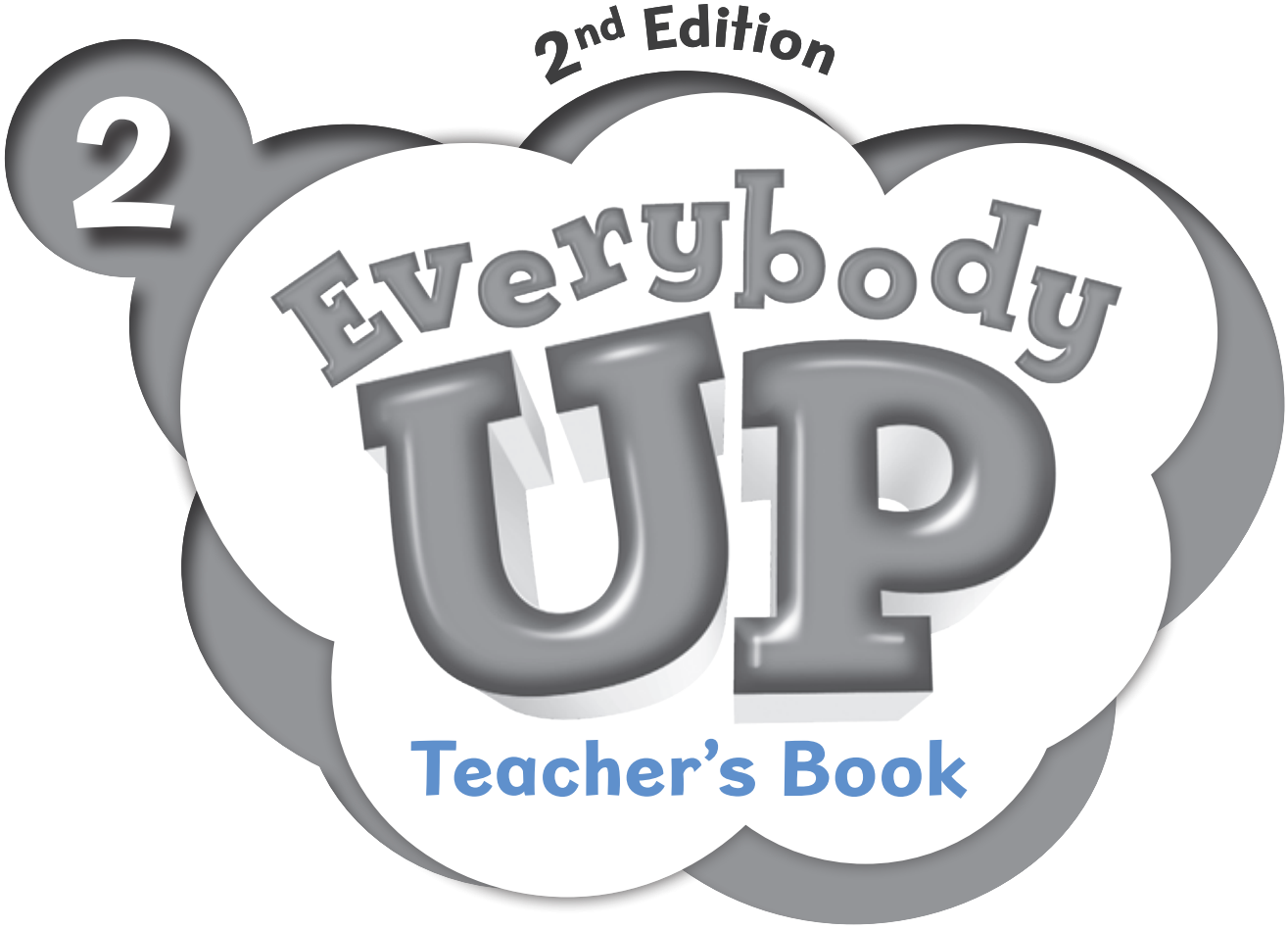


Patrick Jackson

Susan Banman Sileci

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Syllabus

Welcome

- Review of Level 1
- Asking about days of the week

What day is it today?
It's Wednesday.

Classroom Verbs

read	write	spell
come to the board	open your book	close your book

Unit 1 How We Feel

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Feelings: happy sad hot cold hungry thirsty • Simple present statements with *be* • Yes/No questions with *be* *I'm happy. I'm not sad.* *Are you happy?* *Yes, I am./No, I'm not.*	**Feelings:** sick tired bored excited • Simple present statements with *be* • Yes/No questions with *be* *He's/She's sick.* *Is he/she sick?* *Yes, he/she is.* *No, he/she isn't.*	**Story: Are You OK?** • Asking if someone is OK • Helping others *Ouch!* *What's wrong?* *My leg hurts.* Be kind.	Science **The Senses:** see hear smell taste touch • Information questions with *what* *What can he/she see?* *He/She can see a bird.* **Video** **Poster**

Unit 2 In Town

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Jobs: doctor nurse teacher student pilot cook • Affirmative and negative statements with *be* • Yes/No questions with *be* *He's/She's a doctor.* *He/She isn't a nurse.* *Is he/she a doctor?* *Yes, he/she is.* *No, he/she isn't.*	**Jobs:** police officer firefighter bus driver soccer player • Statements with *be* • Yes/No questions with *be* *They're police officers.* *They aren't firefighters.* *Are they police officers?* *Yes, they are.* *No, they aren't.*	**Story: Oh, Danny** • Playing safely • Asking to borrow something *Excuse me.* *May I borrow your phone?* *Sure. Here you are.* *Thanks!* Be careful.	Social Studies **Places:** hospital school home restaurant • Information questions with *where* *Where's the doctor?* *He's/She's at the hospital.* **Video** **Poster**

Check Up 1 Units 1 and 2

Phonics Bonus **c**ave, **c**ub, **g**irl, **g**ame, **j**am, **j**ug, **h**ippo, **h**ose, **k**ing, **k**itten, si**x**, bo**x**

Project Spinner

Unit 3 Things to Eat

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Food: soup salad spaghetti french fries steak eggs • Statements with *want* • Questions with *want* *What do you want?* *I want soup.* *I don't want soup.* *What does he/she want?* *He/She wants soup.* *He/She doesn't want soup.*	**Fruit:** apple banana orange peach • Statements with *have* • Questions with *have* *I have/don't have apples.* *He/She has apples.* *He/She doesn't have apples.* *Do you have apples?* *Yes, I do./No, I don't.* *Does he/she have apples?* *Yes, he/she does.* *No, he/she doesn't.*	**Story: Yes, Please** • Offering things to each other • Using polite expressions *Do you want an apple?* *Yes, please.* *No, thank you.* Be polite.	Science **Dairy Products:** milk yogurt cheese butter • Yes/No questions about preference *Do you like milk?* *Yes, I do.* *No, I don't.* **Video** **Poster**

Unit 4 Things to Wear

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Clothes: shirt dress skirt pants socks shoes • Present continuous statements • Present continuous questions *What's he/she wearing?* *He's/She's wearing a white shirt and gray pants.*	**Clothes:** cap T-shirt shorts sneakers • Present continuous statements • Present continuous questions *What are you wearing?* *I'm wearing a red cap and green shorts./We're wearing red caps and green shorts.*	**Story: Where's Mom?** • Asking for help *What's your phone number?* *It's 555-0182.* Be safe.	Social Studies **Clothes:** hat coat sweater boots • Yes/No questions about what someone is wearing *Is he/she wearing a hat?* *Yes, he/she is.* *No, he/she isn't.* **Video** **Poster**

Check Up 2 Units 3 and 4

Phonics Bonus **bl**ack, **bl**ob, **cl**ock, **cl**am, **fl**ag, **fl**y, **br**ush, **br**ead, **cr**ib, **cr**ayon, **fr**og, **fr**iend

Project Menu

Unit 5 Things to Do

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Actions: read write draw talk sing dance • Present continuous statements • Present continuous questions *What are you doing?* *What's he/she doing?* *I'm/He's/She's reading.* *I'm not writing.* *He/She isn't writing.*	**Actions:** eat drink sleep play • Present continuous statements • Present continuous questions *What are you/they doing?* *We're/They're eating.* *We/They aren't drinking.*	**Story: Let's Play!** • Making suggestions *Let's play!* *Good idea!* Be nice.	**Activities:** play the guitar listen to music watch TV do homework • Yes/No questions with present continuous *Is he/she playing the guitar?* *Yes, he/she is.* *No, he/she isn't.* *Are they playing the guitar?* *Yes, they are./No, they aren't.* Video Poster

Unit 6 Home

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Things at Home: bed bookshelf table sofa clock computer • Statements with prepositional phrases • Questions with prepositional phrases *There's a bed next to the bookshelf.* *Is there a bed next to the bookshelf?* *Yes, there is./No, there isn't.*	**Rooms:** bedroom bathroom living room kitchen • Statements about quantity and location • Questions about quantity and location *There's one bed in the bedroom.* *There are two beds in the bedroom.* *Are there two beds in the bedroom?* *Yes, there are./No, there aren't.*	**Story: Surprise!** • Cleaning up after yourself *The living room's messy!* *Let's clean up.* *OK.* Be helpful.	**Numbers:** 0–100 • Questions with *how many* *How many pencils are there?* *There are 24 pencils.* Video Poster

Check Up 3 Units 5 and 6

Phonics Bonus **sh**eep, **sh**ell, **ch**air, **ch**in, **th**ree, **th**ink, **wh**ale, **wh**eel, **ph**one, **ph**oto

Project Model Room

Unit 7 My Day

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Time: one o'clock one fifteen one thirty one forty-five two o'clock • Stating the time of day *It's one o'clock.* *It's one fifteen.*	**Meals:** breakfast lunch snack dinner • Questions about time (first person) • Questions about time (third person) *When do you eat breakfast?* *I/We eat breakfast at seven o'clock.* *When does he/she eat breakfast?* *He/She eats breakfast at seven o'clock.*	**Story: Time for Bed** • Getting plenty of sleep *What time is it?* *It's eight o'clock.* *It's time for bed.* Be healthy.	**Daily Routine:** Health wake up go to school come home go to bed in the morning in the afternoon in the evening at night • Questions about schedules *When does he/she wake up?* *He/She wakes up at seven o'clock in the morning.* Video Poster

Unit 8 My Week

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Subjects: science art math P.E. music social studies • Statements of preference • Questions about preference *His/Her favorite subject is science.* *What's his/her favorite subject?* *It's science.*	**Classes:** karate class dance class swimming class English class • Stating schedules • Asking about schedules *Danny goes to karate class on Mondays.* *When does he/she go to karate class?* *He/She goes to karate class on Tuesdays.*	**Story: A Friend** • Saying good-bye • Meeting new people *Good-bye!* *See you!* *Bye!* Be friendly.	**Countries:** Social Studies Brazil Canada Egypt South Korea • Questions about countries of origin *Where's he/she from?* *He's/She's from Brazil.* Video Poster

Check Up 4 Units 7 and 8

Phonics Bonus r**ai**n, pl**ay**, b**ea**ch, cand**y**, cr**y**, p**ie**, gl**ue**, j**ui**ce

Project Day Planner

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.

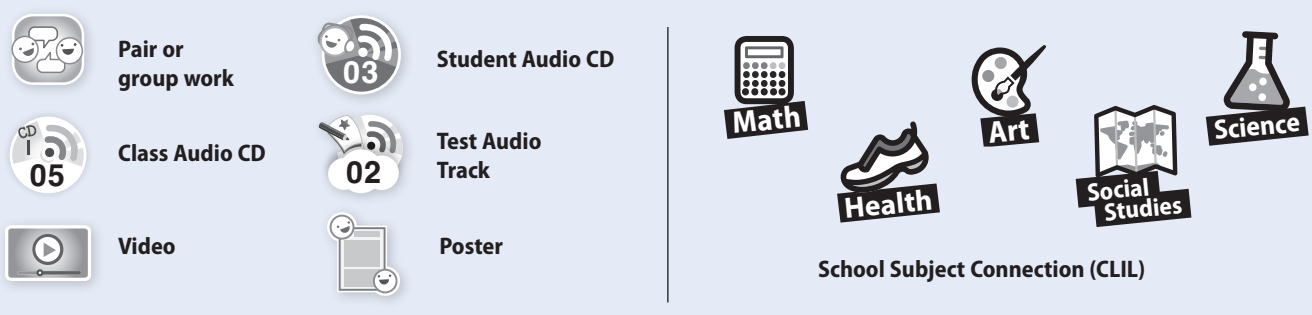
Lesson 3: The third lesson uses a story to introduce chunks of functional, communicative language in a conversation, and to demonstrate a global value to help students become better citizens, both of their classrooms and their communities. The story centers on the cast of continuing characters that students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



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.

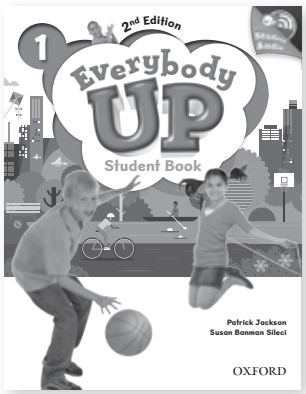
Online Practice also contains additional resources for students and teachers. The Media Center provides students and teachers with cross-curricular videos, animated song videos, and the Student Book audio program. In the Resources section, students can access self-study materials and customizable word 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

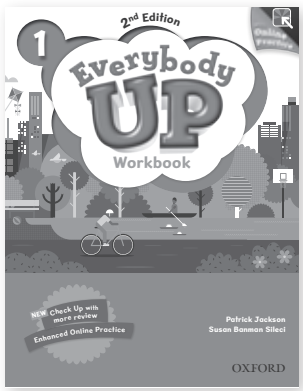
- Eight units with four lessons per unit
- Check Ups and Bonus lessons after every two units (Levels Starter–2: Phonics; Levels 3–6: Skills)
- Projects get students working together to activate new language
- Includes Cambridge YLE practice



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

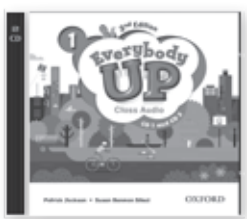
- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Picture dictionary for vocabulary and writing practice
- Check Up pages support the Student Book





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

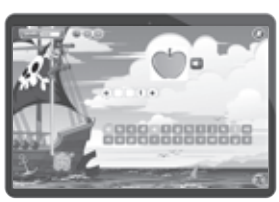
- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories, songs, and chants



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



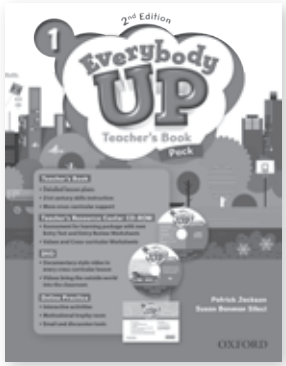
Teacher's Book Pack

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



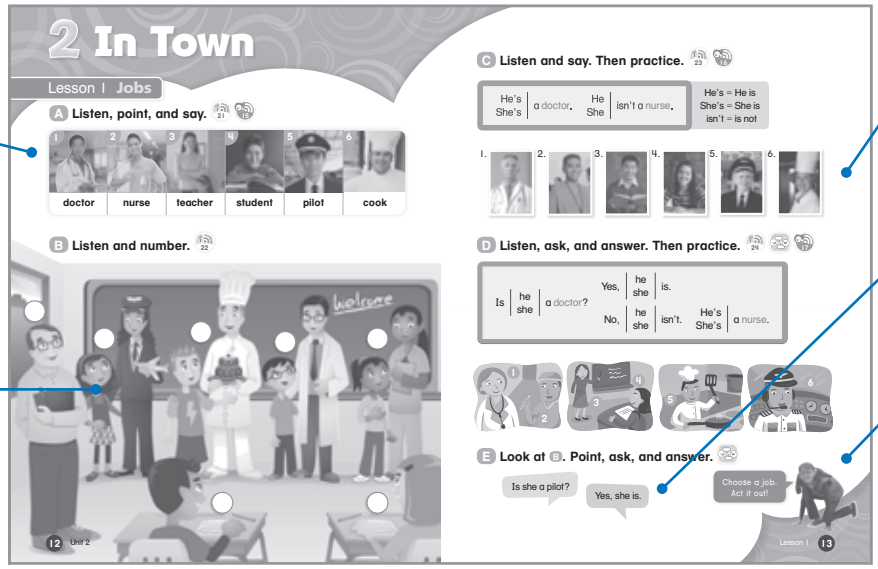
Additional Online Resources

- 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.

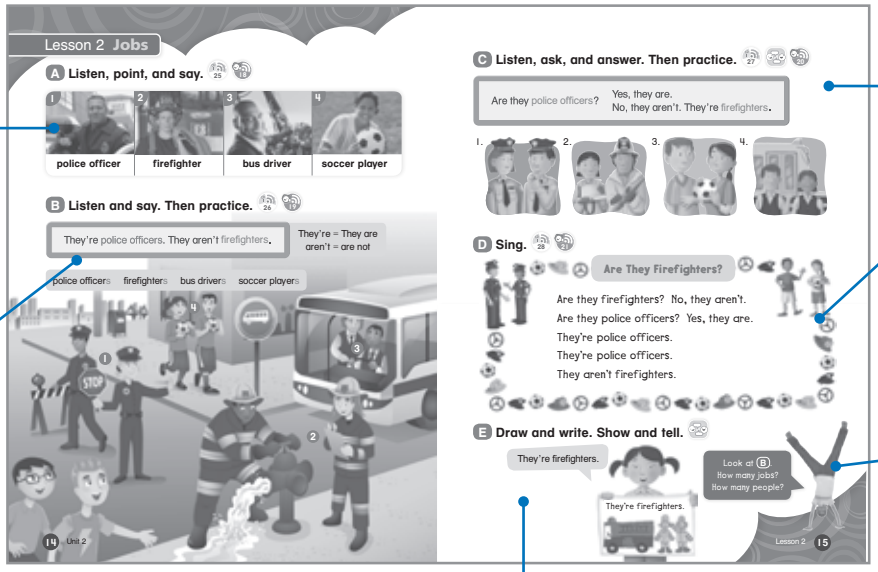
Extra Practice

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

Further exposure to the new language.

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

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 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 2.
4. Play the Class CD track for this exercise. Students listen and say along with the CD.
5. Students practice the pattern by themselves, using their books.

C 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 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.

D Sing.

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

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

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.

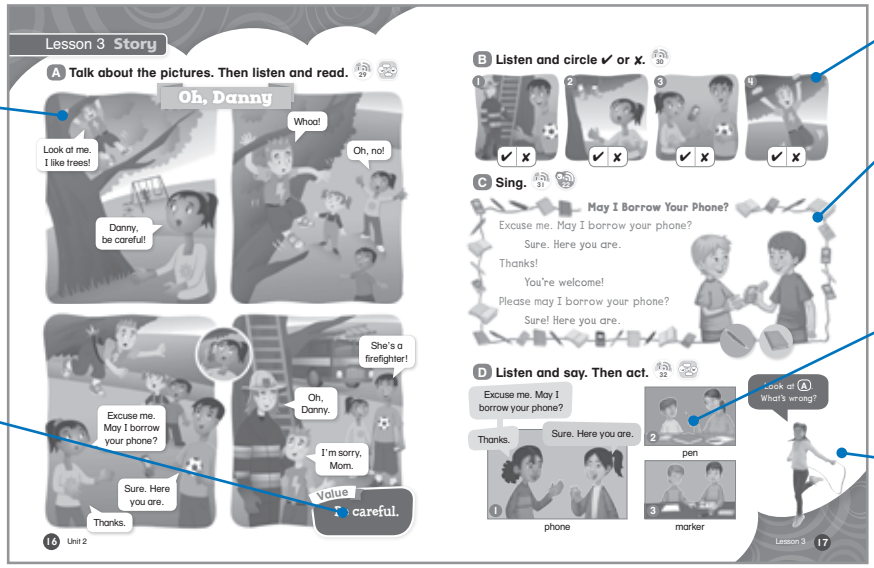
Extra Practice

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.



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.

Student Book pages 16–17

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 art 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

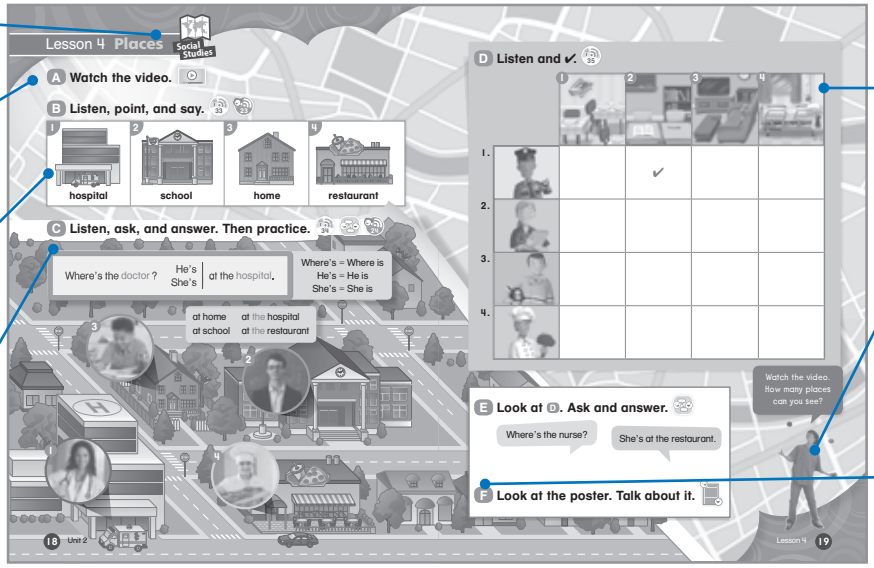
Lesson 4

The lesson links English to other school subjects, like social studies.

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, ask, and answer. 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.

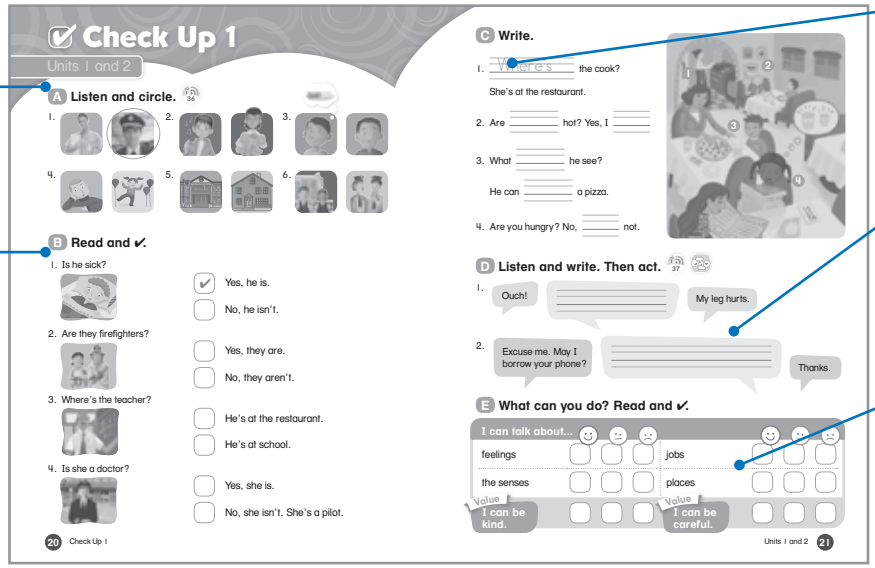
Extra Practice

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 Listen and circle.

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 circle the correct item.

B Read and ✔.

1. Review key language from the previous two units. Use picture cards or cue vocabulary or play a short game.
2. Students read the questions and look at the pictures. Then they put a check in the box that matches the answer.

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.

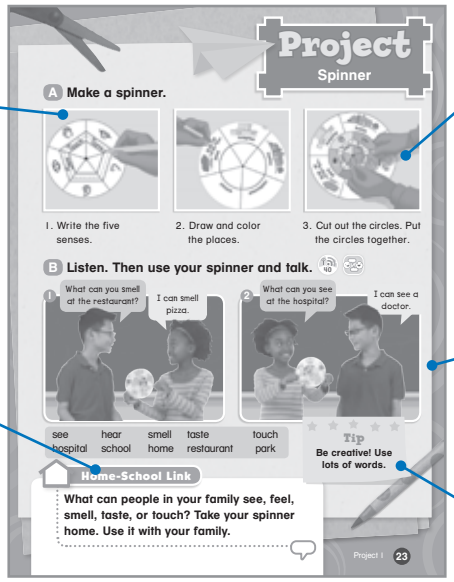
B Look at A. Point and read with your partner.

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

C Listen and read.

1. Play the Class CD track for this exercise. Students listen and read along.
2. Students point to the pictures and read the sentences on their own.

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 show 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 2 Phonics Bonus sections focus on initial and final consonants, consonant blends, digraphs, and long vowels. A typical Phonics Bonus section begins with a pre-teaching stage of four steps.

Step 1 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 2 involves drilling students on the sounds. The goal is to increase confidence and fluency.

Step 3 involves playing a Class CD track and having students listen, point at the pictures in the Student Book, and say the words along with the CD.

Step 4 involves individual students saying the letters, sounds, and word for each picture in the Student Book without the recording.

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 and words students may not have encountered in previous units are available on Teacher's Book page 118. These new words appear in blue. 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 students' 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 a partner questions, 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.

A–Z Words

Students take turns saying a word beginning with a letter of the alphabet, starting at *a* and continuing through the alphabet. When a student doesn't know a word he or she says *Pass.* Continue until every student has had a turn. You may want to decide in advance which letters to eliminate, and write them on the board so students know which letters to skip.

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 the beanbag to practice the target language.

BINGO

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

Binoculars

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

Blindfold

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

Buzzers

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

Card Grab

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

Categories

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

Charades

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

Circles

Put students in two concentric circles containing the same number of students. Each student must be facing another student. Designate one circle as the questioners and one as 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.

Color Game

A student tosses a beanbag to any other student, naming a color. The student that catches the beanbag names anything he or she knows in English with that color, then tosses the beanbag to someone else. Students continue tossing the beanbag until most students have had a turn. Two or three beanbags can be tossed around the class, providing more speaking opportunities. No word may be repeated.

Crazy Sentences

This game is best played with two vocabulary categories. Hold up a card from each category and have students make crazy sentences: *I'm (hungry). (Let's draw).*

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 which phonics sound to listen for and then, slowly and clearly, say each sound. The class stands when you say the target sound. Continue saying the sounds. Students remain standing until they hear the target sound again. 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.

Find Someone Who

Students walk around the class, ask different classmates yes/no questions, and write the names of students who answer *Yes*. Students try to be the first to ask all the questions and come to you to show you their findings.

Five Questions

This activity practices *Yes*/*No* questions with *be.* Students work in small groups. One student (S1) thinks of an action or object but does not tell the group what it is. Group members can ask five *Yes*/*No* questions to identify the word. If group members do not identify the word in five tries, S1 gets a point. The winner is the student with the most points in the group.

Freeze

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

Fruit Salad

You will need one picture 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) from the lesson, leaving some words blank. Prepare the texts on strips of paper. Prepare several different texts for the activity and one copy for each student or pair. Distribute the texts. 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 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. Provide cards or use student-made picture cards for each group. Review target and useful game language with the class before playing. Explain how to play the game by modeling it with a group of 3–4 students. The goal will vary depending on the lesson; most of the time, students will aim to create as many sets of matching cards as they can.

How Many?

This game can be played with any small objects. For example, place a number of buttons or pebbles in a small box and put a large number of buttons or pebbles in a pile in the middle. Students try to guess how many there are. The student who guesses the correct number gets to keep all of the items. The winner can also play the role of "teacher" for the next round. The student with the most items in the end wins.

Jump to the Word

Place the picture cards on the floor, face up. Using verbs students know, instruct the first student (S1) to go to a particular card: *Hop to (police officer).* When S1 gets to the card he or she says the word or makes a sentence about it: *He's a police officer.*

Memory

This game is played in groups of 4–6, using student-made picture cards. 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 multiples sets of word and picture cards and have students work alone or in pairs at their desks.

Pop-Up

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

Rhythm Circle

Stand in a circle with students and model the chant below, substituting in the target language. Slap your hands on your thighs and clap your hands together, as indicated.

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.

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.

Teapot Verbs

Students work in small groups. One student (S1) thinks of a verb, and gives clues saying *I 'teapot' with my hands* or *I 'teapot' in the morning.* Other students in the group try to guess the verb, asking *Yes*/*No* questions, for example: *Do you teapot before breakfast?* or *Do you teapot in the bathroom?* The student that guesses the verb first is then next to think of a verb.

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 end, have the students on the end say the sentences.

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.

Triangle Groups

Divide the class into groups of three or four and have students in each group number off. Stand the relevant Picture Cards on the marker rail for reference. S1 in each group makes a personal statement about one of the items on the cards: *I like/don't like (salad)*. S2 looks at S3 and reports the information saying *He/She likes/doesn't like (salad).*

Two Truths and a Lie

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

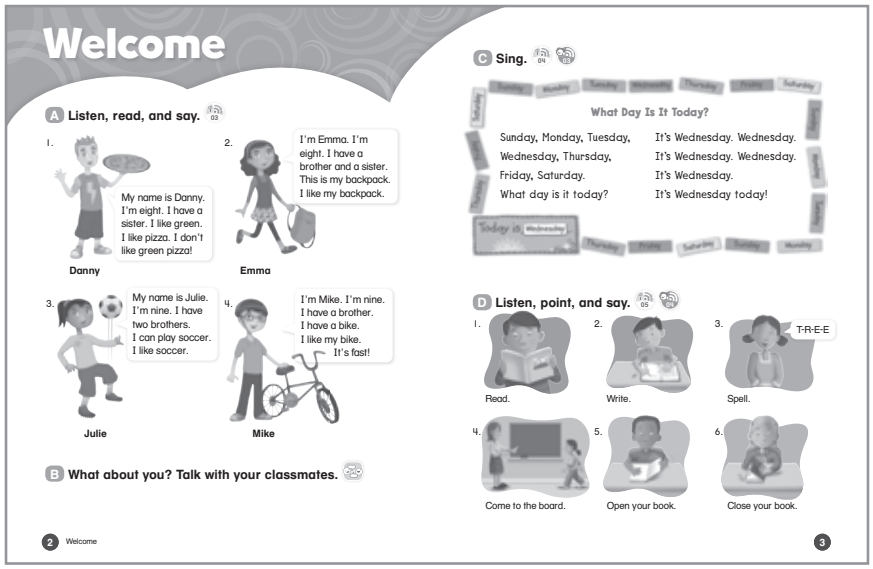
What's Missing?

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

Word Roll

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

Welcome



Student Book pages 2–3

Objectives
- Review of Level 1

Grammar
- Asking about days of the week

What day is it today?

It's Wednesday. / It's Wednesday today!

Vocabulary
Commands: read, write, spell, come to the board, open your book, close your book

Materials
Picture Cards 01–06; Class CD1 Tracks 03–05

Student Book page 2

Warm up

Greet the class. Wave and say *Hello* and *Hi*. Then greet an individual student, saying *Hi. I'm (Ms. Jones)*. Elicit the response *Hi. I'm (Kate)*. Students can circulate and practice the greeting with three to four other students.

A Listen, read, and say.

1. Direct students' attention to the character art. Review the characters' names. Students talk about what they see in the pictures.
2. Play Class CD1 Track 03. Students listen, read, and say along with the CD.

CD 1 03

1. My name is Danny. I'm eight. I have a sister. I like green. I like pizza. I don't like green pizza!
2. I'm Emma. I'm eight. I have a brother and a sister. This is my backpack. I like my backpack.
3. My name is Julie. I'm nine. I have two brothers. I can play soccer. I like soccer.
4. I'm Mike. I'm nine. I have a brother. I have a bike. I like my bike. It's fast!

3. Challenge students to remember details about the characters. Choose one sentence from the characters' self-introductions and read it aloud. Students raise their hands, trying to be the first to identify which character or characters the sentence describes.

B What about you? Talk with your classmates.

In small groups, students share personal information, using the language in Activity A as a model: *I'm (Jen). I'm (nine). I have (one sister). I like my (sister). I have a (bike). I don't like (pizza).*

Student Book page 3

C Sing.

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

1. Students look at the calendar and talk about what the pictures might represent.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 04. Students listen and then sing along with the CD.

CD 04

What Day Is It Today?
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
What day is it today?

It's Wednesday.
Wednesday.
It's Wednesday.
Wednesday.
It's Wednesday.
It's Wednesday today!

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
What day is it today?
It's Wednesday.
Wednesday.
It's Wednesday.
Wednesday.
It's Wednesday. It's Wednesday today!

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

4. Students sing the song again, pointing to the days of the week listed in their books.

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 05. Students listen, point, and say along with the CD.

CD 05

1. Read.
2. Write.
3. Spell.
4. Come to the board.
5. Open your book.
6. Close your book.

3. Students practice the words on their own, using their books.

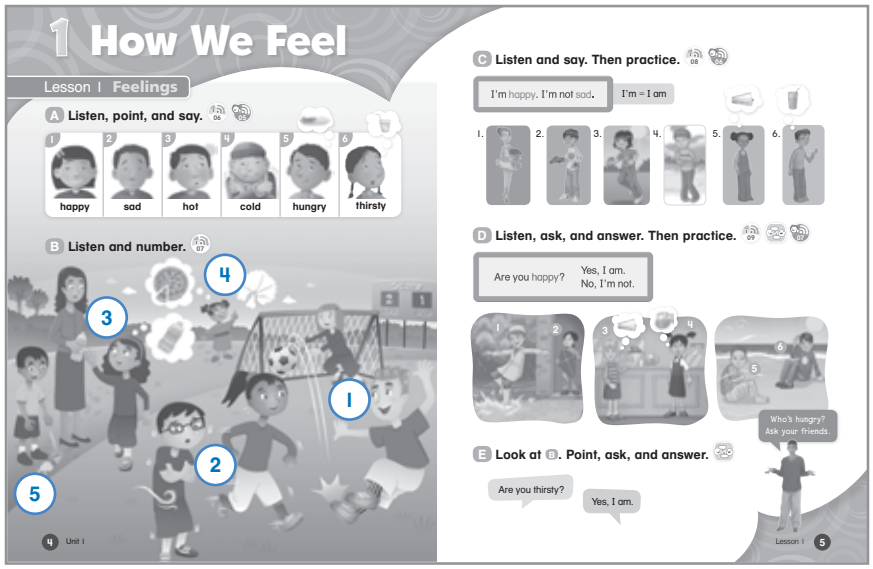
Games and Activities

- **Everybody Up! Everybody Down!** (Teacher's Book pages 28–31). Play this with the days of the week.
- **Simon Says** (Teacher's Book pages 28–31). Before beginning, rehearse an action for each command. To play, students should perform the appropriate action only when they hear you preface a command with *Simon says*.
- Hand out paper and art supplies. Using the pictures in Activity A as a model, students draw pictures of themselves with things they like.

Extra Practice

Workbook pages 2–3
Student Audio CD Tracks 03–04
iTools
Online Practice

Lesson 1 Feelings



Student Book pages 4–5

Objectives
- Talking about feelings

Grammar
- Statements with *be*

  I'm happy. I'm not sad.
- Yes/No questions with *be*

  Are you happy?

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

Vocabulary
Feelings: happy, sad, hot, cold, hungry, thirsty

Materials
Picture Cards 01–06, 07–12; Class CD1 Tracks 06–09

Student Book page 4

Warm up

1. Greet the class. Then greet a few individual students, saying *Hi, (Sam). What day is it today?* Elicit the response *Hi, (Ms. Jones). It's (Monday).*
2. Review the classroom commands taught in the Welcome unit. Hold up Picture Cards 01–06 and elicit the commands. Then say the commands and have students perform the actions.
3. Review self-introductions from the Welcome unit. Say *I'm (Ms. Jones). I'm (twenty-three). I have a (brother and sister). I like (pizza). I can (play soccer).* Students can then introduce themselves to their classmates.

A Listen, point, and say.

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

1. Use Picture Cards 07–12 to introduce the feelings. Continue until students can produce the words on their own.
2. Play **Down the Line** (Teacher's Book pages 28–31) using Picture Cards 07–12.
3. Play Class CD1 Track 06. Students listen, point, and say along with the CD.

CD 1 06

1. happy 2. sad 3. hot
4. cold 5. hungry 6. thirsty

4. Students practice the words on their own, using their books.

B Listen and number.

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

1. Read this while pointing to the picture:

   Look at Danny, Julie, Emma, and Mike. Julie is running. She's hot. Danny is happy. Emma is thirsty. Look at Emma's mom. She has water. This is Ann. She's Emma's sister. She's hungry. Look at the pizza. Look at the cloud. This is Julie's brother, Alex. Oh, no! Look at his ice cream. He's sad. Here's Mike. He's not hot. He's cold.
2. Play Class CD1 Track 07. Students listen and number the items in the picture.

CD 1 07

1. Julie: Good job!
   Danny: Thanks! I'm happy.
2. Mike: Brr! I'm cold. My hands are cold.
   Julie: I'm not cold. I'm hot.
3. Emma: Water, please, Mom. I'm thirsty.
   Emma's mom: Here you are.
   Emma: Thank you.
4. Ann: Mmm. Pizza! I'm hungry.
5. Alex: Oh, no! My ice cream! I'm sad.

3. Check answers together. Invite students to talk about other things they see in the picture.

Student Book page 5

C Listen and say. Then practice.

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

1. Introduce the new pattern: *I'm happy. I'm not sad.*
2. Present the contraction: *I'm = I am*
3. Direct students' attention to the first grammar box on page 5.
4. Play Class CD1 Track 08. Students listen and say along with the CD.

CD 1 08

I'm happy. I'm not sad.
I'm, I am

1. I'm happy. I'm not sad.
2. I'm sad. I'm not happy.
3. I'm hot. I'm not cold.
4. I'm cold. I'm not hot.
5. I'm hungry.
   I'm not thirsty.
6. I'm thirsty.
   I'm not hungry.

