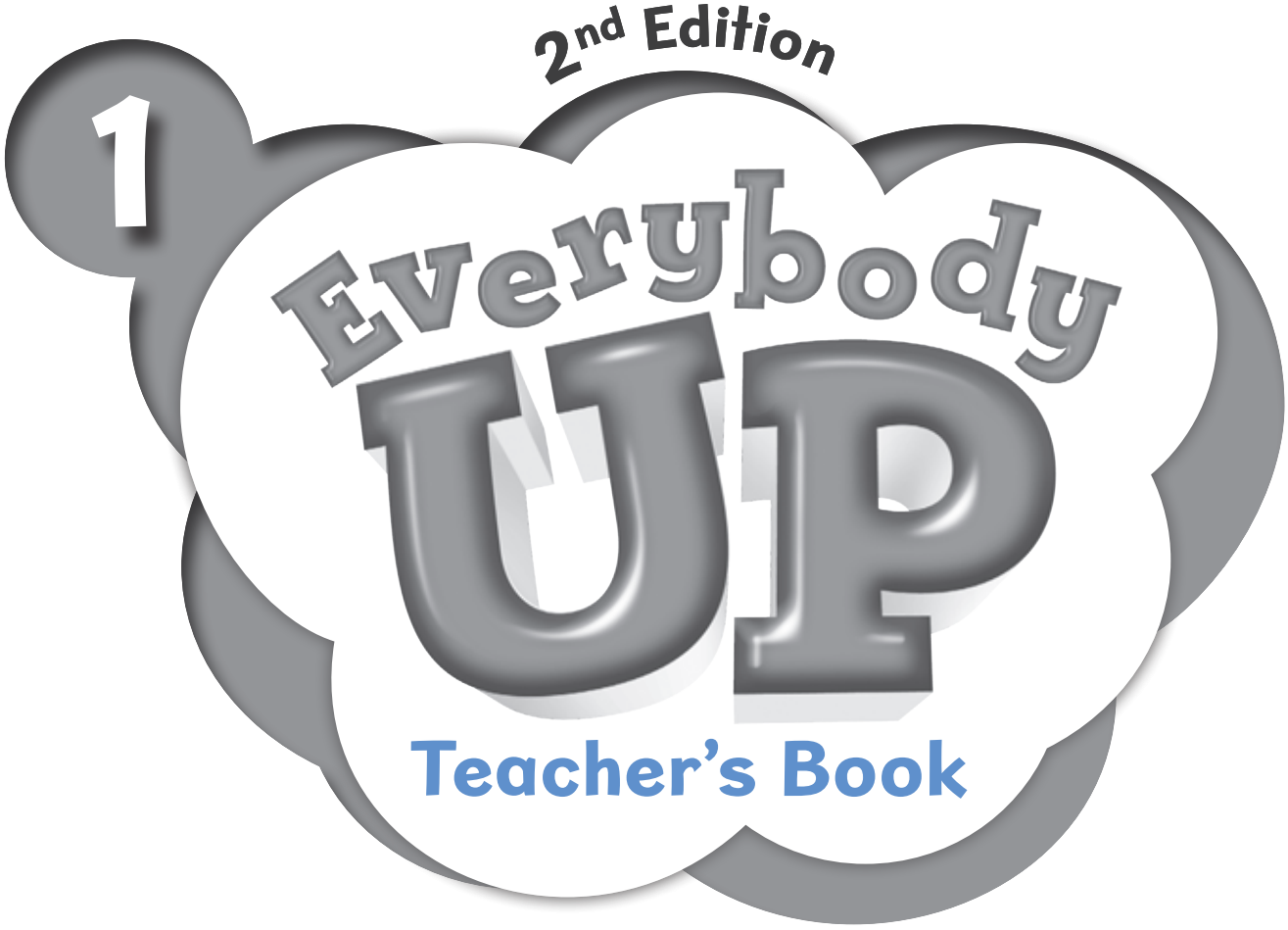


Patrick Jackson

Susan Banman Sileci

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Syllabus

Welcome

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

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

Classroom Verbs

listen	ask	talk
count	point	answer

Unit 1 First Day

Lesson 1	Lesson 2	Lesson 3	Lesson 4
School Supplies: pen pencil eraser ruler pencil case backpack • Simple present statements with *be* (3rd person singular) • Indefinite articles *a/an* • Information question with *what* *What is it?* *It's a pen.*	**School Supplies:** book notebook desk chair • Affirmative and negative statements with *be* (3rd person singular) *It's a book. It isn't a notebook.*	**Story: I'm Great!** • Asking how someone is doing *How are you?* *I'm fine. Thank you.* Be friendly.	**Shapes:** circle square triangle rectangle • Yes/No questions with *be* (3rd person singular) *Is it a circle?* *Yes, it is. / No, it isn't.* Video Poster

Unit 2 Art Class

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Art Supplies: paint paper chalk yarn glue tape • Demonstrative pronoun *this* • Information question with *what* *What's this?* *This is paint.*	**Colors:** red yellow blue white black • Information question with *what* *What color is it?* *It's red.*	**Story: The Blue Paint** • Offering to share something *Let's share* *OK.* Be nice.	**Colors:** green purple orange pink gray brown • Simple present statements with *make* (3rd person plural) • Compound subjects with *and* *Blue and yellow make green.* Video Poster

Check Up 1 Units 1 and 2

Phonics Bonus **b**ag, **b**ug, **p**op, **p**it, **t**ag, **t**op, **d**ad, **d**ig, **m**at, **m**ud, **n**ap, **n**od

Project Color Poster

Unit 3 Birthday Party

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Numbers: one two three four five six seven eight nine ten eleven twelve • Simple present statements with *be* (1st person singular) • Information question with *how* *How old are you?* *I'm eight.*	**Toys:** doll dolls ball balls car cars kite kites • Information question with *how many* • Plural nouns with *-s* *How many dolls?* *One doll. / Two dolls.*	**Story: My Turn!** • Taking turns *It's your turn.* *Thank you.* Be fair.	**Toys:** game marble puzzle card • Simple present statements with *have* (1st person singular) • Plural nouns with *-s* *I have one game / two games.* Video Poster Math

Unit 4 Home

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

Check Up 2 Units 3 and 4

Bonus Phonics: b**a**t, m**a**p, b**e**d, n**e**t, p**i**n, b**i**b, m**o**p, p**o**t, t**u**b, n**u**t

Project All About Me Book

Unit 5 The Park

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Nature: flower tree rock river hill lake • Modal verb *can* for ability • Direct objects (S-V-O sentences) • Information question with *what* *What can you see?* *I can see a flower/flowers.*	**Playtime:** play soccer jump rope fly a kite ride a bike • Affirmative and negative statements with *can* for ability • Direct objects (S-V-O sentence) *I can / can't play soccer.*	**Story: My Kite!** • Polite requests with *please* *Please help me.* *Sure.* Be helpful.	**Animals:** Science turtle frog spider ant • Yes/No question with *can* for ability • Direct objects in questions *Can you see a turtle / an ant?* *Yes, I can. / No, I can't.* **Video** **Poster**

Unit 6 The Zoo

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Animals: monkey elephant tiger bear kangaroo penguin • Statements with prepositions of location: *in, on, under* • Definite article *the* • Information question with *where* *Where is the monkey?* *It's on the rock.*	**Animals:** snake giraffe lion zebra • Questions and statements with *be* (3rd person plural) • Prepositions of location: *in, on, under* *Where are the snakes?* *They're on the rock.*	**Story: Where's Danny?** • Apologizing *I'm sorry.* *That's OK.* Be safe.	**Abilities:** Science run hop swim walk • Yes/No question with *can* for ability • Plurals with *-s* *Can zebras / penguins run?* *Yes, they can. / No, they can't.* **Video** **Poster**

Check Up 3 Units 5 and 6

Phonics Bonus **f**an, **f**ox, **v**an, **v**et, **s**ix, **s**un, **z**ap, **z**ip, **r**ed, **r**ug, **l**og, **l**ip

Project Tangram Animals

Unit 7 Science Day

Lesson 1	Lesson 2	Lesson 3	Lesson 4
My Body: arm hand finger leg foot toe • Demonstrative pronouns *this* and *these* *What's this?* *This is my arm.* *What are these?* *These are my arms.*	**My Face:** eye nose mouth ear • Yes / No questions with *be* (3rd person singular and plural) • Demonstrative pronouns *this* and *these* *Is this my eye?* *Yes, it is. / No, it isn't.* *Are these my eyes?* *Yes, they are. / No, they aren't.*	**Story: I Can't See!** • Excusing yourself politely *Excuse me.* *Sure.* *Thank you.* Be polite.	**Healthy Habits:** Health wash my face wash my hands brush my hair brush my teeth • Statements with *can* for ability • Direct objects (S-V-O sentences) *I can wash my face.* Video Poster

Unit 8 The Toy Store

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Adjectives: old new big small long short • Demonstrative pronouns *that* and *those* • Information questions with *what* *What's that?* *That's an old doll.* *What are those?* *Those are new bikes.*	**Adjectives:** fast slow noisy quiet • Yes / No questions with *be* (3rd person singular and plural) • Demonstrative pronouns *that* and *those* *Is that a fast car?* *Yes, it is. / No, it isn't.* *Are those fast cars?* *Yes, they are. / No, they aren't.*	**Story: Please Be Quiet** • Making a polite request *Please be quiet.* *OK. I'm sorry.* *Thanks.* Be nice.	**Transportation:** Social Studies bus truck train boat • Comparing demonstrative pronouns *this*, *that*, *these*, and *those* *What's this / that?* *It's an old bus.* *What are these / those?* *They're new buses.* Video Poster

Check Up 4 Units 7 and 8

Phonics Bonus **r**a**k**e, v**a**s**e**, b**ee**t, p**ee**k, d**i**v**e**, l**i**m**e**, r**o**s**e**, b**o**n**e**, m**u**l**e**, c**u**b**e**

Project My Robot

Introduction

Course Description

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

With materials that are easy to understand for both teachers and students along with lesson plans offering detailed support, *Everybody Up* is suitable for teachers of all levels of teaching experience. The syllabus is carefully structured and paced, combining step-by-step presentation with plenty of opportunity for practice.

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

This second edition of the series has many new or updated features, including,

- Videos
- Posters
- Projects
- Expanded Check Up reviews and student self-assessment
- Online practice
- Assessment
- More Young Learners Exam practice
- Student, teacher, and parent websites

A new Teacher's Resource Center CD-ROM has printable versions of materials previously found in the back of the Teacher's Book, expanded to include more support material than ever before.

Course Philosophy

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

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

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

21st Century Skills: Advances in communication and technology are part of students' daily lives. Our increasingly interconnected world requires today's young students to develop strong skills in critical thinking, global communication, collaboration, and creativity. Practice and development of these skills are found throughout the course with specific focus on them at the end of each lesson.

Content and Language Integrated Learning (CLIL) uses a cross-curricular approach to allow students to link what they learn in their English classes to other school subjects such as math, science, art, social studies, and health. Through a School Subject Connection, the last lesson of every unit builds on the grammar and vocabulary of the preceding lessons to teach new real-world content that integrates English with students' other school studies. A documentary style video and a poster depicting real-life situations are parts of this lesson that work to connect English to the world outside class.

The Communicative Approach emphasizes the value of communication in English language learning. Students use newly learned language to communicate with each other and to talk meaningfully about themselves, thus reinforcing their learning. Opportunities for individual, pair, and group speaking activities occur in every lesson and the Teacher's Book includes multiple suggestions for interactive games and activities to help students review, practice, and consolidate what they have learned. To further enhance student communication, each lesson

ends with an Everybody Up Friend who demonstrates essential language from the lesson, offers helpful follow-up activities to teachers, and prepares students to take the language home with them to show their parents.

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

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

Student Book Overview and Unit Structure

The Student Books consist of eight units. Units have four two-page lessons that are designed for a 50-minute class but which can also fit longer or shorter classes. After every two units, there is a Check Up unit review lesson. Additionally, in Levels 1 to 6, there is a Bonus lesson and a Project. The Bonus lesson in Levels 1 and 2 features phonics. In Levels 3–6, the Bonus lesson features skills.

Every unit contains these four lessons:

Lesson 1: This lesson introduces the unit topic. It presents six new vocabulary items, and then contextualizes them in a large illustrated scene. It also presents the first two grammar points. Exercises are carefully staged to introduce and practice the new language, and then lead students into actively producing what they have just learned.

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

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

Lesson 4: In Levels 1 to 6, the final lesson in each unit has a CLIL focus, opening with a video. The lesson teaches four new vocabulary items and builds on the grammar of the previous lesson. Each lesson has a cross-curricular connection to school subjects such as math, health, social studies, science, and art. Critical thinking activities and graphic organizers help students practice age-appropriate academic skills. Lessons end with a poster exercise using vocabulary and language in new, rich visual contexts.

In the Starter Level, this final lesson is a phonics lesson focusing on introducing the alphabet letters, their sounds, and vocabulary.

Check Up: After every two units, a two-page Check Up lesson helps students consolidate the vocabulary, grammar, and conversational language they have learned. When students have completed the activities in the lesson, they complete a self-assessment section, rating how well they've learned the material and identifying areas for further practice.

Everybody Up Icons


Pair or group work



Student Audio CD



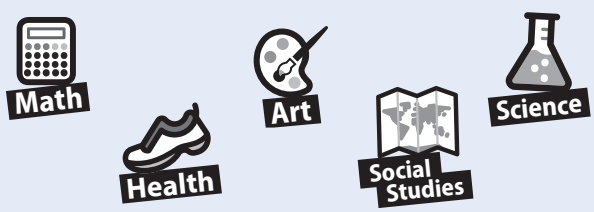
Class Audio CD



Test Audio Track


Video


Poster



School Subject Connection (CLIL)

Bonus Lesson and Project: Every two units, after the Check Up, there is a Bonus lesson and a Project. In Levels 1 and 2, the Bonus lesson features phonics, which teachers can use to present and review the letters of the English alphabet and the sounds those letters make. In Levels 3 to 6, the Bonus lesson features integrated skills with activities for reading, writing, listening, and speaking.

The Bonus lesson is followed by a Project. These projects encourage students to collaborate, communicate, and be creative in real ways through creating posters, books, artwork, and other tangible items to present and share. The projects require some basic materials and may also utilize photocopiable templates available on the Teacher's Resource Center CD-ROM. Each project includes a Home-School link that encourages students to share their work and language at home.

Assessment

Everybody Up provides all the assessment resources you need to help shape and improve your students' learning. This includes tests for establishing students' language level, for evaluating their progress in the course, and for preparing them for the *Cambridge English: Young Learners* (YLE) tests.

The Teacher's Resource Center CD-ROM contains the following tests, most of which are customizable. Testing instructions, audio files, and answer keys are also provided.

Placement Test: This test is a quick tool to help you determine the English Level of new students. Placement Test A matches the syllabus of *Everybody Up* Starter Level to Level 3. Placement Test B matches the syllabus of *Everybody Up* Levels 4 to 6. Online Young Learners Placement Tests are available for purchase from OxfordEnglishTesting.com. These tests are written by international young-learner assessment experts and offer more detailed placement advice for *Everybody Up*, including CEFR Levels.

Entry Test and Entry Review Worksheets: Each level has one grammar-focused Entry Test designed to help you measure your students' levels as they begin the new book. The Entry Test allows you – and your students – to assess their understanding of the key grammar points presented in the previous level of *Everybody Up*. Based on students' strengths and weaknesses, you can assign Entry Review Worksheets to review, support, challenge, and further assess your students' understanding of specific grammar topics.

Achievement Tests: A unit test after each unit, a midterm test after Unit 4, and a final test at the end of the level help you assess your students' mastery of the vocabulary, grammar, and conversational language. There are also speaking tests that provide a framework for assessing your students' progress in this area. In addition, every test contains questions and tasks similar to what your students will encounter in Young Learners examinations.

Further information on testing and evaluation can be found on the Teacher's Resource Center CD-ROM.

Cambridge English: Young Learners (YLE) Tests

In many areas, students will take the *Cambridge English: Young Learners* (YLE) tests. To help prepare for this, much of the content of *Everybody Up*, such as vocabulary items and grammar structures, serves to prepare students for these tests.

Each Student Book features eight pages of exercises practicing listening, speaking, reading and writing as they are focused on in the YLE tests.

Additionally, the Teacher's Resource Center CD-ROM contains YLE practice tests. These tests provide specific practice in the style of the actual examinations, enabling you to choose task types and create practice materials to prepare for these tests. Even if your students aren't preparing for these examinations, you can still use the tests to create extra practice, review tests, or worksheets, and to provide additional skills practice.

Further information on testing and evaluation can be found on the Teacher's Resource Center CD-ROM.

Other Features in the Second Edition

The proliferation of technology in our lives makes visual literacy and communication more relevant than ever before. Videos, posters, and illustrations are great support for language learners. These reinforce meaning and provide rich context for language and vocabulary. The second edition of *Everybody Up* has new illustrations, posters, and videos available throughout the course.

Reinforcing language and meaning with videos, posters, projects, and online content also gives your students more opportunity for engagement. This, in turn, boosts their motivation. An interesting video or poster can reinforce and expand on the content of the Student Book, but it also encourages students to use critical thinking. Ultimately, students are encouraged to connect what they are learning with the experiences they have outside the classroom in their daily lives.

Video

Lesson 4 of each unit features a lively video that expands the topic and cross-curricular connection in the lesson. These documentary-style videos with real-world content give students a chance to experience how the language can be used in the larger world outside the classroom.

Through a sequence of pre- and post-watching activities, students use language they have learned in meaningful activities. Repeated viewings of the videos are also a great way to reinforce pronunciation and intonation.

Posters

The *Everybody Up* posters reinforce and extend students' knowledge of the vocabulary, language patterns, and concepts covered in the unit's cross-curricular fourth lesson. Posters provide an opportunity for your students to connect vocabulary to new visual contexts. Posters also have a conversational feature that can be used for speaking and communication practice between classmates or in small groups.

The posters and videos share similar themes and vocabulary. They work in tandem to engage students outside their books with opportunities for critical thinking, communication, and collaboration. They also help support the CLIL lessons by bringing more real-world content into the classroom.

Projects

Projects are featured in the Student Books for Levels 1 to 6 after every two units. Project work encourages students to collaborate, communicate, and be creative in real ways with tangible results. The projects in *Everybody Up* are designed to be completed in one lesson and with easy materials that are commonly available. Students use the language they have learned in the unit in meaningful communication with their classmates, teachers, and families. In addition to specific language tips, the project pages also have a feature for sharing the project at home as part of a Home-School link. Some projects have photocopiable templates that are available on the Teacher's Resource Center CD-ROM.

Online Practice

Students can practice at home using Online Practice. Activities are automatically graded. A new trophy room in the second edition allows you, your students, and their parents to monitor progress and identify strengths and areas for improvement in different skills areas. Another new feature allows you and your students to message anyone within your online practice class.

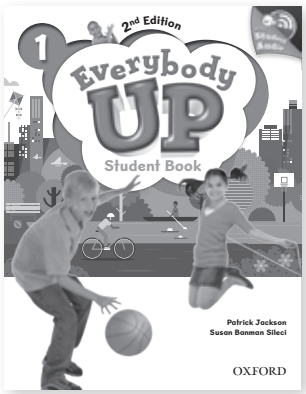
Online Practice also contains additional resources for students and teachers. The Media Center provides students and teachers with cross-curricular videos, animated song videos, and the Student Book audio program. In the Resources section, students can access self-study materials and customizable word lists, song lyrics, and video scripts. In addition to these resources, teachers have access to poster descriptions and information, and an assessment package (also found on the Teacher's Resource Center), which includes instructions, editable tests, test audio, lesson worksheets, and Cambridge YLE practice tests.

Online Play

Online Play gives students an opportunity for fun practice with a variety of games that appeal to different learning styles and interests. With each game, students select a level of play before they start. They also unlock new levels as they progress, motivating them to keep playing and practicing.

In addition to games, Online Play has engaging downloadable resources, videos, and songs that will help students practice language from *Everybody Up* outside of the classroom.

Components



Student Book / Student Book with Student Audio CD

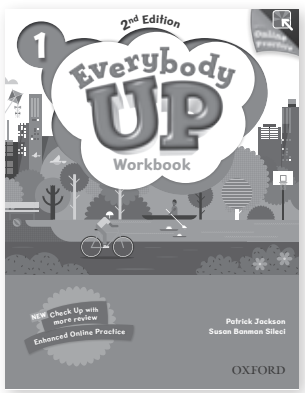
- Eight units with four lessons per unit
- Check Ups and Bonus lessons after every two units (Levels Starter–2: Phonics; Levels 3–6: Skills)
- Projects get students working together to activate new language
- Includes Cambridge YLE practice



Student Audio CD

Included in the Student Book with Audio CD Pack

- Vocabulary, grammar, and songs for students to review and practice at home



Workbook / Workbook with Online Practice

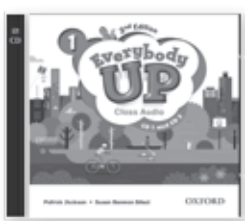
- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Picture dictionary for vocabulary and writing practice
- Check Up pages support the Student Book





Picture Cards (Levels Starter–4)

- Pictures on one side and vocabulary words on the other
- Words are big enough for use in large classrooms
- Useful for presenting new vocabulary, for assessing student knowledge, and for playing games





Class Audio CDs

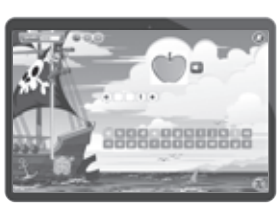
- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories, songs, and chants



NEW

Online Play

- Fun and engaging reinforcement of learning points at home for students
- Contains games, video, audio, and activities
- www.oup.com/elt/student/everybodyup



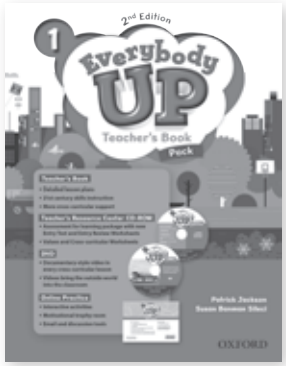
Teacher's Book Pack

Teacher's Book with Online Practice

- Course description and teaching methodology
- Overview of games and activities
- Detailed lesson plans that support teachers of all levels
- Extension activities and 21st century skills instruction

Also included:

- Workbook answer key
- Video scripts (Levels 1–6)
- Picture Card list (Levels Starter–4)
- Word list



Teacher's Resource Center CD-ROM



- New Entry Test and Entry Review Worksheets
- Customizable placement, unit, midterm, and final tests
- Cambridge YLE practice tests
- Test audio and answer keys
- Photocopiable worksheets (Starter Level: Values and Phonics; Levels 1–6: Values and Cross-curricular)
- New photocopiable resources for projects (Levels 1–6)

NEW

DVD

- Starter Level: eight animated stories bring universal values to life
- Levels 1–6: eight documentary-style videos enhance and support the school subject connection





Online Practice for Students and Teachers

Access codes included in the **Workbook with Online Practice** and the **Teacher's Book Pack.** Visit www.eu2onlinepractice.com.

- Interactive activities for every lesson
- Automatic scoring and gradebook
- New trophy room motivates students
- New email and discussion tools
- Assessment, video, audio, and other classroom resources

iTools

- Classroom presentation software
- Teachers can project Student Book and Workbook pages, show answer keys and additional resources, and play the videos and audio files
- Includes interactive activities and new grammar animations with every lesson



NEW

Poster Pack (Levels 1–6)

- Contains eight posters, one for each cross-curricular lesson
- Posters initiate and support classroom discussions around the school subject connection



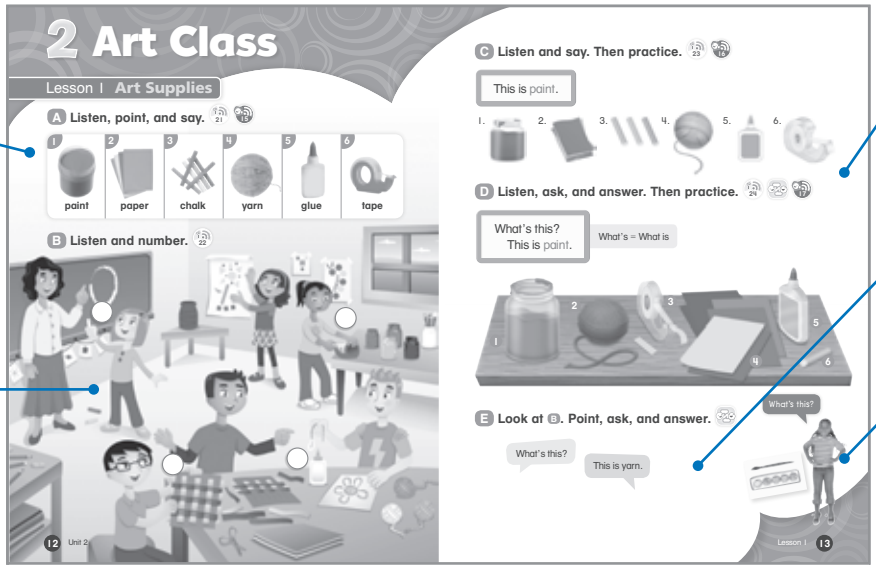
Additional Online Resources

- For Teachers: https://elt.oup.com/teachers/everybodyup
- For Parents: https://elt.oup.com/parent/everybodyup

Lesson Guide Lesson 1

New words are clearly presented with audio support.

Students listen to the characters and find the new words in the big picture.



Presentation and structured practice of the new language with audio support.

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

Using 21st century skills, students personalize what they have learned with the help of their Everybody Up Friend.

Student Book pages 12–13

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

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

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

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

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

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

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration/or Creativity: Direct students' attention to the Everybody Up Friend. Students answer the questions and use 21st century skills to do the task alone or with a classmate.

Games and Activities

- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

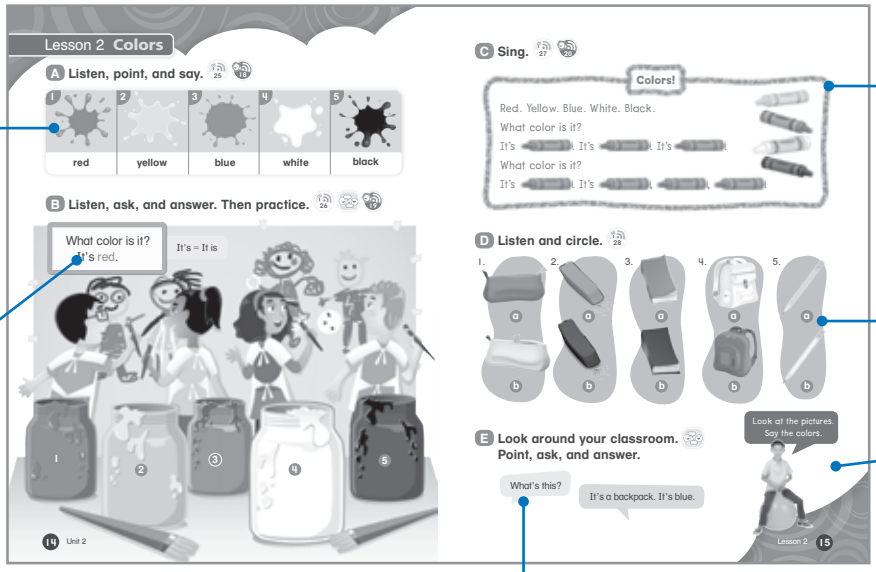
Extra Practice

Workbook
Student Audio CD
iTools
Online Practice

Lesson 2

New words are clearly presented with audio support.

Presentation and structured practice of the new language with audio support.



Student Book pages 14–15

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

Further exposure to the new language.

Using 21st century skills, students personalize what they have learned with the help of their Everybody Up Friend.

Fun personalization activities offer more speaking practice.

Warm up

1. Greet the class. Use familiar language to elicit responses from individual students. Then have students practice the language with each other.
2. Review the language from the previous lesson to elicit student responses.
3. Elicit the lesson language or what the Everybody Up Friend says from the previous lesson. Have students practice the expressions and language with their classmates.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards to introduce the new vocabulary. Continue until students can produce the words on their own.
2. To reinforce the meaning of the new vocabulary, use miming or acting as suggested.
3. Link the language. Combine previously learned grammar patterns with the new vocabulary. Use Picture Cards or classroom items to elicit responses from the students.
4. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
5. Students practice the words by pointing to items around the classroom or in their books.

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

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

D Exercise varies.

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

E Exercise varies.



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration/or Creativity: Direct students' attention to the Everybody Up Friend. Students answer the questions and use 21st century skills to do the task alone or with a classmate.

Games and Activities

- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

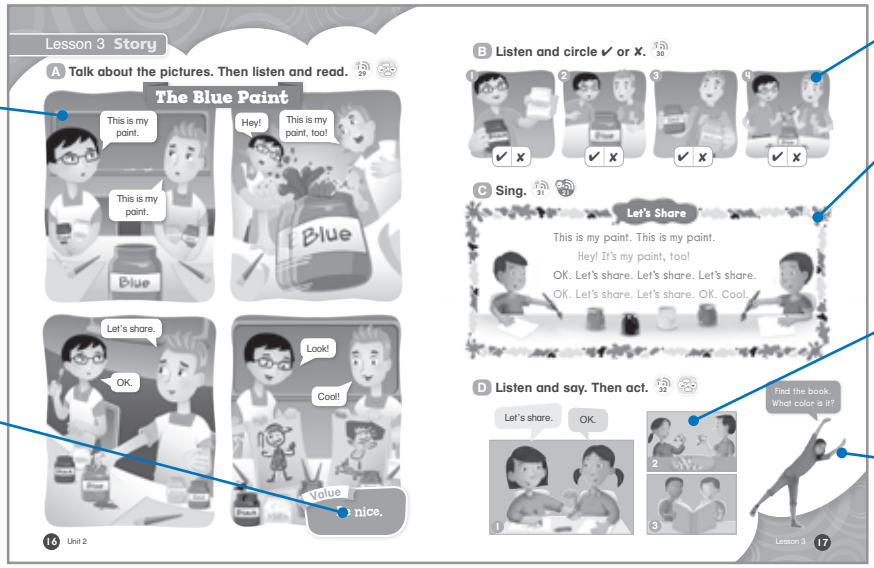
Extra Practice

Workbook
Student Audio CD
iTools
Online Practice

Lesson 3

Stories about the characters build students' reading skills and present useful conversational language.

The story highlights a universal value.



Student Book pages 16–17

Comprehension activity builds reading and listening skills.

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

Role plays in different contexts help students practice the conversation.

Using 21st century skills, students personalize what they have learned with the help of their Everybody Up Friend.

Warm up

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

A Talk about the pictures. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and name the characters, colors, and items they see.
2. Students say what they think could be happening in each picture.
3. Play the Class CD track for this exercise. Students listen, point, and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value and play the track again. Students listen and read along.

B Listen and number. (Listen and circle ✔ or ✘.)

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

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Students look at the pictures and talk about what they see.
2. Read the song lyrics with the students.
3. Play the Class CD track for the song. Students listen and then sing along with the CD.
4. Students sing the song again, turning to partners and using gestures, props, or facial expressions related to the song.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration/or Creativity: Direct students' attention to the Everybody Up Friend. Students answer the questions and use 21st century skills to do the task alone or with a classmate.

Games and Activities

- Use the suggested games or activities to further review the story.

Extra Practice

Workbook
Student Audio CD
Lesson 3 Worksheet
iTools
Online Practice

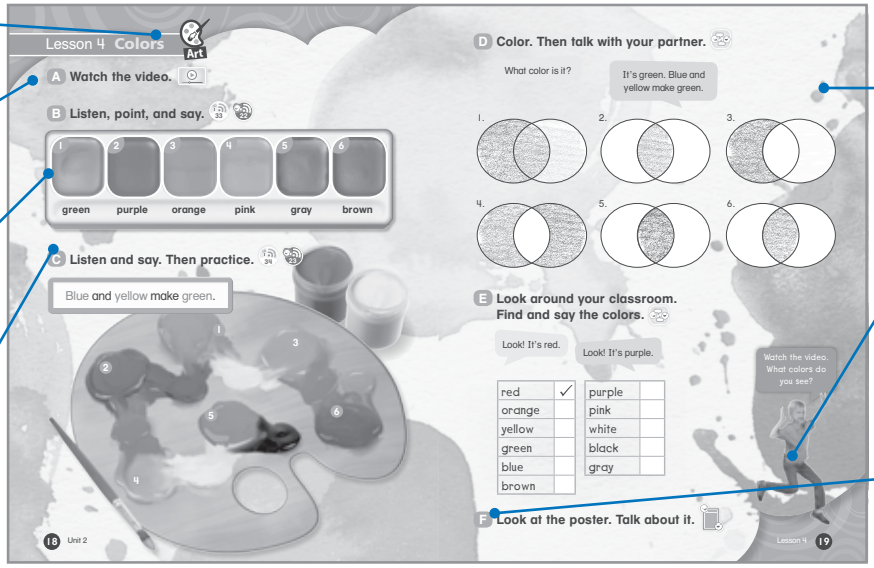
Lesson 4

The lesson links English to other school subjects, like art.

Video links the content to a rich visual learning experience.

Words are clearly presented with audio support.

Structured practice of the new language.



Students practice the language and concepts with critical thinking activities.

Students use 21st century skills to respond to questions or directions posed by the Everybody Up Friend.

Posters bring real-world content into the classroom.

Student Book pages 18–19

School Subject Connection

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

Warm up

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

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video. Specific School Subject Connection activities will vary. See individual units. Ask students what they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117 for reference.
2. Play the video again. Pause the video and ask students questions about the video. Encourage them to answer in full sentences to practice the grammar patterns and new vocabulary.

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

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

C Listen and say. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new grammar pattern.
2. Direct students' attention to the grammar box.
3. Play the Class CD track for this exercise. Students listen and say along with the CD.
4. Students practice the patterns, using their books or handmade picture cards.

D Exercise varies.

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

E Exercise varies.



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

F Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students identify familiar objects in the poster images. See Teacher's Book page 118 for poster information.
2. Students talk about the poster using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration/or Creativity: Direct students' attention to the Everybody Up Friend. Students answer the questions and use 21st century skills to do the task alone or with a classmate.

Games and Activities

- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

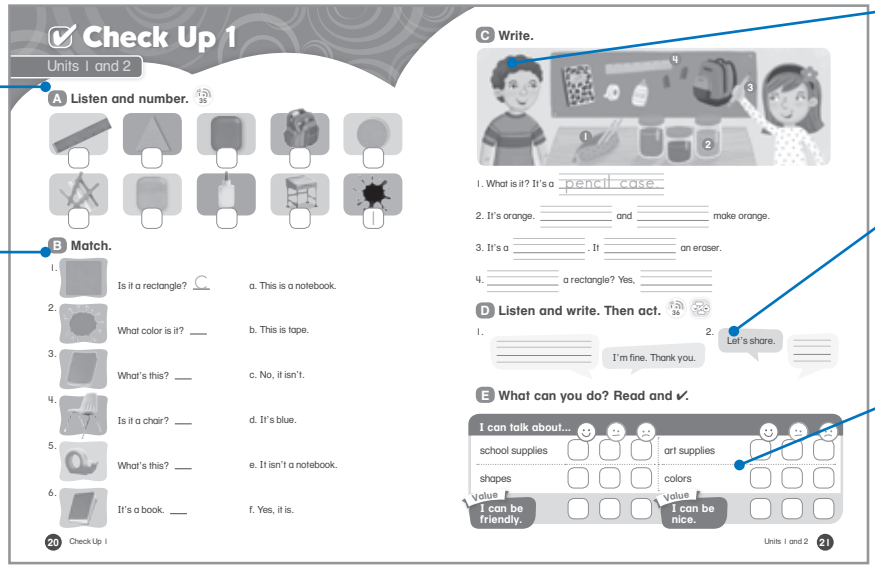
Extra Practice

Workbook
Student Audio CD
Lesson 4 Worksheet
Unit Test
iTools
Online Practice

Check Up

Students identify vocabulary from the previous two units.

