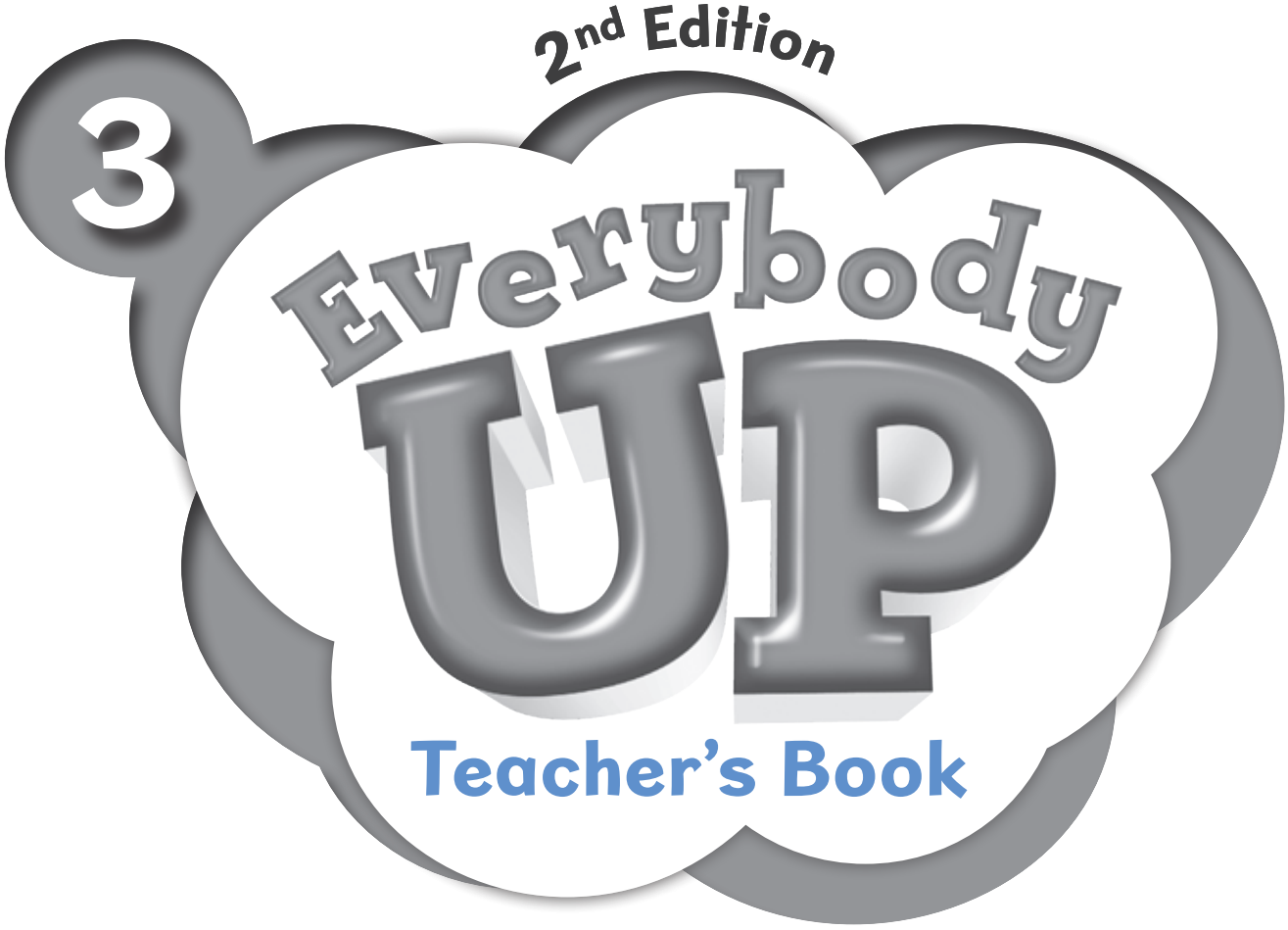


Patrick Jackson

Susan Banman Sileci

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Syllabus

Welcome

- Review of Level 2
- Asking for the date

What's the date today?
It's January 1st.

Classroom Verbs

Study for a test.
Take a test.
Check your homework.
Hand in your homework.

Unit 1 Things to Eat

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Snacks: gum popcorn peanuts chocolate potato chips soda • Statements with *want* and quantifiers *I want some/don't want any gum. He/She wants some/ doesn't want any gum.* • Questions with *want* and quantifiers *What do you want?* *I want some gum.* *What does he/she want?* *He/She wants some gum.*	**Vegetables:** carrot onion pepper cabbage potato tomato • Yes/No questions with *need* *Do you need any carrots?* *Yes, we do.* *No, we don't.* • Questions with *need* and quantifiers *What do they need?* *They need a carrot/some carrots.*	**Story: Just Try It!** • Asking about a meal • Complimenting the cook *What's for lunch?* *Soup and salad.* *That sounds good.* Be healthy.	Health **Cooking:** omelet smoothie fruit salad milkshake • Statements with *want* plus an infinitive *I want to make an omelet.* **Video** **Poster**

Unit 2 Around Town

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Places to Go: park movie theater supermarket post office department store library • Questions about location with prepositional phrases *Where's the park?* *It's across from the movie theater.* *It's between the school and the movie theater.*	**Things to Do:** shop watch a movie borrow books mail letters buy groceries kick a ball • Present continuous questions with prepositional phrases *What's he/she doing at the department store?* *He's/She's shopping.*	**Story: It's Over There!** • Asking where something is *Excuse me. Where's the post office?* *It's over there.* Be helpful.	Art **Activities:** color cut glue fold • Statements with sequencers *First, color the house.* **Video** **Poster**

Check Up 1 Units 1 and 2

Bonus Skills

Project Recipe Card

Unit 3 People In Town

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Occupations: cashier librarian postal worker salesperson server vet • Simple present questions about occupations *Who works at the supermarket?* *Where does the cashier work?* *The cashier works at the supermarket.*	**What People Do:** make food sell things help sick animals drive buses fly planes fight fires • Questions about what people do *What does the cook do?* *The cook makes food.* • Yes/No questions about what people do *Does the cook make food/sell things?* *Yes, he/she does.* *No, he/she doesn't.*	**Story: Mom's Present** • Asking an item's price *Excuse me. How much is this sweater?* *It's $30.* Be thoughtful.	**Illnesses:** cold fever stomachache headache • Questions with prepositional phrases *What's the matter with him/her?* *He/She has a cold.* Video Poster

Unit 4 Getting Together

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Family: parents grandparents aunt uncle cousin (m) cousin (f) • Statements with possessives *They're Danny's parents.* *He's/She's Danny's cousin.* • Questions with possessives *Who are they?* *They're his/her parents.* *Who's he/she?* *He's his uncle.* *She's his aunt.*	**Things on the Table:** fork knife spoon plate bowl cup • Statements with possessives *This fork is mine.* • Questions about possessives *Whose fork is that?* *It's mine.*	**Story: Chopsticks** • Asking how to use something *How do you use chopsticks?* *Like this.* Be helpful.	**Countries:** Mexico Japan Russia Turkey • Statements with possessives *This is our/their flag.* *It's ours/theirs.* Video Poster

Check Up 2 Units 3 and 4 Bonus Skills **Project** Your Family Flag

Unit 5 Fun in the Park

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Adjectives: tall/short old/young strong/weak girl boy woman man • Statements with comparatives *The girl is tall. The boy is taller.* • Questions with comparatives *Who is taller, Danny or Julie?* *Danny is taller.*	**Adjectives:** thick thin clean dirty pretty ugly • Statements with comparatives using *than* *The red socks are thicker than the blue socks.* • Yes/No questions with comparatives using *than* *Is the red sweater thicker/thinner than the blue sweater?* *Yes, it is.* *No, it isn't.*	**Story: Cool Shirt** • Complimenting someone *Nice shirt!* *Thank you.* Be nice.	Science **Adjectives:** hard soft heavy light • Asking questions with comparatives *Which one is harder, the marble or the ball?* *The marble is harder.* **Video** **Poster**

Unit 6 Helping Out

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Chores: make my bed clean my room do laundry walk the dog set the table wash the dishes • Statements with prepositional phrases *I make my bed before school.* • Questions with prepositional phrases *When does he/she make his/her bed?* *He/She makes his/her bed before school.*	**Chores:** sweep the floor take out the garbage clean the bathroom wash the car vacuum the carpet water the plants • Statements with adverbs *I always sweep the floor.* • Questions with adverbs *What are his/her chores?* *He/She always sweeps the floor.*	**Story: Come Over** • Inviting someone to your home *Do you want to come over?* *Sure. When?* *After school.* Be friendly.	Social Studies **Farm Chores:** milk the cows feed the chickens pick vegetables collect eggs • Statements with adverbs and prepositional phrases *I always milk the cows in the morning/before school.* **Video** **Poster**

Check Up 3 Units 5 and 6 Bonus Skills **Project** Chore Chart

Unit 7 Out and About

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Places to Go: beach aquarium amusement park museum hotel pool • Questions about location with the past tense of *be* *Where was he/she yesterday?* *He/She was at the beach.* • Yes/No questions with the past tense of *be* *Was he/she at the beach yesterday?* *Yes, he/she was.* *No, he/she wasn't. He/She was at the aquarium.*	**Places to Go:** bookstore pharmacy toy store hair salon coffee shop flower shop • Questions about location with the past tense of *be* *Where were they yesterday?* *They were at the bookstore.* • Yes/No questions with the past tense of *be* *Were they at the bookstore yesterday?* *Yes, they were.* *No, they weren't. They were at the pharmacy.*	**Story: Mike's Watch** • Arranging to meet someone at a certain place and time *Let's meet here at five o'clock.* *OK.* *See you then.* Be on time.	**Weather:** sunny rainy cloudy windy stormy snowy • Questions with the present and past tenses of *be* *How's the weather today?* *It's sunny.* *How was the weather yesterday/on Monday?* *It was sunny.* **Video** **Poster**

Unit 8 Things We Use

Lesson 1	Lesson 2	Lesson 3	Lesson 4
School Supplies: folder lunchbox water bottle dictionary calculator stapler • Questions with the past tense of *be* *Where was the folder?* *It was on the table.* *What was on the table?* *A folder was on the table.*	**Art Supplies:** magazine poster pencil sharpener paintbrush glue stick scissors • Statements with the past tense of *be* *There were some/weren't any magazines on the table.* • Yes/No questions with the past tense of *be* *Were there any magazines on the table?* *Yes, there were.* *No, there weren't.*	**Story: Let's Clean Up!** • Asking someone how to spell something *How do you spell "Saturday"?* *S-A-T-U-R-D-A-Y.* Be helpful.	**Technology:** cell phone laptop digital TV digital camera • Statements with the past tense of *be* *There weren't any cell phones in 1940. There were phones like this.* **Video** **Poster**

Check Up 4 Units 7 and 8 Bonus Skills **Project** Brochure

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 six 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.

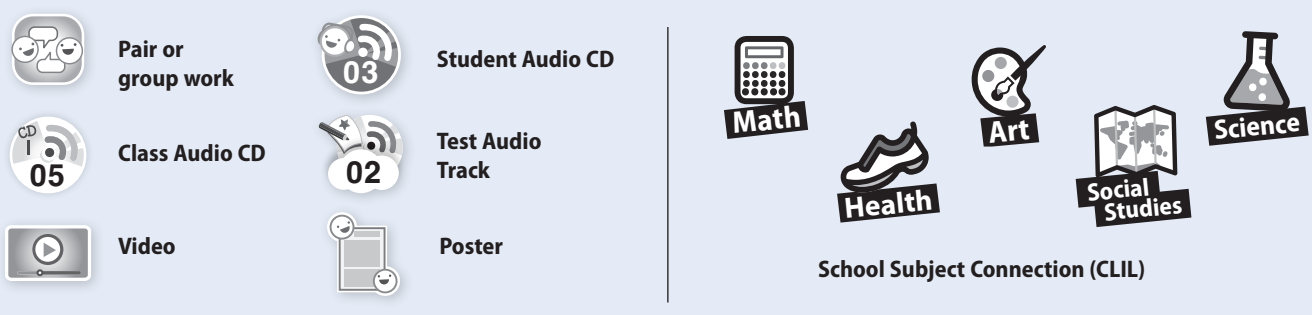
Lesson 3: The third lesson uses a story to introduce chunks of functional, communicative language in a conversation, and to demonstrate a global value to help students become better citizens, both of their classrooms and their communities. The story centers on the cast of continuing characters that students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

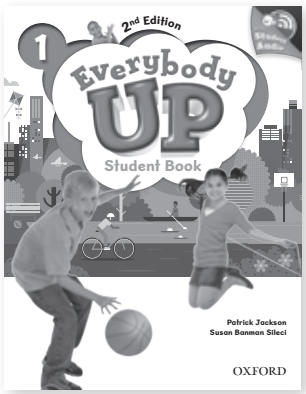
Online Practice also contains additional resources for students and teachers. The Media Center provides students and teachers with cross-curricular videos, animated song videos, and the Student Book audio program. In the Resources section, students can access self-study materials and customizable word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

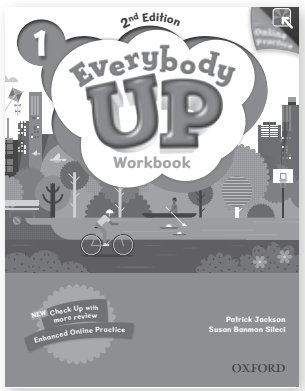
- Eight units with four lessons per unit
- Check Ups and Bonus lessons after every two units (Levels Starter–2: Phonics; Levels 3–6: Skills)
- Projects get students working together to activate new language
- Includes Cambridge YLE practice



Student Audio CD

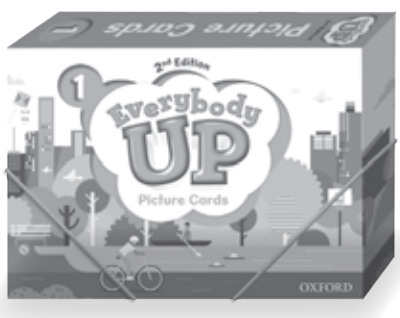
Included in the Student Book with Audio CD Pack

