birds ...? (Yes)



Can you ..., please?



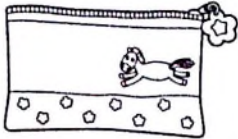
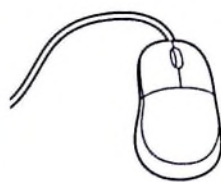
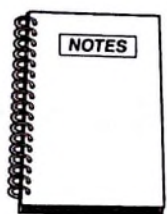
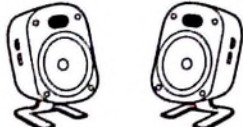
Is ... the chair? (Yes)

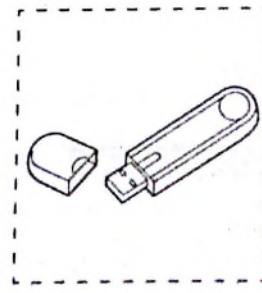
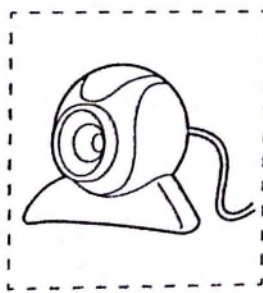
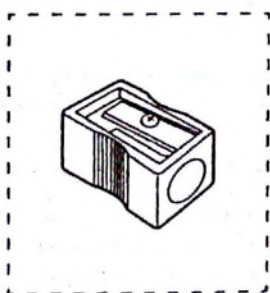
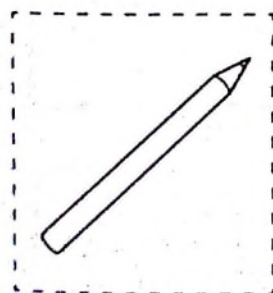


Can you ..., please?



Cut and stick the pictures. Then play Bingo.

	FREE		
FREE		FREE	
	FREE		
			FREE

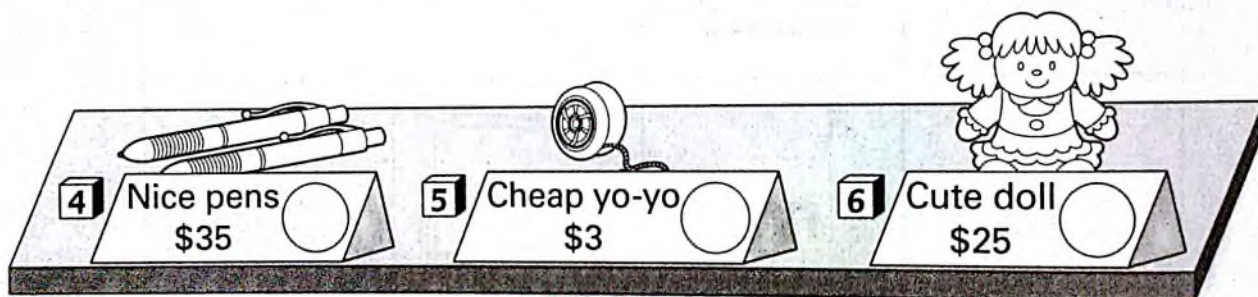
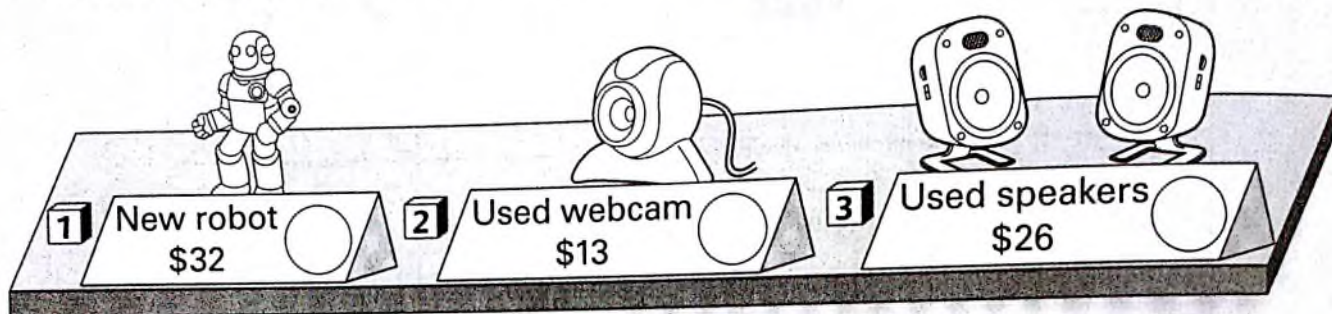


Play the shopping game.

A: This robot is new. How much is it?

B: It's \$32.

A: OK, I'll take it.



My name: _____

I have \$100.

No.	Item	Price
		\$
		\$
		\$

$100 - \$ () - \$ () - \$ () = \$ ()$

Now I have \$ _____.

My classmate's name: _____

You have \$100.

No.	Item	Price
		\$
		\$
		\$

$100 - \$ () - \$ () - \$ () = \$ ()$

Now you have \$ _____.

How to play:

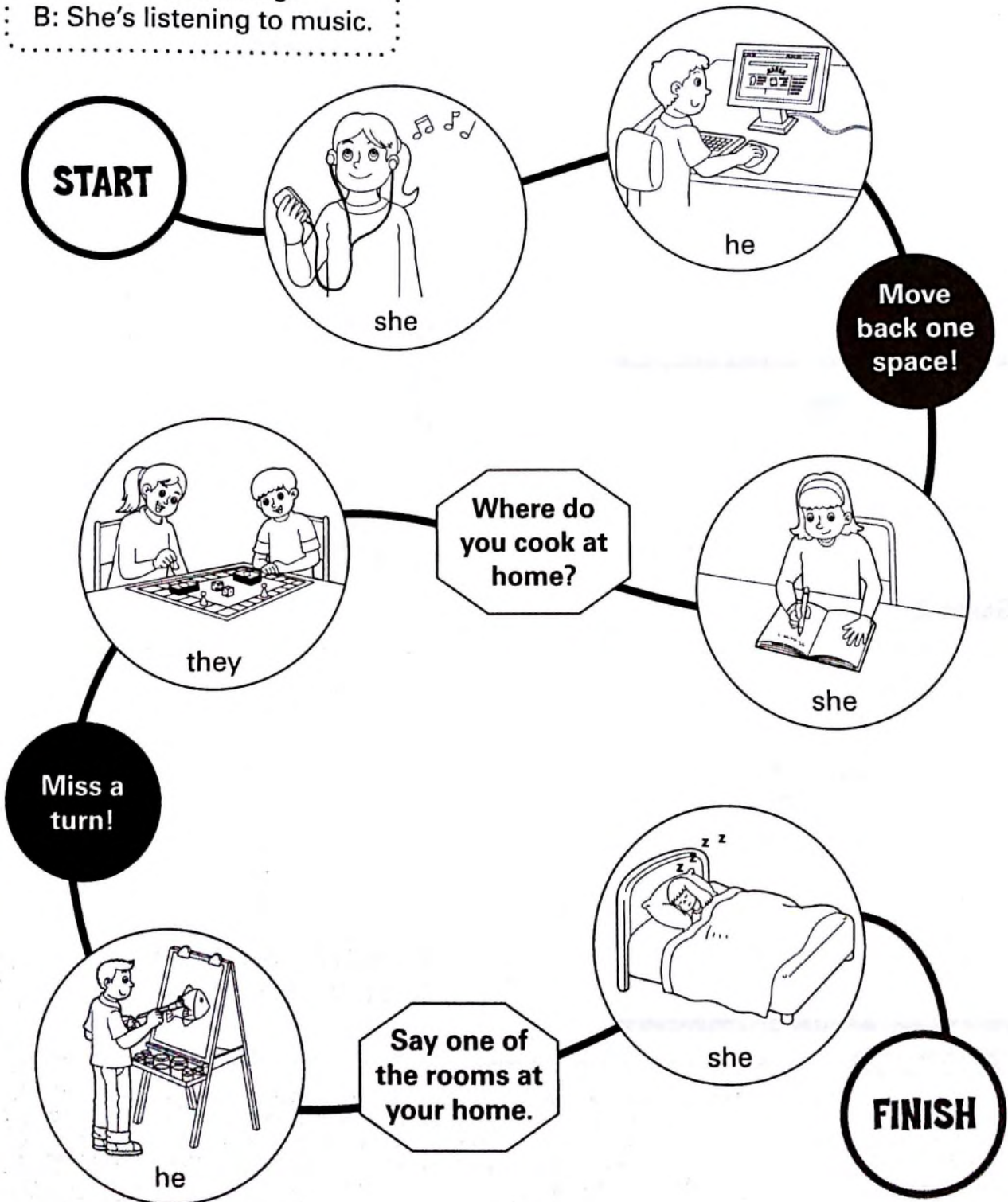
Put students into pairs. Ss will take turns rolling a dice and asking about the price of the corresponding item. After each item is bought, Ss will write ✓ in the small

circle and fill in the table. If the corresponding item is already taken, the player rolls the dice again. The winner is the one with more money left at the end.

Play the game.

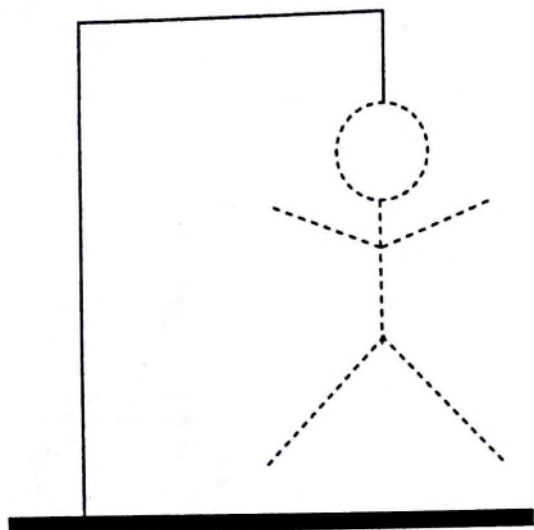
A: What's she doing?

B: She's listening to music.



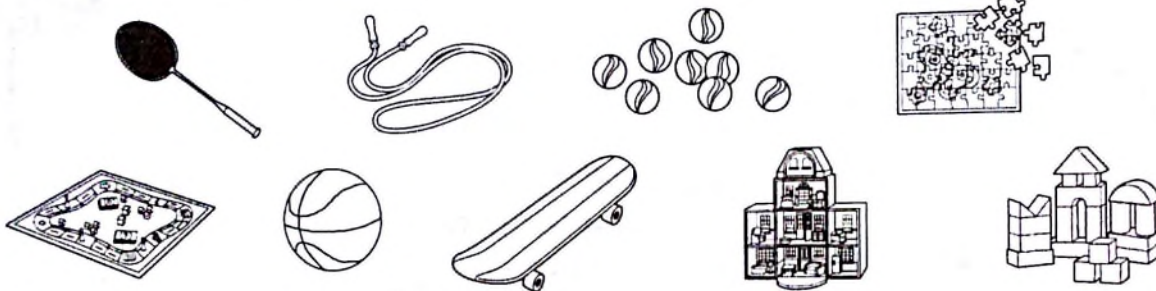
Play hangman.

Game 1

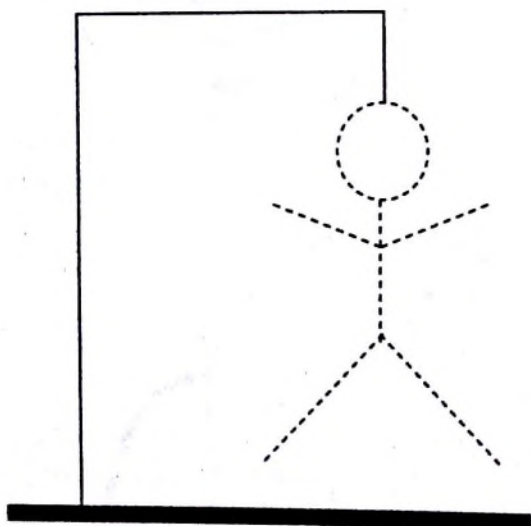


Draw blank lines below for your secret word.