Students check comprehension of language and grammar from previous two units.



Students practice writing using language and grammar from previous two units.

Students practice listening, writing, and speaking using language from previous two units.

Students evaluate their own performance on the previous two units and identify areas for further practice.

Student Book pages 20–21

Warm up

1. Greet the class and sing a song with students.
2. If a game or activity is suggested, use it to review vocabulary from the previous two units.
3. Elicit the lesson language or what the Everybody Up Friend says from the previous lesson. Students practice the unit language with their classmates.

A Exercise varies.

See *Teaching Check Ups,* Teacher's Book page 25.

1. Review key vocabulary from the previous two units. Use picture cards or cue vocabulary or play a short game.
2. Play the Class CD track for this exercise. Students listen and number the vocabulary or circle the correct item.

B Match. (Or ✔ or ✘).

1. Review key language from the previous two units. Use picture cards or cue vocabulary or play a short game.
2. Students look at the pictures, read the question and identify the correction answer through either writing the letter or marking ✓ or X.

C Write.

1. Review key language from the previous two units. Use picture cards or cue vocabulary or play a short game.
2. Students look at the picture and write short answers to either complete the sentences or answer the questions.

D Listen and write. Then act.

1. Review key language from the previous two units. Use picture cards or cue vocabulary or play a short game to reactivate language.
2. Play the Class CD track. Students listen and read the speech bubbles. Students listen for the missing text.
3. Play the Class CD track again. Students write the missing language on the page.
4. Groups or pairs of students role-play the dialogue.

E What can you do? Read and ✔.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Review the contents of the chart with the class and make sure students understand the rating system and how to complete the chart.
2. Students consider how well they have learned each item on the chart and rate themselves using the rating system.
3. Students think about what they need more practice with and share. Select games and activities that best address students' needs from the self-assessment check.

Games and Activities

- Use the suggested games or activities to further practice the language from the previous two units. These can be selected using information from the students' self-evaluations.

Extra Practice

Workbook
iTools
Online Practice

Phonics Bonus



Students listen to and repeat the phonics sounds and words.

Students actively practice the new phonics sounds and words.

Students use phonics to develop listening skills.

Student Book page 22

Warm up

1. Greet the class. Use familiar language to elicit responses from individual students. Then have students practice the language with each other.
2. Review any language items that students need more practice with as suggested by their self-assessment from the Check Up lesson.
3. If a song, game, or activity is suggested use it as additional warm up and review.

A Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 26.

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

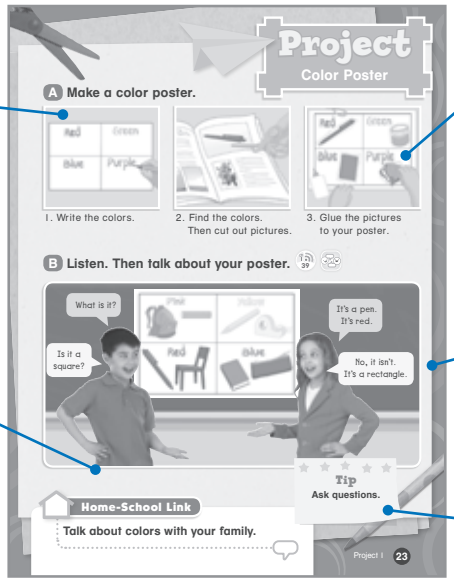
B Look at A. Point and say with a partner.

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

C Listen and circle.

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

Project



Student Book page 23

Students follow the instructions to make a fun project.

Home-School Link gives students the opportunity to share their projects at home with family and friends.

Project ideas are sometimes supported by photocopiable templates available from the Teacher's Resource Center CD-ROM.

Students use familiar language to present and talk about their projects.

Tip box helps prepare students to give their presentations.

A Make a _____.

See *Teaching Projects*, Teacher's Book page 26.

1. If available, make copies of the Photocopiable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Explain the project to students and review any useful vocabulary and language for the project on the board.
2. Students follow the directions on the page to make their projects.
3. Help students with their projects and any language they may need.

B Listen. Then talk about your _____.

1. Play the Class CD track. Students listen to the track. Students listen, point to the speech bubbles, and say along with the CD. Then they practice the conversations in pairs.
2. Discuss the Tip with the class and point out examples. If a game or activity is suggested, have students use their projects as a focus for their questions and answers.
3. Students or groups of students talk about their projects using the language from the speech bubbles as a model.

Home-School Link

1. Students share their projects and what they've learned in class at home with their families.
2. Role-play conversations students may have at home in class and review any relevant language.

Games and Activities

- Use the suggested games or activities to further practice the vocabulary and language from the unit that students have identified from the self evaluation.

Extra Practice

Workbook
Student Audio CD
Midterm or Final Test
iTools
Online Practice

Teaching Techniques

A Note on Eliciting

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

Teaching Vocabulary

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

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

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

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

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

Using the Big Picture

Lesson 1, Activity B features a large illustration that includes all new vocabulary, as well as some previously-learned vocabulary. Before doing Activity B with the audio recording, have students examine the Big Picture and, using English, talk about what they see (by naming objects or people, asking and answering questions about the picture, or saying what they think is happening in the scene). Next, read the short passage included in each Lesson 1 plan. As you read, point to the items mentioned. The short passages will contain both familiar and unfamiliar language. Students need not understand every word, but they should listen for familiar language, especially the target vocabulary.

Teaching Grammar

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

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

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

An additional step may present plurals, articles, or other special language points. Pre-teaching is followed by audio and classroom activities. There are also new grammar animations available with the iTools presentation software. These can be used to help present grammar and make language patterns more memorable.

Teaching Songs

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

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

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

Pre-teaching is followed by audio and classroom activities. Encourage students to come up with appropriate gestures or dances to accompany each song.

If a song has multiple parts, divide the class into groups and assign the parts. More advanced classes might even want to try writing new lyrics.

Teaching Stories

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

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

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

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

Teaching Conversations

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

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

Teaching Check Ups

In Levels 1 to 6, after every two units, a Check Up offers an opportunity to review and assess students' understanding of the previous two units' language.

Each Check Up begins with two receptive activities where students are asked to recall and use recognition to identify vocabulary and language. In the two subsequent activities, students produce language in a controlled way, filling in blanks in sentences, followed by writing whole sentences in a conversation. Then they practice the conversation with a partner.

At the end of the Check Up, students complete a self-assessment section that will help evaluate strengths and areas for improvement. It also helps students think critically about their own progress.

Review the relevant units' materials as suggested below in preparation for each activity.

Activity A

Ask students what vocabulary they remember from the units and write their responses on the board. Then, review the vocabulary using the relevant Picture Cards. Have students look through their books and practice pointing to and saying the vocabulary with a partner.

Activities B and C

Review the vocabulary and language before beginning activities B and C. Use the relevant Picture Cards to review the vocabulary in the activities.

Ask students what language patterns they remember from the units and write their responses on the board. Write the language patterns on the board and have students practice them with partners or in small groups. Have students look through their Student Books and practice pointing to and saying the vocabulary and patterns with a partner.

Activity D

Before students do the activity, review the conversations in the speech bubbles in the two previous units. Write the conversations on the board. Practice the conversations with the class divided into groups or bring pairs forward to model the conversations.

Activity E

What can you do? Read and ✓ is a student self-evaluation. Before students fill out their self-evaluation, make sure they understand each category by reviewing the specific vocabulary and language. Write these on the board for students to refer to during the activity.

Give students time to evaluate how confidently they know the material.

You can gather information either by checking books or watching students as they fill in the material. Alternatively, survey the class for each evaluation category by having a show of hands.

Use the evaluations to create plans of action for groups or individuals to review and reinforce areas they feel less secure about. Finally, encourage additional practice for each area by using appropriate Games and Activities (Teacher's Book pages 28–31).

Teaching Phonics

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

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

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

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

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

Pre-teaching is followed by audio and classroom activities.

Teaching with Videos

The videos in *Everybody Up* are an engaging way for students to see and hear language and vocabulary in a rich visual, real-world context.

Before playing the video for the class, discuss the School Subject Connection as indicated in the specific teaching notes for the unit.

Step 1 involves introducing the video's theme and getting students to predict what they think they'll see. Pre-teach/review the language in the video (see Video Scripts on Teacher's Book pages 116–117). Students may encounter new words in the videos. These words appear in blue throughout the video scripts. Then play the video.

Step 2 involves writing comprehension questions on the board and having students read them aloud. Explain that students will look and listen for the answers to these questions in the video. Then play the video again and pause in the appropriate places for students to be able to answer the comprehension questions.

Teaching with Posters

The *Everybody Up* posters reinforce and extend students' knowledge of the vocabulary, language patterns, and concepts covered in each unit's cross-curricular lesson, Lesson 4. Put up the posters in the classroom at the beginning of the lesson to build curiosity and familiarity with the images.

To warm up, ask the students to read the title of the poster out loud and identify the poster's cross-curricular subject. Then, ask students to identify familiar vocabulary in the images.

Prepare students for the main poster activity by briefly reviewing the relevant grammar pattern and vocabulary. Direct students to the speaking examples in the speech bubbles. Go through the speaking example together as a class. Review any other language that students might use in discussing the poster. Then ask students to practice the language with each other in pairs. When students are comfortable with the pattern, ask them to talk about the other items on the poster using the language they have learned.

To follow up, have pairs present their discussion of the poster to the class. Reinforce any other relevant grammar or vocabulary to support students' learning.

Useful descriptions of the posters' images are available on Teacher's Book page 118. More information and ideas about the posters can be found in the Poster Pack.

Teaching Projects

The *Everybody Up* Projects provide students with an opportunity to use their 21st century skills of critical thinking, creativity, collaboration, and communication while practicing the language from the previous two units.

Activity A

Make sure you have all the necessary materials (listed in the Materials box at the beginning of the Teacher's Book lesson). Distribute them to students. Explain to students what they will make and how they will do it as you point

to the steps on the Student Book page. Circulate and help students as needed while they make their project.

Activity B

Explain that students will present their projects. Play the audio that presents the model conversation on the Student Book page. Then direct student's attention to the Tip box, which supports students' communication about their projects. Each tip is specific to the project in the unit. How to present each one is explained in the lesson notes. Present the tip before students talk about their projects and model how it will be used.

Have students use the language (and the tip) to talk about their project with classmates or have them present their projects to the class. Remind students to be quiet and respectful to each other as they talk about their project.

Home-School Link

The Home-School Link extends language practice outside the classroom and gives students the opportunity to share English at home. It also provides a specific topic and format for using English at home, which helps students that may lack confidence in their abilities.

Explain to students that they should use the same language they used in presenting the project in class to answer questions and talk about the project at home. As a follow up, ask students about their conversations at home in the next class.

Teaching 21st Century Skills

The 21st Century Skills activities focus on either one skill or a combination of skills from the areas of critical thinking, communication, collaboration, and creativity. These activities appear at the end of every lesson and are prompted by the language and question used by the Everybody Up Friend at the lower right. Sometimes the activity involves looking at illustrations in the lesson again or watching the video again. Some typical examples of these skills are:

Critical Thinking: answering questions, identifying objects, guessing hidden answers, predicting

Communication: talking with a partner, asking questions to a partner, presenting ideas to a group, talking about an informational poster or video with a partner

Collaboration: working in a small group or with another classmate, solving problems as a team

Creativity: making a poster, constructing models, making a chart, drawing a picture

Use the following sequence or vary it to the needs of your class.

First, direct students' attention to the Everybody Up Friend and have them read the speech bubble. Then, check that students understand the question or task.

Next, have students answer the question and do the task in pairs or small groups, depending on the task.

Follow up by asking students to talk about what they learned or what information they gathered, items they created, problem they solved, etc.

Games and Activities

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

Beanbag Toss

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

BINGO

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

Binoculars

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

Blindfold

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

Buzzers

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

Card Grab

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

Categories

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

Charades

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

Circles

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

Down the Line

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

Everybody Stop!

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

Everybody Up! Everybody Down!

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

Find

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

Freeze

In this activity, as you play music, students move around the room. Stop the music. Students "freeze" (stop moving), listen carefully, and arrange themselves as you instruct.

Fruit Salad

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

Gaps

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

Guess the Next Card

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

Happy Families

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

How Many?

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

Memory

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

A New Story

This activity has two versions: acting and drawing.

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

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

Order the Pictures

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

Picture Pieces

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

Picture Sentences

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

Pop-Up

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

Rhythm Circle

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

Slap, slap, clap, clap, (old, old)

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

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

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

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

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

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

Rollers

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

Simon Says

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

Station Stop

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

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

Teacher's Mistake

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

Telephone

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

Toss and Tell

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

Two Truths and a Lie

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

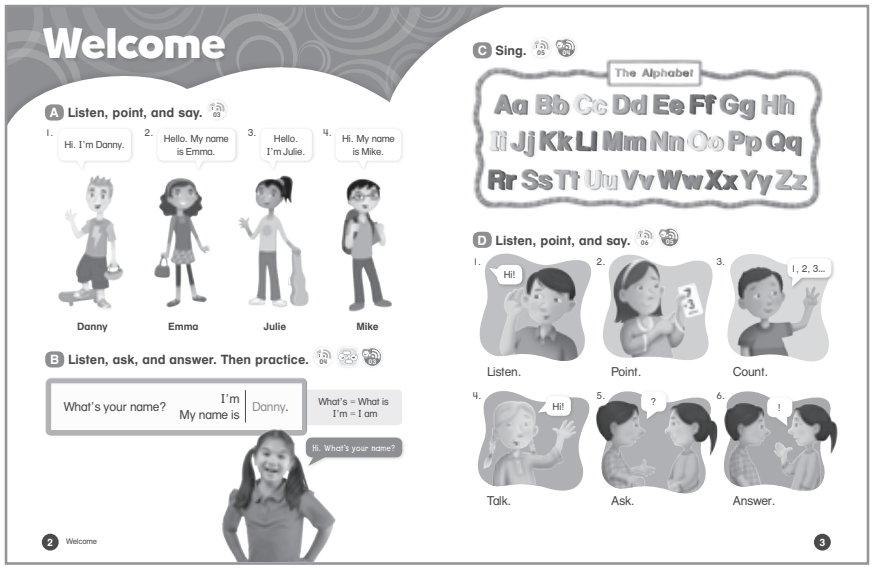
What's Missing?

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

Word Roll

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

Welcome



Objectives
- Asking someone's name
- Introducing yourself

Grammar
- Information questions with *what*
- Possessive adjectives *my* and *your*

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

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

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

Student Book pages 2–3

Student Book page 2

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

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

CD 1 03

1. Danny: Hi. I'm Danny.
2. Emma: Hello. My name is Emma.
3. Julie: Hello. I'm Julie.
4. Mike: Hi. My name is Mike.

3. Guide students to practice these names by pointing to the pictures and saying the names aloud.

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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

CD 1 04

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

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

Student Book page 3

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

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

CD 1 05

The Alphabet

The alphabet. The alphabet. The alphabet.
The alphabet. The alphabet. The alphabet.
A, B, C, D,
E, F, G,
H, I, J, K,
L, M, N, O, P,
Q, R, S,
T, U, V,
W, X, Y, Z
(x2)

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

D Listen, point, and say.

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

CD 1 06

1. Listen.
2. Point.
3. Count.
4. Talk.
5. Ask.
6. Answer.

3. As an extension, play the track again so student pairs can listen, point to pictures in their books, and say the words to each other.

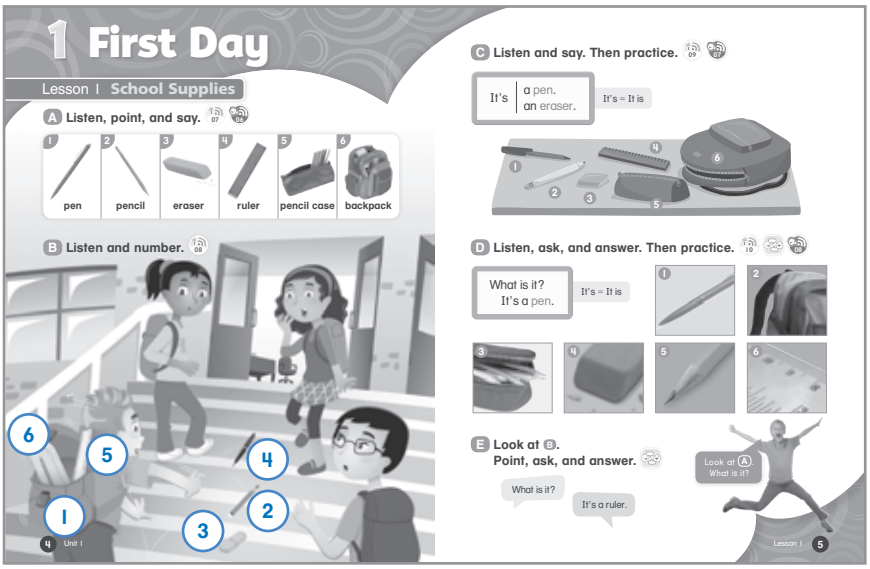
Games and Activities

- **Everybody Stop!** (Teacher's Book pages 28–31). Play this with alphabet letters.
- **Rollers** (Teacher's Book pages 28–31). Students sit in a circle on the floor. A student says the letter *A* and rolls the ball to another student, who says *B*. Continue through the alphabet.
- Hand out paper and art supplies. Assign a letter to each student. Students draw their assigned letter on a piece of paper. Then ask students to hold up their drawing and line up in alphabetical order.

Extra Practice

Workbook pages 2–3
Student Audio CD Tracks 03–06
iTools
Online Practice

Lesson 1 School Supplies



Student Book pages 4–5

Objectives
- Talking about school supplies

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

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

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

Student Book page 4

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 07–12 to introduce the school supplies. Continue until students can produce the words on their own.
2. Link the language. Combine commands from the Welcome unit with the new vocabulary. Say *Listen. Point to a (pen).* Students listen and then point to the object on their desks or in the classroom.
3. Play Class CD1 Track 07. Students listen, point, and say along with the CD.

CD 1 07

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

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

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

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

CD 1 08

1.	Mike:	Danny, your backpack!
2.	Danny:	Oh, no! My pencil!
3.	Danny:	My eraser!
4.	Danny:	My pen!
5.	Danny:	My ruler?
6.	Danny:	My pencil case?

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

Student Book page 5

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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

CD 1 09

It's a pen.
It's an eraser.
It's, It is

1. It's a pen.
2. It's a pencil.
3. It's an eraser.
4. It's a ruler.
5. It's a pencil case.
6. It's a backpack.

6. Practice the pattern with the students. Hold up Picture Cards 07–12 and elicit *It's a (pen)* for each card.
7. Students practice the sentences by themselves, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

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

CD 1 10

What is it? It's a pen.
It's = It is

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

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

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Collaboration: Direct students' attention to the Everybody Up Friend. Student pairs look at the pictures in exercise A and use communication skills to ask and answer the question. Then they collaborate to find another school supplies object in the classroom and ask and answer the same question about it.

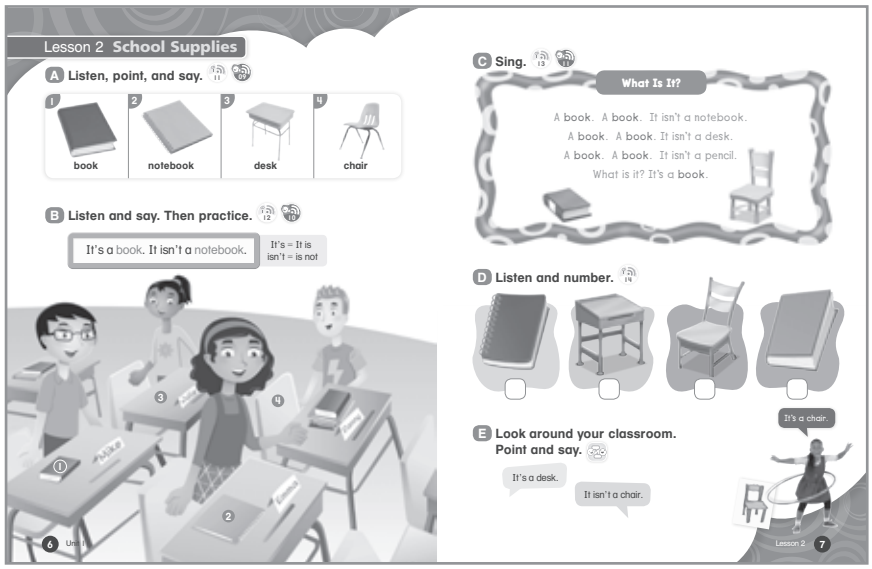
Games and Activities

- **Teacher's Mistake** (Teacher's Book pages 28–31). Point to school supplies objects on your desk and say to the class *It's (an eraser).* Students listen carefully and try to catch your "mistakes." Those who catch your mistake must say the correct sentence.
- **Beanbag Toss** (Teacher's Book pages 28–31) using Picture Cards 07–12. Students play in pairs. S1 throws the beanbag, aiming for one of the cards, and asks *What is it?* S2 answers *It's (a ruler).* The next pair takes a turn. When the first pair gets their next turn, they switch roles.
- **Blindfold** (Teacher's Book pages 28–31). Model the activity with a pair of students. S1 is blindfolded. S2 hands S1 a school supplies item and asks *What is it?* S1 answers *It's (a backpack).* Distribute blindfolds and school supplies realia (or make sure students have their own items).

Extra Practice

Workbook pages 4–5
Student Audio CD Tracks 06–08
iTools
Online Practice

Lesson 2 School Supplies



Student Book pages 6–7

Objectives
- Talking about school supplies

Grammar
- Affirmative and negative statements with *be* (3rd person singular)

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

Vocabulary
School Supplies: book, notebook, desk, chair

Materials
Picture Cards 13–16; Class CD1 Tracks 11–14

Student Book page 6

Warm up

1. Greet the class. Students circulate and greet each other, saying *Hi* and *Hello*.
2. Elicit the language from Unit 1, Lesson 1: *What is it?* Students can practice the expression with their neighbors, using their own school supplies.
3. Review Unit 1, Lesson 1 language by playing **Picture Pieces** (Teacher's Book pages 28–31). On the board, draw a partial picture of a Lesson 1 school supplies object. Ask *What is it?* Students answer *It's (a pencil)*. Continue with the other vocabulary words.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 13–16 to introduce the new school supplies. Continue until students can produce the words on their own.
2. Link the language. Hold up or point to realia of the new vocabulary words and ask *What is it?* Students reply *It's a (book)*. Next, student volunteers ask the questions.
3. Play Class CD1 Track 11. Students listen, point, and say along with the CD.

CD 2

1. book
2. notebook
3. desk
4. chair

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

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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

CD 1 12

It's a book. It isn't a notebook.
It's = It is
isn't = is not
Mike: It's a book. It isn't a notebook.
Emma: It's a notebook. It isn't a book.
Julie: It's a desk. It isn't a chair.
Danny: It's a chair. It isn't a desk.

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

Student Book page 7

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

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

CD 1 13

What is it?
A book. A book. It isn't a notebook.
A book. A book. It isn't a desk.
A book. A book. It isn't a pencil.
What is it?
It's a book.
A chair. A chair. It isn't a notebook.
A chair. A chair. It isn't a desk.
A chair. A chair. It isn't a pencil.
What is it?
It's a chair.
(x2)

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

D Listen and number.

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

CD 1 14

1. It's a book. It isn't a notebook.
2. It's a desk. It isn't a chair.
3. It's a notebook. It isn't a desk.
4. It's a chair. It isn't a book.

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

Answer Key

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

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

E Look around your classroom. Point and say.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Creativity/Communication: Direct students' attention to the Everybody Up Friend. Students draw a school supplies item from Unit 1, Lesson 1 or 2, and then circulate, using the expression to talk about their drawings. Students identify the item and communicate what it is in a complete sentence.

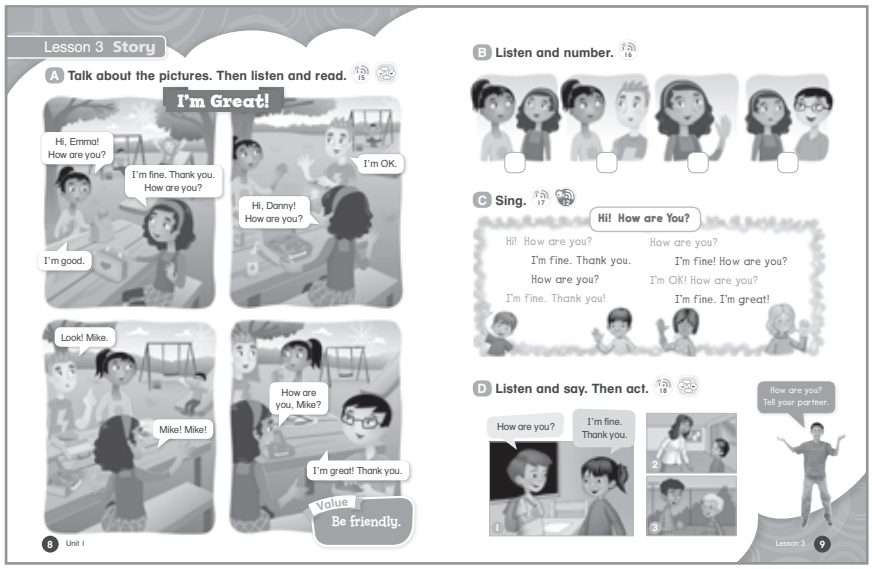
Games and Activities

- **Simon Says** (Teacher's Book pages 28–31). Tell students they can take a step forward if they hear you say *Simon says*. Call out phrases using Picture Cards or realia, and Lesson 2 language: *(Simon says) It's a book* or *(Simon says) It isn't a desk.*
- **Telephone** (Teacher's Book pages 28–31). Students form one line. Whisper a sentence to the student at each end (for example, *It's a desk* or *It isn't a book*). Students whisper the sentence down the line.

Extra Practice

Workbook pages 6–7
Student Audio CD Tracks 09–11
iTools
Online Practice

Lesson 3 Story



Student Book pages 8–9

Objectives
- Building reading and listening skills

Conversation
- Asking how someone is doing

How are you?

I'm fine. Thank you.

Value
Be friendly.

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

Student Book page 8

Warm up

1. Greet the class. Wave and say *Hello, class!* Elicit *Hello, (Ms. Jones).*
2. Play **What's Missing?** (Teacher's Book pages 28–31) to review Lesson 1 and 2 language. Hold up Picture Cards 07–16, eliciting the words. Hold up each card again, this time without revealing the picture. Ask *What is it?* Students guess *It's a (pen).* Show the picture, saying either *That's right. It's a (pen)* or *It isn't a (pen). It's a (desk).*
3. Point to a chair and elicit the language from Unit 1, Lesson 2: *It's a chair.* Students use this expression to point to classroom objects and ask and answer with partners.

A Talk about the pictures. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and name the characters, colors, and objects they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD1 Track 15. Students listen, point, and read along with the CD.

CD 1 15

I'm Great!

Julie:	Hi, Emma! How are you?
Emma:	I'm fine. Thank you. How are you?
Julie:	I'm good.
Emma:	Hi, Danny! How are you?
Danny:	I'm OK.
Danny:	Look! Mike.
Emma:	Mike! Mike!
Emma:	How are you, Mike?
Mike:	I'm great! Thank you.

4. Read the story aloud with the students. Then direct students' attention to the value *Be friendly* and play the track again. Students listen and read along. Ask if students can think of other examples of this value.

Student Book page 9

B Listen and number.

1. Students look at each picture and say what they think is happening.

2. Play Class CD1 Track 16. Students listen and number the pictures.

CD 1 16

1. Emma: How are you, Mike?
   Mike: I'm great! Thank you.
2. Julie: Hi, Danny! How are you?
   Danny: I'm OK.
3. Emma: Mike! Mike!
4. Julie: Hi, Emma! How are you?
   Emma: I'm fine. Thank you.

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

Answer Key

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

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

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

CD 1 17

Hi! How Are You?

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

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

How are you?
I'm fine! How are you?
I'm OK! How are you?
I'm fine, I'm great!

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

(x2)

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

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 25.

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

CD 1 18

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

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking /Communication: Direct students' attention to the Everybody Up Friend on page 9: *How are you? Tell your partner*. Students use critical thinking skills to decide how they feel. Then they share this using the unit language (*I'm fine. I'm great. Great! Thank you.*), circulate, and practice communication skills by asking and answering.

Games and Activities

- Students can draw pictures to illustrate the value *Be friendly.* Display the pictures in the classroom.
- **Toss and Tell** (Teacher's Book pages 28–31). Students say a line from the story and toss a ball to another student, who responds. Review possible exchanges before starting:

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

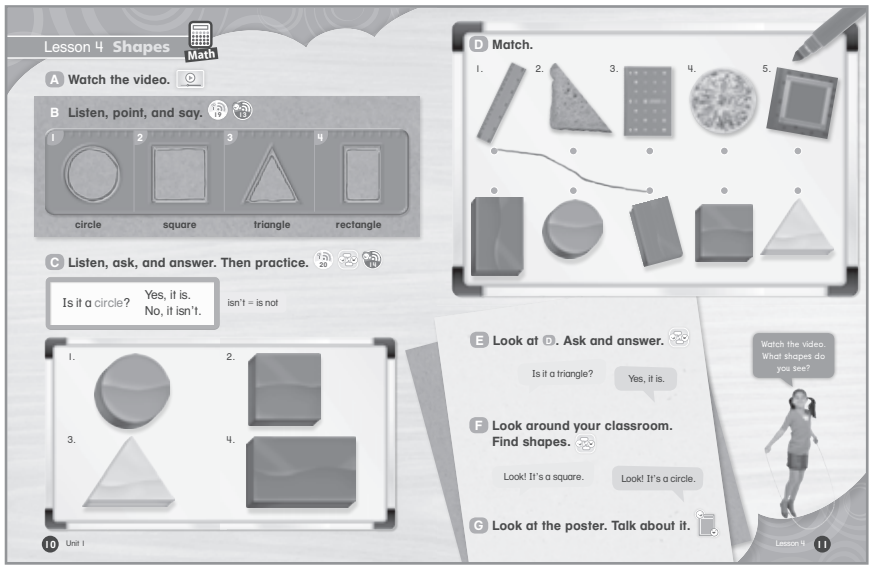
  Hi! How are you? / I'm OK. Thank you.

  Hi! How are you? / I'm great! Thank you.
- Draw **A New Story** (Teacher's Book pages 28–31). Using the existing story as a model, students draw a new story with new scenes and characters. The new story should reflect the Lesson 3 value: *Be friendly*. More advanced students might also write new text. Beginning students might simply copy the pictures and text from the Student Book.

Extra Practice

Workbook pages 8–9
Student Audio CD Track 12
Unit 1, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Shapes



Student Book pages 10–11

Objectives
- Asking and answering about shapes

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

  Is it a circle?

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

Vocabulary
Shapes: circle, square, triangle, rectangle

Materials
Picture Cards 07–12, 13–16, 17–20; Class CD1 Tracks 05, 19–20; Unit 1 Video and Poster, Shapes

Student Book page 10

School Subject Connection: Math

Lesson 4 is a cross-curricular lesson with a connection to math. Ask students to talk about what they are learning in math class now.

Warm up

1. Greet a student at the front of the classroom: *How are you?* Elicit the response *I'm fine/OK/great*. Then elicit the language from Unit 1, Lesson 3: *How are you?* Have students take turns asking and answering to three other students.
2. Sing *The Alphabet Song* (Class CD1 Track 05) with students. Then sing the song slowly again. Sing *A* and ask students to sing the next letter. Continue until the end of the song.
3. Review Unit 1 conversation language patterns and vocabulary. Hold up Picture Cards 7–12 and 13–16 and ask *What is it?* Elicit the answer *It's a (pen). It isn't a (book).*

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about shapes. Draw shapes on the board. Ask students what they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117 for reference.
2. Play the video again. Pause the video and ask students questions about the shapes. Encourage them to answer in full sentences to practice *It is/It's*. Take students into school hallways or outdoor areas on a search for circles, squares, triangles, and rectangles.

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

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

CD 1 19

1. circle	2. square
3. triangle	4. rectangle

4. Students make picture cards for the new vocabulary. Give four cards cut from blank paper and art supplies to each student.

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *Is it a circle? Yes, it is. No, it isn't.*
2. Present the contraction: isn't = is not
3. Direct students' attention to the grammar box on page 10.
4. Play Class CD1 Track 20. Students listen and say along with the CD.

CD 1 20

	Is it a circle?	Yes, it is.
	Is it a circle?	No, it isn't.
	isn't = is not	
1.	Is it a circle?	Yes, it is.
2.	Is it a circle?	No, it isn't.
	Is it a square?	Yes, it is.
3.	Is it a triangle?	Yes, it is.
4.	Is it a triangle?	No, it isn't.
	Is it a rectangle?	Yes, it is.

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

Student Book page 11

D Match.

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

E Look at D. Ask and answer.



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

F Look around your classroom. Find shapes.



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

G Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students identify familiar objects in the poster images. See Teacher's Book page 118 for poster information.
2. Students talk about the poster using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking to make a list or a chart of all the shapes they see in the video. Students communicate their findings with the class or with neighbors.

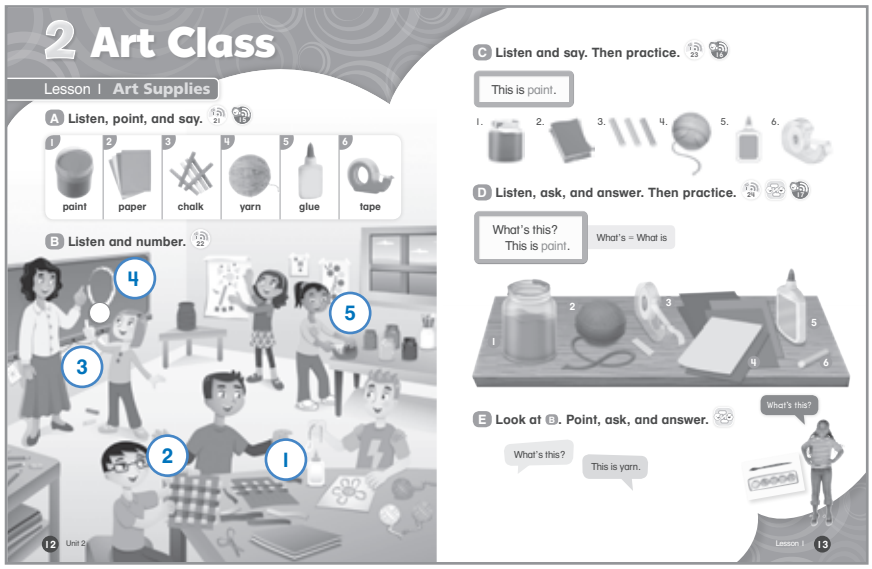
Games and Activities

- **Fruit Salad** (Teacher's Book pages 28–31), using Picture Cards 07–12, 13–16, and 17–20.
- **Card Grab** (Teacher's Book pages 28–31). Give each group of four students a set of student-made picture cards. Cards are laid face-up. When you say a word, students race to touch the card.
- **Word Roll** (Teacher's Book pages 28–31). Each student prepares a die with shape words (two will be repeated on a six-sided die, or students can choose words from Lessons 1 and 2 for the extra sides). Students play in pairs. S1 rolls and asks *Is it a (rectangle)?* S2 answers.