5. Practice the pattern with the class. Hold up pairs of Picture Cards 07–12 and elicit *I'm (happy). I'm not (sad)* for each pair of cards.
6. Students practice the pattern on their own, using their books.

D Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *Are you happy? Yes, I am./No, I'm not.*
2. Direct students' attention to the second grammar box on page 5.
3. Play Class CD1 Track 09. Students listen, ask, and answer along with the CD.

CD 1 09

Are you happy? Yes, I am.
Are you happy? No, I'm not.

1. Are you happy? Yes, I am.
2. Are you happy? No, I'm not.
   Are you sad? Yes, I am.
3. Are you hungry? Yes, I am.
4. Are you hungry? No, I'm not.
   Are you thirsty? Yes, I am.
5. Are you cold? Yes, I am.
6. Are you cold? No, I'm not.
   Are you hot? Yes, I am.

4. Play **Word Roll** (Teacher's Book pages 28–31) in pairs. Pairs make a die using the six new vocabulary words. To play, S1 rolls the die. When it lands, S2 asks *Are you (happy)?* S1 looks at the die and answers accordingly, with *Yes, I am* or *No, I'm not. I'm (sad).* Then S2 rolls the die and S1 asks the question.

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



Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *Are you thirsty? Yes, I am.* Students should use all of the new vocabulary.

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 answer the question using communication and collaboration skills. Pairs of students practice asking other pairs of students *Who's hungry?* and record their answers.

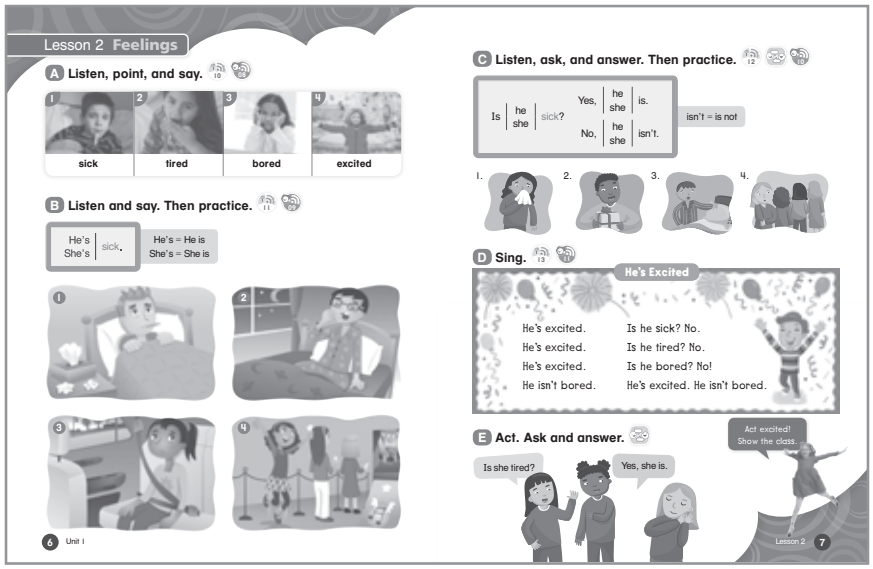
Games and Activities

- **Beanbag Toss** (Teacher's Book pages 28–31). Use Picture Cards 07–12. Spread the cards face up on the floor. A student tosses the beanbag, aiming for one of the cards. The student uses the card nearest the beanbag to say *I'm (happy).*
- **Circles** (Teacher's Book pages 28–31). Outer-ring students ask *Are you (happy)?* Inner-ring students answer *Yes, I am* or *No, I'm not. I'm (sad).* After a round, they switch roles.
- **Jump to the Word** (Teacher's Book pages 28–31). Use Picture Cards 07–12. Spread the cards on the floor. Instruct a student (S1) to go to a particular card: *Run to (thirsty).* S1 does so and says *I'm (thirsty). I'm not (hungry)* for each pair of feelings.

Extra Practice

Workbook pages 4–5
Student Audio CD Tracks 05–07
iTools
Online Practice

Lesson 2 Feelings



Student Book pages 6–7

Objectives
- Talking about feelings

Grammar
- Statements with *be*

  He's/She's sick.
- Yes/No questions with *be*

  Is he/she sick?

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

Vocabulary
Feelings: sick, tired, bored, excited

Materials
Picture Cards 07–12, 13–16; Class CD1 Tracks 10–13

Student Book page 6

Warm up

1. Greet the class. Then students circulate and introduce themselves to each other, asking *What is your name?* and responding *My name is (Chris).*
2. Review Unit 1, Lesson 1 feelings. Hold up Picture Cards 07–12 and elicit the words. Review the conversation language from Lesson 1: *Are you thirsty? Yes, I am.* Students can practice their own expressions with their classmates.
3. Review Unit 1, Lesson 1 grammar. Hold up Picture Cards 07–12. Ask a student *Are you (happy)?* Elicit the answer. If the student answers *Yes, I am,* ask another question to elicit a negative answer. Students then walk around the classroom acting out a feeling. One student asks *Are you (happy)?* Another student replies *Yes, I am* or *No, I'm not. I'm (sad).*

A Listen, point, and say.

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

1. Use Picture Cards 13–16 to introduce the feelings until students can produce the words on their own.
2. Say each new word and act out the feeling. Students watch carefully without speaking. Then act out each feeling and ask students to produce the correct word. Repeat, varying the order.
3. Play Class CD1 Track 10. Students listen, point, and say along with the CD.

CD 1 10

1. sick
2. tired
3. bored
4. excited

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

B Listen and say. Then practice.

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

1. Introduce the new pattern: *He's/She's sick.*
2. Present the contractions: *He's = He is*, *She's = She is*
3. Direct students' attention to the first grammar box on page 6.
4. Play Class CD1 Track 11. Students listen and say along with the CD.

CD 1 11

He's sick.
She's sick.
He's, He is
She's, She is

1. He's sick.
2. He's tired.
3. She's bored.
4. She's excited.

5. Students practice the pattern, using their books.

Student Book page 7

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *Is he sick? Yes, he is./No, he isn't.*

   Is she sick? Yes, she is./No, she isn't.
2. Direct students' attention to the first grammar box on page 7.
3. Play Class CD1 Track 12. Students listen, ask, and answer along with the CD.

CD 1 12

Is he sick? Yes, he is.
Is he sick? No, he isn't.
Is she sick? Yes, she is.
Is she sick? No, she isn't.
Isn't, is not

1. Is she sick? Yes, she is.
2. Is he sick? No, he isn't.
   Is he excited? Yes, he is.
3. Is he tired? Yes, he is.
4. Is she tired? No, she isn't.
   Is she bored? Yes, she is.

4. Students practice the pattern in pairs, using their books.

D Sing.

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

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

CD 1 13

He's Excited
He's excited.
He's excited.
He's excited. He isn't bored.
Is he sick? No.
Is he tired? No.
Is he bored? No!
He's excited. He isn't bored.
I'm excited.
I'm excited.
I'm excited. I'm not bored.
Are you sick? No.
Are you tired? No.
Are you bored? No!
I'm excited. I'm not bored.

4. Students sing the song again, acting out the feelings.

E Act. Ask and answer.



Students work in groups of three. S1 acts out a feeling. S2 and S3 practice the language pattern in the speech bubbles: *Is she tired? Yes, she is.* Switch roles.

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. Encourage students to use their creativity to communicate to the class that they are excited. Have individual students present their excited expressions to the class.

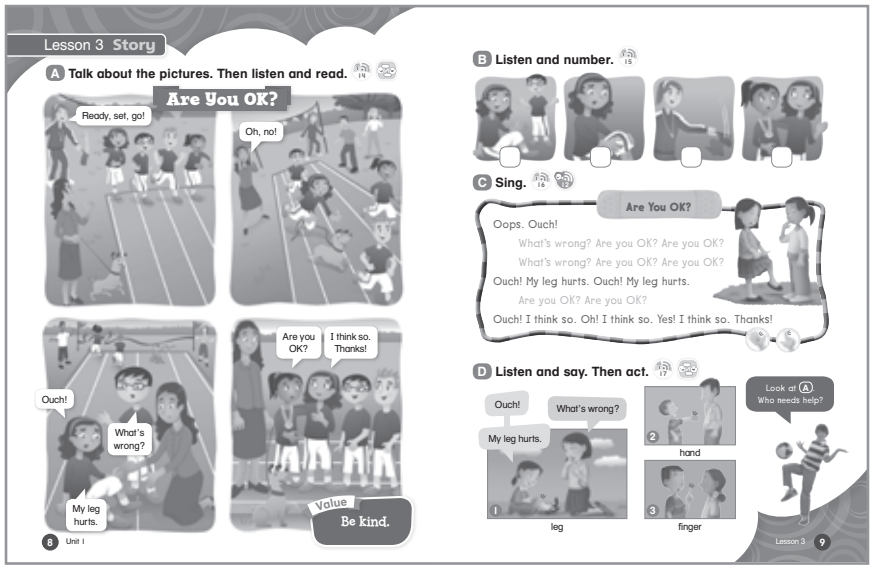
Games and Activities

- **Gaps** (Teacher's Book pages 28–31). Create a text using two sentences from the lesson. Students write in the missing words.
- **Charades** (Teacher's Book pages 28–31). Use Picture Cards 07–16. Divide the class into four groups. A student from each group comes to you and looks at a card. He or she returns to the group and acts out the feeling. Group members use the Lesson 2 grammar pattern to try to guess the feeling: *Is she bored?*
- **Guess the Next Card** (Teacher's Book pages 28–31). Hold up Picture Cards 07–16. Elicit the words. Shuffle the cards and begin again. Students try to guess each card before you show it.

Extra Practice

Workbook pages 6–7
Student Audio CD Tracks 08–11
iTools
Online Practice

Lesson 3 Story



Student Book pages 8–9

Objectives
- Building reading and listening skills

Conversation
- Asking if someone is OK
- Helping others

Ouch!

What's wrong?

My leg hurts.

Value
Be kind.

Materials
Picture Cards 07–16; Class CD1
Tracks 14–17

Student Book page 8

Warm up

1. Greet the class, saying *Hi* and *Hello*. Next, have students circulate and greet each other by name.
2. Review Unit 1, Lesson 2 grammar and vocabulary. Hold up Picture Cards 07–16 and elicit third-person statements: *(He's) (sick)*. Begin again, speeding up the activity as students become more comfortable.
3. Review Level 1 language with a conversation chain. Drop a pencil on the floor. Turn to the nearest student and say *Please help me*. Guide the student to respond *Sure* and hand you the pencil. Next, the student practices the conversation with a classmate, and so on, around the room.

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, feelings, and objects they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD1 Track 14. Students listen, point, and read along with the CD.

CD 1 14

Are You OK?

Teacher:	Ready, set, go!
Emma's mom:	Oh, no!
Emma:	Ouch!
Mike:	What's wrong?
Emma:	My leg hurts.
Julie:	Are you OK?
Emma:	I think so. Thanks!

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

Student Book page 9

B Listen and number.

1. Students look at each picture and say what they think is happening.
2. Play Class CD1 Track 15. Students listen and number the pictures.

CD 1 15

1. Ready, set, go!
2. Ouch!
3. What's wrong?
   My leg hurts.
4. Are you OK?
   I think so. Thanks!

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

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

C Sing.

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

1. Students look at the picture and guess what the children could be saying.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 16. Students listen and sing along with the CD.

CD 1 16

Are You OK?
Oops. Ouch!
What's wrong? Are you OK? Are you OK? (x2)
Ouch! My leg hurts. Ouch! My leg hurts.
Are you OK? Are you OK?
Ouch! I think so. Oh! I think so. Yes! I think so.
Thanks!

Hand!

Oops. Ouch!
What's wrong? Are you OK? Are you OK? (x2)
Ouch! My hand hurts. Ouch! My hand hurts.
Are you OK? Are you OK?
Ouch! I think so. Oh! I think so. Yes! I think so.
Thanks!

Finger!

Oops. Ouch!
What's wrong? Are you OK? Are you OK? (x2)
Ouch! My finger hurts. Ouch! My finger hurts.
Are you OK? Are you OK?
Ouch! I think so. Oh! I think so. Yes! I think so.
Thanks!

4. Students sing the song again, pointing to their legs, hands, or fingers as they sing.
5. Divide the class into two groups. One group sings the statements and the other group sings the questions. Switch roles.

D Listen and say. Then act.

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

1. Play Class CD1 Track 17. Students listen and say with the CD.

CD 1 17

1. Ouch!
   What's wrong?
   My leg hurts.
2. Ouch!
   What's wrong?
   My hand hurts.
3. Ouch!
   What's wrong?
   My finger hurts.

2. Students rehearse and act out the conversations, using facial expressions 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: Direct students' attention to the Everybody Up Friend. Have students answer the question by using critical thinking to examine the pictures in Activity A to decide who is hurt.

Answer: Emma hurt her leg.

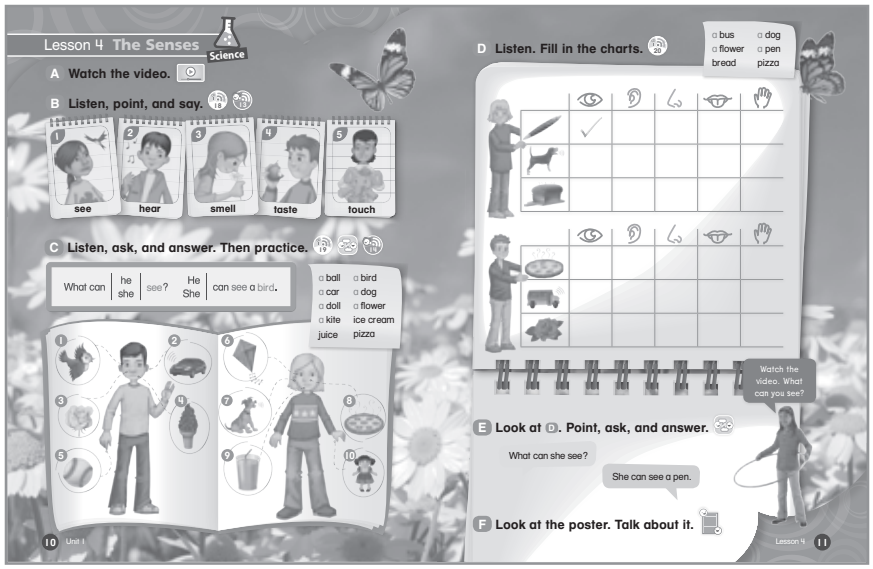
Games and Activities

- Divide the class into five groups. Group 1 reads Teacher. Group 2 reads Emma's mom. Group 3 reads Mike. Group 4 reads Emma. Group 5 reads Julie. The class reads the story aloud, then switches roles.
- **A New Story** (Teacher's Book pages 28–31). Using the existing story as a model, student pairs write and act out a new story that demonstrates the Lesson 3 value: *Be kind.* Beginning students might simply copy the pictures and text from the Student Book.
- **Order the Pictures** (Teacher's Book pages 28–31). Draw simple pictures to replicate the story, cut them out, and give each student a set. Students listen and put the pictures in order. "Tell" the story again, this time at a faster pace.

Extra Practice

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

Lesson 4 The Senses



Student Book pages 10–11

Objectives
- Talking about the senses

Grammar
- Information questions with *what*

What can he/she see?

He/she can see a bird.

Vocabulary
The Senses: see, hear, smell, taste, touch

Materials
Picture Cards 17–21; Class CD1 Tracks 18–20; Unit 1 Video and Poster, The Senses

Student Book page 10

School Subject Connection: Science

Science

Lesson 4 is a cross-curricular lesson with a connection to science. Prepare and bring to class objects or foods for students to hear, smell, taste, touch, and look at.

Warm up

1. Greet the class. Greet an individual student, saying *Hi, (Mary). How are you?* Elicit the response *I'm (fine/OK/great). How are you?* Students circulate and practice the greeting.
2. Review the conversation language from Unit 1, Lesson 3: *Are you OK?* Students practice the language with their classmates.
3. Review Unit 1, Lesson 3 language: *What's wrong? My leg hurts.* Point to and elicit finger, hand, and leg. Model the conversation with a student, using gestures.

A Watch the video.

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

Before you watch: Talk about the senses using your prepared items as examples. Have students touch, smell, or taste the examples. Explain that the class will watch a video about peoples' feelings (happy, tired, hungry, thirsty) and about things they can *hear*, *see*, *smell*, and *taste*.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117.
2. Ask students questions to evaluate their understanding of the video: *Is Julie happy? What can Blair hear? Why are the boys and girls taking a nap?*

B Listen, point, and say.

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

1. Use Picture Cards 17–21 to introduce the five senses. Continue until students can produce the words on their own.
2. Link the language. Review body parts (*ear, eye, nose, mouth, hand*) by pointing to them and eliciting the words. For each sense, point to your (*mouth*) and say *I can (taste).* Students listen and repeat.
3. Play Class CD1 Track 18. Students listen, point, and say along with the CD.

CD 1 18

1. see	2. hear	3. smell
4. taste	5. touch	

4. Students make picture cards for the new vocabulary using five blank cards and art supplies.

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *What can he/she see? He/She can see a bird.*
2. Direct students' attention to the vocabulary box. Point out that *ice cream, juice,* and *pizza* do not take the article *a*.
3. Play Class CD1 Track 19. Students listen, ask, and answer along with the CD.

19

What can he see? He can see a bird.
What can she see? She can see a bird.
a ball, a bird, a car, a dog, a doll, a flower, a kite, ice cream, juice, pizza

1. What can he see? He can see a bird.
2. What can he hear? He can hear a car.
3. What can he smell? He can smell a flower.
4. What can he taste? He can taste ice cream.
5. What can he touch? He can touch a ball.
6. What can she see? She can see a kite.
7. What can she hear? She can hear a dog.
8. What can she smell? She can smell pizza.
9. What can she taste? She can taste juice.
10. What can she touch? She can touch a doll.

4. Students work in groups of three and place their handmade picture cards face down between them. S1 turns over a card. S2 asks S3 *What can (he) (see)?* S3 answers using S1's card.

Student Book page 11

D Listen. Fill in the charts.

1. Review senses with students (eyes: *see*; ears: *hear*; nose: *smell*; tongue/mouth: *taste*; hand: *touch*). Have them name each picture *(pen, bread, dog, pizza, bus, flower)*.
2. Direct students' attention to the vocabulary box. Point out that *bread* and *pizza* do not take the article *a*.
3. Play Class CD1 Track 20. Students fill in the charts.

20

a bus, a dog, a flower, a pen, bread, pizza
What can you see?
I can see a pen. It's blue. I can touch it, too.
What can you hear? I can hear a dog. I like dogs.
What can you smell?
I can smell bread. I can taste it, too.
What can you see?
I can see pizza. I can smell it. I can taste it, too.
What can you hear? I can hear a bus. It's noisy.
What can you touch?
I can touch a flower. I can smell it, too.

4. Play the track again. Then check the answers together.

Answer Key

pen: see, touch; dog: hear
bread: smell, taste; pizza: see, smell, taste
bus: hear; flower: touch, smell

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



In groups of three, students look at the charts in Activity D and practice the language pattern in the speech bubbles: *What can she see? She can see a pen.*

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: Direct students' attention to the Everybody Up Friend. Have students watch the video and use critical thinking to tell about what they see.

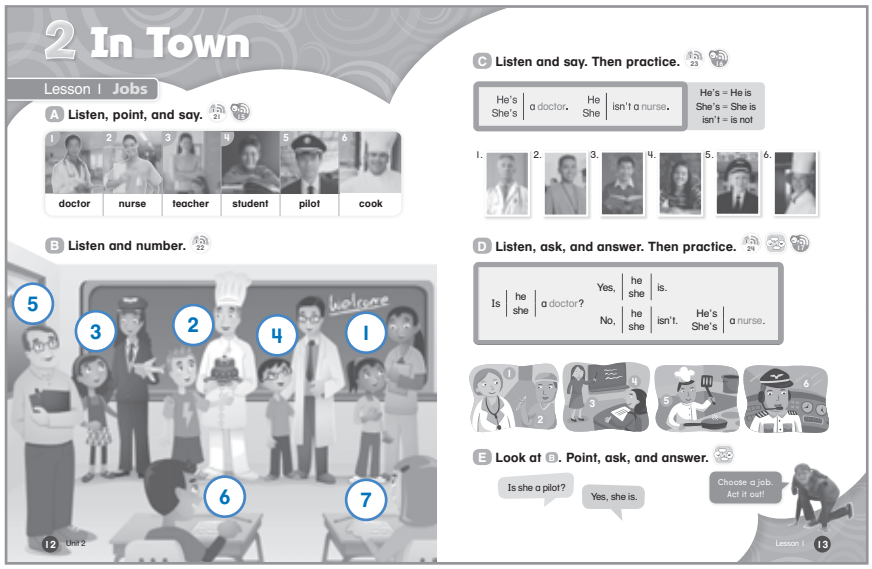
Games and Activities

- **What's Missing?** (Teacher's Book pages 28–31). Use Picture Cards 17–21.
- **Rollers** (Teacher's Book pages 28–31). Begin the game with *I can (smell) a (flower).* Each student who gets the ball uses a different senses word.

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 Jobs



Student Book pages 12–13

Objectives
- Talking about occupations

Grammar
- Affirmative and negative statements with *be*

  He's a doctor. He isn't a nurse.
- Yes/No questions with *be*

  Is he a doctor?

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

Vocabulary
Jobs: doctor, nurse, teacher, student, pilot, cook

Materials
Picture Cards 22–27; Class CD1 Tracks 13, 21–24

Student Book page 12

Warm up

1. Greet students saying *Good (morning), everyone.* Review the conversation language from Unit 1, Lesson 4: *What can she see? She can see a pen.* Students can practice the expression with their classmates.
2. Review Unit 1, Lesson 4 vocabulary: *see, hear, smell, taste, touch.* Say each word. Students repeat, point to, and say the name of the body part associated with each sense.
3. Sing *He's Excited* (Class CD1 Track 13).

A Listen, point, and say.

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

1. Use Picture Cards 22–27 to introduce the jobs. Continue until students can produce the words on their own.
2. Link the language. Combine Level 1 grammar with the new vocabulary. Hold up each picture card and say *This is a (nurse).* Next, hand a picture card to a student, saying *This is a (nurse).* The student stands, shows the class the card, and repeats the sentence.
3. Play **Guess the Next Card** (Teacher's Book pages 28–31) using Picture Cards 22–27.
4. Play Class CD1 Track 21. Students listen, point, and say along with the CD.

CD 21

1. doctor	2. nurse	3. teacher
4. student	5. pilot	6. cook

5. Students practice saying the occupations on their own, using their books.

B Listen and number.

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

1. Read this while pointing to the picture:

   Look at Danny, Julie, Emma, and Mike. They're in the classroom. Julie is standing next to her mother. She's a nurse. She's happy. She isn't sad. Mike's happy, too. The doctor is standing next to Mike. He's happy. He's Mike's father. Look at Emma. She's excited. Is her mother a pilot? Yes, she is. Dan is standing next to his father. Is his father a cook? Yes, he is. He has a cake. It smells good. Yummy! And look! This is the teacher, Mr. Smith. This is Jay, and this is Carla. They're students.
2. Play Class CD1 Track 22. Students listen and number the items in the picture.

CD 22

1. Julie: This is my mother.
   Julie's mom: Hi. I'm a nurse.
2. Danny: This is my father.
   Danny's dad: I'm a cook.
3. Emma: This is my mother. She's a pilot.
   Emma's mom: Hello!
4. Carla: Are you a doctor?
   Mike's dad: Yes, I am.
5. Teacher: I'm a teacher. My name is Mr. Smith.
6. Jay: I'm a student. My name is Jay.
7. Carla: I'm a student, too. My name is Carla.

3. Check answers together. Invite students to talk about other things they see in the picture.

Student Book page 13

C Listen and say. Then practice.

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

1. Introduce the new pattern: *He's a doctor. He isn't a nurse. She's a doctor. She isn't a nurse.*
2. Present the contractions: *He's = He is*, *She's = She is*, *isn't = is not*
3. Direct students' attention to the first grammar box on page 13.
4. Play Class CD1 Track 23. Students listen and say along with the CD.

CD 23

He's a doctor. He isn't a nurse.
She's a doctor. She isn't a nurse.
He's, He is
She's, She is
isn't, is not

1. He's a doctor. He isn't a nurse.
2. He's a nurse. He isn't a doctor.
3. He's a teacher. He isn't a student.
4. She's a student. She isn't a teacher.
5. She's a pilot. She isn't a cook.
6. She's a cook. She isn't a pilot.

5. Students practice the pattern, using their books.

D Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *Is he a doctor? Yes, he is./No, he isn't. Is she a doctor? Yes, she is./No, she isn't.*
2. Direct students' attention to the second grammar box on page 13.
3. Play Class CD1 Track 24. Students listen, ask, and answer along with the CD.

CD 24

Is he a doctor? Yes, he is.
Is he a doctor? No, he isn't. He's a nurse.
Is she a doctor? Yes, she is.
Is she a doctor? No, she isn't. She's a nurse.

1. Is she a doctor? Yes, she is.
2. Is he a doctor? No, he isn't. He's a nurse.
3. Is she a teacher? Yes, she is.
4. Is she a teacher? No, she isn't. She's a student.
5. Is he a cook? Yes, he is.
6. Is he a cook? No, he isn't. He's a pilot.

4. Students practice in pairs, using their books.
5. Play **Picture Pieces** (Teacher's Book pages 28–31). Slowly draw simple pictures illustrating the jobs. Students try to be first to identify the job.

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: *Is she a pilot? Yes, she is.*

Everybody Up 21st Century Skills

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

Creativity: Direct students' attention to the Everybody Up Friend. Have students choose a job and use their imaginations to act out some of the tasks they would do if they had that job.

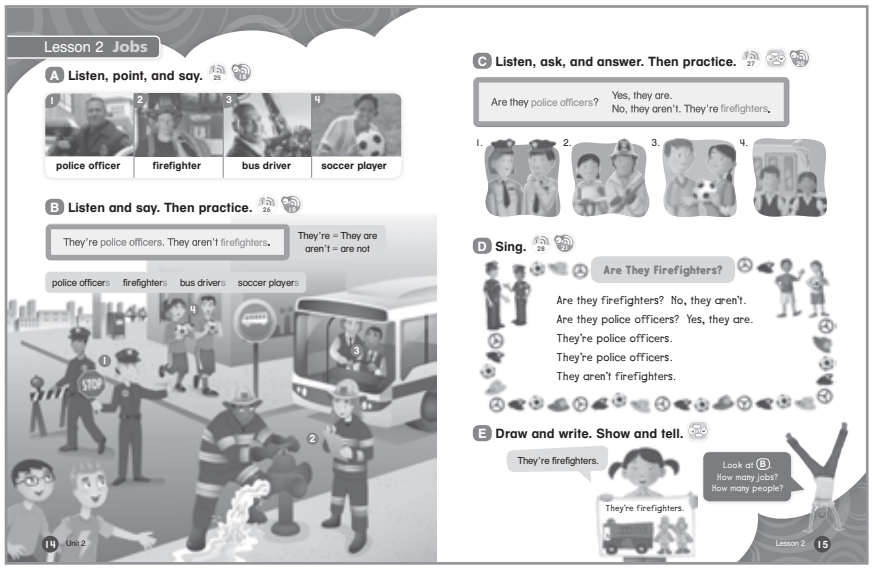
Games and Activities

- **Charades** (Teacher's Book pages 28–31). Use Picture Cards 22–27. Students try to guess which job is being acted out.
- **Five Questions** (Teacher's Book pages 28–31). S1 thinks of a job and tells S2. The other students ask S2 up to five questions to guess the job.
- **Rollers** (Teacher's Book pages 28–31). Display Picture Cards 22–27. S1 makes positive and negative sentences (*He's a doctor. He isn't a nurse.*) and rolls the ball to S2. S2 repeats the sentences, makes a new pair of sentences, and rolls the ball on.

Extra Practice

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

Lesson 2 Jobs



Student Book pages 14–15

Objectives
- Talking about occupations

Grammar
- Statements with *be*

  They're police officers. They aren't firefighters.
- Yes/No questions with *be*

  Are they police officers?

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

Vocabulary
Jobs: police officer, firefighter, bus driver, soccer player

Materials
Picture Cards 22–27, 28–31; Class CD1 Tracks 25–28

Student Book page 14

Warm up

1. Greet the class, saying *Hello, class. I'm happy today. Are you happy?* Elicit individual responses: *Yes, I am* or *No, I'm not. I'm (tired).*
2. Review Unit 2, Lesson 1 grammar. Hold up Picture Cards 22–27, asking *Is (he) a (doctor)?* Elicit positive and negative answers.
3. Review the conversation language from Lesson 1: *Is she a pilot? Yes, she is.*

A Listen, point, and say.

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

1. Use Picture Cards 28–31. Continue until students can produce the words on their own.
2. Link the language. Combine the new vocabulary with the grammar pattern from Unit 2, Lesson 1. Hold up Picture Cards 28–31. Ask *Is (he) a (police officer)?* Elicit positive and negative answers. When a negative answer is required, prompt students to follow up with a positive answer.
3. Play Class CD1 Track 25. Students listen, point, and say along with the CD.

CD 25

1. police officer
2. firefighter
3. bus driver
4. soccer player

4. Play **Telephone** (Teacher's Book pages 28–31). Whisper a different sentence to the student at each end of the line (such as *He's a police officer* and *She's a soccer player*).

B Listen and say. Then practice.

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

1. Introduce the new pattern: *They're police officers. They aren't firefighters.*
2. Present the contractions: *They're = They are, aren't = are not*
3. Review plural nouns. Draw students' attention to the *–s* at the end of the plural words in the vocabulary box. Remind students that adding *–s* makes a singular word plural. Say (*police officer, police officers*) and have students repeat after you.
4. Direct students' attention to the grammar box on page 14.
5. Play Class CD1 Track 26. Students listen and say along with the CD.

CD 26

They're police officers. They aren't firefighters.
They're, They are
aren't, are not

1. They're police officers. They aren't firefighters.
2. They're firefighters. They aren't bus drivers.
3. They're bus drivers. They aren't soccer players.
4. They're soccer players. They aren't police officers.

6. Play **Teacher's Mistake** (Teacher's Book pages 28–31) using Picture Cards 28–31. Say correct or incorrect sentences using the grammar pattern: *They're (bus drivers). They aren't (soccer players).*

Student Book page 15

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *Are they police officers? Yes, they are./No, they aren't. They're firefighters.*
2. Direct students to the grammar box on page 15.
3. Play Class CD1 Track 27. Students listen, ask, and answer along with the CD.

CD 1 27

Are they police officers? Yes, they are.
Are they police officers? No, they aren't.
They're firefighters.

1. Are they police officers? Yes, they are.
2. Are they police officers? No, they aren't. They're firefighters.
3. Are they soccer players? Yes, they are.
4. Are they soccer players? No, they aren't. They're bus drivers.

4. Students practice in pairs, using their books.

D Sing.

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

1. Students look at the pictures and say what they see.
2. Read the lyrics with the students.
3. Play Class CD1 Track 28. Students listen and sing.

CD 1 28

Are They Firefighters?
Are they firefighters?
No, they aren't.
Are they police officers?
Yes, they are.
They're police officers.
They're police officers.
They aren't firefighters.

Are they bus drivers?
No, they aren't.
Are they soccer players?
Yes, they are.
They're soccer players.
They're soccer players.
They aren't bus drivers.

(x2)

4. Students sing the song again, nodding their heads for *Yes* and shaking their heads for *No*.

E Draw and write. Show and tell.



Students draw and label two people with the same job. The drawing on page 15 can be used as a model. Students show their pictures and read the labels.

Everybody Up 21st Century Skills

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

Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to answer: *How many jobs? How many people?* in Activity B.

Games and Activities

- **BINGO** (Teacher's Book pages 28–31). Use any nine of Picture Cards 22–31. Attach the cards to the board, picture-side up in a 3 × 3 grid. Say *They're (doctors)* or *Are they (doctors)? Yes, they are*. One at a time, students come to the board and turn over the card if they see it or sit back down. If a student turns over three cards in a row, he or she calls out *Bingo*!
- **Jump to the Word** (Teacher's Book pages 28–31). Use Picture Cards 22–31. Instruct pairs to go to a card and use it to practice a grammar pattern from the lesson.
- **Buzzers** (Teacher's Book pages 28–31). Show Picture Cards 28–31 and ask *Are they (soccer players)?* Students race to slap the buzzer and answer *Yes, they are* or *No, they aren't. They're (police officers).*

Extra Practice

Workbook pages 14–15
Student Audio CD Tracks 18–21
iTools
Online Practice

Lesson 3 Story



Student Book pages 16–17

Objectives
- Building reading and listening skills

Conversation
- Playing safely
- Asking to borrow something

Excuse me. May I borrow your phone?

Sure. Here you are.

Thanks!

Value
Be careful.

Materials
Picture Cards 22–31; Class CD1
Tracks 28, 29–32

Student Book page 16

Warm up

1. Greet the class and model a self-introduction: *Hello, class. I'm (Ms. Jones). I like to (play soccer).* Invite individual students to introduce themselves to the class, using your model. Then have students introduce themselves to their classmates.
2. Sing *Are They Firefighters?* (Class CD1 Track 28).
3. Practice vocabulary and grammar from Unit 2, Lessons 1 and 2. Distribute Picture Cards 22–31 to a mix of single students and pairs (or groups, depending on class size). For each card, guide the class to ask and answer questions and make sentences about the student(s) holding each card.
4. Review the conversation language from Unit 1, Lesson 3: *Ouch! What's wrong? My leg hurts.* Encourage students to look for opportunities to use the language in class today.

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, feelings, objects, and jobs 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 1 29

Oh, Danny

Danny:	Look at me. I like trees!
Julie:	Danny, be careful!!
Danny:	Whoa!
Julie:	Oh, no!
Julie:	Excuse me. May I borrow your phone?
Boy:	Sure. Here you are.
Julie:	Thanks.
Danny's mom:	Oh, Danny.
Danny:	I'm sorry, Mom.
Boy:	She's a firefighter!

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

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 circle ✓ or X.

CD 1 30

1. Look at me!
2. Be careful.
3. Excuse me. May I borrow your phone?
4. She's a firefighter!

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

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

C Sing.

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

1. Have students look at the picture and guess what the children are saying.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 31. Students listen and sing along with the CD.

CD 1 31

May I Borrow Your Phone?
Excuse me. May I borrow your phone?
Sure. Here you are.
Thanks!
You're welcome!
Please may I borrow your phone?
Sure! Here you are.

Excuse me. May I borrow your pen?
Sure. Here you are.
Thanks!
You're welcome!
Please may I borrow your pen?
Sure! Here you are.

Excuse me. May I borrow your book?
Sure. Here you are.
Thanks!
You're welcome!
Please may I borrow your book?
Sure! Here you are.

Sure! Here you are.
Sure! Here you are.

4. Students sing the song again, acting out what they do with the objects (phone: *talk on the phone*, pen: *write*, book: *read*).

D Listen and say. Then act.



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

1. Play Class CD1 Track 32. Students listen and say with the CD.

CD 1 32

1. Excuse me. May I borrow your phone?
   Sure. Here you are.
   Thanks.
2. Excuse me. May I borrow your pen?
   Sure. Here you are.
   Thanks.
3. Excuse me. May I borrow your marker?
   Sure. Here you are.
   Thanks.

2. Students rehearse and act out the conversation, using facial expressions 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: Direct students' attention to the Everybody Up Friend. Have students look at the story in Activity A and use critical thinking to decide what is wrong.

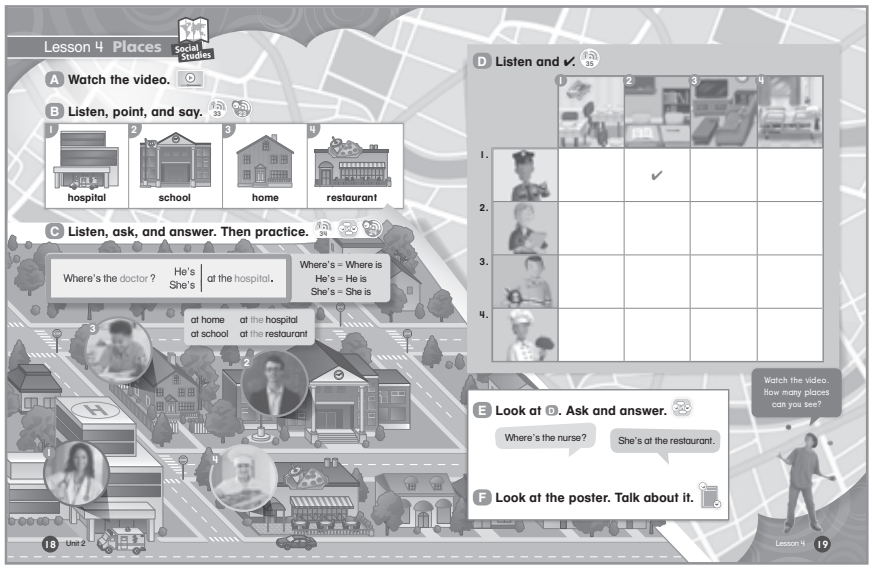
Games and Activities

- Students can draw a picture to illustrate the value *Be careful.* Display the pictures in the classroom.
- Using the existing story as a model, student pairs write and act out a new story that demonstrates the Lesson 3 value: *Be careful.* Beginning students might simply copy the pictures and text from the Student Book.
- **Toss and Tell** (Teacher's Book pages 28–31). A student tosses a beanbag to another student, saying *Excuse me. May I borrow your (pen)?* using any object he or she sees. The "catcher" responds *Sure. Here you are.*

Extra Practice

Workbook pages 16–17
Student Audio CD Track 22
Unit 2, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Places



Objectives
- Asking and answering about location

Grammar
- Information questions with *where*

Where's the doctor?