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



Workbook / Workbook with Online Practice

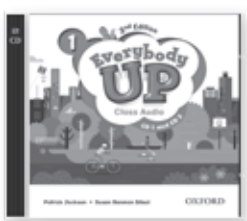
- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Picture dictionary for vocabulary and writing practice
- Check Up pages support the Student Book



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



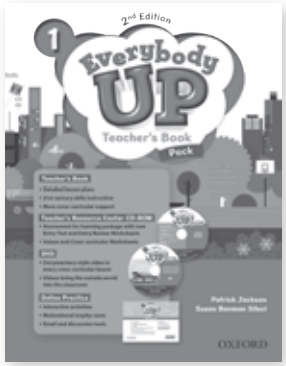
Teacher's Book Pack

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



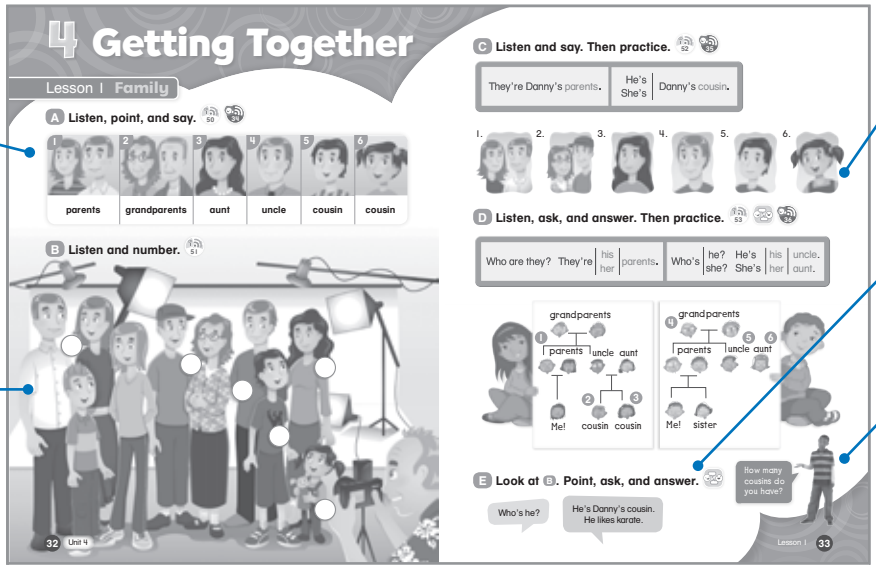
Additional Online Resources

- 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 32–33

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 (or Listen, ask, and answer). Then practice.

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

1. Introduce the new grammar pattern.
2. If there is a tip box associated with the grammar, present that language to the students.
3. Direct students' attention to the first grammar box in Lesson 1.
4. Play the Class CD track for this exercise. Students listen and say or listen, ask, and answer 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.

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.

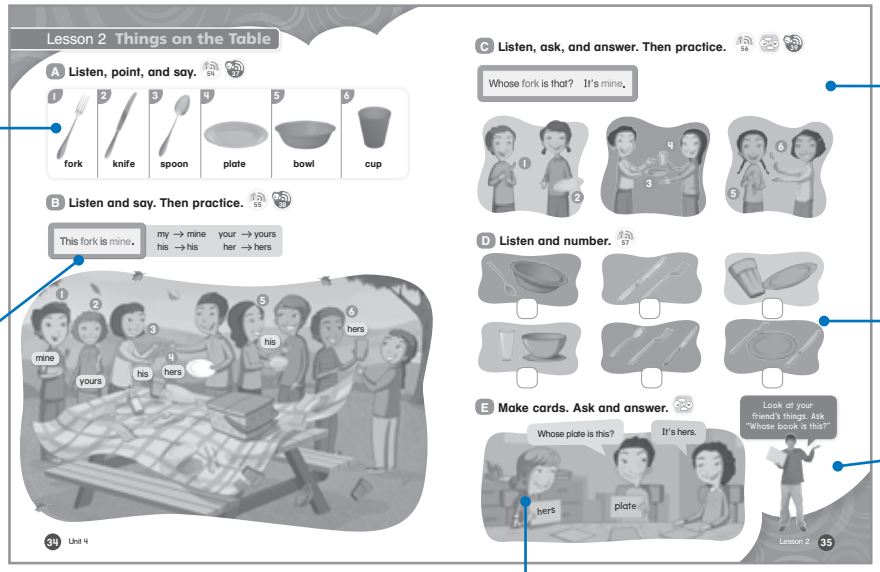
Games and Activities

- 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



Student Book pages 34–35

New words are clearly presented with audio support.

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

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

Further exposure to the new language.

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

Fun personalization activities offer more speaking practice.

Warm up

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

A Listen, point, and say.

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

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

B Listen and say (or Listen, ask, and answer). Then practice.

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

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

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. If a game or activity is suggested, use it to further practice the grammar pattern.
6. Student pairs practice the pattern, using their books.

D Exercise varies.

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

E Exercise varies.



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

Everybody Up 21st Century Skills

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

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

Games and Activities

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

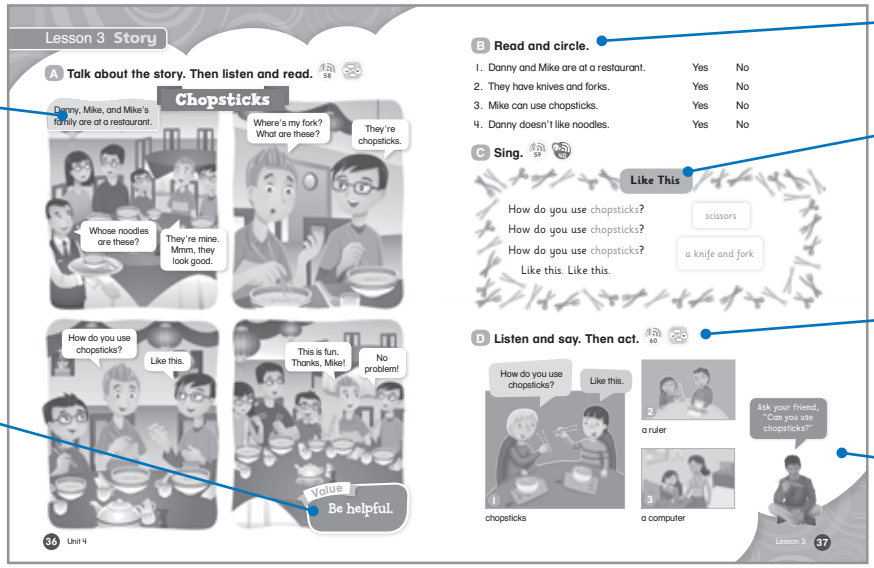
Extra Practice

Workbook
Student Audio CD
iTools
Online Practice

Lesson 3

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

The story highlights a universal value.



Student Book pages 36–37

Comprehension activity builds reading and listening skills.

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

Role plays in different contexts help students practice the conversation.

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

Warm up

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

A Talk about the story. Then listen and read.



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

1. Students look at the pictures and talk about what they see.
2. Play the Class CD track for this exercise. Students listen, point, and read along with the CD.
3. 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 Read and circle.

1. Explain that students will read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check answers together.

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

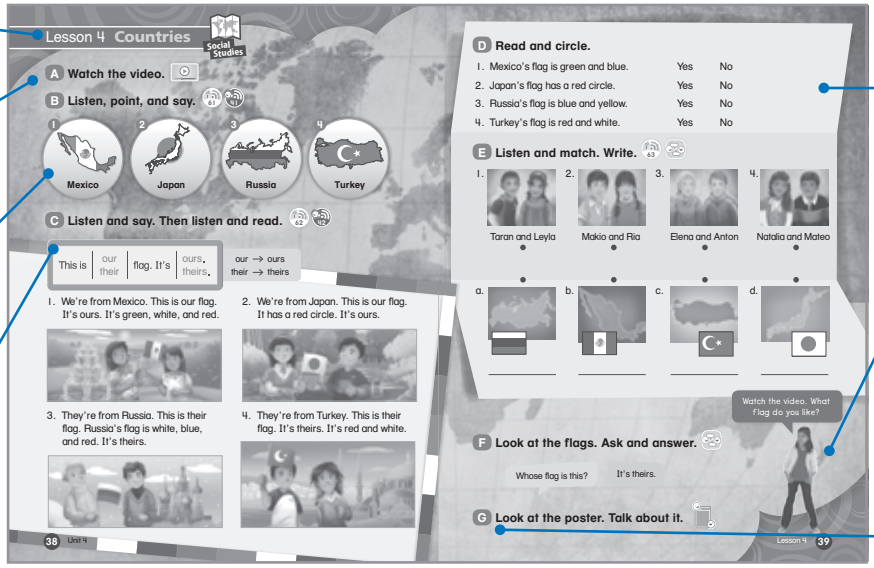
Lesson 4

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 38–39

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 expression with their classmates or create their own.
3. If a song, game, or activity is suggested, use it as additional warm up for Lesson 4.
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 116–118 for reference.
2. Play the video again. Pause the video and ask students questions about the video. Encourage them to answer in full sentences to practice the grammar patterns and new vocabulary.

B Listen, point, and say.

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

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

C Listen and say (or Listen, ask, and answer). Then listen and read.

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 grammar box.
4. Play the Class CD track for this exercise. Students listen and say or listen, ask, and answer along with the CD.
5. Play the track again. Students listen and read along.
6. Students read the passages on their own.
7. Divide the class into groups. Group 1 reads the first passage, Group 2 reads the second passage, and so on.

D Read and circle (or Read and number).

1. Students read the sentences and circle the correct answer or number the items in the correct order.
2. Students do the activity on their own, using Activity C as a reference.
3. Check answers together.

E Exercise varies.

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

F 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.

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 119 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.

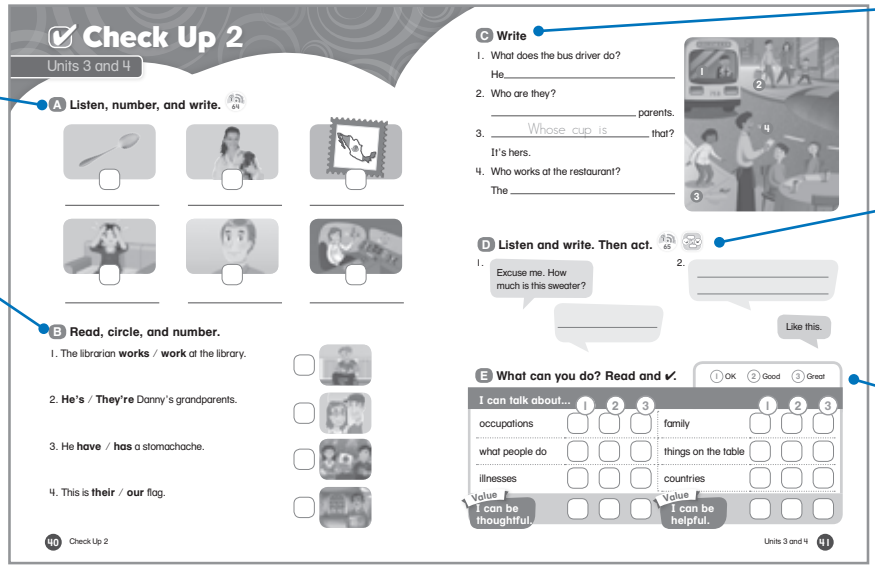
Extra Practice

Workbook
Student Audio CD
Lesson 4 Worksheets
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 40–41

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, number (or check), and write.

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

1. Review key vocabulary from the previous two units. Use picture cards or cue vocabulary or play a short game.
2. Play the Class CD track for this exercise. Students listen and number the vocabulary or ✓ the correct item.
3. Students write the correct word under the picture. Students check their answers.

B Read and circle (or Read, circle, and number).

1. Review key language from the previous two units. Use picture cards or cue vocabulary or play a short game.
2. Students look at the pictures, read the sentences, and identify the correct answer by circling the text.
3. If the exercise includes numbering, students number the items in the boxes and check their answers.

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.

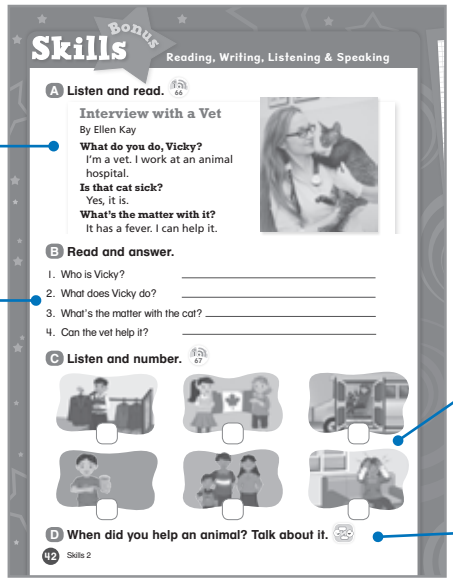
1. Review the contents of the chart with the class and make sure students understand the rating system and how to complete the chart.
2. Students consider how well they have learned each item on the chart and rate themselves using the rating system.
3. Students think about what they need more practice 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 students' self-evaluations.

Extra Practice

Workbook
iTools
Online Practice



Students listen and read along with a short text.

Students write complete answers to questions about the text.

Students listen and number the illustrations.

Students talk about their own experiences.

Student Book page 42

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 and read.

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

1. Students look at the pictures and talk about what they see.
2. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
3. Play the track again. Students listen and read again.
4. Students read the passage on their own.

B Read and answer.

1. Students look back at Activity A and read the text again on their own.
2. Read each question aloud with the class. Students can answer orally and then write their answers in a notebook. Encourage students to use complete sentences in their answers.
3. Check answers together.

C Listen and number.

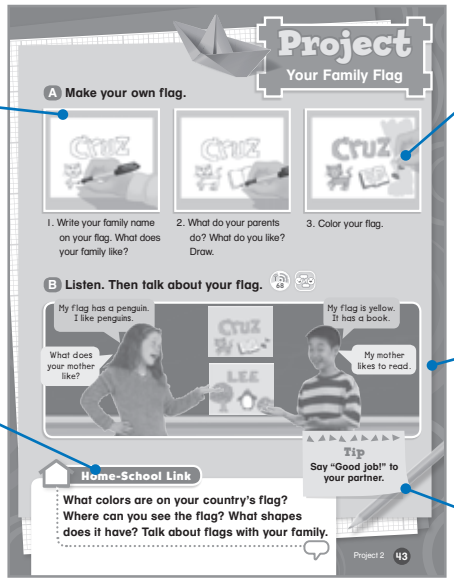
1. Play the Class CD track for this exercise. Students listen and number the pictures.
2. Play the track again. Students listen and check their answers.
3. Check answers together.