Extra Practice

Workbook pages 10–11
Student Audio CD Tracks 13–14
Unit 1, Lesson 4 Worksheet
Unit 1 Test
iTools
Online Practice

Lesson 1 Art Supplies



Student Book pages 12–13

Objectives
- Talking about art supplies

Grammar
- Demonstrative pronoun *this*

  This is paint.
- Information question with *what*

  What's this?
  This is paint.

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

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

Student Book page 12

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 21–26 to introduce the art supplies. Continue until students can produce the words on their own.
2. Play **Guess the Next Card** (Teacher's Book pages 28–31) using Picture Cards 21–26.
3. Link the language. Combine Unit 1, Lesson 4 grammar patterns with the new vocabulary. Hold up pieces of art supplies realia, asking *Is it (paper)?* Elicit *Yes, it is* or *No, it isn't.* Then student pairs ask and answer questions.
4. Play Class CD1 Track 21. Students listen, point, and say along with the CD.

CD 21

1. paint 2. paper 3. chalk
4. yarn 5. glue 6. tape

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

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:

   Danny, Julie, Emma, Mike, Jay, and Carla are in art class. Look! Julie has tape. Danny has glue and yarn. There is some chalk, paper, and paint, too.
2. Play Class CD1 Track 22. Students listen and number the items in the picture.

CD 22

1. Jay: Hi, Danny!
   Danny: Hi, Jay!
   Jay: What is it?
   Danny: It's yarn and glue.
   Jay: Yarn and glue?
   Danny: Yes!
2. Mike: Look! My paper.
   Jay: It's great!
   Mike: Thank you.
3. Carla: Teacher, your chalk?
   Teacher: Thank you, Carla.

4. Teacher: Is it a square?
   Carla: No, it isn't. It's a circle.
5. Emma: Is it glue?
   Julie: No, it isn't. It's tape.
   Emma: Oh, OK. Paint is great!

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

Student Book page 13

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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

CD 1 23

This is paint.

1. This is paint.
2. This is paper.
3. This is chalk.
4. This is yarn.
5. This is glue.
6. This is tape.

4. Practice the pattern with the students. Hold up Picture Cards 21–26 and elicit *This is (paint).* for each card.
5. Students practice the sentences by themselves, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

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

CD 1 24

What's this? This is paint.
What's = What is

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

5. Student pairs practice the pattern, using their books.
6. Student pairs play **Word Roll** (Teacher's Book pages 28–31). Each student makes a die using the six new vocabulary words. To play, S1 rolls a die and asks *What's this?* S2 answers *This is (paper)* and rolls a die.

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Creativity: Direct students' attention to the Everybody Up Friend. Students draw a picture of an art supply. Pairs of students use their pictures and communication skills to ask and answer the question together.

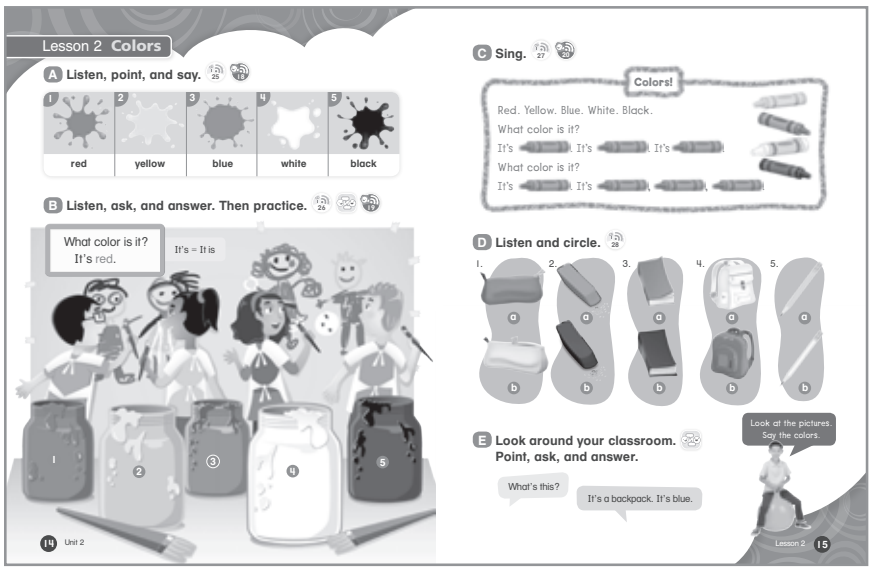
Games and Activities

- **Circles** (Teacher's Book pages 28–31). Give each student in the inner ring a piece of art supplies realia or a picture card. Outer ring students ask *What's this?* Inner ring students answer *This is (paper).* After a round, give the realia/cards to the outer ring students and switch roles.
- **Toss and Tell** (Teacher's Book pages 28–31). Students stand in a circle and toss (or hand around) a piece of art supplies realia, asking *What this?* and answering *This is (yarn).* Change the realia after a round.
- **Categories** (Teacher's Book pages 28–31). Use the categories *Art Supplies* (paint, paper, chalk, yarn, glue, tape) and *School Supplies* (pen, pencil, eraser, ruler, pencil case, backpack, book, notebook, desk, chair). You can also include the category *Shapes* (triangle, circle, square, rectangle).

Extra Practice

Workbook pages 12–13
Student Audio CD Tracks 15–17
iTools
Online Practice

Lesson 2 Colors



Student Book pages 14–15

Objectives
- Asking and answering about colors

Grammar
- Information question with *what*

What color is it?

It's red.

Vocabulary
Colors: red, yellow, blue, white, black

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

Student Book page 14

Warm up

1. Greet the class. Students circulate and greet each other by name.
2. Elicit the language from Unit 2, Lesson 1: *What's this?* Students can practice asking and answering with their neighbors, using their own art or school supplies.
3. Review Unit 2, Lesson 1 language. Hold up Picture Cards 21–26 and elicit the words. Then play **Blindfold** (Teacher's Book pages 28–31). Distribute blindfolds and art supplies realia to student pairs. S1 hands S2 (blindfolded) a piece of realia and asks *What's this?* S2 answers *This is (paper).* Continue with other vocabulary words.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 27–31 to introduce the colors. Continue until students can produce the words on their own.
2. Link the language. Combine grammar patterns from Unit 1 with the new vocabulary. Display art supplies realia in the new colors. Point and say *What is it?* Students reply *It's (paper).* Ask *Is it (red)?* Students reply *Yes, it is.* or *No, it isn't.*
3. Play Class CD1 Track 25. Students listen, point, and say along with the CD.

CD 25

1. red 2. yellow 3. blue
4. white 5. black

4. Students practice the words by pointing to items with different colors in the classroom.

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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

CD 26

What color is it? It's red.
It's = It is

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

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

Student Book page 15

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

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

CD 27

Colors!
Red. Yellow. Blue. White. Black.
What color is it?
It's red. It's red. It's red.
What color is it?
It's red. It's red, red, red.

Yellow!

What color is it?
It's yellow. It's yellow. It's yellow.
What color is it?
It's yellow. It's yellow, yellow, yellow.

Blue!

What color is it?
It's blue. It's blue. It's blue.
What color is it?
It's blue. It's blue, blue, blue.

White!

What color is it?
It's white. It's white. It's white.
What color is it?
It's white. It's white, white, white.

Black!

What color is it?
It's black. It's black. It's black.
What color is it?
It's black. It's black, black, black.
Red. Yellow. Blue. White. Black.

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

D Listen and circle.

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

CD 28

1. What is it? It's a pencil case. What color is it? It's red.
2. What is it? It's an eraser. What color is it? It's blue.
3. What is it? It's a book. What color is it? It's black.
4. What is it? It's a backpack. What color is it? It's white.
5. What is it? It's a pencil. What color is it? It's yellow.

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

Answer Key				
1. a	**2.** a	**3.** b	**4.** a	**5.** a

4. Student pairs ask and answer about the pictures.

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

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration: Direct students' attention to the Everybody Up Friend. Students use critical thinking to identify the color and say it. Students practice with neighbors, pointing to the pictures and naming the colors.

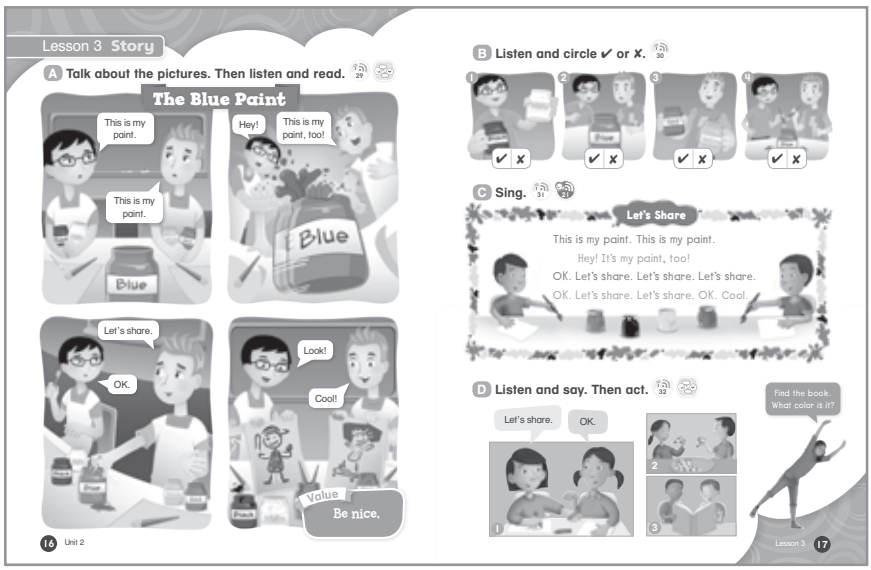
Games and Activities

- Say to students *It's (blue).* Students run to touch something in that color. After a few rounds, invite a student to call out the colors.
- **Circles** (Teacher's Book pages 28–31). Give each student in the inner ring an object in a Lesson 2 color. Inner-ring students ask *What color is it?* Outer-ring partners answer *It's (red).* Switch roles.
- **Down the Line** (Teacher's Book pages 28–31). Use Picture Cards 21–31. Students say *It's a (circle)* or *It's (red).* For a challenge question, show an object and ask *What's this? What color is it?*

Extra Practice

Workbook pages 14–15
Student Audio CD Tracks 18–20
iTools
Online Practice

Lesson 3 Story



Student Book pages 16–17

Objectives
- Building reading and listening skills

Conversation
- Offering to share something

Let's share.

OK.

Value
Be nice.

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

Student Book page 16

Warm up

1. Greet the class. Then greet individual students and ask different questions with familiar language. For example: *Hi, Emma. How are you? What's your name? What's this? What color is it?* Elicit the appropriate responses.
2. Review colors and art supplies vocabulary. Hold up Picture Cards 21–26 and 27–31 one by one, eliciting the words without saying them yourself. Repeat the activity, speeding up as students become more comfortable.
3. Point to one of the pictures on pages 16–17 and elicit the language from Unit 2 Lesson 2: *Look at the pictures. Say the colors.* Students can practice saying the colors with their neighbors, using the pictures in Lesson 2 or 3.

A Talk about the pictures. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and name the characters, colors, and objects they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD1 Track 29. Students listen, point, and read along with the CD.

CD 29

The Blue Paint

Mike: This is my paint.
Danny: This is my paint.
Mike: Hey!
Danny: This is my paint, too!
Danny: Let's share.
Mike: OK.
Mike: Look!
Danny: Cool!

4. Read the story aloud with the students. Then direct students' attention to the value *Be nice* and play the track again. Students listen and read along. Ask if students can think of other examples of this value.

Student Book page 17

B Listen and circle ✔ or ✘.

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

CD 1 30

1. Mike: This is my paint, black and white.
2. Danny: This is my paint, red and yellow.
3. Mike: Hey!
   Danny: This is my paint, too!
4. Danny: Let's share.
   Mike: OK.

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

Answer Key

From left to right: ✓, X, X, ✓

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

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

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

CD 1 31

Let's Share

This is my paint. This is my paint.
Hey! It's my paint, too!
OK. Let's share. Let's share. Let's share.
OK. Let's share. Let's share. OK.
Cool.
(x2)

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

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

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

CD 1 32

Let's share.
OK.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking to find the picture of the book in the lesson and say what color it is. Neighbors can play a game finding and identifying the color of other items on the page with one another.

Games and Activities

- Form two groups to read the story aloud. Group 1 will read Mike. Group 2 will read Danny. Then the groups switch roles.
- **Toss and Tell** (Teacher's Book pages 28–31). A student says a line from the story and tosses a beanbag or ball to the next student, who responds (following the story). Review possible exchanges before starting:

  This is my paint. / This is my paint.

  Hey! / This is my paint, too!

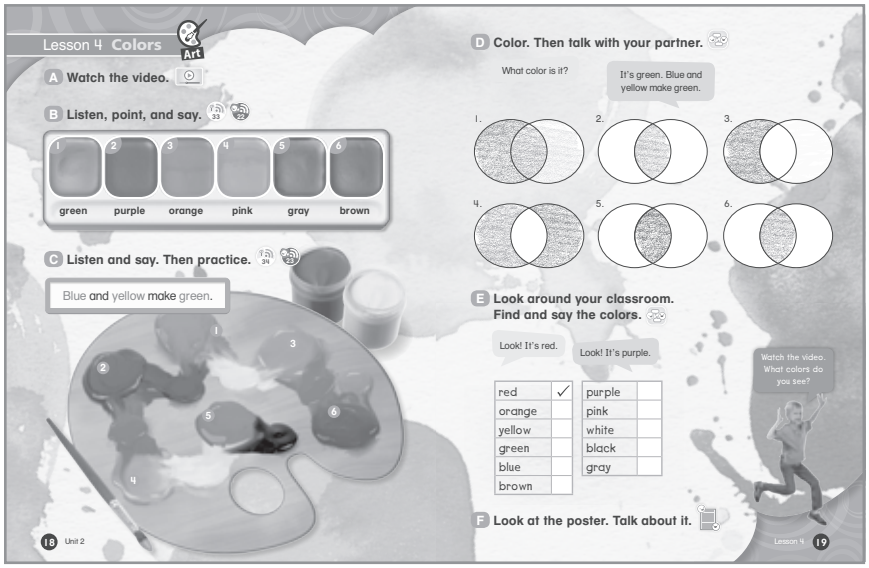
  Let's share. / OK.

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

Extra Practice

Workbook pages 16–17
Student Audio CD Track 21
Unit 2, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Colors



Student Book pages 18–19

Objectives
- Talking about secondary colors

Grammar
- Simple present statements with *make* (3rd person plural)
- Compound subjects with *and*

Blue and yellow make green.

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

Materials
Picture Cards 32–37; Class CD1 Tracks 33–34; Unit 2 Video and Poster, Colors

Student Book page 18

School Subject Connection: Art

Lesson 4 is a cross-curricular lesson with a connection to art. Capitalize on this by bringing a color wheel to class. Help students examine the color wheel and understand how it works.

Warm up

1. Greet the class. Then greet individual students and review the conversation language from Unit 2, Lesson 3. Act out a situation in which you share something with a student (for example, a jar of paint or a book) and say to a student *Let's share.* The student answers *OK.* Divide the class into two groups—those who have items they will offer to share, and those who will agree—and allow them to circulate and practice the conversation with members of the other group.
2. Elicit the language from Unit 2, Lesson 3: *Find the book. What color is it?* Students use the expression to ask about other classroom objects in Lessons 1, 2, 3, or in the classroom.

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about colors. Bring in paints to demonstrate color mixing. Show what happens when white or black is added to other colors. Talk about painters. *What are the steps involved in making a painting? What supplies do painters use?* Ask students what they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117 for reference.
2. Play the video again. Pause the video and ask students questions about the colors. Encourage them to answer in full sentences to practice *What's this? (It's a pen.) What color is it? (It's black.) Black and white make what? (Black and white make gray.)*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 32–37 to introduce the new colors. Continue until students can say the colors on their own.
2. Link the language. Combine grammar from Unit 2, Lesson 2 with the new vocabulary. Hold up each card, saying *What color is it?* Elicit the response *It's (green).*

3. Play Class CD1 Track 33. Students listen, point, and say along with the CD.

CD 1 33

1. green
2. purple
3. orange
4. pink
5. gray
6. brown

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

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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

CD 1 34

Blue and yellow make green.

1. Blue and yellow make green.
2. Blue and red make purple.
3. Red and yellow make orange.
4. Red and white make pink.
5. Black and white make gray.
6. Red and green make brown.

4. Students practice the patterns on their own, using their handmade picture cards.
5. Write color-mixing statements on the board and leave one color blank (e.g., *Blue and _____ make green.*) Volunteers go to the board, write in the missing colors, and say the statements aloud.

Student Book page 19

D Color. Then talk with your partner.



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

Answer Key		
1. green	**2.** red, yellow	**3.** pink
4. brown	**5.** blue, red	**6.** black, white

E Look around your classroom. Find and say the colors.



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

F Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students identify familiar objects in the poster images. See Teacher's Book page 118 for poster information.
2. Students talk about the poster using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use creativity and communication skills to make a list or a chart of all the colors they see in the video. Students can share their findings with the class or with neighbors.

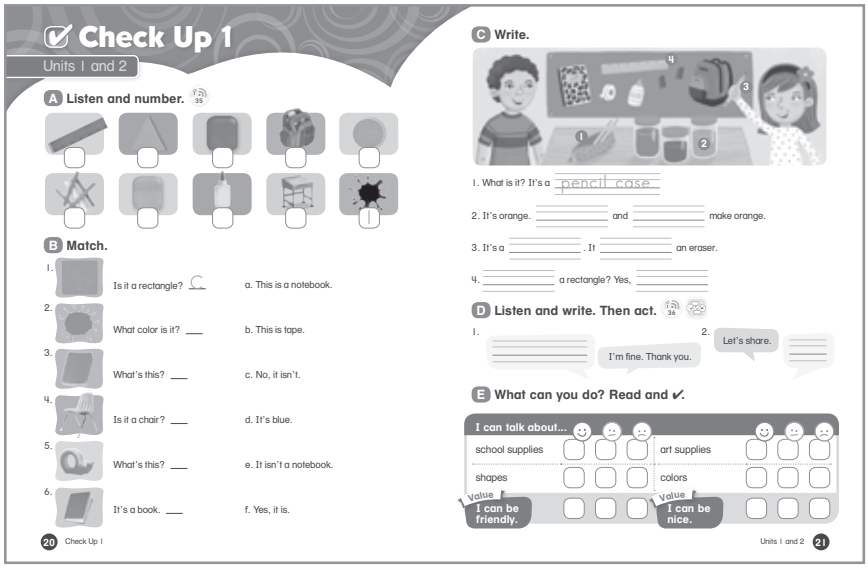
Games and Activities

- **BINGO** (Teacher's Book pages 28–31). Students use nine of their handmade picture cards to make their BINGO board.
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Hold up an object and make three statements about it. For example: *It's an eraser. It's orange. Red and blue make orange.* Students must listen carefully to catch the "lie" and then say the correct statement: *Red and yellow make orange.*

Extra Practice

Workbook pages 18–19
Student Audio CD Tracks 22–23
Unit 2, Lesson 4 Worksheet
Unit 2 Test
iTools
Online Practice

Check Up 1



Student Book pages 20–21

Review Language
- Units 1 and 2 grammar and vocabulary

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

Student Book page 20

Warm up

1. Greet the class and sing *The Alphabet* (Class CD1 Track 05) with students.
2. Play **Categories** (Teacher's Book pages 28–31) to review vocabulary from Units 1 and 2: School Supplies, Art Supplies, Shapes, Colors.
3. Elicit the language from Unit 2, Lesson 4: *Look! It's red.* Students use items in the classroom to practice with their neighbors.

A Listen and number.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Play Class CD1 Track 35. Students listen and number the items in the order they hear them.

CD 1 35

1. black
2. backpack
3. pink
4. desk
5. chalk
6. triangle
7. purple
8. circle
9. ruler
10. glue

Answer Key

Top row: 9, 6, 7, 2, 8
Bottom row: 5, 3, 10, 4, 1

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

B Match.

1. Students look at the picture, read the question, and match it to the correct answer.

Answer Key

1. c	**2.** d	**3.** a
4. f	**5.** b	**6.** e

2. Students practice asking and answering the questions with a partner, using their books.
3. Write new questions on the board for each picture and have volunteers answer. Then have students practice the new questions and answers in new pairs.

Student Book page 21

C Write.

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

Answer Key	
1. pencil case	**2.** yellow, red
3. pencil, isn't	**4.** Is it, it is

D Listen and write. Then act.



1. Review key language from the previous two units. Use picture cards or cue vocabulary or play a short game to reactivate language.
2. Play Class CD1 Track 36. Students listen and read the speech bubbles. Students listen for the missing text.

CD 1 36

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

3. Play Class CD1 Track 36 track again. Students write the missing language on the page.
4. Groups or pairs of students role-play the dialogue.

E What can you do? Read and ✔.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share.

Games and Activities

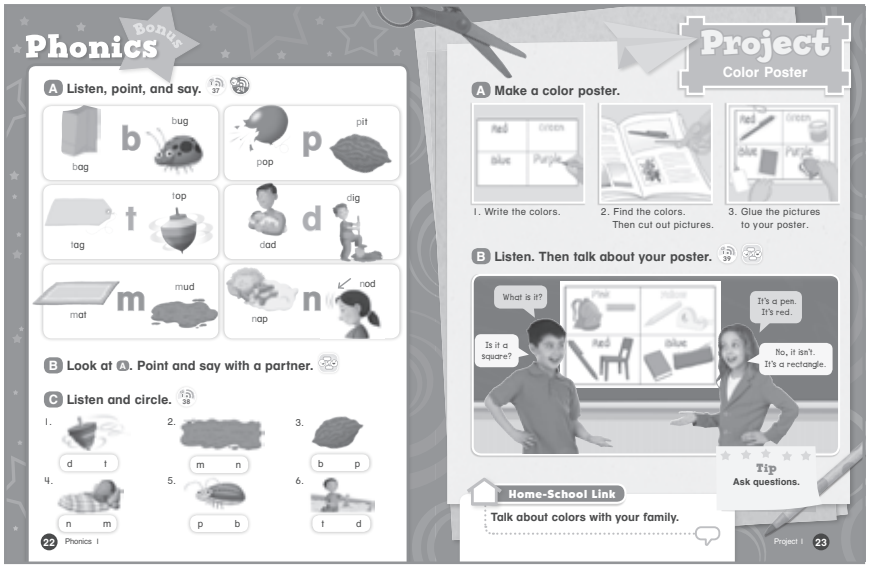
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Telephone** (Teacher's Book pages 28–31) using language from Units 1 and 2. For example, whisper *Red and white make pink* at one end of the line, and *This is my book. It's pink* at the other end.
- **Binoculars** (Teacher's Book pages 28–31) using language from Units 1 and 2. Play in pairs or small groups. For example one student says, "It's a white circle" and the other student(s) have to go and touch the item.
- **Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 1 and 2. For example, hold up pencil and say, "This is tape." Or cut a triangle out of a piece of blue paper and say, "It's a red circle." Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you hold up items, say some correct sentences and some incorrect ones so that students have to listen carefully.

Extra Practice

Workbook pages 20–22
iTools
Online Practice

Bonus Phonics



Student Book pages 22–23

Phonics
• Initial consonants b, p, t, d, m, n

Materials
Picture Cards 07, 08, 12, 13, 21, 22, 26; Class CD1 Tracks 37–38

Project Language
• Units 1 and 2 grammar and vocabulary

Materials
Class CD 1 Track 39; scissors, markers or crayons, glue, magazines

Student Book page 22

Warm up

1. Write the alphabet on one side of the board. Point to each letter and say it, overemphasizing the sound. Have students repeat, exaggerating their lip shapes.
2. Write the words *paint*, *tape*, *blue*, *Danny*, *notebook*, and *make* on the other side of the board. Point to each word as you say it. Have a student come to the board and draw a line matching the initial consonant to the alphabet letter on the other side of the board.
3. Play **Card Grab** (Teacher's Book pages 28–31) with alphabet cards.

A Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 26.

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

Pronouncing b and p

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

Pronouncing t and d

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

Pronouncing m and n

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

2. Drill the new sounds. Point to each letter on the board, say the sound, and ask students to repeat. Continue until students can produce the sounds on their own. Gradually increase the speed of the activity.
3. Play Class CD1 Track 37. Students listen, point, and say along with the CD.

CD 1 37

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

4. Link the sounds. Hold up Picture Cards 07 (pen), 08 (pencil), 12 (backpack), 13 (book), 21 (paint), 22 (paper), and 26 (tape). For each card, say the letter, the sound, and the word; for example, *b*, /b/, *book*. Students repeat. Then write *b, p, t, d, m,* and *n* on

the board. Set the picture cards on a desk. Say (*p*, /p/). A student sets Picture Card 08 under *p*, and says *(pencil)*. Point and have the class say *(p*, /p/, *pencil)*. Continue with the rest of the cards. For the letter *n*, students practice with their books.

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



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

C Listen and circle.

1. Play Class CD1 Track 38. Students listen and circle each word's initial consonant.

CD 38

1. toad	2. mud	3. pit
4. nap	5. bug	6. dig

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

Answer Key		
1. t	**2.** m	**3.** p
4. n	**5.** b	**6.** d

Project Color Poster

Student Book page 23

A Make a color poster.

See *Teaching Projects*, Teacher's Book page 26.

1. Explain to students that they will make a poster that shows four colors. Review colors that students have learned and write them on the board. Students choose four colors.
2. Students draw four squares on their paper and label each square with each of their four colors.
3. Students look through magazines and cut out pictures of items that represent each of their colors.
4. Students glue the pictures in the matching color square.

B Listen. Then talk about your poster.



1. Play Class CD1 Track 39. Students listen, point to the speech bubbles, and say along with the CD.

CD 39

What is it?
It's a pen. It's red.
Is it a square?
No, it isn't. It's a rectangle.

2. Students pairs practice the pattern using their posters.
3. **Tip:** Direct students' attention to the tip: *Ask questions*. In pairs, students play **Beanbag Toss** (Teacher's Book pages 28–31) using their posters.

The student asks a question about the picture the beanbag lands on.

Home-School Link

1. Tell the students to share what they've learned in class at home.
2. Role-play with a few stronger students to demonstrate sample language to the class.
3. Students make a list of items and their colors that they talked about with their family and present their list to the class.

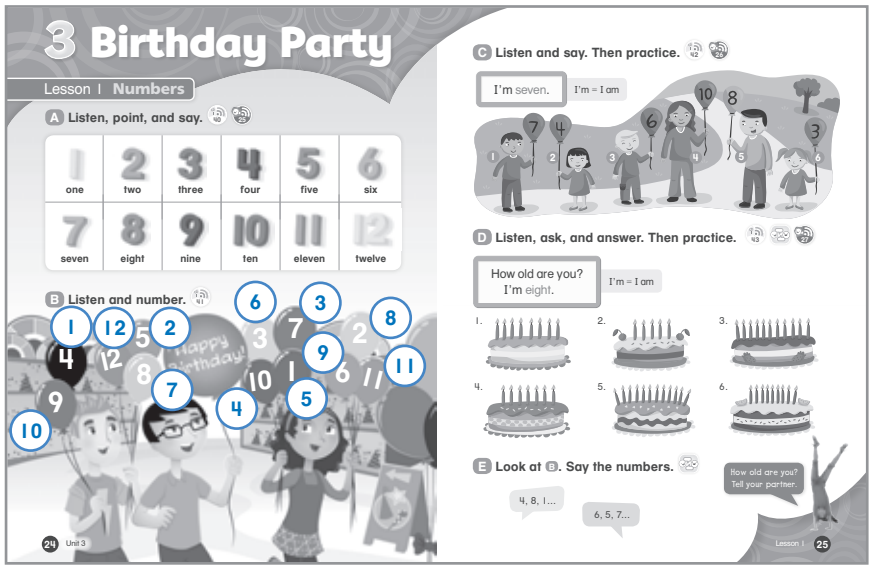
Games and Activities

- *Phonics:* **Everybody Up! Everybody Down!** (Teacher's Book pages 28–31) with the new phonics sounds.
- *Project:* **Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 1 and 2. Hold up classroom objects and say some correct and some incorrect sentences. For example, hold up a pencil and say, *This is tape*. Students raise their hands when they hear a mistake and correct it.

Extra Practice

Workbook page 23
Student Audio CD Track 24
iTools
Online Practice

Lesson 1 Numbers



Student Book pages 24–25

Objectives
- Talking about numbers and age

Grammar
- Simple present statements with *be* (1st person singular)

  I'm seven.
- Information question with *how*

  How old are you? I'm eight.

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

Materials
Picture Cards 38–49; Class CD1 Tracks 40–43

Student Book page 24

Warm up

1. Greet the class. Then greet a student saying *Hi, how are you?* Elicit *I'm (fine). How are you?* and respond. Students greet their neighbors.
2. Play **Fruit Salad** (Teacher's Book pages 28–31) with introductions. Walk around the circle and tap two students on the shoulder. Those students stand and introduce themselves: *I'm (Ben). What's your name? (My name is) (Mark).* Then they switch places.
3. Elicit the Unit 2, Lesson 4 language: *Blue and yellow make green.* Then hold up objects in different colors and ask *What color is it?* Students answer *It's (green). (Blue and yellow) make (green).*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 38–49 to introduce the numbers. Continue until students can produce the words on their own.
2. Review the command *Count* from the Welcome unit. When you say *count*, students count up to twelve. Then hold up different numbers of fingers and have students count them.
3. Link the language. Combine Unit 2, Lesson 2 grammar patterns with the new vocabulary. Hold up a picture card and ask *What number is it?* Elicit *It's (seven).* After a round, invite individual students to select a picture card, hold it up, and ask the class what number it is.
4. Play Class CD1 Track 40. Students listen, point, and say along with the CD.

CD 1 40

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

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

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:

   Danny, Mike, and Emma are going to a birthday party. They have balloons. Mike has one balloon. Emma and Danny have twelve balloons. Emma has seven balloons. Danny has five balloons.

2. Play Class CD1 Track 41. Students listen and number the items in the picture.

CD 1 41

1. Four! It's black.
2. Five! It's green.
3. Seven! It's blue.
4. Ten! It's purple.
5. One! It's brown.
6. Three! It's pink.
7. Eight! It's yellow.
8. Two! It's blue.
9. Six! It's orange.
10. Nine! It's red.
11. Eleven! It's gray.
12. Twelve! It's pink.

3. Students discuss what else they see in the picture using previously learned language.

Student Book page 25

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *I'm seven.*
2. Present the contraction: *I'm = I am*
3. Present the first grammar box on page 25.
4. Play Class CD1 Track 42. Students listen and say along with the CD.

CD 1 42

I'm seven.
I'm = I am

1. I'm seven.	2. I'm four.	3. I'm six.
4. I'm ten.	5. I'm eight.	6. I'm three.

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

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the pattern: *How old are you? I'm eight.*
2. Present the second grammar box on page 25.
3. Play Class CD1 Track 43. Students listen, ask, and answer along with the CD.

CD 1 43

How old are you? I'm eight.
I'm = I am

1. How old are you?		I'm eight.
2. How old are you?		I'm five.
3. How old are you?		I'm eleven.
4. How old are you?		I'm seven.
5. How old are you?		I'm twelve.
6. How old are you?		I'm nine.

4. Student pairs practice the pattern, using their books.

E Look at B. Say the numbers.



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking and communication skills to take turns asking and answering the question.

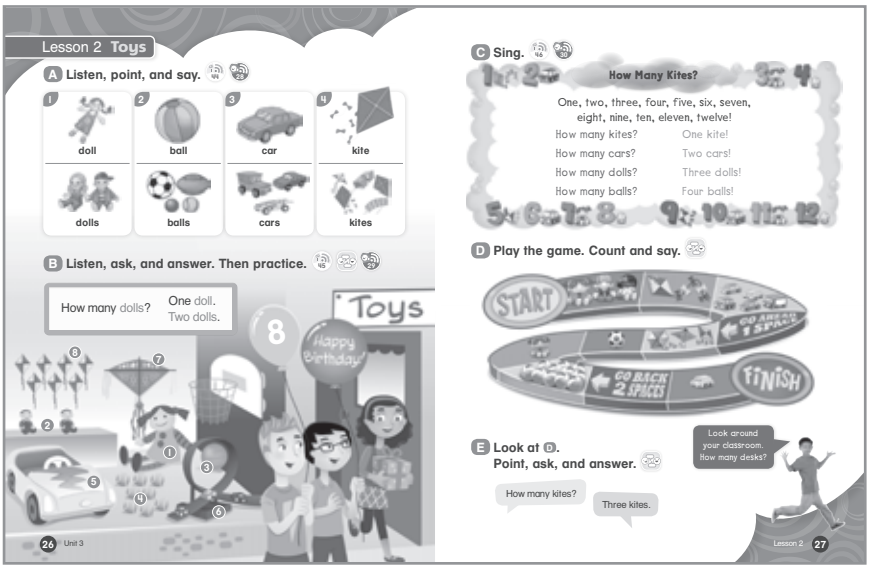
Games and Activities

- Play **Rollers** (Teacher's Book pages 28–31) in pairs. Students ask *How old are you?* and roll the ball to another student, who answers *I'm (eight).*
- **Freeze** (Teacher's Book pages 28–31). As you play music, students move around the room. Stop the music. Say a number from one to twelve. Students form groups of that number.
- **Charades** (Teacher's Book pages 28–31). Assign pairs a number to "act out." The class asks each pair *How old are you?* The pair uses their bodies to form the number. The class guesses the number.

Extra Practice

Workbook pages 24–25
Student Audio CD Tracks 25–27
iTools
Online Practice

Lesson 2 Toys



Student Book pages 26–27

Objectives
- Asking and answering about toys

Grammar
- Information question with *how many*
- Plural nouns with *-s*

How many dolls?
One doll. / Two dolls.

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

Materials
Picture Cards 38–49, 50–57; Class CD1 Tracks 44–46

Student Book page 26

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 50–57 to introduce the toys. Continue until students can produce the words on their own.
2. Introduce plural nouns. Draw students' attention to the *–s* at the end of the plural words. Explain that adding *–s* makes a singular word plural. Say (*doll, dolls*) and students repeat after you.
3. Link the language. Display Picture Cards 50 and 51 of new vocabulary words. Point to the cards, saying *One doll. Two dolls.* Students repeat. Do the same for ball/balls, car/cars, and kite/kites.
4. Play Class CD1 Track 44. Students listen, point, and say along with the CD.

CD 2 44

1. doll, dolls
2. ball, balls
3. car, cars
4. kite, kites

5. Students practice by pointing to different toys or pictures of toys and saying the words.

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *How many dolls? One doll. / Two dolls.*
2. Direct students' attention to the grammar box on page 26.
3. Play Class CD1 Track 45. Students listen, point to the items in the picture, and say along with the CD.

CD 1 45

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

6. How many cars? Three cars.
7. How many kites? One kite.
8. How many kites? Seven kites.

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

Student Book page 27

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Students look at the pictures and name the colors and objects they see.
2. Read the song lyrics with the students.
3. Play Class CD Track 46. Students listen and then sing along with the CD.

CD 1 46

How Many Kites?

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve! (x2)
How many kites?
One kite!
How many cars?
Two cars!
How many dolls?
Three dolls!
How many balls?
Four balls!