He's/She's at the hospital.

Vocabulary
Places: hospital, school, home, restaurant

Materials
Picture Cards 22–31, 32–35; Class CD1 Tracks 31, 33–35; Unit 2 Video and Poster, Places

Student Book pages 18–19

Student Book page 18

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to social studies. Distribute art supplies and invite students to draw pictures of the different locations introduced in the lesson.

Warm up

1. Greet the class. Play **Fruit Salad** (Teacher's Book pages 28–31). Call on two students to stand, introduce themselves to each other, and sit down again.
2. Review the Unit 2, Lesson 3 conversation language. First, model the conversation with a student: *Excuse me. May I borrow your (phone)?* The student hands you the object saying *Sure. Here you are.* Say *Thanks.* Have students practice the conversation with their classmates, using their own objects.
3. Sing *May I Borrow Your Phone?* (Class CD1 Track 31).

A Watch the video.

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

Before you watch: Talk about the following places: hospital, school, home, and restaurant. Ask: Who lives or works here? What things can we see/hear/smell/touch/taste here? What do people do here? Where are these places in the students' neighborhoods?

1. Play the video. See Video Scripts on Teacher's Book pages 116–117.
2. Ask students questions to evaluate their understanding of the video: *Where is Mickey? Where is Scott? Where are the children?*

B Listen, point, and say.

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

1. Use Picture Cards 32–35 to introduce the places. Continue until students can produce the words on their own.
2. Play **What's Missing?** (Teacher's Book pages 28–31) using Picture Cards 32–35.
3. Play Class CD1 Track 33. Students listen, point, and say along with the CD.

CD 1 33

1. hospital 2. school
3. home 4. restaurant

4. Give each student four blank cards and drawing supplies. Students make picture cards for the new vocabulary words.

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *Where's the doctor? He's at the hospital.*

   Where's the doctor? She's at the hospital.
2. Present the contractions: *Where's = Where is, He's = He is, She's = She is*
3. On the board, write out the prepositional phrases found in the box below the grammar box: *at home, at school, at the hospital, at the restaurant.* Say each phrase. Students repeat.
4. Have students look at the people in the big picture and identify their jobs (*student, teacher, doctor, cook*).
5. Play Class CD1 Track 34. Students listen and say along with the CD.

CD 1 34

Where's the doctor? He's at the hospital.
Where's the doctor? She's at the hospital.
Where's, Where is
He's, He is
She's, She is
at home, at school, at the hospital, at the restaurant

1. Where's the doctor? She's at the hospital.
2. Where's the teacher? He's at school.
3. Where's the student? He's at home.
4. Where's the cook? She's at the restaurant.

6. Play **Card Grab** (Teacher's Book pages 28–31). Each pair of students uses one set of student-made picture cards for the new vocabulary. Cards are laid face up. Cue students by saying a question and answer: *Where's the (doctor)? (He's) at (home).* Players race to touch the location.
7. Students practice the pattern in pairs, using their books.

Student Book page 19

D Listen and ✔.

1. Students look at each picture and identify the people (*police officer, nurse, firefighter, cook*) and place a ✓ in the column where they are.
2. Play Class CD1 Track 35. Students listen and place ✓ in the correct columns.

CD 1 35

1. Where is the police officer? He's at the school.
2. Where is the nurse? She's at the restaurant.
3. Where is the firefighter? He's at home.
4. Where's the cook? She's at the hospital.

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

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

E Look at D. Ask and answer.



In pairs, students look at the pictures in Activity D and practice the language pattern in the speech bubbles. Students should use all of the new vocabulary.

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: Direct students' attention to the Everybody Up Friend. Have students watch the video and use critical thinking to say how many places they see.

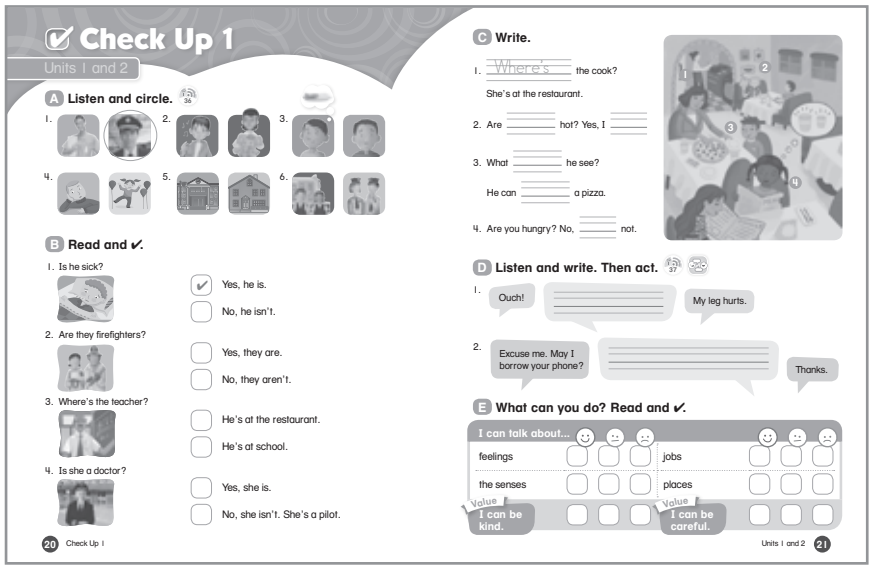
Games and Activities

- **Circles** (Teacher's Book pages 28–31). Hold up a job card (Picture Cards 22–31). Inner-circle students look at the card and ask *Where's the (doctor)?* Outer-circle students select one of their own student-made picture cards and answer *(She's) at (the hospital).*
- **Station Stop** (Teacher's Book pages 28–31). Use Picture Cards 32–35. When the train stops, ask *Where's the (teacher)?* and hold up a picture card. The student looks at the card and answers *(She's) at (the restaurant).*

Extra Practice

Workbook pages 18–19
Student Audio CD Tracks 23–24
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 07–35; Class CD1
Tracks 36–37

Student Book page 20

Warm up

1. Greet the class. Then greet individual students asking *Are you (happy)?*
2. Review the conversation language from Unit 1, Lesson 4: *What can she see? She can see a pen.*
3. Play **Beanbag Toss** (Teacher's Book pages 28–31) using Picture Cards 07–35.

A Listen and circle.

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

1. Play Class CD1 Track 36. Students listen and circle the items they hear.

CD 1 36

1. pilot	2. hear	3. sad
4. excited	5. school	6. police officers

Answer Key		
1. (right)	**2.** (left)	**3.** (right)
4. (right)	**5.** (left)	**6.** (right)

B Read and ✔.

Students examine the picture and the sentences next to them. Then they put a check in the box next to the sentence that matches the picture.

Answer Key	
1. Yes, he is.	**2.** Yes, they are.
3. He's at school.	**4.** No, she isn't. She's a pilot.

Student Book page 21

C Write.

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

Answer Key	
1. Where's	**2.** you / am
3. can / see	**4.** I'm

D Listen and write. Then act.

1. Play Class CD1 Track 37. Students listen. Play the track again and students fill in the blanks with the words they hear.

CD 1 37

1. Ouch!
   What's wrong?
   My leg hurts.
2. Excuse me. May I borrow your phone?
   Sure. Here you are.
   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

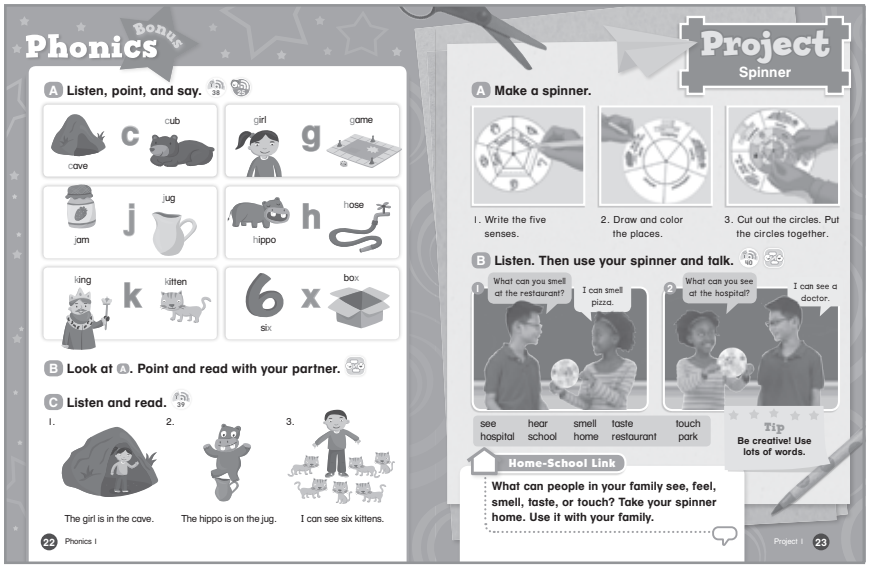
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31). Use language from Units 1 and 2 about feelings, senses, jobs, and places. Call out a category and then point to individual students to say a target word in that category. Change the category when all known words have been said.
- **Rollers** (Teacher's Book pages 28–31). Choose a category from the target language from Units 1 and 2, such as feelings. S1 says a sentence using the target word, such as *I am hungry*. Then S1 rolls the ball to a classmate who uses another word from the target language. For example, S2 says *I am happy*. Periodically change the categories.
- **Teacher's Mistake** (Teacher's Book pages 28–31). Use language from Units 1 and 2. For example, hold up the picture card of a nurse and say *nurse*. Or hold up the picture card of the *sick boy* and say *This boy is bored*. Students raise their hands when they hear a mistake and correct it.

Extra Practice

Workbook pages 20–22
iTools
Online Practice

Bonus Phonics



Student Book pages 22–23

Phonics
- Initial consonants: c, g, j, h, k
- Final consonant: x

Materials
Phonics: Picture Cards 17–35; Class CD1, Tracks 38–40

Project Language
- Units 1 and 2 grammar and vocabulary

Materials
Photocopiable Project Template; scissors, markers or crayons, brass fasteners

Student Book page 22

Warm up

1. Greet the class. Say *What can you see?* Elicit responses from individual students, such as *I can see a desk*. Then continue by asking *what* questions about the other senses.
2. Review: **A–Z Words** (Teacher's Book pages 28–31). Students take a turn saying any word they know that begins with a letter of the alphabet.
3. Review target language from Units 1 and 2 about jobs and senses using Picture Cards 17–35.

A Listen, point, and say.

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

1. Introduce the sound for *c*. Write *c* on the board. Say the letter and the sound it makes: *c*, /c/. Students listen and repeat. Introduce the sounds for *g, j, h, k,* and *x*.

Pronouncing voiced consonants

When students produce the voiced consonants *g* and *j*, make sure they use their voices as they say them. Have them touch their throats. They should feel a vibration.

Pronouncing silent consonants

When students produce the silent consonants *c, k, h,* and *x*, make sure they do not use their voices as they say them. Have them touch their throats. They should not feel a vibration.

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 38. Students listen, point, and say with the CD.

CD 1 38

c (letter), *c* (sound), cave, cub
g (letter), *g* (sound), girl, game
j (letter), *j* (sound), jam, jug
h (letter), *h* (sound), hippo, hose
k (letter), *k* (sound), king, kitten
x (letter), *x* (sound), six, box

4. Link the sounds. Write *c, g, j, h, k,* and *x* on the board. Point to a letter (*c*) and say (/c/). Students find a picture and word on the Student Book page that has that consonant sound, point to the picture, and say the letter, the sound it makes, and then the whole word (for example, *c*, /c/, *cub)*. Continue with the rest of the pictures and words on the page.

B Look at A. Point and read with your partner.

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

C Listen and read.

1. Play Class CD1 Track 39. Students listen and read along.

CD 39

1. The girl is in the cave.
2. The hippo is on the jug.
3. I can see six kittens.

2. Students point to the pictures and read the sentences on their own.

Project Spinner

A Make a spinner.

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 make a spinner. Review target language for senses and places that students have learned.
2. Students cut out the small circle and label the body parts.
3. Students cut out the large circle and draw and color the places.
4. Students attach the small circle on top of the large circle to make the spinner.

B Listen. Then use your spinner and talk.

1. Play Class CD1 Track 40. Students listen and use their spinner and talk.

CD 40

1. What can you smell at the restaurant?
   I can smell pizza.
2. What can you see at the hospital?
   I can see a doctor.

2. **Tip:** Draw students' attention to the tip: *Be creative! Use lots of words*. Review with students the various words they have learned in Units 1 and 2.
3. Play **Station Stop** (Teacher's Book pages 28–31). When students stop at a station, choose a student to spin the spinner and then answer 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 spinners.
2. Students make a list of the senses and places that they talked about with their family and present their list to the class.

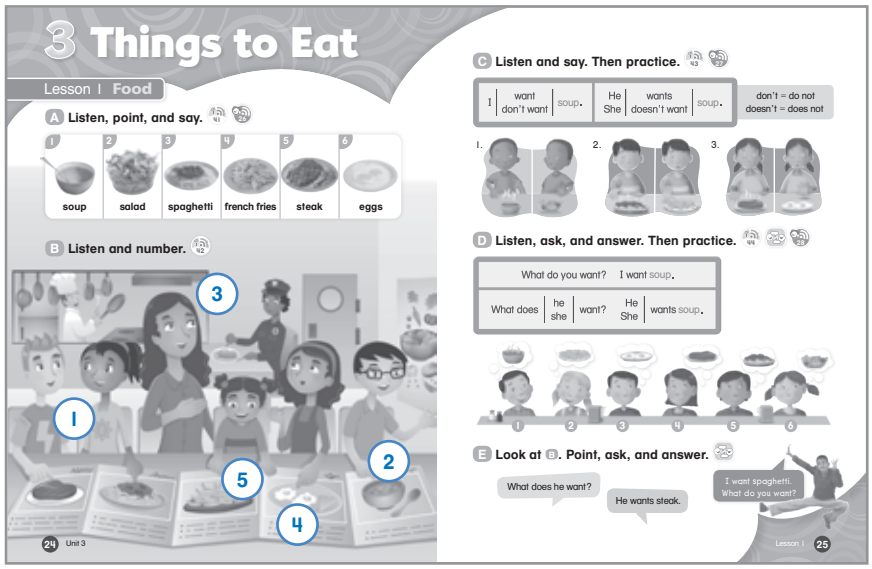
Games and Activities

- *Phonics:* **Everybody Up! Everybody Down!** (Teacher's Book pages 28–31). Tell students a specific phonics sound to listen for, such as the initial *g*, and then clearly say a number of sounds. Repeat the activity with all of the phonics sounds (*c*, *g*, *j*, *h*, and *k* and the end sound *x*).
- *Project:* **Two Truths and a Lie** (Teacher's Book pages 28–31). Use language from Units 1 and 2 and the spinners for this activity. Hold up a spinner and spin it. If it lands on *see* and *restaurant*, say *I see a pizza*. Then spin two more times and say one more true statement and one untrue statement. Students must listen carefully to catch the "lie" and then say a correct statement.

Extra Practice

Workbook page 23
Student Audio CD Track 25
iTools
Online Practice

Lesson 1 Food



Student Book pages 24–25

Objectives
- Talking about what someone wants or doesn't want

Grammar
- Statements with *want*

  I want/don't want soup.

  He/She wants/doesn't want soup.
- Questions with *want*

  What do you want? I want soup.

  What does he/she want? He/She wants soup.

Vocabulary
Food: soup, salad, spaghetti, french fries, steak, eggs

Materials
Picture Cards 28–35, 36–41; Class CD1 Tracks 41–44

Student Book page 24

Warm up

1. Greet individual students. Say *Hello, (Carla). How are you today?* The student replies *I'm (sad),* using any feeling he or she knows.
2. Review Unit 2, Lesson 4 grammar and vocabulary. Hold up Picture Cards 28–35 one by one and elicit the words. Then, select a job card and a location card, hold them up, and say *The (nurse) is (at the restaurant).* Students listen and repeat. Continue.
3. Review the conversation language from Unit 2, Lesson 4: *Where's the doctor? He's at the hospital.* Students can practice the conversation with their classmates.

A Listen, point, and say.

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

1. Use Picture Cards 36–41 to introduce the foods. Continue until students can produce the words on their own.
2. Play **Guess the Next Card** (Teacher's Book pages 28–31) with Picture Cards 36–41.
3. Play Class CD1 Track 41. Students listen, point, and say along with the CD.

CD 1 41

1. soup
2. salad
3. spaghetti
4. french fries
5. steak
6. eggs

4. Hand out six blank cards and drawing supplies. Students make a picture card for each new food.

B Listen and number.

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

1. Read this while pointing to the picture:

   Look at Danny, Julie, Emma, and Mike. They're at a restaurant. They're all hungry. Look at Emma. What does she want? She wants eggs. She likes eggs. Look at Emma's mother. She wants salad. She doesn't want french fries. Emma's sister, Ann, wants french fries. What does Danny want? He wants steak. He likes steak. He doesn't want spaghetti. Julie wants spaghetti. Look at Mike. What does he want? He wants soup. Here's the police officer. She's eating. What's she eating? She's eating fish. This cook is happy. He's in the kitchen.
2. Play Class CD1 Track 42. Students listen and number the items in the picture.

CD 1 42

1. Danny: I like steak. What about you?
   Julie: Umm. I don't like steak. I like spaghetti.
2. Mike: Mmm. Soup. I like soup!
3. Emma's mom: Look, salad. I like salad.

4. Emma: What are those?
   Emma's mom: Those are eggs.
5. Ann: Are those french fries?
   Emma's mom: Yes, they are.

3. Check answers together. Invite students to talk about other things they see in the picture.

Student Book page 25

C Listen and say. Then practice.

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

1. Introduce the new patterns: *I want soup. I don't want soup.*
   He/She wants soup. He/She doesn't want soup.
2. Present the contractions: *don't = do not*, *doesn't = does not*
3. Direct students' attention to the first grammar box on page 25.
4. Play Class CD1 Track 43. Students listen and say along with the CD.

CD 1 43

I want soup. I don't want soup.
He wants soup. He doesn't want soup.
She wants soup. She doesn't want soup.
don't, do not
doesn't, does not
1. I want soup. I don't want salad.
2. He wants spaghetti. He doesn't want french fries.
3. She wants steak. She doesn't want eggs.

5. Students practice by themselves, using their student-made cards to practice the first-person pattern and their books to practice the third-person pattern.

D Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern:
   What do you want? I want soup.
   What does he/she want? He/She wants soup.
2. Direct students' attention to the second grammar box on page 25.
3. Play Class CD1 Track 44. Students listen, ask, and answer along with the CD.

CD 1 44

What do you want? I want soup.
What does he want? He wants soup.
What does she want? She wants soup.
1. What do you want? I want soup.
2. What do you want? I want french fries.
3. What does he want? He wants eggs.
4. What does she want? She wants steak.
5. What does he want? He wants spaghetti.
6. What does she want? She wants salad.

4. Students practice in pairs, using their books.
5. Play **Triangle Groups** (Teacher's Book pages 28–31) using a set of student-made picture cards for each group. S1 selects a card and says *I (like) (salad).* S2 addresses S3 and says *(She) (likes) (salad).*

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.

Communication: Direct students' attention to the Everybody Up Friend. Students choose a food and then use communication skills to tell a classmate about that food.

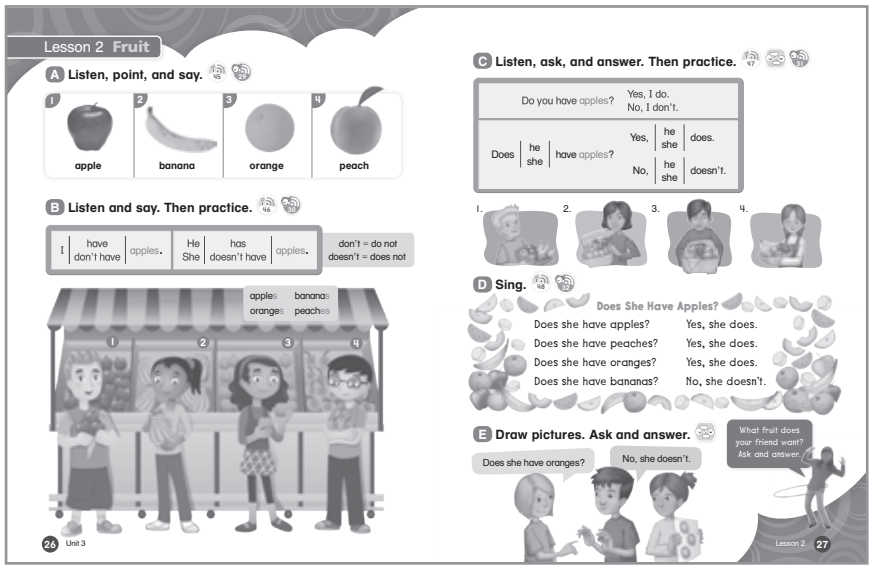
Games and Activities

- **Charades** (Teacher's Book pages 28–31). Use Picture Cards 36–41. Show a student from each group a different card. Groups ask *What do you want?* The student mimes eating the food on the card. The groups guess the food: *(He) wants (soup).*
- **Card Grab** (Teacher's Book pages 28–31). Each group of three students uses one set of student-made picture cards. Cards are laid face up. When you say a word, students race to touch the card. The first student to touch the card must make a sentence to win a point: *I (don't like) (steak).*
- **Station Stop** (Teacher's Book pages 28–31). When the train stops at a station, ask a student *What do you want?* The student answers *I (want) (steak).*

Extra Practice

Workbook pages 24–25
Student Audio CD Tracks 26–28
iTools
Online Practice

Lesson 2 Fruit



Student Book pages 26–27

Objectives
- Talking about what someone has or doesn't have

Grammar
- Statements with *have*
  I have/don't have apples.
  He/She has/doesn't have apples.
- Questions with *have*
  Do you have apples?
  Yes, I do. / No, I don't.
  Does he/she have apples?
  Yes, he/she does. / No, he/she doesn't.

Vocabulary
Fruit: apple, banana, orange, peach

Materials
Picture Cards 36–41, 42–45; Class CD1 Tracks 45–48

Student Book page 26

Warm up

1. Greet the class, saying *Hello, everybody. I'm hungry today.* Then invite individual students to stand and say *Hello, everybody. I'm (tired) today.*
2. Review the conversation language from Unit 3, Lesson 1: *What do you want? I want soup.* Students can practice the language with their classmates.
3. Review vocabulary from Unit 3, Lesson 1. Hold up Picture Cards 36–41 one by one, asking *What is it?* Elicit from the class *It's (salad).*

A Listen, point, and say.

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

1. Use Picture Cards 42–45 to introduce the fruit. Continue until students can produce the words on their own.
2. Play **Rhythm Circle** (Teacher's Book pages 28–31) with the new vocabulary. Include food vocabulary from Unit 3, Lesson 1 in the chant.
3. Link the language. Use Picture Cards 42–45. Place one card slightly under or on top of another card. Ask *Where is the (apple)?* Elicit the answer *It's (under) the (banana).* Continue with different pairs of cards.
4. Play Class CD1 Track 45. Students listen, point, and say along with the CD.

CD 45

1. apple
2. banana
3. orange.
4. peach

5. Students practice the new vocabulary on their own, using their books.

B Listen and say. Then practice.

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

1. Introduce the new pattern: *I have apples. I don't have apples.*
   He/She has apples. He/She doesn't have apples.
2. Direct students' attention to the plurals box. Remind students that adding *–s* makes a word plural. Show how the pronunciation changes, saying (*apple, apples*). Students listen and repeat.
3. Present the contractions: *don't = do not, doesn't = does not*
4. Direct students' attention to the grammar box on page 26.
5. Play Class CD1 Track 46. Students listen and say along with the CD.

CD 46

I have apples. I don't have apples
He has apples. He doesn't have apples.
She has apples. She doesn't have apples.
don't, do not
doesn't, does not
apples, bananas, oranges, peaches

1. I have apples. I don't have bananas.
2. She has bananas. She doesn't have oranges.
3. She has oranges. She doesn't have peaches.
4. He has peaches. He doesn't have apples.

6. Students practice the pattern by themselves, using their books.

Student Book page 27

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *Do you have apples? Yes, I do./No, I don't.*

   Does he/she have apples? Yes, he/she does./No, he/she doesn't.
2. Direct students' attention to the grammar box on page 27.
3. Play Class CD1 Track 47. Students listen, ask, and answer along with the CD.

CD 47

Do you have apples? Yes, I do.
Do you have apples? No, I don't.
Does he have apples? Yes, he does.
Does he have apples? No, he doesn't.
Does she have apples? Yes, she does.
Does she have apples? No, she doesn't.

1. Do you have apples? Yes, I do.
2. Do you have bananas? No, I don't.
3. Does he have peaches? Yes, he does.
4. Does she have oranges? No, she doesn't.

4. Students practice the pattern in pairs, using their books.

D Sing.

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

1. Students look at the art and name the colors and fruit they see.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 48. Students listen and then sing along with the CD.

CD 48

Does She Have Apples?
Does she have apples? Yes, she does.
Does she have peaches? Yes, she does.
Does she have oranges? Yes, she does.
Does she have bananas? No, she doesn't. (x2)

He!

Does he have apples? Yes, he does.
Does he have peaches? Yes, he does.
Does he have oranges? Yes, he does.
Does he have bananas? No, he doesn't.

4. Students sing the song again, nodding their heads for *Yes* and shaking their heads for *No*.

E Draw pictures. Ask and answer.



Distribute paper and drawing supplies. Students draw two or more pieces of one kind of fruit. Then bring three students to the front to model the question and answer pattern. Without showing S3, S1 shows S2 his or her picture. S3 tries to guess the fruit by asking S2 *Does (she) have (apples)?*

Everybody Up 21st Century Skills

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

Communication: Direct students' attention to the Everybody Up Friend. Students use communication skills to ask and answer: *What fruit does your friend want?*

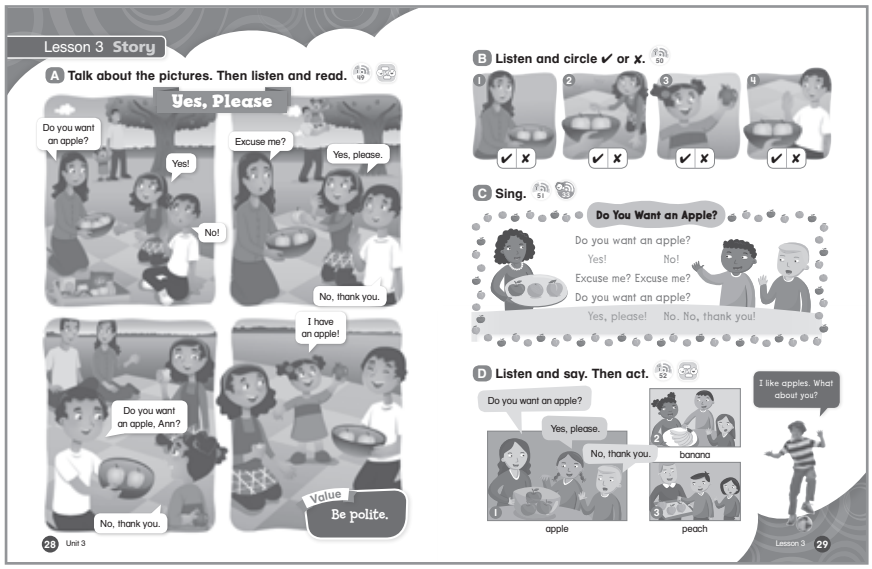
Games and Activities

- **Picture Pieces** (Teacher's Book pages 28–31). Draw, bit by bit, simple pictures of the foods in Lesson 1 and Lesson 2. Students try to be first to guess the food, saying *(Bananas). (He) has (bananas).*
- **Down the Line** (Teacher's Book pages 28–31). Use the drawings that students made in Activity E. Set the pictures in a line on the floor, face up. For a challenge question, ask *Do you have (apples)?*

Extra Practice

Workbook pages 26–27
Student Audio CD Tracks 29–32
iTools
Online Practice

Lesson 3 Story



Student Book pages 28–29

Objectives
- Building reading and listening skills

Conversation
- Offering things to each other
- Using polite expressions

Do you want an apple?

Yes, please.

No, thank you.

Value
Be polite.

Materials
Picture Cards 42–45; Class CD1 Tracks 49–52

Student Book page 28

Warm up

1. Greet the class, saying *Hello* and *Hi.* Then circulate and ask individual students *What do you have?* Guide students to answer using their own items: *I have (a pencil)* or *I have (apples).*
2. Review the conversation language from Unit 2, Lesson 3: *Excuse me. May I borrow your (phone)? Sure. Here you are. Thanks.* Encourage students to use the language in class today.
3. Review the conversation language from Unit 3, Lesson 2: *Does she have oranges? No, she doesn't.* Guide students to practice the conversation with Picture Cards 42–45. Hold up a fruit card. Students look at the card and practice the language with their classmates.

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, feelings, and objects they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD1 Track 49. Students listen and read along with the CD.

CD 1 49

Yes, Please

Emma's mom:	Do you want an apple?
Emma:	Yes!
Tommy:	No!
Emma's mom:	Excuse me?
Emma:	Yes, please.
Tommy:	No, thank you.
Tommy:	Do you want an apple, Ann?
Ann:	No, thank you. I have an apple!

4. Read the words 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 29

B Listen and circle ✔ or ✘.

1. Students look and say what they think is happening.
2. Play Class CD1 Track 50. Students listen and place a ✓ or X.

CD 1 50

1. Do you want an apple?
2. Yes, please.
3. No, thank you.
4. I have an apple!

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

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

C Sing.

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

1. Students look at the pictures and guess what the children might be saying.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 51. Students sing along with the CD.

CD 1 51

Do You Want an Apple?
Do you want an apple?
Yes!
No!
Excuse me? Excuse me? Do you want an apple?
Yes, please!
No. Er. No, thank you!

Orange!

Do you want an orange?
Yes!
No!
Excuse me? Excuse me? Do you want an orange?
Yes, please!
No. Er. No, thank you!

Peach!

Do you want a peach?
Yes! No!
Excuse me? Excuse me? Do you want a peach?
Yes, please!
No. Er. No, thank you!

4. Students sing the song again, acting out each line as they sing.

D Listen and say. Then act.

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

1. Play Class CD1 Track 52. Students listen and say with the CD, in groups of three.

CD 1 52

1. Do you want an apple?
   Yes, please.
   No, thank you.
2. Do you want a banana?
   Yes, please.
   No, thank you.
3. Do you want a peach?
   Yes, please.
   No, thank you.

2. Students act out the conversation, using gestures related to the situations in the pictures.

Everybody Up 21st Century Skills

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

Communication: Direct students' attention to the Everybody Up Friend. Students use communication skills to answer whether they like apples.

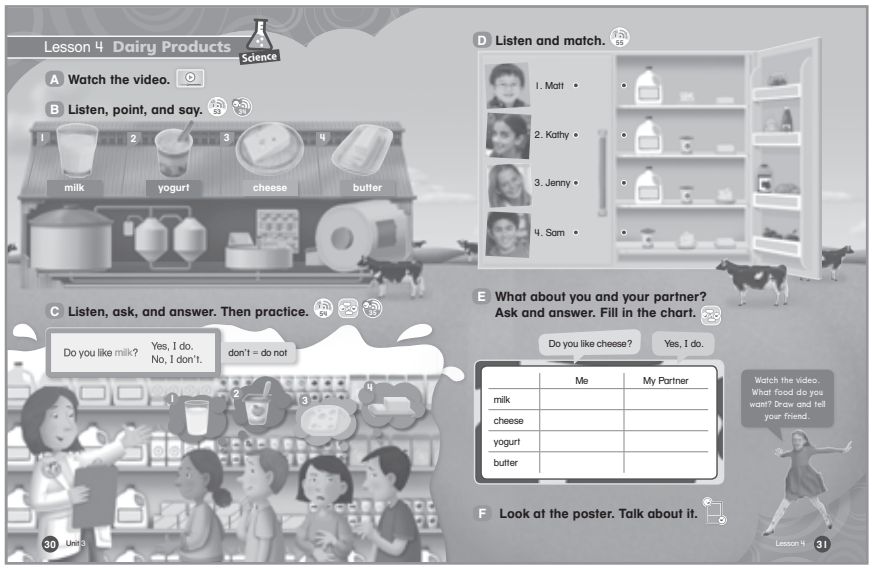
Games and Activities

- Divide the class into four groups. Group 1 reads Emma's mother. Group 2 reads Emma. Group 3 reads Emma's brother, Tommy. Group 4 reads Emma's sister, Ann.
- Using the existing story as a model, student pairs act out a new story demonstrating the Lesson 3 value: *Be polite.* Beginning students might simply copy the pictures and text from the Student Book.
- **Five Questions** (Teacher's Book pages 28–31). Students silently choose a fruit. Group members ask five questions, trying to guess the fruit: *Do you want (an orange)?* Students answer *Yes, please* when the fruit is identified and *No, thank you* when it is not.

Extra Practice

Workbook pages 28–29
Student Audio CD Track 33
Unit 3, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Dairy Products



Student Book pages 30–31

Objectives
- Asking and answering about dairy products

Grammar
- Yes/No questions about preference

Do you like milk?

Yes, I do. / No, I don't.

Vocabulary
Dairy Products: milk, yogurt, cheese, butter

Materials
Picture Cards 36–45, 46–49; Class CD1 Tracks 53–55; Unit 3 Video and Poster, Dairy Products

Student Book page 30

School Subject Connection: Science

Lesson 4 is a cross-curricular lesson with a connection to science. Ask students questions about their science classes and what they know about dairy products. Ask about why these are usually healthy to eat.

Warm up

1. Greet the class. Then model the following conversation with a student:

   Hi, (Dan). How are you?
   I'm (fine), thank you. How are you?
   I'm (great), thank you.
2. Review the polite responses learned in Unit 3, Lesson 3: *Yes, please* and *No, thank you.*

A Watch the video.

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

Before you watch: Explain that most yogurt, cheese, and butter are all made from milk. Have students predict which dairy products they will see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117.
2. Play the video again. Pause the video and ask students questions about the food.

Ask students questions to evaluate their understanding of the video: *What does Jane have? What does Kiki have? What are some dairy products talked about in the video?*

B Listen, point, and say.

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

1. Use Picture Cards 46–49 to introduce the dairy products. Continue until students can produce the words on their own.
2. Play Class CD1 Track 53. Students listen, point, and say along with the CD.

CD 1 53 — 1. milk 2. yogurt 3. cheese 4. butter

3. Give four blank cards and art supplies to each student. Students make picture cards for the new vocabulary.

C Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern: *Do you like milk? Yes, I do./No, I don't.*

2. Present the contraction: *don't = do not*
3. Play Class CD1 Track 54. Students listen and say along with the CD.

CD 1 54

Do you like milk? Yes, I do.
Do you like milk? No, I don't.
don't, do not

1. Do you like milk? Yes, I do.
2. Do you like yogurt? Yes, I do.
3. Do you like cheese? No, I don't.
4. Do you like butter? No, I don't.

4. Students practice the pattern in pairs, using their student-made picture cards.

Student Book page 31

D Listen and match.

1. Students look at the pictures and try to guess which shelf of dairy products each child likes.
2. Play Class CD1 Track 55. Students listen and match each child to the refrigerator shelf that holds the items the child likes.

CD 1 55

1. Do you like milk? Yes, I do.
   Do you like yogurt? Yes, I do.
   Do you like cheese? No, I don't.
   Do you like butter? Yes, I do.
2. Do you like milk? No, I don't.
   Do you like yogurt? Yes, I do.
   Do you like cheese? Yes, I do.
   Do you like butter? Yes, I do.
3. Do you like milk? Yes, I do.
   Do you like yogurt? Yes, I do.
   Do you like cheese? Yes, I do.
   Do you like butter? No, I don't.
4. Do you like milk? Yes, I do.
   Do you like yogurt? No, I don't.
   Do you like cheese? Yes, I do.
   Do you like butter? Yes, I do.

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

Answer Key

1. Matt, 2nd row: milk, yogurt, butter
2. Kathy, 4th row: yogurt, cheese, butter
3. Jenny, 3rd row: milk, yogurt, cheese
4. Sam, 1st row: milk, cheese, butter

E What about you and your partner? Ask and answer. Fill in the chart.



Students each fill in the *Me* column in the chart to show which dairy products they like or don't like. Then they work in pairs and interview each other, using the language pattern in the speech bubbles: *Do you like cheese? Yes, I do.* Students note their partner's replies in the chart.

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.

Creativity/Communication: Direct students' attention to the Everybody Up Friend. Have students watch the video and use their creativity to draw a food they want and their communication skills to share their drawing with the class.