ABCDEFGHIJKLMNOPQRSTUVWXYZ



Game 2



Draw blank lines below for your secret word.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

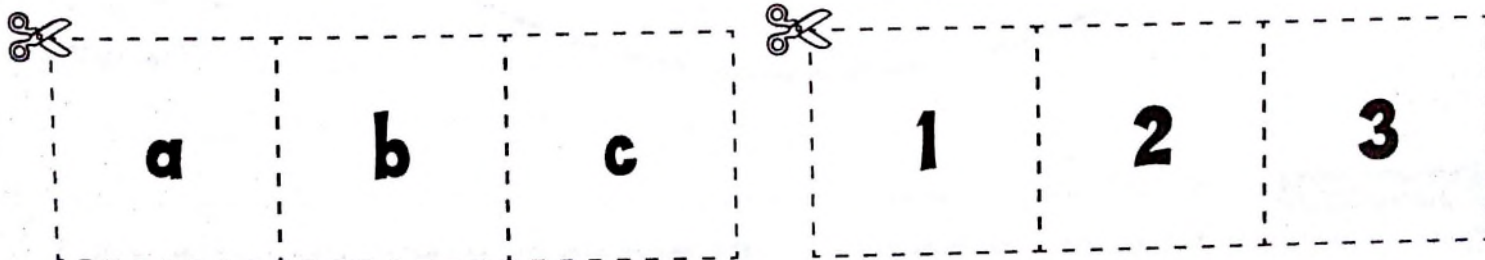
Instructions:

Put students into pairs. S1 will think of a word and draw blanks for each letter of that word. S2 will guess the word by calling out a letter. If S2 guesses correctly, S1 will write the letter on the corresponding blank and cross out the letter in the alphabet box. If S2 guesses wrong,

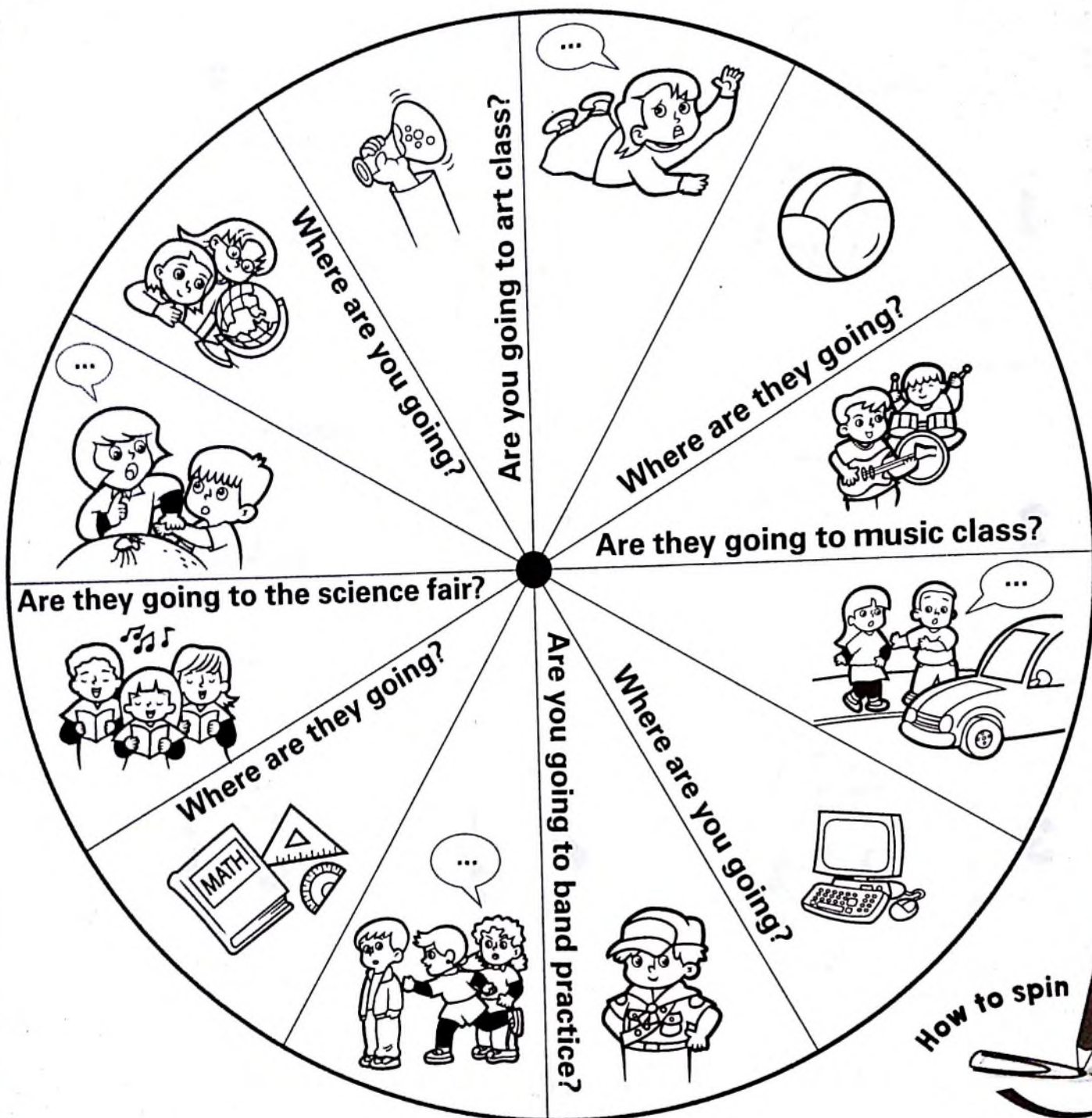
S1 will trace a body part on the hangman, starting with the head. S2 gets 6 chances (head, body, right arm, left arm, right leg, left leg) to guess the word. If S2 guesses the word before the hangman is complete, he/she wins. Have Ss switch roles.

Draw a number and a letter. Then talk about the pictures.

	a	b	c
1	Whose ...?  (I)	What's wrong?  (he)	... hurts.  (she)
2	What's wrong?  (she)	... hurts.  (he)	Whose ...?  (they)
3	Whose ...?  (you)	... hurts.  (I)	What's wrong?  (she)



Spin the paper clip and say.



How to spin



Instructions:

Put students into pairs. Ss take turns spinning the paper clip on the board. A student gets 1 point for every correct statement or question answer. Ss must mark the spaces they land on. A student cannot land on a space

that was previously taken either by him/her or the other student. When all the spaces are taken, Ss will add up their points. The student with more points wins.

1 At the toy store

A4 Listen and say.

What does he do?
He's a toy maker.

A5 Now practice.

What does he do?
He's a police officer.

What does she do?
She's a mail carrier.

What do they do?
They're doctors.

What does he do?
He's a farmer.

What does she do?
She's a baker.

What do they do?
They're toy makers.

A6 Listen and circle.

What does he do? What does he do?
He's a police officer.

What does she do? What does she do?
She's a mail carrier.

What do they do? What do they do?
They're doctors.

What does he do? What does he do?
He's a toy maker.

What does she do? What does she do?
She's a doctor.

What do they do? What do they do?
They're farmers.

A8 Listen and write.

1 What does she do?
She's a doctor.

2 What does she do?
She's a mail carrier.

3 What does he do?
He's a police officer.

4 What do they do?
They're farmers.

A9 Listen and write.

What does he do?
He's a farmer.

A10 Listen and number.

Number 1 What do they do?
They're bakers.

Number 2 What does he do?
He's a toy maker.

Number 3 What does she do?
She's a police officer.

Number 4 What does he do?
He's a mail carrier.

A13 Now practice.

Is he a teacher?
Yes, he is.

Is she a carpenter?
No, she isn't.

Are they firefighters?
Yes, they are.

Is he a pilot?
No, he isn't.

Is she a dentist?
Yes, she is.

Are they nurses?
No, they aren't.

A14 Listen and write.

- 1 Is she a pilot?
- 2 Are they firefighters?
- 3 Is he a dentist?
- 4 Are they nurses?
- 5 Is she a carpenter?
- 6 Is he a teacher?

A17 Now practice.

What's he like?
He's kind.

What's she like?
She's mean.

What's he like?
He's generous.

What's she like?
She's greedy.

What's he like?
He's brave.

What's she like?
She's cowardly.

What's he like?
He's hard-working.

What's she like?
She's lazy.

A18 Listen and match.

- 1 What's he like?
He's brave.
- 2 What's she like?
She's kind.
- 3 What's he like?
He's hard-working.
- 4 What's she like?
She's lazy.
- 5 What's she like?
She's greedy.

A20 Listen and check.

- 1 What does she do?
She's a doctor.
- 2 What do they do?
They're firefighters.
- 3 What does he do?
He's a pilot.
- 4 What's he like?
He's generous.
- 5 What's she like?
She's hard-working.
- 6 What's he like?
He's lazy.
- 7 Is she a dentist?
- 8 Are they bakers?
- 9 Are they farmers?
- 10 Is he a teacher?

2 Late at night

A23 Listen and say.

What do you need?
I need a broom.

A24 Now practice.

What do you need?
I need a mop.

What does he need?
He needs a bucket.

What does she need?
She needs a broom.

What do you need?
I need a dustpan.

What does he need?
He needs a trash can.

What does she need?
She needs a sponge.

3 Surprise!

A48 Listen and say.
There's a lamp on the table.

A49 Now practice.

There's a monitor on the table.
There are keyboards on the table.
There's a mouse on the table.
There are flash drives on the table.
There's a webcam on the table.
There are speakers on the table.

A50 Listen, circle and write.
Then sing.

There's a webcam on the monitor.
(on the monitor, on the monitor)
There's a webcam on the monitor, right there.
There are speakers on the table.
(on the table, on the table)
There are speakers on the table, right there.

There's a mouse on the table.

(on the table, on the table)

There's a mouse on the table, right there.

There are flash drives on the table.

(on the table, on the table)

There are flash drives on the table, right there.

There's a keyboard on the table.

(on the table, on the table)

There's a keyboard on the table, right there.

There are monitors on the table.

(on the table, on the table)

There are monitors on the table, right there.

A51 Listen and say.

There are flash drives on the table.
There are flash drives on the table.
There are flash drives on the table.
There are flash drives on the table.

There are flash drives on the table.

(on the table, on the table)

There are flash drives on the table, right there.

There are flash drives on the monitor.

(on the monitor, on the monitor)

There are flash drives on the monitor, right there.

4 There are speakers on the table.
(on the table, on the table)
There are speakers on the table, right there.

A52 Listen and number.

Number 1 There are books on the desk.

Number 2 There's a flash drive next to the books.

Number 3 There's a webcam on the monitor.

Number 4 There's a mouse on the keyboard.

Number 5 There are speakers above the desk.

Number 6 There's a trash can under the desk.

A53 Now practice.

Is there a pencil case on the desk?
Yes, there is.

Is there a notebook on the desk?
No, there isn't.

Are there pencil sharpeners on the desk?
Yes, there are.

Are there rulers on the desk?
No, there aren't.

Is there a colored pencil on the desk?
Yes, there is.

Are there markers on the desk?
No, there aren't.

A54 Now practice.

How's the weather?
It's sunny.

How's the weather?
It's cloudy.

How's the weather?
It's windy.

How's the weather?
It's rainy.

How's the weather?
It's foggy.

How's the weather?
It's snowy.

A55 Listen and match.

1 How's the weather?
It's sunny.

2 How's the weather?
It's foggy.

3 How's the weather?
It's rainy.

4 How's the weather?
It's windy.

5 How's the weather?
It's snowy.

A56 Listen and check.

1 There are keyboards on the table.

2 There are speakers on the books.

3 There are colored pencils in front of the flash drive.

4 There's a notebook under the book.

5 Are there rulers under the pencil case?

6 Is there a webcam on the monitor?

7 Is there a monitor in front of the speakers?

8 Are there colored pencils in the pencil case?

9 How's the weather?
It's snowy.

10 How's the weather?
It's windy.

4 That ball is cool!

A57 Listen and say.

These cars are shiny.
That doll is cute!

A58 Now practice.

This doll is cute.

That doll is ugly.

These dolls are cute.

Those dolls are ugly.

Is this robot expensive?
Yes, it is.

Is that robot expensive?
No, it isn't. It's cheap.

Are these shoes new?
Yes, they are.

Are those shoes new?
No, they aren't. They're used.

A59 Listen and circle.

1 That robot is new (new, new). It can walk around!

2 Those dolls are cute (cute, cute). They can walk around!

3 This movie is new (new, new). Let's watch it!

4 These cars are cheap (cheap, cheap). Let's buy them!

A 25 Listen, circle and write.

Then sing.

Let's hurry! Let's get busy!
What do you need?
A broom. (A broom!) I need a broom.
Let's hurry! Let's get busy!
What does she need?
A bucket. (A bucket!) She needs a bucket.
Let's hurry! Let's get busy!
What does he need?
A trash can. (A trash can!) He needs a trash can.
Let's hurry! Let's get busy!
What does she need?
A dustpan. (A dustpan!) She needs a dustpan.
Let's hurry! Let's get busy!
What do you need?
A break. I need a break.

A 27 Listen and number.

- Number 1** What does she need?
A dustpan. (A dustpan!)
She needs a dustpan.
- Number 2** What do you need?
A mop. I need a mop.
- Number 3** What does she need?
A bucket. She needs a bucket.
- Number 4** What do you need?
A broom. I need a broom.
- Number 5** What does he need?
A trash can. He needs a trash can.

A 28 Listen and match.

- 1 What do you need?
I need a bucket.
- 2 What does he need?
He needs a broom.
- 3 What does she need?
She needs a dustpan.
- 4 What do you need?
I need a mop.

A 29 Listen and check.

- 1 What does she need?
She needs a dustpan.
It's under the chair.
- 2 What do you need?
I need a sponge.
It's on the table.
- 3 What do you need?
I need a trash can.
It's behind the broom.

- 4 What does he need?
He needs a mop.
It's in the trash can.

A 32 Now practice.