D When did you _____? Talk about it.



1. Have students read the instruction line and think about their answer to the question. Model an answer using your own experience or have a volunteer talk about their experience. Ask further questions to encourage more detail.
2. Students share their stories with a partner or small group. Encourage students to be creative with their answers.

Project



Student Book page 43

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 27.

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
Midterm or Final Test
iTools
Student Audio CD
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 Skills

Level 3 Skills Bonus lessons build reading, writing, listening, and speaking skills using a topical reading, a listening activity, and a question eliciting student discussion about a personal experience. Bonus lessons feature four activities.

Activity A

Talk with students about the title of the reading and the pictures that go with it. Review any key words to ensure that students understand them. Ask students what they think the reading will be about. Play the audio. Students listen and read along.

Activity B

Review the questions with the students to make sure they understand them. Then students review the reading in activity A and write their answers.

Activity C

Review the pictures with students and talk about what is happening in each one. Review any key vocabulary students have questions about. Play the audio. Students number the illustrations. Play the audio again if necessary and check answers.

Activity D

Review the question with the class and make sure students understand. Ask student volunteers to talk about their experiences, guiding them with questions if necessary. Then, students talk about their own experiences with classmates or in small groups. Encourage students to be creative in talking about their experiences by using drawings, pictures, or diagrams to help explain what happened.

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 116–118). 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 119. 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 student's attention to the Tip box, which supports students' communication about their projects. Each tip is specific to the project in the unit. How to present each one is explained in the lesson notes. Present the tip before students talk about their projects and model how it will be used.

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

Home-School Link

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

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

Teaching 21st Century Skills

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

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

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

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

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

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

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

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

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

Games and Activities

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

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.

Class Survey

In this activity, students gather specific information about their classmates. They either enter it into charts or all of the information is gathered into one large chart on the board.

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.

Find Someone Who

In this activity, students look for one or more other students who meet specified criteria. For example, students might circulate and ask each other questions, searching for someone who is holding the same card as they are.

Finish the Story

Copy the story or text that you are using for this activity, leaving some of the words, sentences, or entire speech bubbles blank. Make a copy for each student. Slowly read the story or text aloud. Students listen and write in the missing portions. Check answers in pairs or together as a class.

First to Say Z!

Students sit in a circle. The first student (S1) holds a beanbag and says up to three letters of the alphabet before passing the ball to S2. S2 says up to three letters and passes the beanbag on. The student who says Z wins that round. As a variation, target vocabulary words can be substituted for letters. Remind students about alphabetical order and decide which word will be last in the round.

Five Questions

This activity practices Yes/No questions. 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.

Gaps

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

Guess the Next Card

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

Identity Swap

Approach one student and introduce yourself: *My name is (Joan). I'm 35.* The student introduces him- or herself to you in the same way: *My name is Ted. I'm 10.* Then, move to another student and introduce yourself as the first student: *My name is Ted. I'm 10.* The first student also moves to another student and introduces him- or herself as you: *My name is Joan. I'm 35.* Then, all students mix and the introductions continue in this fashion. After a few minutes, tell students to stop and then have everyone introduce themselves to the class with their new identities.

Jump to the Word

Place the picture cards on the floor, face-up. Using verbs students know, instruct a student 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/She's a (police officer).* Alternatively, pairs of students can also be instructed to go to a card. Students use the word as a cue for a question-and-answer pattern.

Listen and Draw

In the most basic version of this activity, students listen and draw pictures of what they hear.

My Version

In this activity, students take a text that already exists and rewrite it in a specific way, usually by personalizing it to their lives.

Names Chant

Students sit in a circle. The object of the game is for students to say their own name and the name of another student, while keeping to a strict chanting rhythm. First, model the rhythm. There are four beats. On beat 1, slap your hands on your thighs. On beat 2, clap your hands together. On beat 3, snap your right fingers. On beat 4, snap your left fingers. After modeling the rhythm, begin the chant by saying your name on beat 3. On beat 4, say a student's name. Next time, that student says his or her own name on beat 3 and another student's name on beat 4. The chant moves from student to student.

Order the Text

Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.

Pop-Up

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

Rhythm Circle

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

Slap, slap, clap, 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.

Shopping List

Start the game by saying *I'm going to the supermarket. I need some (carrots).* The next student says *I'm going to the supermarket. I need some (carrots) and (apples).* The following student listens carefully to the items listed by the previous student and then adds his or her own. The goal of the game is to keep going for as long as possible before someone forgets! When someone forgets an item, start the list again.

Simon Says

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

Station Stop

Make a train "track" around the room, with several "stations." Students form a line and move like a train along the track. You play the role of the Station Master. The train must stop when it comes into a station. At that time, choose a student and practice the target language with the student. If the student does so successfully, give the student a "ticket." The student with the most tickets at the end wins.

Teacher's Mistake

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

Telephone

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

Toss and Tell

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

Triangle Groups

Divide the class into groups of three or four and have students in each group count in sequence from one to three or four (S1, S2, S3, and S4). Stand 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 repeats the information saying *He/She likes/doesn't like (salad).* This activity can also be used for the question-and-answer pattern, with S2 looking at S3 and asking a question about S1, saying *What does he/she like?*

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.

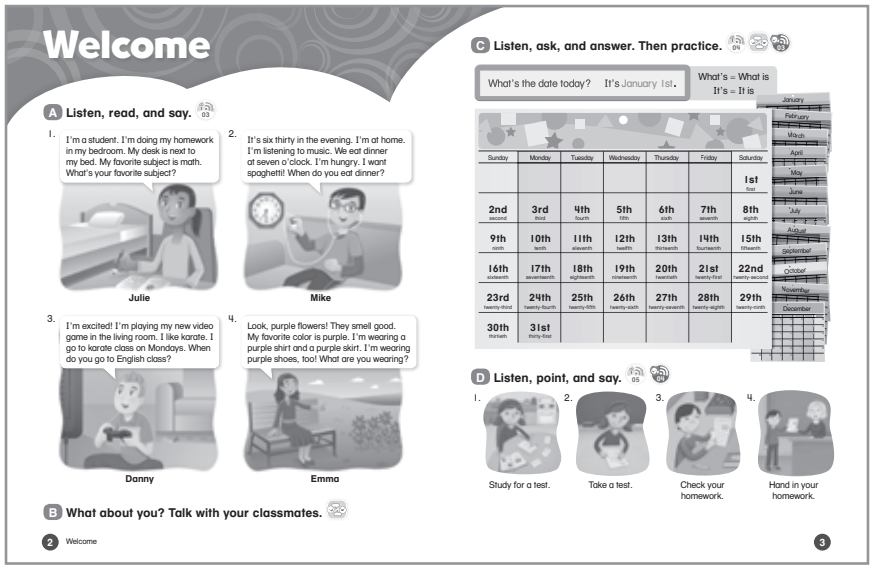
What's Missing?

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 2

Grammar
- Asking for the date

What's the date today?

It's January 1st.

Vocabulary
Classroom Language: Study for a test; Take a test; Check your homework; Hand in your homework.

Materials
Picture Cards 01–04; Class CD1 Tracks 03–05

Student Book page 2

Warm up

Greet the class, saying *Hi* and *Hello*. Then, do a Names Chant (Teacher's Book pages 28–31).

A Listen, read, and say.

1. Direct students' attention to the character art. 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. Julie: I'm a student. I'm doing my homework in my bedroom. My desk is next to my bed. My favorite subject is math. What's your favorite subject?
2. Mike: It's six thirty in the evening. I'm at home. I'm listening to music. We eat dinner at seven o'clock. I'm hungry. I want spaghetti! When do you eat dinner?
3. Danny: I'm excited! I'm playing my new video game in the living room. I like karate. I go to karate class on Mondays. When do you go to English class?
4. Emma: Look, purple flowers! They smell good. My favorite color is purple. I'm wearing a purple shirt and a purple skirt. I'm wearing purple shoes, too! What are you wearing?

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

B What about you? Talk with your classmates.



In pairs or small groups, students share personal information using the self-introductions in Activity A as a model.

Student Book page 3

C Listen, ask, and answer. Then practice.



1. Students look at the January calendar. Say the ordinal numbers aloud. Students listen and repeat.
2. Say the names of the months aloud. Students listen and repeat.
3. Play Class CD1 Track 04. Students listen, ask, and answer along with the CD.

CD 1 04

What's the date today?

It's January 1st.

what's, what is
it's, it is

January, February, March, April, May, June, July, August, September, October, November, December

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, twenty-second, twenty-third, twenty-fourth, twenty-fifth, twenty-sixth, twenty-seventh, twenty-eighth, twenty-ninth, thirtieth, thirty-first

4. Practice the pattern with the class. Show the class a calendar and point to various days, asking *What's the date today?* Next, invite individual students to lead the activity.
5. Students practice saying the dates on their own, using their books.

D Listen, point, and say.

1. Use Picture Cards 01–04 to introduce the activities. Continue until students can produce the phrases on their own.
2. Play Class CD1 Track 05. Students listen, point, and say along with the CD.

CD 1 05

1. Study for a test.
2. Take a test.
3. Check your homework.
4. Hand in your homework.

3. Hold up Picture Cards 01–04 and elicit the phrases without saying them yourself. Vary the order and gradually increase the speed of the activity.
4. Students practice the phrases on their own, using their books.

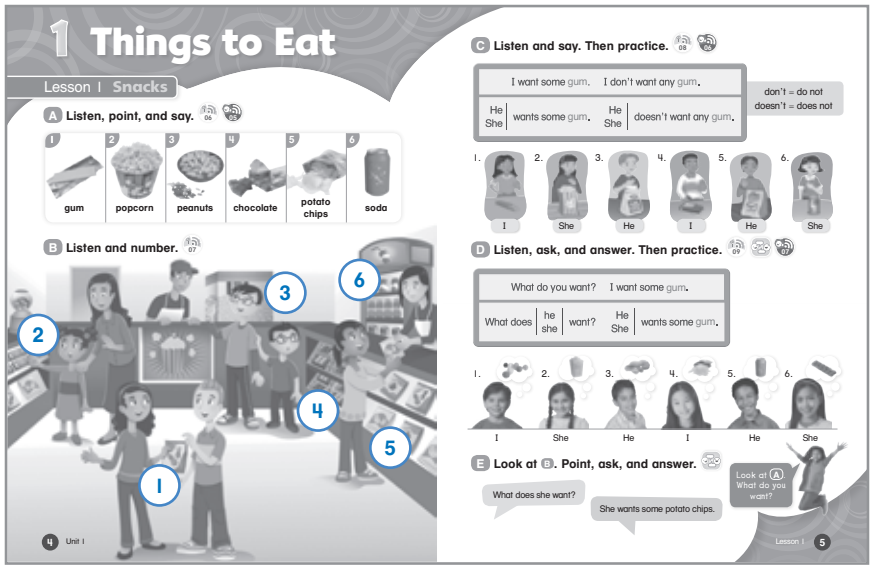
Games and Activities

- **First to Say Z!** (Teacher's Book pages 28–31). Play this using months of the year, starting with January.
- Review vocabulary from Levels 1 and 2. Draw a chart with seven columns on the board. Each column represents a theme. At the top of each column, either write or draw a small picture for the following themes: school subjects, times, activities, feelings, meals, rooms of the house, jobs, clothing, and colors. Students brainstorm vocabulary for each theme.
- **My Version** (Teacher's Book pages 28–31). Students choose one of the characters' self-introductions in Activity A and rewrite it using their own information. Then students introduce themselves to the class.

Extra Practice

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

Lesson 1 Snacks



Student Book pages 4–5

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

Grammar
- Statements with *want* and quantifiers

  I want some gum.

  I don't want any gum.
- Questions with *want* and quantifiers

  What do you want?

  I want some gum.

Vocabulary
Snacks: gum, popcorn, peanuts, chocolate, potato chips, soda

Materials
Picture Cards 01–04, 05–10; Class CD1 Tracks 06–09

Student Book page 4

Warm up

1. Greet the class. Then greet individual students and ask what the day or date is, saying *What day is it today?* or *What's the date today?* Elicit the response *It's (Monday)* or *It's (September 15th).*
2. Review the activities in the Welcome unit. Hold up Picture Cards 01–04 and elicit the phrases.
3. Review food picture cards from Levels 1 and 2.

A Listen, point, and say.

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

1. Use Picture Cards 05–10 to introduce the foods. Continue until students can produce the words on their own.
2. Link the language. Hold up Picture Cards 05–10 asking *Is this (gum)?* or *Are these (peanuts)?* Students reply *Yes, (it is)* or *No, (it isn't). It's (chocolate).*
3. Play Class CD1 Track 06. Students listen, point, and say along with the CD.

CD 1 06

1. gum 2. popcorn 3. peanuts
4. chocolate 5. potato chips 6. soda

4. 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. Emma has some peanuts. She's talking to Danny. Mike is hungry. He wants popcorn. Do you see Mike's brother, Leo? Leo is hungry, too, but he doesn't want popcorn. He wants chocolate. What about Julie? She wants potato chips. She doesn't want soda. Emma's sister Ann is hungry, too. She wants gum.
2. Play Class CD1 Track 07. Students listen and number the items in the picture.

CD 1 07

1. Emma: Danny, do you like peanuts?
   Danny: Sure! I like peanuts. They're great!
   Emma: OK, let's share.
2. Ann: Mom, can I have gum, please?
   Emma's mom: No, Ann. I'm sorry. Are you thirsty? What about juice or water?
   Ann: OK. Juice, please!
3. Mike: Two boxes of popcorn, please.
   Man: Sure.
   Leo: Mike, I don't want popcorn.
   Mike: Oh, I'm sorry. Excuse me. Just one box, please.