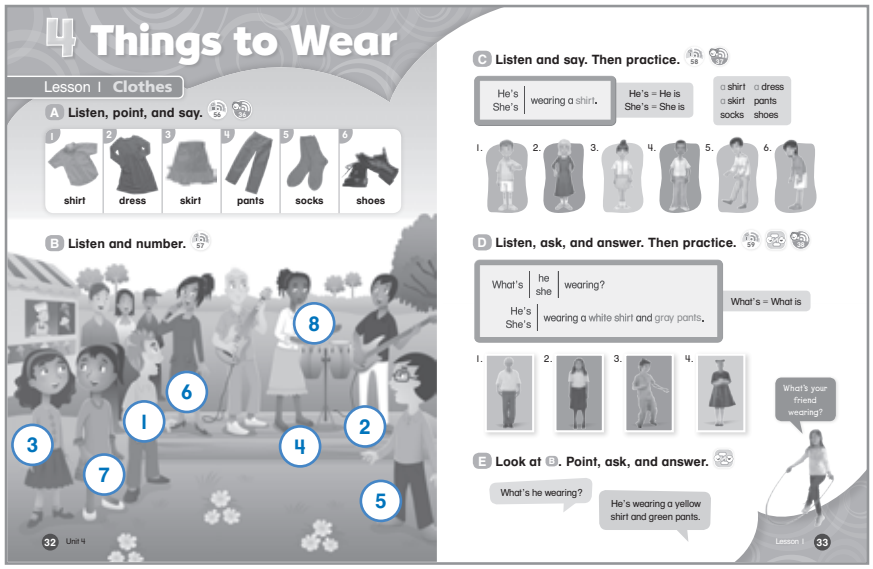
Games and Activities

- **Find Someone Who** (Teacher's Book pages 28–31). Students circulate, asking classmates *Do you like (milk)?* and writing the names of students who answer *Yes*. Students try to be the first to get seven *Yes* answers.
- **Rhythm Circle** (Teacher's Book pages 28–31). Students stand in a circle. Model the chant: *slap, slap, clap, clap, (cheese, cheese)*. Go around the circle with students each taking a turn to say a different dairy product *(milk, milk)*.

Extra Practice

Workbook pages 30–31
Student Audio CD Tracks 34–35
Unit 3, Lesson 4 Worksheet
Unit 3 Test
iTools
Online Practice

Lesson 1 Clothes



Student Book pages 32–33

Objectives
- Talking about clothes

Grammar
- Present continuous statements

  He's/She's wearing a shirt.
- Present continuous questions

  What's he/she wearing? He's/She's wearing a white shirt and gray pants.

Vocabulary
Clothes: shirt, dress, skirt, pants, socks, shoes

Materials
Picture Cards 42–44 and 50–55; Class CD1 Tracks 56–59

Student Book page 32

Warm up

1. Greet the class, saying *Hello, everyone. How are you today?* Elicit a few responses. Then model with a student: *I like (cheese). Do you like (cheese)? (Yes, I do).* Students ask their classmates.
2. Review colors *(red, yellow, blue, white, black, green, purple, orange, pink, gray, brown).* Say a color and have students find something in that color in the classroom.
3. Review using adjectives in sentences. Display Picture Card 42 *(apple).* Model then elicit *That's a red apple.* Do the same for Picture Card 43 *(a yellow banana)* and Picture Card 44 *(an orange orange).*

A Listen, point, and say.

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

1. Use Picture Cards 50–55 to introduce the clothes. Continue until students can produce the words on their own.
2. Play Class CD Track 56. Students listen, point, and say along with the CD.

CD 1 56

1. shirt
2. dress
3. skirt
4. pants
5. socks
6. shoes

3. Students practice the words, using their books.

B Listen and number.

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

1. Read this while pointing to the picture:

   Look at Danny, Julie, Emma, and Mike. They're happy. There are trees and flowers. The flowers are yellow and white. Look! Mike and Danny are excited. What's everyone wearing? Emma is wearing a purple skirt, pink shirt, gray socks, and purple shoes. And Julie's wearing a green dress and white shoes. What's Mike wearing? He's wearing gray shoes, blue pants, and an orange shirt. What's Danny wearing? He's wearing brown shoes, gray socks, green pants, and a yellow shirt. Can you see the red dress?
2. Play Class CD1 Track 57. Students listen and number the items in the picture.

CD 1 57

1. Danny: I have a yellow shirt and green pants.
2. Danny: He has green shoes.
3. Emma: I have a purple skirt. I have gray socks.
4. Emma: She has red shoes.
5. Mike: I have blue pants and gray shoes.
6. Mike: She has a red dress.
7. Julie: I have a green dress.
8. Julie: She has a white shirt.

3. Check answers together. Invite students to talk about other things they see in the picture.

Student Book page 33

C Listen and say. Then practice.

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

1. Introduce the new pattern: *He's/She's wearing a shirt.*
2. Present the contractions: *He's = He is*, *She's = She is*
3. Direct students' attention to the box next to the contractions. Point out which words take the article *a* and which do not. Say the words. Students repeat.
4. Direct students' attention to the first grammar box on page 33.
5. Play Class CD1 Track 58. Students listen and say along with the CD.

CD 1 58

He's wearing a shirt.
She's wearing a shirt.
He's, he is
She's, she is
a shirt, a dress, a skirt, pants, socks, shoes

1. He's wearing a shirt.
2. She's wearing a dress.
3. She's wearing a skirt.
4. He's wearing pants.
5. He's wearing socks.
6. She's wearing shoes.

6. Students practice the pattern, 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 he/she wearing? He's/She's wearing a white shirt and gray pants.*
2. Present the contraction: *What's = What is*
3. Direct students' attention to the second grammar box on page 33.
4. Play Class CD1 Track 59. Students listen, ask, and answer along with the CD.

CD 1 59

What's he wearing?
He's wearing a white shirt and gray pants.
What's she wearing?
She's wearing a white shirt and gray pants.
What's, What is

1. What's he wearing? He's wearing a white shirt and gray pants.
2. What's she wearing? She's wearing a yellow shirt and a blue skirt.
3. What's he wearing? He's wearing green pants and black socks.
4. What's she wearing? She's wearing a brown dress and black shoes.

5. Students practice in pairs, using their books.
6. Play **Binoculars** (Teacher's Book pages 28–31). Students play in pairs. They use their hands like binoculars and ask and answer questions about classmates' clothing: *I see (Jon). What's (he) wearing? (He's) wearing (blue socks).*

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



Student pairs look at the big picture in Activity B and practice the language pattern in the speech bubbles: *What's he wearing? He's wearing a yellow shirt and green pants.*

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 answer the question about what their friend is wearing using critical thinking and communication skills.

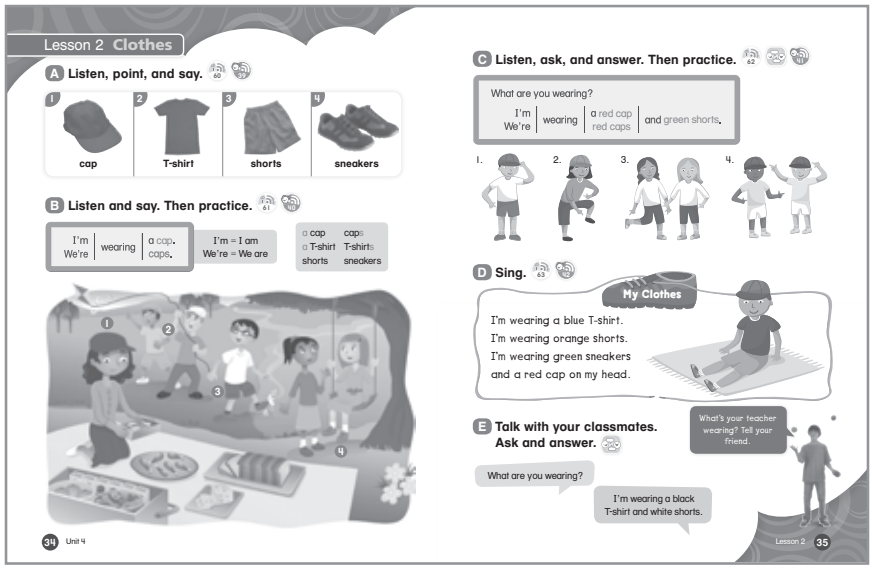
Games and Activities

- **Everybody Stop!** (Teacher's Book pages 28–31). Students try to move as you make sentences such as *(Joe) is wearing (blue pants) and a (red shirt).*
- **Word Roll** (Teacher's Book pages 28–31). Prepare several dice before class. Draw and color six clothing items, one on each side. Students play in small groups, rolling the dice and naming the color and clothing items.
- **Rollers** (Teacher's Book pages 28–31). Students make sentences (*Kim is wearing red shoes*) and roll the ball.

Extra Practice

Workbook pages 32–33
Student Audio CD Tracks 36–38
iTools
Online Practice

Lesson 2 Clothes



Student Book pages 34–35

Objectives
- Talking about clothes

Grammar
- Present continuous statements

I'm wearing a cap.

We're wearing caps.
- Present continuous questions

What are you wearing? I'm wearing a red cap and green shorts. We're wearing red caps and green shorts.

Vocabulary
Clothes: cap, T-shirt, shorts, sneakers

Materials
Picture Cards 56–59; Class CD1 Tracks 60–63

Student Book page 34

Warm up

1. Greet the class. Then review polite responses. Ask a student *Do you want an apple?* Elicit either *Yes, please* or *No, thank you.* Students practice the conversation with their classmates.
2. Review the conversation language from Unit 4, Lesson 1: *What's your friend wearing?* Students practice the language with their classmates, using as many clothing items as they can in the answer.
3. Review Unit 4, Lesson 1 grammar and vocabulary. Six students come to the front of the class. A student describes one of them, saying *He's/She's wearing (a white shirt) and (gray pants).* Classmates guess who it is. Once a student has been identified, he or she sits down.

A Listen, point, and say.

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

1. Use Picture Cards 56–59 to introduce the new clothes. Continue until students can produce the words on their own.
2. Play **Teacher's Mistake** (Teacher's Book pages 28–31) using Picture Cards 56–59. After a round, invite students to take over your role and call the cards.
3. Play Class CD1 Track 60. Students listen, point, and say along with the CD.

CD 60

1. cap	2. T-shirt
3. shorts	4. sneakers

4. Students practice the words on their own, using their books.

B Listen and say. Then practice.

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

1. Introduce the new pattern: *I'm wearing a cap.* *We're wearing caps.*
2. Present the contractions: *I'm = I am*, *We're = We are*
3. Direct students' attention to the singular/plural box next to the contraction box. Point out that *cap* and *T-shirt* take the article *a* and *–s* for the plural. Point out that *shorts* is always plural, *sneakers* is almost always plural, and they do not take an article. Say *(a cap, caps)* and have students repeat.
4. Direct students' attention to the grammar box on page 34.
5. Play Class CD1 Track 61. Students listen and say along with the CD.

61

I'm wearing a cap.
We're wearing caps.
I'm, I am
We're, We are
a cap, caps, a T-shirt, T-shirts, shorts, sneakers

1. I'm wearing a cap.
2. We're wearing T-shirts.
3. I'm wearing shorts.
4. We're wearing sneakers.

6. Students practice the pattern on their own, using their books.

Student Book page 35

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *What are you wearing?*
   I'm wearing a red cap and green shorts.
   We're wearing red caps and green shorts.
2. Direct students' attention to the grammar box on page 35.
3. Play Class CD1 Track 62. Students listen, ask, and answer along with the CD.

62

What are you wearing?
I'm wearing a red cap and green shorts.
What are you wearing?
We're wearing red caps and green shorts.

1. I'm wearing a red cap and green shorts.
2. I'm wearing a pink T-shirt and black sneakers.
3. We're wearing orange sneakers and blue shorts.
4. We're wearing yellow T-shirts and brown caps.

4. Students practice the pattern in groups of three, using their books.
5. Have students circulate and find another student who is wearing the same item of clothing as they are (if possible, in the same color). Students make sentences based on what they're wearing: *We're wearing (shorts)* or *We're wearing (white shorts).*

D Sing.

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

1. Have students look at the picture and name the clothes and colors that the boy is wearing.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 63. Students listen and then sing along with the CD.

63

My Clothes
I'm wearing a blue T-shirt.
I'm wearing orange shorts.
I'm wearing green sneakers
and a red cap on my head. (x4)
And a red cap on my head.

4. Students sing the song again, pointing to the appropriate clothing item on the boy (or themselves, if possible) as they sing.

E Talk with your classmates. Ask and answer.



In pairs, students take turns asking and answering with the language pattern in the speech bubbles: *What are you wearing? I'm wearing a black T-shirt and white shorts.* Students should practice with as many clothing items as they can, including clothes from Unit 4, Lesson 1 *(shirt, dress, skirt, pants, socks, shoes).*

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 figure out what their teacher is wearing and then communication skills to relate that to a friend.

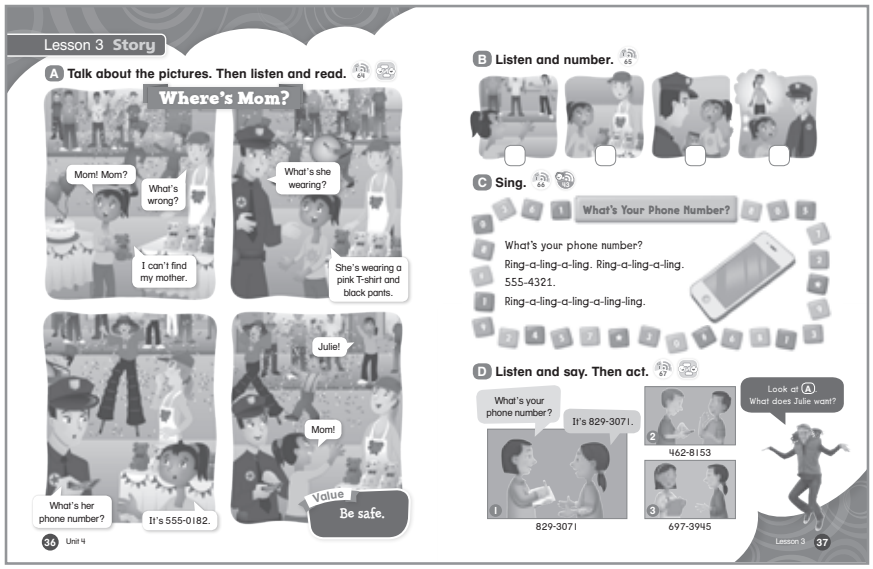
Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). Pairs of students from two teams stand at buzzers. Ask *What are you wearing?* The students who hit the buzzer first can win a point for their team by identifying a common article of clothing and answering *We're wearing (sneakers).*
- **Color Game** (Teacher's Book pages 28–31). S1 tosses a beanbag to S2, naming the color of one of S2's clothing items *(red shoes)*. S2 says *Yes, I'm wearing (red shoes)* and tosses the beanbag to another student.

Extra Practice

Workbook pages 34–35
Student Audio CD Tracks 39–42
iTools
Online Practice

Lesson 3 Story



Objectives
- Building reading and listening skills

Conversation
- Asking for help

What's your phone number?

It's 829-3071.

Value
Be safe.

Materials
Class CD1 Tracks 31, 64–67

Student Book pages 36–37

Student Book page 36

Warm up

1. Greet the class. Then greet a few students saying, *Hello (Deb). Today I'm wearing a (red dress). What are you wearing?* The student answers *I'm wearing (a red skirt).*
2. Play **Two Truths and a Lie** (Teacher's Book pages 28–31) to review Unit 4, Lesson 2 grammar. Make two true and one false statement about your own clothing. Students listen carefully for the "lie."
3. Review the conversation language from Unit 4, Lesson 2: *What are you wearing? I'm wearing a black T-shirt and white shorts.*
4. Sing *May I Borrow Your Phone?* (Class CD1 Track 31).

A Talk about the pictures. Then listen and read.

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

1. Students name the characters, colors, feelings, objects, and clothes they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD1 Track 64. Students listen, point, and read along with the CD.

CD 64

Where's Mom?

Julie:	Mom! Mom?
Clerk:	What's wrong?
Julie:	I can't find my mother.
Policeman:	What's she wearing?
Julie:	She's wearing a pink T-shirt and black pants.
Policeman:	What's her phone number?
Julie:	It's 555-0182.
Julie's mom:	Julie!
Julie:	Mom!

4. Read the story aloud with the students. Then direct students' attention to the value *Be safe.*

Student Book page 37

B Listen and number.

1. Students look and say what they think is happening.
2. Play Class CD1 Track 65. Students listen and number the pictures.

CD 65

1. I can't find my mother.
2. What's she wearing?
   She's wearing a pink T-shirt and black pants.
3. What's her phone number?
   It's 555-0182.

4. Julie!
   Mom!

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

Answer Key

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

C Sing.

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

1. Have students guess what the song could be about.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 66. Students listen and then sing along with the CD.

CD 66

What's Your Phone Number?
What's your phone number?
Ring-a-ling-a-ling. Ring-a-ling-a-ling.
555-4321.
Ring-a-ling-a-ling-a-ling-ling.
What's your phone number?
Ring-a-ling-a-ling. Ring-a-ling-a-ling.
*55-4321.
Ring-a-ling-a-ling-a-ling-ling.
What's your phone number?
Ring-a-ling-a-ling. Ring-a-ling-a-ling.
**5-4321.
Ring-a-ling-a-ling-a-ling-ling.
What's your phone number?
Ring-a-ling-a-ling. Ring-a-ling-a-ling.
***-4321.
Ring-a-ling-a-ling-a-ling-ling.
What's your phone number?
Ring-a-ling-a-ling. Ring-a-ling-a-ling.
***-*321.
Ring-a-ling-a-ling-a-ling-ling.
What's your phone number?
Ring-a-ling-a-ling. Ring-a-ling-a-ling.
***-**21.
Ring-a-ling-a-ling-a-ling-ling.
What's your phone number?
Ring-a-ling-a-ling. Ring-a-ling-a-ling.
-1.
Ring-a-ling-a-ling-a-ling-ling.
What's your phone number?
Ring-a-ling-a-ling. Ring-a-ling-a-ling.
-*.
Ring-a-ling-a-ling-a-ling-ling.
555-4321
Ring-a-ling-a-ling-a-ling-ling.

4. Students sing the song again, holding up the appropriate number of fingers as they sing.

D Listen and say. Then act.

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

1. Play Class CD1 Track 67. Students listen and say with the CD, in pairs.

CD 67

1. What's your phone number?
   It's 829-3071.
2. What's your phone number?
   It's 462-8153.
3. What's your phone number?
   It's 697-3945.

2. Students act out the conversation, using gestures related to the situations in the pictures.

Everybody Up 21st Century Skills

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

Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to figure out what Julie wants in Activity A.

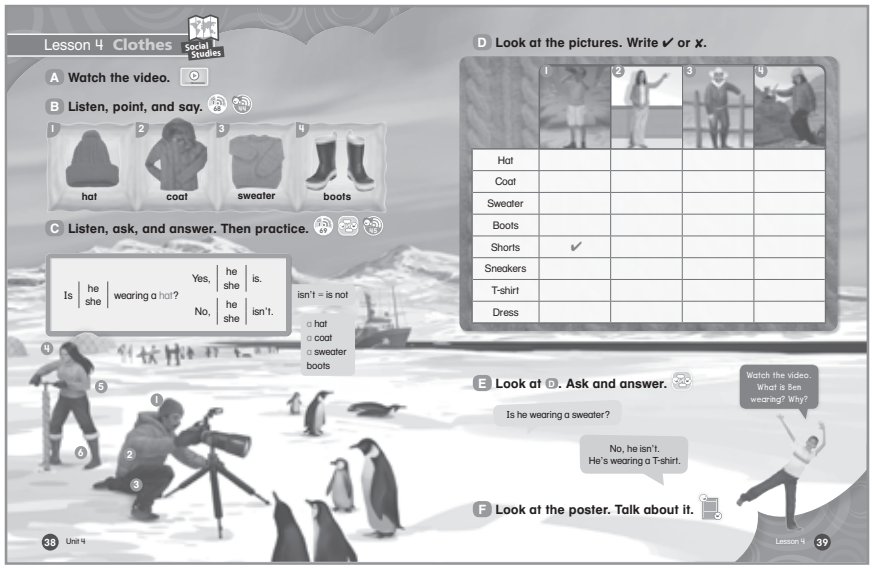
Games and Activities

- Divide the class into four groups. Group 1 reads the clerk. Group 2 reads Julie. Group 3 reads the policeman. Group 4 reads Julie's mom.
- Draw **A New Story** (Teacher's Book pages 28–31). Using the existing story as a model, students draw a new story reflecting the Lesson 3 value: *Be safe*.
- **Order the Pictures** (Teacher's Book pages 28–31). Draw simple pictures to replicate the story. Cut them out and give each student a set. Students listen and put the pictures in order.

Extra Practice

Workbook pages 36–37
Student Audio CD Track 43
Unit 4, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Clothes



Student Book pages 38–39

Objectives
- Asking and answering about what someone is or isn't wearing

Grammar
- Yes/No questions

Is he/she wearing a hat?

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

Vocabulary
Clothes: hat, coat, sweater, boots

Materials
Picture Cards 50–59, 60–63; Class CD1 Tracks 68–69; Unit 4 Video and Poster, Clothes

Student Book page 38

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to social studies. Bring in pictures of anything related to Inuits that would be interesting to students. Also bring a map of the Arctic regions of Alaska, Canada, and Greenland to show students where Inuits live.

Warm up

1. Greet the class, saying *Good (morning), everyone. How are you all today?* Students respond. Then ask three classmates how they are.
2. Review conversation language from Unit 4, Lesson 3: *What's wrong? I can't find my mother.*
3. Review the conversation language from Unit 4, Lesson 3: *What's your phone number? It's 829-3071.* 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 are going to watch a video about what people wear to do different activities in different kinds of weather. Have students predict what different weather and activities they will see.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117.
2. Play the video again. Pause the video and ask students questions about clothing to wear for different kinds of weather and activities. Ask students questions to evaluate their understanding of the video: *What is Robert wearing to play soccer? What does Ben wear to play in the snow?*

B Listen, point, and say.

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

1. Use Picture Cards 60–63 to introduce the four clothing items. Continue until students can produce the words on their own.
2. Link the language. Combine the new vocabulary with grammar patterns from Unit 4, Lesson 1. Hold up Picture Cards 60–63 and say *What's she wearing?* Students reply *She's wearing (a hat).*
3. Play Class CD1 Track 68. Students listen, point, and say along with the CD.

CD 1 68

1. hat
2. coat
3. sweater
4. boots

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: *Is he/she wearing a hat? Yes, he/she is./No, he/she isn't.*
2. Present the contraction: *isn't = is not*
3. Direct students' attention to the article box next to the grammar box. Point out that *hat, coat,* and *sweater* take the article *a*. Point out that *boots* does not. Say each word and have students repeat.
4. Play Class CD1 Track 69. Students listen, ask, and answer along with the CD.

CD 1 69

Is he wearing a hat? Yes, he is.
Is he wearing a hat? No, he isn't.
Is she wearing a hat? Yes, she is.
Is she wearing a hat? No, she isn't.
isn't, is not
a hat, a coat, a sweater, boots

1. Is he wearing a hat? Yes, he is.
2. Is he wearing a coat? Yes, he is.
3. Is he wearing boots? No, he isn't.
4. Is she wearing a hat? No, she isn't.
5. Is she wearing a sweater? Yes, she is.
6. Is she wearing boots? Yes, she is.

5. Divide the class into two groups. A student from Group 1 stands. Group 1 asks *Is (she) wearing (boots)?* Group 2 answers *Yes, (she) is* or *No, (she) isn't*. Groups switch roles after a few rounds.
6. Have students practice in pairs, using their books.

Student Book page 39

D Look at the pictures. Write ✓ or ✗.

1. Students look at each photo and read the words under it out loud.
2. Students look at the photos and write a ✓ or X to show what the people are wearing or not wearing.
3. Check the answers together.

Answer Key

1. ✓: T-shirt, boots, and shorts;
X: hat, coat, sweater, sneakers, and dress.
2. ✓: sweater, T-shirt, and skirt;
X: hat, coat, boots, shorts, sneakers, and dress.
3. ✓: hat, coat, boots;
X: sweater, shorts, sneakers, T-shirt, and dress.
4. ✓: hat, coat, sneakers;
X: sweater, boots, shorts, T-shirt, and dress.

E Look at D. Ask and answer.



In pairs, students look at the picture in Activity D and practice asking and answering with the language pattern in the speech bubbles: *Is he wearing a sweater? No, he isn't. He's wearing a T-shirt.* Students should use any clothing items they see in the picture.

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: Direct students' attention to the Everybody Up Friend. Have students watch the video and use their critical thinking skills to figure out what Ben is wearing and why he is wearing those clothes.

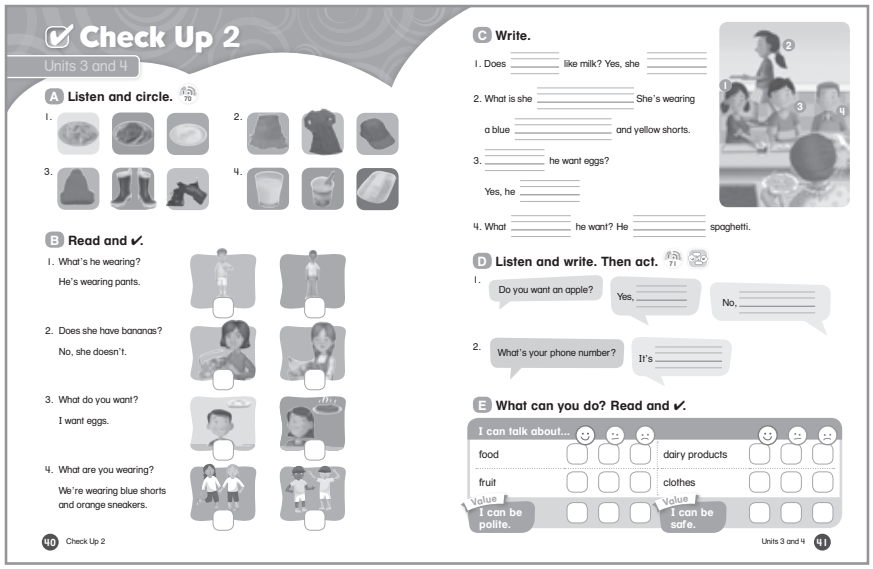
Games and Activities

- **Five Questions** (Teacher's Book pages 28–31). Students use the drawings they made in the Everybody Up activity. Group members try to guess all the clothing items in a student's drawing, asking *Is he/she wearing (boots)?* The student gets a point if, after five questions, group members have not guessed all clothing items.
- **Toss and Tell** (Teacher's Book pages 28–31). S1 tosses the beanbag to S2, asking *Is (Carl) wearing a shirt?* S2 catches the beanbag, looks at (Carl), answers *Yes, (he) is* or *No, (he) isn't*, and tosses the beanbag to another student.

Extra Practice

Workbook pages 38–39
Student Audio CD Tracks 44–45
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 36–63; Class CD1 Tracks 70–71

Student Book page 40

Warm up

1. Greet the class. Say *I'm hungry. I want french fries.* Students say what food they want.
2. Play **Color Game** (Teacher's Book pages 28–31) to review Units 3 and 4.
3. Play **Pop-Up** (Teacher's Book pages 28–31).
4. Play **Station Stop** (Teacher's Book pages 28–31) to review grammar patterns from Units 3 and 4.

A Listen and circle.

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

Play Class CD1 Track 70. Students listen and circle the items they hear.

CD 1 70

1. french fries
2. dress
3. boots
4. yogurt

Answer Key			
1. (left)	**2.** (center)	**3.** (center)	**4.** (center)

B Read and ✔.

Students read the question and answer pairs and look at the pictures next to them. Then they put a check in the box below the picture that matches the answer.

Answer Key			
1. (right)	**2.** (left)	**3.** (left)	**4.** (left)

Student Book page 41

C Write.

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

Answer Key	
1. she / does	**2.** wearing / T-shirt
3. Does / does	**4.** does / wants

D Listen and write. Then act.

1. Play Class CD1 Track 71. Students listen. Play the track again and students fill in the blanks with the words they hear.

CD 1 71

1. Do you want an apple?
   Yes, please.
   No, thank you.
2. What's your phone number?
   It's 555-0182.

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

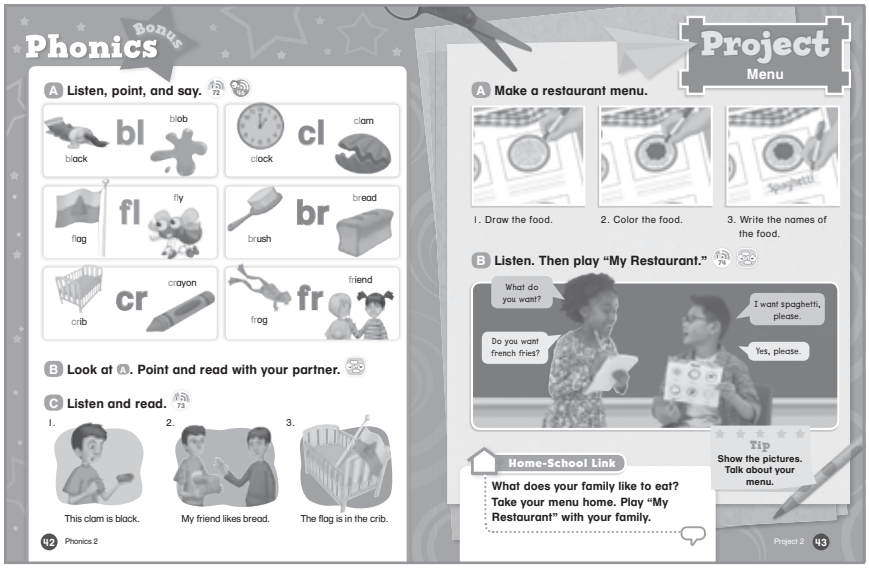
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Pop-Up** (Teacher's Book pages 28–31). Use language categories from Units 3 and 4 about food, fruit, dairy products, and clothes. Students stand up and sit down when they hear you say a target word in one of these categories.
- **Picture Pieces** (Teacher's Book pages 28–31). Use language from Units 3 and 4. Draw the vocabulary items on the board and have students guess the items before you have finished drawing them.
- **Rhythm Circle** (Teacher's Book pages 28–31). Use language from Units 3 and 4. Stand in a circle with students and model the chant using the target language. For example: *slap, slap, clap, clap, (shirt, shirt),* etc.

Extra Practice

Workbook pages 40–42
iTools
Online Practice

Bonus Phonics



Student Book pages 42–43

Phonics
• Consonant blends: bl, cl, fl, br, cr, fr

Materials
Phonics: Class CD1, Tracks 72–73

Project Language
• Units 3 and 4 grammar and vocabulary

Materials
Photocopiable Project Template; scissors, markers or crayons

Student Book page 42

Warm up

1. Greet the class. Point to individual students and say, *He's wearing a shirt. She's wearing a dress*, etc. Then have students repeat the exercise pointing to students and saying what they're wearing.
2. Review consonant sounds for *bl*, *cl*, *fl*, *br*, *cr*, and *fr*. Write them on the board. Then play Class CD1 Track 72 and have students listen, point, and say with the CD.
3. **Beanbag Toss** (Teacher's Book page 28–31). Use picture cards 36–49 to play this game.

A Listen, point, and say.

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

1. Introduce the sound for *bl*. Write *bl* on the board. Say the letters and the sound they make: *b, l /bl/*. Students listen and repeat. Do the same for *cl, fl, br, cr,* and *fr*.

Pronouncing blends

When students produce the blends, make sure they do not add an extra sound in between them: *buh, lob*. They should make one sound: *blob*.

2. Drill the new sounds. Point to each blend on the board, say the sound, and have students repeat. Continue until students are comfortable producing the blends on their own. Gradually increase the speed of the activity.
3. Play Class CD1 Track 72. Students listen, point, and say with the CD.

CD 72

bl (letters), *bl* (sound), black, blob
cl (letters), *cl* (sound), clock, clam
fl (letters), *fl* (sound), flag, fly
br (letters), *br* (sound), brush, bread
cr (letters), *cr* (sound), crib, crayon
fr (letters), *fr* (sound), frog, friend

4. Do the activity without the recording. Have individual students say the letters, sounds, blend, and word for each picture in the Student Book.

B Look at A. Point and read with your partner.

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

C Listen and read.

1. Play Class CD1 Track 73. Students listen and read along.

CD 1 73

1. This clam is black.
2. My friend likes bread.
3. The flag is in the crib.

2. Students point to the pictures and read the sentences on their own.

Project Menu

A Make a restaurant menu.

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 make a restaurant menu. Review vocabulary words for foods.
2. Have students draw and color different foods and then write the names of the foods under the pictures.

B Listen. Then play "My Restaurant."



1. Play Class CD1 Track 74. Students listen and play "My Restaurant."

CD 1 74

1. What do you want?
   I want spaghetti, please.
2. Do you want french fries?
   Yes, please.

2. **Tip:** Draw students' attention to the tip: *Show the pictures. Talk about your menu.* Review with students the various food words they have learned in Unit 3.
3. Play **BINGO** with the food words (Teacher's Book pages 28–31). Hand out nine blank cards to students and have them write a food word on each card and arrange them face up in a 3 × 3 grid. Call out the food words and have students turn over those cards.

Home-School Link

1. Tell the students to share what they've learned in class at home. Their families will be interested in their restaurant menus.
2. Students make a list of the foods people in their family ordered and then talk about them with the class.

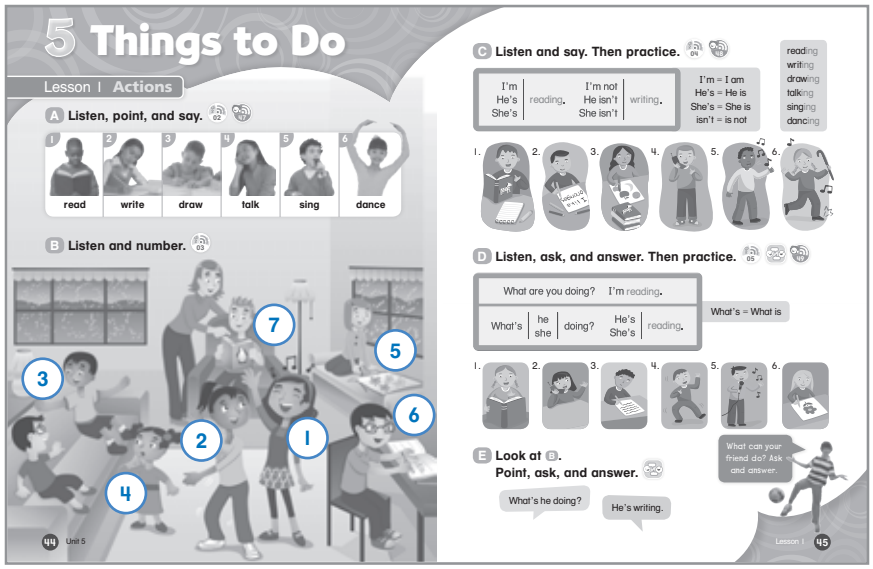
Games and Activities

- *Phonics:* **Binoculars** (Teacher's Book pages 28–31). Have students look around the room and name objects that start with these consonant blends: bl, cl, fl, br, cr, and fr.
- *Phonics:* **Everybody Up! Everybody Down!** (Teacher's Book pages 28–31). Play this game with the new phonics blends: bl, cl, fl, br, cr, and fr.
- *Project:* **Categories** (Teacher's Book pages 28–31). Use language from Units 3 and 4. As you snap your fingers, say a word in the category (e.g., *Food*). On the next snap, say a word in that category (e.g., *eggs*). Change the category frequently.

Extra Practice

Workbook page 43
Student Audio CD Track 46
Midterm Test
iTools
Online Practice

Lesson 1 Actions



Student Book pages 44–45

Objectives
- Talking about what someone is doing

Grammar
- Present continuous statements

I'm reading. I'm not writing.

He's/She's reading. He/She isn't writing.
- Present continuous questions

What are you doing? I'm reading.

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

Vocabulary
Actions: read, write, draw, talk, sing, dance

Materials
Picture Cards 50–63, 64–69; Class CD2 Tracks 02–05

Student Book page 44

Warm up

1. Greet the class. Then greet a few students by name. Say *Hi, (Ben). What are you wearing today?* Elicit *Hi, (Ms. Jones). I'm wearing (green pants) today. What about you?* Students practice.
2. Review Unit 4. Hold up Picture Cards 50–63, asking *What's (he) wearing?* or *Is (she) wearing (boots)?* Students answer.
3. Review Level 1 actions: *run, hop, swim, walk, play soccer, jump rope, fly a kite, ride a bike.*

A Listen, point, and say.

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

1. Use Picture Cards 64–69. Continue until students can produce the words on their own.
2. Play Class CD2 Track 02. Students listen, point, and say along with the CD.

CD 2 02

1. read	2. write	3. draw
4. talk	5. sing	6. dance

3. Play **Simon Says** (Teacher's Book pages 28–31) with the new actions.

B Listen and number.

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

1. Read this while pointing to the picture:

   How many people can you see? Let's count. One, two, three, four, five, six, seven, eight, nine. What's everyone doing? Look at Emma. She's singing! Julie isn't singing. She's dancing. What's Mike doing? He's writing his name. Look at Carla. What's she doing? She's drawing. She's drawing flowers. Look at Alex and Leo. They're talking. Look! Ann isn't happy. She's telling Alex and Leo to be quiet. And here's Danny. What's he doing? He's reading. He isn't talking.
2. Play Class CD2 Track 03. Students listen and number the items in the picture.

CD 2 03

1.	Emma:	I can sing. Can you dance?
2.	Julie:	Yes, I can!
3.	Leo:	I'm hungry.`
	Alex:	Me, too.
4.	Ann:	Excuse me. Please don't talk.
	Leo:	Sorry.
5.	Carla:	I can draw. Look! Orange and pink flowers. What about you, Mike?
6.	Mike:	I can write in my new notebook. M-I-K-E.
	Carla:	Good job!

7. Danny's mom: Please read this.
   Danny: Sure, Mom. This is a good book.

3. Check answers together. Invite students to talk about other things they see in the picture.

Student Book page 45

C Listen and say. Then practice.

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

1. Introduce the new pattern: *I'm reading. I'm not writing. He's/She's reading. He/She isn't writing.*
2. Present the contractions: *I'm = I am*, *He's = He is*, *She's = She is*, *isn't = is not*
3. Direct students' attention to the present continuous box. Write each word on the board. Explain that adding *–ing* to the verb shows that the action is happening now. Say each word. Students repeat.