- Is the mop above the bucket?
Yes, it is.
- Is the mop next to the bucket?
No, it isn't.
- Are the mops in front of the bucket?
Yes, they are.
- Are the mops between the dustpan and the trash can?
No, they aren't.

A 33 Listen and number.

- Number 1** Are the books in the school bag?
Yes, they are.
- Number 2** Are the brooms next to the table?
No, they aren't. They're above the table.
- Number 3** Is the bee above the flower?
No, it isn't. It's between the flower and the cat.
- Number 4** Is the robot next to the doll?
Yes, it is.
- Number 5** Are the ants behind the cake?
No, they aren't. They're in front of the cake.
- Number 6** Is the bus between the tree and the car?
No, it isn't. It's in front of the car.

A 36 Now practice.

- Can you sweep the floor, please?
Sure, no problem.
- Can you mop the floor, please?
Sorry, I'm busy.
- Can you pick up the trash, please?
Sure, no problem.
- Can you empty the trash, please?
Sorry, I'm busy.
- Can you wash the dishes, please?
Sure, no problem.
- Can you water the plants, please?
Sorry, I'm busy.

A 37 Listen and write.

- 1 Can you sweep the floor, please?
Sure, no problem.
- 2 Can you wash the dishes, please?
Sorry, I'm busy.

- 3 Can you water the plants, please?
Sure, no problem.
- 4 Can you mop the floor, please?
Sorry, I'm busy.
- 5 Can you pick up the trash, please?
Sorry, I'm busy.
- 6 Can you empty the trash, please?
Sure, no problem.

A 39 Listen and check.

- 1 What do you need?
I need a mop.
It's in front of the table.
- 2 What does he need?
He needs a bucket.
It's next to the chair.
- 3 Where's the book?
It's between the pencil and the lamp.
- 4 Where are the dolls?
They're above the books.
- 5 Is the broom next to the chair?
No, it isn't. It's in front of the chair.
- 6 Are the erasers in front of the book?
Yes, they are.
- 7 Is the dustpan under the table?
No, it isn't. It's between the chair and the bucket.
- 8 Can you wash the dishes, please?
Sorry, I'm busy.
- 9 Can you water the plants, please?
Sure, no problem.
- 10 Can you pick up the trash, please?
Sure, no problem.

Review Units 1 and 2

A 40 Listen, find and stick.

- 1 What does he do?
He's a teacher.
Hmm ...He's hard-working.
- 2 Can you empty the trash, please?
Sure, no problem. Sorry!
Thank you!
- 3 Oh, no! Sorry! Can you help me?
What do you need?
I need a broom.
It's behind the counter.
- 4 Is he your brother?
Yes, he is.
What does he do?
He's a police officer.
What's he like?
He's kind and generous.
- 5 Are they police officers?
No, they aren't. They're firefighters.
Wow! Cool!

3 Surprise!

A 44 Listen and say.

There's a lamp on the table.

A 45 Now practice.

There's a monitor on the table.
There are keyboards on the table.
There's a mouse on the table.
There are flash drives on the table.
There's a webcam on the table.
There are speakers on the table.

A 46 Listen, circle and write. Then sing.

There's a webcam on the monitor.
(on the monitor, on the monitor)
There's a webcam on the monitor, right there.
There are speakers on the table.
(on the table, on the table)
There are speakers on the table, right there.
There's a mouse on the table.
(on the table, on the table)
There's a mouse on the table, right there.
There are flash drives on the table.
(on the table, on the table)
There are flash drives on the table, right there.
There's a keyboard on the table.
(on the table, on the table)
There's a keyboard on the table, right there.
There are monitors on the table.
(on the table, on the table)
There are monitors on the table, right there.

A 48 Listen and circle.

- 1 There are flash drives on the table.
(on the table, on the table)
There are flash drives on the table, right there.
- 2 There's a keyboard on the table.
(on the table, on the table)
There's a keyboard on the table, right there.
- 3 There's a webcam on the monitor.
(on the monitor, on the monitor)
There's a webcam on the monitor, right there.

- 4 There are speakers on the table.
(on the table, on the table)
There are speakers on the table, right there.

A 49 Listen and number.

- Number 1 There are books on the desk.
- Number 2 There's a flash drive next to the books.
- Number 3 There's a webcam on the monitor.
- Number 4 There's a mouse on the keyboard.
- Number 5 There are speakers above the desk.
- Number 6 There's a trash can under the desk.

A 52 Now practice.

Is there a pencil case on the desk?
Yes, there is.
Is there a notebook on the desk?
No, there isn't.
Are there pencil sharpeners on the desk?
Yes, there are.
Are there rulers on the desk?
No, there aren't.
Is there a colored pencil on the desk?
Yes, there is.
Are there markers on the desk?
No, there aren't.

A 55 Now practice.

How's the weather?
It's sunny.
How's the weather?
It's cloudy.
How's the weather?
It's windy.
How's the weather?
It's rainy.
How's the weather?
It's foggy.
How's the weather?
It's snowy.

A 56 Listen and match.

- 1 How's the weather?
It's sunny.
- 2 How's the weather?
It's foggy.
- 3 How's the weather?
It's rainy.
- 4 How's the weather?
It's windy.

- 5 How's the weather?
It's snowy.
- 6 How's the weather?
It's cloudy.

A 58 Listen and check.

- 1 There are keyboards on the table.
- 2 There are speakers on the books.
- 3 There are colored pencils in front of the flash drive.
- 4 There's a notebook under the book.
- 5 Are there rulers under the pencil case?
- 6 Is there a webcam on the monitor?
- 7 Is there a monitor in front of the speakers?
- 8 Are there colored pencils in the pencil case?
- 9 How's the weather?
It's snowy.
- 10 How's the weather?
It's windy.

4 That ball is cool!

A 61 Listen and say.

These cars are shiny.
That doll is cute!

A 62 Now practice.

This doll is cute.
That doll is ugly.
These dolls are cute.
Those dolls are ugly.
Is this robot expensive?
Yes, it is.
Is that robot expensive?
No, it isn't. It's cheap.
Are these shoes new?
Yes, they are.
Are those shoes new?
No, they aren't. They're used.

A 65 Listen and circle.

- 1 That robot is new (new, new). It can walk around!
- 2 Those dolls are cute (cute, cute). They can walk around!
- 3 This movie is new (new, new). Let's watch it!
- 4 These cars are cheap (cheap, cheap). Let's buy them!

A 66 Listen and write.

- 1 This robot is used.
- 2 These cars are cheap.
- 3 Those dolls are cute.
- 4 That video game is new.

A 69 Now practice.

What's twenty plus ten?
Twenty plus ten equals thirty.
What's sixty minus twenty?
Sixty minus twenty equals forty.

A 70 Listen and write.

- 1 There are twenty students in this class.
- 2 There are twenty-five colored pencils in the box.
- 3 His room number is ninety-four.
- 4 My dad is forty years old.
- 5 My brother has seventy-three CDs.

A 71 Listen and write.

- 1 What's twenty-four plus fourteen?
- 2 What's eighty minus seven?
- 3 What's twenty plus forty-six?
- 4 What's thirty-eight plus twenty-nine?
- 5 What's forty-two minus seven?
- 6 What's sixty-three minus fifty-two?
- 7 What's seventy-one plus twenty?
- 8 What's sixty-five minus eighteen?

A 74 Now practice.

How much is it?
It's \$1.

How much is it?
It's \$10.

How much are they?
They're \$100.

A 75 Listen and match.

- 1 How much is it?
It's \$5.
- 2 How much are they?
They're \$32.
- 3 How much is it?
It's \$100.
- 4 How much is it?
It's \$57.
- 5 How much are they?
They're \$10.
- 6 How much are they?
They're \$35.

A 77 Listen and check.

- 1 That doll is ugly.
- 2 These speakers are expensive.
- 3 Those robots are new.
- 4 What's forty plus forty-three?
- 5 What's fifty-four minus twenty-two?
- 6 What's twenty plus seven?
- 7 How much is it?
It's \$33.
- 8 How much are they?
They're \$100.
- 9 How much are they?
They're \$25.
- 10 How much is it?
It's \$76.

Review Units 3 and 4

A 78 Listen, find and stick.

- 1 Wow! This robot is cheap.
Oh! This doll is cute.
Wow! Those video games are cheap.
They're \$50.
No, they aren't. They're expensive.
These video games are cheap!
How much are they?
They're only \$20.
- 2 How much is a green notebook?
It's \$7.
Two notebooks. Seven plus seven equals fourteen. These notebooks are expensive!
Those red notebooks are cheap. One notebook is \$3.
Three plus three equals six. They're \$6. Good! Thank you!
You're welcome.
- 3 Hi, Mom!
How are you?
I'm good. Thank you.
How's the weather?
It's sunny!
- 4 Hello. Excuse me.
Hi.
Are there books next to the chair?
Oh! Yes, there are. Here.
Thank you.
- 5 Mommy, look! There's a webcam on the monitor!
Wow! Yes, there is. Very good!
That lamp is cute!
Right! It's really nice.

5 Who makes the toys?

B 4 Listen and say.

What are you doing?
I'm listening.

B 5 Now practice.

What are you doing?
I'm reading.

What are they doing?
They're writing.

What's he doing?
He's painting.

What's she doing?
She's thinking.

What are you doing?
I'm eating.

What are they doing?
They're sleeping.

B 8 Listen and number.

Number 1 What's she doing? What's she doing?
She's sleeping.

Number 2 What's he doing? What's he doing?
He's painting.

Number 3 What are they doing? What are they doing?
They're writing.

Number 4 What are you doing? What are you doing?
Shh! Be quiet! I'm reading.

B 9 Listen and check.

- 1 What are they doing?
They're sleeping.
- 2 What are you doing?
I'm thinking.
- 3 What's he doing?
He's writing.
- 4 What's she doing?
She's reading.
- 5 What are they doing?
They're eating.
- 6 What's he doing?
He's painting.
- 7 What are they doing?
They're reading.
- 8 What's she doing?
She's writing.

B 12 Now practice.

Are you watching TV?
Yes, I am.
Is he surfing the Web?
No, he isn't.
Is she listening to music?
Yes, she is.
Are you playing a video game?
No, I'm not.
Is he playing a board game?
Yes, he is.
Is she studying for an exam?
No, she isn't.

B 13 Listen and write.

Are you watching TV?
No, I'm not. I'm playing a video game.

B 14 Listen and number.

- Number 1** Is she watching TV?
Yes, she is.
Number 2 Is he playing a board game?
Yes, he is.
Number 3 Is she surfing the Web?
No, she isn't. She's studying for an exam.
Number 4 Is he listening to music?
No, he isn't. He's playing a video game.

B 17 Now practice.

This is the bedroom.
This is the living room.
This is the dining room.
This is the kitchen.
This is the bathroom.
This is the balcony.

B 18 Listen and circle.

- 1 This is the kitchen.
- 2 This is the balcony.
- 3 This is the dining room.
- 4 This is the bedroom.
- 5 This is the living room.
- 6 This is the bathroom.

B 20 Listen and check.

- 1 What's she doing?
She's thinking.
- 2 What are they doing?
They're writing.
- 3 What's he doing?
He's listening to music.
- 4 This is the dining room.
- 5 This is the kitchen.
- 6 This is the balcony.

- 7 Is he playing a video game?
No, he isn't. He's surfing the Web.
- 8 Is she reading?
No, she isn't. She's watching TV.
- 9 Is he surfing the Web?
- 10 Are you playing a board game?

6 A nice idea

B 23 Listen and say.

What do you have?
I have a camera.

B 24 Now practice.

What do you have?
I have a baseball.
What do they have?
They have a basketball.
What does he have?
He has a jump rope.
What does she have?
She has a skateboard.
What do you have?
I have a racket.
What do they have?
They have in-line skates.

B 25 Listen and circle.

What do you have?
I have a racket.
And I have a jump rope, too.
Wow! That's cool.
What does she have?
She has a skateboard.
And she has in-line skates, too.
Wow! That's cool.
What does he have?
He has a baseball.
And he has a basketball, too.
Wow! That's cool.
What do they have?
They have a jump rope.
And ... That's all they have.

B 27 Listen and write.

- 1 What do they have?
They have a jump rope.
- 2 What does she have?
She has a skateboard.
- 3 What does he have?
He has a baseball. And he has a basketball, too.
- 4 What do you have?
I have a racket. And I have a jump rope, too.

B 28 Listen and number.

- Number 1** What do they have?
They have rackets.
Number 2 What does he have?
He has a basketball.
Number 3 What does she have?
She has a jump rope.
Number 4 What do they have?
They have in-line skates.

B 31 Now practice.

Do you have a puzzle?
Yes, I do.
Does he have a board game?
No, he doesn't.
Does she have a dollhouse?
Yes, she does.
Do you have marbles?
No, I don't.
Does he have trading cards?
Yes, he does.
Does she have building blocks?
No, she doesn't.

B 34 Now practice.

What are you wearing?
I'm wearing a dress.
What are you wearing?
We're wearing skirts.
What are they wearing?
They're wearing jackets.
What's he wearing?
He's wearing a shirt.
What's she wearing?
She's wearing pants.
What are you wearing?
I'm wearing shorts.
What are you wearing?
We're wearing shoes.
What are they wearing?
They're wearing slippers.