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve! (x2)
How many kites?
Five kites!
How many cars?
Six cars!
How many dolls?
Seven dolls!
How many balls?
Eight balls!

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve! (x2)
How many kites?
Nine kites!
How many cars?
Ten cars!
How many dolls?
Eleven dolls!
How many balls?
Twelve balls!
One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve! (x2)

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

D Play the game. Count and say.

1. Students play in pairs. Give each pair a coin and explain that one side equals 1 space and the other side equals 2 spaces. Model the game with a student: Flip the coin and move the number of spaces indicated. Ask the question on the space, *How many (dolls)?* Elicit the answer *Three dolls*. Point out the spaces where students will move ahead and back if they land on them.
2. Students take turns flipping the coin and asking and answering questions.

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

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Collaboration: Direct students' attention to the Everybody Up Friend. Student pairs collaborate and use critical thinking to look around the classroom to determine the number of different items. Then they take turns asking and answering the question.

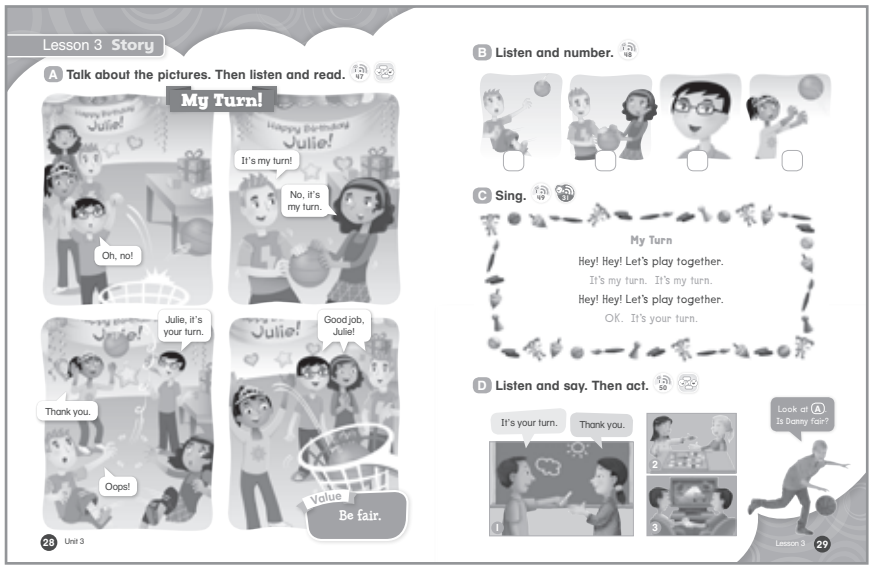
Games and Activities

- **Blindfold** (Teacher's Book pages 28–31). Provide student pairs with realia for new vocabulary words (*doll, dolls*). S1 asks S2 *How many (dolls)?* S2 replies *(Two dolls).*
- **How Many?** (Teacher's Book pages 28–31). Place 1–12 items in the box and a larger number in a pool in the middle. Ask each student *How many (balls)?* Students try to guess the number of items in the box, saying *(Seven balls).*
- **Station Stop** (Teacher's Book pages 28–31). At each station stop, show a picture card and ask a student *How many (cars)?* A correct answer wins that student a ticket.

Extra Practice

Workbook pages 26–27
Student Audio CD Tracks 28–30
iTools
Online Practice

Lesson 3 Story



Student Book pages 28–29

Objectives
- Building reading and listening skills

Conversation
- Taking turns

It's your turn.
Thank you.

Value
Be fair.

Materials
Class CD1 Tracks 31, 47–50

Student Book page 28

Warm up

1. Greet the class and sing *Let's share* (Class CD1, Track 31).
2. Review language from Unit 2, Lesson 3: *Let's share. OK.* Encourage students to look for opportunities to use the language in class today.
3. Elicit the Unit 3, Lesson 2 language: *How many desks?* Students play **Binoculars** (Teacher's Book pages 28–31), varying this expression as they point at items in the classroom and say what they see.

A Talk about the pictures. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and name the characters, colors, and objects they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD1 Track 47. Students listen, point, and read along with the CD.

CD 47

My Turn!

Mike:	Oh, no!
Danny:	It's my turn!
Emma:	No, it's my turn.
Danny:	Oops!
Mike:	Julie, it's your turn.
Julie:	Thank you.
Mike, Emma, & Danny:	Good job, Julie!

4. Read the story aloud with the students. Then direct students' attention to the value *Be fair* and play the track again. Students listen and read along. Ask if students can think of other examples of this value.

Student Book page 29

B Listen and number.

1. Students look at each picture and say what they think is happening.

2. Play Class CD1 Track 48. Students listen and number the pictures.

CD 1 48

1. Danny: It's my turn!
   Emma: No, it's my turn.
2. Danny: Oops!
3. Julie: Thank you.
4. Mike: Julie, it's your turn.

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

Answer Key

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

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Students look at the picture and talk about what they see.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 49. Students listen and then sing along with the CD.

CD 1 49

My Turn

Hey! Hey! Let's play together.
It's my turn. It's my turn.
Hey! Hey! Let's play together.
OK. It's your turn.

Hey! Hey! Let's play together.
It's your turn. It's your turn.
Hey! Hey! Let's play together.
OK. It's my turn.

(x2)

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

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

1. Play Class CD1 Track 50. Students listen and say along with the CD, in pairs.

CD 1 50

It's your turn.
Thank you.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking to look at the story in A and determine if Danny is fair. Then they use communication skills to take turns asking and answering the question.

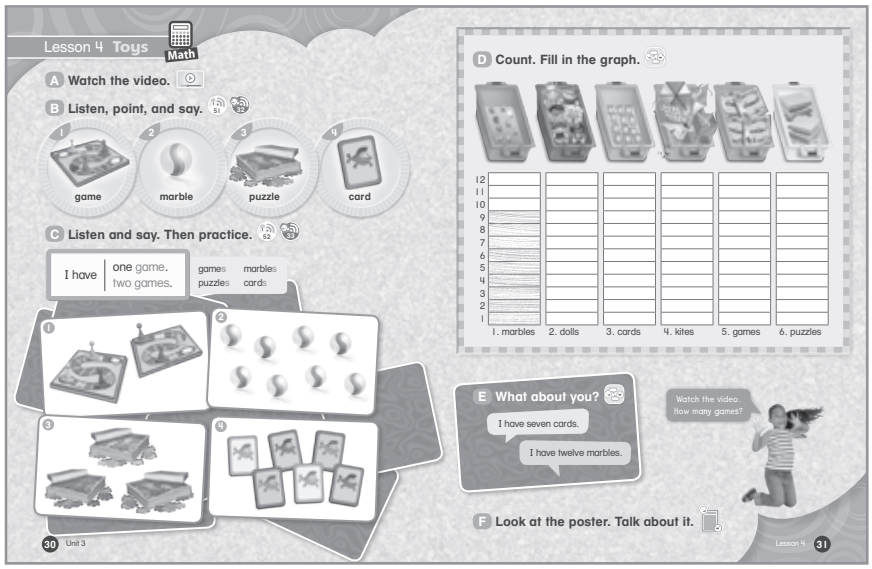
Games and Activities

- **Order the Pictures** (Teacher's Book pages 28–31). Draw simple pictures to illustrate the story, cut them out, and give each student a set. Read the story aloud. Students listen and put the pictures in order.
- Act out **A New Story** (Teacher's Book pages 28–31). Put students in groups of four. Each group creates a new story and acts it out for the class. Stories should demonstrate the value *Be fair.*
- Draw **A New Story** (Teacher's Book pages 28–31). Using the existing story as a model, each student writes and draws a new story with new scenes and characters. Stories should demonstrate the value *Be fair* and include the target language *It's your turn. Thank you.*

Extra Practice

Workbook pages 28–29
Student Audio CD Track 31
Unit 3, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Toys



Student Book pages 30–31

Objectives
- Talking about toys

Grammar
- Simple present statements with *have* (1st person singular)
- Plural nouns with *-s*

I have one game / two games.

Vocabulary
Toys: game, marble, puzzle, card

Materials
Picture Cards 58–61; Class CD1 Tracks 46, 51–52; Unit 3 Video and Poster, Toys

Student Book page 30

School Subject Connection: Math

Lesson 4 is a cross-curricular lesson with a connection to math. Students can practice counting school and art supplies around the classroom. Review the shapes taught in Unit 1, Lesson 4 (circle, square, triangle, rectangle). Then students can count how many of these shapes they find in the classroom.

Warm up

1. Greet the class. Then students can greet each other by saying *Hi* or *Hello* and asking and answering one question, such as *How are you?, How old are you?,* or *What's your name?*
2. Sing *How Many Kites?* (Class CD1 Track 46). As students sing, invite them to point to items or pictures of items they see in the classroom.
3. Review the Unit 3, Lesson 3 conversation language: *It's your turn. Thank you.* Encourage students to look for ways to use this language in class today.

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about numbers. Play **Find** (Teacher's Book, pages 28–31) and give students additional counting tasks, such as *Find three blue squares* or *Find a pink circle*. Challenge them to count up to twelve and back down to one, add and subtract numbers, or perform other familiar math activities (all in English). If possible, invite a math teacher to visit the class and lead these activities. Ask students what they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117 for reference.
2. Play the video again. Pause the video and ask students questions about the toys. Encourage them to answer in full sentences to practice *How many girls? (Two.) What's this? (It's a doll, puzzle, game) What color is it? (It's red.)*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

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

3. Play Class CD1 Track 51. Students listen, point, and say along with the CD.

CD 2 51

1. game
2. marble
3. puzzle
4. card

4. Student pairs practice by pointing to pictures in their books and saying new vocabulary words.

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *I have one game. / I have two games.*
2. Introduce the plural forms of the new vocabulary: *games, marbles, puzzles, cards*. Remind students that adding *–s* makes a noun plural.
3. Direct students' attention to the grammar box on page 30.
4. Play Class CD1 Track 52. Students listen and say along with the CD.

CD 1 52

I have one game.
I have two games.
games, marbles, puzzles, cards

1. I have two games.
2. I have eight marbles.
3. I have three puzzles.
4. I have six cards.

5. Students practice the patterns on their own, using their books.
6. Students make their own picture cards for the new vocabulary words, both singular and plural. Give each student eight blank cards and drawing supplies. Students may draw up to 12 objects.

Student Book page 31

D Count. Fill in the graph.

Student pairs look at each picture and count the number of toys in the bin. Then they color in the graph with the correct amount. Then they take turns saying how many of each item: *I have nine marbles.*

E What about you?

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

F Look at the poster. Talk about it.

See *Teaching with Posters*, Teacher's Book page 26.

1. Students identify familiar objects in the poster images. See Teacher's Book page 118 for poster information.
2. Students talk about the poster using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking to create a list or a chart of the toys and how many of each, and how many girls and boys are in the video. Students communicate their findings with the class or with neighbors.

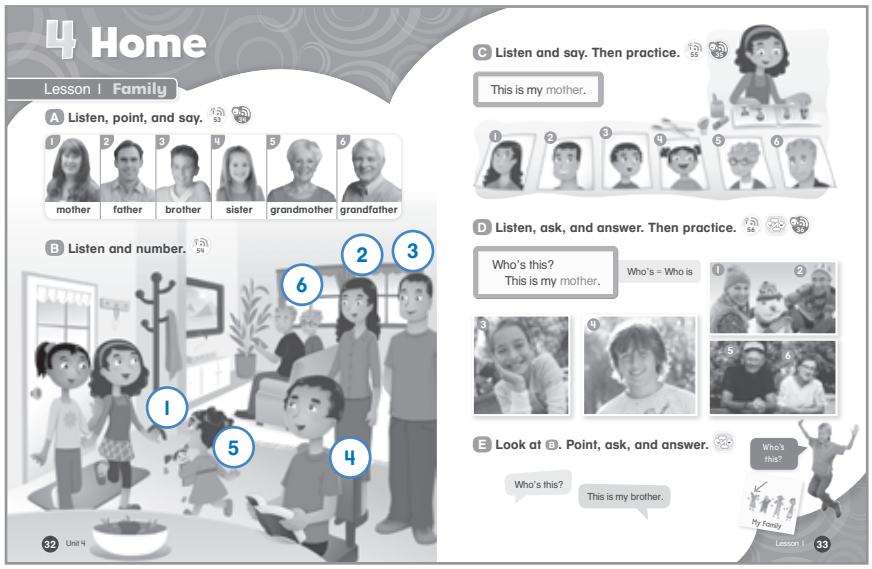
Games and Activities

- **Memory** (Teacher's Book pages 28–31). Students use their own handmade picture cards. In this version, students try to find the matching singular and plural cards (e.g., *game* and *games*).
- **BINGO** (Teacher's Book pages 28–31). To make their BINGO board, students use all eight of their handmade picture cards and one blank space to serve as a wildcard. The caller calls out singular and plural Lesson 4 vocabulary words. When a winner calls *Bingo!*, the student must say *I have (one game). I have (three marbles). I have (one puzzle).*
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Select three cards from the students' handmade picture cards. Show students the cards and make three statements about them. For example: *I have six games. I have one card. I have two marbles.* Students listen carefully to catch the "lie" and then say the correct statements.

Extra Practice

Workbook pages 30–31
Student Audio CD Tracks 32–33
Unit 3, Lesson 4 Worksheet
Unit 3 Test
iTools
Online Practice

Lesson 1 Family



Student Book pages 32–33

Objectives
- Talking about family members

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

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

Materials
Picture Cards 62–67; Class CD1 Tracks 17, 53–56

Student Book page 32

Warm up

1. Greet the class and sing *Hi! How are you?* (Class CD1 Track 17).
2. Play **Fruit Salad** (Teacher's Book pages 28–31). Call out the names of two students seated in the circle. Those two students stand, ask each other *How old are you?,* and respond *I'm eight.* Then they switch places.
3. Elicit the Unit 3, Lesson 4 language: *I have two games.* Students find toys in the classroom and practice their own sentences with their neighbors.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 62–67 to introduce the new words. Continue until students can produce the words on their own.
2. Play **Guess the Next Card** (Teacher's Book pages 28–31) using Picture Cards 62–67.
3. Link the language. Combine Unit 1, Lesson 1 grammar patterns with the new vocabulary. Hold up a picture card and ask *What is it?* Elicit *It's a* (*mother*).
4. Play Class CD1 Track 53. Students listen, point, and say along with the CD.

CD 53

1. mother
2. father
3. brother
4. sister
5. grandmother
6. grandfather

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

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:
   Julie is at Emma's house. Hello! This is Emma's sister. Her name is Ann. This is Emma's mother, father, and brother. There is Emma's grandmother and grandfather, too.
2. Play Class CD1 Track 54. Students listen and number the items in the picture.

CD 54

1. Ann: Hi, Emma!
   Emma: Hi, Ann!
2. Julie, my mother.
3. My father.

4. My brother.
5. My sister.
6. My grandmother and my grandfather.

Julie: Nice to meet you.
All: Nice to meet you, too.

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

Student Book page 33

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *This is my mother.*
2. Present the first grammar box on page 33.
3. Play Class CD1 Track 55. Students listen and say along with the CD.

CD 55

This is my mother.

1. Emma: This is my mother.
2. Emma: This is my father.
3. Emma: This is my brother.
4. Emma: This is my sister.
5. Emma: This is my grandmother.
6. Emma: This is my grandfather.

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

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the pattern: *Who's this? This is my mother.*
2. Present the contraction: *Who's = Who is*
3. Present the second grammar box on page 33.
4. Play Class CD1 Track 56. Students listen, ask, and answer along with the CD.

CD 56

Who's this? This is my mother.
Who's = Who is

1. Who's this? This is my mother.
2. Who's this? This is my father.
3. Who's this? This is my sister.
4. Who's this? This is my brother.
5. Who's this? This is my grandfather.
6. Who's this? This is my grandmother.

5. Students practice the pattern in pairs, using their books.
6. Play **Word Roll** (Teacher's Book pages 28–31). Each student makes a die using the six new words. Pairs roll their dice and practice the pattern.

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Creativity: Direct students' attention to the Everybody Up Friend. Students draw a picture of their own family similar to the Everybody Up Friend's picture. Students use communication skills to take turns asking and answering the question about each other's picture.

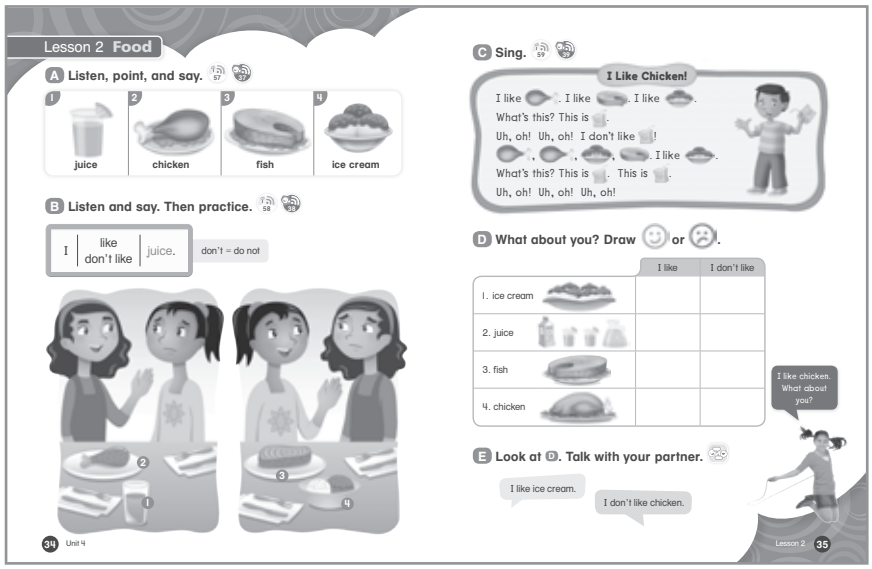
Games and Activities

- **Teacher's Mistake** (Teacher's Book pages 28–31). Draw a picture of your own family. Point to each person and say *This is my (father)*. Students watch and listen carefully. When they catch a mistake, they say the correct sentence.
- **Circles** (Teacher's Book pages 28–31). Inner-ring students hold their family drawings. Outer-ring students point to a person in the drawing and ask *Who's this?* Inner-ring students answer *This is my (sister)*.
- **Picture Sentences** (Teacher's Book pages 28–31). Prepare word cards for *Who's, This, this, is,* and *my.* Display these cards and Picture Cards 62–67. Say to a student pair *Who's this? This is my (brother).* They put the cards in the correct order.

Extra Practice

Workbook pages 32–33
Student Audio CD Tracks 34–36
iTools
Online Practice

Lesson 2 Food



Student Book pages 34–35

Objectives
- Talking about likes and dislikes with food

Grammar
- Affirmative and negative statements with *like* (1st person singular)

  I like juice / don't like juice.

Vocabulary
Food: juice, chicken, fish, ice cream

Materials
Picture Cards 62–67, 68–71; Class CD1 Tracks 57–59

Student Book page 34

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 68–71 to introduce the foods. Continue until students can produce the words on their own.
2. Link the language. Combine grammar patterns from Unit 2, Lesson 1 with the new vocabulary. Hold up a picture card and ask *What's this?* Elicit *This is (juice).* Continue with new words.
3. Play Class CD1 Track 57. Students listen, point, and say along with the CD.

CD 57

1. juice
2. chicken
3. fish
4. ice cream

4. Give four blank cards and drawing supplies to each student. Then they make picture cards for the new vocabulary. Students practice pointing to their own picture cards and saying the words.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *I like juice. / I don't like juice.*
2. Present the contraction: *don't = do not*
3. Direct students' attention to the grammar box on page 34.

4. Play Class CD1 Track 58. Students listen, point to the items in the picture, and say along with the CD.

CD 58

I like juice.
I don't like juice.
don't = do not

1.	Emma:	I like juice.
	Julie:	I don't like juice.
2.	Emma:	I like chicken.
	Julie:	I don't like chicken.
3.	Julie:	I like fish.
	Emma:	I don't like fish.
4.	Julie:	I like ice cream.
	Emma:	I don't like ice cream.

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

Student Book page 35

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Students look at the pictures and name the foods they see.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 59. Students listen and then sing along with the CD.

CD 59

I Like Chicken!
I like chicken! I like fish! I like ice cream!
What's this? This is juice.
Uh, oh! Uh, oh! I don't like juice!
Chicken, chicken, ice cream, fish! I like ice cream!
What's this? This is juice. This is juice.
Uh, oh! Uh, oh! Uh, oh!
I like chicken! I like fish! I like ice cream!
What's this? This is juice.
Uh, oh! Uh, oh! I don't like juice!
(x2)
I don't like juice!

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

D What about you? Draw ☺ or ☹.

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

E Look at D. Talk with your partner.



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Collaboration: Direct students' attention to the Everybody Up Friend. Students use collaboration skills to look together at their charts from Exercise D and their communication skills to take turns asking and answering the question.

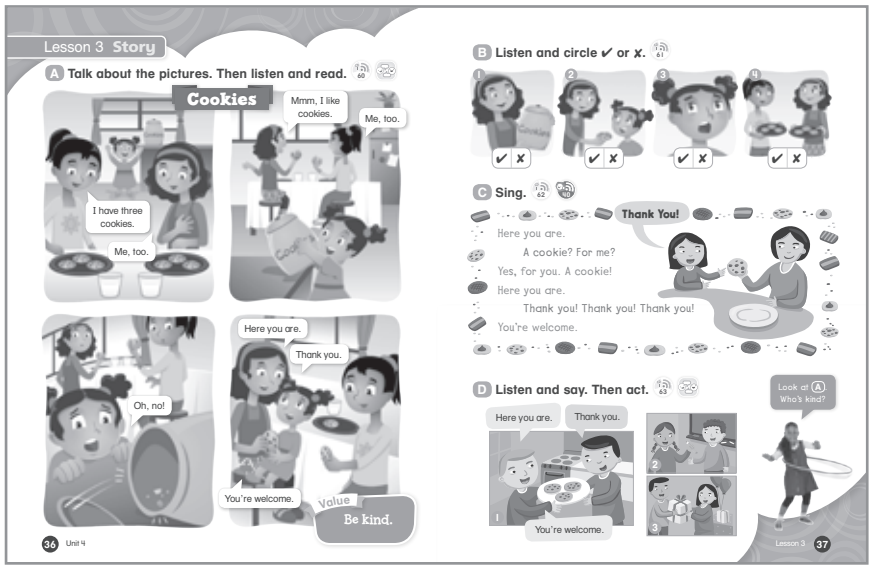
Games and Activities

- **Card Grab** (Teacher's Book pages 28–31). Students play alone, using their own handmade picture cards. When you call a word, students race to hold up the correct card.
- **Buzzers** (Teacher's Book pages 28–31) using Picture Cards 68–71. The first student to slap the "buzzer" can win a point by making a sentence using the prompt card: *I (like) (ice cream).*
- **Memory** (Teacher's Book pages 28–31) in groups of four, using four sets of student-made picture cards. Students make a sentence about each card they turn over.

Extra Practice

Workbook pages 34–35
Student Audio CD Tracks 37–39
iTools
Online Practice

Lesson 3 Story



Student Book pages 36–37

Objectives
- Building reading and listening skills

Conversation
- Offering something to someone

Here you are.
Thank you.
You're welcome.

Value
Be kind.

Materials
Picture Cards 68–71; Class CD1 Tracks 59, 60–63

Student Book page 36

Warm up

1. Greet the class and ask students to sing *I Like Chicken!* (Class CD1 Track 59).
2. Review food vocabulary. Hold up Picture Cards 68–71 one by one, eliciting words without saying them yourself. Begin again, speeding up the activity as students become comfortable.
3. Elicit the Lesson 2 language: *I like chicken. What about you?* Students can practice their own conversations with their neighbors.

A Talk about the pictures. Then listen and read.

See *Teaching Stories,* Teacher's Book page 25.

1. Students look at the pictures and name the characters, colors, and foods they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD1 Track 60. Students listen, point, and read along with the CD.

CD 60

Cookies

Julie:	I have three cookies.
Emma:	Me, too.
Emma:	Mmm, I like cookies.
Julie:	Me, too.
Ann:	Oh, no!
Emma:	Here you are.
Ann:	Thank you.
Emma:	You're welcome.

4. Read the story aloud with the students. Then direct students' attention to the value *Be kind* and play the track again. Students listen and read along. Ask if students can think of other examples of this value.

Student Book page 37

B Listen and circle ✔ or ✘.

1. Students look at each picture and say what they think is happening.
2. Play Class CD1 Track 61. Students listen and circle ✓ or ✗.

CD 61

1. Julie: I have three cookies.
   Emma: Me, too.
2. Emma: Here you are.
   Ann: Thank you.
   Emma: You're welcome.
3. Ann: Oh, no!
4. Emma: Mmm, I like cookies.

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

Answer Key			
1. X	**2.** ✓	**3.** ✓	**4.** X

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Students look at the picture and talk about what they see.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 62. Students listen and then sing along with the CD.

CD 62

Thank You!

Here you are.
A cookie? For me?
Yes, for you. A cookie!
Here you are.
Thank you! Thank you! Thank you!
You're welcome.

(x2)

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

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

1. Play Class CD1 Track 63. Students listen and say along with the CD, in pairs.

CD 63

Here you are.
Thank you.
You're welcome.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking to look at the story in A and determine who is kind. Then they use communication skills to take turns asking and answering the question.

Games and Activities

- Draw **A New Story** (Teacher's Book pages 28–31). Using the existing story as a model, each student writes and draws a new story with new scenes and characters. Stories should demonstrate the value *Be kind* and include the target language *Here you are. Thank you. You're welcome.*
- **Toss and Tell** (Teacher's Book pages 28–31). A student says a line from the story and tosses a beanbag or ball to the next student, who responds (following the story). Review possible exchanges before starting:

  I have three cookies. / Me, too.

  I like cookies. / Me, too.

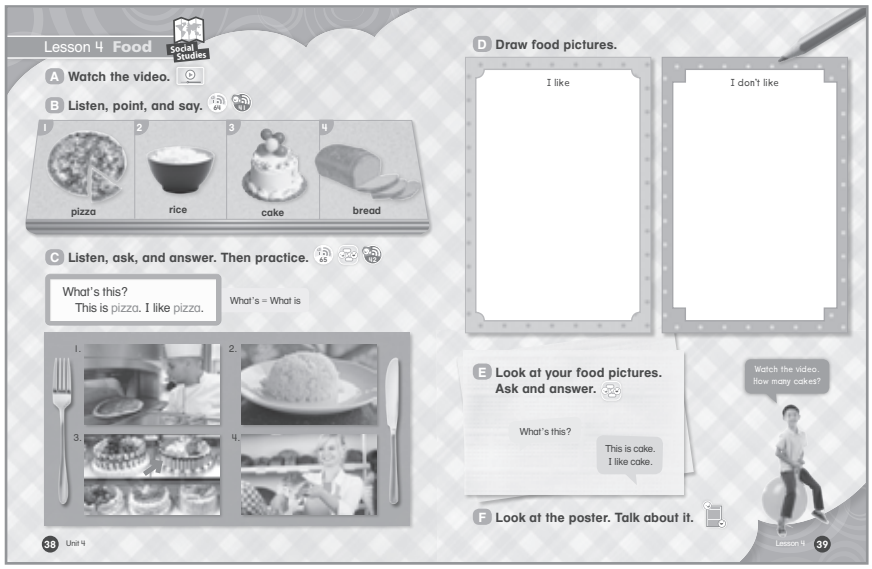
  Here you are. / Thank you.

  Thank you. / You're welcome.

Extra Practice

Workbook pages 36–37
Student Audio CD Track 40
Unit 4, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Food



Student Book pages 38–39

Objectives
- Asking and answering about food

Grammar
- Information question with *what*

What's this?
This is pizza. I like pizza.

Vocabulary
Food: pizza, rice, cake, bread

Materials
Picture Cards 72–75; Class CD1 Tracks 62, 64–65; Unit 4 Video and Poster, Food

Student Book page 38

School Subject Connection: Social Studies

Lesson 4 is a cross curricular lesson with a connection to social studies. Talk about the different foods on page 38: *Do you eat (rice)?* Ask students what their favorite snacks are. Ask if all of their friends eat the same food. Talk about how people in different countries eat many of the same foods.

Warm up

1. Greet the class. Then greet individual students and ask different questions with familiar language. For example: *Hi, Ted. How are you? Hello, Bella. How old are you?*
2. Sing *Thank You!* (Class CD1 Track 62).
3. Review the Unit 4, Lesson 3 conversation language. Use a picture or prop and gestures to act out sharing some food with a student. Say to this student *Here you are.* The student answers *Thank you.* You respond *You're welcome.* Divide the class into two groups, hand out pictures or props, and let students practice the conversation with members of the other group.

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about food. If possible, research information or invite a social studies teacher to visit the class and talk about all the countries that eat rice, bread, and pizza. Ask students what foods they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117 for reference.
2. Play the video again. Pause the video and ask students questions about the food. Encourage them to answer in full sentences. Ask *How many cakes? (nine) What's this? (It's juice. I like juice!)*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 72–75 to introduce the new foods. Continue until students can produce the words on their own.
2. Link the language. Combine grammar from Unit 1, Lesson 2 with the new vocabulary. Hold up each picture card, saying *Is it (pizza)?* Elicit the response *Yes, it is. / No, it isn't.* Continue with additional cards and words.

3. Play Class CD1 Track 64. Students listen, point, and say along with the CD.

CD 2 64

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

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

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What's this? This is pizza. I like pizza.*
2. Present the contraction: *What's = What is*
3. Direct students' attention to the grammar box on page 38.
4. Play Class CD1 Track 65. Students listen and say along with the CD.

CD 1 65

What's this?
This is pizza. I like pizza.
What's = What is

1. What's this? This is pizza. I like pizza.
2. What's this? This is rice. I like rice.
3. What's this? This is cake. I like cake.
4. What's this? This is bread. I like bread.

5. Students practice the patterns in pairs, using their handmade picture cards.

Student Book page 39

D Draw food pictures.

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

E Look at your food pictures. Ask and answer.



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

F Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students identify familiar objects in the poster images. See Teacher's Book page 118 for poster information.
2. Students talk about the poster using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Creativity: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking and creativity to draw how many cakes are in the video. Students communicate their findings with the class or with neighbors.

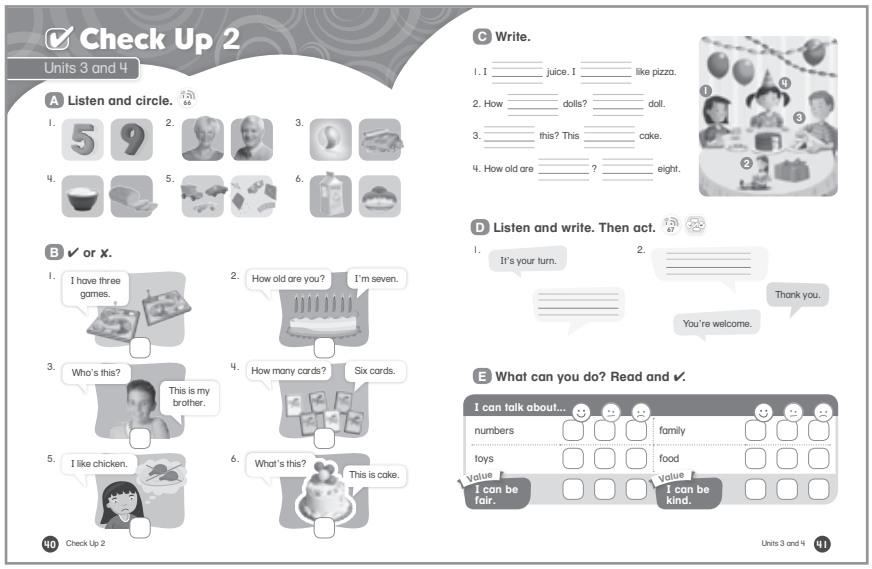
Games and Activities

- **Simon Says** (Teacher's Book pages 28–31). Students use their own handmade picture cards. Tell students they can take a step forward if they hear you say *Simon says.* Call out phrases using Picture Cards 72–75 and Lesson 4 language: *(Simon says) This is* (*pizza*). *I like* (*pizza*). You can include Lesson 2 vocabulary as well *(juice, chicken, fish, ice cream).*
- **Down the Line** (Teacher's Book pages 28–31). Play as a class, or in groups using student-made picture cards for Lesson 2 and Lesson 4. For a challenge question, choose a picture card and ask *What's this?* The student answers *This is (rice). I like (rice).*
- **Telephone** (Teacher's Book pages 28–31). Students form a line. Whisper a different sentence to the student at each end of the line (for example, *This is cake. I like cake.* or *I like juice. I don't like chicken.*)

Extra Practice

Workbook pages 38–39
Student Audio CD Tracks 41-42
Unit 4, Lesson 4 Worksheet
Unit 4 Test
iTools
Online Practice

Check Up 2



Student Book pages 40–41

Review Language
- Units 3 and 4 grammar and vocabulary

Materials
Picture Cards 07–20, 21–37, 38–61, 62–75; Class CD1 Tracks 05, 66–67; a ball; construction paper, yarn, markers or crayons

Student Book page 40

Warm up

1. Greet the class and sing *The Alphabet* (Class CD1 Track 05) with students.
2. Elicit the Unit 4, Lesson 2 language: *I like ice cream. I don't like chicken.* Students create and practice their own expressions.
3. Hold up a mix of Picture Cards from Units 3 and 4 and have students call out the word. Go through the cards a few times, getting faster each time.

A Listen and circle.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Play Class CD1 Track 66. Students listen and circle the items they hear.

CD 1 66

1. five
2. grandmother
3. puzzle
4. bread
5. cars
6. juice

2. Students practice saying all of the words on their own.

3. Play **Picture Sentences** (Teacher's Book pages 28–31). Prepare cards: *Who's, This, this, is, my, I, like, I'm, How many.* Display these cards and Picture Cards 38–75. Students arrange them in the correct order.

B ✔ or ✘.

Students examine the picture and the words in the speech bubbles. Then they put a check in the box if the words and picture match, and an X if they don't match.

Answer Key		
1. ✗	2. ✓	3. ✓
4. ✓	5. ✗	6. ✓

Student Book page 41

C Write.

Students examine the picture and fill in the blanks in the sentences.

Answer Key	
1. like/don't like	**2.** many/One.
3. What's/It's	**4.** you/I'm

D Listen and write. Then act.



1. Play Class CD1 Track 67. Students listen. Play track again and students fill in the blanks with the words they hear.

67

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

2. Students practice the conversations with a partner. Provide classroom objects for them to use as they act out the conversations.

E What can you do? Read and ✔.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share.