Spelling Tip

If a word ends in *–e*, the *e* falls away when we add *–ing*.

4. Direct students to the first grammar box on page 45.
5. Play Class CD2 Track 04. Students listen and say.

CD 2 04

I'm reading. I'm not writing.
He's reading. He isn't writing.
She's reading. She isn't writing.
I'm, I am; He's, He is; She's, She is; isn't, is not
reading, writing, drawing, talking, singing, dancing

1. I'm reading. I'm not writing.
2. He's writing. He isn't drawing.
3. She's drawing. She isn't talking.
4. I'm talking. I'm not singing.
5. He's singing. He isn't dancing.
6. She's dancing. She isn't reading.

6. Students practice, using their books.
7. Hold up two of Picture Cards 64–69. Students do the action and say *I'm (reading). I'm not (dancing).*

D Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *What are you doing? I'm reading. What's he/she doing? He's/She's reading.*
2. Present the contraction: *What's = What is*
3. Direct students to the second grammar box on page 45.
4. Play Class CD2 Track 05. Students listen, ask, and answer along with the CD.

CD 2 05

What are you doing? I'm reading.
What's he doing? He's reading.
What's she doing? She's reading.
What's, What is

1. What are you doing? I'm reading.
2. What's she doing? She's talking.
3. What's he doing? He's writing.
4. What are you doing? I'm dancing.
5. What's he doing? He's singing.
6. What's she doing? She's drawing.

5. Students practice in pairs, using their books.

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



Student pairs look at the big picture in Activity B and practice the language pattern in the speech bubbles: *What's he doing? He's writing.*

Everybody Up 21st Century Skills

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

Communication: Direct students' attention to the Everybody Up Friend. Students communicate with a friend to ask and answer what he or she can do.

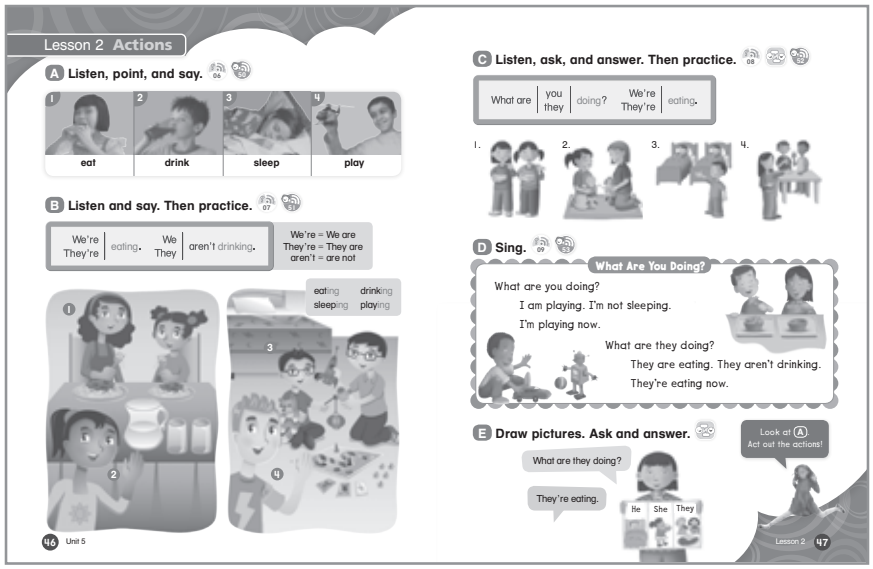
Games and Activities

- **Beanbag Toss** (Teacher's Book pages 28–31). Use Picture Cards 64–69. S1 tosses the beanbag, using the card nearest the beanbag to ask *What's (he) doing?* S2 answers *(He's) (drawing).*
- **Charades** (Teacher's Book pages 28–31). Use Picture Cards 64–69. S1 in each group comes to you, looks at a card, returns to the group, and does the action. S2 asks S3 *What's (she) doing?* S3 answers *(She's) (drawing).*
- **Circles** (Teacher's Book pages 28–31). Outer-ring students ask *What are you doing?* Inner-ring students answer *I'm (dancing).*

Extra Practice

Workbook pages 44–45
Student Audio CD Tracks 47–49
iTools
Online Practice

Lesson 2 Actions



Student Book pages 46–47

Objectives
- Talking about what you and other people are or aren't doing

Grammar
- Present continuous statements

  We're/They're eating.

  We/They aren't drinking.
- Present continuous questions

  What are you/they doing?

  We're/They're eating.

Vocabulary
Actions: eat, drink, sleep, play

Materials
Picture Cards 64–69, 70–73; Class CD2 Tracks 06–09

Student Book page 46

Warm up

1. Greet the class. Then greet a few individual students saying *Hello, (Kay). How are you today?* Elicit a few responses.
2. Review the Unit 5, Lesson 1 grammar and vocabulary. Hold up Picture Cards 64–69 and elicit the words. Then give a card to a student, who mimes the action on the card. Ask the class *What's (he) doing?* Students answer *(He's) (writing).*
3. Invite students to circulate and mime actions from Unit 5, Lesson 1. Students ask each other *What are you doing?* and answer using the Everybody Up conversation language from Lesson 1: *I'm (dancing)!*

A Listen, point, and say.

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

1. Use Picture Cards 70–73 to introduce the new actions. Continue until students can produce the words on their own.
2. Play **What's Missing?** (Teacher's Book pages 28–31) using Picture Cards 70–73 and 64–69.
3. Play Class CD2 Track 06. Students listen, point, and say along with the CD.

CD 2 06

1. eat 2. drink 3. sleep 4. play

4. Students practice the words on their own, using their books.

B Listen and say. Then practice.

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

1. Introduce the new pattern: *We're/They're eating. We/They aren't drinking.*
2. Present the contractions: *We're = We are, They're = They are, aren't = are not*
3. Direct students' attention to the present continuous box. Write each word on the board. Remind students that adding *–ing* to the verb shows that the action is happening now. Say each word. Students repeat.
4. Play Class CD2 Track 07. Students listen and say along with the CD.

CD 2 07

We're eating. We aren't drinking.
They're eating. They aren't drinking.
We're, We are
They're, They are
aren't, are not
eating, drinking, sleeping, playing

1. We're eating. We aren't drinking.
2. They're eating. They aren't drinking.
3. We're playing. We aren't sleeping.
4. They're playing. They aren't sleeping.

5. Students practice the pattern by themselves, using their books.

Student Book page 47

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *What are you/they doing? We're/They're eating.*

Tip: You, We, They

You can refer to one person or more than one person.
We refers to two or more people. It always includes the speaker.
They refers to two or more people. It never includes the speaker.

2. Direct students' attention to the grammar box on page 47.
3. Play Class CD2 Track 08. Students listen, ask, and answer along with the CD.

CD 2 08

What are you doing? We're eating.
What are they doing? They're eating.
1. What are you doing? We're eating.
2. What are you doing? We're playing.
3. What are they doing? They're sleeping.
4. What are they doing? They're drinking.

4. Bring four students forward to practice the pattern. S1 watches S2 and S3 perform an action. S1 asks *What are you doing?* S2 and S3 answer together *We're (eating).* Then, S4 asks S1 *What are they doing?* S1 answers *They're (eating).* Repeat with different groups, giving all students a chance to practice the patterns.

D Sing.

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

1. Students look at the pictures and name the actions they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 09. Students listen and sing with the CD.

CD 2 09

What Are You Doing?
What are you doing?
I am playing. I'm not sleeping.
I'm playing now.
What are they doing?
They are eating. They aren't drinking.
They're eating now.
(x2)

4. Students sing the song again, doing the actions as they sing.

E Draw pictures. Ask and answer.



Give students paper and art supplies. They divide their pages into three parts and label them *He, She, They*, using the picture on page 47 as a model. Students draw pictures of people doing Lesson 2 actions. Then, students share their drawings, asking questions about their classmates' drawings: *What's (he) doing?* or *What are they doing?*

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. Students use critical thinking skills to figure out what the people in Activity A are doing. Then they use creativity to act out those actions.

Games and Activities

- **Guess the Next Card** (Teacher's Book pages 28–31). Use Picture Cards 64–69 and 70–73.
- **Everybody Stop!** (Teacher's Book pages 28–31). Say *You're (playing).* Students do the action *(play)* as they move towards you.
- **Gaps** (Teacher's Book pages 28–31). Create several different texts with gaps using the Lesson 2 grammar patterns. Students write in the missing words and check their answers with a partner.

Extra Practice

Workbook pages 46–47
Student Audio CD Tracks 50–53
iTools
Online Practice

Lesson 3 Story



Student Book pages 48–49

Objectives
- Building reading and listening skills

Conversation
- Making suggestions

Let's play!

Good idea.

Value
Be nice.

Materials
Picture Cards 64–69, 70–73; Class CD1 Track 16; Class CD2 Tracks 10–13

Student Book page 48

Warm up

1. Greet the class and sing *Are You OK?* (Class CD1 Track 16) with your students.
2. Review vocabulary from Unit 5, Lessons 1 and 2. Hold up Picture Cards 64–69 and 70–73 one by one, eliciting *(He's) (sleeping)*. Begin again, speeding up the activity.
3. Review the conversation language from Unit 5, Lesson 2: *I'm not sleeping*. Then say *I'm playing. I'm not sleeping* and mime the appropriate action *(playing)*. Have students create their own similar statements and share them with their classmates.
4. Review the conversation language from Unit 4, Lesson 3: *What's your phone number? It's 829-3071*. Encourage students to look for opportunities to use the language in class today.

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, feelings, clothes, actions, and objects they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD2 Track 10. Students listen, point, and read along with the CD.

CD 2 10

Let's Play!

Mike's mom:	Mike, Danny's here.
Mike:	Hi, Danny!
Danny:	Hi! I have a new game.
Danny:	Let's play!
Mike:	Good idea!
Leo:	I'm bored. Can I play, too?
Mike:	Oh, sure. I'm sorry.
Mike's mom:	What are you doing?
Mike:	We're playing.
Leo:	I'm winning!

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

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 11. Students listen and circle ✓ or X.

CD2 11

1. Mike's mom: Danny's here.
2. Danny: I have a new game.
3. Leo: Can I play, too?
4. Leo: I'm winning!

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

Answer Key

1. ✓ **2.** ✓ **3.** X **4.** X

C Sing.

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

1. Have students look at the pictures and guess what the children could be saying.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 12. Students listen and sing along with the CD.

CD2 12

We're Playing!
What are you doing?
I'm playing.
Can I play, too?
Good idea! Let's play!
Let's play!
We're playing! We're playing!

What are they doing?
They're dancing.
Can we dance, too?
Good idea! Let's dance!
Let's dance!
We're dancing! We're dancing!

(x2)

4. Students sing the song again, doing the actions as they sing.

D Listen and say. Then act.

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

1. Play Class CD2 Track 13. Students listen and say with the CD, in pairs.

CD2 13

1. Let's play! Good idea!
2. Let's eat! Good idea!
3. Let's dance! Good idea!

2. Students rehearse and act out the conversations, using facial expressions 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 skills to figure out what games they like to play. Then they communicate by asking a friend what games he or she likes to play.

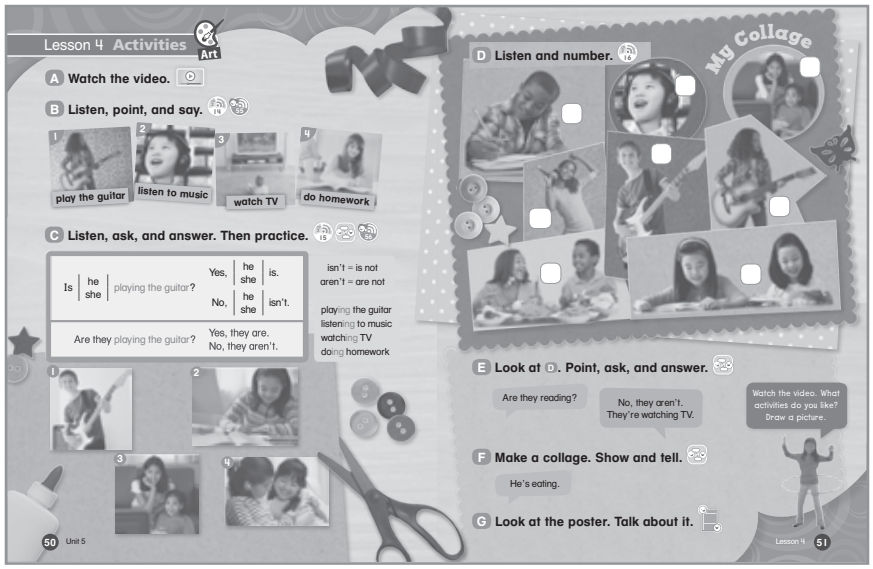
Games and Activities

- Divide the class into four groups. Group 1 reads Mike's mom. Group 2 reads Mike. Group 3 reads Danny. Group 4 reads Leo. The class reads the story aloud, then switches roles.
- 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.
- **Order the Pictures** (Teacher's Book pages 28–31). Draw simple pictures to replicate the story, cut them out, and give each student a set. Students listen and put the pictures in order. "Tell" the story again, this time at a faster pace.

Extra Practice

Workbook pages 48–49
Student Audio CD Track 54
Unit 5, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Activities



Student Book pages 50–51

Objectives
- Talking about activities

Grammar
- Yes/No questions

Is he/she playing the guitar?

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

Are they playing the guitar?

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

Vocabulary
Activities: play the guitar, listen to music, watch TV, do homework

Materials
Picture Cards 64–73, 74–77; Class CD2 Tracks 14–16; Unit 5 Video and Poster, Activities

Student Book page 50

School Subject Connection: Art

Lesson 4 is a cross-curricular lesson with a connection to art. Bring a camera to class and talk about photography as an art form. Look at the photo collage in Activity D and talk about how collages are made.

Warm up

1. Greet the class, saying *Hello, everyone. Let's (dance).* The class does the action. Invite students to suggest new actions for the class.
2. Review Unit 5 actions. Hold up Picture Cards 64–73 and elicit the words.
3. Review the Unit 5, Lesson 3 conversation. Do a **Rhythm Circle** (Teacher's Book pages 28–31). Model: *slap, slap, clap, clap, Let's play! Good idea!* Students suggest different actions: *Let's (draw)! Good idea!*

A Watch the video.

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

Before you watch: Tell the class they are going to watch a video about students at school and a family at home doing various activities. Have students predict what the people will be doing.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117.
2. Play the video again. Pause the video and ask students questions about the activities and to evaluate their understanding of the video: *What is Sam doing? What are the children in school doing? What is the Menna family doing?*

B Listen, point, and say.

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

1. Use Picture Cards 74–77 until students can produce the words on their own.
2. Play Class CD2 Track 14. Students listen, point, and say along with the CD.

CD 2 14

1. play the guitar
2. listen to music
3. watch TV
4. do homework

C Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern: *Is he/she playing the guitar? Yes, he/she is./No, he/she isn't.*

   Are they playing the guitar? 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 present continuous box. Remind students that adding *–ing* to the verb shows that the action is happening now. Say each phrase. Students repeat.
4. Play Class CD2 Track 15. Students listen, ask, and answer along with the CD.

CD2 15

Is he playing the guitar? Yes, he is.
Is he playing the guitar? No, he isn't.
Is she playing the guitar? Yes, she is.
Is she playing the guitar? No, she isn't.
Are they playing the guitar? Yes, they are.
Are they playing the guitar? No, they aren't.
isn't, is not; aren't, are not
playing the guitar, listening to music, watching TV, doing homework

1. Is he playing the guitar? Yes, he is.
2. Is she watching TV? No, she isn't.
   Is she doing homework? Yes, she is.
3. Are they watching TV? Yes, they are.
4. Are they playing the guitar? No, they aren't.
   Are they listening to music? Yes, they are.

5. Have students practice in pairs, using their books.
6. Students work in groups of four. Two students mime an activity together. The other two observe and then practice the pattern.

Student Book page 51

D Listen and number.

1. Students look at each photo in the collage at the top of the page and name the activity.
2. Play Class CD2 Track 16. Students listen and write the numbers.

CD2 16

1. Are they watching TV? Yes, they are.
2. Is he sleeping? No, he isn't. He's doing homework.
3. Is she playing the guitar? Yes, she is.
4. Are they drawing? No, they aren't. They're eating.
5. Is he listening to music? Yes, he is.
6. Is she talking? No, she isn't. She's singing.
7. Are they reading? Yes, they are.
8. Is he drinking? No, he isn't. He's playing the guitar.

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

Answer Key		
Top row: 2, 5, 1	Middle row: 6, 8, 3	Bottom row: 4, 7

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

In pairs, students look at the photos in Activity D and practice asking and answering with the language pattern in the speech bubbles.

F Make a collage. Show and tell.

Give students paper, art supplies, and/or magazines. Using the photo collage in Activity D as a model, students make a poster collage of the actions and activities learned in Unit 5.

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/Creativity: Direct students' attention to the Everybody Up Friend. Have students watch the video and use their critical thinking skills to figure out what activities the people are doing. Then encourage students to use creativity to draw a picture about people doing activities.

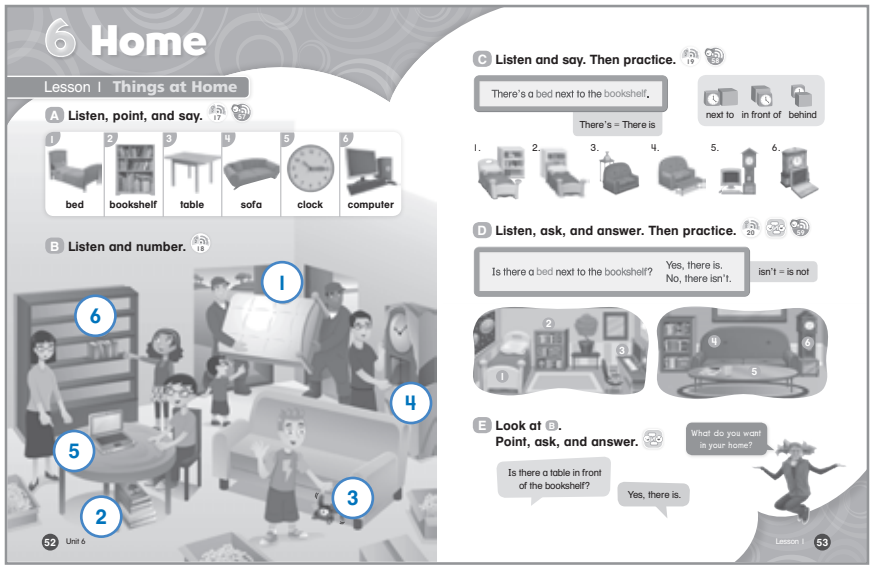
Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). Use Picture Cards 74–77. Hold up a card and ask *(Is he watching TV)?*
- **Station Stop** (Teacher's Book pages 28–31). Use Picture Cards 64–77. When the train stops, prompt two students to ask and answer about a picture card: *Are they (eating)? (Yes), they (are).*

Extra Practice

Workbook pages 50–51
Student Audio CD Tracks 55–56
Unit 5, Lesson 4 Worksheet
Unit 5 Test
iTools
Online Practice

Lesson 1 Things at Home



Student Book pages 52–53

Objectives
- Talking about the location of things relative to one another

Grammar
- Statements with prepositional phrases
  There's a bed next to the bookshelf.
- Questions with prepositional phrases
  Is there a bed next to the bookshelf?
  Yes, there is. / No, there isn't.

Vocabulary
Things at Home: bed, bookshelf, table, sofa, clock, computer

Materials
Picture Cards 78–83, 84–89; Class CD2 Tracks 17–20

Student Book page 52

Warm up

1. Greet the class. Then greet individual students saying *Hello, (Marie). Are you (happy) today?*
2. Review Unit 5, Lesson 4 grammar and vocabulary. Students look at page 50, Activity C, and talk about the photos with a classmate: *Is he/she (playing the guitar)? Are they (playing the guitar)?*
3. Review the conversation language from Unit 5, Lesson 4: *Are they reading? No, they aren't. They're watching TV.* Students can practice their own conversations with classmates.

A Listen, point, and say.

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

1. Use Picture Cards 78–83 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 78–83.
3. Play Class CD2 Track 17. Students listen, point, and say along with the CD.

CD 2 17

1. bed
2. bookshelf
3. table
4. sofa
5. clock
6. computer

4. Give each student six blank cards and art supplies. Students make picture cards for the new vocabulary.

B Listen and number.

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

1. Read this while pointing to the picture:

   This is Mike's new home. There's a bookshelf, a bed, a sofa, a table, a clock, and a computer. Wow! There are books under the table. Is there a computer under the table? No, there isn't. There's a computer on the table. There are books in the bookshelf. And there's a cat playing under the sofa. Is there a clock in a box? Yes, there is. Look. Mike's mom and dad aren't watching TV. They're working! Look! The two men are wearing blue caps and black boots.
2. Play Class CD2 Track 18. Students listen and number the items in the picture.

CD 2 18

1.	Leo:	That's my bed.
2.	Mike's mom:	Oh no, Mike. Your new books are under the table!
3.	Danny:	Mike, your cat is under the sofa.
4.	Mike's dad:	The clock is in the box.
5.	Mike:	Where's my computer? Here! It's on the table. Let's play a game!
6.	Emma:	The books are on the bookshelf. How many books? 1-2-3-4-5. Five books.

3. Check answers together. Invite students to talk about other things 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 new pattern: *There's a bed next to the bookshelf.*
2. Present the contraction: *There's = There is*
3. Use Picture Cards 84–89 to introduce the new prepositions. Say the words. Students repeat. Then demonstrate *next to, in front of,* and *behind.*
4. Direct students' attention to the first grammar box on page 53.
5. Play Class CD2 Track 19. Students listen and say along with the CD.

CD 2 19

There's a bed next to the bookshelf.
Next to. There's a clock next to the box.
In front of. There's a clock in front of the box.
Behind. There's a clock behind the box.
There's, There is

1. There's a bed next to the bookshelf.
2. There's a bookshelf behind the bed.
3. There's a sofa in front of the table.
4. There's a sofa behind the table.
5. There's a clock next to the computer.
6. There's a computer in front of the clock.

6. Make a sentence: *There's a (clock) (next to) the (sofa).* Students listen and arrange their own picture cards accordingly. Then use Picture Cards 78–83 to demonstrate the correct arrangement.
7. Students practice the pattern, using their books.

D Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *Is there a bed next to the bookshelf? Yes, there is./No, there isn't.*
2. Present the contraction: *isn't = is not*
3. Direct students' attention to the second grammar box on page 53.
4. Play Class CD2 Track 20. Students listen, ask, and answer along with the CD.

CD 2 20

Is there a bed next to the bookshelf? Yes, there is.
Is there a bed next to the bookshelf? No, there isn't.
isn't, is not

1. Is there a bed next to the bookshelf? Yes, there is.
2. Is there a table in front of the bookshelf? No, there isn't.
3. Is there a clock next to the computer? Yes, there is.
4. Is there a bookshelf behind the sofa? No, there isn't.
5. Is there a table in front of the sofa? Yes, there is.
6. Is there a clock next to the table? No, there isn't.

5. Students practice the pattern in pairs, using their books.

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



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

Everybody Up 21st Century Skills

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

Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to decide what they want in their home.

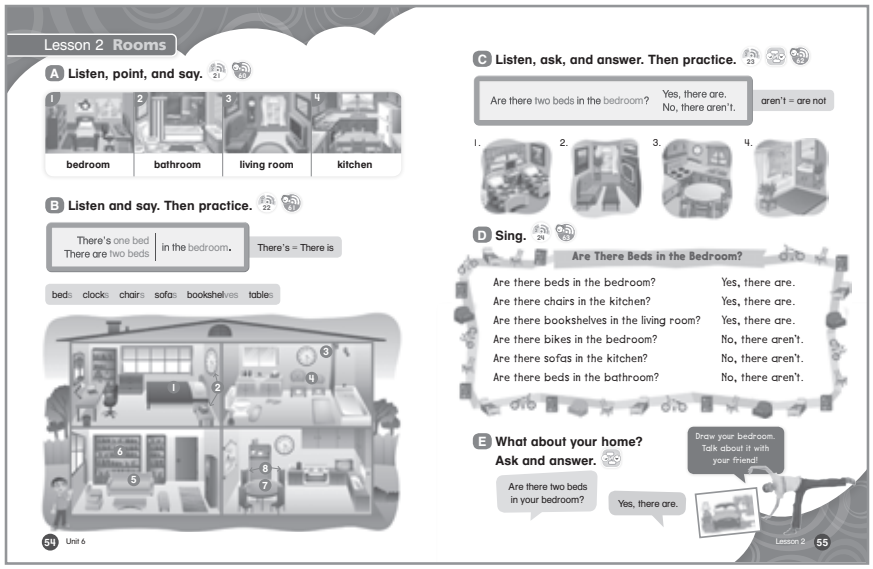
Games and Activities

- **Picture Pieces** (Teacher's Book pages 28–31). Draw items from the lesson in specific locations *(next to, in front of, behind).* Students say what they think they see: *There's a (bed) (behind) the (clock).*
- **Five Questions** (Teacher's Book pages 28–31). Student pairs use their picture cards. S2 turns around. S1 arranges two cards. Without looking, S2 asks up to five questions about the arrangement of the cards.
- **Binoculars** (Teacher's Book pages 28–31). Student pairs state the locations of the things they see around the room, relative to each other: *There's an (eraser) (next to) the (pencil).* Students can ask each other about the location of items they see: *Is there a (table) (next to) the (bookshelf)?*

Extra Practice

Workbook pages 52–53
Student Audio CD Tracks 57–59
iTools
Online Practice

Lesson 2 Rooms



Student Book pages 54–55

Objectives
- Talking about the number of objects in a room

Grammar
- Statements about quantity and location

There's one bed in the bedroom.

There are two beds in the bedroom.
- Questions about quantity and location

Are there two beds in the bedroom?

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

Vocabulary
Rooms: bedroom, bathroom, living room, kitchen

Materials
Picture Cards 78–83, 87–90; Class CD2 Tracks 21–24

Student Book page 54

Warm up

1. Greet the class. Then ask individual students questions about their personal items: *(Joe), is there (an eraser) next to (your pen)?* Elicit *Yes, there is* or *No, there isn't.*
2. Review the conversation language from Unit 6, Lesson 1: *Is there a table in front of the bookshelf? Yes, there is.* Students can practice their own conversations.
3. Review prepositions. Use classroom realia to demonstrate *in, on, under, next to, in front of,* and *behind*. Then ask individual students to arrange items for the class to describe in full sentences: *The (notebook) is (under) the (table).*

A Listen, point, and say.

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

1. Use Picture Cards 87–90 until students can produce the words on their own.
2. Link the language. Combine Level 1 language with the new vocabulary. Arrange Picture Cards 87–90 as if in a two-story house. Ask the class *Where's the living room?* Students reply *It's (under) the (bedroom).* Then rearrange the house.
3. Play Class CD2 Track 21. Students listen, point, and say along with the CD.

CD 2 21

1. bedroom
2. bathroom
3. living room
4. kitchen

4. Students practice the words, using their books.

B Listen and say. Then practice.

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

1. Introduce the new pattern: *There's one bed in the bedroom. There are two beds in the bedroom.*
2. Present the contraction: *There's = There is*
3. Direct students' attention to the plurals in the box: *beds, clocks, chairs, sofas, bookshelves, tables*. Remind students that adding *–s* to the end of a noun makes it plural. Point out that *–f* at the end of a noun changes to *–ves* in the plural.
4. Direct students' attention to the grammar box on page 54.
5. Play Class CD2 Track 22. Students listen and say along with the CD.

CD 2 22

There's one bed in the bedroom.
There are two beds in the bedroom.
There's, There is
beds, clocks, chairs, sofas, bookshelves, tables

1. There's one bed in the bedroom.
2. There are two clocks in the bedroom.
3. There's one clock in the bathroom.

4. There are two chairs in the bathroom.
5. There's one sofa in the living room.
6. There are two bookshelves in the living room.
7. There's one table in the kitchen.
8. There are four chairs in the kitchen.

6. Students practice the pattern, using their books.

Student Book page 55

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *Are there two beds in the bedroom? Yes, there are./No, there aren't.*
2. Direct students' attention to the grammar box on page 55.
3. Play Class CD2 Track 23. Students listen, ask, and answer along with the CD.

CD 2 23

Are there two beds in the bedroom? Yes, there are.
Are there two beds in the bedroom? No, there aren't.
aren't, are not

1. Are there two beds in the bedroom?
   Yes, there are.
2. Are there two sofas in the living room?
   No, there aren't.
3. Are there four chairs in the kitchen?
   Yes, there are.
4. Are there four tables in the bathroom?
   No, there aren't.

4. Students practice in pairs, using their books.

D Sing.

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

1. Have students look at the pictures and name the objects they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 24. Students listen and sing along with the CD.

CD 2 24

Are There Beds in the Bedroom?
Are there beds in the bedroom?
Yes, there are.
Are there chairs in the kitchen?
Yes, there are.
Are there bookshelves in the living room?
Yes, there are. (x4)
Are there bikes in the bedroom?
No, there aren't.
Are there sofas in the kitchen?
No, there aren't.
Are there beds in the bathroom?
No, there aren't. (x4)

(x2)

4. Students sing the song again, nodding or shaking their heads with the answers.

E What about your home? Ask and answer.



Student pairs ask and answer questions about the items in their own homes, using all Lesson 2 vocabulary and the language pattern in the speech bubbles: *Are there two beds in your bedroom? Yes, there are.* Students should reply truthfully.

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 skills to draw their bedroom. Then they communicate by talking about their drawing with a friend.

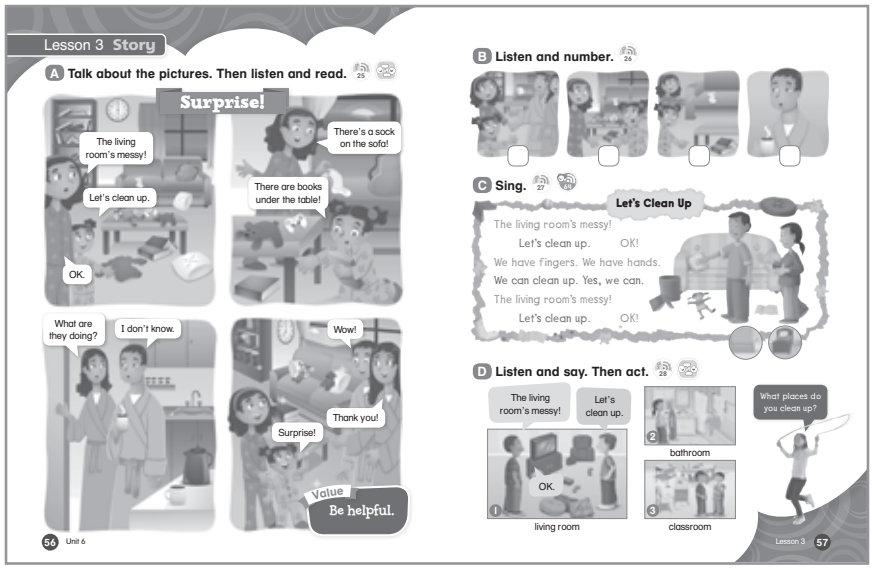
Games and Activities

- **Teacher's Mistake** (Teacher's Book pages 28–31). Make sentences about the location of items in the house in the picture on page 54: *There's (one computer) (in the bathroom)*. Students listen for your "mistakes."
- **Find Someone Who** (Teacher's Book pages 28–31). Students ask classmates about their rooms, *(Are) there (two) (beds) in your (bedroom)?* The goal is to collect three *Yes* answers.
- **Color Game** (Teacher's Book pages 28–31). S1 tosses the beanbag and names a color. S2 catches the beanbag and names a room at home that contains the color.

Extra Practice

Workbook pages 54–55
Student Audio CD Tracks 60–63
iTools
Online Practice

Lesson 3 Story



Objectives
- Building reading and listening skills

Conversation
- Cleaning up after yourself

The living room's messy!
Let's clean up.
OK.

Value
Be helpful.

Materials
Class CD2 Tracks 12, 25–28

Student Book pages 56–57

Student Book page 56

Warm up

1. Greet the class and sing *We're Playing!* (Class CD2 Track 12).
2. Review Unit 6, Lesson 2. Draw a four-room house on the board *(living room, bedroom, kitchen, bathroom.)* Include at least one item in each room *(bookshelf, table, bed, computer, sofa, clock)*. Elicit descriptive sentences from the class *(There is a sofa in the living room.)* or ask questions about the items in the rooms *(Are there two sofas in the living room?)* and elicit answers.
3. Review the conversation language from Unit 6, Lesson 2: *Are there two beds in your bedroom? Yes, there are.* Students practice the conversation with their classmates.

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, feelings, objects, and clothes.
2. Students say what they think could be happening.
3. Play Class CD2 Track 25. Students listen, point, and read along with the CD.

CD 2 25

Surprise!

Emma:	The living room's messy!
Ann:	Let's clean up.
Emma:	OK.
Emma:	There's a sock on the sofa!
Ann:	There are books under the table!
Emma's mom:	What are they doing?
Emma's dad:	I don't know.
Emma and Ann:	Surprise!
Emma's dad:	Wow!
Emma's mom:	Thank you!

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.

Student Book page 57

B Listen and number.

1. Students look and say what they think is happening.
2. Play Class CD2 Track 26. Students listen and number the pictures.

CD 2 26

1. The living room's messy!
2. There's a sock on the sofa!
   There are books under the table!

3. I don't know.
4. Surprise!

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

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

C Sing.

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

1. Have students look at the pictures and guess what the people are saying.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 27. Students listen and sing along with the CD.

CD 2 27

Let's Clean Up
The living room's messy!
Let's clean up.
OK! (x2)
We have fingers. We have hands.
We can clean up. Yes, we can.
The living room's messy!
Let's clean up.
OK!

Bathroom.
The bathroom's messy!
Let's clean up.
OK! (x2)
We have fingers. We have hands.
We can clean up. Yes, we can.
The bathroom's messy!
Let's clean up.
OK!

Bedroom.
The bedroom's messy!
Let's clean up.
OK! (x2)
We have fingers. We have hands.
We can clean up. Yes, we can.
The bedroom's messy!
Let's clean up.
OK!

4. Students hold up their fingers and hands as they sing *We have fingers. We have hands.*

D Listen and say. Then act.

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

1. Play Class CD2 Track 28. Students listen and say with the CD, in pairs.

CD 2 28

1. The living room's messy!
   Let's clean up.
   OK.
2. The bathroom's messy!
   Let's clean up.
   OK.
3. The classroom's messy!
   Let's clean up.
   OK.

2. Students act out the conversation, using gestures related to the situations in the pictures.

Everybody Up 21st Century Skills

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

Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to think about places they clean up.

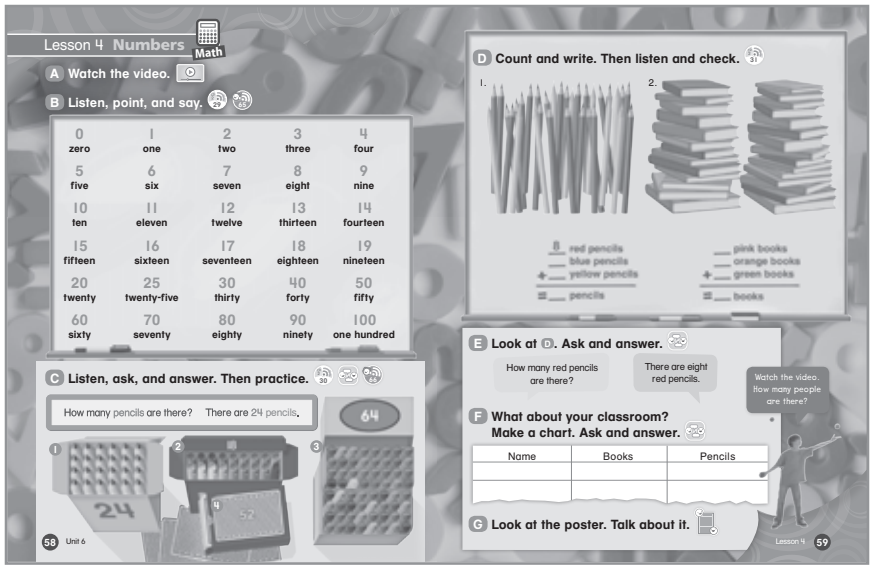
Games and Activities

- Divide the class into four groups. Group 1 reads Emma. Group 2 reads Ann. Group 3 reads Emma's mom. Group 4 reads Emma's dad. The class reads the story aloud.
- 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 helpful.*
- **Simon Says** (Teacher's Book pages 28–31). Students mime cleaning up when you say *Simon says (the bedroom) is messy. Let's clean up.* Students remain still if you do not say *Simon says.*

Extra Practice

Workbook pages 56–57
Student Audio CD Track 64
Unit 6, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Numbers



Student Book pages 58–59

Objectives
- Talking about the number of objects

Grammar
- Questions with *how many*

How many pencils are there?

There are 24 pencils.

Vocabulary
Numbers: zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-five, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

Materials
Picture Cards Level 1 38–49, Level 2 91–108; Class CD2 Tracks 29–31; Unit 6 Video and Poster, Numbers

Student Book page 58

School Subject Connection: Math

Lesson 4 is a cross-curricular lesson with a connection to math. Students will learn numbers above 12. Before introducing the new vocabulary, practice numbers 1–12. Have students practice counting forwards and backwards with small objects.

Warm up

1. Greet the class. Then have students greet their classmates and hold short conversations about the items on their desks: *I have (one eraser) on my desk. What do you have?*
2. Review the Unit 6, Lesson 3 conversation language: *The living room's messy. Let's clean up.*
3. Review numbers 1–12 using Everybody Up Level 1 Picture Cards 38–49.