B 35 Listen and match.

- 1 What are you wearing?
I'm wearing shorts.
- 2 What are you wearing?
We're wearing jackets.
- 3 What's she wearing?
She's wearing a skirt.
- 4 What's he wearing?
He's wearing pants.
- 5 What are they wearing?
They're wearing shirts.
- 6 What's she wearing?
She's wearing a dress.

B 37 Listen and check.

- 1 What do you have?
I have a racket.
- 2 What do they have?
They have marbles.
- 3 What does she have?
She has a jump rope.
- 4 What do they have?
They have jackets.
- 5 Does he have a skateboard?
Yes, he does.
- 6 Do they have a puzzle?
No, they don't. They have building blocks.
- 7 Does she have a dollhouse?
No, she doesn't. She has trading cards.
- 8 Do they have in-line skates?
No, they don't. They have marbles.
- 9 What are they wearing?
They're wearing shorts.
- 10 What's she wearing?
She's wearing a skirt.

Review Units 5 and 6

B 38 Listen, find and stick.

- 1 What are you wearing, Tina?
I'm wearing a dress.
What is Becky wearing?
She's wearing a skirt.
You and Tina are cute!
- 2 What are you doing, Joe?
I'm reading.
Tim, are you listening to music?
No, I'm not. I'm playing a video game.
- 3 This is the bedroom.
Wow! It's big!
Look at the balcony. It's very nice!
I like the balcony!
Me, too!
- 4 Hi, John. Look, I have in-line skates.
What do you have?
I have a racket. Look!
I see. Do you have a jump rope?
No, I don't. I have marbles.
- 5 Are you doing your homework?
No, I'm not. I'm playing a video game.
Can you wash the dishes, please?
Ah ... Dad! Sure, no problem.
Thank you.

7 Say "Cheese!"

B 42 Listen and say.

Whose shoes are those?
They're your shoes.

B 43 Now practice.

Whose pencil case is this?
It's my pencil case.

Whose yo-yo is that?
It's your yo-yo.

Whose markers are these?
They're his markers.

Whose shoes are those?
They're her shoes.

Whose books are these?
They're their books.

Whose books are these?
They're our books.

B 46 Listen and circle.

- 1 Whose book is this?
It's her book.
- 2 Whose school bag is that?
It's his school bag.
- 3 Whose markers are these?
They're our markers.
- 4 Whose shoes are those?
They're your shoes.

B 47 Listen and number.

- Number 1 Whose shoes are those?
They're her shoes.
- Number 2 Whose basketball is that?
It's her basketball.
- Number 3 Whose jackets are those?
They're their jackets.
- Number 4 Whose marbles are those?
They're his marbles.
- Number 5 Whose in-line skates are those?
They're her in-line skates.
- Number 6 Whose video game is that?
It's his video game.

B 50 Now practice.

My head hurts.
His eye hurts.
Her nose hurts.
His ear hurts.
My mouth hurts.
Her arm hurts.
My hand hurts.
His leg hurts.
Her foot hurts.

B 51 Listen and check.

- 1 My arm hurts.
- 2 My nose hurts.
- 3 Her hand hurts.
- 4 My eye hurts.
- 5 Her leg hurts.
- 6 His foot hurts.
- 7 His ear hurts.
- 8 My mouth hurts.

B 54 Now practice.

What's wrong?
I have a cold.
What's wrong?
He has a headache.
What's wrong?
She has a toothache.
What's wrong?
I have a stomachache.
What's wrong?
He has a sore throat.
What's wrong?
She has a nosebleed.

B 55 Listen and number.

- Number 1 What's wrong?
He has a nosebleed.
- Number 2 What's wrong?
He has a sore throat.
- Number 3 What's wrong?
She has a stomachache.
- Number 4 What's wrong?
She has a cold.
- Number 5 What's wrong?
He has a headache.
- Number 6 What's wrong?
She has a toothache.

B 57 Listen and check.

- 1 Whose pencil case is this?
It's her pencil case.
- 2 Whose pants are these?
They're his pants.
- 3 Whose skateboard is this?
It's his skateboard.
- 4 Her arm hurts.
- 5 His leg hurts.
- 6 Her head hurts.
- 7 What's wrong?
He has a nosebleed.
- 8 What's wrong?
She has a cold.
- 9 What's wrong?
He has a headache.
- 10 What's wrong?
She has a stomachache.

8 Watch out!

B 62 Listen and number.

- Number 1 Hey! Watch out!
Number 2 Help! Help! Help!
Number 3 Hey! Don't cut in line!
Number 4 Hey! Don't push!

B 63 Listen and number.

- Number 1 Don't push!
Number 2 Help!
Number 3 Don't touch that!
Number 4 Watch out!
Number 5 Stop!
Number 6 Don't cut in line!

B 66 Now practice.

- Where are you going?
I'm going to English class.
Where are you going?
We're going to math class.
Where are they going?
They're going to music class.
Where are you going?
I'm going to art class.
Where are you going?
We're going to geography class.
Where are they going?
They're going to computer class.
Where are you going?
I'm going to science class.
Where are you going?
We're going to PE class.

B 67 Listen and match.

- 1 Where are you going?
I'm going to math class.
- 2 Where are they going?
They're going to music class.
- 3 Where are you going?
We're going to English class.
- 4 Where are you going?
I'm going to computer class.
- 5 Where are you going?
I'm going to science class.
- 6 Where are you going?
We're going to art class.
- 7 Where are they going?
They're going to geography class.
- 8 Where are they going?
They're going to PE class.

B 70 Now practice.

- Are you going to dance class?
Yes, I am.
Are you going to band practice?
No, we're going to choir practice.
Are they going to choir practice?
Yes, they are.
Are you going to a scout meeting?
No, I'm going to band practice.
Are you going to the science fair?
Yes, we are.
Are they going to the volleyball game?
No, they're going to the scout meeting.

B 71 Listen and circle.

- 1 Are you going to music class?
No, I'm going to a volleyball game.
- 2 Are you going to band practice?
Yes, I am.
- 3 Are they going to the science fair?
No, they're going to choir practice.
- 4 Are you going to the volleyball game?
No, we're going to the science fair.
- 5 Are you going to a scout meeting?
Yes, we are.
- 6 Are they going to swimming class?
Yes, they are.

B 73 Listen and check.

- 1 Don't push!
- 2 Don't cut in line.
- 3 Where are they going?
They're going to PE class.
- 4 Where are you going?
I'm going to art class.
- 5 Where are you going?
I'm going to music class.
- 6 Where are they going?
They're going to math class.
- 7 Are they going to choir practice?
Yes, they are.
- 8 Are they going to the volleyball game?
No, they're going to the science fair.
- 9 Are you going to band practice?
Yes, we are.
- 10 Are they going to dance class?
No, they're going to a scout meeting.

Review Units 7 and 8

B 74 Listen, find and stick.

- 1 Ouch!
What's wrong?
My leg hurts.
Coach! Help! Come here, please.
- 2 Are you going to math class?
No, I'm going to music class. Where are you going after school?
I'm going to the volleyball game. I'll be there, too. See you later.
- 3 Whose baseball is this?
It's my baseball.
Here you are.
Thank you, Sir.
- 4 Help!
What's wrong?
My nose hurts and I have a headache.
Hey, where are you going?
I'm going to the nurse.
- 5 Don't push!
Sorry.
Don't cut in line!
Hey! Stop!
Sorry.

Workbook 2 answer key

1 At the toy store

Story

A Look and check (✓).

- Can she give away toys today?
Yes ☒ No ☐
- Does she want food?
Yes ☐ No ☒
- Does he make toys?
Yes ☒ No ☐
- Are they in a bakery?
Yes ☐ No ☒
- Are they hurt?
Yes ☐ No ☒



B Match.

- Good morning. He's a toy maker.
- What does he do? Yes, I'm fine.
- Can you give away toys? Good morning.
- Are you OK, Lola? Yes, we can.

C Look and write.

1 you / give / Can / ? / toys / away

Can you give away toys?

2 he / What / ? / does / do

What does he do?

3 He / / toy maker / a / 's

He's a toy maker.

D Listen and number.



Learn 1

E Look and match.

- doctor
- baker
- farmer
- police officer
- toy maker
- mail carrier

F Look and write (T = True, F = False).

- He's a mail carrier. T
- She's a doctor. F
- She's a toy maker. F
- He's a police officer. T

G Listen and number. Then write.

- He's a police officer.
- They're mail carriers.
- They're bakers.

H Look and match. Then write.

- She's a farmer. a
- They're doctors. b
- He's a toy maker. c

Learn 2

I Look and match.

- Is he a pilot?
Yes, he is.
- Is he a farmer?
No, he isn't. He's a carpenter.
- Is she a dentist?
Yes, she is.
- Is he a firefighter?
No, he isn't. He's a teacher.
- Is she a nurse?
Yes, she is.
- Is he a mail carrier?
No, he isn't. He's a firefighter.

J Look and check (✓).

- Is he a firefighter?
Yes, he is. ☒
No, he isn't. He's a nurse. ☐
- Is she a teacher?
Yes, she is. ☐
No, she isn't. She's a carpenter. ☒
- Are they dentists?
Yes, they are. ☐
No, they aren't. They're pilots. ☒

K Listen and write.

- No, she isn't. She's a pilot.
- Yes, they are.
- Yes, she is.
- No, he isn't. He's a nurse.

Learn 3

L Look and match.

- She's mean. a
- He's greedy. b
- She's brave. c
- He's hard-working. d
- He's generous. e
- She's kind. f
- He's lazy. g
- She's cowardly. h

M Listen and circle. Then write.

- lazy brave kind nurse farmer firefighter
- What's the nurse like?
She's kind.
 - What's the firefighter like?
He's brave.
 - What's the farmer like?
She's lazy.

N Listen and number.

- 1
- 4
- 3
- 2

Story

O Look and circle.

- Who's kind? a
- Who's generous? b
- Who's hard-working? c
- Who's a police officer? a
- Who's a toy maker? a

P Match.

- Is she a mail carrier? He's hard-working.
- Who's she? She's Mrs. Jones.
- What's he like? She's a police officer.
- What's she like? No, she isn't.
- What does she do then? She's kind.

Look and write.

1 like / ? / ? / he / What
What's he like?

2 a / she / mail carrier / Is / ?
Is she a mail carrier?

3 then / do / she / What / ? / does
What does she do then?

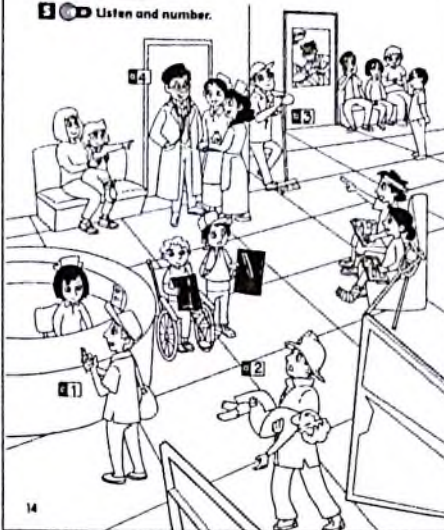
Listen and number.



- a He's Mr. Jones. ☐ 5 b Is she a mail carrier? ☐ 1
c What's he like? ☐ 6 d No, she isn't. ☐ 2
e He's hard-working. ☐ 7 f What does she do then? ☐ 3
g She's a police officer. ☐ 4

Wrap-up

Listen and number.



Listen and check (✓).



- 9 They're doctors. ☒ They're dentists. ☐
10 She's cowardly. ☒ She's brave. ☐

2 Late at night

Story

Look and circle.

- 1 What is messy?
The store is messy. The park is messy.
2 What does he do?
He is a police officer. He is a toy maker.
3 What does she need?
She needs a pen. She needs a broom.
4 Where is the broom?
It's under him. It's on the table.



Match.

- 1 What do you need? ☒ No, it isn't.
2 The store is messy. ☒ I need a broom.
3 It's under the table. ☒ Let's clean up.

Look and write.

1 messy / . / store / The / is
The store is messy.

2 need / broom / I / . / a
I need a broom.

3 under / table / It / . / the / is
It's under the table.

4 do / need / ? / you / What
What do you need?

Listen and number.



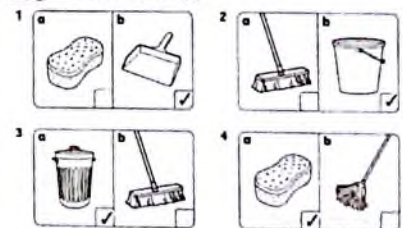
Learn 1

Check (✓) and circle.

- 1 What do you need?
I need a trash can. ☒
He needs a broom. ☐
2 What does she need?
She needs a bucket. ☒
He needs a dustpan. ☐



Listen and check (✓).



Look and write.

- 1 I need a broom. (a b o o m)
2 She needs a bucket. (u k b e t)
3 He needs a sponge. (p n s o n g)
4 I need a dustpan. (u d n p a s t)

Listen and check (✓). Then match.