Games and Activities

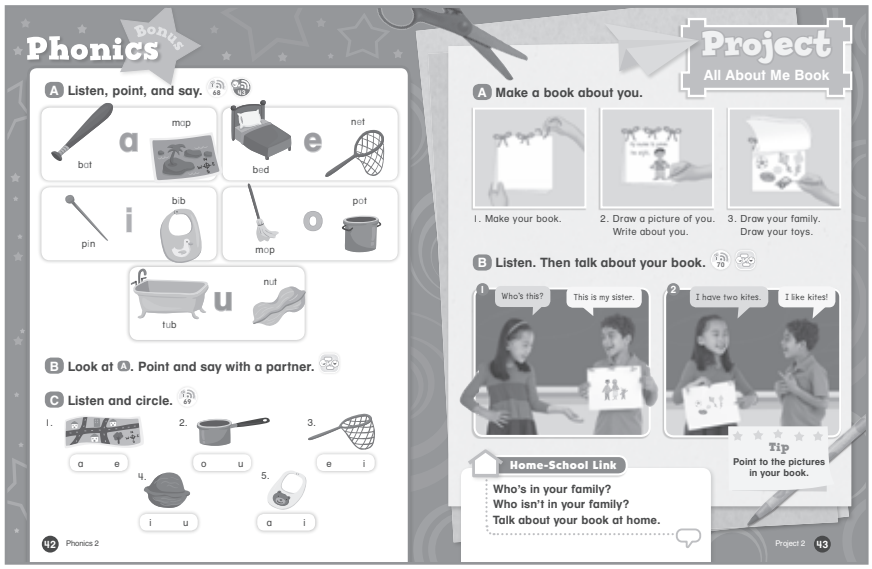
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31) using language from Units 3 and 4. For example, *Food*, *Numbers*, *Family*, *Toys*.
- **Rollers** (Teacher's Book pages 28–31) using language from Units 3 and 4. When each student gets the ball they must substitute a word into the target language. S1: I like chicken. S2: I like ice cream., etc.
- **Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 3 and 4. For example, hold up 3 pencils and say, "Five pencils." Or hold up the picture card of "Grandmother" and say "This is my brother." Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you hold up items, say some correct sentences and some incorrect ones so that students have to listen carefully.

Extra Practice

Workbook pages 40–42
iTools
Online Practice

Bonus Phonics



Phonics
• Short vowels: a, e, i, o, u

Materials
Picture Cards 07–20, 21–37; Class CD1 Tracks 68–69

Project Language
• Units 3 and 4 grammar and vocabulary

Materials
Class CD1 Track 70; scissors, glue, markers or crayons

Student Book pages 42–43

Student Book page 42

Warm up

1. Ask a student to say the first letter of the alphabet. Write it on the board. Point to another student to say the second letter. Continue until the whole alphabet is on the board.
2. Review the initial consonant sounds learned in Phonics 1. Hold up Picture Cards 07–20 and 21–37 for Units 1 and 2 and elicit (p, /p/, pen).
3. Write some of the Phonics words from Units 1 and 2 on the board with the focus sound missing. Say the word, emphasizing the phonics sound and have a student come to the board and write the missing letter.

A Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 26.

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

Pronouncing short vowels

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

Words with short vowels

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

2. Drill the new sounds. Point to each letter on the board, say the sound, and have students repeat. Continue until students are comfortable producing the sounds on their own. Gradually increase the speed of the activity.
3. Play Class CD1 Track 68. Students listen, point, and say along with the CD.

CD 1 68

a (letter), a (sound), bat, map
e (letter), e (sound), bed, net
i (letter), i (sound), pin, bib
o (letter), o (sound), mop, pot
u (letter), u (sound), tub, nut

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

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



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

C Listen and circle.

1. Play Class CD1 Track 69. Students listen and circle each word's vowel.

69

1. map
2. pot
3. net
4. nut
5. bib

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

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

Project All About Me Book

Student Book page 43

A Make a book about you.

See *Teaching Projects*, Teacher's Book page 26.

1. Explain to students that they will make a book about themselves. Review family words and toys and write them on the board. Students plan what they will write and how many pages they will need.
2. Students make holes in their papers at the top and sew them together with yarn.
3. Students draw a picture of themselves and write full sentences with their name and age. On the next pages they draw and write about their family and toys.

B Listen. Then talk about your book.



1. Play Class CD1 Track 70. Students listen, point to the speech bubbles, and say along with the CD.

70

1. Who's this?
   This is my sister.
2. I have two kites.
   I like kites!

2. **Tip:** Draw students' attention to the tip: *Point to the pictures in your book*. Use one of the students' books to demonstrate pointing to a picture while you talk about it.
3. Student pairs practice the pattern using their books.
4. Play **Station Stop** (Teacher's Book pages 28–31) using a student's book at each station. When students stop at a station, choose a student to point to a picture and ask a question. The book's owner answers the question.

Home-School Link

1. Tell the students to share what they've learned in class at home. Their families will be interested in their All About Me Books.
2. Role-play with a few stronger students to demonstrate sample language to the class.
3. Students make a list of items including toys, food, and family that they talked about with their family and present their list to the class.

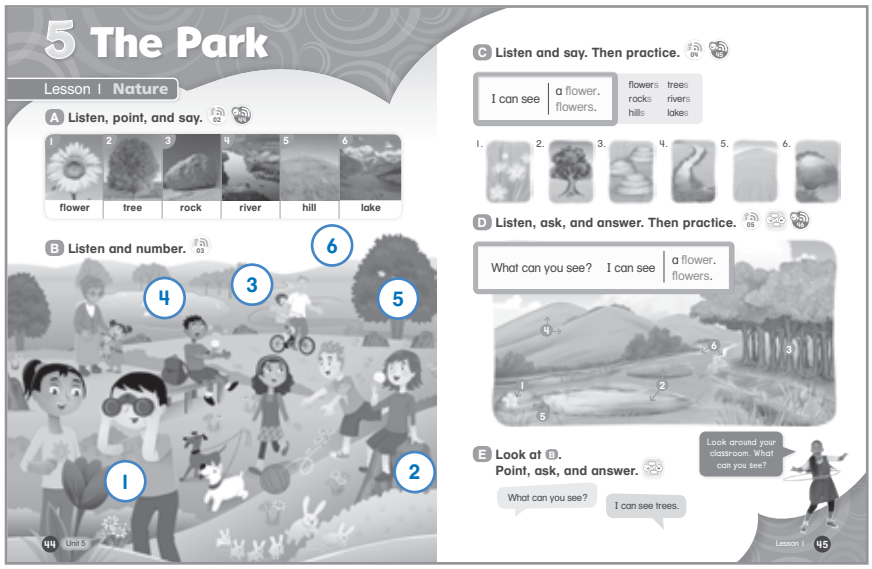
Games and Activites

- *Phonics:* **BINGO** (Teacher's Book pages 28–31) with the new phonics sounds. Hand out six blank cards to each student. Instruct students to write the short vowels (*a*, *e*, *i*, *o*, *u*) on each card.
- *Phonics:* **Everybody Up! Everybody Down!** (Teacher's Book pages 28–31) with the new phonics sounds.
- *Project:* **Two Truths and a Lie** (Teacher's Book pages 28–31) using language from Units 3 and 4 and the student-made books. For example, show the class one page of a student's book and say two true sentences about what's on the page and one lie.

Extra Practice

Workbook page 43
Student Audio CD Track 43
Midterm Test
iTools
Online Practice

Lesson 1 Nature



Student Book pages 44–45

Objectives
- Talking about nature

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

  I can see a flower / flowers.
- Information question with *what*

  What can you see?
  I can see a flower / flowers.

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

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

Student Book page 44

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 76–81 to introduce the new words. Continue until students can produce the words on their own.
2. Link the language. Combine Unit 1, Lesson 1 grammar patterns with the new vocabulary. Hold up a picture card and ask *What is it?* Elicit *It's a (flower)*.
3. Play Class CD2 Track 02. Students listen, point, and say along with the CD.

CD 2 02

1. flower	2. tree	3. rock
4. river	5. hill	6. lake

4. Display the picture cards around the classroom. Student pairs practice by pointing to the picture cards and saying the words to each other.

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:

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

CD 2 03

1.	Julie:	How many flowers, Mike?
	Mike:	One flower. It's red.
2.	Mike:	How many rocks, Julie?
	Julie:	Six. Six gray rocks.

3. Mike: Wow!
   Julie: What is it?
   Mike: It's a river.
4. Julie: It's a circle. What is it?
   Mike: It's a lake.
5. Julie: It's green.
   Mike: It's a tree. Look! Two yellow birds.
6. Julie: It's green, too. What is it?
   Mike: Hmmm. It's a hill...

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

Student Book page 45

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *I can see a flower / flowers.*
2. Introduce the plural forms of the vocabulary words: flower**s**, tree**s**, rock**s**, river**s**, hill**s**, lake**s**.
3. Direct students' attention to the first grammar box on page 45.
4. Play Class CD2 Track 04. Students listen and say along with the CD.

CD 2 04

I can see a flower.
I can see flowers.
flowers, trees, rocks, rivers, hills, lakes
1. I can see flowers.
2. I can see a tree.
3. I can see rocks.
4. I can see a river.
5. I can see a hill.
6. I can see a lake.

5. Students practice the sentences on their own, using their books.
6. Hand out six blank cards and art supplies to each student. Students make picture cards for the new vocabulary. Instruct them to draw pictures representing singular form on one side of the card, plural on the other side.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What can you see? I can see a flower / flowers.*
2. Present the second grammar box on page 45.
3. Play Class CD2 Track 05. Students listen, ask, and answer along with the CD.

CD 2 05

What can you see? I can see a flower.
What can you see? I can see flowers.
1. What can you see? I can see a flower.
2. What can you see? I can see lakes.
3. What can you see? I can see trees.
4. What can you see? I can see hills.
5. What can you see? I can see a rock.
6. What can you see? I can see rivers.

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

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Collaboration: Direct students' attention to the Everybody Up Friend. Student pairs collaborate to find vocabulary items around the classroom and use communication skills to take turns asking and answering the question.

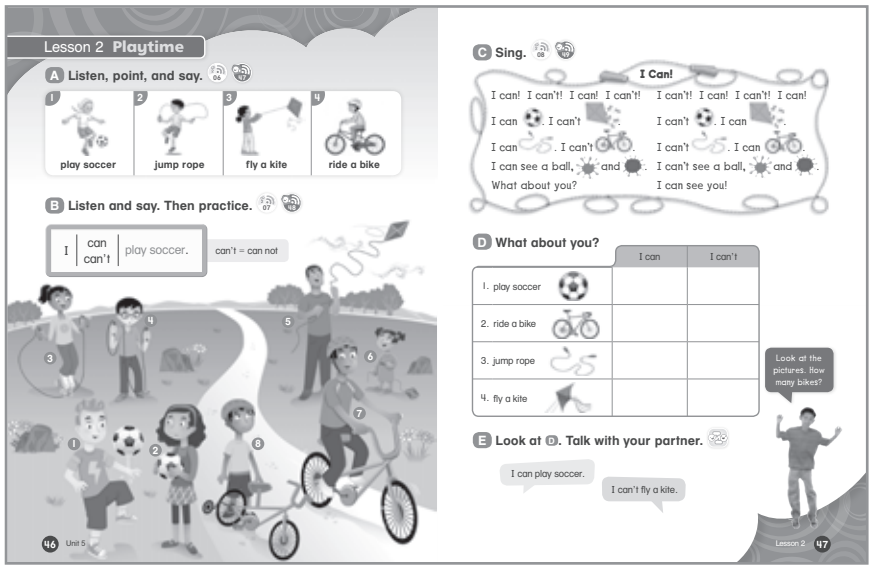
Games and Activities

- **Beanbag Toss** (Teacher's Book pages 28–31). Use Picture Cards 76–81. A student aims a beanbag at a card and says the word.
- **Card Grab** (Teacher's Book pages 28–31). Use student-made cards. Say *I can see (lakes).*
- **Binoculars** (Teacher's Book pages 28–31). Display Picture Cards 76–81. Ask *What can you see?*

Extra Practice

Workbook pages 44–45
Student Audio CD Tracks 44–46
iTools
Online Practice

Lesson 2 Playtime



Student Book pages 46–47

Objectives
- Talking about abilities and playtime

Grammar
- Affirmative and negative statements with *can* for ability
- Direct objects (S-V-O sentence)

  I can / I can't play soccer.

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

Materials
Picture Cards 82–85; Class CD1 Track 49, Class CD2 Tracks 06–08

Student Book page 46

Warm up

1. Greet the class and sing *My Turn* (Class CD1 Track 49).
2. Review Unit 5, Lesson 1 language and any previously learned language. Using your hands as binoculars, look around the room and say *I can see (a kite)*. Then ask each student *What can you see?* and elicit their answers.
3. Place student's drawings from Lesson 1 around the classroom. Elicit the language from Unit 5, Lesson 1: *What can you see? I can see trees.* Students circulate and practice asking and answering.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 82–85 to introduce the new verb phrases. Continue until students can produce the verb phrases on their own.
2. Say each phrase and mime the action. Students watch carefully without speaking. Then mime or act each action and ask students to produce the correct verb phrase. Repeat several times, varying the order and whether you begin with speaking or miming. After a few rounds, mime only and students can call out the words.
3. Play Class CD2 Track 06. Students listen, point, and say along with the CD.

CD 2 06

1. play soccer
2. jump rope
3. fly a kite
4. ride a bike

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

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *I can play soccer. / I can't play soccer.*
2. Present the contraction: *can't = can not*
3. Direct students' attention to the grammar box on page 46.

4. Play Class CD2 Track 07. Students listen, point to the items in the picture, and say along with the CD.

CD 2 07

I can play soccer.
I can't play soccer.
can't = can not

1.	Danny:	I can play soccer.
2.	Emma:	I can't play soccer.
3.	Julie:	I can jump rope.
4.	Mike:	I can't jump rope.
5.	Emma's dad:	I can fly a kite.
6.	Ann:	I can't fly a kite.
7.	James:	I can ride a bike.
8.	Alex:	I can't ride a bike.

5. Student pairs practice the pattern, using their books.

Student Book page 47

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

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

CD 2 08

I Can!
I can! I can't! I can! I can't!
I can play soccer. I can't fly a kite.
I can jump rope. I can't ride a bike.
I can see a ball, red and blue.
What about you?
I can't! I can! I can't! I can!
I can't play soccer. I can fly a kite.
I can't jump rope. I can ride a bike.
I can't see a ball, red and blue.
I can see you!
(x2)

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

D What about you?

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

E Look at D. Talk with your partner.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking to look on pages 46–47 and determine the number of bikes. Then they use communication skills to take turns asking and answering the question. Students can also ask each other questions about other items on the pages.

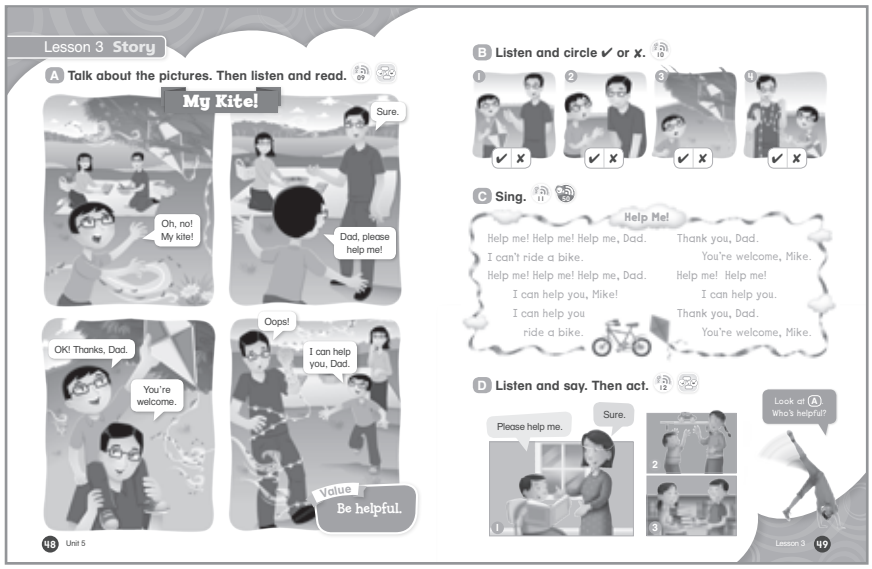
Games and Activities

- **Charades** (Teacher's Book pages 28–31). Use Picture Cards 82–85. Divide the class in half or in four groups. Show one member of each group a different picture card. That student returns to the group and mimes the action while the group tries to say the correct action.
- **Station Stop** (Teacher's Book pages 28–31). Use Picture Cards 82–85. Make a track around the room and prepare the tickets. Each time the train stops, show one student a picture card. The student says *I can (ride a bike)* or *I can't (ride a bike)* and receives a ticket. The student with the most tickets wins.
- **Gaps** (Teacher's Book pages 28–31). Create a text using two sentences from the lesson. Students write in the correct verb phrases. Prepare several different texts and a copy for each student.

Extra Practice

Workbook pages 46–47
Student Audio CD Tracks 47–49
iTools
Online Practice

Lesson 3 Story



Student Book pages 48–49

Objectives
- Building reading and listening skills

Conversation
- Polite requests with *please*

Please help me.
Sure.

Value
Be helpful.

Materials
Picture Cards 76–81; Class CD1 Track 46, Class CD2 Tracks 09–12

Student Book page 48

Warm up

1. Greet the class. Then greet individual students and ask different questions using familiar language. For example: *Hi, Joe. How are you? Hello, Nan. What can you see? Hi, Sam. How old are you?*
2. Review nature vocabulary and colors. Hold up Picture Cards 76–81 and elicit *I can see (a rock).* Ask *What color is it?* Students answer *It's gray.* Next, encourage students to expand their first answer: *I can see a (gray) (rock). I can see (two) (gray) (rocks).*
3. Elicit the language from Unit 5, Lesson 2: *I can/can't jump rope.* In small groups, students can practice their own conversations.
4. Sing *How Many Kites?* (Class CD1 Track 46).

A Talk about the pictures. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and name the characters, objects, and colors they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD2 Track 09. Students listen, point, and read along with the CD.

CD 2 09

My Kite!

Mike:	Oh, no! My kite!
Mike:	Dad, please help me!
Mike's Dad:	Sure.
Mike:	OK! Thanks, Dad.
Mike's Dad:	You're welcome.
Mike's Dad:	Oops!
Mike:	I can help you, Dad.

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

Cultural Tip

Sure is an informal way of saying *OK* or *Yes*.

Student Book page 49

B Listen and circle ✔ or ✘.

1. Students look at each picture and say what they think is happening.
2. Play Class CD2 Track 10. Students listen and circle ✓ or X.

CD2 10

1. Mike: Oh, no! My kite!
2. Mike: Dad, please help me!
   Mike's Dad: Sure.
3. Mike: Thanks, Dad.
   Mike's Dad: You're welcome.
4. Mike's Dad: Oops!
   Mike: I can help you, Dad.

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

Answer Key

1. X **2.** ✓ **3.** X **4.** ✓

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

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

CD2 11

Help Me!

Help me! Help me! Help me, Dad.
I can't ride a bike.
Help me! Help me! Help me, Dad.
I can help you, Mike!
I can help you ride a bike.
Thank you, Dad.
You're welcome, Mike.
Help me! Help me!
I can help you.
Thank you, Dad.
You're welcome, Mike.

Fly a kite

Help me! Help me! Help me, Dad.
I can't fly a kite.
Help me! Help me! Help me, Dad.
I can help you, Mike!
I can help you fly a kite.
Thank you, Dad.
You're welcome, Mike.
Help me! Help me!
I can help you.
Thank you, Dad.
You're welcome, Mike.

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

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 25.

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

CD2 12

Please help me.
Sure.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Collaboration: Direct students' attention to the Everybody Up Friend. Students collaborate to look at the story in A and determine who is helpful. Then they use communication skills to take turns asking and answering the question.

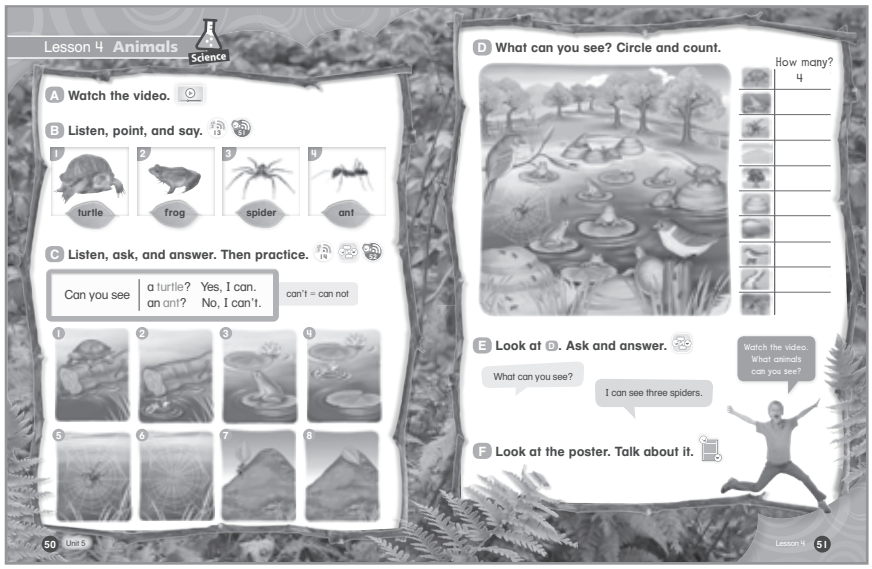
Games and Activities

- Students draw new pictures to illustrate the value of *Be helpful*. Display the pictures in the classroom and invite students to discuss them.
- **Toss and Tell** (Teacher's Book pages 28–31). A student says a line from the story and tosses a beanbag or ball to the next student, who responds (following the story). Review possible exchanges before starting: *Please help me. / Sure. Thanks. / You're welcome. Oops! / I can help you.*
- Draw **A New Story** (Teacher's Book pages 28–31). Using the existing story as a model, each student writes and draws a new story with new scenes and characters. Stories should demonstrate the value *Be helpful* and include the target language *Please help me. Sure. I can help you. Thanks. You're welcome.*

Extra Practice

Workbook pages 48–49
Student Audio CD Track 50
Unit 5, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Animals



Student Book pages 50–51

Objectives
- Asking and answering about animals

Grammar
- *Yes/No* questions with *can* for ability
- Direct objects in questions

Can you see a turtle?
Yes, I can. / No, I can't.

Vocabulary
Animals: turtle, frog, spider, ant

Materials
Picture Cards 76–81, 86–89; Class CD1 Track 62, Class CD2 Tracks 13–14; Unit 5 Video and Poster, Animals

Student Book page 50

School Subject Connection: Science

Lesson 4 is a cross-curricular lesson with a connection to science. After introducing the new vocabulary, talk about the animal pictures on page 50 (drawings and photographs). Invite students to share what they already know about turtles, frogs, spiders, and ants.

Warm up

1. Greet an individual student at the front of the classroom: *Hi, Lisa. How are you?* Elicit the response from a student. Then that student can greet another. Go around the room.
2. Sing *Thank You!* (Class CD1 Track 62).
3. Review the Unit 5, Lesson 3 conversation language. Act out a situation in which you might need help (for example, exaggerate struggling to carry a pile of books) and say to a student *Please help me*. The student answers *Sure. I can help!*

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

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about what you can do and see at a park. To review vocabulary in the video, play **Categories** (Teacher's Book, pages 28–31) using animals and verbs from Unit 5. Ask students what they might see in the video. Ask students where they might see turtles, frogs, spiders, and ants, what they eat, etc.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117 for reference.
2. Play the video again. Pause the video and ask students questions about the animals. Encourage them to answer in full sentences to practice *What can you see? Can you see a turtle? What can you do at the park?*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 86–89 to introduce the new words. Continue until students can produce the words on their own.
2. Remind students that words that begin with vowels, such as *ant*, take the article *an*. Students practice saying *an ant*.

3. Link the language. Use the new vocabulary with the sentence pattern from Unit 1, saying *This is (a turtle)* as you hold up each card. Students listen and repeat. Begin again, asking *What's this?* as you hold up a card. Elicit the answer *It's (a turtle).*
4. Play Class CD2 Track 13. Students listen, point, and say along with the CD.

CD 2 13

1. turtle	2. frog
3. spider	4. ants

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

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *Can you see a turtle? Yes, I can. / No, I can't.*
2. Present the contraction: *can't = can not*
3. Direct students' attention to the grammar box on page 50.
4. Play Class CD2 Track 14. Students listen and say along with the CD.

CD 2 14

Can you see a turtle? Yes, I can.
Can you see an ant? No, I can't.
can't = can not

1.	Can you see a turtle?	Yes, I can.
2.	Can you see a turtle?	No, I can't.
3.	Can you see a frog?	Yes, I can.
4.	Can you see a frog?	No, I can't.
5.	Can you see a spider?	Yes, I can.
6.	Can you see a spider?	No, I can't.
7.	Can you see an ant?	Yes, I can.
8.	Can you see an ant?	No, I can't.

5. Students practice the patterns in pairs, using their handmade picture cards.

Student Book page 51

D What can you see? Circle and count.

1. Review nature and animal vocabulary. Elicit the words for Picture Cards 76–81 and 86–89.
2. Students look at the picture, count the animals or nature objects, and write the numbers.
3. Check answers together. Ask *How many (turtles)*? Students answer *Four*.

Answer Key

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

E Look at D. Ask and answer.



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

F Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students identify familiar objects in the poster images. See Teacher's Book page 118 for poster information.
2. Students talk about the poster using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Creativity: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use creativity and critical thinking to make a list or a chart with pictures of the animals and how many of each they see in the video. Students communicate their findings with neighbors.

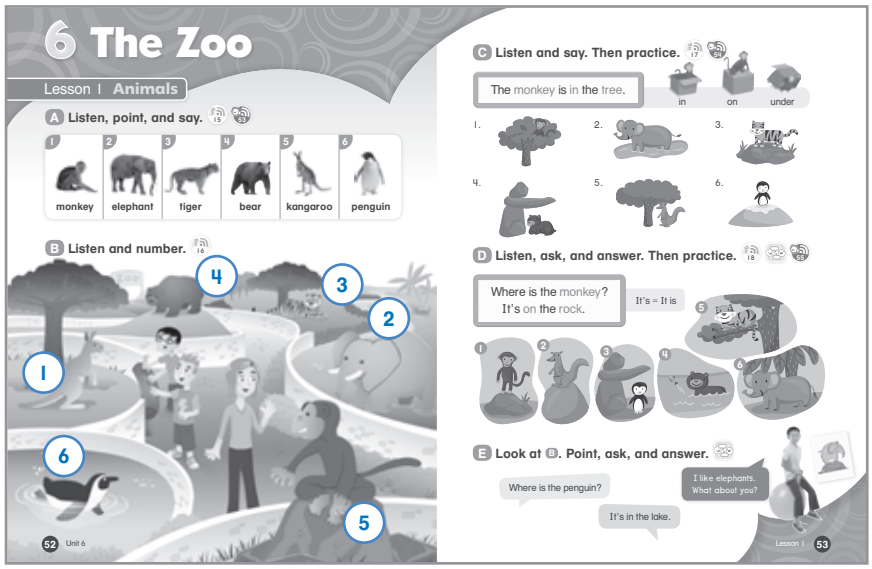
Games and Activities

- **Memory** (Teacher's Book pages 28–31). Students play in groups of four, using student-made cards. The goal is to collect the most pairs.
- Students quickly draw a nature scene. Student pairs trade drawings and ask each other questions: *Can you see (an ant)? Can you see (trees)?*

Extra Practice

Workbook pages 50–51
Student Audio CD Tracks 51–52
Unit 5, Lesson 4 Worksheet
Unit 5 Test
iTools
Online Practice

Lesson 1 Animals



Student Book pages 52–53

Objectives
- Talking about animals and their locations

Grammar
- Statements with prepositions of location: *in, on, under*
- Definite article *the*

  The monkey is in the tree.
- Information question with *where*

  Where is the monkey? It's on the rock.

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

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

Student Book page 52

Warm up

1. Greet the class and sing *I Can!* (Class CD2, Track 08).
2. Play **Picture Pieces** (Teacher's Book pages 28–31) to review Unit 5 language. Slowly draw a nature object (tree, rock, hill, lake, river, or flower), saying *What can you see?* When they think they know what you're drawing, students call out *I can see (a lake)!*
3. Elicit the language from Unit 5, Lesson 4: *What can you see? I can see three spiders.* Hold up Picture Cards 17–20 and elicit the names of the animals. Place the Picture Cards around the classroom and ask the class to find the animals: *Can you see a frog?*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 90–95 to introduce the new words. Continue, picking up speed, until students can produce the words on their own.
2. Link the language. Combine Unit 3, Lesson 2 grammar patterns with the new vocabulary. Use small toy animals or cut-out pictures of animals to play **How Many?** (Teacher's Book pages 28–31) Ask students *How many (bears)?* And elicit responses.
3. Remind students that words that begin with vowels, such as *elephant*, take the article *an*. Students practice saying *an elephant*.
4. Play Class CD2 Track 15. Students listen, point, and say along with the CD.

CD 2 15

1. monkey	2. elephant
3. tiger	4. bear
5. kangaroo	6. penguin

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

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:

   Danny and Mike are at the zoo. They're having fun! Look at the animals. Danny sees a kangaroo. Mike sees it, too. There is a bear and a penguin. The elephant is in the river. Can you see the tiger? Can you see the monkey? There are trees at the zoo. There is a lake and hills, too.

2. Play Class CD2 Track 16. Students listen and number the items in the picture.

CD 2 16

1. Danny: Look! It's a kangaroo.
   Mike: I like kangaroos.
2. Danny: What color is the elephant?
   Mike: It's gray.
3. Mike: Look, a tiger!
   Danny: It's orange and black.
4. Mike: Is it a bear?
   Danny: Yes, it is. It's brown.
5. Mike: How many monkeys can you see?
   Danny: I can see one monkey.
6. Mike: Can you see a penguin?
   Danny: Yes, I can. It's black and white.

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

Student Book page 53

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce: *The monkey is in the tree.*
2. Use Picture Cards 96–98 to introduce the prepositions: *in, on, under*. Reinforce meaning by demonstrating each preposition using realia.
3. Present the first grammar box on page 53.
4. Play Class CD2 Track 17. Students listen and say along with the CD.

CD 2 17

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

1. The monkey is in the tree.
2. The elephant is in the lake.
3. The tiger is on the rock.
4. The bear is under the rock.
5. The kangaroo is under the tree.
6. The penguin is on the hill.

5. Students practice the sentences, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce: *Where is the monkey? It's on the rock.*
2. Present the contraction: *It's = It is*
3. Teach the second grammar box on page 53.
4. Play Class CD2 Track 18. Students listen, ask, and answer along with the CD.

CD 2 18

Where is the monkey?
It's on the rock.
It's = It is

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

5. Students practice the pattern in pairs.

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Creativity/Communication: Direct students' attention to the Everybody Up Friend. Students use creativity to draw a picture of an animal that they like. Students use communication skills to take turns asking and answering the question.

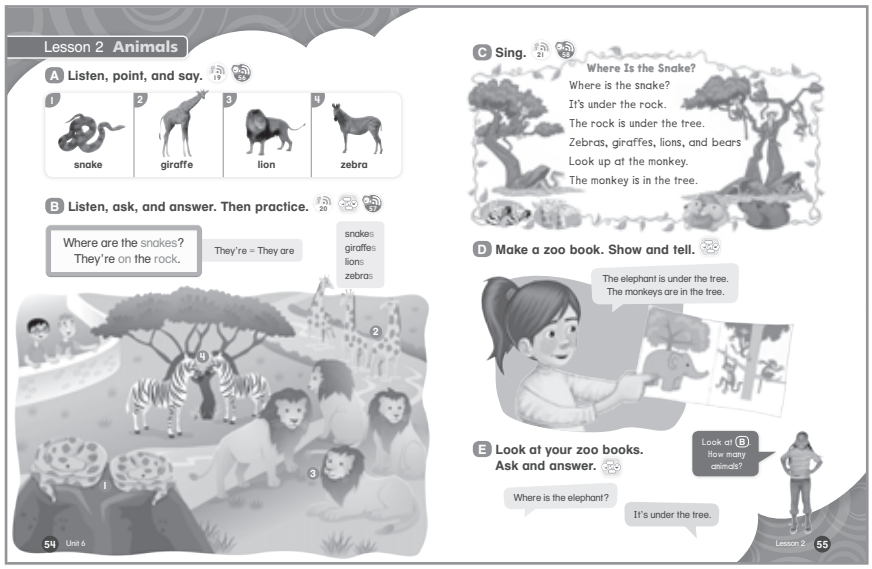
Games and Activities

- **Teacher's Mistake** (Teacher's Book pages 28–31). Point to the big picture in Activity B and say *The (penguin) is (on) the (lake)*. Students listen carefully and must say the correct sentences.
- **Buzzers** (Teacher's Book pages 28–31). Using Picture Cards 90–95, 96–98, and 76–81, arrange an animal and a nature object so that a sentence can be made using *in, on*, or *under*.
- Student pairs create sentences using prepositions and act them out, e.g., place a toy (bear) in a box and say *The (bear) is in a box.*

Extra Practice

Workbook pages 52–53
Student Audio CD Tracks 53–55
iTools
Online Practice

Lesson 2 Animals



Student Book pages 54–55

Objectives
- Asking and answering about animals and their locations

Grammar
- Questions and statements with *be* (3rd person plural)
- Prepositions of location: *in, on, under*

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

Vocabulary
Animals: snake, giraffe, lion, zebra

Materials
Picture Cards 76–81, 90–102; Class CD2 Tracks 19–21; markers, crayons, paper

Student Book page 54

Warm up

1. Greet the class. Greet individual students and ask familiar questions: *Hi, Luke. How old are you? Hello, Jennifer. How are you? Hi, Mark. I have three pencils. What about you? Hi, Ben. What's this?* Elicit the appropriate responses.
2. Play **Rollers** (Teacher's Book pages 28–31) to review Unit 5, Lesson 1 language. A student says *I can see (flowers). What can you see?* and then rolls the ball to another student.
3. Elicit the language from Unit 6, Lesson 1: *I like elephants. What about you?* Student pairs practice their own conversations.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 99–102 to introduce the new animal words. Continue until students can produce the words on their own.
2. Link the language with grammar patterns from Unit 2, Lesson 1 and Unit 4, Lesson 4 and new vocabulary. Hold up a picture card and say *What's this?* Students answer *It's a (snake).* Repeat with another card. Then hold up both cards and say *I like (snakes). I don't like (lions).* Reinforce meaning with facial expressions. Continue with other cards, adding in Picture Cards 90–95. Invite students to make the statements of preference.
3. Play Class CD2 Track 19. Students listen, point, and say along with the CD.

CD 2 19

1. snake
2. giraffe
3. lion
4. zebra

4. Students practice pointing and saying the words on their own, using their books.

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *Where are the snakes? They're on the rock.*
2. Present the contraction: *They're = They are*
3. Direct students' attention to the grammar box on page 54.

4. Play Class CD2 Track 20. Students listen, point to the items in the picture, and say along with the CD.

CD 2 20

Where are the snakes?
They're on the rock.
They're = They are
snakes, giraffes, lions, zebras

1. Mike: Where are the snakes?
   Danny: They're on the rock.
2. Danny: Where are the giraffes?
   Mike: They're in the river.
3. Mike: Where are the lions?
   Danny: They're on the hill.
4. Danny: Where are the zebras?
   Mike: They're under the tree.

5. Student pairs practice the pattern.

Student Book page 55

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

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

CD 2 21

Where Is the Snake?
Where is the snake?
It's under the rock.
The rock is under the tree.
Zebras, giraffes, lions, and bears
Look up at the monkey.
The monkey is in the tree.
(x2)

Where are the snakes?
They're under the rocks.
The rocks are under the trees.
Zebras, giraffes, lions, and bears
Look up at the monkeys.
The monkeys are in the trees.
(x2)

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

D Make a zoo book. Show and tell.



1. Read aloud the sentences in the speech bubble with your students. Point out the prepositions *under* and *in*.
2. Provide supplies for students to make their own pictures books of zoo animals. Students can use the picture in their books as a model. Each page should illustrate a sentence that uses a preposition.
3. Small groups read and share their zoo books. They talk about their pictures, using the speech bubble pattern.

E Look at your zoo books. Ask and answer.