	Man:	OK.
4.	Mike:	What do you want, Leo?
	Leo:	Is that chocolate?
	Mike:	Yes, it is.
	Leo:	OK, chocolate, please.
5.	Woman:	Can I help you?
	Julie:	Yes please. Do you have potato chips?
	Woman:	Yes. Here you are.
	Julie:	Thank you.
6.	Julie:	Can I have a soda, too, please?
	Woman:	Orange or grape?
	Julie:	Orange soda, please.

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

Student Book page 5

C Listen and say. Then practice.

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

1. Introduce the new pattern: *I want some gum./I don't want any gum.*
2. Present the contractions: *don't = do not, doesn't = does not.*
3. Direct students' attention to the first grammar box on page 5. Play Class CD1 Track 08. Students listen and say along with the CD.

CD 1 08

I want some gum. I don't want any gum.
He wants some gum. He doesn't want any gum.
She wants some gum. She doesn't want any gum.
don't, do not; doesn't, does not

1. I don't want any gum.
2. She wants some popcorn.
3. He wants some peanuts.
4. I don't want any chocolate.
5. He doesn't want any potato chips.
6. She wants some soda.

4. 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. Direct students' attention to the second grammar box on page 5.
2. Play Class CD1 Track 09. Students listen, ask, and answer along with the CD.

CD 1 09

What do you want? I want some gum.
What does he want? He wants some gum.
What does she want? She wants some gum.

1. What do you want? I want some gum.
2. What does she want? She wants some popcorn.
3. What does he want? He wants some peanuts.
4. What do you want? I want some potato chips.
5. What does he want? He wants some soda.
6. What does she want? She wants some chocolate.

3. 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, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *What does she want? She wants some potato chips.* Students should use all of the new vocabulary.

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 look at the picture in Activity A and use communication skills to take turns asking and answering the question.

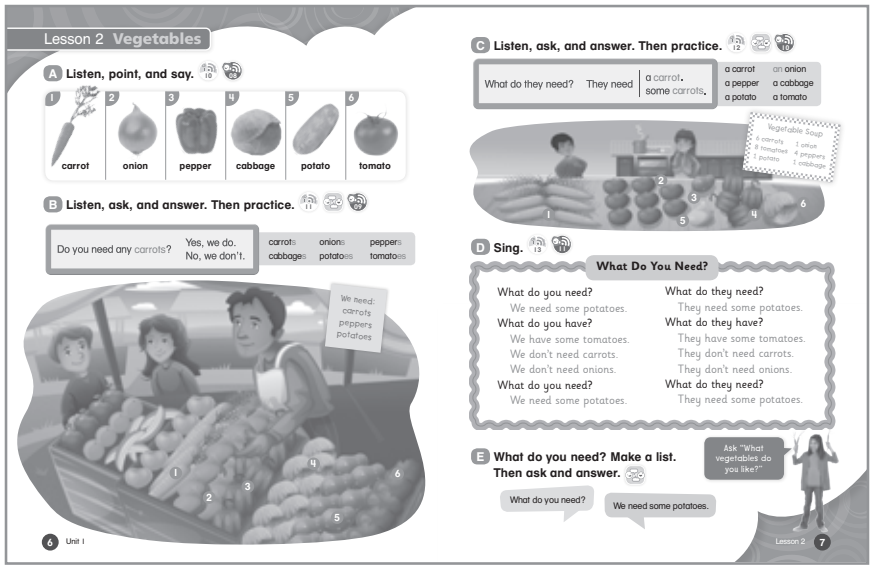
Games and Activities

- **Listen and Draw** (Teacher's Book pages 28–31). Students work in groups of 3. S1 whispers to S2 *I want some (gum). I don't want any (popcorn).* S3 asks S2 *What does (he) want?* S2 answers and S3 draws a picture to show S2's answer.
- **Class Survey** (Teacher's Book pages 28–31). Distribute charts with six columns and six rows. Students circulate and interview six classmates, asking *What do you want?* and keeping track of names and answers in the chart. Interviewees answer using Lesson 1 foods.

Extra Practice

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

Lesson 2 Vegetables



Student Book pages 6–7

Objectives
- Asking and answering questions about vegetables

Grammar
- Yes/No questions with *need*

  Do you need any carrots?

  Yes, we do. / No, we don't.
- Questions with *need* and quantifiers

  What do they need?

  They need a carrot/some carrots.

Vocabulary
Vegetables: carrot, onion, pepper, cabbage, potato, tomato

Materials
Picture Cards 11–16; Class CD1
Tracks 10–13

Student Book page 6

Warm up

1. Greet the class. Students greet their classmates using familiar greeting patterns, such as *Hi. How are you? I'm fine, thanks.*
2. Review Unit 1, Lesson 1 grammar with a preference chain. Say *I want some chocolate. I don't want any peanuts.* One by one, students state their own preferences using any foods or drinks they know.

A Listen, point, and say.

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

1. Use Picture Cards 11–16 to introduce the vegetables. Continue until students can produce the words on their own.
2. Play Class CD1 Track 10. Students listen, point, and say along with the CD.

CD 1 10

1. carrot
2. onion
3. pepper
4. cabbage
5. potato
6. tomato

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

B Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern: *Do you need any carrots? Yes, we do./No, we don't.*
2. Direct students' attention to the plurals box. Remind students that adding *–s* makes a singular noun plural. Point out that *potato* and *tomato* are made plural by adding *–es*. Say the words and have students repeat.
3. Direct students' attention to the grammar box on page 6.
4. Play Class CD1 Track 11. Students listen, ask, and answer along with the CD.

CD 1 11

Do you need any carrots? Yes, we do.
Do you need any carrots? No, we don't.
carrots, onions, peppers, cabbages, potatoes, tomatoes

1. Do you need any carrots? Yes, we do.
2. Do you need any onions? No, we don't.
3. Do you need any peppers? Yes, we do.
4. Do you need any cabbages? No, we don't.
5. Do you need any potatoes? Yes, we do.
6. Do you need any tomatoes? No, we don't.

5. Students practice the pattern in groups of three, using their books.

6. On the board, write a shopping list that includes some of the Lesson 2 foods. Divide the class into two groups. Using Picture Cards 11–16, prompt Group 1 to ask *Do you need any (potatoes)?* Group 2 answers according to the shopping list on the board. Switch roles.

Student Book page 7

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern. Direct students' attention to the grammar and vocabulary boxes on page 7. Use the "Vegetable Soup" recipe to remind students to use *a* for one item and *some* for many items.
2. Play Class CD1 Track 12. Students listen, ask, and answer along with the CD.

CD 1 12

What do they need? They need a carrot.
What do they need? They need some carrots.
a carrot, an onion, a pepper, a cabbage, a potato, a tomato

1. What do they need? They need some carrots.
2. What do they need? They need some tomatoes.
3. What do they need? They need a potato.
4. What do they need? They need some peppers.
5. What do they need? They need an onion.
6. What do they need? They need a cabbage.

3. Pairs practice the pattern using their books.

D Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD1 Track 13. Students listen and sing along with the CD.

CD 1 13

What Do You Need?
What do you need?
We need some potatoes.
What do you have?
We have some tomatoes.
We don't need carrots. We don't need onions.
What do you need?
We need some potatoes.

What do they need?
They need some potatoes.
What do they have?
They have some tomatoes.
They don't need carrots. They don't need onions.
What do they need?
They need some potatoes.

3. Students sing the song again, nodding or shaking their heads as the lyrics dictate.

E What do you need? Make a list. Then ask and answer.



Students work in groups of 3 to practice the language pattern in the speech bubbles: *What do you need? We need some potatoes.* S1 and S2 make a shopping list. S3 asks them about their list. Switch roles after a round.

Everybody Up 21st Century Skills

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

Communication/Collaboration: Direct students' attention to the Everybody Up Friend. Students use collaboration skills to look at the picture in Activity A and determine what they want. Then they use communication skills to take turns asking and answering the question.

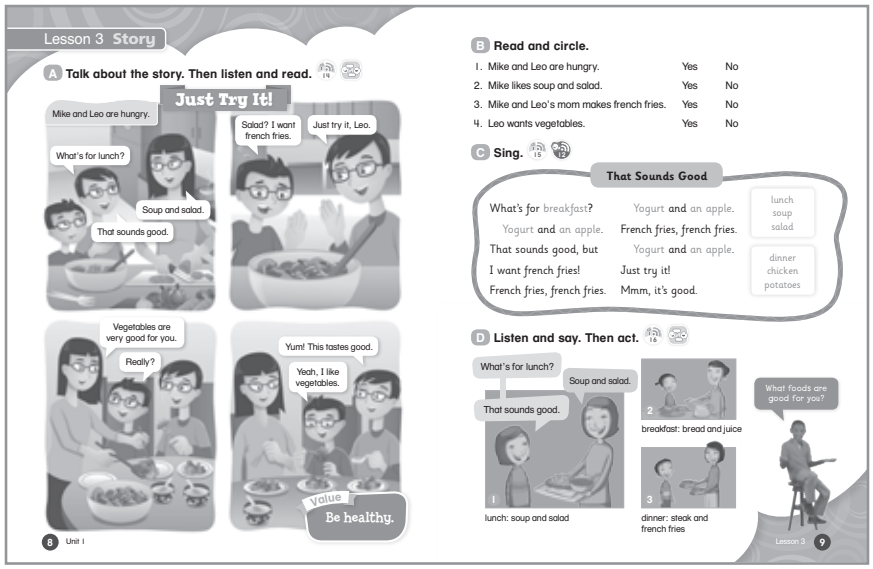
Games and Activities

- **Find Someone Who** (Teacher's Book pages 28–31). Give one shopping list to each student, making sure that there are at least two of each list. Students look for the list that matches theirs, asking each other *Do you need any (carrots)?*
- **Station Stop** (Teacher's Book pages 28–31). Use Picture Cards 11–16. When the train stops, show a card to a pair of students and hold up either 1 or 2 fingers (2 to indicate a plural answer). Ask one of three questions: *What do you need?; What do you want?;* or *What do you like?* The pair looks at the card and answers in the first person plural (*We*).

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 about a meal
- Complimenting the cook

What's for lunch?

Soup and salad.

That sounds good.

Value
Be healthy.

Materials
Picture Cards 05–16; Class CD1 Tracks 14–16

Student Book page 8

Warm up

1. Greet the class. Then start a conversation chain to practice the review language from Unit 1, Lesson 2: *What vegetables do you like?* Begin the chain by asking S1, then S1 asks S2, and so on.
2. Review food vocabulary. Hold up picture cards for all previously learned foods and elicit the words.
3. Review Unit 1, Lesson 2 grammar. Write a shopping list for "Max and Mary" on the board and ask the class *What do they need?* Students look at the list and answer.

A Talk about the story. Then listen and read.

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

1. Students look at the pictures and talk about what they see.
2. Play Class CD1 Track 14. Students listen, point, and read along with the CD.

CD 1 14

Just Try It

Mike and Leo are hungry.

Mike:	What's for lunch?
Mike's mom:	Soup and salad.
Mike:	That sounds good.
Leo:	Salad? I want french fries.
Mike:	Just try it, Leo.
Mike's mom:	Vegetables are very good for you.
Leo:	Really?
Mike:	Yum! This tastes good.
Leo:	Yeah, I like vegetables.

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

Student Book page 9

B Read and circle.

1. Students read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check answers together.

Answer Key

1. Yes **2.** Yes
3. No **4.** No

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD1 Track 15. Students listen and sing along with the CD.

CD 1 15

That Sounds Good
What's for breakfast?
Yogurt and an apple.
That sounds good, but
I want french fries! French fries, french fries.
Yogurt and an apple.
French fries, french fries.
Just try it!
Mmm, it's good.

What's for lunch?
Soup and salad.
That sounds good, but
I want french fries! French fries, french fries.
Soup and salad.
French fries, french fries.
Just try it!
Mmm, it's good.

What's for dinner?
Chicken and potatoes.
That sounds good, but
I want french fries! French fries, french fries.
Chicken and potatoes.
French fries, french fries.
Just try it!
Mmm, it's good.

3. Students sing the song again, gesturing as appropriate.
4. Divide the class into two groups. One group sings the statements, 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 16. Students listen and say with the CD.

CD 1 16

What's for lunch?
Soup and salad.
That sounds good.

1. What's for lunch?
   Soup and salad.
   That sounds good.
2. What's for breakfast?
   Bread and juice.
   That sounds good.
3. What's for dinner?
   Steak and french fries.
   That sounds good.

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. In small groups, students use critical thinking skills to make a list of three foods that are good for them.

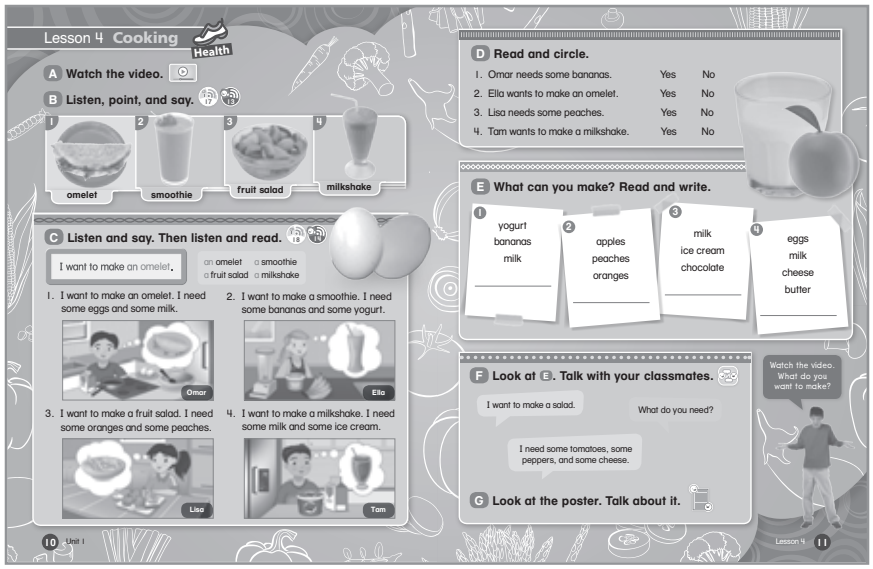
Games and Activities

- **Finish the Story** (Teacher's Book pages 28–31). Copy the story on page 8, leaving some words in the speech bubbles blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- Student pairs work together to plan and illustrate meals that fit the Lesson 3 value: *Be healthy*. Finished drawings can be presented to the class.