- 1 What do you need?
I need a map. ☒
I need a sponge. ☐
2 What does he need?
He needs a bucket. ☐
He needs a sponge. ☒
3 What does she need?
She needs a map. ☐
She needs a bucket. ☒



Learn 2

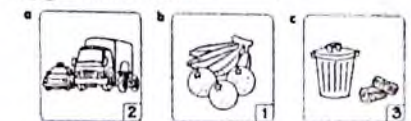
Look and match.

- The bird is ...
1 ... in front of the box. ☒ a
2 ... above the box. ☒ b
3 ... between the box and the book. ☒ c
4 ... next to the box. ☒ d

Look and check (✓).

- 1 Is the bucket between the map and the trash can?
Yes, it is. ☐
No, it isn't. It's next to the map. ☒
2 Are the dustpans in front of the broom?
Yes, they are. ☐
No, they aren't. They're above the broom. ☒

Listen and number.



Look and write.

- 1 Is the bird between the tree and the cat?
No, it isn't. It's above the cat.
2 Is the butterfly in front of the tree?
Yes, it is.
3 Are the firefighters next to the nurses?
No, they aren't. They're next to the doctors.
4 Is the pencil in front of the eraser and the pen?
No, it isn't. It's between the eraser and the pen.

Learn 1

A Look and match.

- sweep the floor
- water the plants
- mop the floor
- wash the dishes
- pick up the trash
- empty the trash

N Listen and number.

-
-
-
-

2

C Look and write.

- Can you water the plants, please?
Sure, no problem.
- Can you mop the floor, please?
Sorry, I'm busy.
- Can you wash the dishes, please?
Sure, no problem.
- Can you empty the trash, please?
Sorry, I'm busy.
- Can you sweep the floor, please?
Sorry, I'm busy.
- Can you pick up the trash, please?
Sure, no problem.

Story

P Look and circle.

- What does she need?
A mop. A broom
- What does he need?
A bucket / A trash can.
- Can she make toys?
No, she can't. Yes, she can.
- Is he angry?
Yes, he is. No, he isn't.

Q Match.

- Can you mop the floor, please? Yes, I can make toys.
- Is it next to the table? Sure, no problem.
- Now let's make toys. Yes, it is!
- Where's the bucket? Is it next to the table?

2

R Listen and write.

- I need a bucket.
- Is it next to the table?
- Now let's make toys.
- Yes, I can make toys.

S Look and match.

- Can you mop the floor, please?
- Where's the bucket?
- Yes, it is!
- Is it next to the table?
- Sure, no problem. I need a bucket.
- I can sweep the floor.

Wrap-up

T Listen and number.

-
-
-
-

2

U Look and write.

mop bucket trash can sponge

- What does she need?
She needs a mop.
- What does he need?
He needs a bucket.
- What do you need?
I need a trash can.

V Look and write (T = True, F = False).

- The plant is above the doll. T
- The CDs are under the kite. F
- The book is next to the plant. T
- The car is between the kite and the doll. T
- The robot is next to the ball. F

3 Surprise!

Story

A Look and check (✓).

	Yes	No
1 Is it a new toy?	☒	☐
2 Is it a new toy?	☐	☒
3 Does she make toys?	☐	☒
4 Do they make toys?	☒	☐
5 Is it a lamp?	☐	☒
6 Are they hard-working?	☒	☐

B Look and write.

- at / Look / store / / the
Look at the store.
- new / There / / are / the / table / toys / on
There are new toys on the table.
- / There / hole / window / in / a / the / s
There's a hole in the window.

C Circle what you see.

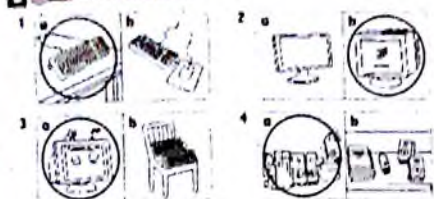
chicken	toy maker
rabbit	truck
ya-ya	chair
tables	airplane
firefighter	taxi
hole	window
robot	car

Learn 1

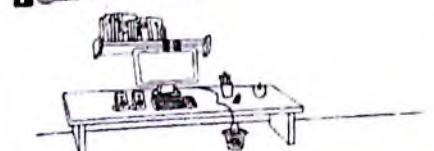
D Look and write.

- keyboard
- mouse
- flash drive
- monitor
- speakers
- webcam

Learn 1



Learn 2

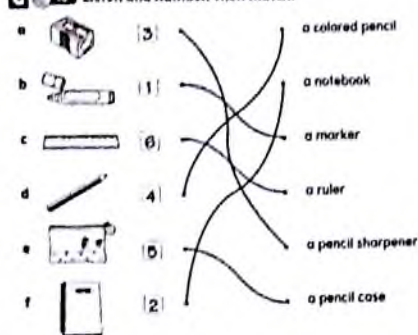


- There are books above the monitor.
- There are speakers next to the keyboard.
- There's a mouse in the trash can.

31

Learn 2

Learn 1



Learn 2

- Is there a colored pencil on the table?
Yes, there is. / No, there isn't.
- Are there notebooks on the table?
Yes, there are. / No, there aren't.

32

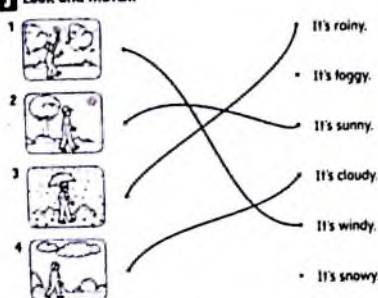
Learn 1

- Is there an eraser in the pencil case?
Yes, there is.
- Are there markers under the table?
Yes, there are.
- Are there notebooks next to the school bag?
No, there aren't.
- Is there a pencil in the pencil sharpener?
No, there isn't.
- Are there rulers on the keyboard?
No, there aren't.
- Is there a worm in the apple?
Yes, there is.

33

Learn 3

Learn 1

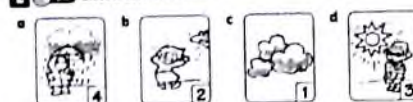


Learn 2

- How's the weather? It's snowy.
- How's the weather? It's foggy.
- How's the weather? It's cloudy.

34

Learn 1



Learn 2

- How's the weather?
It's foggy.
- How's the weather?
It's windy.
- How's the weather?
It's sunny.
- How's the weather?
It's snowy.

35

Story

Learn 1

- How's the weather?
sunny / cloudy / windy / snowy
- Can the robot walk?
Yes, it can. / No, it can't.
- Where is the flower?
The flower is on the robot. / The flower is on the lamp.
- Are there yo-yos next to the car?
Yes, there are. / No, there aren't.
- Is the car above the robot?
Yes, it is. / No, it isn't.
- Is the man scared?
Yes, he is. / No, he isn't.

Learn 2

- Good morning. It's cloudy and windy.
- How's the weather? No, there isn't.
- There's a robot on the table. How's the weather?
- Is there a flower behind the lamp? Wow! It can walk!

36

Learn 1

- Good morning. How's the weather?
It's cloudy and windy.
- Is there a flower behind the lamp?
No, there isn't.

Learn 2

- Huh? Excuse me?
- Wow! It can walk!
- Oh, excuse me! It's so windy.

37

Wrap-up

Learn 1



38

Learn 1

1. It's cloudy. 2. Yes, there are.
3. It's rainy. 4. No, there aren't.

39

4 That ball is cool!

Check (✓)

- What are the cars like? They're shiny. They're cute. ☐
- What's the doll like? It's shiny. It's cute. ☐
- Where's the house? The house is under the cars. The house is above the ball. ☐
- Where's the ball? It's in front of the car. It's next to the doll. ☐
- How many cars are there? There are two cars. There are three cars. ☐
- Is the boy excited? Yes, he is. No, he isn't. He's sad. ☐

Listen and number.



Look and write.

(ball next to doll shiny cars above cute)

- There cars are shiny.
- That doll is cute.
- That ball is cool.
- The doll is next to the ball.

Look and match.

1 This robot is cute.

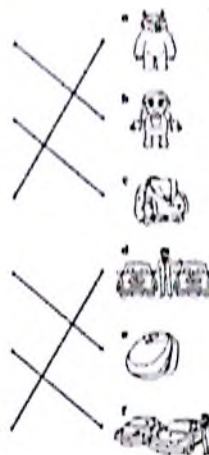
2 That school bag is new.

3 This doll is ugly.

4 That school bag is new.

5 These cars are cheap.

6 Those cars are expensive.



Listen and circle. Then write.

- Is (this / that) keyboard used? Yes, it is.
- Are (these / those) speakers expensive? Yes, they are.
- Is (this / that) motorcycle new? No, it isn't.
- Are (these / those) rabbits cute? No, they aren't.

Look and write.

- Is this yo-yo cheap? No, it isn't. It's expensive.
- Are these cats ugly? No, they aren't. They're cute.
- Are these strawberries cheap? Yes, they are.

Learn

Listen and write.

- 92 57 83
- 24 36 79
- 61 70 45

Look and match.

- 48 40 - 8
- 100 99 - 42
- 96 52 + 21
- 32 52 + 48
- 73 60 - 12
- 57 23 + 73

Look and write.

- What's eight plus nine? 8 (+) 9 = 17
- What's twenty minus five? 20 (-) 5 = 15
- What's ninety minus ten? 90 (-) 10 = 80
- What's seventy nine plus six? 79 (+) 6 = 85

Listen and write. Then answer.

- 21 (+) 6 = 27
- 58 (-) 5 = 53
- 72 (+) 12 = 84
- 93 (+) 2 = 95
- 13 (-) 8 = 5
- 19 (-) 9 = 30
- 43 (-) 1 = 42
- 66 (+) 5 = 71

Learn

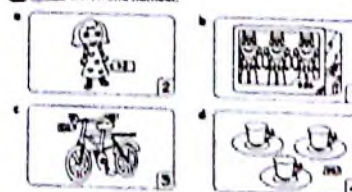
Look and match.

- \$20
- \$10
- \$100
- \$50
- \$1
- \$31

Listen and write. Then match.

- How much is it? It's \$18.
- How much are they? They're \$11.

Listen and number.



Look and write.

- How much are the markers? They're \$21.
- How much is the flash drive? It's \$19.
- How much are the notebooks? They're \$7.

Story

Look and check (✓).

- Is the doll \$25? ☒ Yes ☐ No
- Are the cars above the doll? ☐ Yes ☒ No
- Is the man happy? ☒ Yes ☐ No
- Does the boy like the cars? ☒ Yes ☐ No
- Are there 100 cars? ☐ Yes ☒ No
- Are the cars \$30? ☐ Yes ☒ No
- Is the shopkeeper mean? ☐ Yes ☒ No

Match.

- Is that doll expensive? It's \$25.
- How much are they? No, it isn't.
- We'll take the train, too. They're \$65.
- How much is it? OK, \$5 plus 15 equals 100.

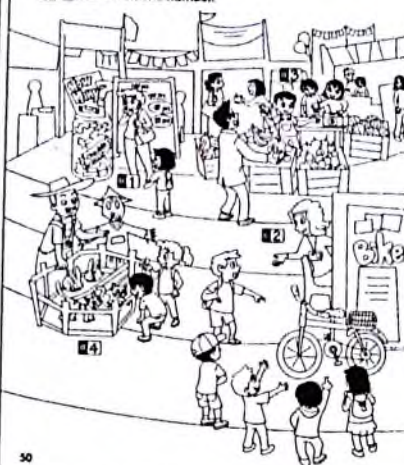
4

- R** Look and match.

- 1 How much are they?
- 2 They're \$85.
- 3 That ball. How much is it?
- 4 Come here! Shh!
- 5 What ball?
- 6 We'll take the train, too.
- 7 Here's \$100.
- 8 Thank you.



5 Listen and number.



2

1.   ☒

2.   ☒

3.   ☒

4.   ☒

5.   ☒

6.   ☒

7.   ☒

8. ☒

9. He is 61. ☒
He is 71. ☐

10. It's 533. ☒
It's 555. ☐

Story

1 What's she doing?

- 1 What's she doing?
- 2 What are they doing?
- 3 What's he doing?
- 4 Who makes the toys?



- | | |
|-----------|-------------------------------------|
| reading | ☐ |
| sleeping | ☐ |
| listening | ☒ |
| reading | ☐ |
| sleeping | ☒ |
| listening | ☐ |
| snoring | ☒ |
| reading | ☐ |
| listening | ☐ |

☐ No. Not yet.

- a No. Not yet. **2** b They're sleeping. **5**
c Shh ... I'm listening. **4** d See anyone? **1**
e He's snoring! **6** f What are you doing? **3**

1 a / day / good / 1 / What

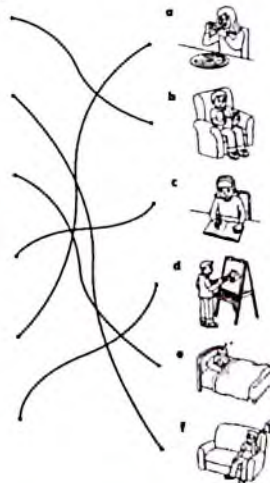
- 1 a / day / good / ? / What
What a good day!
- 2 you / What / ? / doing / are
What are you doing?
- 3 ? / Who / the / toys / makes
Who makes the toys?