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking to look together at the picture in Exercise B and they use communication skills to take turns asking and answering the question.

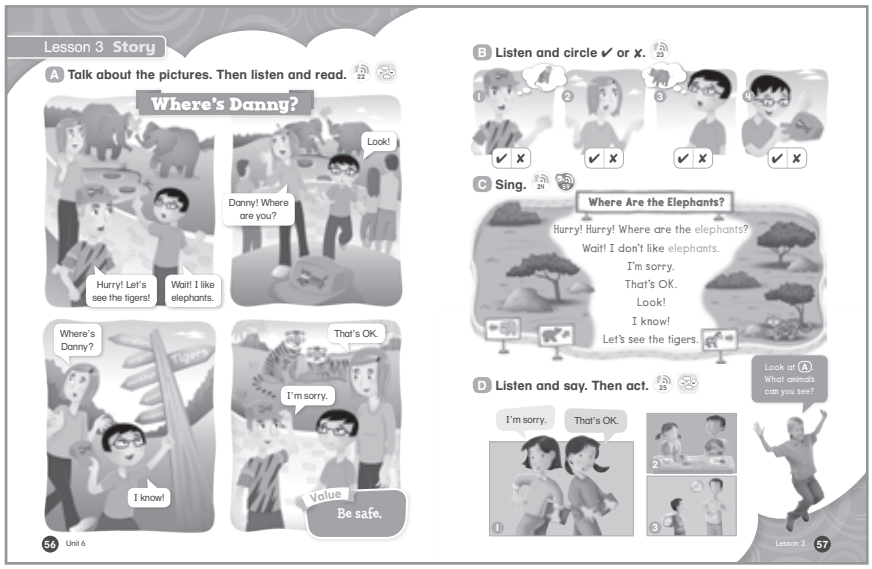
Games and Activities

- **Freeze** (Teacher's Book pages 28–31). Place students in groups of 4–5 and assign roles. Each group needs two of the same animal, a tree, a hill, and a rock. Say *Where are the (zebras)? They're (on) the (rock).* Students position themselves.
- Assign two teams. A member of each comes forward. Show pictures for Lesson 2 language, e.g., *The snakes are on the rock.* Ask *Where are the snakes?* The first student to answer correctly wins.
- **Picture Sentences** (Teacher's Book pages 28–31). Prepare word cards for *They're* and *It's*. Display these cards and Picture Cards 76–81, 90–102. Invite a student pair to the front. Say *Where are the snakes? They're in the tree.* The pair arranges the cards in the correct order.

Extra Practice

Workbook pages 54–55
Student CD Tracks 56–58
iTools
Online Practice

Lesson 3 Story



Objectives
- Building reading and listening skills

Conversation
- Apologizing

I'm sorry.
That's OK.

Value
Be safe.

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

Student Book pages 56–57

Student Book page 56

Warm up

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

A Talk about the pictures. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and name the characters, nature, objects, and colors they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD2 Track 22. Students listen, point, and read along with the CD.

CD 2 22

Where's Danny?

Danny:	Hurry! Let's see the tigers!
Mike:	Wait! I like elephants.
Danny's sister:	Danny! Where are you?
Mike:	Look!
Danny's sister:	Where's Danny?
Mike:	I know!
Danny:	I'm sorry.
Danny's sister:	That's OK.

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

Student Book page 57

B Listen and circle ✔ or ✘.

1. Students look at each picture and say what they think is happening.
2. Play Class CD2 Track 23. Students listen and circle ✓ or X.

CD 2 23

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

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

Answer Key			
1. ✓	2. X	3. X	4. ✓

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

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

CD 2 24

Where Are the Elephants?

Hurry, hurry! Where are the elephants?
Wait! I don't like elephants.
I'm sorry.
That's OK.
Look!
I know!
Let's see the tigers.

Hurry, hurry! Where are the zebras?
Wait! I don't like zebras.
I'm sorry.
That's OK.
Look!
I know!
Let's see the tigers.

Hurry, hurry! Where are the bears?
Wait! I don't like bears.
I'm sorry.
That's OK.
Look!
I know!
Let's see the tigers.

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

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

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

CD 2 25

I'm sorry.
That's OK.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Collaboration: Direct students' attention to the Everybody Up Friend. Students use collaboration to look at the story in A and determine which animals they see. Then they use communication skills to take turns asking and answering the question.

Games and Activities

- **Order the Pictures** (Teacher's Book pages 28–31). Draw simple pictures to illustrate the story, cut them out, and give a set to each student. Read the story aloud. Students listen and put the pictures in order. Alternately, draw large pictures and give one picture to a group of students. Students must arrange themselves in the correct order as you read.
- Prepare strips of paper with the lines from the story. Distribute a strip to each student, ensuring that each student's strip has a match. Students circulate, find their partners, and read their lines aloud.
- Assign groups of three students to act out the story, using props, gestures, and cue cards, if needed.

Extra Practice

Workbook pages 56–57
Student Audio CD Track 59
Unit 6, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Abilities



Objectives
- Talking about animals

Grammar
- Yes/No question with *can* for ability
- Plurals with *-s*

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

Vocabulary
Abilities: run, hop, swim, walk

Materials
Picture Cards 103–106; Class CD2 Tracks 08, 26–28; Unit 6 Video and Poster, Abilities

Student Book pages 58–59

Student Book page 58

School Subject Connection: Science

Science

Lesson 4 is a cross-curricular lesson with a connection to science. Ask students what they have learned about animals in their science class.

Warm up

1. Greet the class. Say *Let's (fly a kite)* and mime the action. Have students respond *Hello, (Ms. Jones)* and mime the action. Repeat with other verb phrases from Unit 5, Lesson 2 *(ride a bike, play soccer, jump rope).*
2. Sing *I Can!* (Class CD2 Track 08).
3. Elicit the language from Unit 6, Lesson 3: *What animals can you see?* Students use Picture Cards or the pictures in the books to practice asking and answering with their neighbors.

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about animals at the zoo. Ask students to share what they already know about the animals in Lesson 4: zebras, elephants, penguins, bears, kangaroos, and snakes. Encourage students to think about these animals' bodies and how they move. How many legs do they have? Do they stand on two legs or four?

1. Play the video. See Video Scripts on Teacher's Book pages 116–117 for reference.
2. Play the video again. Pause the video and ask students questions about the animals. Encourage them to complete the sentences to practice *Where is the _____? Can giraffes _____?*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

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

CD 2 26

1. run
2. hop
3. swim
4. walk

4. Students practice on their own, using their books.

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *Can zebras run? Yes, they can. / No, they can't.*
2. Present the contraction: *can't = can not*
3. Direct students to the grammar box on page 58.
4. Play Class CD2 Track 27. Students listen and say along with the CD.

CD 2 27

Can zebras run? Yes, they can.
Can penguins run? No, they can't.
can't, can not

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

5. Small groups practice the pattern.

Student Book page 59

D Listen and circle.

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

CD 2 28

1. Snakes can swim.
2. Bears can run. Bears can swim. Bears can walk.
3. Penguins can hop. Penguins can swim. Penguins can walk.
4. Kangaroos can hop. Kangaroos can swim.
5. Elephants can run. Elephants can swim. Elephants can walk.
6. Zebras can run. Zebras can swim. Zebras can walk.

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

Answer Key

1. swim
2. run, swim, walk
3. hop, swim, walk
4. hop, swim
5. run, swim, walk
6. run, swim, walk

E Look at D. Ask and answer.



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

F Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students identify familiar objects in the poster images. See Teacher's Book page 118 for poster information.
2. Students talk about the poster using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking to determine which animals can hop. Students communicate their ideas with neighbors.

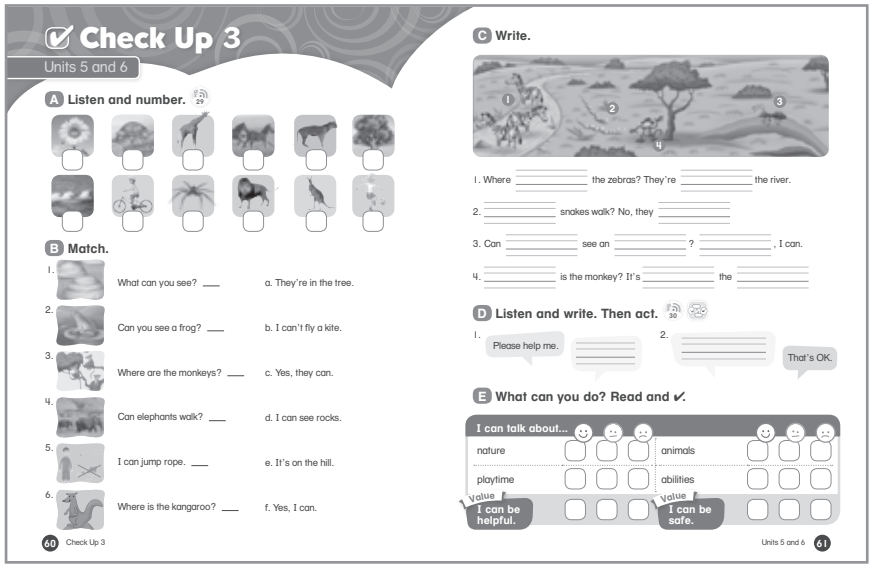
Games and Activities

- **Simon Says** (Teacher's Book pages 28–31). Use abilities from the lesson.
- **Categories** (Teacher's Book pages 28–31). Use Unit 6 abilities and animals as the categories.

Extra Practice

Workbook pages 58–59
Student Audio CD Tracks 60–61
Unit 6, Lesson 4 Worksheet
Unit 6 Test
iTools
Online Practice

Check Up 3



Review Language
- Units 5 and 6 grammar and vocabulary

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

Student Book pages 60–61

Student Book page 60

Warm up

1. Greet the class and sing *The Alphabet* (Class CD1 Track 05) with students.
2. Elicit the language from Unit 6, Lesson 4: *Can zebras run? Yes, they can/No, they can't.* Students practice asking and answering with their neighbors.
3. Hold up a mix of Picture Cards from Units 5 and 6 and have students call out the word. Go through the cards a few times, getting faster each time.

A Listen and number.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Play Class CD2 Track 29. Students listen and number the items in the order they hear them.

CD 2 29

1. flower	2. giraffe
3. turtle	4. tiger
5. zebras	6. tree
7. swim	8. ride a bike
9. spider	10. play soccer
11. lion	12. kangaroo

Answer Key

Top row: 1, 3, 2, 5, 4, 6
Bottom row: 7, 8, 9, 11, 12, 10

2. To review vocabulary from Units 5 and 6, students play **Beanbag Toss** (Teacher's Book pages 28–31), using Picture Cards 76–89 and 90–106.

B Match.

1. Students examine the picture and the sentences in the left-hand column. Then they match the sentences with the ones in the right-hand column.

Answer Key

1. d	**2.** f	**3.** a
4. c	**5.** b	**6.** e

2. Students practice asking and answering the questions with a partner, using their books.
3. Write new questions on the board for each picture and have volunteers answer. Then have students practice the new questions and answers in new pairs.

Student Book page 61

C Write.

Students examine the picture and fill in the blanks in the sentences.

Answer Key	
1. are/in	**2.** Can/can't
3. you/ant/Yes	**4.** Where/under/tree

D Listen and write. Then act.



1. Play Class CD2 Track 30. Students listen. Play the track again and students fill in the blanks with the words they hear.

CD 2 30

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

2. Students practice the conversations with a partner. Provide classroom objects for them to use as they act out the conversations.

E What can you do? Read and ✔.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share.

Games and Activities

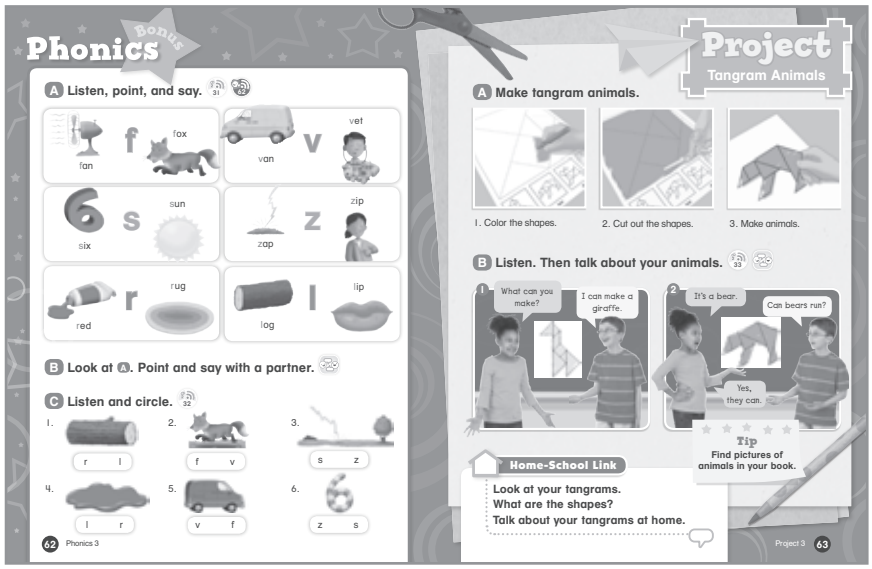
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31) using language from Units 5 and 6. For example, *Animals*, *Nature*, *Playtime Verbs*.
- **Charades** (Teacher's Book pages 28–31) using language from Units 5 and 6, animals, abilities, and Playtime verbs.
- **Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 5 and 6. For example, hold up 3 pencils and say, "A snake can walk." Or hold up the picture card of "tree" and say, "This is a hill." Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you hold up items, say some correct sentences and some incorrect ones so that students have to listen carefully.

Extra Practice

Workbook pages 60–62
iTools
Online Practice

Bonus Phonics



Student Book pages 62–63

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

Materials
Class CD2 Tracks 31–32

Project Language
• Units 5 and 6 grammar and vocabulary

Materials
Class CD2 Track 33; photocopiable project template; crayons, markers, paper, scissors

Student Book page 62

Warm up

1. Write the alphabet on the board. Say a sound from Phonics pages 22 and 42. Students come to the board and circle the letter of the sound.
2. Write the phonics words *bag*, *pop*, *tag*, *dog*, *map*, *nod*, *bat*, *bed*, *mop*, *bib*, and *nut* around the alphabet on the board. Students draw a line from the phonics sound to the letter.
3. Play **Pop-Up** (Teacher's Book pages 28–31) using the short vowels *a*, *e*, *i*, *o*, *u* and the words in number 2 above.

A Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 26.

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

Pronouncing f and v

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

Pronouncing s and z

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

Pronouncing r and l

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

2. Drill the new sounds. Point to each letter on the board, say the sound, and ask students to repeat. Continue until students can produce the sounds on their own. Gradually increase the speed.
3. Play Class CD2 Track 31. Students listen, point, and say along with the CD.

CD 2 31

f (letter), f (sound), fan, fox
v (letter), v (sound), van, vet
s (letter), s (sound), six, sun
z (letter), z (sound), zap, zip
r (letter), r (sound), red, rug
l (letter), l (sound), log, lip

4. Link the sounds. Write *v, s, z, r,* and *l* on the board. Point to a letter (*v*) and say (/v/). Students find a picture and word on the page that has that consonant sound, point to the picture, and say the letter, the sound, and the word, for example, *(v, /v/, van)*. Continue with the rest of the pictures and words.

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



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

C Listen and circle.

1. Play Class CD2 Track 32. Students listen and circle each word's initial consonant.

CD 2 32

1. log	2. fox	3. zap
4. red	5. van	6. six

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

Answer Key

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

Project Tangram Animals

A Make tangram animals.

See *Teaching Projects*, Teacher's Book page 26.

1. Make copies of the Photocopiable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Explain to students that they will cut out different triangle and rectangle shapes and make animals. Review animal words and write them on the board.
2. Students color their shapes and then cut them out.
3. Students make their animals. Encourage them to make several different ones.

B Listen. Then talk about your animals.



1. Play Class CD2 Track 33. Students listen, point to the speech bubbles, and say along with the CD.

CD 2 33

1. What can you make?		I can make a giraffe.
2. It's a bear.		Can bears run?
		Yes, they can.

2. **Tip:** Draw students' attention to the tip: *Find pictures of animals in your book.* Use a student's book to demonstrate finding an animal and reading what it can and can't do.
3. Student pairs practice the pattern using their books.
4. Play **Station Stop** (Teacher's Book pages 28–31) using a student's animal at each station. At each station, choose a student to ask a question about the animal. The student who made the animal answers.

Home-School Link

1. Tell the students to share what they've learned in class at home.
2. Role-play with a few stronger students to model language to the class. Talk about shapes, animals, and what their tangram animals can do.
3. Students take their tangram animals home and make a list of shapes, animals, and topics that they talked about with their family and present their responses to the class.

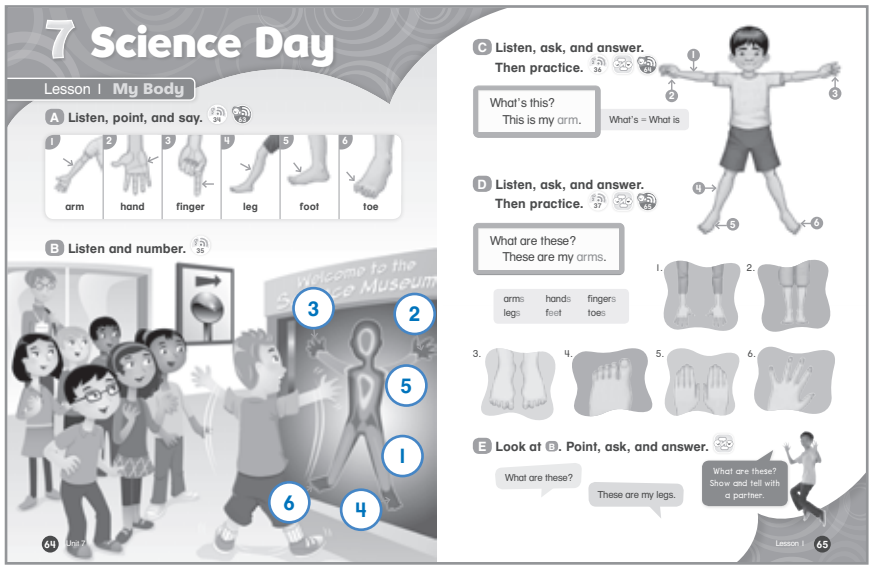
Games and Activities

- *Phonics:* **Everybody Up! Everybody Down!** (Teacher's Book pages 28–31) with the new phonics sounds.
- *Project:* **Two Truths and a Lie** (Teacher's Book pages 28–31) using language from Units 5 and 6, show the class a tangram and say two true sentences about that animal and one lie.

Extra Practice

Workbook page 63
Student Audio CD Track 62
iTools
Online Practice

Lesson 1 My Body



Student Book pages 64–65

Objectives
- Asking and answering about body parts

Grammar
- Demonstrative pronoun *this*

  What's this?
  This is my arm.
- Demonstrative pronoun *these*

  What are these?
  These are my arms.

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

Materials
Picture Cards 90–106, 107–112; Class CD1 Track 17, Class CD2 Tracks 34–37

Student Book page 64

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 107–112 to introduce the new words. Continue, picking up speed, until students can produce the words on their own.
2. Remind students that words that begin with vowels, such as *arm*, take the article *an*. Students practice saying *an elephant*.
3. Link the language. Combine Unit 5, Lesson 1 grammar patterns with the new vocabulary. Hold up your hand and ask students *What can you see?* Elicit the response *I can see a hand.* Student pairs continue to practice this pattern.
4. Play Class CD2 Track 34. Students listen, point, and say along with the CD.

CD 2 34

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

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

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:

   Where are the students today? They're at the Science Museum. Who can you see? I can see Danny, Mike, Emma, Julie, and their teacher. Look at Danny. He can jump! How many fingers? Ten fingers! How many feet? Two feet!

2. Play Class CD2 Track 35. Students listen and number the items in the picture.

CD 2 35

1.	Danny:	Wow! Look, my legs are green!
2.	Mike:	And your hands are blue.
3.	Emma:	Your fingers are blue, too.
4.	Danny:	My feet are blue, too.
5.	Julie:	Look! Your arms are orange.
6.	Danny:	Oh! My toes are purple.

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

Student Book page 65

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What's this? This is my arm.*
2. Present the contraction: *What's = What is*
3. Present the first grammar box on page 65.
4. Play Class CD2 Track 36. Students listen and say along with the CD.

CD 2 36

What's this?
This is my arm.
What's = What is

1.	What's this? This is my arm.	2.	What's this? This is my hand.
3.	What's this? This is my finger.	4.	What's this? This is my leg.
5.	What's this? This is my foot.	6.	What's this? This is my toe.

5. Students practice the sentences by themselves, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What are these? These are my arms.*
2. Present the second grammar box on page 65.
3. Play Class CD2 Track 37. Students listen, ask, and answer along with the CD.

CD 2 37

What are these?
These are my arms.
arms, hands, fingers, legs, feet, toes

1.	What are these? These are my arms.	2.	What are these? These are my legs.
3.	What are these? These are my feet.	4.	What are these? These are my toes.
5.	What are these? These are my hands.	6.	What are these? These are my fingers.

4. Students practice the pattern in pairs, using their own body parts.

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Creativity/Communication: Direct students' attention to the Everybody Up Friend. Students use communication skills to talk with a partner about their body parts. Encourage students to use creativity by wiggling/shaking/waving each part as they talk about it with their partner.

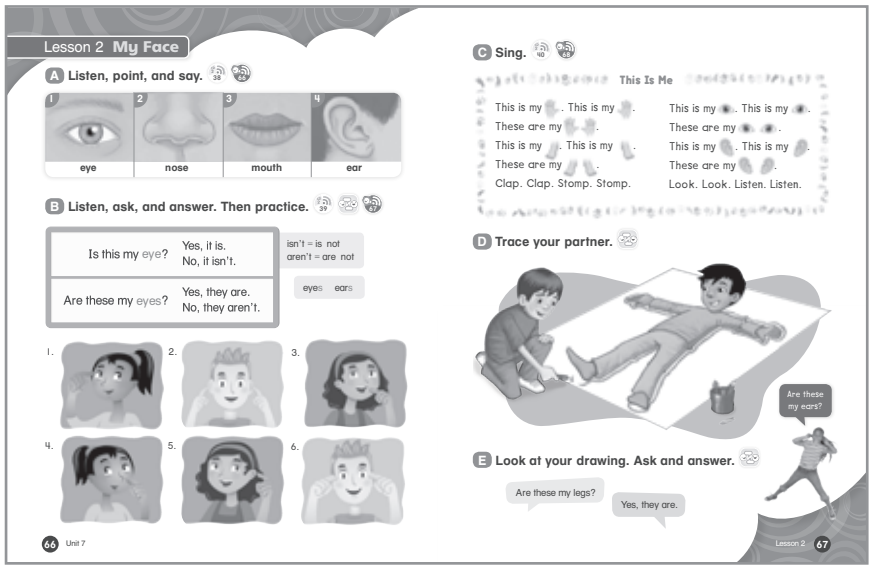
Games and Activities

- **Beanbag Toss** (Teacher's Book pages 28–31). Use Picture Cards 107–112. When the beanbag lands, ask *What's this?* The student answers *This is my (arm).*
- Hand out paper and art supplies. Tell each student to draw a body part using both hands or their toes. Afterward, students try to guess what others have drawn or they can describe their own drawings using Lesson 1 language.
- **Station Stop** (Teacher's Book pages 28–31). When the train stops, ask a student *What's this?* or *What are these?* The student must answer *This is my (finger)* or *These are my (legs)* to get a ticket.

Extra Practice

Workbook pages 64–65
Student Audio CD Tracks 63–65
iTools
Online Practice

Lesson 2 My Face



Student Book pages 66–67

Objectives
- Asking and answering about facial features

Grammar
- Yes / No questions with *be* (3rd person singular and plural)
- Demonstrative pronouns *this* and *these*

Is this my eye? Yes, it is. / No, it isn't.
Are these my eyes?
Yes, they are. / No, they aren't.

Vocabulary
My Face: eye, nose, mouth, ear

Materials
Picture Cards 107–112, 113–116;
Class CD2 Tracks 38–40

Student Book page 66

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 113–116 to introduce the body parts vocabulary. Continue until students can produce the words on their own.
2. Link the language with grammar patterns from Unit 4, Lesson 1 and new vocabulary. Hold up a picture card and say *This is my nose.* Students repeat. Repeat the activity for each new word.
3. Play **Rhythm Circle** (Teacher's Book pages 28–31) with the new vocabulary. Use the body part vocabulary from Unit 7, Lesson 1 in the chant.
4. Play Class CD2 Track 38. Students listen, point, and say along with the CD.

CD 2 38

1. eye
2. nose
3. mouth
4. ear

5. Students say the words on their own, pointing to their own body parts.

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new patterns:
   Is this my eye? Yes it is. / No, it isn't.
   Are these my eyes? Yes, they are. / No, they aren't.
2. Present the contractions: *isn't = is not, aren't = are not*
3. Present the plural forms of *eye (eyes), ear (ears).*
4. Direct students' attention to the grammar box on page 66.

5. Play Class CD2 Track 39. Students listen, point to the items in the picture, and say along with the CD.

CD 2 39

Is this my eye? Yes, it is.
Is this my eye? No, it isn't.
Are these my eyes? Yes, they are.
Are these my eyes? No, they aren't.
isn't = is not
aren't = are not
eyes, ears

1. Julie: Is this my eye?
   Mike: Yes, it is.
2. Danny: Are these my eyes?
   Mike: No, they aren't.
3. Emma: Is this my nose?
   Mike: No, it isn't.
4. Julie: Is this my mouth?
   Mike: No, it isn't.
5. Emma: Is this my ear?
   Mike: Yes, it is.
6. Danny: Are these my ears?
   Mike: No, they aren't.

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

Student Book page 67

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Students look at the pictures and name the body parts they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 40. Students listen and then sing along with the CD.

CD 2 40

This Is Me

This is my hand. This is my hand.
These are my hands.
This is my foot. This is my foot.
These are my feet.
Clap. Clap. Stomp. Stomp.
Clap. Clap. Stomp. Stomp.
(x2)

This is my eye. This is my eye.
These are my eyes.
This is my ear. This is my ear.
These are my ears.
Look. Look. Listen. Listen.
Look. Look. Listen. Listen.
(x2)

This is me.

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

D Trace your partner.



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

E Look at your drawing. Ask and answer.



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use communication and critical thinking to take turns asking and answering the question about their own body parts.

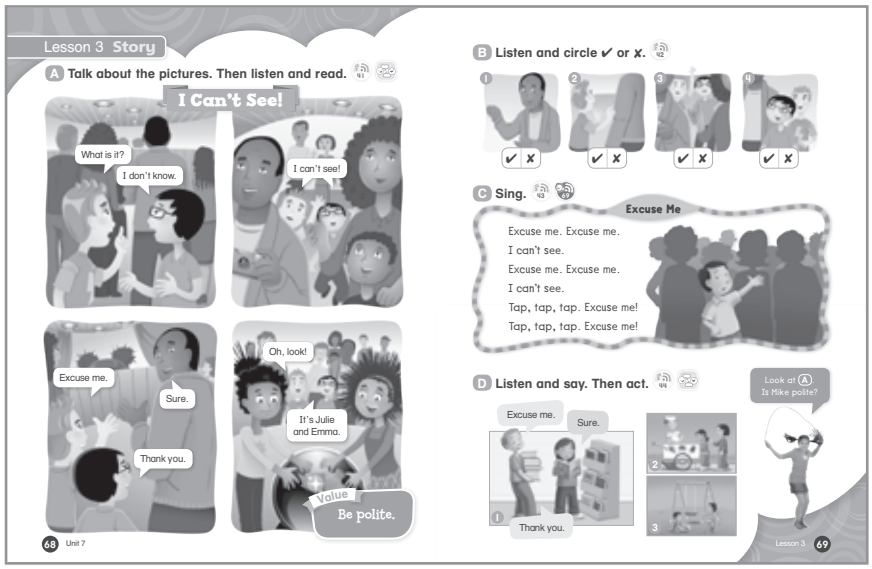
Games and Activities

- **Rhythm Circle** (Teacher's Book pages 28–31). Use body parts vocabulary from Lessons 1 and 2. Students can point to or move appropriate body parts as they chant.
- **Happy Families** (Teacher's Book pages 28–31). Students make their own picture cards for body parts vocabulary from Lessons 1 and 2.
- **Gaps** (Teacher's Book pages 28–31). Create several different texts with gaps using the Lesson 4 grammar patterns, *What's this? This is my (arm)*. Students write in the missing words and check their answers with a partner.

Extra Practice

Workbook pages 66–67
Student Audio CD Tracks 66–68
iTools
Online Practice

Lesson 3 Story



Student Book pages 68–69

Objectives
- Building reading and listening skills

Conversation
- Excusing yourself politely

Excuse me.
Sure.
Thank you.

Value
Be polite.

Materials
Picture Cards 107–116; Class CD 1 Track 24, Class CD2 Tracks 41–44

Student Book page 68

Warm up

1. Greet the class and sing *Hurry!* (Class CD1, Track 24) with your students.
2. Review the conversation language from Unit 6, Lesson 3: *I'm sorry. That's OK.* Encourage students to look for opportunities to use the language in class today.
3. Play **What's Missing?** (Teacher's Book pages 28–31) to review Unit 7 vocabulary and Unit 5 language patterns. Display Picture Cards 107–116. When students know which card is missing, they say *I can't see the (hand).*
4. Elicit the language from Unit 7, Lesson 2: *Are these my ears?* Review the Unit 7, Lesson 2 grammar: *Is this (my eye)? Yes, it is. / No, it isn't. Are these my (eyes)? Yes, they are. / No, they aren't.* Then students practice asking and answering with their neighbors.

A Talk about the pictures. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and name the characters, body parts, colors, and anything else they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD2 Track 41. Students listen, point, and read along with the CD.

CD 2 41

I Can't See!

Danny:	What is it?
Mike:	I don't know.
Danny & Mike:	I can't see!
Danny:	Excuse me.
Man:	Sure.
Mike:	Thank you.
Danny:	Oh, look!
Mike:	It's Julie and Emma.

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

Student Book page 69

B Listen and circle ✔ or ✘.

1. Students look at each picture and say what they think is happening.
2. Play Class CD2 Track 42. Students listen and circle ✓ or X.

CD 2 42

1. Danny & Mike: I can't see!
2. Danny: Excuse me.
3. Man: Sure.
4. Mike: Thank you.

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

Answer Key

1. X **2.** ✓ **3.** X **4.** ✓

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Students look at the picture and talk about what they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 43. Students listen and then sing along with the CD.

CD 2 43

Excuse Me

Hey, I can't see! Ahem.
Excuse me. Excuse me.
I can't see.
Excuse me. Excuse me.
I can't see.
Tap, tap, tap. Ahem. Excuse me!
Tap, tap, tap. Ahem. Excuse me!

Hey, I can't see!

(x3)

Oh sure.

Thank you!

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

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 25.

1. Play Class CD2 Track 44. Students listen and say along with the CD, in pairs.

CD 2 44

Excuse me.
Sure.
Thank you.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Collaboration/Communication: Direct students' attention to the Everybody Up Friend. Students use collaboration to look at the story in A and determine if Mike is polite. Then they use communication skills to take turns asking and answering the question.

Games and Activities

- Each student draws a picture to illustrate the value *Be polite.* Display the pictures in the classroom. Students circulate and discuss the pictures, using Unit 7 vocabulary.
- Put students in groups of three. Each group creates, rehearses, and acts out a new story that demonstrates the value *Be polite.* Stories must include the target conversation language: *Excuse me. Sure. Thank you.*
- Draw **A New Story** (Teacher's Book pages 28–31). Using the existing story as a model, students draw a new story with new scenes and characters. More advanced students might also write new text. Beginning students might simply copy the pictures and text from their books.

Extra Practice

Workbook pages 68–69
Student Audio CD Track 69
Unit 7, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Healthy Habits



Objectives
- Talking about healthy habits

Grammar
- Statements with *can* for ability
- Direct objects (S-V-O sentences)

  I can wash my face.

Vocabulary
Healthy Habits: wash my face, wash my hands, brush my hair, brush my teeth

Materials
Picture Cards 82–85, 117–120; Class CD2 Tracks 45–47; Unit 7 Video and Poster, Healthy Habits

Student Book pages 70–71

Student Book page 70

School Subject Connection: Health

Lesson 4 is a cross-curricular lesson with a connection to health. Begin the lesson by talking about what *healthy* means. Ask students to share what they already know about being healthy.

Warm up

1. Greet the class. Then write these verbs on the board: *walk, run, hop, swim.* Choose an individual student and say *Hello, (Sarah). Let's (walk).* Mime the action. Elicit the response *OK, (Ms. Jones).* Students mime the action with you. Then students practice this conversation with their neighbors.
2. Review Unit 5, Lesson 2 playtime activities. Hold up Picture Cards 82–85 and elicit full sentences: *I can (ride a bike). I can't (fly a kite).*
3. Review Unit 5, Lesson 4 conversation language. In pairs, students can use this pattern with new body part words from Unit 6: *What can you see? I can see (two hands).*

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about healthy habits. To preview vocabulary in the video, play **Charades** (Teacher's Book, pages 28–31) using verbs from Unit 7 Lesson 4 and others in the video: *go to bed*, *eat*, *play*. Explain *before/after* and *morning/evening*. Put an anatomy chart on the wall and help students label the body parts in English. Ask students what they might see in the video.

1. Play the video. See Video Scripts on Teacher's Books page 116–117 for reference.
2. Play the video again. Pause the video and ask students questions about healthy habits. Encourage them to use complete sentences to practice *What can you do? I can wash my (hands). I can brush my (teeth). It's important to wash your hands at (school/home/before I eat/after I play).*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 117–120 to introduce the new words. Continue until students can produce the words on their own.
2. Link the language. Students can watch as you mime each new action and say *I can (wash my face).* Begin again, miming each action for students to say the sentences. Next, let individual students say the sentences for the class to mime.

3. Play Class CD2 Track 45. Students listen, point, and say along with the CD.

CD 2 45

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

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

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *I can wash my face.*
2. Direct students' attention to the grammar box on page 70.
3. Play Class CD2 Track 46. Students listen and say along with the CD.

CD 2 46

I can wash my face.

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

4. Students practice saying the sentences on their own, using their books.

Student Book page 71

D Listen and match.

1. Ask students what is happening in each picture. Then play CD2 Track 47. Students listen and match the person on the left with the actions on the right.
2. Students check their answers in pairs. Then check answers together as a class.

CD 2 47

1. Hi, I'm Ellen. I can brush my hair. I can brush my teeth. I can wash my face.
2. Hi, I'm Jake. I can brush my teeth. I can wash my hands. I can brush my hair.
3. Hi, I'm Luke. I can wash my face. I can brush my hair. I can wash my hands.
4. Hi, I'm Lisa. I can wash my hands. I can wash my face. I can brush my teeth.

Answer Key			
1. d	**2.** b	**3.** a	**4.** c

E Talk with your classmates.



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

F Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students identify familiar objects in the poster images. See Teacher's Book page 118 for poster information.
2. Students talk about the poster using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking to make a list or a chart of who can do what in the video. Students communicate their findings with the class or with neighbors.