A Watch the video.

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

Before you watch: Tell the class they are going to watch a video about what a family is doing in different parts of their house.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117.
2. Play the video again. Pause the video and ask students questions about what Jeremy and Julian are doing with their family in different parts of their house: *What are Dad and Grandfather doing? What does Gerald like? How many people are in this family?*

B Listen, point, and say.

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

1. Use Picture Cards 91–108. Continue until students can produce the words on their own.
2. Link the language. Combine Level 1 language with the new vocabulary. Draw different numbers of shapes on the board and ask the class *How many (squares)?* Elicit *(Nineteen) (squares).*
3. Play Class CD2 Track 29. Students listen, point, and say along with the CD.

CD 2 29

zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-five, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

4. Students practice counting in 2s, 5s, and 10s. Write the numbers on the board. Students say the numbers aloud together.

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *How many pencils are there? There are 24 pencils.*
2. Play Class CD2 Track 30. Students listen, ask, and answer with the CD. Then, students practice in pairs.

CD 2 30

How many pencils are there? There are 24 pencils.

1. How many pencils are there? There are 24 pencils.
2. How many markers are there? There are 18 markers.
3. How many crayons are there? There are 64 crayons.
4. How many cards are there? There are 52 cards.

Student Book page 59

D Count and write. Then listen and check.

1. Students look at the pictures and name the objects and colors they see.
2. Students count the number of pencils and books, write the numbers on the appropriate lines, and then add the numbers together.
3. Play Class CD2 Track 31. Students listen and check their answers.

CD 2 31

1. How many red pencils are there?
   There are eight red pencils.
   How many blue pencils are there?
   There are sixteen blue pencils.
   How many yellow pencils are there?
   There are nine yellow pencils.
   How many pencils are there?
   Eight plus sixteen plus nine equals thirty-three.
   There are thirty-three pencils.
2. How many pink books are there?
   There are ten pink books.
   How many orange books are there?
   There are seven orange books.
   How many green books are there?
   There are eleven green books.
   How many books are there?
   Ten plus seven plus eleven equals twenty-eight.
   There are twenty-eight books.

4. Play the track again so students can check their work.

Answer Key

1. 8 red pencils + 16 blue pencils + 9 yellow pencils = 33 pencils

2. 10 pink books + 7 orange books + 11 green books = 28 books

E Look at D. Ask and answer.



In pairs, students look at the big picture in Activity D and practice the language pattern in the speech bubbles: *How many red pencils are there? There are eight red pencils.*

F What about your classroom? Make a chart. Ask and answer.



Student pairs look around the classroom. They take turns asking and answering about the number of objects in the classroom.

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/Creativity: Direct students' attention to the Everybody Up Friend. Students watch the video and use critical thinking to decide how many family members there are and what they're doing.

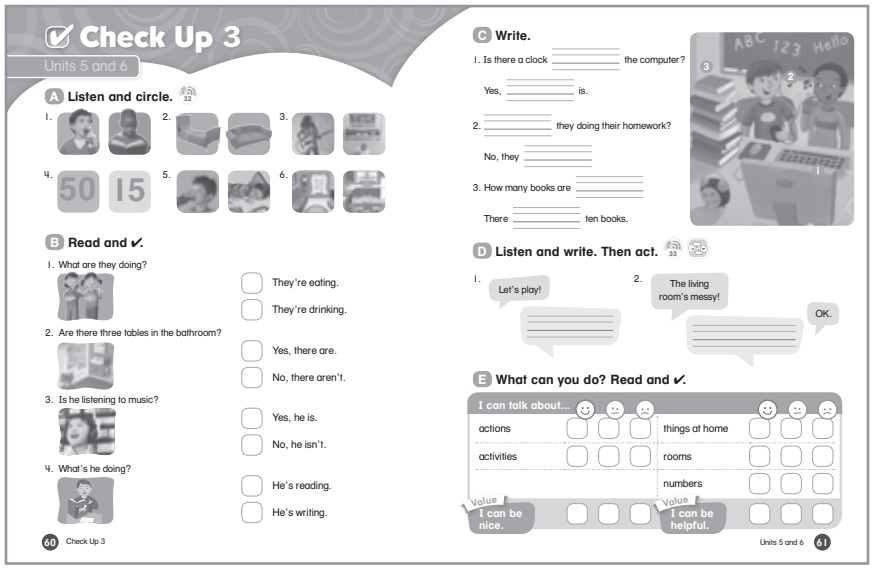
Games and Activities

- **What's Missing?** (Teacher's Book pages 28–31). Use Picture Cards 91–108 and Everybody Up Level 1 Picture Cards 38–49.
- **Jump to the Word** (Teacher's Book pages 28–31). Use Picture Cards 91–108 and Everybody Up Level 1 Picture Cards 38–49.

Extra Practice

Workbook pages 58–59
Student Audio CD Tracks 65–66
Unit 6, Lesson 4 Worksheet
Unit 6 Test
iTools
Online Practice

Check Up 3



Student Book pages 60–61

Review Language
- Units 5 and 6 grammar and vocabulary

Materials
Picture Cards 64–77, 78–90, 91–108;
Class CD2 Tracks 24, 32–33

Student Book page 60

Warm up

1. Greet the class. Ask: *What's on your desk? Are there pencils on your desk? How many pencils are on your desk?* Students reply.
2. Sing *Are There Beds in the Bedroom?* (Class CD2 Track 24).
3. Play **Beanbag Toss** (Teacher's Book pages 28–31). Use Picture Cards 91–108.
4. Play **Charades** (Teacher's Book pages 28–31). Use Picture Cards 64–77.

A Listen and circle.

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

Play Class CD2 Track 32. Students listen and circle the items they hear.

CD 2 32

1. sing	2. sofa	3. watch TV
4. fifty	5. sleep	6. kitchen

Answer Key

1. (left)	**2.** (right)	**3.** (right)
4. (left)	**5.** (right)	**6.** (right)

B Read and ✔.

Students read the questions and the pictures underneath them. Then they put a check in the box next to the sentence that tells about the picture.

Answer Key

1. They're eating.	**2.** No, there aren't.
3. Yes, he is.	**4.** He's reading.

Student Book page 61

C Write.

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

Answer Key

1. next / there **2.** Are / aren't **3.** there / are

D Listen and write. Then act.

1. Play Class CD2 Track 33. Students listen. Play the track again and students fill in the blanks with the words they hear.

CD 2 33

1. Let's play!
   Good idea!
2. The living room's messy.
   Let's clean up.
   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

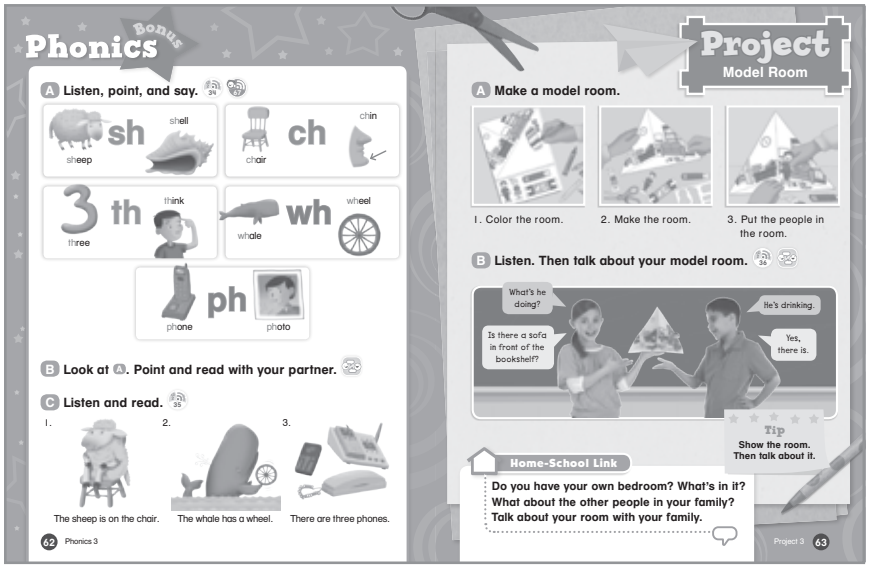
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31). Use language from Units 5 and 6 about actions, activities, things at home, and numbers. Call out a category and then point to individual students to say a target word in that category. Change the category when all known words have been said.
- **Rollers** (Teacher's Book pages 28–31). Use language from Units 5 and 6. When each student gets the ball they must substitute a word into the target language. S1: *I like to (draw)*. S2: *I like to (read)*.
- **Charades** (Teacher's Book pages 28–31). Use language from Units 5 and 6. Divide the class into four groups. Show one member of each group a Picture Card for any of the actions on Picture Cards 64–77. That student acts out the target language without speaking. The group tries to guess what is being acted out.

Extra Practice

Workbook pages 60–62
iTools
Online Practice

Bonus Phonics



Student Book pages 62–63

Phonics
• Digraphs: sh, ch, th, wh, ph

Materials
Phonics: Class CD2, Tracks 34–36

Project Language
• Units 5 and 6 grammar and vocabulary

Materials
Photocopiable Project Template; markers or crayons, scissors

Student Book page 62

Warm up

1. Greet the class. Say *I'm talking. I'm not reading.* Instruct students to do various activities in front of the class (reading, writing, talking, singing, dancing, etc.) and say what they are doing and then what they are not doing to practice this language pattern.
2. Phonics: **BINGO** (Teacher's Book pages 28–31). Review phonics sounds. Hand out nine blank cards to each student. Instruct students to write a consonant blend on each card: sh, ch, th, wh, and ph. Arrange the cards face up in a 3 × 3 grid. Call out the consonant sounds and have students turn over those cards.
3. Review target language from Units 5 and 6 about things at home and rooms, using Picture Cards 78–83 and 87–90.

A Listen, point, and say.

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

1. Introduce the sound for *sh*. Write *sh* on the board. Say the letters and the digraph they make: *s, h, /sh/*. Students listen and repeat. Do the same for the digraphs for *ch, th, wh, ph.*

Pronouncing digraphs

When students produce the digraphs, have them put their hands in front of their mouths. Tell them to be sure they feel air on their hands when they say them. Show students that for *ph* their top teeth should rest on their lower lips, and for *th* their tongues should stick out between their teeth.

2. Drill the new sounds. Point to each digraph 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 34. Students listen, point, and say with the CD.

CD 2 34

sh (letters), *sh* (sound), sheep, shell
ch (letters), *ch* (sound), chair, chin
th (letters), *th* (sound), three, think
wh (letters), *wh* (sound), whale, wheel
ph (letters), *ph* (sound), phone, photo

4. Do the activity without the recording. Have individual students say the letters, sounds (digraph), and word for each picture in the Student Book.

B Look at A. Point and read with your partner.



Students look at Activity A in pairs, point to each picture, and say the word.

C Listen and read.

1. Play Class CD2 Track 35. Students listen and read along.

CD 2 35

1. The sheep is on the chair.
2. The whale has a wheel.
3. There are three phones.

2. Students point to the pictures and read the sentences on their own.

Project Model Room

A Make a model room.

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 make a model room.
2. Have students color the room, people, and furniture pieces. Then have them cut out the room and stand it up on a table.
3. Have students place their people and furniture in the room.

B Listen. Then talk about your model room.



1. Play Class CD2 Track 36. Students listen and talk about their model room and what the people are doing in it.

CD 2 36

1. What's he doing?
   He's drinking.
2. Is there a sofa in front of the bookshelf?
   Yes, there is.

2. **Tip:** Draw students' attention to the tip: *Show the room. Then talk about it*. Review with students the *Action* words and *Places in the Home* words and encourage them to use as many as they can when they talk about their rooms.
3. Play **BINGO** with the *Places* and the *Home* words (Teacher's Book pages 28–31). Hand out six blank cards to students and have them write *place* words and *home* words.

Home-School Link

1. Tell the students to share what they've learned in class at home. Their families will be interested in their model rooms.
2. Students make a list of the things they talked about with their families and share them with the class.

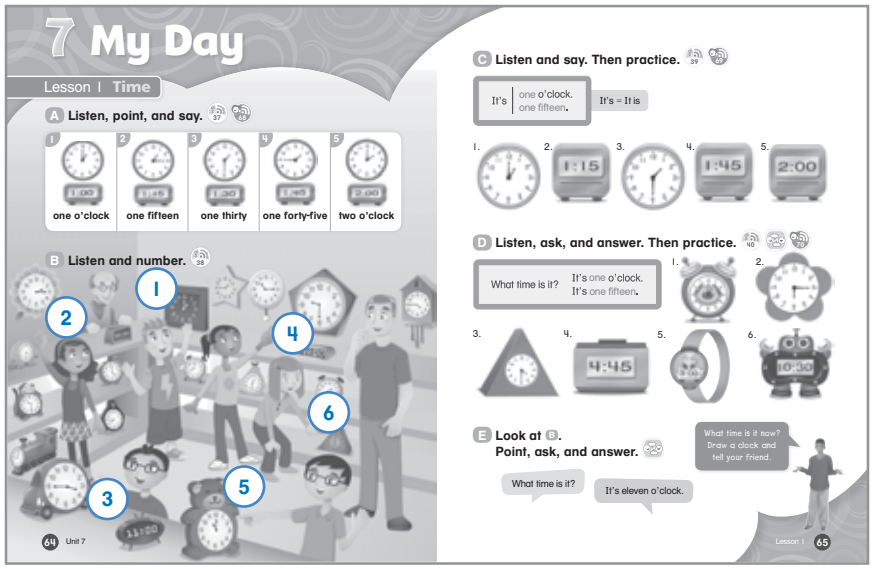
Games and Activities

- *Phonics:* **Binoculars** (Teacher's Book pages 28–31). Say the phonics consonant digraphs *sh*, *ch*, *th*, *wh*, and *ph*. Have students look around the room and name objects that start with these sounds.
- *Phonics:* **Toss and Tell** (Teacher's Book pages 28–31). Use the new consonant digraphs *sh*, *ch*, *th*, *wh*, and *ph*. S1 says a word with one of the consonant digraphs and then tosses or hands a ball or beanbag to S2. S2 does the same thing and tosses the ball to the next student.
- *Project:* **Word Roll** (Teacher's Book pages 28–31). Use specially prepared dice with vocabulary words from Units 5 and 6. To play the game, students roll the dice and use the word that appears on the top face of each die to practice the target language. When playing in pairs, students use the words as a cue for a question-and-answer pattern.

Extra Practice

Workbook page 63
Student Audio CD Track 67
iTools
Online Practice

Lesson 1 Time



Student Book pages 64–65

Objectives
- Telling the time
- Asking and answering about the time

Grammar
- Stating the time

It's one o'clock.

It's one fifteen.

Vocabulary
Time: one o'clock, one fifteen, one thirty, one forty-five, two o'clock

Materials
Picture Cards 109–113; Class CD2 Tracks 37–40

Student Book page 64

Warm up

1. Greet the class. Say *Hello, (Joe). How are you today?* Then say *I have (a book) on my desk. What about you?* Students practice the conversation.
2. Review numbers. Ask the class to count to sixty. Then, ask the class to count from zero to one hundred by tens, from two to twenty by twos, and from five to fifty by fives.
3. Play **Pop Up** (Teacher's Book pages 28–31) to review Unit 6 grammar. Students stand up and sit down quickly if you make a statement (*There are two pencils on the desk).* They remain seated and reply if you ask a question *(Are there two pencils on the desk?).*

A Listen, point, and say.

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

1. Use Picture Cards 109–113. Continue until students can produce the words on their own.
2. Play Class CD2 Track 37. Students listen, point, and say along with the CD.

CD 2 37

1. one o'clock 2. one fifteen 3. one thirty
4. one forty-five 5. two o'clock

3. Students practice saying the times on their own.

Hours and Minutes

Explain that an "hour" has sixty "minutes." Have students identify the hours and minutes on both digital and analog clocks.

4. Write times on the board, in both digital and analog formats. Students say the times. Then, individual students write times on the board.

B Listen and number.

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

1. Read this while pointing to the picture:

   Look at Danny, Danny's father, Carla, Julie, Emma, Mike, and Leo. They're in a clock store. Look! They're pointing at different clocks. This one's a star. This one's a bear. This one's a flower. Point to the red clock, the green clock, the blue clock, the brown clock. They show different times. What time is it on the red clock? It's three forty-five. What time is it on the purple and yellow clock? It's nine thirty. Look at the flower clock. It's two fifteen. And it's six o'clock on the green clock.
2. Play Class CD2 Track 38. Students listen and number the items in the picture.

CD 2 38

1. Danny's dad: Let's play a game! Uh. One o'clock.
   Danny: It's this clock. It's a red clock.

2. Danny's dad: Good. Two fifteen.
   Emma: I can see that clock! It's the flower clock.
3. Danny's dad: That's right! Now…ready? Three forty-five.
   Leo: Look. It's the car clock.
4. Danny's dad: Yes! What about this one? Nine thirty.
   Julie: It's that big purple and yellow clock.
5. Danny's dad: Eleven o'clock.
   Mike: It's the bear. The bear. There!
6. Danny's dad: What about…six o'clock?
   Carla: Six o'clock? It's that clock. The triangle!
   Danny's dad: Yes! OK!

3. Check answers together. Invite students to talk about other things they see in the picture.

Student Book page 65

C Listen and say. Then practice.

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

1. Introduce the new pattern: *It's one o'clock.*
   It's one fifteen.
2. Present the contraction: *It's = It is*
3. Direct students' attention to the first grammar box on page 65.
4. Play Class CD2 Track 39. Students listen and say along with the CD.

CD 2 39

It's one o'clock. It's one fifteen.
It's, It is
1. It's one o'clock.
2. It's one fifteen.
3. It's one thirty.
4. It's one forty-five.
5. It's two o'clock.

5. Students practice on their own, using their books.

D Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *What time is it? It's one o'clock./It's one fifteen.*
2. Direct students' attention to the second grammar box on page 65.
3. Play Class CD2 Track 40. Students listen, ask, and answer along with the CD.

CD 2 40

What time is it? It's one o'clock.
What time is it? It's one fifteen.
1. What time is it? It's one o'clock.
2. What time is it? It's six fifteen.
3. What time is it? It's four thirty.
4. What time is it? It's four forty-five.
5. What time is it? It's three o'clock.
6. What time is it? It's ten thirty.

4. Students practice in pairs, using their books.

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



Student pairs look at the big picture in Activity B and practice the language pattern in the speech bubbles: *What time is it? It's eleven o'clock.*

Everybody Up 21st Century Skills

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

Creativity/Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use creativity to draw a clock and then critical thinking to show what time it is. Then they communicate to a friend what time it is.

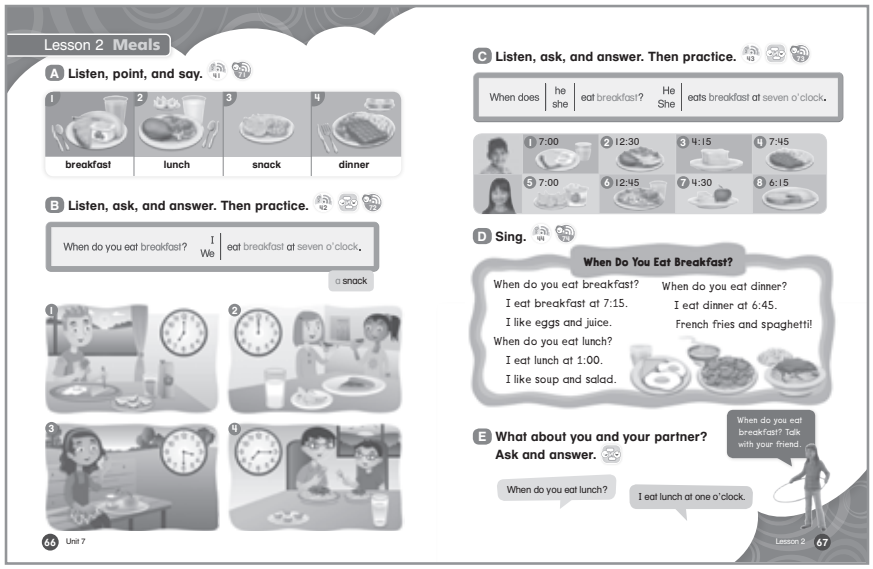
Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). Use Picture Cards 109–113. A player from each team stands at a buzzer. Ask *What time is it?* Hold up a card. The player who hits the buzzer first can win a point with the correct answer: *It's (one thirty).*
- **Telephone** (Teacher's Book pages 28–31). Whisper *What time is it?* to the student at one end of the line and *It's (two o'clock)* to the student on the other end.
- **Station Stop** (Teacher's Book pages 28–31). When the train stops, ask a student *What time is it?* The student responds *It's (three thirty).*

Extra Practice

Workbook pages 64–65
Student Audio CD Tracks 68–70
iTools
Online Practice

Lesson 2 Meals



Student Book pages 66–67

Objectives
- Talking about the times of meals

Grammar
- Questions about time (first-person)

When do you eat breakfast?

I/We eat breakfast at seven o'clock.
- Questions about time (third-person)

When does he/she eat breakfast?

He/She eats breakfast at seven o'clock.

Vocabulary
Meals: breakfast, lunch, snack, dinner

Materials
Picture Cards 109–113, 114–117; Class CD2 Tracks 41–44

Student Book page 66

Warm up

1. Greet the class, saying *Hello, everybody. How are you today?* Elicit a polite group response.
2. Review Unit 7, Lesson 1. Hold up Picture Cards 109–113, asking *What time is it?* Students reply.
3. Review the conversation language from Unit 7, Lesson 1: *What time is it now?* Students reply *It's (nine o'clock).* Ask *What day is it today?* Students reply *It's (Monday).*

A Listen, point, and say.

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

1. Use Picture Cards 114–117. Continue until students can produce the words on their own.
2. Do a **Rhythm Circle** (Teacher's Book pages 28–31) with the new vocabulary. Model the chant: *slap, slap, clap, clap, (breakfast) (breakfast).*
3. Play Class CD2 Track 41. Students listen, point, and say along with the CD.

CD 2 41

1. breakfast
2. lunch
3. snack
4. dinner

4. Students practice saying the words, using their books.

B Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern: *When do you eat breakfast? I/We eat breakfast at seven o'clock.*
2. Write *a snack* on the board. Explain that *snack* needs *a* before it. Say *a snack*. Students repeat.
3. Direct students' attention to the grammar box on page 66.
4. Play Class CD2 Track 42. Students listen and say along with the CD.

CD 2 42

When do you eat breakfast?
I eat breakfast at seven o'clock.
When do you eat breakfast?
We eat breakfast at seven o'clock.
a snack

1. When do you eat breakfast?
   I eat breakfast at seven o'clock.
2. When do you eat lunch?
   We eat lunch at twelve o'clock.
3. When do you eat a snack?
   I eat a snack at three thirty.
4. When do you eat dinner?
   We eat dinner at seven fifteen.

5. Students practice in pairs, using their books.

Student Book page 67

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *When does he/she eat breakfast? He/She eats breakfast at seven o'clock.*
2. Direct students to the grammar box on page 67.
3. Play Class CD2 Track 43. Students listen, ask, and answer along with the CD.

CD 2 43

When does he eat breakfast?
He eats breakfast at seven o'clock.
When does she eat breakfast?
She eats breakfast at seven o'clock.

1. When does he eat breakfast?
   He eats breakfast at seven o'clock.
2. When does he eat lunch?
   He eats lunch at twelve thirty.
3. When does he eat a snack?
   He eats a snack at four fifteen.
4. When does he eat dinner?
   He eats dinner at seven forty-five.
5. When does she eat breakfast?
   She eats breakfast at seven o'clock.
6. When does she eat lunch?
   She eats lunch at twelve forty-five.
7. When does she eat a snack?
   She eats a snack at four thirty.
8. When does she eat dinner?
   She eats dinner at six fifteen.

4. Students practice in pairs, using their books.

D Sing.

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

1. Students look at the pictures and name the foods.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 44. Students listen and sing.

CD 2 44

When Do You Eat Breakfast?
When do you eat breakfast?
I eat breakfast at seven fifteen.
I like eggs and juice.
When do you eat lunch?
I eat lunch at one o'clock.
I like soup and salad.
When do you eat dinner?
I eat dinner at six forty-five.
French fries and spaghetti!

When does she eat breakfast?
She eats breakfast at seven fifteen.
She likes eggs and juice.
When does she eat lunch?
She eats lunch at one o'clock.
She likes soup and salad.
When does she eat dinner?
She eats dinner at six forty-five.
French fries and spaghetti!

4. Students sing the song again, writing the times.

E What about you and your partner? Ask and answer.



In pairs, students take turns practicing the language pattern in the speech bubbles: *When do you eat lunch? I eat lunch at one o'clock.*

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 think about the times they eat breakfast during the week and on the weekend. Then they communicate to a friend their breakfast times.

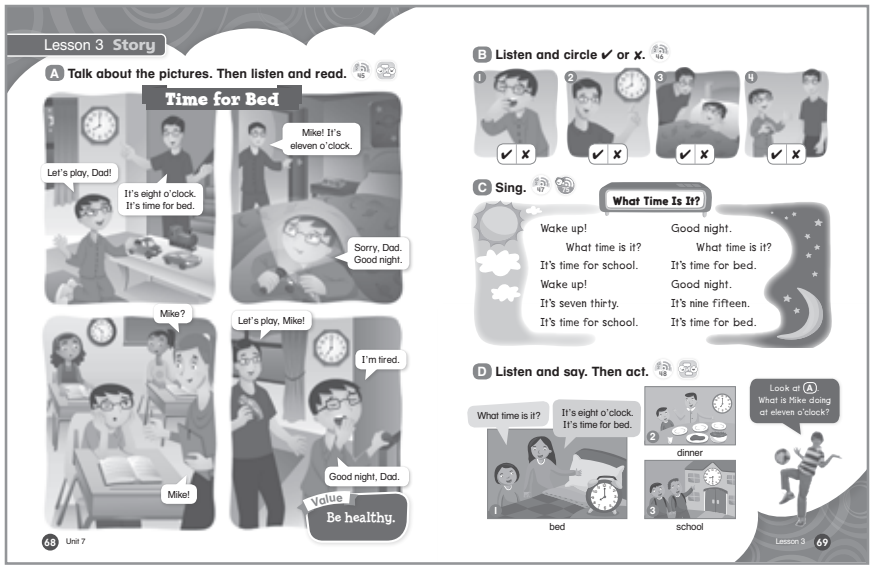
Games and Activities

- **Gaps** (Teacher's Book pages 28–31). Create several different texts with gaps using the Lesson 2 grammar patterns. Students write in the missing words.
- **Jump to the Word** (Teacher's Book pages 28–31). Use Picture Cards 114–117. Instruct pairs to go to a card, saying *(Walk) to (breakfast)*. When pairs get to the card they ask and answer: *When do you eat (breakfast)? I eat (breakfast) at (six fifteen).*
- **Find Someone Who** (Teacher's Book pages 28–31). Students choose a meal and write down the time they typically eat it. Then they circulate and ask classmates *When do you eat (lunch)?* The aim is to find students who share a mealtime.

Extra Practice

Workbook pages 66–67
Student Audio CD Tracks 71–74
iTools
Online Practice

Lesson 3 Story



Student Book pages 68–69

Objectives
- Building reading and listening skills

Conversation
- Getting plenty of sleep

What time is it?

It's eight o'clock. It's time for bed.

Value
Be healthy.

Materials
Picture Cards 07–16, 114–117; Class CD1 Track 48, Class CD2 Tracks 45–48

Student Book page 68

Warm up

1. Greet the class saying *Hello. How are you today?* Elicit individual responses.
2. Review Unit 7, Lessons 1 and 2 grammar and vocabulary. Hold up Picture Cards 114–117 and elicit the words. Then elicit the Everybody Up language from Unit 7, Lesson 2: *When do you eat breakfast?* Students practice the language with their classmates, using any meals and times they want.
3. Sing *Does She Have Apples?* (Class CD1 Track 48).
4. Review grammar and vocabulary from Unit 1. Hold up Picture Cards 07–16, saying *(He's tired).* Then use the cards to elicit the sentences without saying them yourself.

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, feelings, people, activities, and objects they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD2 Track 45. Students listen and read along with the CD.

CD 2 45

Time for Bed

Mike:	Let's play, Dad!
Mike's dad:	It's eight o'clock. It's time for bed.
Mike's dad:	Mike! It's eleven o'clock.
Mike:	Sorry, Dad. Good night.
Teacher:	Mike? Mike!
Mike's dad:	Let's play, Mike!
Mike:	I'm tired. Good night, Dad.

4. Read the story aloud with the students. Then direct students' attention to the value *Be healthy* and discuss what this means. Ask if students can think of other examples of this value. 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 46. Students listen and circle ✓ or X according to what they hear..

CD 2 46

1. Mike: Let's play, Dad!
2. Mike's dad: It's time for bed.
3. Mike's dad: Good night.
4. Mike: I'm tired.

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

Answer Key

1. X **2.** ✓ **3.** ✓ **4.** X

C Sing.

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

1. Have students look at the pictures and guess what they are about.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 47. Students listen and sing along with the CD.

CD 2 47

What Time Is It?

Wake up!
What time is it?
It's time for school.
Wake up!
It's seven thirty.
It's time for school. (x2)

Good night.
What time is it?
It's time for bed.
Good night.
It's nine fifteen.
It's time for bed. (x2)

4. Students sing the song again, pretending to go to school and to go to sleep as they sing.

D Listen and say. Then act.

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

1. Play Class CD2 Track 48. Students listen and say with the CD, in pairs.

CD 2 48

1. What time is it? It's eight o'clock. It's time for bed.
2. What time is it? It's seven o'clock. It's time for dinner.
3. What time is it? It's eight thirty. It's time for school.

2. Students rehearse and act out the conversations, using facial expressions 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/Creativity: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to figure out what Mike is doing in Activity A. Then they use creativity to act out his actions.

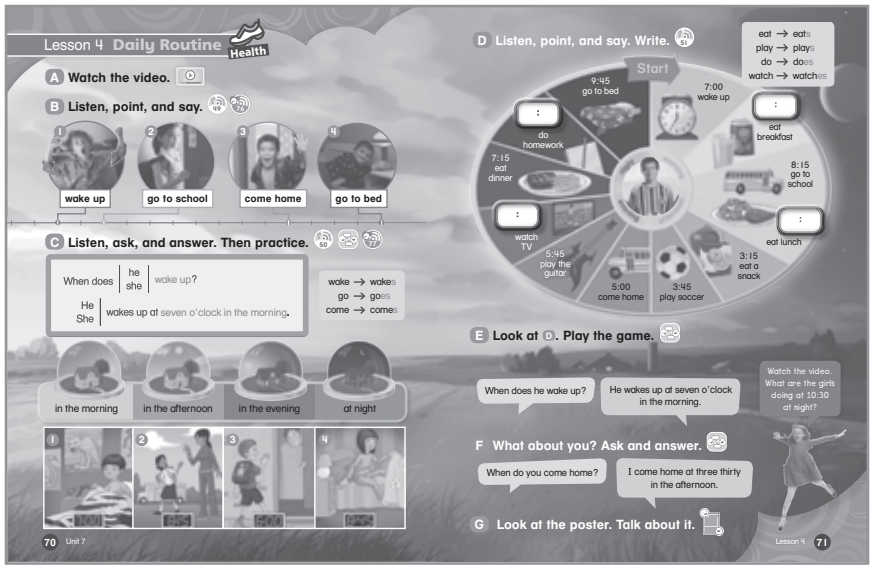
Games and Activities

- Students can draw a picture to illustrate the value *Be healthy.* Display the pictures in the classroom.
- **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.
- **Teacher's Mistake** (Teacher's Book pages 28–31). Say correct and incorrect sentences about times for meals and other activities. For example, say *It's (seven o'clock). It's time for lunch* or *It's eight o'clock. It's time for school.* Students listen carefully to catch you using times that don't make sense.

Extra Practice

Workbook pages 68–69
Student Audio CD Track 75
Unit 7, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Daily Routine



Student Book pages 70–71

Objectives
- Talking about daily routines

Grammar
- Questions about schedules

When does he/she wake up?

He/She wakes up at seven o'clock in the morning.

Vocabulary
Daily Routine: wake up, go to school, come home, go to bed, in the morning, in the afternoon, in the evening, at night

Materials
Picture Cards 118–121, 122–125; Class CD2 Tracks 47, 49–51; Unit 7 Video and Poster, Daily Routine

Student Book page 70

School Subject Connection: Health

Lesson 4 is a cross-curricular lesson with a connection to health. First, discuss what it means to be healthy. What do students do to be healthy? What do food, exercise, and sleep have to do with good health?

Warm up

1. Greet the class. Then sing *What Time Is It?* (Class CD2 Track 47).
2. Review the conversation language from Unit 7, Lesson 3: *What time is it? It's eight o'clock. It's time for bed.* Ask students to use the language in class.

A Watch the video.

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

Before you watch: Tell the class they are going to watch a video about the Menna family's weekly schedule.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117.
2. Play the video again. Pause the video and ask students questions about the Menna family's schedule.

B Listen, point, and say.

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

1. Use Picture Cards 118–121 to introduce the four daily routines.
2. Play Class CD2 Track 49. Students listen, point, and say along with the CD.

CD 2 49

1. wake up
2. go to school
3. come home
4. go to bed

C Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern:

   When does he/she wake up?

   He/She wakes up at seven o'clock in the morning.
2. Direct students' attention to the box listing the third person verb forms. Explain that we add *–es* or *–s* to some verbs when we use them with *he* and *she*.
3. Use Picture Cards 122–125 to introduce the four time phrases.
4. Play Class CD2 Track 50. Students listen and say along with the CD.

CD 2 50

When does he wake up?
He wakes up at seven o'clock in the morning.
When does she wake up?
She wakes up at seven o'clock in the morning.
wake, wakes; go, goes, come, comes
in the morning, in the afternoon, in the evening, at night

1. When does he wake up?
   He wakes up at seven o'clock in the morning.
2. When does she go to school?
   She goes to school at eight fifteen in the morning.
3. When does he come home?
   He comes home at six o'clock in the evening.
4. When does she go to bed?
   She goes to bed at eight forty-five at night.

4. Students practice in pairs, using their books.

Student Book page 71

D Listen, point, and say. Write.

1. Students look at each picture and read the times and activities on the game board.
2. Direct students' attention to the box showing the third person verb forms. Write the words on the board and say them. Students listen and repeat.
3. Play Class CD2 Track 51. Students listen, point, and say along with the CD. Play the track again. Students write the times they hear in the clocks in the picture.

CD 2 51

eat, eats, play, plays, do, does, watch, watches
He wakes up at seven o'clock in the morning.
He eats breakfast at seven thirty in the morning.
He goes to school at eight fifteen in the morning.
He eats lunch at twelve thirty in the afternoon.
He eats a snack at three fifteen in the afternoon.
He plays soccer at three forty-five in the afternoon.
He comes home at five o'clock in the afternoon.
He plays the guitar at five forty-five in the evening.
He watches TV at six thirty in the evening.
He eats dinner at seven fifteen in the evening.
He does homework at eight o'clock at night.
He goes to bed at nine forty-five at night.

4. Divide the class into two groups. Begin at *Start* and move clockwise. Group 1 asks the question: *When does he (wake up)?* Group 2 answers *He (wakes up) at (seven o'clock) (in the morning).*

Answer Key

Clockwise: 7:30 (eat breakfast), 12:30 (eat lunch), 6:30 (watch TV), 8:00 (do homework)

E Look at D. Play the game.

In pairs, students play the game using the language pattern in the speech bubbles: *When does he wake up? He wakes up at seven o'clock in the morning.*

F What about you? Ask and answer.

In pairs, students interview each other about their daily routines using the language pattern in the speech bubbles.

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: Direct students' attention to the Everybody Up Friend. Have students watch the video and use their critical thinking skills to say when the girls Emilia and Jo go to bed at night.

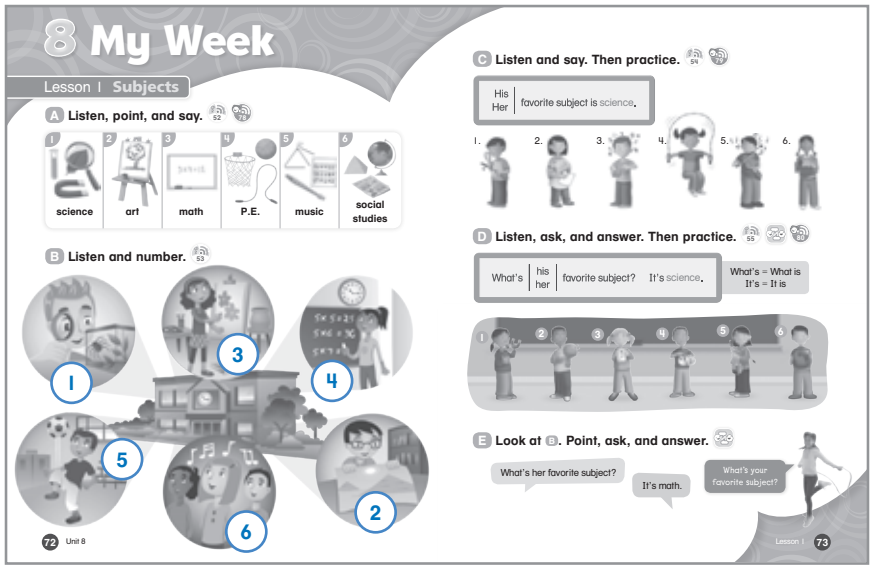
Games and Activities

- **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 *(She comes home at four o'clock in the afternoon)*, students race to touch the correct daily routine card.
- **Down the Line** (Teacher's Book pages 28–31). Use Picture Cards 118–125. For a challenge question, ask *When do you (come home)?*

Extra Practice

Workbook pages 70–71
Student Audio CD Tracks 76–77
Unit 7, Lesson 4 Worksheet
Unit 7 Test
iTools
Online Practice

Lesson 1 Subjects



Student Book pages 72–73

Objectives
- Talking about favorite subjects
- Asking about favorite subjects

Grammar
- Statements of preference

  His/Her favorite subject is science.
- Questions about preference

  What's his/her favorite subject?