- paper a truck
 a chair a pencil
 a doll robots
 a window balls
 tables cars
 a taxi a toy maker
 kites a police officer

Look and match.

- 1 He's reading.

- 2 He's thinking.
- 3 She's sleeping.
- 4 She's writing.
- 5 She's eating.
- 6 He's painting.



5

-

1 What's she doing?

- 1 What's she doing?
She's reading.
- 2 What are they doing?
They're sleeping.
- 3 What's she doing?
She's thinking.



H Listen and check (✓). Then match.

- | | | |
|---|--|---|
| 1 | He's playing a video game.
He's surfing the Web. | ☐
☒ |
| 2 | She's playing a board game.
She's studying for an exam. | ☒
☐ |
| 3 | She's listening to music.
She's watching TV. | ☒
☐ |
| 4 | She's watching TV.
She's playing a board game. | ☒
☐ |
| 5 | He's surfing the Web.
He's playing a video game. | ☐
☒ |
| 6 | He's studying for an exam.
He's surfing the Web. | ☒
☐ |



1 Is she playing a video game? 2 Are they studying for an exam? 3 Are they reading?

-  Yes, she is. ☐
No, she isn't. ☒

 Yes, they are. ☒
No, they aren't. ☐

 Yes, they are. ☐
No, they aren't. ☒

▶ Listen and circle. Then answer.

- 1 Is he (listening to music) / playing a video game ?
No, he isn't. He's surfing the Web 
- 2 Are they (surfing the Web / watching TV) ?
Yes, they are. 
- 3 Is he (playing a board game) / studying for an exam ?
No, he isn't. He's playing a video game. 

Learn 1

K Write and match.

1 balcony _____

2 bathroom _____

3 dining room _____

4 bedroom _____

L Look and check (✓).

1 kitchen ☐ bathroom ☒ bedroom ☐

2 balcony ☐ kitchen ☒ dining room ☐

3 balcony ☐ kitchen ☒ dining room ☐

4 balcony ☐ bathroom ☒ living room ☐

5

M Listen and check (✓). Then write.

1 This is the balcony _____

2 This is the living room _____

3 This is the bedroom _____

4 This is the bathroom _____

5 This is the kitchen _____

6 This is the dining room _____

Story

N Look and write.

1 Is he eating?
No, he isn't.

2 What's she doing?
She's mopping the floor.

3 Where are they?
They're in the bedroom.

4 Is there a bucket in the living room?
No, there isn't.

O Match.

1 What's that? Is it singing? ☒ I'm running!

2 What are you doing? ☒ No one's here.

3 This is the bedroom. ☒ I don't know. Let's find out.

4 I'm running! ☒ Ah! I'm running, too!

2 Look and write.

1 This is the bedroom _____

2 This is the kitchen _____

3 This is the living room _____

4 This is a/the bird _____

Q Listen and number.

a What's that? Is it singing? ☐ 1

b This is the kitchen. ☐ 5

c I'm running! ☐ 6

d I don't know. Let's find out. ☐ 2

e This is the living room. ☐ 3

f No one's here. ☐ 4

Wrap-up

R Listen and number.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

3 Look and write.

1 They're playing a board game _____ in the living room.

2 He's watching TV in the bathroom _____

3 They're reading _____ in the dining room.

4 He's surfing the Web in the bedroom _____

5 She's listening to music in the kitchen _____

6 He's watering the plants on the balcony _____

6 A nice idea

Story

A Look and check (✓).

1 Who cleans the store?
☒ an airplane ☐ a ship ☐
☒ a camera ☐ a robot ☐
☒ an idea ☐

2 What does he have?
☒ an airplane ☐ a ship ☐
☒ a camera ☐ a robot ☐
☒ an idea ☐

3 What does he have?
☒ an airplane ☐ a ship ☐
☒ a camera ☐ a robot ☐
☒ an idea ☐

B Listen and number. Then write.

a I have _____ a camera. ☐ 4

b What's that? ☐ 1

c I don't know. ☐ 2

d What do you have? ☐ 5

C Look and write.

1 you / have / do / ? / What
What do you have? _____

2 you / What / ? / doing / are
What are you doing? _____

3 for / / looking / I / something / 'm
I'm looking for something. _____

D Write six things you see.

1 airplane(s) 2 table(s) 3 car(s) _____

4 ball(s) 5 doll(s) 6 gift(s) _____

Learn 1

E Look and write. Then match.

1 racket _____

2 in-line skates _____

3 baseball _____

4 skateboard _____

5 basketball _____

6 jump rope _____

1 Listen and number.

a 2 b 4 c 1 d 3

2 Look and write.

1 What do they have?
They have skateboards.

2 What does she have?
She has a racket.

3 What does he have?
He has a jump rope.

4 What do they have?
They have kites.

5 What does he have?
He has a yo-yo.

Learn 2

1 Listen and number. Then circle.

a 3 b 1
puzzle / dollhouse trading cards / board game

c 5 d 2
building block / marbles dollhouse / marbles

e 6 f 4
trading cards / puzzle building blocks / board game

2 Listen and write (T = True, F = False).

1 T 2 F 3 F 4 T

1 Look and write.

He has ... She has ...

1 Does she have building blocks?
No, she doesn't.

2 Does he have trading cards?
No, he doesn't.

3 Does she have a puzzle?
Yes, she does.

2 Look and write.

1 Do you have a board game?
Yes, I do.

2 Does she have trading cards?
No, she doesn't.

3 Does he have a dollhouse?
No, he doesn't.

4 Does she have a puzzle?
Yes, she does.

Learn 3

1 Look and write.

1 2
skirt shoes

3 4
pants jacket

5 6
shirt dress

7 8
slippers shorts

1 Listen and number.

a 3 b 1 c 2 d 4

2 Look and write.

1 What are you wearing?
I'm wearing a skirt.

2 What's he wearing?
He's wearing pants.

3 What's she wearing?
She's wearing a shirt.

4 What are they wearing?
They're wearing slippers.

5 What's she wearing?
She's wearing a dress.

Story

1 Look and circle.

1 What are these?
clothes / toys / food

2 What does she have?
a jump rope / a map / a worm

3 What's he wearing?
a jacket / shoes / a shirt

4 What's she wearing?
a skirt / shoes / a dress

2 Match.

1 What are you wearing? Yes, she does!

2 What does she have? I'm wearing a dress!

3 Wow! I don't know!

4 Does she have a snake? Look at the clothes!

5 Ah! Let's get out of here!

1 Look and write.

1 does / ? / What / she / have
What does she have?

2 have / she / ? / snake / Does / a
Does she have a snake?

3 you / wearing / ? / are / What
What are you wearing?

2 Listen and write. Then match.

1 I'm wearing shoes. a

2 I'm wearing a dress. b

3 We're safe. c

4 Let's get out of here! d

Wrap-up

1 Listen and number.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670

7 Say "Cheese!"

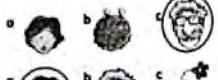
Story

A Look and circle.

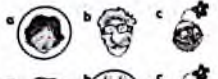
1 Who's wearing the dress?



2 Whose shoes are they?



3 Whose dress is it?



4 Who's wearing the shoes?



5 What does the toy maker say?

Cheese. / Say "Cheese!" / They're your shoes.

6 What does the shopkeeper say?

(Hey!) / Say "Cheese!" / They're your dress.

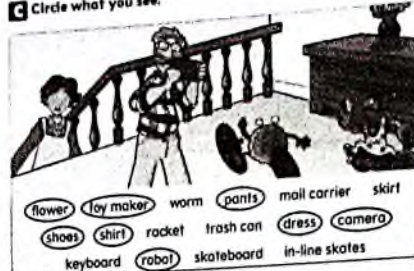
B Look and write.

1 dress / That / / / / Hey / my / 's
Hey! That's my dress.

2 shoes / Whose / ? / those / are
Whose shoes are those?

3 They / / shoes / your / 're
They're your shoes.

C Circle what you see.



Learn 1

D Listen and circle.



E Listen and circle.

1 my / your / his / her / their 2 my / your / his / her / their
3 my / your / his / her / their 4 my / your / his / her / their

F Look and match. Then write.

1 Whose chickens are those?

They're her chickens.

2 Whose TV is that?

It's his TV.

3 Whose watermelon is that?

It's their watermelon.

4 Whose webcam is that?

It's his webcam.

5 Whose marbles are those?

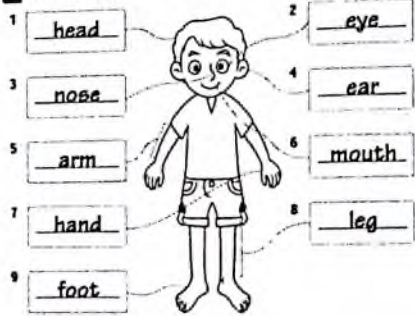
They're their marbles.

6 Whose horses are those?

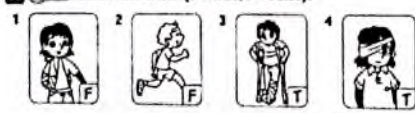
They're her horses.

Learn 2

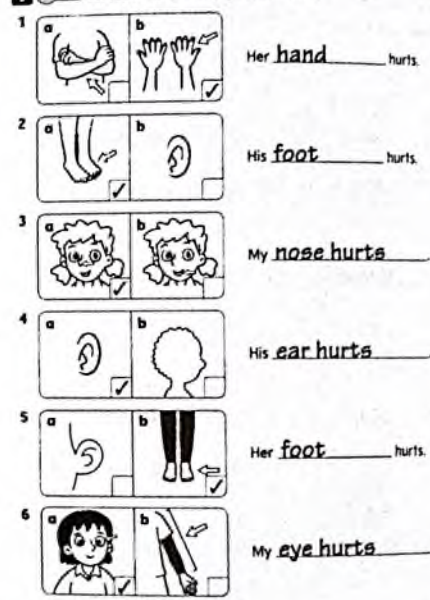
G Look and write.



H Listen and write (T = True, F = False).



I Listen and check (✓). Then write.



Learn 3

J Look and match.

1 She has a toothache.

2 She has a headache.

3 He has a nosebleed.

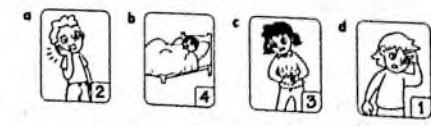
4 He has a sore throat.

5 She has a cold.

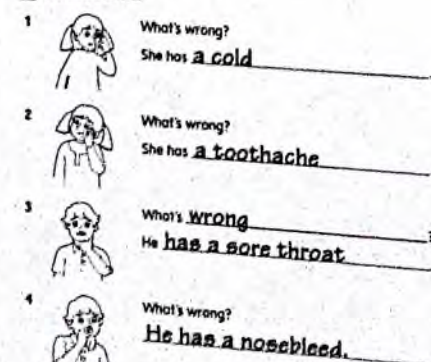
6 She has a stomachache.



K Listen and number.



L Look and write.



Story

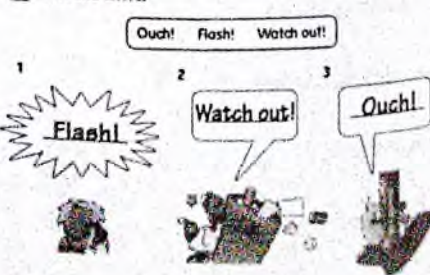
M Look and answer.

1 Whose hat is that?
It's her/Lola's hat.

2 What's wrong?
Her head hurts.

3 Does his nose hurt?
Yes, it does.

N Look and write.



Look and write.

1 Now / have / I / headache / / a
Now I have a headache!

2 this / is / hat / / / Whose
Whose hat is this?

3 nose / Ouch / / / / hurts / My
Ouch! My nose hurts.

4 can't / no / / / / see / / Oh / I
Oh, no! I can't see!

Listen and number.



Wrap-up

Listen and number.



Listen and check (✓).

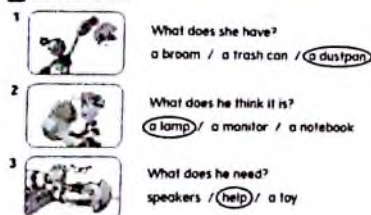


9 They're her pants. ☐ 10 He has a sore throat. ☐
They're his pants. ☒ He has a headache. ☒

8 Watch out!

Story

Look and circle.



Listen and number.

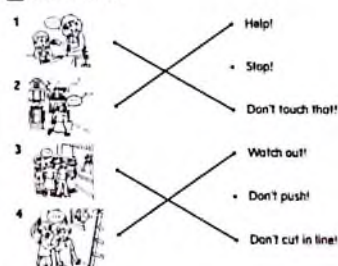
a Thank you for helping us. ☐ b Watch out! ☐
c Help! ☐ d No problem. ☐
e You're welcome ☐ f Don't touch that! ☐
g Stop! ☐ h That's not a lamp! What is it? ☐

Listen and write.