Games and Activities

- **Telephone** (Teacher's Book pages 28–31). Students form one line. Whisper a different sentence to the student at each end. For example: *I can wash my hands* and *I can brush my hair.* Students whisper the sentences down the line. Each student can say the sentence just once.
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Using Unit 7 language, make three statements, one of which is a "lie." For example: *I have two hands. I have ten ears. I can brush my teeth.* Students listen carefully to catch the "lie." Those who do must then say the "true" statement: *I have two ears.*

Extra Practice

Workbook pages 70–71
Student Audio CD Track 70–71
Unit 7, Lesson 4 Worksheet
Unit 7 Test
iTools
Online Practice

Lesson 1 Adjectives



Student Book pages 72–73

Objectives
- Talking about toys using adjectives

Grammar
- Demonstrative pronouns *that* and *those*

  That's an old bike.
  Those are new bikes.
- Information questions with *what*

  What's that? *That's an old doll.*
  What are those? *Those are new bikes.*

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

Materials
Picture Cards 50–57, 107–126; Class CD1 Track 49, Class CD2 Tracks 48–51

Student Book page 72

Warm up

1. Greet the class and sing *My Turn* (Class CD1 Track 49). Students turn to their neighbors, singing and using appropriate gestures.
2. Review body parts vocabulary. Hold up Picture Cards 107–116, asking students *What is it?* Elicit *I don't know* or *It's a (nose).*
3. Elicit the language from Unit 7, Lesson 4: *I can wash my face.* Review verb phrases with Picture Cards 117–120. Students practice the language while demonstrating verb actions.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 121–126 to introduce the new words. Continue, picking up speed, until students can produce the words on their own.
2. Play **Rhythm Circle** (Teacher's Book pages 28–31) with the new vocabulary.
3. Link the language. Combine Unit 4 vocabulary and grammar patterns with the new vocabulary. Hold up a picture card and ask students *What's this?* Elicit the response *This is (an old doll).* Student pairs continue to practice this pattern.
4. Play Class CD2 Track 48. Students listen, point, and say along with the CD.

CD 2 48

1. old
2. new
3. big
4. small
5. long
6. short

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

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:

   Emma, Ann, and Mike are at the toy store. Look at all the toys. There are games and cards. There are dolls and a big ball. There are animals, too. Can you see the pink bear? It's under the snake. Where is the elephant? There are long pencils and short pencils. There are big flowers and small flowers. What else can you see?
2. Play Class CD2 Track 49. Students listen, find the items in the picture, and number them.

CD 2 49

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

Emma: But it's old!
Ann: That's OK.
5. Emma: Look, pencils. They're long.
6. Ann: I like these pencils. They're short. Like me!

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

Student Book page 73

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *That's an old bike. Those are new bikes.*
2. Present the contraction: *That's = That is*
3. Direct students' attention to the first grammar box on page 73.
4. Play Class CD2 Track 50. Students listen and say along with the CD.

CD 2 50

That's an old bike.
Those are new bikes.
That's = That is
1. That's an old bike.
2. Those are new bikes.
3. That's a big ball.
4. Those are small balls.
5. That's a long snake.
6. Those are short snakes.

5. Students practice the sentences, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new patterns: *What's that? That's an old doll. What are those? Those are new bikes.*
2. Direct students' attention to the second grammar box on page 73.
3. Play Class CD2 Track 51. Students listen, ask, and answer along with the CD.

CD 2 51

What's that? That's an old doll.
What are those? Those are new bikes.
What's = What is
That's = That is
1. What's that? That's an old doll.
2. What are those? Those are new bikes.
3. What's that? That's a small ball.
4. What's that? That's a big car.
5. What are those? Those are long jump ropes.
6. What are those? Those are short pencils.

4. Hold up Picture Cards 121–126 and ask the class *What's that?* Students reply *That's (an old bear).* Student pairs practice the pattern, using picture cards or realia.

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to think about what is in each picture. Students use communication skills to take turns asking and answering the question.

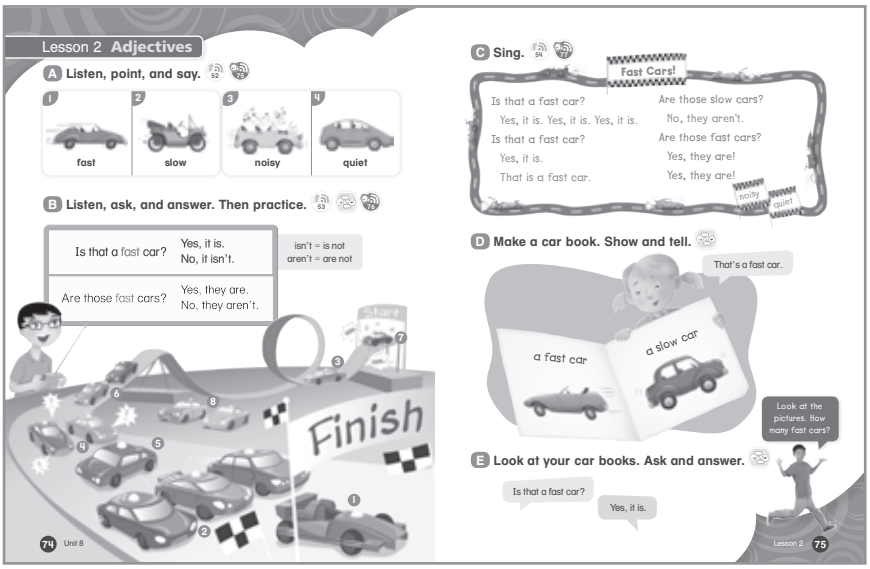
Games and Activities

- **Down the Line** (Teacher's Book pages 28–31). Use Picture Cards 50–57 and 121–126. When players meet, show the player a card and ask *What's that?* or *What are those?* A correct answer *(It's an old doll. / They are new dolls.)* earns a point.
- **Beanbag Toss** (Teacher's Book pages 28–31). Use Picture Cards 50–57 and 121–126 or realia (for plurals). Students play in pairs. The first student throws the beanbag and asks a question: *What's that?* or *What are those?* The second student answers *That's a (big doll)* or *Those are (long pencils).* The next pair takes a turn.
- **Gaps** (Teacher's Book pages 28–31). Create several different texts with gaps using the Unit 8, Lesson 1 grammar patterns. Students write in the missing words and check their answers in pairs.

Extra Practice

Workbook pages 72–73
Student Audio CD Tracks 72–74
iTools
Online Practice

Lesson 2 Adjectives



Student Book pages 74–75

Objectives
- Asking and answering about toys using adjectives

Grammar
- Yes / No questions with *be* (3rd person singular and plural)
- Demonstrative pronouns *that* and *those*

Is that a fast car? Yes, it is. / No, it isn't.
Are those fast cars?
Yes, they are. / No, they aren't.

Vocabulary
Adjectives: fast, slow, noisy, quiet

Materials
Picture Cards 127–130; Class CD2 Tracks 21, 52–54

Student Book page 74

Warm up

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

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

   Switch roles and repeat.
2. Sing *Where is the Snake?* (Class CD2 Track 21)
3. Point to items in the classroom to elicit the language from Unit 8, Lesson 1: *What's that? That's an (old bike).* Student pairs can practice this pattern by pointing at items in the classroom and using new vocabulary and familiar language.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 127–130 to introduce the adjectives. Continue until students can produce the words on their own.
2. Reinforce meaning by acting out each adjective with students. Move quickly for *fast.* Move slowly for *slow.* Speak loudly or make noises for *noisy.* Speak quietly for *quiet.* Students can try this on their own.
3. Link the language with grammar patterns from Unit 5, Lesson 1, new vocabulary, and familiar language. Ask *What can you see?* Elicit the response *I can see (a fast car)* or *I can see (a slow turtle).*
4. Play Class CD2 Track 52. Students listen, point, and say along with the CD.

CD 2 52

1. fast
2. slow
3. noisy
4. quiet

5. Students say the words on their own, pointing to words in their books.

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new patterns:

   Is that a fast car? Yes, it is. / No, it isn't.
   Are those fast cars? Yes, they are. / No, they aren't.
2. Present the contractions: *isn't = is not, aren't = are not*
3. Direct students' attention to the grammar box on page 74.

4. Play Class CD2 Track 53. Students listen, point to the items in the picture, and say along with the CD.

CD 2 53

Is that a fast car? Yes, it is.
Is that a fast car? No, it isn't.
Are those fast cars? Yes, they are.
Are those fast cars? No, they aren't.
isn't = is not
aren't = are not

1. Is that a fast car? Yes, it is.
2. Are those fast cars? Yes, they are.
3. Is that a slow car? Yes, it is.
4. Are those slow cars? No, they aren't.
5. Is that a noisy car? No, it isn't.
6. Are those noisy cars? No, they aren't.
7. Is that a quiet car? No, it isn't.
8. Are those quiet cars? Yes, they are.

5. Play **Rollers** (Teacher's Book pages 28–31). Students ask a question and roll the ball to another student, who answers, asks a new question, and rolls the ball to another student.

Student Book page 75

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Students look at the pictures and name colors and items.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 54. Students listen and then sing along with the CD.

CD 2 54

Fast Cars
Is that a fast car?
Yes, it is. Yes, it is. Yes, it is.
Is that a fast car? Yes, it is.
That is a fast car.
Are those slow cars? No, they aren't.
Are those fast cars?
Yes, they are! Yes, they are!
(x2)

Noisy and quiet

Is that a noisy car?
Yes, it is. Yes, it is. Yes, it is.
Is that a noisy car? Yes, it is.
That is a noisy car.
Are those quiet cars?
No, they aren't.
Are those noisy cars?
Yes, they are! Yes, they are!

4. Students sing the song again, pointing at pictures in the book or in the classroom.

D Make a car book. Show and tell.



1. Provide blank books and art supplies for students to make their own picture books. Each page should illustrate a sentence with a noun and an adjective: *That's a fast car.*
2. In groups, students read and share their books.

E Look at your car books. Ask and answer.



Student pairs ask and answer questions about their Activity D books, using the language in the speech bubbles and previously learned language.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Collaboration/Communication: Direct students' attention to the Everybody Up Friend. Students use collaboration to look together at each other's car books and think about which cars look fast. Then they use communication skills to take turns asking and answering the question.

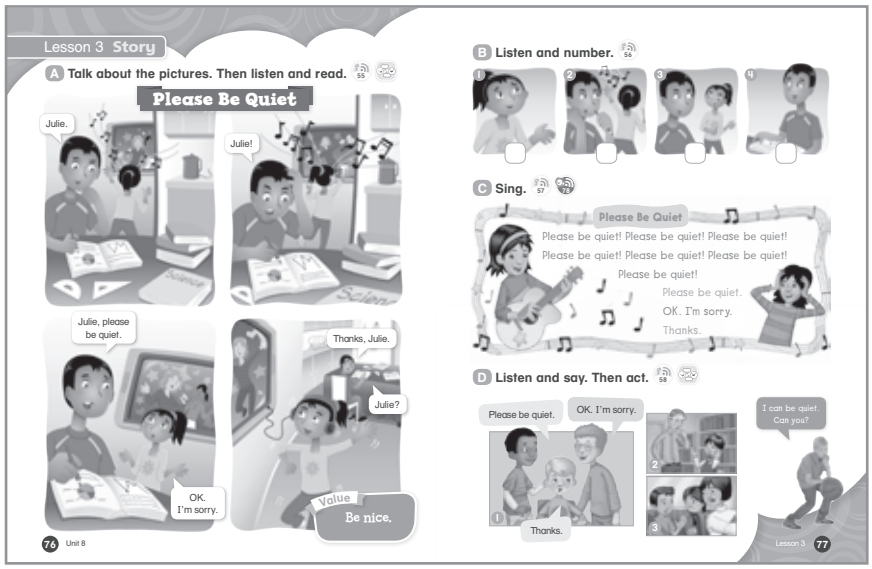
Games and Activities

- **Fruit Salad** (Teacher's Book pages 28–31). In groups of eight, students practice adjectives taught in Unit 8, Lessons 1 and 2. For each group, provide eight cards (one per adjective).
- **Charades** (Teacher's Book pages 28–31). Use Picture Cards 127–130. Divide the class into two or four groups. Set aside a different picture card for each group. Show one member of each group a picture card; do not reveal the card to other group members. That student returns to the group and acts out the phrase. The group tries to guess what it is: *Is that a (fast) car?*
- **Fruit Salad** variation (Teacher's Book pages 28–31). Students play as a whole class. Provide one adjective card per student. Every student's card needs an opposite. Call out an adjective. The student(s) with that card finds a student holding the opposite card. They switch places.

Extra Practice

Workbook pages 74–75
Student Audio CD Tracks 75–77
iTools
Online Practice

Lesson 3 Story



Objectives
- Building reading and listening skills

Conversation
- Making a polite request

Please be quiet.
OK, I'm sorry.
Thanks.

Value
Be nice.

Materials
Picture Cards 121–126, 127–130; Class CD1 Track 31, Class CD2 Tracks 55–58

Student Book pages 76–77

Student Book page 76

Warm up

1. Greet the class and ask students to sit in a circle. Model the language pattern for students: *I'm seven. How old are you?* Elicit a response: *I'm (eight).* Call out two names and ask these students to practice saying this pattern. Then this pair calls out the names of two other students to continue this exchange. Repeat until everyone has a turn.
2. Elicit the language from Unit 8, Lesson 2: *Is that a fast car?/Are those fast cars?* Have students stand and practice saying and acting out their own questions and answers for their neighbors.
3. Review adjectives by playing **Guess the Next Card** (Teacher's Book pages 28–31). Hold up Picture Cards 121–126 and 127–130, one by one. Elicit the words. Shuffle the cards and begin again. Students try to guess which card you will show next.
4. Sing *Let's Share* (Class CD1 Track 31). Then challenge students to recall the story, *The Blue Paint*, and the value associated with this song: *Be nice.*

A Talk about the pictures. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and name the characters, body parts, colors, and anything else they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD2 Track 55. Students listen, point, and read along with the CD.

CD 2 55

James: Julie.
James: Julie!
James: Julie, please be quiet.
Julie: OK. I'm sorry.
James: Thanks, Julie. Julie?

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

Student Book page 77

B Listen and number.

1. Students look at each picture and say what they think is happening.

2. Play Class CD2 Track 56. Students listen and number the pictures.

CD 2 56

1. James: Julie!
2. James: Julie, please be quiet.
3. Julie: OK. I'm sorry.
4. James: Thanks, Julie.

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

Answer Key

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

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Students look at the pictures and talk about what they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 57. Students listen and then sing along with the CD.

CD 2 57

Please Be Quiet

1, 2, 3, 4
Please be quiet!
Please be quiet!
Please be quiet!
Please be quiet!
Please be quiet!
Please...be...quiet!
Please...be...quiet!
Please be quiet.
OK. I'm sorry.
Thanks.

(x2)

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

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 25.

1. Play Class CD2 Track 58. Students listen and say along with the CD, in pairs.

CD 2 58

Please be quiet.
OK. I'm sorry.
Thanks.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking to think about times when they can be quiet and in what situations. Then they use communication skills to take turns asking and answering the question.

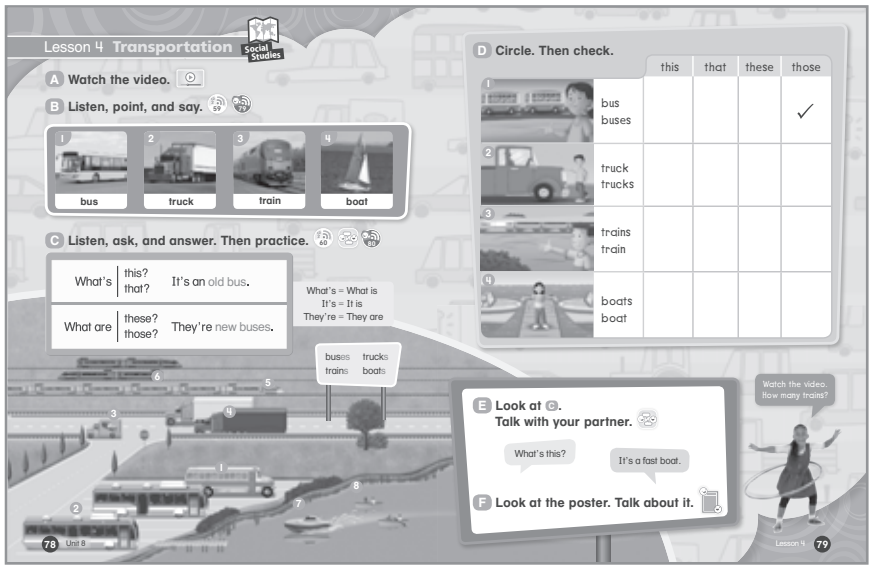
Games and Activities

- **Order the Pictures** (Teacher's Book pages 28–31). Prepare four large pictures to illustrate the Lesson 3 story. Groups hold the pictures and arrange themselves in order as you read the story aloud.
- Assign student pairs. Hand out four sticky notes to each pair. Instruct students to turn to the story pages from Units 2, 3, 6, and 7 and use a sticky note to cover up the value sticker at the end of each story. Then, write these four values on the board: *Be nice. Be fair. Be safe. Be polite.* Student pairs match each story with its value.
- Students think of new stories to demonstrate the value *Be nice* and draw pictures to illustrate the stories. Play **Charades** (Teacher's Book pages 28–31) using students' drawings.

Extra Practice

Workbook pages 76–77
Student Audio CD Track 78
Unit 8, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Transportation



Student Book pages 78–79

Objectives
- Asking and answering about transportation

Grammar
- Comparing demonstrative pronouns *this, that, these,* and *those*

What's this/that? It's an old bus.
What are these/those?
They're new buses.

Vocabulary
Transportation: bus, truck, train, boat

Materials
Picture Cards 121–126, 127–130, 131–134; Class CD1 Track 17, Class CD2 Tracks 59–60; Unit 8 Video and Poster, Transportation

Student Book page 78

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to social studies. Students can share how they and family members go to school and work.

Warm up

1. Greet the class and sing *Hi! How are you?* (Class CD1, Track 17).
2. Elicit the language from Unit 8, Lesson 3: *I can be quiet. Can you?* Students can practice using the expression during class.
3. Review adjectives with familiar grammar patterns. Hold up Picture Cards 121–126 and 127–130, asking different questions, such as *What's this? Is it noisy? What can you see? Is this an old doll?* Elicit full-sentence answers.

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about transportation. Students can tell you what they know about how people get around in different places. Remind them that modes of transportation differ around the world. How does transportation vary on land, in the air, in the water? Students may enjoy designing new kinds of transportation.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117 for reference.
2. Play the video again. Pause it as you ask students questions about what they saw, for example, *Is Henry's car fast? What are these cars?*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 131–134 to introduce the new words. Continue until students can produce the words on their own.
2. Link the language. Combine grammar patterns from Unit 5, Lesson 4 with new vocabulary: *Can you see an old truck? Yes, I can. / No, I can't.* Student pairs practice pointing and saying these patterns.
3. Play Class CD2 Track 59. Students listen, point, and say along with the CD.

CD 2 59

1. bus 2. truck 3. train 4. boat

4. Hand out eight blank cards and drawing supplies to each student. Students make a picture card for the new vocabulary words and their plural forms.

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new patterns:
   What's this/that? It's an old bus.
   What are these/those? They're new buses.
2. Present the contractions:
   What's = What is; It's = It is; They're = They are.
3. Direct students to the grammar box on page 78.
4. Play Class CD2 Track 60. Students listen and say along with the CD.

CD 2 60

What's this?	It's an old bus.
What's that?	It's an old bus.
What are these?	They're new buses.
What are those?	They're new buses.

What's = What is
It's = It is
They're = They are
buses, trucks, trains, boats

1.	What's this?	It's an old bus.
2.	What are these?	They're new buses.
3.	What's that?	It's a small truck.
4.	What are those?	They're big trucks.
5.	What's that?	It's a long train.
6.	What are those?	They're short trains.
7.	What's this?	It's a fast boat.
8.	What are these?	They're slow boats.

5. Hold up Picture Cards 131–134 and ask *What's (this)?* Students answer *It's (a new bus).* Borrow a set of student-made picture cards and continue with the plural items.

Student Book page 79

D Circle. Then check.

1. Students look at the picture and circle the correct word. Then they write a check mark in the correct column in the chart.
2. Students check their answers in pairs. Then check answers together as a class.

Answer Key
1. buses/those **2.** truck/this **3.** trains/those **4.** boats/these

E Look at C. Talk with your partner.



Student pairs talk about the big picture in Activity B using the speech bubble language: *What's this? It's a fast boat.* Encourage students to use previously learned language, as well.

F Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students identify familiar objects in the poster images. See Teacher's Book page 118 for poster information.
2. Students talk about the poster using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Creativity/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking to determine how many trains there are and draw a picture of the two trains (one big and noisy, the other old). Then, partners communicate to discuss their drawings.

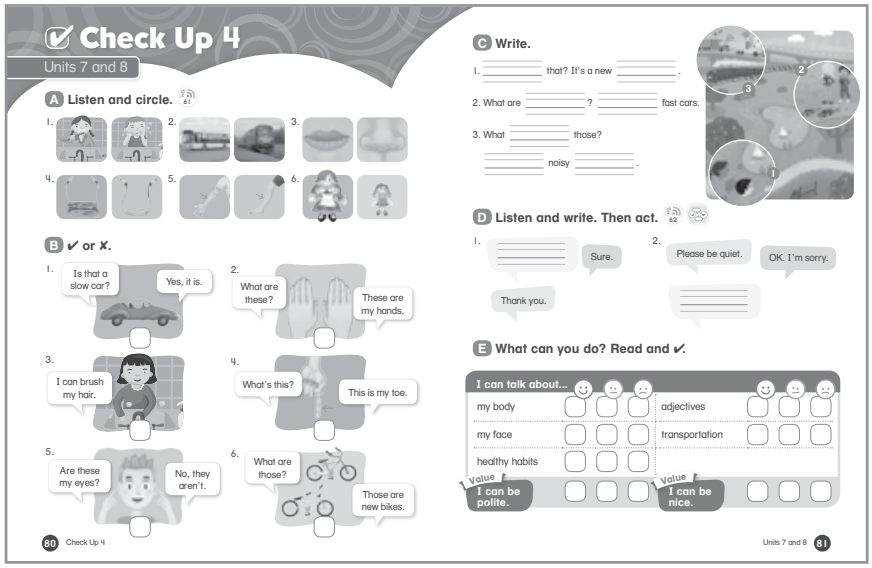
Games and Activities

- **Happy Families** (Teacher's Book pages 28–31). Groups of four students use four sets of student-made cards. They try to make a set of four matching cards, saying *Do you have a (bus)?* or *Do you have (buses)?* Students use familiar language as they play: *Help me. Here you are.*
- **Word Roll** (Teacher's Book pages 28–31). Each pair has a die with a bus, truck, train, boat, car, and bike on the sides (old or new). The first student rolls the die and asks *What's (that)?* The partner answers *It's (an old bus)* to win a point.

Extra Practice

Workbook pages 78–79
Student Audio CD Tracks 79–80
Unit 8, Lesson 4 Worksheet
Unit 8 Test
iTools
Online Practice

Check Up 4



Student Book pages 80–81

Review Language
- Units 7 and 8 grammar and vocabulary

Materials
Picture Cards 107–120 and 121–134; Class CD1 Track 05, Class CD2 Tracks 61–62

Student Book page 80

Warm up

1. Greet the class and sing *The Alphabet* (Class CD1 Track 05) with students.
2. Elicit the language from Unit 8, Lesson 4: *What are these/those?* Students practice asking and answering using the transportation pictures in their books.
3. Play **Find** (Teacher's Book pages 28-31) with Picture Cards from various units.

A Listen and circle.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Play Class CD2 Track 61. Students listen and circle the correct picture.

CD 2 61

1. wash my face
2. bus
3. mouth
4. long
5. leg
6. new

2. Students practice saying the words on their own.

3. Play **Down the Line** (Teacher's Book pages 28–31) to review vocabulary. Place Picture Cards 107–134 in a line on the floor.

B ✔ or ✘.

Students examine the picture and the speech bubbles. They put a ✓ if the picture matches the speech bubbles and an X if it doesn't match.

Answer Key					
1. X	**2.** ✓	**3.** X	**4.** X	**5.** X	**6.** ✓

Student Book page 81

C Write.

Students examine the picture and fill in the blanks in the sentences.

Answer Key		
1. What's/boat	**2.** these/These are	**3.** are/trucks

D Listen and write. Then act.

1. Play Class CD2 Track 62. Students listen. Play track again and students fill in the blanks with the words they hear.

CD 2 62

1. Excuse me.
   Sure.
   Thank you.
2. Please be quiet.
   OK, I'm sorry.
   Thanks.

2. Students practice the conversations with a partner. Provide classroom objects for them to use as they act out the conversations.

E What can you do? Read and ✔.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share.

Games and Activities

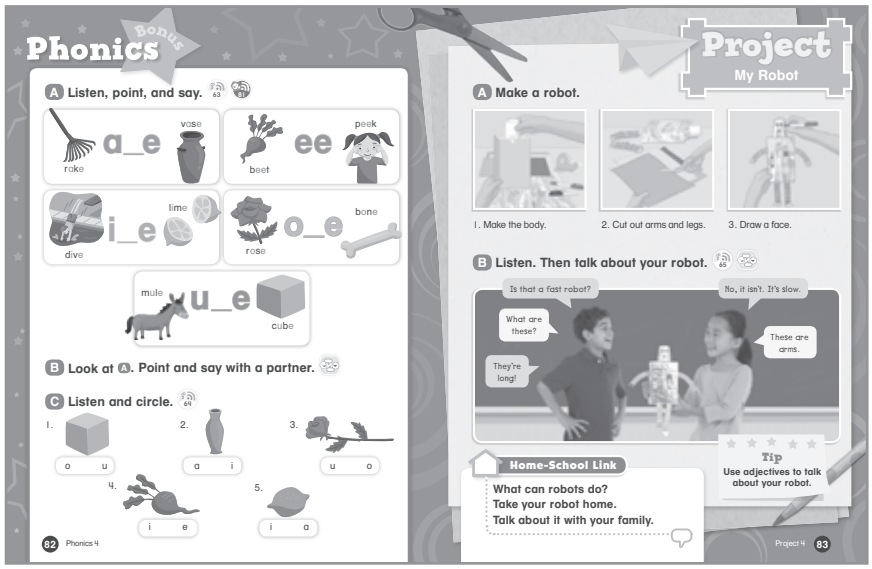
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31) using language from Units 7 and 8. For example, body parts, transportation, adjectives, and healthy habit verbs.
- **Charades** (Teacher's Book pages 28–31) using language from Units 7 and 8, body parts and healthy habit verbs.
- **Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 7 and 8. For example, hold up a toy car and say, "This is a boat." Or point to two books on your desk and say, "This is a book." Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you hold up items, say some correct sentences and some incorrect ones so that students have to listen carefully.

Extra Practice

Workbook pages 80–82
iTools
Online Practice

Bonus Phonics



Student Book pages 82–83

Phonics
- Long vowels: a, e, i, o, u

Materials
Class CD2 Tracks 63–64

Project Language
- Units 7 and 8 grammar and vocabulary

Materials
Class CD2 Track 65; small paper cups, small cardboard boxes, glue, crayons, markers, paper, scissors

Student Book page 82

Warm up

1. Write the alphabet on the board. Point to each consonant and say the sound. Students repeat. Do the activity again, but only point and have students say the sound.
2. Go over the short vowel sounds in Phonics 2. Refer to Activity A on page 42 and elicit (a, /a/, bat) for each picture and word.
3. Point to a letter. Students use their books to find a word that begins with that letter. When they find it, they raise their hands and then say the sound and word aloud. Continue as time allows.

A Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 26.

1. Introduce the sound for long *a*. Write the letter *a* on the board. Say the letter and the long *a* sound. Students listen and repeat. Introduce the sounds for long *e, i, o,* and *u*.

Pronouncing long vowels

They may not realize it, but students will already know how to pronounce the long vowel sounds. Point out that the sounds for long vowels are the same as the letter names themselves.

Spelling words with long vowels

In order to make an *a* have its long sound, there needs to be an *e* at the end of a word, too. Write *rake* and *vase* on the board. Underline the *a* and *e* in each word. Tell students that the a–e long *a* sound spelling pattern makes the *a* long. Write the words *beet* and *peek* on the board. Point out that these words have double *e*'s to make the long *e* sound.

2. Drill the new sounds. Point to each letter on the board, say the sound, and have students repeat. Continue until students are comfortable producing the sounds on their own. Gradually increase the speed of the activity.
3. Play Class CD2 Track 63. Students listen, point, and say along with the CD.

CD 2 63

a (long a sound), rake, vase
e (long e sound), beet, peek
i (long i sound), dive, lime
o (long o sound), rose, bone
u (long u sound), mule, cube

4. Link the sounds. Write *a, e, i, o,* and *u* on the board. Point to a letter (*a*) and say (a–e). Students find a picture and word on the page that has that vowel sound, point to the picture, and say the letter, the sound it makes, and then the whole word, for example, *a,* a–e, *rake*. Continue with the rest of the pictures and words on the page.

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

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

C Listen and circle.

1. Play Class CD2 Track 64. Students listen and circle each word's long vowel.

CD 2 64

1. cube 2. vase 3. rose
4. beet 5. lime

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

Answer Key

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

Project My Robot

Student Book page 83

A Make a robot.

See *Teaching Projects*, Teacher's Book page 26.

1. Explain to students that they will make a robot from a paper cup, a box, and paper. Distribute the materials.
2. Students glue the paper cup to the cardboard box for the robot's head and body.
3. Students cut construction paper for arms and legs. Then they draw a face.

B Listen. Then talk about your robot.

1. Play Class CD2 Track 65. Students listen, point to the speech bubbles, and say along with the CD.

CD 2 65

Is that a fast robot?
No, it isn't. It's slow.
What are these?
These are arms.
They're long!

2. **Tip:** Draw students' attention to the tip: *Use adjectives to talk about your robot*. Play **Fruit Salad** (Teacher's Book pages 28–31) to review the adjectives from Unit 8 Lessons 1 and 2.
3. Student pairs practice the pattern using their books.
4. Play **Binoculars** (Teacher's Book pages 28–31) using students' robots placed around the classroom. Encourage students to use color and shape words to describe what they see.

Home-School Link

1. Tell the students to share what they've learned in class at home.
2. Role-play with a few stronger students to demonstrate sample language to the class. Talk about the robot's body parts and how it can move.
3. Students take their robots home and make a list of topics that they talked about with their family and present their responses to the class.

Games and Activities

- *Phonics:* **BINGO** (Teacher's Book pages 28–31) with the new phonics sounds. Hand out six blank cards to each student. Instruct students to write a vowel (*a*, *e*, *i*, *o*, *u*) on each card.
- *Phonics:* **Everybody Up! Everybody Down!** (Teacher's Book pages 28–31) with the new phonics sounds.
- *Project:* **Station Stop** (Teacher's Book pages 28–31) using students' robots as the stops. At each stop, two students use the language from Exercise B on page 83.

Extra Practice

Workbook page 83
Student Audio CD2 Track 81
Final Test
iTools
Online Practice

YLE Practice Answer Key and Instruction

YLE Starters Practice 1, pages 84–85

Listening

A. Listen and draw the lines. There is one example.

CD 2 66

Play the audio. Students draw lines from the objects to the person they hear.

Answers
Students draw a line from Tony to the yellow pencil case.
Students draw a line from Anna to the white glue.
Students draw a line from Ben to the ball of blue yarn.
Students draw a line from Sue to the red notebook.

Speaking

B. Listen and point.

Ask the student questions about the picture, such as *Where's the triangle?* The student points to the picture. If the student doesn't understand a question, try a back-up question, such as *Is this a triangle?*

Possible items for questions
triangle
glue
paint
yarn
pencils

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Read this. Choose a word from the pictures below. Write the correct word next to the numbers 1–4.

Students look at the picture and complete the text using the pictures below for reference.

Answers
1. yellow
2. red
3. pen
4. notebook

D. Look at the picture and read the questions. Write one-word answers.

Students look at the picture and write the answer to the questions.

Answers
1. Yes
2. No
3. Yes
4. No

YLE Starters Practice 2, pages 86–87

Listening

A. Read the questions. Listen and write a name or number.

CD 2 67

Students read the questions. Play the audio. Students listen and answer the questions with names or numbers.

Answers
1. 8 (eight)
2. 1 (one)
3. Jill
4. Nick

Speaking

B. Listen and put the cards on the picture.

Print out the object cards from the Teacher's Resource Center CD-ROM and cut them out. Ask the student to place the cards on the picture where you say, for example, *Put the cake on the table*. If a student doesn't understand a question, try a back-up by starting your command with a question, such as, *Where is the table? Put the cake on the table*.

Possible place to put the cards
Put the cake on the table.
Put the orange juice in the grandmother's hand.
Put the chicken under the yellow balloon.
Put the ice cream on the grandfather's chair.

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Look and read. Put a tick (✔) or a cross (✘) in the box.

Students look at the pictures, read the words, and mark if they match with a ✓ (tick) or ✗ (cross).

Answers
1. ✓ (tick)
2. ✗ (cross)
3. ✓ (tick)
4. ✗ (cross)

D. Look and read. Write *yes* or *no*.

Students look at the picture and read the phrases. They identify if the correct number of items are in the picture and write *yes* or *no*.

Answers
1. Yes
2. No
3. No (6th car is seen in doorway)
4. No

YLE Starters Practice 3, pages 88–89

Listening



A. Listen and tick (✔) the box.

Play the audio. Students listen and choose which picture is the correct answer, marking a ✓ in the box.

Answers
1. A
2. C
3. B

Speaking

B. Listen and answer the questions.

Ask the student questions about the people or the objects in the picture. The student points to the picture. If the student doesn't understand a question, try a back-up question, such as *Are there two jump ropes?*

Possible questions and answers
How many balls? (Two balls.)
How many jump ropes? (Two jump ropes.)
[Point to the kite.]What is it? (It's a kite.)
Can you see the a lake? (No.)
[Point to the bike.] What's that? (It's a bike.)
[Point to the flowers.] What are these? (They're flowers.)

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Look at the pictures. Look at the letters. Write the words.

Students look at the pictures and unscramble the letters in the box to write the word.

Answers
1. tree
2. turtle
3. bear
4. snake

D. Read this. Choose a word from the pictures below. Write the correct word next to the numbers 1–4. There is one extra word.

Students read the text and look at the picture. They complete the paragraph with words from the pictures below.

Answers
1. lake
2. tree
3. monkeys
4. on

YLE Starters Practice 4, pages 90–91

Listening



A. Listen and color.

Play the audio. Students listen and color the items in the picture based on what they hear.

Answers
Students color the car red.
Students color the big doll blue.
Students color the small trucks yellow.
Students color the new bear brown.

Speaking

B. Listen and answer the questions.

Ask the student questions about the pictures in the Student Book. If the student doesn't understand a question, try a back-up question, such as *Are they hands?*

Possible questions and answers
What are these? (They're hands.)
How many hands? (Two hands.)
What color is the jump rope? (It's red.)
Is that an old bus? (No, it isn't.)
What color is the bus? (Yellow.)

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Look at the picture and read the questions. Write one-word answers.

Students look at the picture and write the answer to the questions.

Answers
1. snakes
2. five
3. three
4. red

D. Look and read. Put a tick (✔) or a cross (✘) in the box.

Students look at the pictures, read the sentences, and mark if they match with a ✓ (tick) or ✗ (cross).

Answers
1. ✓ (tick)
2. ✗ (cross)
3. ✓ (tick)
4. ✗ (cross)

Video Scripts

Unit 1, Lesson 4, Shapes

Let's go to the classroom!
Hello, Sarah!
Hello, Jamie!
Hello, Emily!
It's shapes class.
Look at the shapes – circles, triangles, and squares.
Look! What is it? It's a circle! It's purple!
Look! It's a square. It's yellow.
Look! It's a triangle. It's black.
Shapes are great!
Look! It's a mouse.
It's one… two… three… four… five… circles
and one triangle.
Look! It's a robot!
It's one… two… three squares… one… two… three circles…. and one triangle.
Shapes are fun!