  It's science.

Vocabulary
Subjects: science, art, math, P.E., music, social studies

Materials
Picture Cards 126–131; Class CD2 Tracks 52–55

Student Book page 72

Warm up

1. Greet the class. Then greet individuals: *Hello, (Alex). How are you today?* Ask other students *When do you eat (breakfast)?* Students reply.
2. Review the conversation language from Unit 7, Lesson 4: *When do you come home? I come home at three thirty in the afternoon.* Students practice their own conversation with their classmates.
3. Play **Categories** (Teacher's Book pages 28–31) to review vocabulary from Unit 7. Use the categories *Time, Meals,* and *Daily Routine.*

A Listen, point, and say.

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

1. Use Picture Cards 126–131 to introduce the school subjects. Continue until students can produce the words on their own.
2. Link the language. Play **Pop-Up** (Teacher's Book pages 28–31). Say *I like (science)* or *I don't like (science).* Students stand up and sit down quickly if they agree with your statement.
3. Play Class CD2 Track 52. Students listen, point, and say along with the CD.

CD 2 52

1. science 2. art 3. math
4. P.E. 5. music 6. social studies

4. Students practice on their own, using their books.
5. Link the language. For each subject, students brainstorm familiar vocabulary that belongs to each subject. For example, math: numbers; art: colors and shapes; P.E.: actions (such as play soccer, jump rope, run, swim); science: parts of the body, animals; music: listen, hear, sing, chant; social studies: jobs and locations.

B Listen and number.

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

1. Read this while pointing to the picture:

   Look at Danny, Julie, Emma, Mike, Carla, and Jay. They're at school. They're studying. Danny is looking at a spider. It's brown. His favorite subject is science. And look at Emma. She's drawing flowers. They're blue and pink. Her favorite subject is art. Here's Julie. Look at the numbers. What's her favorite subject? It's math. Can you see Jay? He's playing with a soccer ball. He likes P.E. What's Carla doing? She's singing. Her favorite subject is music. Look at Mike. Look at his picture. These are pyramids. They're very old. His favorite subject is social studies.

2. Play Class CD2 Track 53. Students listen and number the items in the picture.

CD 2 53

1. Danny: Look at this spider. I like science!
2. Mike: Look at these. They're old. I like social studies.
3. Emma: I'm drawing. I like art.
4. Julie: Thirty-five? That's right. I like math.
5. Jay: I have a soccer ball. I like P.E.
6. Carla: I'm singing. I like music.

3. Check answers together. Invite students to talk about other things they see in the picture.

Student Book page 73

C Listen and say. Then practice.

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

1. Introduce the new pattern: *His/Her favorite subject is science.*
2. Direct students' attention to the first grammar box on page 73.
3. Play Class CD2 Track 54. Students listen and say along with the CD.

CD 2 54

His favorite subject is science.
Her favorite subject is science.

1. His favorite subject is science.
2. Her favorite subject is art.
3. His favorite subject is math.
4. Her favorite subject is P.E.
5. His favorite subject is music.
6. Her favorite subject is social studies.

4. Students practice 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 his/her favorite subject? It's science.*
2. Direct students' attention to the second grammar box on page 73.
3. Present the contractions: *What's = What is*, *It's = It is*
4. Play Class CD2 Track 55. Students listen, ask, and answer along with the CD.

CD 2 55

What's his favorite subject? It's science.
What's her favorite subject? It's science.
What's, What is; It's, It is

1. What's her favorite subject? It's science.
2. What's his favorite subject? It's P.E.
3. What's her favorite subject? It's math.
4. What's his favorite subject? It's art.
5. What's her favorite subject? It's music.
6. What's his favorite subject? It's social studies.

5. Students practice in pairs, using their books.
6. Divide the class into two groups. Bring six students forward and give each a picture card (126–131) to hold up. Point to S1. Group 1 asks *What's (his) favorite subject?* Group 2 answers *It's (art).*

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



Student pairs look at the pictures in Activity B and practice the language pattern in the speech bubbles, using all the new vocabulary words: *What's her favorite subject? It's math.*

Everybody Up 21st Century Skills

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

Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking to answer what their favorite subject is.

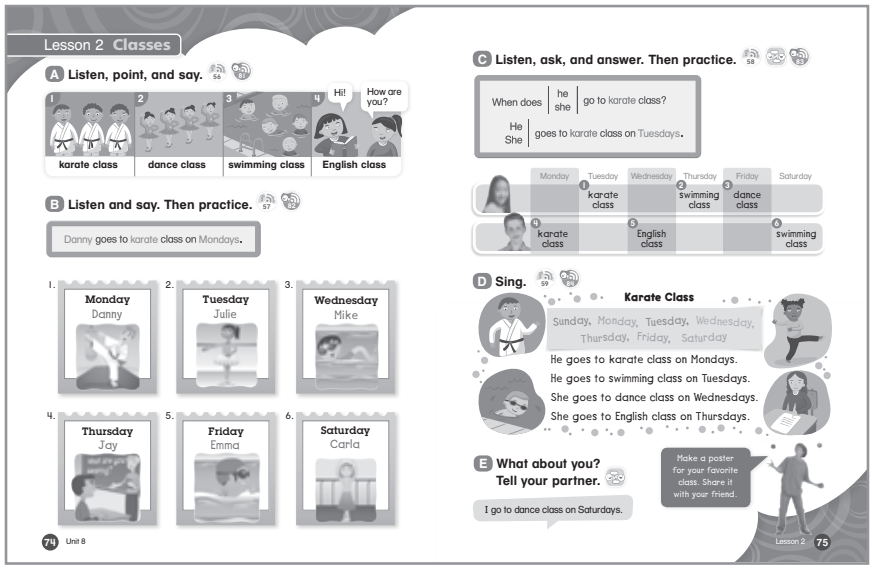
Games and Activities

- **Charades** (Teacher's Book pages 28–31). Students in each group take a turn acting out their favorite subjects. Groups guess the subject, saying *(His) favorite subject is (math).*
- **Station Stop** (Teacher's Book pages 28–31). When the train stops, S1 states his or her favorite subject: *My favorite subject is (art).* S2 then says *(Her) favorite subject is (art).*
- **Triangle Groups** (Teacher's Book pages 28–31). S1 in each group says *My favorite subject is (science).* S2 addresses S3 and asks *What's (her) favorite subject?* S3 replies *It's (science).*

Extra Practice

Workbook pages 72–73
Student Audio CD Tracks 78–80
iTools
Online Practice

Lesson 2 Classes



Student Book pages 74–75

Objectives
- Talking about classes

Grammar
- Stating schedules

Danny goes to karate class on Mondays.
- Asking about schedules

When does he/she go to karate class?

He/She goes to karate class on Tuesdays.

Vocabulary
Classes: karate class, dance class, swimming class, English class

Materials
Picture Cards 118–121, 126–131, 132–135; Class CD2 Tracks 56–59

Student Book page 74

Warm up

1. Greet the class saying *Hello.* Then greet a few individual students saying *Hello. My favorite subject is (math). What's your favorite subject?* Elicit a reply. Then students can practice the conversation with their classmates.
2. Review daily routines with Picture Cards 118–121: *wake up, go to school, come home, go to bed.* Then do a question chain. Ask the first student *When do you (wake up)?* The first student asks the second student a different question, and so on. Write answers on the board.
3. Review Unit 7, Lesson 1 grammar and vocabulary. Write different times on the board, in both digital and analog forms. Ask students *What time is it?* Elicit replies.

A Listen, point, and say.

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

1. Use Picture Cards 132–135 to introduce the classes. Continue until students can produce the words on their own.
2. Link the language. Hold up Picture Cards 132–135, asking *Where are the students?* Model the reply *They're at (karate class).* Then, elicit replies.
3. Play Class CD2 Track 56. Students listen, point, and say along with the CD.

CD 2 56

1. karate class
2. dance class
3. swimming class
4. English class

4. Students practice the words, using their books.

B Listen and say. Then practice.

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

1. Introduce the new pattern: *Danny goes to karate class on Mondays.*
2. Direct students' attention to the grammar box on page 74. Point out the *–s* in *Mondays*. Explain that we use the plural form when we talk about things we do regularly on that day.
3. Play Class CD2 Track 57. Students listen and say along with the CD.

CD 2 57

Danny goes to karate class on Mondays.
1. Danny goes to karate class on Mondays.
2. Julie goes to dance class on Tuesdays.
3. Mike goes to swimming class on Wednesdays.
4. Jay goes to English class on Thursdays.
5. Emma goes to swimming class on Fridays.
6. Carla goes to dance class on Saturdays.

4. Students practice by themselves, using their books.

Student Book page 75

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *When does he/she go to karate class? He/She goes to karate class on Tuesdays.*
2. Direct students' attention to the grammar box on page 75.
3. Play Class CD2 Track 58. Students listen, ask, and answer along with the CD.

CD 2 58

When does he go to karate class?
He goes to karate class on Tuesdays.
When does she go to karate class?
She goes to karate class on Tuesdays.

1. When does she go to karate class?
   She goes to karate class on Tuesdays.
2. When does she go to swimming class?
   She goes to swimming class on Thursdays.
3. When does she go to dance class?
   She goes to dance class on Fridays.
4. When does he go to karate class?
   He goes to karate class on Mondays.
5. When does he go to English class?
   He goes to English class on Wednesdays.
6. When does he go to swimming class?
   He goes to swimming class on Saturdays.

4. Students practice in pairs, using their books.

D Sing.

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

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

CD 2 59

Karate Class

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

He goes to karate class on Mondays.
Karate class on Mondays. Karate class on Mondays.
He goes to swimming class on Tuesdays.
Swimming class on Tuesdays.
Swimming class on Tuesdays.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

She goes to dance class on Wednesdays.
Dance class on Wednesdays.
Dance class on Wednesdays.
She goes to English class on Thursdays.
English class on Thursdays.
English class on Thursdays.
Hi. Hello. How are you?

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

4. Students sing again, doing actions for the classes.

E What about you? Tell your partner.



Students work in pairs and take turns telling each other when they go to various classes using the language in the speech bubbles: *I go to dance class on Saturdays.* Students should use any of the classes they know.

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 make a poster for their favorite class. Then they use communication skills to share it with a friend.

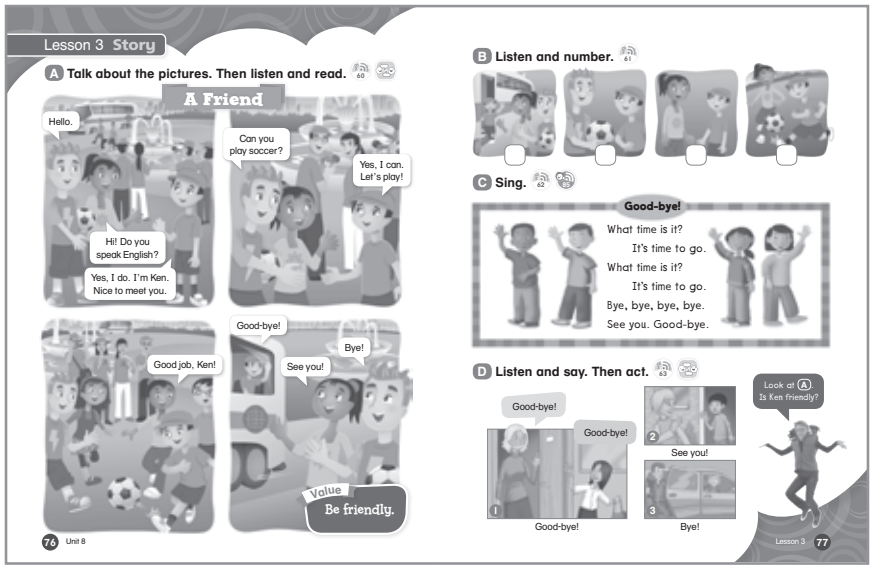
Games and Activities

- **Picture Pieces** (Teacher's Book pages 28–31). Write the days of the week on the board. Under one day, slowly draw a picture of a girl or boy in one of the classes from Lesson 2. Students try to guess what sentence you are illustrating, saying *(She) goes to (dance class) on (Wednesdays).*
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Draw a calendar week for "Mary" on the board, and attach Picture Cards 132–135 to the days. Using the Lesson 2 grammar pattern, say three sentences about Mary's schedule (one false and two true). Students listen for the "lie." Then change Mary's schedule and say three new sentences.
- **What's Missing?** (Teacher's Book pages 28–31). Use Picture Cards 126–131 and 132–135.

Extra Practice

Workbook pages 74–75
Student Audio CD Tracks 81–84
iTools
Online Practice

Lesson 3 Story



Student Book pages 76–77

Objectives
- Building reading and listening skills

Conversation
- Saying good-bye
- Meeting new people

Good-bye!

See you!

Bye!

Value
Be friendly.

Materials
Class CD2 Tracks 60–63

Student Book page 76

Warm up

1. Greet the class saying *Hello. How are you today?* Elicit a few responses.
2. Review the conversation language from Unit 8, Lesson 2: *When does he/she go to karate class? He/She goes to karate class on Tuesdays.* Students practice the conversation pattern with classmates.
3. Sing *Karate Class* (Class CD2, Track 59).
4. Review the conversation language from Unit 7, Lesson 3: *What time is it? It's eight o'clock. It's time for bed.* Encourage students to look for opportunities to use the language in class today.

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, feelings, clothing, and objects they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD2 Track 60. Students listen and read along with the CD.

CD 2 60

A Friend

Danny: Hello.
Julie: Hi! Do you speak English?
Ken: Yes, I do. I'm Ken. Nice to meet you.
Danny: Can you play soccer?
Ken: Yes, I can. Let's play!
Julie: Good job, Ken!
Ken: Good-bye!
Julie: See you!
Danny: Bye!

4. Read the story aloud with students. Then direct students' attention to the value *Be friendly* 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 61. Students listen and number the pictures.

CD2 61

1. Julie: Do you speak English?
   Ken: Yes, I do.
2. Danny: Can you play soccer?
   Ken: Yes, I can.
3. Julie: Good job, Ken!
4. Ken: Good-bye!
   Julie: See you!

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

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

C Sing.

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

1. Have students look at the picture and guess what the people are saying.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 62. Students listen and sing along with the CD.

CD2 62

Good-bye!
What time is it?
It's time to go.
What time is it?
It's time to go.
Bye, bye, bye, bye.
See you. Good-bye. (x2)

See you. Good-bye.

4. Students sing the song again, pointing to their watches and waving good-bye as they sing.

D Listen and say. Then act.

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

1. Play Class CD2 Track 63. Students listen and say with the CD, in pairs.

CD2 63

1. Good-bye!
   Good-bye!
2. Good-bye!
   See you!
3. Good-bye!
   Bye!

2. Students rehearse and act out the conversations, using facial expressions 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: Direct students' attention to the Everybody Up Friend. Students use critical thinking to look at Ken in the pictures in Activity A to determine if he is friendly.

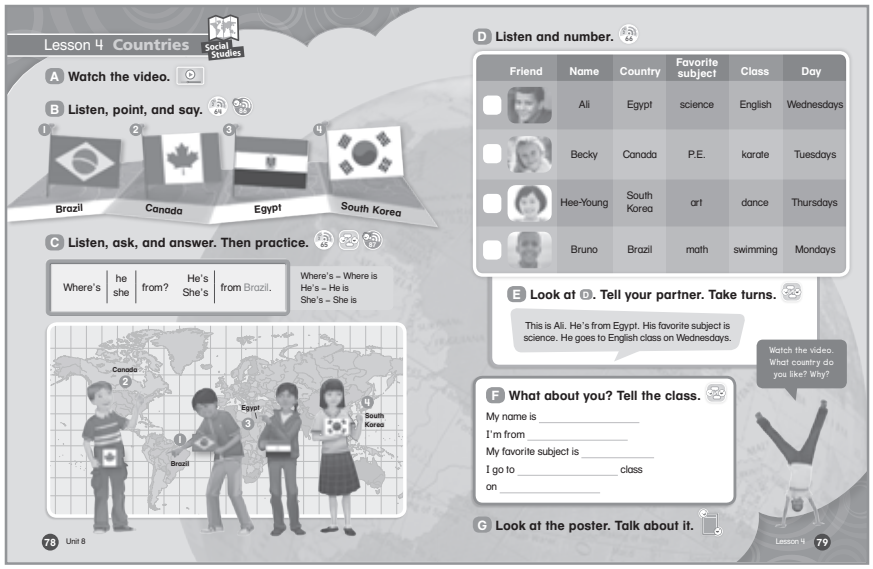
Games and Activities

- Divide the class into three groups. Group 1 reads Julie. Group 2 reads Ken. Group 3 reads Danny. The class reads the story aloud, then switches roles.
- Using the existing story as a model, student pairs write and act out a new story that demonstrates the Lesson 3 value: *Be friendly.* Beginning students might simply copy the pictures and text from the Student Book.
- **Everybody Stop!** (Teacher's Book pages 28–31). Read the Lesson 3 story aloud. Occasionally turn around quickly and catch students who are still moving.

Extra Practice

Workbook pages 76–77
Student Audio CD Track 85
Unit 8, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Countries



Student Book pages 78–79

Objectives
- Asking and answering about where someone is from

Grammar
- Questions about countries of origin

Where's he/she from?

He's/She's from Brazil.

Vocabulary
Countries: Brazil, Canada, Egypt, South Korea

Materials
Picture Cards 136–139; Class CD2 Tracks 64–66; Unit 8 Video and Poster, Countries

Student Book page 78

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to social studies. Bring in a world map. Mark the locations of Brazil, Canada, Egypt, and South Korea. Bring in and display pictures of places, events, people, and foods from each country. Ask students what else they might already know about each location. Talk about the differences and similarities between the countries.

Warm up

1. Greet the class. Then model the following conversation with a student: *Hello, I'm (Ms. Jones). What's your name?* The student replies: *I'm (Sarah). It's nice to meet you.* Students practice the conversation with their classmates.
2. Review the Unit 5, Lesson 3 conversation: *Let's (play)! Good idea!* Students practice the conversation with their classmates, using any activities they know.
3. Elicit the Everybody Up language from Unit 8, Lesson 3: *Do you speak English?* Students practice the language with their classmates. Students answer saying *Yes, I do. I'm (Sue). Nice to meet you.*

A Watch the video.

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

Before you watch: Tell the class they are going to watch a video about students from different countries and find out about their favorite classes and activities.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117.
2. Play the video again. Pause the video and ask students questions about these students. *What is Daniel's favorite subject? What does James do on Thursdays? Where do these students do activities?*

B Listen, point, and say.

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

1. Use Picture Cards 136–139 to introduce the countries. Continue until students can produce the words on their own.
2. Play **Teacher's Mistake** (Teacher's Book pages 28–31). Hold up Picture Cards 136–139, saying *This is (Brazil).*
3. Play Class CD2 Track 64. Students listen, point, and say along with the CD.

CD 2 64

1. Brazil
2. Canada
3. Egypt
4. South Korea

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *Where's he/she from? He's/She's from Brazil.*
2. Present the contractions: *Where's = Where is*, *He's = He is*, *She's = She is*
3. Play Class CD2 Track 65. Students listen and say along with the CD.

CD 2 65

Where's he from? He's from Brazil.
Where's she from? She's from Brazil.
Where's, Where is
He's, He is
She's, She is

1. Where's he from? He's from Brazil.
2. Where's he from? He's from Canada.
3. Where's she from? She's from Egypt.
4. Where's she from? She's from South Korea.

4. Students practice in pairs, using their books.

Student Book page 79

D Listen and number.

1. Students look at each picture and read the information about each friend.
2. Play Class CD2 Track 66. Students listen and number the pictures.

CD 2 66

1. My name is Hee-Young. I'm from South Korea. My favorite subject is art. I go to dance class on Thursdays.
2. My name is Ali. I'm from Egypt. My favorite subject is science. I go to English class on Wednesdays.
3. My name is Bruno. I'm from Brazil. My favorite subject is math. I go to swimming class on Mondays.
4. My name is Becky. I'm from Canada. My favorite subject is P.E. I go to karate class on Tuesdays.

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

Answer Key
From top to bottom: 2, 4, 1, 3

E Look at D. Tell your partner. Take turns.



Student pairs take turns telling each other about the children shown in Activity D, using the language pattern in the speech bubble: *This is (Ali). (He's) from (Egypt). (His) favorite subject is (science). (He) goes to (English) class on (Wednesdays).* After one round, students leave out the names so that their partners have to guess which child is being described.

F What about you? Tell the class.



Read the beginning of each sentence and guide students to complete each sentence with their own information. Then students tell the class about themselves, using the information in the chart.

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/Communicate: Direct students' attention to the Everybody Up Friend. Have students watch the video and use their critical thinking skills to say what country they like and to communicate why.

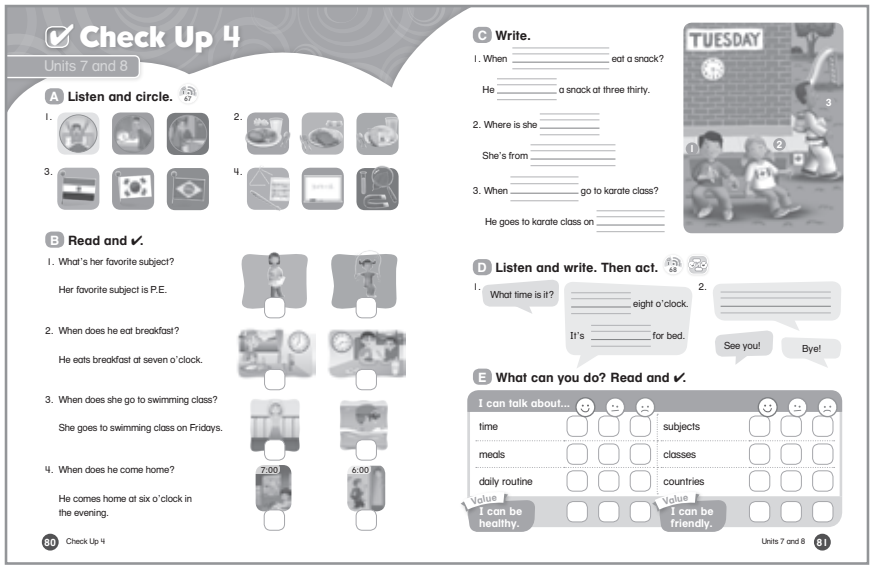
Games and Activities

- **Triangle Groups** (Teacher's Book pages 28–31). Each student chooses one of the picture cards he or she made in Activity B. S1 in each group says *I'm from (Brazil).* S2 addresses S3 and asks *Where's (he) from?* S3 replies *(He's) from (Brazil).*
- **Gaps** (Teacher's Book pages 28–31). Create a text using sentences from the lesson. Students write in the missing words. Prepare several different texts and a copy for each student.

Extra Practice

Workbook pages 78–79
Student Audio CD Tracks 86–87
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 118–121, 132–135, 136–139; CD2 Tracks 47, 67–68

Student Book page 80

Warm up

1. Greet the students. Say *It's (three o'clock). It's time for English class!* Students repeat.
2. Sing *What Time Is It?* (Class CD2 Track 47).
3. Review the conversation language from Unit 8, Lesson 4: *Where's he/she from? He's/She's from (Brazil).* Students practice.
4. Play **Down the Line** (Teacher's Book pages 28–31) to review Units 7 and 8. Set Picture Cards 118–121 *(daily routines)*, Picture Cards 132–135 *(classes)*, and Picture Cards 136–139 *(countries)* in a line. Players go down the line, saying the words.

A Listen and circle.

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

Play Class CD2 Track 67. Students listen and circle the items they hear.

CD 2 67

1. wake up
2. breakfast
3. South Korea
4. science

Answer Key

1. (left) **2.** (right) **3.** (middle) **4.** (right)

B Read and ✔.

Students read the sentences and the pictures next to them. Then they put a check in the box under the matching picture.

Answer Key

1. (right) **2.** (left) **3.** (right) **4.** (right)

Student Book page 81

C Write.

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

Answer Key

1. does he / eats **2.** from / Canada
3. does he / Tuesdays

D Listen and write. Then act.



1. Play Class CD2 Track 68. Students listen. Play the track again and students fill in the blanks with the words they hear.

CD 2 68

1. What time is it?
   It's eight o'clock.
   It's time for bed.
2. Good-bye!
   See you!
   Bye!

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

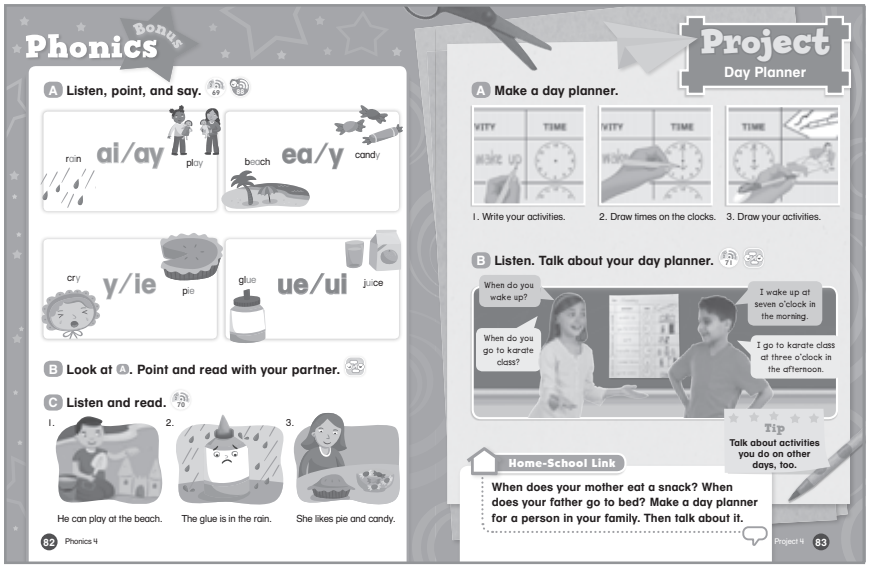
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31). Use language from Units 7 and 8 about time, meals, subjects, classes, and countries. Call out a category and then point to individual students to say a target word in that category. Change the category when all known words have been said.
- **Teacher's Mistake** (Teacher's Book pages 28–31). Use language from Units 7 and 8. For example, hold up a picture card of a Canadian flag and say *Brazil*. Or hold up the picture card of a karate class and say *swimming class*. 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.
- **Picture Pieces** (Teacher's Book pages 28–31). Use the language from Units 7 and 8. Draw the vocabulary items on the board and have students guess the items before you have finished drawing them.

Extra Practice

Workbook pages 80–82
iTools
Online Practice

Bonus Phonics



Student Book pages 82–83

Phonics
- Long vowel sounds: ai/ay, ea/y, y/ie, ue/ui

Materials
Phonics: Class CD2, Tracks 69–71

Project Language
- Units 7 and 8 grammar and vocabulary

Materials
Photocopiable Project Template; scissors, markers or crayons

Student Book page 82

Warm up

1. Greet the class. Say *When do you eat breakfast? When do you eat lunch? When do you eat snack? When do you eat dinner?* Elicit responses from individual students such as *I eat breakfast at seven o'clock.* Then continue by asking other questions about when students wake up, go to school, come home, and go to bed.
2. Phonics: **Everybody Up! Everybody Down!** (Teacher's Book pages 28–31). Use the digraphs ai/ay, ea/y, y/ie, and ue/ui.
3. Review target language from Units 7 and 8 about time, meals, daily routines, subjects, classes, and countries, using Picture Cards 109–135.

A Listen, point, and say.

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

1. Introduce the long *a* sound. Write *ai* and *ay* on the board. Say the letters and sound they make *a-i*, /ai/. Students listen and repeat. Do the same for the long vowel sounds for *ea/y, y/ie*, and *ue/ui*.

Pronouncing long vowel sounds

Tell students that long vowel sounds sound like the names of the letter they represent in the alphabet (*ai/ay* sound like long *a*, *ea/y* sound like long *e*, etc.). When students produce the long vowel sounds, make sure they sound them longer than they would a short vowel sound.

2. Drill the new sounds. Point to each long vowel sound 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 69. Students listen, point, and say with the CD.

CD 2 69

ai/ay (letters), *ai/ay* (sound), rain, play
ea/y (letters), *ea/y* (sound), beach, candy
y/ie (letters), *y/ie* (sound), cry, pie
ue/ui (letters), *ue/ui* (sound), glue, juice

4. Do the activity without the recording. Have individual students say the sound and word for each picture.
5. Link the sounds. Write *ai/ay, ea/y, y/ie*, and *ue/ui* on the board. Point to (*ai*) and say (*/ai/*). Students find a picture and word on Student Book page 82 that has that sound. They point to the picture, say the letters, the sound they make, and then the whole word (for example, *a-i, /ai/, daily)*. Continue with the rest of the sounds.

B Look at A. Point and read with your partner.

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

C Listen and read.

1. Play Class CD2 Track 70. Students listen and read along.

CD 2 70

1. He can play at the beach.
2. The glue is in the rain.
3. She likes pie and candy.

2. Students point to the pictures and read the sentences on their own.

Project Day Planner

A Make a day planner.

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 make a day planner. Students cut the day planner out and write the day at the top.
2. Students write two activities for each part of the day.
3. Students draw the times on the clocks for each activity.
4. Students draw a picture of the activities.

B Listen. Talk about your day planner.

1. Play Class CD2 Track 71. Students listen and talk about their day planner and the activities they have listed in it.

CD 2 71

1. When do you wake up?
   I wake up at seven o'clock in the morning.
2. When do you go to karate class?
   I go to karate class at three o'clock in the afternoon.

2. **Tip:** Draw students' attention to the tip: *Talk about activities you do on other days, too.* Elicit responses from students.
3. Play **Pop-Up** (Teacher's Book pages 28–31). Use language from Units 7 and 8 about time, meals, daily routines, subjects, classes, and countries. Students stand up and sit down when they hear you say a target word. You can assign different target words to different students or groups, or have the entire class move together.

Home-School Link

1. Tell the students to share what they've learned in class at home. Have students ask their family members about their activities and the times they do them.
2. Students make a list of the activities and times they discussed with their families and share with the class.

Games and Activities

- *Phonics:* **Binoculars** (Teacher's Book pages 28–31). Use the long vowel sounds: *ai/ay*, *ea/y*, *y/ie*, and *ue/ui*. Have students look around the room and name objects that have these long vowels sounds.
- *Project:* **BINGO** (Teacher's Book pages 28–31). Use the target language from Units 7 and 8. Hand out nine blank cards to students and have them write subjects and classes vocabulary words and arrange them face up in a 3 × 3 grid. Call out the vocabulary words and have students turn over those cards.

Extra Practice

Workbook page 83
Student Audio CD Track 88
Final Test
iTools
Online Practice

YLE Practice Answer Key and Instruction

YLE Starters Practice 1, pages 84–85

Listening

A. Listen and draw lines. There is one example.

CD 2 72

Play the audio. Students draw lines from the objects to the person they hear.

Answers
Students draw a line from Bill to the hospital.
Students draw a line from Lucy to the restaurant.
Students draw a line from Tom to the school.
Students draw a line from May to the bus.

Speaking

B. Listen and point.

Ask the student questions about the picture, such as, *Who looks happy? Point.* The student points to the picture. If the student doesn't understand a question, try a back-up question, such as, *Are they happy?*

Possible feeling words for questions
cold
hot
sad
happy
thirsty

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. Write yes or no.

Students look at the picture and read the phrases. They identify if the phrase describes what is happening in the picture and write *yes* or *no*.

Answers
1. no
2. yes
3. yes
4. no

D. 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. soccer
2. student
3. pilot
4. hospital

YLE Starters Practice 2, pages 86–87

Listening

A. Read the questions. Listen and write a name or number.

CD 2 73

Students read the questions. Play the audio. Students listen and answer the questions with names or numbers.

Answers
1. Tony
2. Anna
3. 624-2169
4. 8 (eight)

Speaking

B. Listen and answer the questions.

Familiarize the student with the picture in the Student Book. Ask the student questions about the people or objects in the picture. If the student cannot answer, refer to the back-up questions.

Possible questions and answers
How many people? (Four people.)
How many glasses? (Four glasses.)
What's this? (Cheese.)
What are these? (Bananas.)
What are they doing? (They are playing soccer.)

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 box. Write the correct word next to numbers 1–4.

Students read the text and look at the picture. They complete the paragraph with words from the pictures below.

Answers
1. hat
2. coat
3. socks
4. pants

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. steak
2. spaghetti
3. soup
4. french fries

YLE Movers Practice 1, pages 88–89

Listening



A. Listen and draw lines.

Play the audio. Students draw lines from the objects to the person they hear.

Answers
Students draw a line from Tom to the boy listening to music.
Students draw a line from May to the girl reading a book on the sofa.
Students draw a line from Alex to the boy playing a game in front of the clock.
Students draw a line from Grace to the girl behind the table drawing.

Speaking

B. Listen and find the differences.

Familiarize the student with the picture in the Student Book. First ask, *Where is the boy?* (In his bedroom.) Ask the student to look at the two pictures. Ask, *What is different?* The student points to things that are different and names the items. If the student doesn't understand, point at something that is different between the two pictures. Say, *These are different. What are they?*

Possible differences/answers
on the wall: There is a picture/poster (left). / There is a clock (right).
boy: The boy reads (left). / The boy plays (right).
Under the window: The guitar is not there (left). / The guitar is there (right).
on the desk: There is a computer mouse (left). / There are books (right).

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. Choose the correct words and write them on the lines.

Students look at the pictures, read the sentences, and write the correct word from the pictures.

Answers
1. bed
2. kitchen
3. bookshelf
4. computer

D. Look and read. Write yes or no.

Students look at the picture and read the phrases. They identify if the phrase describes what is happening in the picture and write *yes* or *no*.

Answers
1. no
2. yes
3. no
4. yes

YLE Movers Practice 2, pages 90–91

Listening



A. Listen and write.

Play the audio. Students listen and write the correct answer, according to the audio.

Answers
1. Canada
2. 8:15 (eight fifteen)
3. Taylor
4. 12:30 (twelve thirty)
5. music

Speaking

B. Listen and continue the story.

Familiarize the student with the pictures in the Student Book. Say, *These pictures show a story. It's about a boy. Look at the pictures first.* (Pause.) *The boy wakes up at 7:45 in the morning. He has to go to school. He is late.* Then ask the student to continue the story, based on the content of the pictures.

Possible answers
[Student points to the middle picture.] The boy eats breakfast. His mother says it's time to go to school. The bus is coming.
[Student points to the picture on the far right.] The boy is running. He is too late. He missed the bus.

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Read the text and choose the best answer.

Students read the questions and choose the best answer from the multiple choice.

Answers
1. A
2. C
3. B

D. Read the story. Choose a word from the box. Write the correct word next to numbers 1–4.

Students read the text and look at the pictures. They complete the paragraph with words from the pictures below.

Answers
1. Brazil
2. eat
3. afternoon
4. karate

Video Scripts

Unit 1, Lesson 4, The Senses

Hello everybody! This is Julie.
What can she feel? She can feel the snow.
She's cold. But is she happy? Yes, she is! She likes the snow.
This is John. He has a hat.
What can he hear? He can hear music.
Is he sad? No, he's happy. He likes music.
This is Sam.
He's hungry.
But what can he see? He can see cake!
Is he happy? Yes, he is! He can taste the cake.
Look at the children! Are they thirsty? Yes, they are.
But what can they see? They can see milk!
Look at the boys and girls.
What can they smell? They can smell plants and flowers!
It's fun in the garden!
Now look at the boys and girls.
Are they tired? Yes, they are.
It's nap time!

Unit 2, Lesson 4, Places

This is Mickey. He's a doctor. Where is he? He's at the hospital.
This is Laura. Is she a doctor? No, she isn't. She's a nurse.
This is Alberto. Is he a cook? Yes, he is.
Where is he? He's in the restaurant.
He has a pizza! Yum, yum!
This is Scott. Is he a cook? No, he isn't. He's a police officer.
Where is he? He's at the police station.
This is Mrs. Kavanagh.
Is she a teacher? Yes, she is. She likes her job!
Look at all the children.
Are they teachers? No, they aren't! They're students.
Where are Mrs. Kavanagh and the students? They're in the school.
Where are you? Are you at home or are you in school?

Unit 3, Lesson 4, Dairy Products

Look at the children! What do they have? Do they have fruit? Yes, they do.
They all have apples. 1… 2… 3… 4… apples. Yummy!
Look! More fruit!
Does Jane have an apple? No, she doesn't. She has a banana.
Does Kiki have a banana? No, she doesn't. She has a sandwich. It's a cheese sandwich.
What's this? This is cheese.
What do these people want? They all want cheese!
Lots and lots of cheese!
Cheese is a dairy product.
Dairy products come from milk.
And milk comes from cows!
There are lots of dairy products.
Yogurt is a dairy product.
And butter is a dairy product, too.
Do you like dairy products? What do you want? Milk, yogurt, butter, or cheese?

Unit 4, Lesson 4, Clothes

Look at Robert.
What is he doing?
He's playing soccer.
What is he wearing?
He's wearing shorts and a T-shirt.
Is it hot?
Yes, it is!
Look! It's Ben! He's playing in the snow.
Is he wearing shorts and a T-shirt? No! It's cold.
He's wearing a hat, a coat, a sweater, gloves, and boots.
What is this girl doing?
She's running.
Is she wearing a coat and a hat?
No, it's warm.
Is she wearing shorts and a T-shirt?
No, it's raining.
She's wearing pants and a sweatshirt.
What are you wearing?
Is it cold? Are you wearing a coat and a hat?
Is it warm? Are you wearing shorts and a T-shirt?