Learn 1

Look and match.



Listen and number.

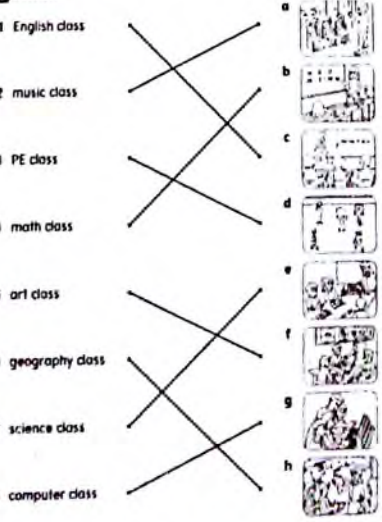


Listen and check (✓). Then write.

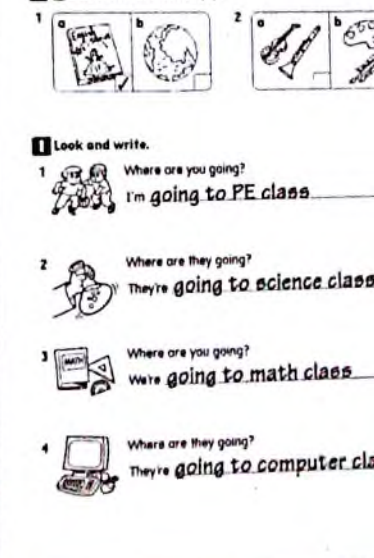


Learn 2

Match.



Listen and check (✓).



Learn 5

1 Listen and check (✓). Then match.

- | | | | |
|-------------------|-------------------------------------|--|---|
| 1 sport class | ☒ | | a |
| band practice | ☐ | | b |
| 2 science fair | ☐ | | c |
| choir practice | ☒ | | d |
| 3 volleyball game | ☐ | | e |
| science fair | ☒ | | |
| 4 scout meeting | ☒ | | |
| choir practice | ☐ | | |
| 5 sport class | ☐ | | |
| volleyball game | ☒ | | |
| 6 band practice | ☒ | | |
| scout meeting | ☐ | | |

94

Look and write.

1 Are you going to choir practice?

No, I'm going to music class.

2 Are they going to the science fair?

Yes, they are.

3 Are you going to band practice?

No, I'm going to the volleyball game.

1 Listen and check (✓). Then write.

1 Are they going to a scout meeting?
No, they're going to band practice.

2 Are you going to choir practice?
Yes, I am.

95

Story

1 Look and answer.

- What is it?
It's a spaceship.
- Are they going to the moon?
No, they aren't.
- Where are they going?
They're going home.
- How many holes are there in the window?
There are two holes in the window.

1 Listen and circle (T = True, F = False).

- | | |
|---|---|
| 1 ☐ T / ☐ F | 2 ☐ T / ☐ F |
| 3 ☐ T / ☐ F | 4 ☐ T / ☐ F |
| 5 ☐ T / ☐ F | 6 ☐ T / ☐ F |
| 7 ☐ T / ☐ F | 8 ☐ T / ☐ F |

96

Look and write.

- time / Now / go / to / it /
Now it's time to go.
- toys / the / at / new / Look
Look at the new toys!
- making / you / for / Thank / toys / the
Thank you for making the toys.
- we / No / home / going / re
No, we're going home!

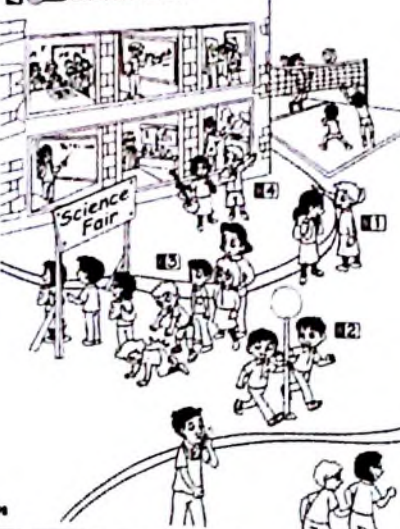
Match.

- | | |
|-------------------------------|--|
| 1 Are you going to the moon? | |
| 2 Where are you going? | |
| 3 No, we're going home! | |
| 4 Oh, not another hole! | |
| 5 Now, it's time to go. | |
| 6 I'm going to the spaceship. | |

97

Wrap-up

1 Listen and number.



98

Look and write.

- | | |
|--------------------|-------------------|
| 1 English class | 2 math class |
| 3 music class | 4 geography class |
| 5 art class | 6 computer class |
| 7 PE class | 8 band practice |
| 9 sport class | 10 choir practice |
| 11 volleyball game | 12 science fair |

99

Workbook 2 audio script

1 At the toy store

2 Listen and number.

- Number 1** Is he a toy maker?
Yes, he is.
- Number 2** What does she want?
She wants toys.
- Number 3** Is it a food court?
No, it isn't. It's a toy shop.
- Number 4** Can she give away toys?
Yes, she can.

3 Listen and number.

- Number 1** What do they do?
They're bakers.
- Number 2** What does he do?
He's a police officer.
- Number 3** What do they do?
They're mail carriers.

4 Listen and write.

- 1 Is she a mail carrier?
- 2 Are they dentists?
- 3 Is she a firefighter?
- 4 Is he a teacher?

5 Listen and circle.

- 1 What's the nurse like?
She's kind.
- 2 What's the firefighter like?
He's brave.
- 3 What's the farmer like?
She's lazy.

6 Listen and number.

- Number 1** What's she like?
She's cowardly.
- Number 2** What's he like?
He's brave.
- Number 3** What's he like?
He's greedy.
- Number 4** What's he like?
He's generous.

7 Listen and number.

- Number 1** Is she a mail carrier?
- Number 2** No, she isn't.
- Number 3** What does she do then?
- Number 4** She's a police officer.
- Number 5** He's Mr. Jones.
- Number 6** What's he like?
- Number 7** He's hard-working.

8 Listen and number.

- Number 1** Good morning. Are you hurt?
Good morning. Yes, I am.
What's your name?
I'm Dan Black.
What do you do?
I'm a mail carrier.
- Number 2** Is he a police officer?
No, he isn't. He's a firefighter.
He's brave!
Yes, he is.
- Number 3** Hello, I'm Chris.
Hi, I'm Pam.
Who's that?
He's a dentist, Mr. Smith.
What's he like?
He's hard-working.
Look! He isn't hard-working.
He's lazy!
- Number 4** What does he do?
He's a doctor, Lucy. Hey, look!
They're nurses. They're kind.

9 Listen and check.

- 1 What does he do?
He's a teacher.
- 2 What do they do?
They're pilots.
- 3 Are they farmers?
No, they aren't. They're police officers.
- 4 Are they mail carriers?
Yes, they are.
- 5 Is she a nurse?
No, she isn't. She's a doctor.
- 6 What's he like?
He's lazy.
- 7 Is she kind?
No, she isn't. She's mean.
- 8 Is he brave?
Yes, he is.
- 9 Are they dentists?
No, they aren't. They're doctors.
- 10 What's she like? Is she mean?
No, she isn't. She's cowardly.

2 Late at night

10 Listen and number.

- Number 1** Is he on the chair?
No, he's on the table.
- Number 2** Is the shop messy?
Yes, it is.
- Number 3** Does she need a school bag?
No, she doesn't. She needs a broom.
- Number 4** Is the broom on the table?
No, it isn't.

11 Listen and check.

- 1 What do you need?
I need a dustpan.
- 2 What does she need?
She needs a bucket.
- 3 What does he need?
He needs a trash can.
- 4 What do you need?
I need a sponge.

12 Listen and check.

- 1 What do you need?
I need a mop.
- 2 What does he need?
He needs a sponge.
- 3 What does she need?
She needs a bucket.

13 Listen and number.

- Number 1** Are the oranges in front of the bananas?
Yes, they are.
- Number 2** Is the truck above the taxi and the motorcycle?
No, it isn't. It's between the taxi and the motorcycle.
- Number 3** Are the sponges in the trash can?
No, they aren't. They're next to the trash can.

14 Listen and number.

- Number 1** Can you sweep the floor, please?
Sorry, I'm busy.
- Number 2** Can you wash the dishes, please?
Sorry, I'm busy.
- Number 3** Can you empty the trash, please?
Sure, no problem.
- Number 4** Can you water the plants, please?
Sure, no problem.

15 Listen and write.

- 1 I need a bucket.
- 2 Is it next to the table?
- 3 Now let's make toys.
- 4 Yes, I can make toys.

16 Listen and number.

Number 1 Hi, Sally. What do you need?
Hello. I need a broom and a dustpan, please.
Sure. What does Matt need?
He needs a mop and a bucket, please.
No problem.

Number 2 Let's wash the toys, Jim.
OK. I can wash the toys.
Where's the kite?
It's above the car.
Oh, yes. It's between the yo-yo and the computer game.

Number 3 Look at the birds. They're small!
Where are they?
They're in the tree. They're above the rabbit.
Oh, yes. Look! The rabbit is next to a chicken!

Number 4 Mike, can you sweep the floor?
Sure, no problem.
Can you pick up the trash, Sue?
OK.
Ben, can you mop the floor?
Sorry, I'm busy.

3 Surprise!

17 Listen and circle.

- 1 There's a keyboard on the desk.
- 2 There are flash drives above the monitor.
- 3 There are webcams on the monitor.
- 4 There are speakers between the plant and the books.

18 Listen and write.

- 1 There are books above the monitor.
- 2 There are speakers next to the keyboard.
- 3 There's a mouse in the trash can.

19 Listen and number.

Number 1 There's a marker on the chair.

Number 2 There's a notebook on the table.

Number 3 There's a pencil sharpener on the table.

Number 4 There's a colored pencil on the desk.

Number 5 There's a pencil case on the chair.

Number 6 There's a ruler on the desk.

20 Listen and number.

Number 1 How's the weather?
It's cloudy.

Number 2 How's the weather?
It's windy.

Number 3 How's the weather?
It's sunny.

Number 4 How's the weather?
It's rainy.

21 Listen and match.

- 1 How's the weather?
It's foggy.
- 2 How's the weather?
It's windy.
- 3 How's the weather?
It's sunny.
- 4 How's the weather?
It's snowy.

22 Listen and write.

- 1 Good morning. How's the weather?
- 2 It's cloudy and windy.
- 3 Is there a flower behind the lamp?
- 4 No, there isn't.

23 Listen and number.

Number 1 How's the weather? Well, it's rainy in Pinelands. It's sunny and cloudy in Oakville. And it's snowy and cold in Vale!

Number 2 Excuse me. Is there a monitor on the desk?
Yes, there is. Do you need it?
Yes, I do. I need a keyboard, too. Is there a keyboard on the desk?

There isn't. I'm sorry.
Number 3 What does he need?
He needs a monitor and a keyboard. There isn't a keyboard on the desk. Is there a keyboard on the table?
No, there isn't. There's a keyboard between the books and the pencil sharpener. Where?
There!

Number 4 Are there colored pencils in the school bag?
Yes, there are. They're in the pencil case.
What's that?
It's a webcam. It's new!

24 Listen and check.

- 1 There are webcams on the desk.
- 2 There's a monitor on the table.
- 3 Are there pencil sharpeners on the desk?
No, there aren't. There's a flash drive on the desk.
- 4 Are there rulers on the desk?
Yes, there are.
- 5 Are there rulers in the pencil case?
No, there aren't. There are colored pencils in the pencil case.
- 6 There's a marker in the school bag.
- 7 How's the weather?
It's windy.
- 8 How's the weather?
It's sunny.
- 9 How's the weather?
It's cloudy.
- 10 Are there markers on the desk?
No, there aren't.

4 That ball is cool!

25 Listen and number.

Number 1 Is he angry?
No, he isn't.

Number 2 Are the cars shiny?
Yes, they are.

Number 3 Do you like the doll?
Yes, I do. It's cute.

Number 4 Is it snowy?
No, it isn't. It's windy.

26 Listen and circle.

- 1 Is this keyboard used?
Yes, it is.
- 2 Are these speakers expensive?
Yes, they are.
- 3 Is that motorcycle new?
No, it isn't.
- 4 Are those rabbits cute?
No, they aren't.

27 Listen and write.

- 1 ninety-two
- 2 fifty-seven
- 3 eighty-three
- 4 twenty-four

- 5 thirty-six
- 6 seventy-nine
- 7 sixty-one
- 8 seventy
- 9 forty-five

28 Listen and write.

- 1 What's twenty-one plus six?
- 2 What's fifty-eight minus five?
- 3 What's seventy-two plus twelve?
- 4 What's ninety-three plus two?
- 5 What's thirteen minus eight?
- 6 What's thirty-nine minus nine?
- 7 What's forty-three minus one?
- 8 What's sixty-six plus five?

29 Listen and write.

- 1 How much is it?
It's \$18.
- 2 How much are they?
They're \$11.