Unit 2, Lesson 4, Colors

Let's go to art class!
Art class is fun.
What's this? This is paint.
What color is it?
It's yellow.
It's blue.
And it's green.
What's this? It's a pen.
What color is it? It's black.
Look! It's a bird.
Look at all the colors.
Black and white make gray.
Blue and yellow make green.
Red and yellow make orange.
Red and blue make purple.
Many, many colors!
What's this? It's a crayon.
What color is it? It's blue.
What color is this crayon?

Unit 3, Lesson 4, Toys

Let's play! Look! It's play time.
Look at the children.
How many boys? Two boys! How many girls? Two girls!
How many balls? One ball. What color is it? It's red.
Look! This is Natalie. Natalie has a doll.
How many girls? Two! How many dolls? One.
Look! What's this? It's a puzzle.
This class has a caterpillar puzzle.
This class has games too! How many games?
One… two… three… four… five… six… seven…
This class has seven games.
Play time is fun! Let's play together!

Unit 4, Lesson 4, Food

Hello! I'm Sarah.
Let's go to my school. It's lunchtime!
Hello, everybody!
Look! Who's this?
This is my friend, Rebecca. What's this? It's bread and chicken. I like bread and chicken!
Look! Who's this? It's Louise! She's my friend, too!
What's this? It's juice. I like juice!
I like food.
What's this? It's pizza! I like pizza. Yum, yum!
What's this? It's chicken and rice! I like chicken and rice. Yum, yum!
What's this? It's fish! Uh oh! I don't like fish!
Look! What's this? It's cake.
How many cakes? One… two… three… four… five… six… seven… eight… nine cakes! Mmm!
I like cake, chicken, and pizza. But I don't like fish.
What about you?

Unit 5, Lesson 4, Animals

Hi, I'm Ellie! I'm at the park!
What can I see?
I can see trees…
I can see flowers…
And I can see a river.
Parks are fun!
I can jump rope at the park!
What can you do at the park?
You can play soccer…
You can jump rope…
You can ride a bike…
And you can fly a kite!
Look at the park again. What can you see?
You can see flowers and trees…
But look! You can see animals, too!
Look! It's a turtle! Can you see it?
Look! It's a frog! Can you see it?
Look it's a spider! Can you see it?
Look! It's a snake! Can you see it?
Look! Ants! Can you see them?
I can see lots of animals in the park. What can you see?

Unit 6, Lesson 4, Abilities

Let's go to the zoo!
What can you see?
Look! It's a giraffe!
Look! It's a tiger!
Look! Kangaroos!
How many kangaroos? One… two… three… kangaroos.
These kangaroos are under a tree….
These kangaroos are in a field!
Look! It's a monkey!
This monkey is in the tree.
This monkey is under the tree!
Look at the penguins. Where are they? They are in the water.
Animals can do lots of things.
Can giraffes run?
Yes, they can!
Can tigers walk?
Yes, they can!
Can kangaroos hop? Yes, they can!
But can they run? No, they can't!
Animals can walk…
Animals can run…
Animals can swim…
And animals can hop…
Can you walk? Can you run? Can you swim? Can you hop?

Unit 7, Lesson 4, Healthy Habits

Hi, I'm Nick and this is my friend, Sunita. We love the farm!
I always wash my hands at the farm. It's a healthy habit.
Everybody has healthy habits!
I can wash my hands at home.
And I can wash my hands at school!
I wash my hands before I eat. I wash my hands after I play.
Everybody has healthy habits!
Hi. I'm Amy. I'm with my sister, Louise.
It's time for bed. I brush my teeth before bed.
We all have healthy habits.
I can wash my hands…
… and I can brush my teeth!
Healthy habits are important. Can you wash your hands? Can you brush your teeth?

Unit 8, Lesson 4, Transportation

Let's go outside!
Look! Henry has a small car! Is that a fast car? Yes, it is.
Look! Mary has a big car! Is it a fast car, too? No, it isn't. It's a slow car.
These cars are toys.
But those cars aren't. They're for transportation.
Look! What's that? It's a big train!
Is it noisy? Yes, it is!
What's that? It's a train, too. Is it old? Yes, it is!
What are those? They're new bikes!
Are they noisy bikes? No, they're quiet bikes.
Look! Can you see bikes? No, you can't. Can you see cars? Yes, you can! Can you see trucks? Yes, you can. Trucks are big!
Look at the water. Can you see trucks? No, you can't! Can you see boats? Yes, you can.
You can see big boats and you can see small boats.
Trains, bikes, trucks, and boats are all for transportation.
Can you ride a bike? Can you drive a car?

Poster Information

Poster 1 – Shapes

Image Descriptions
1. Triangular piece of watermelon
2. Circular red ball on grass
3. Rectangular ruler and paper
4. Large blue block

Poster 2 – Colors

Image Descriptions
1. Pink wooden pencil
2. Green apple on table cloth
3. Orange chalk on concrete
4. Purple yarn
5. Child using gray eraser
6. Brown paint

Poster 3 – Toys

Image Descriptions
1. Six playing cards
2. One board game
3. Seven marbles
4. Four puzzles

Poster 4 – Food

Image Descriptions
1. Cheese and mushroom pizza (yellow, orange, green)
2. Loaves of bread (brown, white, yellow)
3. Cakes on display (pink, orange, yellow, white)
4. Bowl of rice (white)

Poster 5 – Animals

Image Descriptions
1. Turtles on rocks
2. Spiders on blades of grass
3. Frogs on a flower
4. Ants carrying leaves on a tree

Poster 6 – Abilities

Image Descriptions
1. Kangaroos jumping in Australia
2. Penguins swimming and walking in Antarctica
3. Tigers running in Siberia
4. Giraffes walking in Kenya

Poster 7 – Healthy Habits

Image Descriptions
1. Boy washing his face in a lake
2. Girl brushing her teeth in the bathroom
3. Girl washing her hands outside
4. Girl brushing her hair in her room

Poster 8 – Transportation

Image Descriptions
1. Fast high-speed train
2. New city buses
3. Old fruit truck
4. Three new, small sailboats

Workbook Answer Key

Welcome, pages 2–3

A. Write and match.

Students complete the sentences and then draw a line to match the pictures and the sentences.

Answers

1. Hi. I'm Emma.
   [2nd picture]
2. Hello. My name is Mike.
   [1st picture]
3. Hi. My name is Julie.
   [4th picture]
4. Hello. I'm Danny.
   [3rd picture]

B. Find and circle.

Students find and circle the words in the word search.

Answers

h	r	c	D	b	J	p	n
E	m	m	a	i	u	j	a
l	r	e	n	s	l	z	m
l	h	i	n	M	i	k	e
o	c	m	y	t	e	n	f

C. What's your name? Write and draw.

Students write their names to complete the sentence and draw a picture of themselves.

D. Match.

Students draw a line to match the pictures and the sentences.

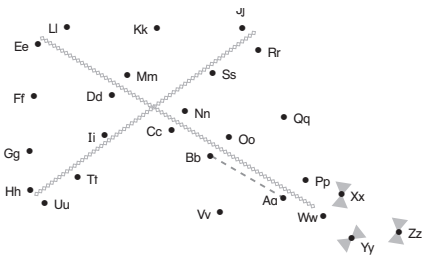
Answers

1. f
2. c
3. b
4. e
5. a
6. d

E. Connect.

Students connect the dots, using the alphabet letters. The result will be the shape of a kite.

Answers



Unit 1, First Day
Lesson 1, School Supplies, pages 4–5

A. Circle.

Students circle the correct answers.

Answers

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

B. Write.

Students write the answers.

Answers

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

C. Circle and match.

Students circle the correct answers and then draw lines matching the sentences to the pictures.

Answers

1. It's a pencil.
   b
2. It's a pencil case.
   f
3. It's a ruler.
   d
4. It's a backpack.
   a
5. It's a pen.
   c
6. It's an eraser.
   e

D. Write.

Students complete or write the answers.

Answers

1. What is it?
   It's an eraser.
2. What is it?
   It's a backpack.
3. What is it?
   It's a ruler.
4. What is it?
   It's a pencil.

Lesson 2, School Supplies, pages 6–7

A. Match.
Students draw lines matching the pictures to the words.

Answers
1. c, e
2. d, h
3. a, f
4. b, g

B. Write.
Students write the answers.

Answers
1. notebook
2. chair
3. book
4. desk

C. Number.
Students match the pictures to the sentences by writing the correct numbers next to the sentences.

Answers
1. It's a chair. It isn't a desk.
2. It's a notebook. It isn't a book.
3. It's a book. It isn't a notebook.
4. It's a desk. It isn't a chair.

D. Write.
Students complete the answers.

Answers
1. It's a book. It isn't a notebook.
2. It's a notebook. It isn't a book.
3. It's a chair. It isn't a desk.
4. It's a desk. It isn't a chair.

Lesson 3, Story, pages 8–9

A. Number.
Students number the sentences in the correct order.

Answers
1. How are you?
2. I'm fine.
3. Thank you.

B. Connect.
Students connect the words to form sentences.

Answers
1. How – are – you?
2. I'm – OK. – Thank – you.
3. I'm – good. – Thank – you.
4. I'm – great! – Thank – you.

C. Write.
Students complete or write the sentences.

Answers
1. I'm fine.
2. I'm great.
3. I'm good.
4. I'm OK.

D. Draw.
Students draw pictures to illustrate the sentences.

Lesson 4, Shapes, pages 10–11

A. Circle.
Students circle the correct answers.

Answers
1. circle
2. square
3. rectangle
4. triangle

B. Draw and write.
Students draw the next picture in the sequence and then complete or write the questions and answers.

1. [book]
   Is it a rectangle?
   Yes, it is.
2. [eraser]
   Is it a square?
   No, it isn't.
3. [desk]
   Is it a circle?
   No, it isn't.

C. Look and circle.
Students look at the picture and circle the correct answers.

Answers
1. Yes, it is.
2. No, it isn't.
3. Yes, it is.
4. No, it isn't.

D. Trace and write.
Students draw the picture and complete the question.

Answers
Is it a rectangle? Yes, it is.

Unit 2, Art Class

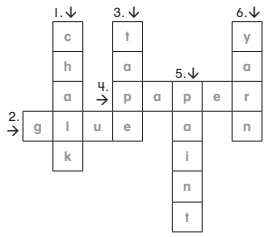
Lesson 1, Art Supplies, pages 12–13

A. Match.
Students draw lines to match the pictures to the correct words.

Answers
1. e
2. c
3. a
4. f
5. b
6. d

B. Do the puzzle.
Students write the words in the crossword puzzle.

Answers



C. Circle.
Students circle the correct answers.

Answers
1. No
2. Yes
3. No
4. No
5. Yes
6. No

D. Write.
Students complete or write the questions and answers.

Answers
1. What's this?
   This is paper.
2. What's this?
   This is paint.
3. What's this?
   This is tape.

Lesson 2, Colors, pages 14–15

A. Color.
Students color the kites, matching the kites to the appropriate color.

Answers
1. yellow 2. red 3. blue 4. white 5. black

B. Write and color.
Students complete the sentences and then color the crayon.

Answers
1. It's red.
2. It's black.
3. It's yellow.
4. It's white.
5. It's blue.

C. Match and color.
Students match the words to the correct pictures and then color the picture.

Answers
1. b
2. d
3. a
4. c
5. e

D. Write and color.
Students complete or write the sentences and then color the pictures.

Answers
1. It's chalk. It's yellow.
2. It's a ruler. It's blue.
3. It's a pencil case. It's red.

Lesson 3, Story, pages 16–17

A. Number.
Students number the sentences in the correct order.

Answers
1. This is my paint.
2. This is my paint, too.
3. Let's share.
   OK.

B. Unscramble and color.
Students unscramble the words, complete the sentences, and then color the objects.

Answers
1. It's black.
   It's white.
2. It's white and red.
   It's white and blue.
3. It's yellow.
   It's red.

C. Write.
Students complete the conversations, using the key.

Answers
1. This is my paint.
   This is my paint!
2. Hey!
   This is my paint, too!
3. Let's share.
   OK.

D. Draw.
Students draw pictures to illustrate the sentences.

Lesson 4, Colors, pages 18–19

A. Write and color.
Students complete the sentences and color the shapes.

Answers
1. Yellow and blue make green.
2. Red and yellow make orange.
3. Blue and red make purple.

B. Color.
Students color the picture, using the key.

Answers
Include color in picture:
1 = orange
2 = green
3 = brown
4 = pink
5 = purple
6 = gray
7 = blue
8 = red



C. Write and color.
Students complete the sentences and color the pictures.

Answers
1. It's green. 2. It's purple. 3. It's gray.
4. It's brown. 5. It's pink. 6. It's orange.

D. Unscramble and color.
Students unscramble the words, write the words, and then color the pictures.

Answers
1. pink
   [3rd picture]
2. orange
   [4th picture]
3. purple
   [1st picture]
4. green
   [2nd picture]

Check Up 1, pages 20–22

A. Circle.
Students read the words and circle the correct pictures.

Answers
1. [1st picture]
2. [2nd picture]
3. [1st picture]
4. [3rd picture]
5. [2nd picture]
6. [3rd picture]

B. Number. Then color.
Students number and color the pictures, according to the sentences.

Answers
1. [3rd picture, color orange]
2. [1st picture, color yellow]
3. [4th picture, color blue]
4. [2nd picture, color green]

C. Write.
Students look at the pictures and write to complete the sentences.

Answers
1. What is it? It's a circle.
2. It's a pencil. It isn't a pen.
3. What color is it? It's gray.
4. Is it a book? No, it isn't.

D. Look at the pictures. Write.
Students look at the pictures and write the correct sentences.

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

E. How are you? Write.
Students answer the question in a sentence.

F. Write. Then draw and color. Write the color.
Students write and draw the answers then color and write.

Answers
1. What is it?
   It's a pen.
   [Students draw and color a pen.]
   What color is it?
   It's [color of the pen].
2. What's this?
   This is glue.
   [Students draw and color glue.]
   What color is it?
   It's [color of the glue].
3. Is it a book?
   Yes, it is.
   [Students draw and color a book.]
   What color is it?
   It's [color of the book].
4. It's a circle.
   It isn't a square.
   [Students draw and color a circle.]
   What color is it?
   It's [color of the circle].

Phonics 1, page 23

A. Write.
Students complete the words by writing the initial consonant letters.

Answers
1. bug 2. dig 3. mat
4. pit 5. top 6. nap

B. Find and circle.
Students find and circle the words in the word search.

Answers



Unit 3, Birthday Party
Lesson 1, Numbers, pages 24–25

A. Match.
Students draw lines, matching the numbers and words to the pictures.

Answers
1. [5th picture], f
2. [3rd picture], e
3. [6th picture], c
4. [1st picture], d
5. [4th picture], a
6. [2nd picture], b

B. Write.
Students write the numbers.

Answers

1. 12	2. 4	3. 7
4. 5	5. 8	6. 10

C. Write.
Students write the next numbers in the sequence and then write out the numbers.

Answers

1. 1, 2, 3, 4 four	2. 9, 10, 11, 12 twelve
3. 1, 2, 3, 4 one	4. 1, 2, 3, 4 two

D. Unscramble and write.
Students unscramble and write the words.

Answers
1. I'm nine. 2. I'm three. 3. I'm eleven. 4. I'm six.

E. Write.
Students complete or write the sentences.

Answers
1. How old are you?
   I'm five.
2. How old are you?
   I'm ten.
3. How old are you?
   I'm seven.

Lesson 2, Toys, pages 26–27

A. Circle.
Students circle the correct answers.

Answers
1. nine kites
2. seven cars
3. twelve balls
4. ten dolls

B. Draw.
Students draw the correct number of toys.

C. Write.
Students complete or write the questions and answers.

Answers

1. How many kites? Five kites.	2. How many balls? Seven balls.
3. How many dolls? Two dolls.	4. How many cars? Three cars.

Lesson 3, Story, pages 28–29

A. Number.
Students number the sentences in the correct order.

Answers
1. It's my turn. No, it's my turn.
2. Tom, it's your turn.
3. Thanks.

B. Connect and write.
Students draw lines, connecting the numbers in order, and then complete or write the sentences.

Answers
1. It's your turn.
2. It's my turn.
3. It's your turn.
4. It's my turn.
5. It's your turn.
6. It's my turn.

C. Circle.
Students circle the correct answers.

Answers
1. It's my turn.
2. It's your turn.
3. It's my turn.

D. Draw.
Students draw pictures to illustrate the sentences.

Lesson 4, Toys, pages 30–31

A. Unscramble and match.

Students unscramble the words, write the words, and then match the words to the pictures.

Answers
1. card, c
2. puzzle, d
3. game, b
4. marble, a

B. Circle.

Students circle the correct answers.

Answers
1. Yes
2. No
3. Yes
4. Yes
5. No
6. No
7. Yes
8. No

C. Look at the picture. Write.

Students look at the pictures and then complete or write the sentences.

Answers
1. I have two puzzles.
2. I have three games.
3. I have seven marbles.
4. I have eleven cards.

Unit 4, Home

Lesson 1, Family, pages 32–33

A. Number.

Students match the pictures to the words by writing the correct numbers next to the words.

Answers
4. mother
6. father
1. sister
3. brother
5. grandmother
2. grandfather

B. Draw a square around *th*. Draw a circle around *er*.

Students draw squares around the letters "*th*" and circles around the letters "*er*."

Answers
1. brother
2. father
3. sister
4. mother

C. Write.

Students look at the pictures and fill in the missing letters.

Answers
1. grandmother
2. sister
3. grandfather
4. brother
5. father
6. mother

D. Write.

Students look at the picture and complete or write the sentences.

Answers
1. This is my mother.
2. This is my grandmother.
3. This is my brother.
4. This is my sister.

E. Write.

Students look at the picture and complete or write the questions and answers.

Answers
1. Who's this?
   This is my grandfather.
2. Who's this?
   This is my father.
3. Who's this?
   This is my brother.
4. Who's this?
   This is my mother.

Lesson 2, Food, pages 34–35

A. Write.

Students look at the pictures and write the words.

Answers
1. fish
2. juice
3. ice cream
4. chicken

B. Circle and write.

Students look at the pictures, circle the correct answers, and then complete the sentences.

Answers
1. I like fish.
2. I don't like ice cream.
3. I don't like chicken.
4. I like juice.

C. Match.

Students match the sentences to the correct pictures.

Answers
1. b
2. d
3. a
4. c

D. Write and draw.

Students write and draw their own answers.

Lesson 3, Story, pages 36–37

A. Number.
Students number the sentences in the correct order.

Answers
1. I have four cookies.
2. Here you are.
3. Thank you.
   You're welcome.

B. Match.
Students match the sentences and pictures.

Answers
1. d
2. a
3. c
4. b

C. Unscramble.
Students unscramble the words and then complete or write the sentences.

Answers
1. Here you are.
2. Thank you.
3. You're welcome.

D. Draw.
Students draw pictures to illustrate the sentences.

Lesson 4, Food, pages 38–39

A. Connect.
Students look at the pictures and then match the letters to form words.

Answers
1. p–i–z–z–a
2. r–i–c–e
3. b–r–e–a–d
4. c–a–k–e

B. Write.
Students look at the pictures and then complete or write the sentences.

Answers
1. What's this?
   This is pizza.
   I like pizza.
2. What's this?
   This is rice.
   I like rice.
3. What's this?
   This is bread.
   I like bread.
4. What's this?
   This is cake.
   I like cake.

C. Match.
Students match the words to the pictures.

Answers

1. c	5. f
2. d	6. h
3. a	7. g
4. b	8. e

D. Draw and write.
Students draw pictures and complete the sentences.

Check Up 2, pages 40–42

A. Write.
Students write the words from the word bank in the correct category. The order of the answers can vary.

Answers

1. eight	5. doll	9. juice
2. one	6. ball	10. pizza
3. three	7. marble	11. cake
4. twelve	8. puzzle	12. fish

B. Match and write.
Students match the pictures and write to complete the sentences.

Answers
1. c, This is bread.
2. a, Two kites.
3. d, I'm 9 (nine).
4. b, I don't like fish.

C. Write.
Students read the answers and write the questions.

Answers
1. How old are you?
   I'm eleven.
2. Who's this?
   This is my father.
3. What's this?
   This is chicken. I like chicken.
4. How many cars?
   Four cars.

D. Look at the pictures. Write.
Students look at the pictures and write the correct sentences.

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

E. How old are you? Write.
Students answer the question in a sentence.

F. Find and circle. Then write.

Students look at the picture, circle the key words, and write the words.

Answers

1. car
2. doll
3. ball
4. six
5. eight
6. juice
7. ice cream
8. pizza

Phonics 2, page 43

A. Write.

Students complete the words by writing the vowels.

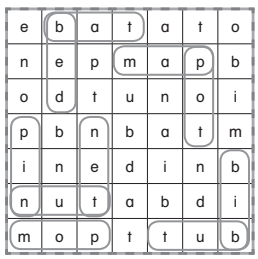
Answers

1. dog
2. ten
3. cat
4. tub
5. mom
6. fish

B. Find and circle.

Students find and circle the words in the word search.

Answers



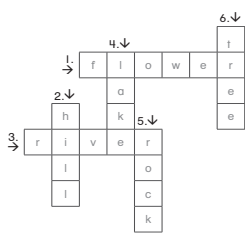
Unit 5, The Park

Lesson 1, Nature, pages 44–45

A. Do the puzzle.

Students look at the pictures and write the words in the crossword puzzle.

Answers



B. Match.

Students draw lines, matching the pictures to the words.

Answers

1. b
2. d
3. a
4. f
5. c
6. e

C. Circle.

Students look at the pictures and circle the correct words.

Answers

1. I can see rocks.
2. I can see a flower.
3. I can see a river.
4. I can see hills.

D. Write.

Students look at the pictures and then complete or write the sentences.

Answers

1. What can you see?
   I can see a lake.
2. What can you see?
   I can see trees.

Lesson 2, Playtime, pages 46–47

A. Connect.

Students look at the pictures and connect the words to form sentences.

Answers

1. I can – ride – a bike.
2. I can – jump – rope.
3. I can – play – soccer.
4. I can – fly – a kite.

B. Match.

Students draw lines, matching the sentences to the pictures.

Answers

1. d
2. a
3. d
4. b

C. Write.

Students look at the pictures and then complete or write the sentences.

Answers

1. I can jump rope.
2. I can't play soccer.
3. I can't fly a kite.
4. I can ride a bike.
5. I can't jump rope.
6. I can play soccer.

Lesson 3, Story, pages 48–49

A. Number.

Students number the sentences in the correct order.

Answers

1. Please help me!
2. Sure.
3. Thanks, Dad.

B. Write.

Students complete the sentences, using the key.

Answers

1. Mom, please help me!
2. Sure.
3. OK! Thanks, Mom.
4. You're welcome.

C. Connect.
Students look at the pictures and then connect the words to form sentences.

Answers
1. Oh, – no! – My – kite!
2. Mom, – please – help – me!
3. OK! – Thanks, – Mom.
4. You're – welcome.

D. Draw.
Students draw pictures to illustrate the sentences.

Lesson 4, Animals, pages 50–51

A. Draw and write.
Students draw the next picture in the sequence and then write the words.

Answers
1. [ant]
   ant
2. [turtle]
   turtle
3. [frog]
   frog

B. Write.
Students look at the pictures and then complete or write the questions and answers.

Answers
1. Can you see a spider?
   Yes, I can.
2. Can you see a frog?
   No, I can't.

C. Write.
Students look at the picture and complete the sentences.

Answers
1. I can see seven turtles.
2. I can see four ants.
3. I can see two spiders.
4. I can see six trees.
5. I can see five flowers.
6. I can see three frogs.

Unit 6, The Zoo

Lesson 1, Animals, pages 52–53

A. Circle.
Students look at the pictures and circle the correct words.

Answers

1. kangaroo	4. bear
2. penguin	5. tiger
3. monkey	6. elephant

B. Write.
Students look at the pictures and fill in the missing letters.

Answers

1. bear	2. penguin
3. tiger	4. elephant

C. Connect.
Students look at the pictures and connect the words to form sentences.

Answers
1. The monkey – is – under – the tree.
2. The elephant – is – in – the lake.
3. The kangaroo – is – on – the hill.

D. Number and write.
Students look at the pictures and then number and complete the sentences.

Answers
1. Where is the bear?
   It's in the river.
2. Where is the tiger?
   It's on the hill.
3. Where is the monkey?
   It's under the tree

Lesson 2, Animals, pages 54–55

A. Write.
Students count the pictures and complete the sentences.

Answers
1. 1 snake + 1 snake = two snakes
2. 1 lion + 2 lions = three lions
3. 2 giraffes + 2 giraffes = four giraffes
4. 3 zebras + 4 zebras = seven zebras

B. Match and write.
Students complete the sentences and match the sentences to the pictures.

Answers
1. Where are the giraffes?
   There're under the tree.
   c
2. Where are the zebras?
   They're in the river.
   b
3. Where are the lions?
   They're on the rock.

C. Circle.
Students look at the pictures and circle the correct words.

Answers
1. The monkeys are in the tree.
2. The monkey is under the tree.
3. The elephants are in the lake.
4. The elephant is in the river.

D. Write.
Students look at the pictures and complete the conversations.

Answers
1. Where is the monkey?
   It's under the tree.
2. Where are the giraffes?
   They're on the hill.

Lesson 3, Story, pages 56–57

A. Number.
Students number the sentences in the correct order.

Answers
1. Wait!
   Hurry!
2. Where's Mary?
   I don't know.
3. I'm sorry.
   That's OK.

B. Write.
Students complete the sentences, according to the key.

Answers
1. Wait!
   Hurry!
2. Where's Joe?
   I don't know.
3. I'm sorry.
   That's OK.

C. Unscramble.
Students unscramble the words and write the sentences.

Answers
1. Wait!
2. Hurry!
3. Where are you?
4. I know!

D. Draw.
Students draw pictures to illustrate the sentences.

Lesson 4, Abilities, pages 58–59

A. Write.
Students look at the chart and complete or write the questions and answers.

Answers
1. Can elephants swim?
   Yes, they can.
2. Can kangaroos walk?
   No, they can't.
3. Can penguins hop?
   Yes, they can.
4. Can zebras run?
   Yes, they can.

B. Circle.
Students circle the answers and complete the sentences.

Answers
1. Bears can run.
2. Snakes can swim.
3. Penguins can walk.
4. Kangaroos can hop.

C. Match.
Students match the sentences to the pictures.

Answers
1. b
2. d
3. c
4. a

Check Up 3, pages 60–62

A. Circle.
Students read the words and circle the correct pictures.

Answers
1. [2nd picture]
2. [2nd picture]
3. [1st picture]
4. [3rd picture]
5. [1st picture]
6. [2nd picture]

B. Number.
Students number the pictures, according to the sentences.

Answers
1. [2nd picture]
2. [4th picture]
3. [1st picture]
4. [3rd picture]

C. Write.
Students look at the pictures and write to complete the sentences.

Answers
1. Can you see a frog? No, I can't.
2. Where is the elephant? It's in the lake.
3. Can kangaroos hop? Yes, they can.
4. What can you see? I can see a river.

D. Look at the pictures. Write.
Students look at the pictures and write the correct sentences.

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

E. What can you see? Write.
Students answer the question in a sentence.

F. Unscramble. Do the puzzle. Then draw and write.
Students fill in the crossword puzzle, then draw a picture of the hidden word.

Answers
1. river
2. lion
3. spider
4. penguin
5. hill
6. giraffe
7. kangaroo
8. turtle

[Students draw and write the hidden word – elephant.]

Phonics 3, page 63

A. Write.

Students complete the words by writing the initial consonant letters.

Answers

1. vet 2. rug 3. fan
4. log 5. sun 6. zap

B. Find and circle.

Students find and circle the words in the word search.

Answers



Unit 7, Science Day
Lesson 1, My Body, pages 64–65

A. Write.

Students look at the picture and write the answers.

Answers

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

B. Match.

Students look at the pictures and match the questions to the answers.

Answers

1. c
2. a
3. b

C. Write.

Students look at the pictures and complete the conversations.

Answers

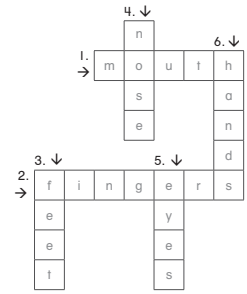
1. What are these?
   These are my legs.
2. What are these?
   These are my fingers.
3. What are these?
   These are my arms.

Lesson 2, My Face, pages 66–67

A. Do the puzzle.

Students write the words in the crossword puzzle.

Answers



B. Circle.

Students look at the pictures and circle the correct answers.

Answers

1. Yes, it is. 2. No, they aren't.

C. Write.

Students look at the pictures and then complete or write the questions and answers.

Answers

1. Is this my hand?
   Yes, it is.
2. Are these my hands?
   Yes, they are.
3. Is this my ear?
   No, it isn't.
4. Are these my ears?
   No, they aren't.

D. Count and write.

Students count and write the answers.

Answers

1. five toes 2. six eyes 3. four arms

Lesson 3, Story, pages 68–69

A. Number.

Students number the sentences in the correct order.

Answers

1. What is it?
   I don't know.
2. I can't see!
3. Excuse me.
   Sure.
   Thank you.

B. Unscramble.
Students unscramble the words and write the sentences.

Answers
1. I can't see!
2. Excuse me.
3. Sure.
4. Thank you.

C. Connect.
Students look at the pictures and then connect the words to form sentences.

Answers
1. What – is – it?
2. I – don't – know.
3. I – can't – see!

D. Draw.
Students draw pictures to illustrate the sentences.

Lesson 4, Healthy Habits, pages 70–71

A. Write.
Students look at the pictures and write the answers.

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

B. Match.
Students match the before and after pictures and sentences.

Answers
1. c
2. a
3. b
4. d

C. Write.
Students look at the picture and complete the sentences.

Answers
1. I have two arms.
2. I have two eyes.
3. I have ten fingers.
4. I have two legs.

D. Write.
Students identify and write the answers.

Answers
1. finger
2. hand
3. arm
4. leg
5. foot
6. toe
7. eye
8. nose
9. ear
10. mouth

Unit 8, The Toy Store

Lesson 1, Adjectives, pages 72–73

A. Circle.
Students look at the pictures and circle the answers.

Answers
1. a new desk
2. a long pencil
3. a small ball
4. a short pencil
5. an old desk
6. a big ball

B. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. That's a big ball.
   That's a small ball.
2. That's a short pencil.
   That's a long pencil.

C. Write.
Students look at the pictures and complete the sentences.

Answers
1. That's a new car.
2. That's a long jump rope.
3. Those are small dolls.
4. Those are old bikes.

D. Circle.
Students look at the pictures and circle the correct questions and answers.

Answers
1. What are those?
   Those are small balls.
2. What's that?
   That's a long pencil.
3. What are those?
   Those are new backpacks.

Lesson 2, Adjectives, pages 74–75

A. Match and write.
Students match the pictures to the words and then write the words.

Answers
1. quiet
2. fast
3. noisy
4. slow

B. Connect.
Students look at the pictures and connect the words to form sentences.

Answers
1. Yes, – it – is.
2. Are – those – noisy cars?

C. Write.
Students look at the pictures and complete the sentences.

Answers
1. Those cars are fast.
2. That car is slow.
3. That bike is noisy.
4. Those bikes are quiet.

D. Draw.
Students draw pictures to illustrate the sentences.

Lesson 3, Story, pages 76–77

A. Number.
Students number the sentences in the correct order.

Answers
1. Please be quiet.
2. OK. I'm sorry.
3. Thanks, Beth.

B. Unscramble.
Students unscramble the words and write the sentences.

Answers
1. Please be quiet!
2. OK. I'm sorry.
3. Thanks.

C. Write.
Students look at the pictures and complete or write the sentences, according to the key.

Answers
1. Please be quiet.
2. OK. I'm sorry.
3. Thanks.

D. Draw.
Students draw pictures to illustrate the sentences.

Lesson 4, Transportation, pages 78–79

A. Write.
Students count the pictures and complete the sentences.

Answers
1. 1 bus + 5 buses = six buses
2. 8 trains + 2 trains = ten trains
3. 3 trucks + 9 trucks = twelve trucks
4. 7 boats + 4 boats = eleven boats

B. Number.
Students look at the pictures and number the sentences.

Answers
1. What are these?
   They're slow boats.
2. What are those?
   They're long trains.
3. What's this?
   It's a noisy bus.
4. What's that?
   It's a fast boat.

C. Write and match.
Students look at pictures, write the questions, and then match the questions to the answers.

Answers
1. What's this?
   b
2. What's that?
   d
3. What are these?
   a
4. What are those?
   c

D. Unscramble and draw.
Students unscramble the words, write the sentences, and then draw a picture.

Answers
What's this?
It's a big boat.

Check Up 4, pages 80–82

A. Write.
Students write the words from the word bank in the correct category. The order of the answers can vary.

Answers

1. mouth	5. noisy	9. boat
2. ear	6. quiet	10. train
3. toes	7. short	11. truck
4. arm	8. small	12. bus

B. Match and write.
Students match the pictures and write to complete the sentences.

Answers
1. d, They're fast cars.
2. a, These are my eyes.
3. b, It's a big ball.
4. c, This is my foot.

C. Write.
Students look at the picture and write the answers to the questions.

Answers
1. Is that a noisy bus?
   No, it isn't.
2. What are those?
   Those are small balls.
3. Are these my hands?
   Yes, they are.
4. What's that?
   It's a fast car.

D. Look at the pictures. Write.

Students look at the pictures and write the correct sentences.

Answers

1. Excuse me.
   Sure.
   Thank you.
2. Please be quiet.
   OK. I'm sorry.
   Thanks.

E. Can you wash your hands? Write.

Students answer the question in a sentence.

F. Write.

Students look at the pictures and write the correct words.

Answers

1. boat	6. eye
2. arm	7. toe
3. mouth	8. leg
4. short	9. truck
5. small	10. hand

G. Look at the letters in *F*. Write and draw.

Students look at the numbers and write the missing letters from exercise *F*.

Answers

I can brush my teeth.

Phonics 4, page 83

A. Write.

Students complete the words by writing the vowels.

Answers

1. vase	2. cube	3. dive
4. beet	5. rose	

B. Find and circle.

Students find and circle the words in the word search.

Answers



Picture Card List

1 Listen.
2 Point.
3 Count.
4 Talk.
5 Ask.
6 Answer.
7 pen
8 pencil
9 eraser
10 ruler
11 pencil case
12 backpack
13 book
14 notebook
15 desk
16 chair
17 circle
18 square
19 triangle
20 rectangle
21 paint
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26 tape
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75 bread
76 flower
77 tree
78 rock
79 river
80 hill
81 lake
82 play soccer
83 jump rope
84 fly a kite
85 ride a bike
86 turtle
87 frog
88 spider
89 ant
90 monkey
91 elephant
92 tiger
93 bear
94 kangaroo
95 penguin
96 in
97 on
98 under
99 snake
100 giraffe
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102 zebra
103 run
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106 walk
107 arm
108 hand
109 finger
110 leg
111 foot
112 toe
113 eye
114 nose
115 mouth
116 ear
117 wash my face
118 wash my hands
119 brush my hair
120 brush my teeth
121 old
122 new
123 big
124 small
125 long
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128 slow
129 noisy
130 quiet
131 bus
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