Extra Practice

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

Lesson 4 Cooking



Student Book pages 10–11

Objectives
- Talking about cooking

Grammar
- Statements with *want* plus an infinitive

  I want to make an omelet.

Vocabulary
Cooking: omelet, smoothie, fruit salad, milkshake

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

Student Book page 10

School Subject Connection: Health

Lesson 4 is a cross-curricular lesson with a connection to students' school subjects. Ask students what they have learned about healthy eating in their health or gym class.

Warm up

1. Greet the class. Then ask a few individual students *What did you have for dinner last night?* Next, students greet and ask their classmates about last night's dinner.
2. Elicit the language from Unit 1, Lesson 3: *What's for lunch?* Students practice the expression with their classmates.
3. Review Unit 1, Lesson 3 conversation language:

   What's for lunch? Soup and salad. That sounds good.

   Students practice the conversation with a classmate, using any foods they know.

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 food, cooking, and eating. Ask students to share what they already know about the foods in Lesson 4 and how to make them. Encourage students to think about the relationship between the foods and why they are healthy choices to eat.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Pause the video and ask students questions about the foods. Encourage them to complete the sentences to practice *He needs _____. She's making a _____.*

B Listen, point, and say.

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

1. Use Picture Cards 17–20 to introduce the new foods. Continue until students can produce the words on their own.
2. Link the language. Use Picture Cards 17–20. Ask a student *Do you want (an omelet)?* If the student replies *Yes, I do*, hand over the picture card. Continue until all four cards are distributed. Then have the students holding the cards ask the questions.
3. Play Class CD1 Track 17. Students listen, point, and say along with the CD.

CD 1 17

1. omelet
2. smoothie
3. fruit salad
4. milkshake

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

C Listen and say. Then listen and read.

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

1. Introduce the new pattern: *I want to make an omelet.*
2. Direct students' attention to the grammar and vocabulary boxes on page 10.
3. Play Class CD1 Track 18. Students listen and say along with the CD.

CD 1 18

I want to make an omelet.

an omelet, a smoothie, a fruit salad, a milkshake

1. I want to make an omelet. I need some eggs and some milk.
2. I want to make a smoothie. I need some bananas and some yogurt.
3. I want to make a fruit salad. I need some oranges and some peaches.
4. I want to make a milkshake. I need some milk and some ice cream.

4. Play the track again. Students listen and read along.
5. Students read the text on their own.
6. Write the names of the four children in a column on the board. Across from each name write one of the four foods (in the wrong order). Then read the text aloud. After each one, ask the class *What does (Omar) want to make?* Invite a student volunteer to come to the board and draw a line between (Omar) and the correct food.

Student Book page 11

D Read and circle.

1. Students read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.
2. Students do the activity on their own, using Activity C as a reference.
3. Check answers together.

Answer Key			
1. No	**2.** No	**3.** Yes	**4.** Yes

E What can you make? Read and write.

Students read the grocery lists and write what they want to make with the ingredients.

F Look at E. Talk with your classmates.



Using the lists from Activity E, students circulate and practice the conversation pattern in the speech bubbles:

I want to make a salad.
What do you need?
I need some tomatoes, some peppers, and some cheese.

G Look at the poster. Talk about it.



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

1. Students read the poster title and talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

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

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking skills to determine what to make. Then they use communication skills to take turns asking and answering the question.

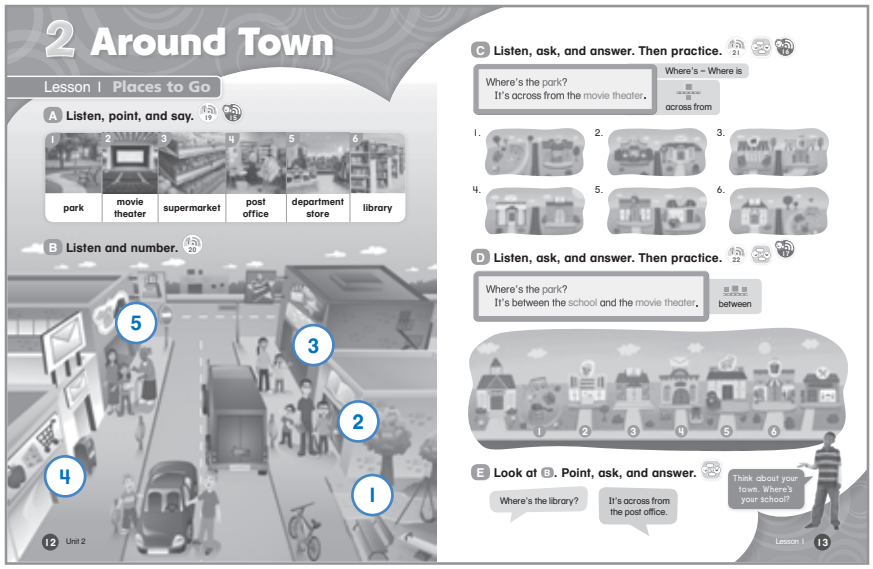
Games and Activities

- **What's Missing?** (Teacher's Book pages 28–31). Use Picture Cards 17–20. Include Picture Cards 05–16 to increase the challenge.
- Students choose a Lesson 4 food and write a shopping list of the ingredients they would like to use to make it. Next, students swap lists and try to guess what their partner wants to make, asking *Is it (a smoothie)?*

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 Places to Go



Student Book pages 12–13

Objectives
- Asking and answering about places to go

Grammar
- Questions about location with prepositional phrases

Where's the park? It's across from the movie theater.

Where's the park? It's between the school and the movie theater.

Vocabulary
Places to Go: park, movie theater, supermarket, post office, department store, library

Materials
Picture Cards 21–28; Class CD1 Tracks 15, 19–22

Student Book page 12

Warm up

1. Greet students saying *Good (morning), everyone. What do you want for (lunch) today?* Individuals reply using any foods they know.
2. Sing **That Sounds Good** (Class CD1 Track 15).

A Listen, point, and say.

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

1. Use Picture Cards 21–26 to introduce the places. Continue until students can produce the words on their own.
2. Play Class CD1 Track 19. Students listen, point, and say along with the CD.

CD 1 19

1.	park	2.	movie theater
3.	supermarket	4.	post office
5.	department store	6.	gorilla

3. Students practice saying the places 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:
Everyone is in town today. Do you see Emma? She's with her mother. They are next to the department store. Mike and Leo are with their father. Are they at the library? No, they aren't. They are at the park. Look! There is the library and the post office. There's the movie theater. Julie and her mother are there. Danny is with his father. They have a green car. Where are they? They are next to the supermarket.
2. Play Class CD1 Track 20. Students listen, find the places in the picture, and number them.

CD 1 20

1.	Leo:	Where are we going, Mike?
	Mike:	We're going to the park.
	Leo:	Yay!
2.	Julie:	Look! There are Mike and Leo!
	Julie's mom:	Where?
	Julie:	They're in front of the library. Mike is wearing an orange T-shirt. See?
	Julie's mom:	Oh, yes, now I see them.
	Julie:	Hi, Mike!
	Mike and Leo:	Hi, Julie!
3.	Julie:	There's the movie theater. Mom, can we see a movie? Please?
	Julie's mom:	Sorry, not today. Maybe we can go on Sunday.
4.	Older woman:	Excuse me. Where can I get some eggs?
	Emma:	The supermarket is on this street.
	Older woman:	Oh, good. Where is it?
	Emma:	It's the second building from here. Can you see the post office?

It's first. Then the supermarket is second.

Older woman: I see it. Thank you so much. You're so helpful.

Emma: You're welcome.

5. Danny's dad: Come on, Danny. I need a new shirt.

Danny: Are we going to the department store next to the post office?

Danny's dad: Yes, we are. Then it's time for lunch.

Danny: That's good. I'm hungry!

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

Student Book page 13

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern and introduce the contraction as well as the preposition box. Direct students' attention to the first grammar box and preposition box on page 13.
2. Play Class CD1 Track 21. Students listen and say along with the CD.

CD 21

Where's the park? It's across from the movie theater.

Where's = Where is; across from

1. Where's the park? It's across from the movie theater.
2. Where's the movie theater? It's across from the post office.
3. Where's the supermarket? It's across from the department store.
4. Where's the post office? It's across from the library.
5. Where's the department store? It's across from the supermarket.
6. Where's the library? It's across from the park.

3. Pairs 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. Direct students' attention to the second grammar box and preposition box on page 13.
2. Play Class CD1 Track 22. Students listen, ask, and answer along with the CD.

CD 22

Where's the park? It's between the school and the movie theater.

between

1. Where's the park? It's between the school and the movie theater.
2. Where's the movie theater? It's between the park and the library.
3. Where's the library? It's between the movie theater and the post office.
4. Where's the post office? It's between the library and the supermarket.
5. Where's the supermarket? It's between the post office and the department store.
6. Where's the department store? It's between the supermarket and the restaurant.

3. 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 the language pattern in the speech bubbles: *Where's the library? It's across from the post office.*

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. In small groups, students use critical thinking skills to write simple sentences about their school's location. Students then use communication skills to take turns asking and answering the question.

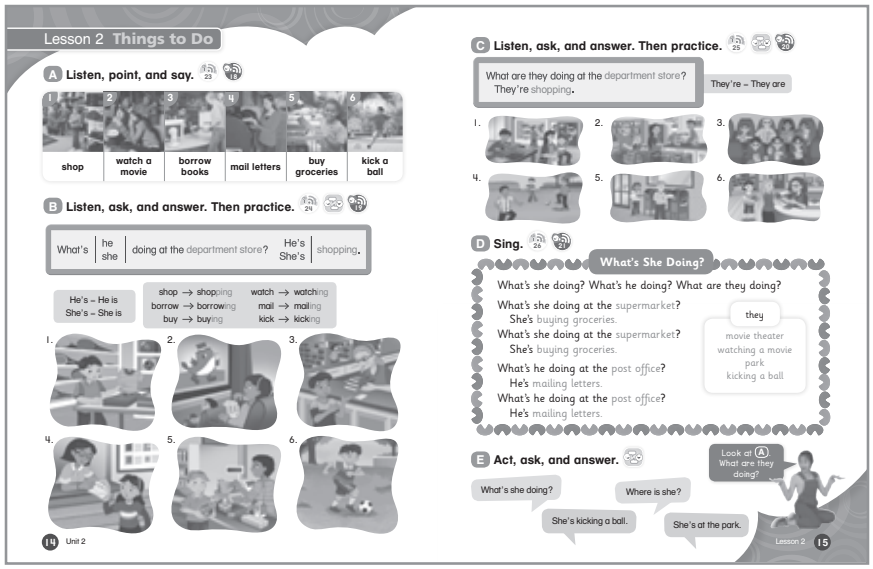
Games and Activities

- **Teacher's Mistake** (Teacher's Book pages 28–31). Use Picture Cards 21–28 and Level 2 Picture Cards of places.
- **Toss and Tell** (Teacher's Book pages 28–31). S1 tosses the beanbag to S2, asking *Where's the (park)?* S2 answers with any location.

Extra Practice

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

Lesson 2 Things to Do



Student Book pages 14–15

Objectives
- Asking and answering about things to do

Grammar
- Present continuous questions with prepositional phrases

What's he/she doing at the department store?

He's/She's shopping.

What are they doing at the department store?

They're shopping.

Vocabulary
Things to do: shop, watch a movie, borrow books, mail letters, buy groceries, kick a ball

Materials
Picture Cards 29–34; Class CD1 Tracks 23–26

Student Book page 14

Warm up

1. Greet the class, saying *Hello* and *Hi*. Students greet their classmates.
2. Review Unit 1 vocabulary with a game of Shopping List (Teacher's Book pages 28–31). Begin by saying *I'm going to the supermarket. I need some (carrots).* The next student says *I'm going to the supermarket. I need some (carrots) and (apples).*

A Listen, point, and say.

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

1. Use Picture Cards 29–34 to introduce the activities. 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 29–34.
3. Play Class CD1 Track 23. Students listen, point, and say along with the CD.

CD 1 23

1. shop
2. watch a movie
3. borrow books
4. mail letters
5. buy groceries
6. kick a ball

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

B Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern and present the contractions.
2. Direct students' attention to the present continuous box on page 14. Say (*shop, shopping*). Students listen and repeat.
3. Direct students' attention to the grammar box on page 14.
4. Play Class CD1 Track 24. Students listen, ask, and answer along with the CD.

CD 1 24

What's he doing at the department store?
He's shopping.
What's she doing at the department store?
She's shopping.
he's, he is; she's, she is
shop, shopping; watch, watching; borrow, borrowing; mail, mailing; buy, buying; kick, kicking

1. What's he doing at the department store?
   He's shopping.
2. What's she doing at the movie theater?
   She's watching a movie.
3. What's he doing at the library?
   He's borrowing books.

4. What's she doing at the post office?
   She's mailing letters.
5. What's she doing at the supermarket?
   She's buying groceries.
6. What's he doing at the park?
   He's kicking a ball.

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

Student Book page 15

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern. Direct students' attention to the grammar box on page 15.
2. Play Class CD1 Track 25. Students listen, ask, and answer along with the CD.

CD 1 25

What are they doing at the department store?
They're shopping.
they're, they are

1. What are they doing at the department store?
   They're shopping.
2. What are they doing at the supermarket?
   They're buying groceries.
3. What are they doing at the movie theater?
   They're watching a movie.
4. What are they doing at the park?
   They're kicking a ball.
5. What are they doing at the post office?
   They're mailing letters.
6. What are they doing at the library?
   They're borrowing books.

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

D Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD1 Track 26. Students listen and sing along with the CD.

CD 1 26

What's She Doing?

What's she doing? What's he doing? What are they doing?

What's she doing at the supermarket? She's buying groceries. (x2)

What's he doing at the post office? He's mailing letters. (x2)

What are they doing at the movie theater? They're watching a movie. (x2)

What are they doing at the park? They're kicking a ball. (x2)

What's she doing? What's he doing? What are they doing?

3. Students sing the song again, using gestures as appropriate.

E Act, ask, and answer.



Students work in groups of 3. S1 acts out a Lesson 2 activity. S2 and S3 watch S1 and then practice the language pattern in the speech bubbles: *What's she doing? She's kicking a ball. Where is she? She's at the park.* Students switch roles and continue.