30 Listen and number.

- Number 1** How much are they?
They're \$86.
- Number 2** How much is it?
It's \$8.
- Number 3** How much is it?
It's \$22.
- Number 4** How much are they?
They're \$16.

31 Listen and write.

- 1 Is that doll expensive?
- 2 Cool! 30 cars!
- 3 They're \$85.
- 4 How much is it?

32 Listen and number.

- Number 1** This looks cool!
It's fun! How many chocolates are there?
Hmm. Seventy-six. No! Eighty-three!
- Number 2** Look at that used bike.
I need a bike. Excuse me. Is it expensive?
No, it isn't.
How much is it?
It's cheap! It's \$13.
- Number 3** How much are the apples?
They're \$2. The bananas are \$1.
So that's six dollars plus two dollars. That equals eight dollars.
Here's \$10.

Ten dollars minus eight dollars equals two dollars.
Here's \$2.
Thanks.

- Number 4** They're so cute!
The rabbits are ugly. I don't like rabbits. The cats are cute. I like rabbits. How much are they?
They're \$11.
Hmm. That's expensive.

33 Listen and check.

- 1 Are they cute?
No, they aren't. They're ugly.
- 2 Are those pencils new?
No, there aren't. They're used.
- 3 Is it new?
No, it isn't. It's used.
- 4 Are they cheap?
Yes, there are.
- 5 How many horses are there?
There are forty-five horses.
- 6 How many chairs are there?
There are fifty chairs.
- 7 How much is it?
It's \$4.
- 8 How much are they?
They're \$27.
- 9 How old is grandfather?
He is sixty-one.
- 10 How much is the taxi?
It's \$33.

5 Who makes the toys?

34 Listen and number.

- Number 1** See anyone?
- Number 2** No. Not yet.
- Number 3** What are you doing?
- Number 4** Shh ... I'm listening.
- Number 5** They're sleeping.
- Number 6** He's snoring!

35 Listen and number.

- Number 1** What's she doing?
She's sleeping.
- Number 2** What's he doing?
He's writing.
- Number 3** What's she doing?
She's thinking.
- Number 4** What are they doing?
They're painting.

36 Listen and check.

- 1 Is he playing a video game?
No, he isn't. He's surfing the Web.

- 2 Is she playing a board game?
Yes, she is.
- 3 Is she watching TV?
No, she isn't. She's listening to music.
- 4 What's she doing? Is she studying?
No. She's watching TV.
- 5 Is he playing a video game?
Yes, he is.
- 6 Is he surfing the Web?
No, he isn't. He's studying for an exam.

37 Listen and circle.

- 1 Is he listening to music?
- 2 Are they watching TV?
- 3 Is he playing a board game?

38 Listen and check.

- 1 This is the balcony.
- 2 This is the living room.
- 3 This is the bedroom.
- 4 This is the bathroom.
- 5 This is the kitchen.
- 6 This is the dining room.

39 Listen and number.

- Number 1** What is it? Is it singing?
- Number 2** I don't know. Let's find out.
- Number 3** This is the living room.
- Number 4** No one's here.
- Number 5** This is the kitchen.
- Number 6** I'm running!

40 Listen and number.

- Number 1** This is the dining room. The table is new.
Hmm. It's great! Is Lucy writing?
No, she isn't. She's studying for an exam.
Good luck, Lucy!
- Number 2** Excuse me. Where is the bathroom?
This is the bathroom.
Thank you. Are you Stan?
Yes, I am.
Thanks, Stan.
- Number 3** I'm bored. I don't like watching TV. It's boring. Is May listening to music?
Yes, she is.
Is Simon playing a video game?
No, he isn't. He's reading.
What are you doing?
I'm playing a board game.
Come and play! It's fun!
OK!

Number 4 That's the bedroom. This is the balcony.
This balcony's big! Oh, look!
I can see cows and horses!
Yes. This house is next to a farm.

6 A nice idea

41 Listen and number.

- Number 1** What's that?
Number 2 I don't know.
Number 3 What do you have?
Number 4 I have a camera.

42 Listen and number.

- Number 1** What do you have?
I have baseballs.
Number 2 What do they have?
They have a basketball.
Number 3 What do you have?
We have in-line skates.
Number 4 What does she have?
She has a skateboard.

43 Listen and number.

- Number 1** Do they have trading cards?
Yes, they do.
Number 2 Do you have a board game?
No, I don't. I have marbles.
Number 3 Does she have building blocks?
No, she doesn't. She has a dollhouse.
Number 4 Does he have a board game?
Yes, he does.
Number 5 Do you have building blocks?
Yes, I do.
Number 6 Does he have a dollhouse?
No, he doesn't. He has a puzzle.

44 Listen and write.

- 1 She has a puzzle.
- 2 He has a board game.
- 3 He has a racket.
- 4 They have a dollhouse.

45 Listen and number.

- Number 1** What are you wearing?
We're wearing shorts.
Number 2 What are you wearing?
I'm wearing a shirt.
Number 3 What are they wearing?
They're wearing dresses.

Number 4 What's he wearing?
He's wearing shoes.

46 Listen and write.

- 1 I'm wearing shoes!
- 2 I'm wearing a dress.
- 3 We're safe!
- 4 Let's get out of here!

47 Listen and number.

- Number 1** It's Mary's birthday.
Do you have a gift?
No, I don't. Does she have trading cards?
Yes, she does. Look! Does she have a puzzle?
No, she doesn't. That's a good idea. A puzzle is a good gift.
Number 2 What are you wearing?
I'm wearing pants and a shirt. What are you wearing?
I'm wearing a dress. What's Kate wearing?
She's wearing a skirt and a shirt. She's wearing slippers, too.
Number 3 What do we have?
Look! We have a basketball. Do we have a baseball?
Yes, we have two baseballs. Do we have rackets?
No, we don't. Does Beth have a racket?
Yes, she does.
Number 4 Do you need a jacket?
No, I don't. I have a jacket. Do you have slippers?
No, I don't. I need slippers.

48 Listen and check.

- 1 What does she have?
She has two rackets.
- 2 What do you have?
I have in-line skates.
- 3 Do they have marbles?
No, they don't. They have a puzzle.
- 4 Does she have building blocks?
Yes, she does.
- 5 What are you wearing?
I'm wearing pants.
- 6 What is it wearing?
It's wearing a shirt.
- 7 Are they wearing skirts?
No, they aren't. They're wearing dresses.
- 8 Does he have board games?
No, he doesn't. He has marbles.

- 9 What are they wearing?
slippers?
No, he isn't. He's wearing shoes.
10 Does Megan have a skateboard?
No, she doesn't. She has in-line skates.

7 Say "Cheese!"

49 Listen and circle.

- 1 Whose pencil case is this?
It's his pencil case.
- 2 Whose CD is that?
It's her CD.
- 3 Whose dolls are these?
They're my dolls.
- 4 Whose basketballs are those?
They're their basketballs.
- 5 Hello, grandmother. Whose slippers are those?
Hello, Tom. They're my slippers.
- 6 Hi, Uncle Peter. Whose drink is this?
It's iced tea. It's your drink.
- 7 Good morning, Elly. Is Susan here?
No, she isn't. Whose is that kite?
It's her kite.
- 8 Anna, where's your brother?
I don't know, Mom.
This is his jacket. He needs it.

50 Listen and circle.

- 1 Whose bananas are these?
They're their bananas.
- 2 Whose hot chocolate is this?
It's his hot chocolate.
- 3 Whose jacket is this?
It's my jacket.
- 4 Whose flowers are these?
They're her flowers.

51 Listen and write.

- 1 Her nose hurts.
- 2 His leg hurts.
- 3 His foot hurts.
- 4 Her eye hurts.

52 Listen and check.

- 1 Her hand hurts.
- 2 His foot hurts.
- 3 My nose hurts.
- 4 His ear hurts.
- 5 Her foot hurts.
- 6 My eye hurts.

53 Listen and number.

- Number 1** What's wrong?
She has a headache.
- Number 2** What's wrong?
He has a toothache.
- Number 3** What's wrong?
I have a stomachache.
- Number 4** What's wrong?
I have a cold.

54 Listen and number.

- Number 1** The shopkeeper has a hat. Is it her hat?
No, it isn't.
- Number 2** They need help. They're hurt.
I think they're scared, too.
- Number 3** How many cameras are there?
There's one camera, but there are a lot of flashes!
- Number 4** Oh, no. Can he see where he's going?
No, I don't think so.

55 Listen and number.

- Number 1** Hi, Amy. Does your mouth hurt?
Yes, it does. I have a toothache.
You don't need a doctor, Amy. You need a dentist.
- Number 2** Do your eyes hurt?
No, my head hurts. I have a headache.
Well, I have a nosebleed!
Yuck!
- Number 3** Excuse me. Are you listening? Whose school bag is this?
It's my school bag. Thank you.
Whose books are these? Are they your books, Jenny?
Yes, they're my books.
Thank you, Nurse.
- Number 4** Good morning, Jimmy. What's wrong?
Hi, Dr. Brown. I have a cold.
Do you have a sore throat?
Yes, I do. I have a headache, too.

56 Listen and check.

- 1** Whose marbles are those?
They're his marbles.
- 2** Whose video game is that?
It's his video game.

- 3** Whose pencil case is this?
It's my pencil case.
- 4** Whose jackets are those?
They're their jackets.
- 5** My eye hurts.
- 6** Ouch! My nose hurts!
- 7** What's wrong?
I have a nosebleed.
- 8** What's wrong?
I have a toothache.
- 9** Whose pants are these?
They're his pants.
- 10** What's wrong?
He has a headache.

8 Watch out!

57 Listen and number.

- Number 1** Thank you for helping us.
- Number 2** No problem.
- Number 3** You're welcome.
- Number 4** Watch out!
- Number 5** Don't touch that!
- Number 6** Help!
- Number 7** Stop!
- Number 8** That's not a lamp! What is it?

58 Listen and write.

- 1** Thank you for helping us.
- 2** No problem.
- 3** You're welcome.
- 4** Watch out!
- 5** Don't touch that!

59 Listen and number.

- Number 1** Help!
- Number 2** Watch out!
- Number 3** Don't touch that!
- Number 4** Stop!

60 Listen and check.

- 1** Help!
- 2** Watch out!
- 3** Don't push!
- 4** Don't touch that!
- 5** Stop!
- 6** Don't cut in line!

61 Listen and check.

- 1** Where are you going?
I'm going to English class.
- 2** Where are they going?
They're going to art class.

62 Listen and check.

- 1** dance class
- 2** choir practice
- 3** science fair
- 4** scout meeting
- 5** volleyball game
- 6** band practice

63 Listen and check.

- 1** Are they going to a scout meeting?
No, they're going to band practice.
- 2** Are you going to choir practice?
Yes, I am.

64 Listen and circle.

- 1** There are two holes in the window.
- 2** There are new toys.
- 3** They're not going to the moon.
- 4** The spaceship is a lamp.
- 5** The toy maker has a camera.
- 6** The toy maker is wearing a jacket.
- 7** The spaceship has a balcony.
- 8** They're going home.

65 Listen and number.

- Number 1** Excuse me. Can you help me?
Sure. What do you need?
I'm new. Where's the science class?
It's between the math class and the geography class.
Thank you.
- Number 2** Look! There's Matt in PE class.
Hurry! We're going to art class!
Oh, dear. Sorry.
Watch out!
- Number 3** Are we going to the science fair?
Yes, we are. Hey! Don't push!
And don't cut in line!
- Number 4** Hi, Kim. How are you?
I'm fine. Thanks, Sam.
Are you going to the volleyball game?
No, I'm going to band practice.

Certificate of Completion

.....
student's name

has completed

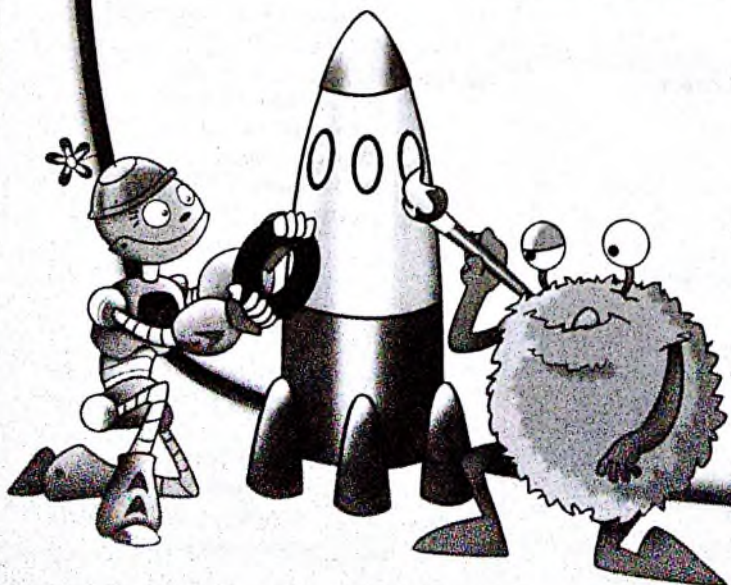
Hip Hip

Second Edition

Hooray!

Student Book

2



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signed

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date