Unit 5, Lesson 4, Activities

Look at the children. What are they doing? They're writing.

Look at this class. Are they writing? No, they aren't. They're drawing.

There are lots of things to do at school.

This is Sam. What's he doing? He's reading a book.

This is Rebecca. What's she doing? Is she reading a book? No, she isn't reading. She's dancing.

There are lots of things to do at home, too.

This is the Menna family. What are they doing? They're playing music.

Emilia is playing the guitar.

Her Dad is playing the drums and her sister is singing.

Her mom is listening to the music.

It's a lot of fun.

What activities are you doing today?

Unit 6, Lesson 4, Numbers

Look! It's Jeremy and Julian! What are they doing? They're playing with their family.

Where are they playing? They're playing at home.

It's a big house!

Julian and Jeremy are in the living room. There's a sofa, a chair, and a TV.

Dad and Grandfather are in the sitting room. They are reading the newspaper.

There's a table and two chairs.

Grandma is in the kitchen. She's cooking. There's an oven and a microwave.

Dad is behind the house. It's messy! There are lots and lots of toys.

Look! It's Gerald. His bike is next to the table. Gerald likes his bike.

Look! It's all of the family!

What are they doing? They're eating.

How many people are in your family?

Unit 7, Lesson 4, Daily Routine

This is the Menna family's house.

It's quiet. The family is asleep.

Mom wakes up first. When does she wake up? She wakes up at six fifteen.

She goes to work at seven o'clock.

Dad, Emilia, and Jo wake up later. When do they wake up? They wake up at seven thirty.

They eat breakfast at seven forty-five.

They go to school at eight thirty.

Their daily routine is different on the weekend. They eat breakfast at ten o'clock.

They go to Grandmother and Grandfather's house for lunch. When do they eat lunch? They eat lunch at two o'clock in the afternoon.

Every day they eat dinner at seven fifteen. Then, Emilia and Jo play games.

Then, they go to bed at nine o'clock.

When do you go to bed?

Unit 8, Lesson 4, Countries

There are many different subjects at school.

This is Lilly. She's from England. She likes many subjects. What's her favorite subject? Her favorite subject is P.E. She likes to run and jump.

This is Emily. She's from England, too. What's her favorite subject? Her favorite subject is English. She likes to read and write.

This is Daniel. He's from Canada. He likes to draw and paint. What's his favorite subject? His favorite subject is art.

This is Antonio. He's from Mexico. He isn't at school. He's playing soccer. He plays soccer on Thursdays.

This is Tim. He's from the USA. He isn't at school. He's at dance class.

He has dance class on Mondays and Wednesdays.

This is James. He's from Brazil. He's playing baseball.

He goes to baseball on Thursday. It's a lot of fun!

There are lots of things to do at school. There are lots of things to do outside of school, too.

What's your favorite thing to do?

Poster Information

Poster 1 – The Senses

Image Descriptions
1. Students listening to teacher talking (hear, see)
2. Boy smelling sunflowers in a field (smell, see)
3. Boy looking at orange juice (see)
4. Boy eating a slice of pizza (taste, smell, touch)
5. Boy holding a kite at the beach (touch)

Poster 2 – Places

Image Descriptions
1. Nurses in a hospital corridor
2. Cook in commercial kitchen in a restaurant
3. Boy and grandfather in a living room
4. Students writing at school

Poster 3 – Dairy Products

Image Descriptions
1. Girl holding a glass of milk
2. Boy spreading butter on bread
3. Store assistant holding cheese
4. Boy holding and eating yogurt

Poster 4 – Clothes

Image Descriptions
1. Girl jumping over a puddle (boots, pants, and rain coat)
2. Boy sitting on a tree (shorts, shirt, and hat)
3. Six children playing outside (coats, scarves, and hats)
4. Girl at a pumpkin patch (sweater and skirt)

Poster 5 – Activities

Image Descriptions
1. Girl playing acoustic guitar on grass
2. Two girls listening to music with headphones
3. Family watching TV and eating popcorn
4. Boy doing homework at home

Poster 6 – Numbers

Image Descriptions
1. Bookcase with toys: 1 clock, 4 animal toys, 3 trucks, 1 car, 4 small balls, 1 picture, 3 paint jars, 7 paintbrushes, 1 puzzle, 5 stuffed animals, 5 big balls
2. School supplies: 3 notebooks, 1 sticky note, 24 paper clips (5 blue, 4 pink, 3 green, 6 white, 3 red, 2 yellow), 1 scissor, 7 colored pencils, 2 pencil sharpeners, 1 paint brush, 10 paint colors
3. Drying laundry: 18 shirts, 11 towels, 6 shorts, 3 pants, 4 socks, 1 dress
4. Bowl of fruit: 5 oranges, 3 apples, 4 bananas, 5 peaches, 30 grapes, 20 cherries

Poster 7 – Daily Routine

Image Descriptions
1. Boy waking up at 7:45 a.m.
2. Girl going to school at 8:00 a.m.
3. Boy coming home at 3:30 p.m.
4. Girl going to sleep at 8:15 p.m.

Poster 8 – Countries

Image Descriptions
1. Brazilian boy holding a soccer ball
2. Canadian girl playing hockey
3. Egyptian boy riding a bike
4. Korean girl jumping (dancing) in the leaves

New Word
hockey

Workbook Answer Key

Welcome, pages 2–3

A. Match.
Students draw lines matching the sentences to the pictures.

Answers
1. [3rd picture] Emma
2. [2nd picture] Danny
3. [4th picture] Mike
4. [1st picture] Julie

B. What about you? Write.
Students complete the sentences about themselves, using the key.

C. Unscramble.
Students unscramble and write the words.

Answers
1. Monday
2. Friday
3. Tuesday
4. Thursday
5. Sunday
6. Saturday
7. Wednesday

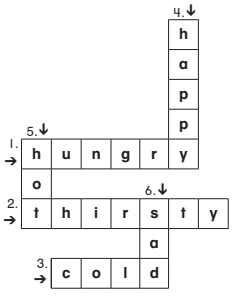
D. Circle.
Students look at the pictures and circle the answers.

Answers
1. Read.
2. Spell.
3. Come to the board.
4. Open your book.
5. Write.
6. Close your book.

Unit 1, How We Feel
Lesson 1, Feelings, pages 4–5

A. Do the puzzle.
Students look at the pictures and write the words in the crossword puzzle.

Answers



B. Write.
Students look at the picture and write the answers.

Answers
1. thirsty
2. cold
3. sad
4. hot
5. happy
6. hungry

C. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. I'm happy. I'm not sad.
2. I'm sad. I'm not happy.
3. I'm cold. I'm not hot.
4. I'm hot. I'm not cold.
5. I'm hungry. I'm not thirsty.
6. I'm thirsty. I'm not hungry.

D. Match.
Students draw lines matching the pictures to the sentences.

Answers
1. Are you cold? No, I'm not.
2. Are you thirsty? Yes, I am.
3. Are you sad? No, I'm not.

Lesson 2, Feelings, pages 6–7

A. Write.
Students look at the pictures and write the words.

Answers
1. tired
2. sick
3. bored
4. excited

B. Connect.
Students look at the pictures and connect the words to form sentences.

Answers
1. He's – excited.
2. He's – sick.
3. She's – bored.
4. He's – tired.

C. Match.
Students draw lines matching the questions to the answers.

Answers
1. Yes, she is.
2. No, he isn't.
3. No, she isn't.
4. Yes, he is.

D. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. Is he tired? No, he isn't.
2. Is he excited? Yes, he is.
3. Is she sick? Yes, she is.
4. Is she bored? No, she isn't.

Lesson 3, Story, pages 8–9

A. Number.
Students number the sentences in the correct order.

Answers
1. Ouch!
2. What's wrong?
3. My leg hurts.

B. Write.
Students complete the sentences by using the key.

Answers
1. Ouch!
2. What's wrong?
3. My leg hurts.
4. Are you OK?
5. I think so. Thanks.

C. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. What's wrong? My finger hurts.
2. What's wrong? My leg hurts.
3. What's wrong? My hand hurts.

D. Draw.
Students draw pictures to illustrate the sentences.

Lesson 4, The Senses, pages 10–11

A. Number.
Students match the parts of the picture to the words by writing the correct numbers next to the words.

Answers
1. hear
2. smell
3. taste
4. touch
5. see

B. Circle.
Students look at the pictures and circle the answers.

Answers
1. She can smell a flower.
2. He can taste pizza.
3. She can hear a bird.
4. He can see a car.
5. She can touch a tree.

C. Write.
Students look at the chart and complete or write the sentences.

Answers
1. What can he see?
   He can see a kite.
2. What can she hear?
   She can hear a bird.
3. What can she smell?
   She can smell a flower.
4. What can he taste?
   He can taste ice cream.
5. What can she touch?
   She can touch a turtle.

Unit 2, In Town

Lesson 1, Jobs, pages 12–13

A. Find and circle.
Students find and circle the words in the word search.

Answers

z	i	c	a	t	j	b	f
s	t	u	d	e	n	t	i
e	p	y	w	a	o	c	x
e	i	d	o	c	t	o	r
b	l	i	s	h	e	o	a
f	o	p	m	e	n	k	y
g	t	n	u	r	s	e	w

B. Write.
Students look at the pictures and write the words.

Answers
1. teacher
2. student
3. doctor
4. nurse
5. pilot
6. cook

C. Match.
Students draw lines matching the pictures to the sentences.

Answers
1. b
2. d
3. a
4. c

D. Write.
Students look at the pictures and complete the sentences.

Answers
1. Is she a cook? Yes, she is.
2. Is he a teacher? Yes, he is.
3. Is she a pilot? No, she isn't. She's a doctor.

Lesson 2, Jobs, pages 14–15

A. Match.
Students draw lines matching the singular to the plural words.

Answers
1. police officers [3rd picture]
2. bus drivers [2nd picture]
3. firefighters [4th picture]
4. soccer players [1st picture]

B. Circle and cross out. Then write.
Students circle the answers, cross out the non-answers, then complete or write the sentences.

Answers
1. soccer players
   ~~firefighters~~
   They're soccer players. They aren't firefighters.
2. firefighters
   ~~bus drivers~~
   They're firefighters. They aren't bus drivers.
3. bus drivers
   ~~police officers~~
   They're bus drivers. They aren't police officers.

C. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. Are they bus drivers? No, they aren't. They're police officers.
2. Are they soccer players? Yes, they are.
3. Are they police officers? No, they aren't. They're firefighters.
4. Are they bus drivers? Yes, they are.

D. Draw and write.
Students draw a picture and complete the sentence.

Lesson 3, Story, pages 16–17

A. Number.
Students number the sentences in the correct order.

Answers
1. Excuse me. May I borrow your eraser?
2. Sure. Here you are.
3. Thanks.

B. Match.
Students draw lines matching the questions to the answers.

Answers
1. c
2. a
3. b

C. Unscramble.
Students unscramble and write the words.

Answers
1. Excuse me. May I borrow your pen?
2. Sure. Here you are.
3. Thanks.

D. Draw and write.
Students draw a picture and complete the sentence.

Lesson 4, Places, pages 18–19

A. Number.
Students match the parts of the picture to the words by writing the correct numbers next to the words.

Answers
1. restaurant
2. home
3. school
4. hospital

B. Circle.
Students look at the pictures and circle the answers.

Answers
1. a
2. b
3. a
4. b

C. Find and write.
Students look at the pictures and complete or write the sentences.

Answers
1. Where's the student? He's at home.
2. Where's the cook? She's at the restaurant.
3. Where's the teacher? He's at school.
4. Where's the doctor? She's at the hospital.

Check Up 1, pages 20–22

A. Read and (✓).
Students match the words to the picture by checking the correct box.

Answers
1. [third picture]
2. [first picture]
3. [second picture]
4. [first picture]

B. Circle *True* or *False*.
Students circle true or false by looking at the pictures and reading the sentences.

Answers
1. true
2. false
3. false
4. true

C. Unscramble and circle.
Students unscramble and write the questions then answer the questions.

Answers
1. What can he see?
   a. He can see a car.
2. Where's the soccer player?
   b. He's at the hospital.
3. Are they bus drivers?
   b. No, they aren't. They're firefighters.

D. Look at the pictures. Write.
Students complete the speech bubbles using the pictures and conversations.

Answers
1. What's wrong?
2. Sure. Here you are.

E. Are you happy? Write.
Students complete the sentences about themselves.

F. Find five differences.
Students use the two pictures to complete the sentences.

Answers
Picture A:
They're police officers.
He's hot.
Picture B:
She's excited.
She's a pilot.
He's sad.

Phonics 1, page 23

A. Write.
Students complete the words by writing the consonants.

Answers
1. king
2. jug
3. box
4. cave
5. hose
6. girl

B. Write.
Students look at the pictures and complete the sentences.

Answers
1. I can see six hippos.
2. The kitten is on the game.
3. The cub is on the jam.

Unit 3, Things to Eat
Lesson 1, Food, pages 24–25

A. Circle.
Students look at the pictures and circle the answers.

Answers
1. eggs
2. french fries
3. soup
4. spaghetti
5. salad
6. steak

B. Unscramble.
Students unscramble and write the words.

Answers
1. spaghetti
2. soup
3. eggs
4. french fries
5. steak
6. salad

C. Match.
Students draw lines matching the pictures to the sentences.

Answers
1. b
2. a
3. c

D. Write.
Students look at the pictures and complete the sentences.

Answers
1. What does he want? He wants eggs.
2. What does she want? She wants salad.
3. What do you want? I want steak.

Lesson 2, Fruit, pages 26–27

A. Draw and write.
Students draw the next picture in the sequence and then write the words.

Answers
1. orange
2. peach
3. apple
4. banana

B. Number.
Students look at the picture and write the correct numbers next to the sentences.

Answers
1. I have bananas. I don't have oranges.
2. She has peaches. She doesn't have bananas.
3. He has apples. He doesn't have peaches.

C. Write.
Students look at the pictures and complete the sentences.

Answers
1. Does he have bananas? Yes, he does.
2. Does he have oranges? No, he doesn't.
3. Does she have apples? Yes, she does.
4. Does she have peaches? No, she doesn't.
5. Do you have apples? Yes, I do.
6. Do you have oranges? No, I don't.

D. Draw and write.
Students draw a picture and complete the sentence.

Lesson 3, Story, pages 28–29

A. Number.
Students number the sentences in the correct order.

Answers
1. Do you want an apple? Yes! No!
2. Excuse me?
3. No, thank you. Yes, please.

B. Unscramble.
Students look at the pictures and unscramble the sentences.

Answers
1. Do you want a banana?
2. Yes, please.
3. No, thank you. I have a banana.

C. Circle.
Students look at the pictures and circle the answers.

Answers
1. Do you want an apple? Yes, please.
2. Do you want an orange? No, thank you.
3. Do you want a banana? No, thank you.

D. Draw and write.
Students draw a picture and complete the sentence.

Lesson 4, Dairy Products, pages 30–31

A. Find and circle.
Students find and circle the words in the word search.

Answers

g	s	z	w	b	o	c
m	y	o	g	u	r	t
m	r	i	a	t	p	k
i	b	l	o	t	u	p
l	c	h	e	e	s	e
k	d	p	j	r	a	y

B. Write.
Students look at the picture and complete or write the sentences.

Answers
1. Do you like milk? Yes, I do.
2. Do you like yogurt? Yes, I do.
3. Do you like cheese? No, I don't.
4. Do you like butter? No, I don't.

C. Circle.
Students look at the chart and circle the answers.

Answers
1. No, I don't.
2. Yes, I do.
3. Yes, I do.
4. No, I don't.

Unit 4, Things to Wear
Lesson 1, Clothes, pages 32–33

A. Circle.
Students look at the pictures and circle the answers.

Answers
1. dress
2. shoes
3. pants
4. socks
5. skirt
6. shirt

B. Write and color.
Students look at the picture and write the answers, then color the picture.

Answers
1. purple dress
2. pink socks
3. green shirt
4. brown pants
5. yellow skirt
6. black shoes

C. Write.
Students look at the pictures and complete the sentences.

Answers
1. She's wearing socks.
2. He's wearing pants.
3. She's wearing a dress.

D. Write and color.
Students look at the picture and complete the sentences, then color the picture.

Answers
1. What's he wearing? He's wearing a blue shirt and gray pants.
2. What's she wearing? She's wearing a red dress and brown shoes.

Lesson 2, Clothes, pages 34–35

A. Find and circle.
Students find and circle the words.

Answers
1. T-shirt
2. sneakers
3. shorts
4. cap

B. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. I'm wearing a T-shirt. We're wearing T-shirts.
2. I'm wearing a cap. We're wearing caps.
3. I'm wearing shorts. We're wearing shorts.
4. I'm wearing sneakers. We're wearing sneakers.

C. Write and color.
Students complete or write the sentences, then color the pictures.

Answers
1. What are you wearing? I'm wearing a blue cap and a purple T-shirt.
2. What are you wearing? We're wearing yellow T-shirts and green shorts.
3. What are you wearing? I'm wearing brown shorts and red sneakers.
4. What are you wearing? We're wearing orange caps and black sneakers.

Lesson 3, Story, pages 36–37

A. Number.
Students number the sentences in the correct order.

Answers
1. Mom! Mom?
2. What's wrong?
3. I can't find my mother.

B. Match.
Students draw lines matching the pictures to the sentences.

Answers
1. d
2. c
3. a
4. b

C. Write.
Students write the answers.

Answers
1. one
2. two
3. three
4. four
5. five
6. six
7. seven
8. eight
9. nine

D. Match.
Students draw lines matching the words to the phone numbers.

Answers
1. 843-9276
2. 713-9916
3. 753-8664

E. Draw and write.
Students draw a picture and complete the sentence.

Lesson 4, Clothes, pages 38–39

A. Write.
Students look at the pictures and write the words.

Answers
1. hat
2. coat
3. sweater
4. boots

B. Write.
Students look at the pictures and then complete or write the sentences.

Answers
1. Is she wearing a sweater? No, she isn't. Is she wearing a coat? Yes, she is.
2. Is he wearing boots? No, he isn't. Is he wearing a hat? Yes, he is.

C. Circle.
Students look at the chart and circle the answers.

Answers
1. Yes, he is.
2. No, she isn't.
3. No, he isn't.
4. Yes, she is.

Check Up 2, pages 40–42

A. Look and write.

Students write the words in the boxes using the pictures.

Answers
Food
1. steak
2. french fries
Dairy
1. cheese
2. milk
Clothes
1. skirt
2. shorts

B. Read and write. Then (✓).

Students complete the questions by looking at the picture, then ✓ the correct answer.

Answers
1. Does she have an apple?
   No, she doesn't.
2. What is she wearing?
   She's wearing a dress.

C. Read and write.

Students look at the pictures and complete the questions.

Answers
1. He's wearing pants.
2. Yes, he does.
3. No, I don't.
4. She wants salad.

D. Look at the pictures. Write.

Students complete the speech bubbles using the pictures and conversations.

Answers
1. Yes, please.
2. What's your phone number?

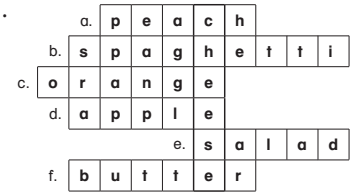
E. Do you like milk? Write.

Students complete the sentences about themselves.

F. Do the puzzles. Write and draw.

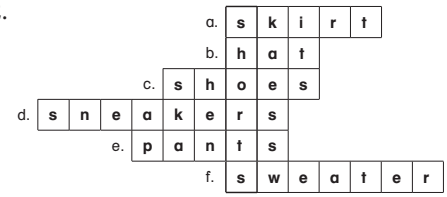
Students look at the pictures and write the words in the puzzle. Then they complete the sentences and draw a picture.

Answers
1.



She wants cheese.

2.



He's wearing shorts.

Phonics 2, page 43

A. Write.

Students complete the words by writing the consonants.

Answers
1. brush
2. crib
3. blob
4. friend
5. clam
6. fly

B. Write.

Students look at the pictures and complete the sentences.

Answers
1. This crayon is black.
2. The frog is under the clock.
3. The flag is on the bread.

Unit 5, Things to Do
Lesson 1, Actions, pages 44–45

A. Circle.

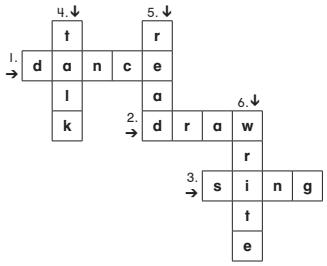
Students look at the pictures and circle the answers.

Answers
1. draw
2. talk
3. write
4. read
5. dance
6. sing

B. Do the puzzle.

Students look at the picture and write the words in the crossword puzzle.

Answers



C. Connect.

Students look at the pictures and connect the words to form sentences.

Answers

1. He's – dancing. He – isn't – singing.
2. I'm – drawing. I'm – not – writing.
3. She's – reading. She – isn't – talking.

D. Write.

Students look at the pictures and complete or write the sentences.

Answers

1. What are you doing? I'm dancing.
2. What's he doing? He's singing.
3. What's she doing? She's drawing.

Lesson 2, Actions, pages 46–47

A. Circle.

Students find and circle the words in the word search.

Answers

d	e	s	s	i	s
r	w	p	l	a	y
i	l	x	e	k	q
n	a	i	e	a	t
k	n	k	p	d	c
s	p	z	a	r	h

B. Write.

Students look at the pictures and complete or write the sentences.

Answers

1. We're eating. We aren't drinking.
2. They're drinking. They aren't eating.
3. They're sleeping. They aren't playing.
4. We're playing. We aren't sleeping.

C. Write.

Students look at the pictures and then complete or write the sentences.

Answers

1. What are you doing? We're eating.
2. What are they doing? They're playing.
3. What are they doing? They're sleeping.
4. What are you doing? We're drinking.

Lesson 3, Story, pages 48–49

A. Number.

Students number the sentences in the correct order.

Answers

1. Hi! I have a new game.
2. Let's play. Good idea.
3. Can I play, too? Oh, sure.

B. Match.

Students draw lines matching the sentences to the pictures.

Answers

1. c
2. a
3. b

C. Write.

Students complete or write the sentences, using the key.

Answers

1. Hi! I have a new game.
2. Let's play.
3. Can I play, too?
4. Oh, sure.
5. What are you doing?
6. We're playing.

D. Draw.

Students draw a picture and complete the sentence.

Lesson 4, Activities, pages 50–51

A. Circle.

Students look at the pictures and circle the answers.

Answers

1. watch TV
2. play the guitar
3. do homework
4. listen to music

B. Match.

Students draw lines matching the pictures, questions, and answers.

Answers

1. Is she doing homework?	Yes, she is.
2. Are they listening to music?	Yes, they are.
3. Is he playing the guitar?	No, he isn't.

C. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. Is he listening to music? No, he isn't. He's doing homework.
2. Are they playing the guitar? No, they aren't. They're watching TV.
3. Is she watching TV? No, she isn't. She's listening to music.
4. Are they doing homework? No, they aren't. They're playing the guitar.

Unit 6, Home
Lesson 1, Things at Home, pages 52–53

A. Unscramble.
Students unscramble and write the words.

Answers
1. bed
2. computer
3. sofa
4. clock
5. bookshelf
6. table

B. Write.
Students look at the picture and write the answers.

Answers
1. clock
2. bed
3. bookshelf
4. sofa
5. computer
6. table

C. Match.
Students draw lines matching the sentences to the pictures.

Answers
1. c
2. a
3. b

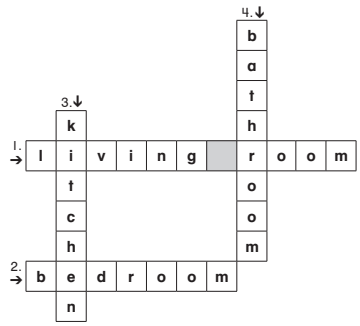
D. Write.
Students look at the pictures and complete the sentences.

Answers
1. Is there a table in front of the sofa? Yes, there is.
2. Is there a clock next to the bookshelf? Yes, there is.
3. Is there a computer in front of the sofa? Yes, there is.
4. Is there a clock behind the bed? No, there isn't.

Lesson 2, Rooms, pages 54–55

A. Do the puzzle.
Students look at the pictures and write the words in the crossword puzzle.

Answers



B. Look at the pictures in A. Circle.
Students look at the pictures in exercise A and circle the answers.

Answers
1. yes
2. yes
3. no
4. no
5. no
6. yes

C. Write.
Students look at the pictures and complete the sentences.

Answers
1. Are there two clocks in the bathroom? Yes, there are.
2. Are there two computers in the living room? Yes, there are.
3. Are there four tables in the kitchen? No, there aren't.
4. Are there three beds in the bedroom? No, there aren't.

Lesson 3, Story, pages 56–57

A. Number.
Students number the sentences in the correct order.

Answers
1. The kitchen's messy!
2. Let's clean up.
3. OK.

B. Write.
Students look at the picture and complete the sentences.

Answers
1. The living room's messy!
2. Let's clean up.
3. There's an apple on the sofa.
4. There are books under the table.

C. Write.
Students look at the pictures and complete the sentences.

Answers
1. There are books under the table.
2. There's a banana on the sofa.
3. There are sneakers next to the computer.

D. Match.
Students draw lines matching the pictures to the sentences.

Answers
1. The bathroom's messy!
2. The living room's messy!
3. The kitchen's messy!

E. Write and draw.
Students draw a picture and complete the sentence.

Lesson 4, Numbers, pages 58–59

A. Write.
Students write to complete the number sequences.

Answers
1. six
2. fourteen
3. thirty
4. twenty-five

B. Circle.
Students look at the picture and circle the answers.

Answers
1. 11
2. 22
3. 28

C. Draw.
Students draw the correct number of items.

D. Look at C. Count and write.
Students look at the chart in exercise C and complete or write the sentences and math problems.

Answers
1. How many pencils are there? There are thirteen pencils.
2. How many notebooks are there? There are fifteen notebooks. 5 + 10 = 15
3. How many erasers are there? There are seven erasers. 3 + 4 = 7
4. How many crayons are there? There are twenty-two crayons. 8 + 14 = 22

Check Up 3, pages 60–62

A. Read and (✓).
Students match the words to the picture by checking the correct box.

Answers
1. [first picture]
2. [first picture]
3. [third picture]
4. [first picture]

B. Circle *True* or *False*.
Students circle true or false by looking at the pictures and reading the sentences.

Answers
1. false
2. true
3. true
4. false

C. Unscramble and circle.
Students unscramble and write the questions then answer the questions.

Answers
1. Is he playing the guitar?
   b. No, he isn't.
2. Are there two clocks?
   a. Yes, there are.
3. How many crayons are there?
   b. There are 20 crayons.

D. Look at the pictures. Write.
Students complete the speech bubbles using the pictures and conversations.

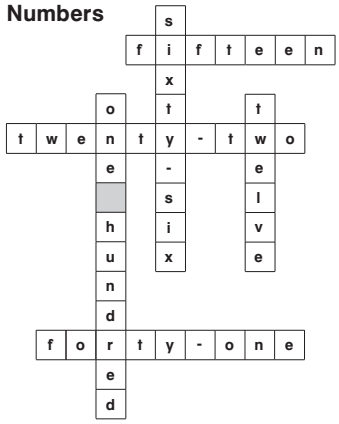
Answers
1. Good idea!
2. Let's clean up.

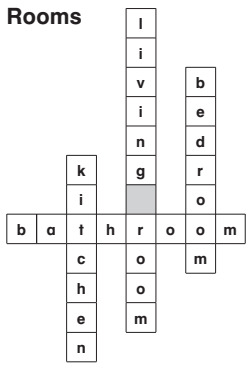
E. Are you doing homework? Write.
Students complete the sentences about themselves.

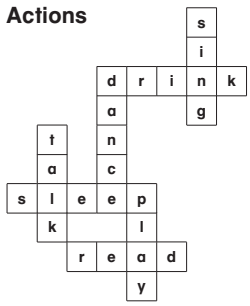
F. Complete the puzzles with the words in the box.

Students look at the words and write them in the puzzle.

Answers







Phonics 3, page 63

A. Write.

Students complete the words by writing the consonants.

Answers
1. wheel
2. photo
3. chin
4. think
5. shell

B. Write.

Students look at the pictures and complete the sentences.

Answers
1. I can see three whales.
2. The sheep has a phone.
3. The wheel is behind the chair.

Unit 7, My Day
Lesson 1, Time, pages 64–65

A. Circle.

Students look at the pictures and circle the answers.

Answers
1. three o'clock
2. one forty-five
3. twelve fifteen
4. seven thirty

B. Draw.

Students draw the correct times on the clocks.

Answers
1. Students draw hands showing five o'clock.
2. Students draw hands showing twelve thirty.
3. Students draw hands showing six fifteen.

C. Write.

Students write the correct times on the clocks.

Answers
1. 4:30
2. 8:15
3. 9:00

D. Find and write.

Students look at the pictures and write the sentences.

Answers
1. It's two o'clock.
2. It's ten thirty.
3. It's one fifteen.
4. It's eleven forty-five.

E. Write.

Students look at the pictures and complete or write the sentences.

Answers
1. What time is it? It's nine thirty.
2. What time is it? It's four o'clock.
3. What time is it? It's seven fifteen.
4. What time is it? It's three forty-five.

Lesson 2, Meals, pages 66–67

A. Unscramble.

Students unscramble and write the words.

Answers
1. breakfast
2. lunch
3. a snack
4. dinner

B. Look at A. Write.
Students look at the pictures in exercise A and complete or write the sentences.

Answers
1. When do you eat breakfast? I eat breakfast at seven o'clock.
2. When do you eat lunch? We eat lunch at twelve thirty.
3. When do you eat a snack? I eat a snack at three fifteen.
4. When do you eat dinner? We eat dinner at six forty-five.

C. Write.
Students fill in the chart with their own answers, then complete or write the sentences.

Answers
1. When does she eat a snack? She eats a snack at four o'clock.
2. When does he eat lunch? He eats lunch at twelve fifteen.
3. When do you eat breakfast? I eat breakfast at [answer varies].
4. When do you eat dinner? I eat dinner at [answer varies].

Lesson 3, Story, pages 68–69

A. Number.
Students number the sentences in the correct order.

Answers
1. Let's play, Mom!
2. It's eight o'clock. It's time for bed.
3. Good night, Mom. Good night.

B. Match.
Students draw lines matching the pictures to the sentences.

Answers
1. c
2. b
3. d
4. a

C. Write.
Students complete the sentences by using the key.

Answers
1. It's seven o'clock. It's time for breakfast.
2. It's eight thirty. It's time for school.
3. It's twelve fifteen. It's time for lunch.
4. It's six o'clock. It's time for dinner.
5. It's eight forty-five. It's time for bed.

D. Write and draw.
Students draw a picture and complete the sentences.

Lesson 4, Daily Routine, pages 70–71

A. Match.
Students draw lines matching the pictures to the words.

Answers
1. wake up
2. go to school
3. come home
4. go to bed

B. Read. Fill in the chart.
Students read the sentences and fill in the chart.

Answers
[column 1] 7:15
[column 2] 8:30
[column 3] 4:45
[column 4] 10:00

C. Connect.
Students look at the pictures and connect the words to form sentences.

Answers
1. She – wakes up – at – seven o'clock – in the morning.
2. She – eats a snack – at – three o'clock – in the afternoon.
3. He – plays the guitar – at – six fifteen – in the evening.
4. He – watches TV – at – eight thirty – at night.

D. Fill in the chart. Then write.
Students fill in the chart with their own answers, then complete the sentences.

Answers
1. I wake up at [answer varies].
2. I go to school at [answer varies].
3. I come home at [answer varies].
4. I go to bed at [answer varies].

Unit 8, My Week

Lesson 1, Subjects, pages 72–73

A. Match.
Students draw lines matching the words to the pictures.

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

B. Write.
Students look at the pictures and write the words.

Answers
1. social studies
2. music
3. science
4. art
5. P.E.
6. math

C. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. His favorite subject is P.E.
2. Her favorite subject is math.
3. Her favorite subject is social studies.

D. Match and write.
Students draw lines matching the questions to the answers, using the pictures, then complete or write the sentences.

Answers
1. What's his favorite subject? It's music.
2. What's her favorite subject? It's science.
3. What's his favorite subject? It's art.

Lesson 2, Classes, pages 74–75

A. Write.
Students look at the pictures and write the answers, then complete or write the sentences.

Answers
English class
karate class
dance class
swimming class
1. Jan goes to English class on Mondays.
2. Ann goes to karate class on Tuesdays.
3. Dan goes to dance class on Wednesdays.
4. Tom goes to swimming class on Thursdays.

B. Connect.
Students look at class schedules and connect the words to form sentences.

Answers
1. When does – he – go to English class? He – goes to English class on – Fridays.
2. When does she go to – dance class? She – goes to dance class on – Mondays.
3. When does he go to – swimming class? He – goes to – swimming class – on – Tuesdays.

C. What about you? Write and draw.
Students draw a picture and complete the sentence.

Lesson 3, Story, pages 76–77

A. Number.
Students number the sentences in the correct order.

Answers
1. Hello.
2. Hi. Can you play soccer?
3. Yes, I can. Let's play!

B. Match.
Students draw lines matching the pictures to the sentences.

Answers
1. Yes, I can. [3rd picture]
2. Hi! [1st picture]
3. Yes, I do. [4th picture]
4. See you! [2nd picture]

C. Write.
Students complete the sentences by using the key.

Answers
1. Hello.
2. Hi. Do you speak English?
3. Yes, I do.
4. Can you play soccer?
5. Yes, I can. Let's play!

D. Draw and write.
Students draw a picture and write the sentences.

Lesson 4, Countries, pages 78–79

A. Unscramble.
Students unscramble and write the words.

Answers
1. Egypt
2. South Korea
3. Canada
4. Brazil

B. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. Where's she from? She's from Canada.
2. Where's he from? He's from South Korea.
3. Where's she from? She's from Brazil.
4. Where's he from? He's from Egypt.

C. Write.
Students look at the pictures and complete the sentences.

Answers
1. She's from Brazil.
2. Her favorite subject is music.
3. She goes to swimming class on Tuesdays.
4. He's from Canada.
5. His favorite subject is science.
6. He goes to karate class on Saturdays.

Check Up 4, pages 80–82

A. Write.

Students write the words in the boxes using the pictures.

Answers
1. music
2. P.E.
3. go to bed
4. come home
5. South Korea
6. Canada

B. Read and write. Then (✓).

Students complete the questions by looking at the picture, then ✓ the correct answer.

Answers
1. Where's he from?
   He's from Egypt.
2. When do you eat dinner?
   We eat dinner at six forty-five.

C. Read and write.

Students look at the pictures and complete the questions.

Answers
1. He goes to dance class on Wednesdays.
2. He eats a snack at four thirty.
3. Her favorite subject is social studies.
4. She wakes up in the morning.

D. Look at the pictures. Write.

Students complete the speech bubbles using the pictures and conversations.

Answers
1. It's time for school.
2. See you!

E. When do you eat a snack? Write.

Students complete the sentences about themselves.

F. Look and write. Do the puzzle.

Students look at the pictures and write the words in the puzzle. Then they complete the sentences and draw a picture.

Answers
1. dance class
2. snack
3. math
4. social studies
5. dinner
6. eight o'clock

This is Christine. She's from Canada. She goes to school at 8:30 in the morning. Her favorite subject is science. She goes to karate class on Tuesdays.

Phonics 4, page 83

A. Write.

Students complete the words by writing the vowels.

Answers

1. beach	candy
2. glue	juice
3. rain	play
4. cry	pie

B. Write.

Students look at the pictures and complete the sentences.

Answers
1. She can play in the rain.
2. I like juice and pie.
3. She can eat candy on the beach.

Picture Card List

1 Read.
2 Write.
3 Spell.
4 Come to the board.
5 Open your book.
6 Close your book.
7 happy
8 sad
9 hot
10 cold
11 hungry
12 thirsty
13 sick
14 tired
15 bored
16 excited
17 see
18 hear
19 smell
20 taste
21 touch
22 doctor
23 nurse
24 teacher
25 student
26 pilot
27 cook
28 police officer
29 firefighter
30 bus driver
31 soccer player
32 hospital
33 school
34 home
35 restaurant
36 soup
37 salad
38 spaghetti
39 french fries
40 steak
41 eggs
42 apple
43 banana
44 orange
45 peach
46 milk
47 yogurt
48 cheese
49 butter
50 shirt
51 dress
52 skirt
53 pants
54 socks
55 shoes
56 cap
57 T-shirt
58 shorts
59 sneakers
60 hat
61 coat
62 sweater
63 boots
64 read
65 write
66 draw
67 talk
68 sing
69 dance
70 eat
71 drink
72 sleep
73 play
74 play the guitar
75 listen to music
76 watch TV
77 do homework
78 bed
79 bookshelf
80 table
81 sofa
82 clock
83 computer
84 next to
85 in front of
86 behind
87 bedroom
88 bathroom
89 living room
90 kitchen
91 zero
92 thirteen
93 fourteen
94 fifteen
95 sixteen
96 seventeen
97 eighteen
98 nineteen
99 twenty
100 twenty-five
101 thirty
102 forty
103 fifty
104 sixty
105 seventy
106 eighty
107 ninety
108 one hundred
109 one o'clock
110 one fifteen
111 one thirty
112 one forty-five
113 two o'clock
114 breakfast
115 lunch
116 snack
117 dinner
118 wake up
119 go to school
120 come home
121 go to bed
122 in the morning
123 in the afternoon
124 in the evening
125 at night
126 science
127 art
128 math
129 P.E.
130 music
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133 dance class
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135 English class
136 Brazil
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138 Egypt
139 South Korea

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