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 look together at the pictures in Activity A. Then they use communication skills to take turns asking and answering the question.

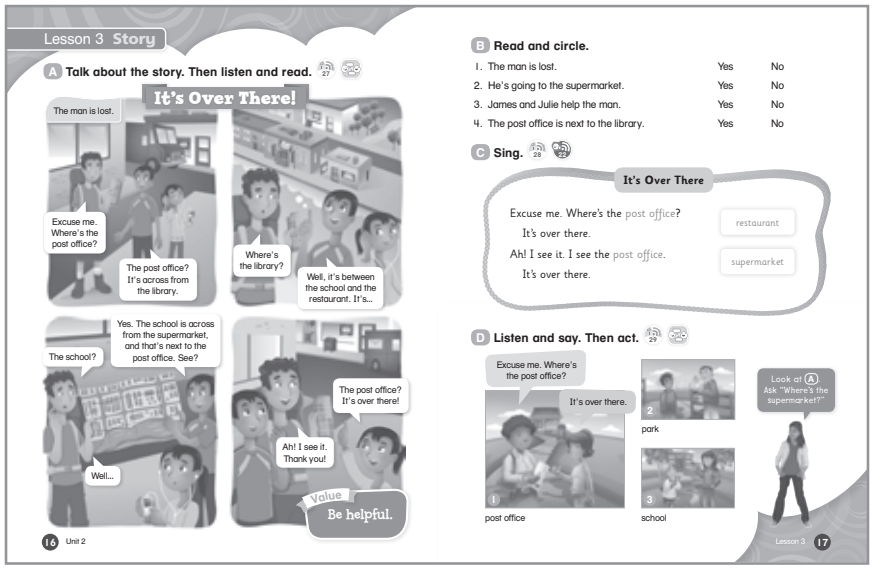
Games and Activities

- **Rollers** (Teacher's Book pages 28–31). S1 says (*shop*) and S2 must say (*shopping*). S2 says a new Lesson 2 vocabulary word and rolls the ball on.
- **Buzzers** (Teacher's Book pages 28–31). Ask questions using different locations. (*What are they doing at the (park)?*) Players race to slap the buzzer and give a correct answer with the appropriate activity. (*They're kicking a ball.*)

Extra Practice

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

Lesson 3 Story



Objectives
- Building reading and listening skills

Conversation
- Asking where something is

Excuse me. Where's the post office?
It's over there.

Value
Be helpful.

Materials
Picture Cards 21–34; Class CD1
Tracks 26–29

Student Book pages 16–17

Student Book page 16

Warm up

1. Greet the class. Then introduce yourself and say what you're wearing: *I'm (Ms. Jones). I'm wearing (a white shirt and a blue skirt).* Students introduce themselves to their classmates and say what they're wearing.
2. Sing **What's She Doing?** (Class CD1 Track 26).
3. Review vocabulary and grammar from Unit 2, Lessons 1 and 2. Hold up Picture Card 30 and mime watching a movie. Guide a student to ask *What's she doing at the movie theater?* Elicit the answer from another student: *She's watching a movie.* Continue with Picture Cards 21–34.
4. Review the conversation language from Unit 1, Lesson 3: *What's for lunch? Soup and salad. That sounds good.* Encourage students to look for opportunities to use the language pattern in class today.

A Talk about the story. Then listen and read.

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

1. Students look at the pictures and talk about what they see.
2. Play Class CD1 Track 27. Students listen, point, and read along with the CD.

CD 1 27

It's Over There!
The man is lost.

Young man:	Excuse me. Where's the post office?
James:	The post office? It's across from the library.
Young man:	Where's the library?
James:	Well, it's between the school and the restaurant. It's...
Young man:	The school?
James:	Yes. The school is across from the supermarket, and that's next to the post office. See?
Young man:	Well...
Julie:	The post office? It's over there!
Young man:	Ah, I see it. Thank you!

3. 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 17

B Read and circle.

1. Students read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.

2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check answers together.

Answer Key	
1. Yes	**2.** No
3. Yes	**4.** No

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD1 Track 28. Students listen and sing along with the CD.

CD 1 28

It's Over There
Excuse me. Where's the post office?
It's over there.
Ah! I see it. I see the post office.
It's over there.
Excuse me. Where's the restaurant?
It's over there.
Ah! I see it. I see the restaurant.
It's over there.
Excuse me. Where's the supermarket?
It's over there.
Ah! I see it. I see the supermarket.
It's over there.

3. Students sing the song again, pointing during "It's over there."

D Listen and say. Then act.



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

1. Play Class CD1 Track 29. Students listen and say with the CD.

CD 1 29

Excuse me. Where's the post office?
It's over there.
1. Excuse me. Where's the post office?
   It's over there.
2. Excuse me. Where's the park?
   It's over there.
3. Excuse me. Where's the school?
   It's over there.

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.

Collaboration/Communication: Direct students' attention to the Everybody Up Friend. In pairs or small groups, students use collaboration skills to write directions to the supermarket in Activity A. Then students use communication skills to take turns asking and answering the question.

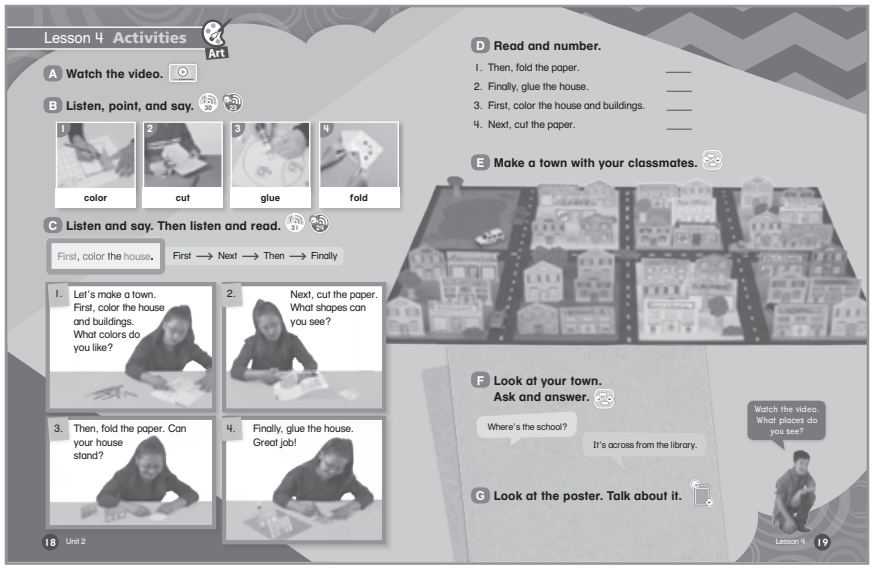
Games and Activities

- Students draw a picture to illustrate the value *Be helpful*. Display the pictures in the classroom.
- **Finish the Story** (Teacher's Book pages 28–31). Copy the story on page 16, leaving a few sentences in the speech bubbles blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing sentences.
- **Toss and Tell** (Teacher's Book pages 28–31). A student tosses a beanbag or ball to another student, saying *Excuse me. Where's the (library)?* The "catcher" responds *It's over there* or *It's (across from the park)* and tosses the beanbag or ball on with a new question.

Extra Practice

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

Lesson 4 Activities



Student Book pages 18–19

Objectives
- Talking about art activities

Grammar
- Statements with sequencers

First, color the house.

Vocabulary
Activities: color, cut, glue, fold

Materials
Picture Cards 35–38; Class CD1 Tracks 26, 30–31; Unit 2 Video and Poster, Activities

Student Book page 18

School Subject Connection: Art

Lesson 4 is a cross-curricular lesson with a connection to students' school subjects. Ask students to tell you about their art classes. What kind of things have they made? What materials and tools did they use? What steps did they take?

Warm up

1. Greet the class. Then play **Identity Swap** (Teacher's Book pages 28–31) to practice introductions.
2. Introduce yourself to S1, saying *I'm (Ms. Smith). I'm happy today.* S1 introduces him- or herself to you, saying *I'm (Nora). I'm (tired) today.* Swap identities and continue.
3. Sing **What's She Doing?** (Class CD1 Track 26).

A Watch the video.

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

Before you watch: Tell the class they're going to watch a video about making art. Ask students to share what they already know about the verbs and sequence words in Lesson 4. Encourage students to think about how they make an art project.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Pause the video and ask students questions about the process of making art. Encourage them to complete the sentences to practice *They ____ the cotton balls to the paper.* *____, they get paper and draw a picture.*

B Listen, point, and say.

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

1. Use Picture Cards 35–38 to introduce the activities. Continue until students can produce the words on their own.
2. Say and mime each new activity. Students listen and watch. Then have students say the activity when you mime it. Invite individual students to mime the activities for the class to say.
3. Play Class CD1 Track 30. Students listen, point, and say along with the CD.

CD 1 30

1. color
2. cut
3. glue
4. fold

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

C Listen and say. Then listen and read.

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

1. Introduce the new pattern: *First, color the house.*
2. Direct students' attention to the vocabulary box on page 18. Then give each student four blank cards. Say and write each word on the board. Students listen and write each word on a card.
3. Guide the class to say the steps in order: *first, next, then, finally*. Have individual students practice saying aloud the steps in order.
4. Play Class CD1 Track 31. Students listen and say along with the CD.

CD 31

First, color the house. first, next, then, finally

1. Let's make a town. First, color the house and buildings. What colors do you like?
2. Next, cut the paper. What shapes can you see?
3. Then, fold the paper. Can your house stand?
4. Finally, glue the house. Great job!

5. Play the track again. Students listen and read along.
6. Students read the text on their own.
7. Read the text aloud. Students listen and hold up their picture and word cards when they hear you say those words.

Student Book page 19

D Read and number.

1. Students read the sentences and number them in the correct order.
2. Students do the activity on their own, using Activity C as a reference.
3. Check answers together.

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

E Make a town with your classmates.



Print the Unit 2 Lesson 4 Worksheet from the Teacher's Resource Center CD-ROM, one for each student. Students follow the directions in Activity C to make a simple pop-up building or place. These will be assembled into a complete town. Assign each student a building or place and distribute art supplies (scissors, crayons or colored pencils, glue, and different kinds of paper).

When everyone is finished, assemble the town as shown in the picture in Activity E. Display the town in the classroom.

F Look at your town. Ask and answer.



Using the town they made together in Activity E, student pairs ask and answer using the language pattern in the speech bubbles: *Where's the school? It's across from the library.*

G Look at the poster. Talk about it.



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

1. Students read the poster title and captions. Then, talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

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

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking skills to determine which places they saw in the video. Then students use communication skills to take turns asking and answering the question.

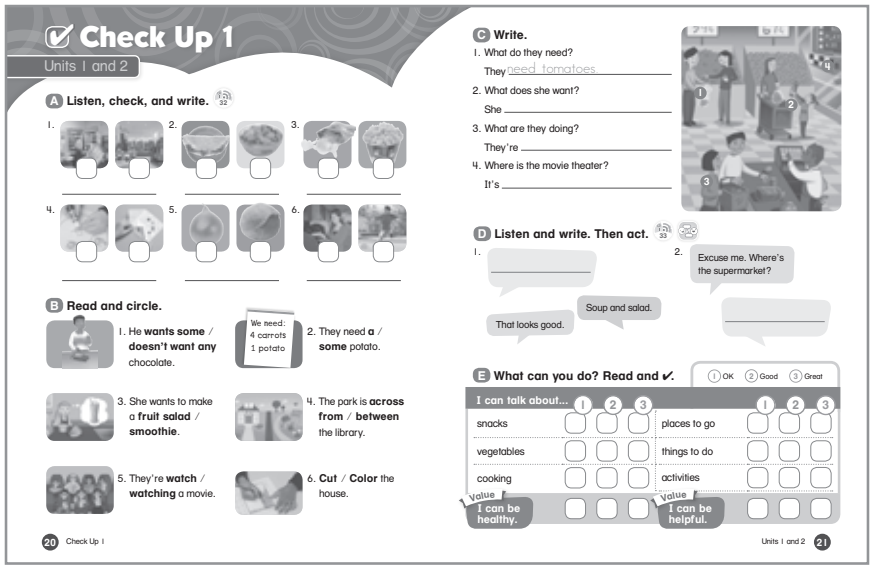
Games and Activities

- Students listen as you read aloud instructions for a project with four steps (you can read Activity C or D, or create your own). Students listen and put their handmade picture and word cards in the correct order.
- **Charades** (Teacher's Book pages 28–31). Use verbs from Lessons 2 and 4.

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 05–38; Class CD1
Tracks 32–33

Student Book page 20

Warm up

Greet the class. Then greet a student and ask *Are you hungry? Would you like some (popcorn)?* Guide the student to answer either *Yes, please* or *No, thank you*. Students greet and practice the conversation with their classmates.

A Listen, check, and write.

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

1. Play Class CD1 Track 32. Students listen, check, and write the items they hear.
2. Play the track again. Students listen and check their answers.
3. Check answers together.

CD 1 32

1. post office	2. omelet
3. popcorn	4. glue
5. onion	6. kick a ball

Answer Key

1. check left picture; post office
2. check left picture; omelet
3. check right picture; popcorn
4. check left picture; glue
5. check left picture; onion
6. check right picture; kick a ball

4. Play **Down the Line** (Teacher's Book pages 28–31) using Picture Cards 21–38.

B Read and circle.

1. Students circle the correct answers.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own.
3. Check answers together.

Answer Key

1. doesn't want any	**2.** a
3. smoothie	**4.** across from
5. watching	**6.** Color

Student Book page 21

C Write.

1. Students examine the picture and fill in the blanks in the sentences. Note that there is more than one possible answer for some items.

Answer Key
2. wants soda. **3.** are shopping./are buying food. **4.** next door./across the street.

2. Students practice asking and answering the questions and answers with a partner, using their books.

D Listen and write. Then act.



1. Play Class CD1 Track 33. Students listen. Play the track again and students fill in the blanks with the words they hear.

CD 1 33

1. What's for lunch?
   Soup and salad.
   That looks good.
2. Excuse me. Where's the supermarket?
   It's over there.

2. Students practice the conversations with a partner.

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 numbering system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share.

Games and Activities

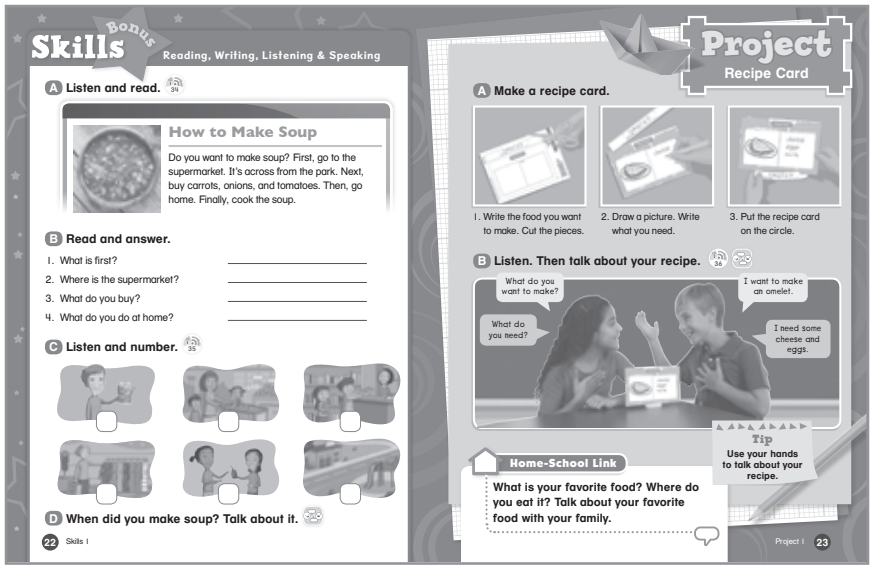
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31) using language from Units 1 and 2. For example, *Food*, *Places*, *Activities*.
- **Rollers** (Teacher's Book pages 28–31) using language from Units 1 and 2. For example: "I want to make a smoothie." "Where's the post office?" "They're shopping."
- **Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 1 and 2. For example, hold up a picture of a smoothie and say, "It's an omelet." Or hold up the picture card of "park" and say, "This is the library." Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you hold up items, say some correct sentences and some incorrect ones so that students have to listen carefully.

Extra Practice

Workbook pages 20–22
iTools
Online Practice

Bonus Skills



Student Book pages 22–23

Skills
- Reading a paragraph, writing complete answers, listening and numbering, speaking about a personal experience

Materials
Class CD1 Tracks 34–35

Project Language
- Units 1 and 2 grammar and vocabulary

Materials
Class CD1 Track 36; Photocopiable Project Template; scissors, markers or crayons, glue

Student Book page 22

Warm up

Ask students if they have ever made soup or if they know how to make it. Ask them what kinds of soup they like.

A Listen and read.

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

1. Students look at the pictures and talk about what they see.
2. Play Class CD1 Track 34. Students listen and read with the CD.

CD 1 34

How to Make Soup

Do you want to make soup? First, go to the supermarket. It's across from the park. Next, buy carrots, onions, and tomatoes. Then, go home. Finally, cook the soup.

3. Play the track again. Students listen and read again.
4. Students read the text on their own.

B Read and answer.

1. Students look back at Activity A and read the text again on their own.
2. Read each question aloud with the class. Students answer orally and then write their answers. Encourage students to use complete sentences in their answers.
3. Check answers together.

Answer Key

1. First, go to the supermarket.
2. It's across from the park.
3. Buy carrots, onions, and tomatoes.
4. Cook the soup.

C Listen and number.

1. Play Class CD1 Track 35. Students listen and number the pictures.

CD 1 35

1. I want some soda. She wants some gum.
2. Where's the park?
   It's across from the post office.
3. What are they doing at the library?
   They're borrowing books.
4. What are they doing at the supermarket?
   They're buying groceries.
5. I want some potato chips.
6. What is she doing at the department store?
   She's shopping.

2. Play the track again. Students listen and check their answers.
3. Check answers together.

Answer Key
Top row: 5, 4, 3 **Bottom row:** 6, 1, 2

D When did you make soup? Talk about it.



1. Have students read the instruction line and think about their answer to the question. Model an answer using your own experience or have a volunteer talk about their experience. Ask further questions to encourage more detail.
2. Have students share their stories with a partner or small group. Students may wish to draw a picture of the soup-making experience as well.

Project Recipe Card

Student Book page 23

A Make a recipe card.

See *Teaching Projects*, Teacher's Book page 27.

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 recipe card. Review food words and write them on the board.
2. Students cut out their recipe cards, draw a picture of their food choice, and make a list of ingredients.
3. Students make their recipe cards. Remind students to write their names on their recipe cards. Circulate and help students as necessary.

B Listen. Then talk about your recipe.



1. Play Class CD1 Track 36. Students listen, point to the speech bubbles, and say along with the CD.

CD 1 36

What do you want to make?
I want to make an omelet.
What do you need?
I need some cheese and eggs.

2. **Tip**: Direct students' attention to the tip: *Use your hands to talk about your recipe*. Call on two students with strong speaking skills to talk about their recipe cards. Encourage the students to use their hands to express themselves as they talk.
3. Student pairs practice the pattern, using their books.
4. Volunteer pairs or groups present their projects to the class using language from the speech bubbles.

Home-School Link

1. Tell the students to share what they've learned in class at home.
2. Role-play with a few stronger students to demonstrate sample language to the class.
3. Students take their recipe cards home and make a list of food or dishes that they talked about with their families and present their lists to the class.

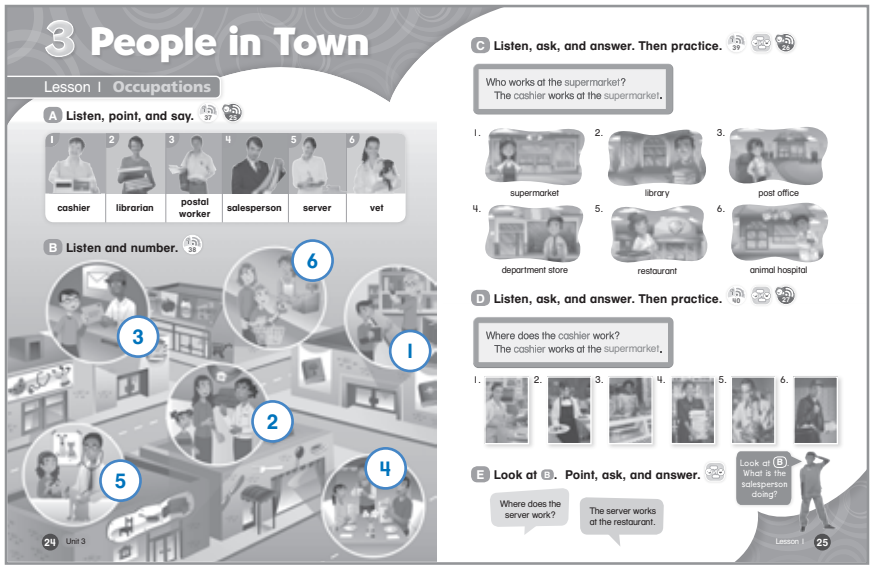
Games and Activities

- *Skills:* **Find Someone Who** (Teacher's Book pages 28–31) Give students cards with pairs of soup ingredients (carrots, potatoes, etc.). Students have to find someone holding the same card as they are.
- *Skills:* **Pop-Up** (Teacher's Book pages 28–31) Say sentences containing the word "soup," e.g., "Do you want to make soup?" "Do you like soup?" etc. Students quickly stand up and sit down when they hear the target word.
- *Project:* **Two Truths and a Lie** (Teacher's Book pages 28–31) using the language from Units 1 and 2 and the recipe cards. For example, show the class one of the recipe cards and say two true sentences about that recipe card and one lie.

Extra Practice

Workbook page 23
iTools
Online Practice

Lesson 1 Occupations



Student Book pages 24–25

Objectives
- Asking and answering questions about people's occupations and their workplaces

Grammar
- Simple present questions about occupations

Who works at the supermarket?

The cashier works at the supermarket.

Where does the cashier work?

The cashier works at the supermarket.

Vocabulary
Occupations: cashier, librarian, postal worker, salesperson, server, vet

Materials
Picture Cards 39–44; Class CD1
Tracks 37–40

Student Book page 24

Warm up

Say *Hello, (Jon). How are you today?* The student replies *I'm (happy),* or any other feeling.

A Listen, point, and say.

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

1. Use Picture Cards 39–44 to introduce the occupations. Continue until students can produce the words on their own.
2. Link the language. Use the new vocabulary with statements about people's occupations in both third-person singular and plural forms. Hold up Picture Cards 39–40, eliciting *(He's) a (cashier), (He) isn't a (librarian).* Next, hold up two fingers with a card and elicit third-person plural statements *(They're vets. They aren't servers).*
3. Play Class CD1 Track 37. Students listen, point, and say along with the CD.

CD 1 37

1. cashier
2. librarian
3. postal worker
4. salesperson
5. server
6. vet

4. Students practice saying the new 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:

   Mike is at the post office. Who works at the post office? The postal worker. Emma is at the animal hospital with her dog. Who works at the animal hospital? The vet. Danny is at the supermarket. Who works at the supermarket? The cashier. Who works at the library? The librarian. Julie is at the restaurant. Who works at the restaurant? The server. Ann is at the department store. Who works at the department store? The salesperson.
2. Play Class CD1 Track 38. Students listen, find the items in the picture, and point to them.

CD 1 38

1. Jay: Excuse me. Are you the librarian?
   Woman: Yes, I am. Can I help you?
   Jay: Yes, please. I'm looking for a great book!
   Woman: OK. Let's see...
2. Emma's mom: Hmm. Where's the salesperson?
   Ann: Is she a salesperson, Mom?
   Emma's mom: I think so.
   Woman: Hi, can I help you?
   Emma's mom: Yes. We like that purple sofa.
3. Mike: Excuse me. Do you work here?
   Man: Yes, I'm a postal worker.
   Mike: This is for my grandmother. Thank you!

	Man:	You're welcome.
4.	Server:	Hi, I'm your server. My name is Jeff.
	Julie's dad:	Hi, Jeff. Can I have the steak, please?
	Server:	What about you?
	Julie:	The spaghetti, please.
	Server:	OK.
	Julie's dad:	Thanks!
5.	Vet:	What's wrong?
	Emma:	My dog is sick.
	Vet:	Don't worry! I can help.
	Emma:	That's good. Thanks!
6.	Danny's mom:	Danny, give the groceries to the cashier.
	Danny:	OK, Mom. Here you are.
	Cashier:	Thank you.

3. Students talk about what else they see in the picture. They may use previously learned language.

Student Book page 25

C Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern. Direct students' attention to the first grammar box on page 25.
2. Play Class CD1 Track 39. Students listen and say along with the CD.

CD 39

Who works at the supermarket?
The cashier works at the supermarket.

1. Who works at the supermarket?
   The cashier works at the supermarket.
2. Who works at the library?
   The librarian works at the library.
3. Who works at the post office?
   The postal worker works at the post office.
4. Who works at the department store?
   The salesperson works at the department store.
5. Who works at the restaurant?
   The server works at the restaurant.
6. Who works at the animal hospital?
   The vet works at the animal hospital.

3. Pairs practice the pattern using their books.

D Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern. Direct students' attention to the second grammar box on page 25.
2. Play Class CD1 Track 40. Students listen, ask, and answer along with the CD.

CD 40

Where does the cashier work?
The cashier works at the supermarket.

1. Where does the cashier work?
   The cashier works at the supermarket.
2. Where does the server work?
   The server works at the restaurant.
3. Where does the salesperson work?
   The salesperson works at the department store.
4. Where does the librarian work?
   The librarian works at the library.
5. Where does the vet work?
   The vet works at the animal hospital.
6. Where does the postal worker work?
   The postal worker works at the post office.

3. Pairs practice the pattern using their books.

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

Pairs look at the big picture in Activity B and practice the language pattern in the speech bubbles: *Where does the server work? The server works at the restaurant.*

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. In pairs students use critical thinking skills to look at the pictures in Activity B. They then use communication skills to take turns asking and answering the question.

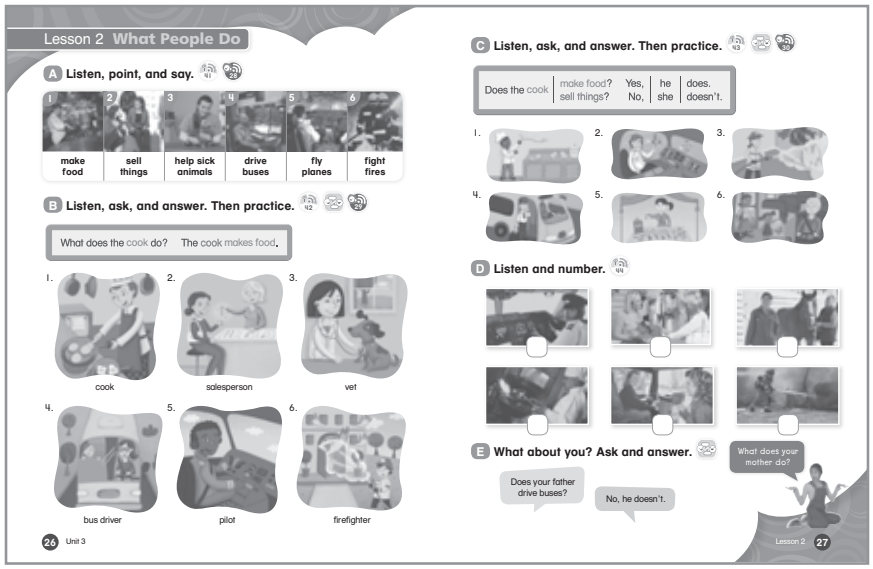
Games and Activities

- **Down the Line** (Teacher's Book pages 28–31). Use Picture Cards 39–44.
- **Categories** (Teacher's Book pages 28–31). Use Occupations and Places as categories.

Extra Practice

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

Lesson 2 What People Do



Student Book pages 26–27

Objectives
- Asking and answering about what people do at work

Grammar
- Questions about what people do
  What does the cook do?
  The cook makes food.
- Yes/No questions about what people do
  Does the cook make food?
  Yes, he/she does. No, he/she doesn't.

Vocabulary
What People Do: make food, sell things, help sick animals, drive buses, fly planes, fight fires

Materials
Picture Cards 29–34, 45–50; Class CD1 Tracks 41–44

Student Book page 26

Warm up

1. Greet the class, saying *Hello* and *Hi*. Students greet their classmates.
2. Elicit the review language from Unit 3, Lesson 1: *What is the salesperson doing?* Students practice the expression with their classmates.
3. Review vocabulary and grammar from Unit 2, Lesson 2. Hold up Picture Cards 29–34, asking *What (are they) doing at the (movie theater)?* Students answer *(They're) (watching a movie).*

A Listen, point, and say.

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

1. Use Picture Cards 45–50 to introduce the verb phrases. Continue until students can produce the words on their own.
2. Practice conjugating the new verbs. Write the new verb phrases on the board. Point to *make food* and say *make, makes*. Students repeat. Do the same with the other verbs. Next, point to and elicit both forms without saying anything yourself.
3. Play Class CD1 Track 41. Students listen, point, and say along with the CD.

CD 1 41

1. make food
2. sell things
3. help sick animals
4. drive buses
5. fly planes
6. fight fires

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

B Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern: *What does the cook do? The cook makes food.*
2. Direct students' attention to the grammar box on page 26.
3. Play Class CD1 Track 42. Students listen, ask, and answer along with the CD.

CD 1 42

What does the cook do? The cook makes food.

1. What does the cook do? The cook makes food.
2. What does the salesperson do? The salesperson sells things.
3. What does the vet do? The vet helps sick animals.
4. What does the bus driver do? The bus driver drives buses.
5. What does the pilot do? The pilot flies planes.
6. What does the firefighter do? The firefighter fights fires.

4. Divide the class into two groups. Use Picture Cards 45–50 to cue Group 1 to ask *What does the (vet) do?* Group 2 answers *The (vet helps sick animals).*
5. Students practice the pattern in pairs, 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: *Does the cook (make food)? 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 43. Students listen, ask, and answer along with the CD.

CD 1 43

Does the cook make food? Yes, he does.
Does the cook sell things? No, he doesn't.
Does the cook make food? Yes, she does.
Does the cook sell things? No, she doesn't.

1. Does the cook make food? Yes, he does.
2. Does the vet fly planes? No, she doesn't.
3. Does the firefighter fight fires? Yes, she does.
4. Does the pilot drive buses? No, he doesn't.
5. Does the salesperson sell things? Yes, she does.
6. Does the bus driver help sick animals? No, he doesn't.

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

D Listen and number.

1. Play Class CD1 Track 44. Students listen and number the pictures.

CD 1 44

1. What does the cook do? The cook makes food.
2. Does the salesperson sell things? Yes, she does.
3. What does the vet do? The vet helps sick animals.
4. Does the pilot fly planes? Yes, she does.
5. What does the firefighter do?
   The firefighter fights fires.
6. What does the bus driver do?
   The bus driver drives buses.

2. Play the track again. Students listen and check their answers.
3. Check answers together.

Answer Key

Top row: 4, 2, 3
Bottom row: 1, 6, 5

E What about you? Ask and answer.



Student pairs look at the pictures in Activity B and practice asking and answering with the language pattern in the speech bubbles: *Does your father drive buses? No, he doesn't.* Encourage students to use all new vocabulary learned in the lesson.

Everybody Up 21st Century Skills

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

Communication/Collaboration: Direct students' attention to the Everybody Up Friend. Students use collaboration skills to make a list of at least six job activities. Then they use communication skills to take turns asking and answering the question.

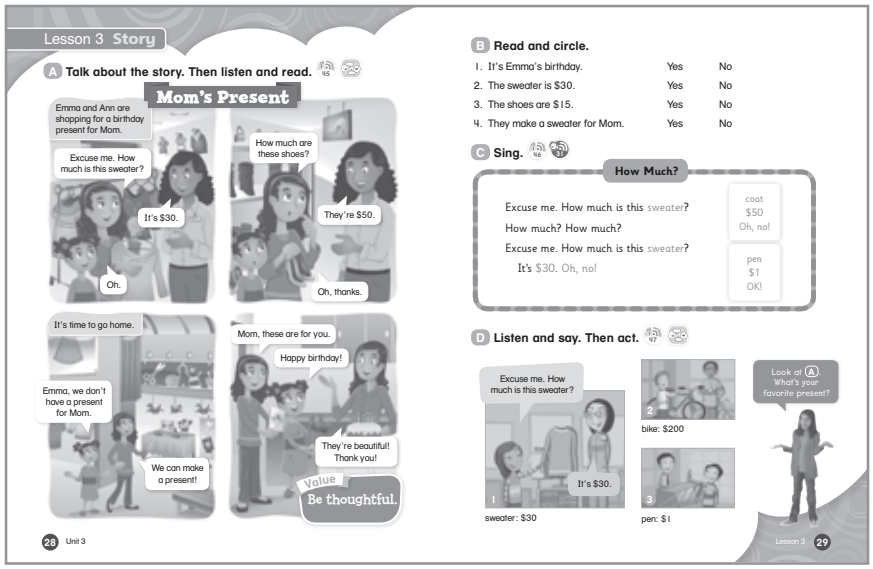
Games and Activities

- **Charades** (Teacher's Book pages 28–31). In this version of Charades, some talking is allowed. Show students how to play by asking *What am I doing?* while performing a gesture appropriate to one of the Lesson 2 verb phrases. Students reply *You're (making food).* To play the game, each student performs a gesture for the class and asks *What am I doing?* The class answers.
- **Class Survey** (Teacher's Book pages 28–31). Quietly assign each student an occupation. Students circulate and ask each other *What do you do?* or *Do you (drive buses)?* After hearing the answers, students try to guess the other's occupation, saying *You're a (cook)!* To finish, have the class tell you what each student's occupation was and gather the data into a chart on the board.

Extra Practice

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

Lesson 3 Story



Student Book pages 28–29

Objectives
- Building reading and listening skills

Conversation
- Asking an item's price

Excuse me. How much is this sweater?

It's $30.

Value
Be thoughtful.

Materials
Class CD1 Tracks 45–47

Student Book page 28

Warm up

1. Greet the class, saying *Hello* and *Hi*. Then model this conversation with a student: Pretend that you are handing something to the student and say *Here you are.* Prompt the student to respond *Thank you.* Reply *You're welcome.* Students practice the conversation with classmates.
2. Review the conversation language from Unit 2, Lesson 3: *Excuse me. Where's the post office? It's over there.* Encourage students to look for opportunities to use the language in class today.
3. Elicit the review language from Unit 3, Lesson 2: *What does your mother do?* Students practice the expression with their classmates.

A Talk about the story. Then listen and read.

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

1. Students look at the pictures and talk about what they see.
2. Play Class CD1 Track 45. Students listen, point, and read along with the CD.

CD 1 45

Mom's Present

Emma and Ann are shopping for a birthday present for Mom.

Emma:	Excuse me. How much is this sweater?
Saleswoman:	It's $30.
Ann:	Oh.
Emma:	How much are these shoes?
Saleswoman:	They're $50.
Emma:	Oh, thanks.

It's time to go home.

Ann:	Emma, we don't have a present for Mom.
Emma:	We can make a present!
Emma:	Mom, these are for you.
Ann:	Happy birthday!
Emma's mother:	They're beautiful! Thank you!

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

Student Book page 29

B Read and circle.

1. Students read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.
2. Read each sentence aloud with the class. Students answer orally and then circle their answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check answers together.

Answer Key	
1. No	**2.** Yes
3. No	**4.** No

C Sing.

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

1. Read the song lyrics with the students.
2. Play CD1 Track 46. Students listen and then sing along with the CD.

CD 1 46

How Much?
Excuse me. How much is this sweater?
How much? How much?
Excuse me. How much is this sweater?
It's $30. Oh, no!

Excuse me. How much is this coat?
How much? How much?
Excuse me. How much is this coat?
It's $50. Oh, no!

Excuse me. How much is this pen?
How much? How much?
Excuse me. How much is this pen?
It's $1. OK!

3. Students sing the song again, drawing the numbers in the air for each verse.

D Listen and say. Then act.

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

1. Play Class CD1 Track 47.
2. Students listen and say with the CD.

CD 1 47

Excuse me. How much is this sweater?
It's $30.

1. Excuse me. How much is this sweater? It's $30.
2. Excuse me. How much is this bike? It's $200.
3. Excuse me. How much is this pen? It's $1.

3. 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.

Communication/Creativity: Direct students' attention to the Everybody Up Friend. In small groups, students use communication skills to take turns asking and answering the question. Then they use creativity to draw a poster that shows their favorite presents.

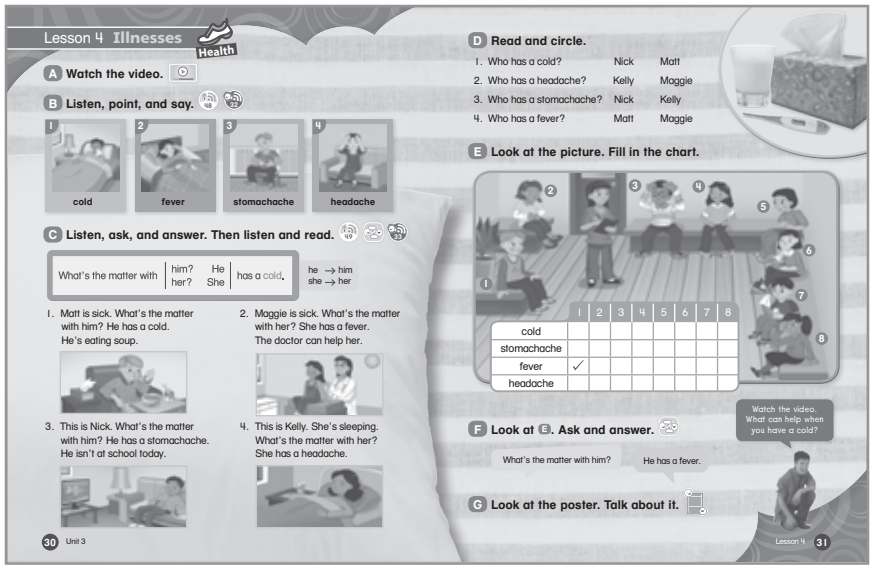
Games and Activities

- **Order the Text** (Teacher's Book pages 28–31). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- **Toss and Tell** (Teacher's Book pages 28–31). A student tosses a beanbag to another student, saying *Excuse me. How much is this sweater?* The "catcher" responds *It's $30* and tosses the ball on with a new question.
- Students practice the Lesson 3 value *Be thoughtful* by planning a homemade gift for a parent or caregiver. Students draw pictures of the gift. Display pictures in the classroom.

Extra Practice

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

Lesson 4 Illnesses



Student Book pages 30–31

Objectives
- Asking and answering about illnesses

Grammar
- Questions with prepositional phrases

What's the matter with him/her?

He/She has a cold.

Vocabulary
Illnesses: cold, fever, stomachache, headache

Materials
Picture Cards 51–54; Level 2 Picture Cards 07–16; Class CD1 Tracks 48–49; Unit 3 Video and Poster, Illnesses

Student Book page 30

School Subject Connection: Health

Lesson 4 is a cross-curricular lesson with a connection to students' school subjects. Ask students to tell you what they have learned in their health class about how to stay healthy and what to do if they get sick.

Warm up

1. Review this conversation language from Level 2: *What's wrong? My leg hurts.* Encourage students to look for ways to use this language in class today.
2. Review feelings. Hold up Picture Cards 07–16 from Level 2 and elicit the words. Encourage students to include appropriate gestures or facial expressions.

A Watch the video.

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

Before you watch: Tell the class they're going to watch a video about illnesses. Ask the students what illnesses they already know about, as well as causes and remedies for common illnesses, and elicit language from Unit 3.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Pause the video and ask students questions about the different illnesses and health-related vocabulary. Encourage them to complete the sentences to practice *She has a fever and a* _____. *Nurses work at the* _____.

B Listen, point, and say.

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

1. Use Picture Cards 51–54 to introduce the illnesses. Continue until students can produce the words on their own.
2. Play **Guess the Next Card** (Teacher's Book pages 28–31). Use Picture Cards 51–54.
3. Play Class CD1 Track 48. Students listen, point, and say along with the CD.

CD 1 48

1. cold
2. fever
3. stomachache
4. headache

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

C Listen, ask, and answer. Then listen and read.



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

1. Introduce the new pattern: *What's the matter with him/her? He/She has a cold.*
2. Introduce the personal pronouns *him* and *her*. Explain that *he* and *she* become *him* and *her* when they are the object of the verb.
3. Direct students' attention to the grammar box and personal pronoun box on page 30.
4. Play Class CD1 Track 49. Students listen, ask, and answer along with the CD.

CD 1 49

What's the matter with him? He has a cold.
What's the matter with her? She has a cold.
he, him; she, her

1. Matt is sick. What's the matter with him? He has a cold. He's eating soup.
2. Maggie is sick. What's the matter with her? She has a fever. The doctor can help her.
3. This is Nick. What's the matter with him? He has a stomachache. He isn't at school today.
4. This is Kelly. She's sleeping. What's the matter with her? She has a headache.

5. Play the track again. Students listen and read along.
6. Students read the text on their own.

Student Book page 31

D Read and circle.

1. Students read the questions and circle the answers.
2. Students do the activity on their own, using Activity C as a reference.
3. Check answers together.

Answer Key
1. Matt **2.** Kelly **3.** Nick **4.** Maggie

E Look at the picture. Fill in the chart.

1. Students look at the picture and talk about what they see.
2. On their own, students look at the picture and then write a checkmark next to the correct illness.
3. Check answers together.

Answer Key
1. fever **2.** stomachache **3.** headache **4.** fever **5.** stomachache **6.** cold **7.** cold **8.** headache

F Look at E. Ask and answer.



Student pairs look at the picture in Activity E and practice asking and answering with the language pattern in the speech bubbles: *What's the matter with him? He has a fever.* Encourage students to use all new vocabulary learned in the lesson.

G Look at the poster. Talk about it.



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

1. Students read the poster title and captions. Then, talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

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

Critical Thinking/Creativity/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking skills to determine what can help when you have a cold. Then students use creativity to draw a picture of their best idea for a cold remedy. Finally, they use communication skills to take turns asking and answering the question.

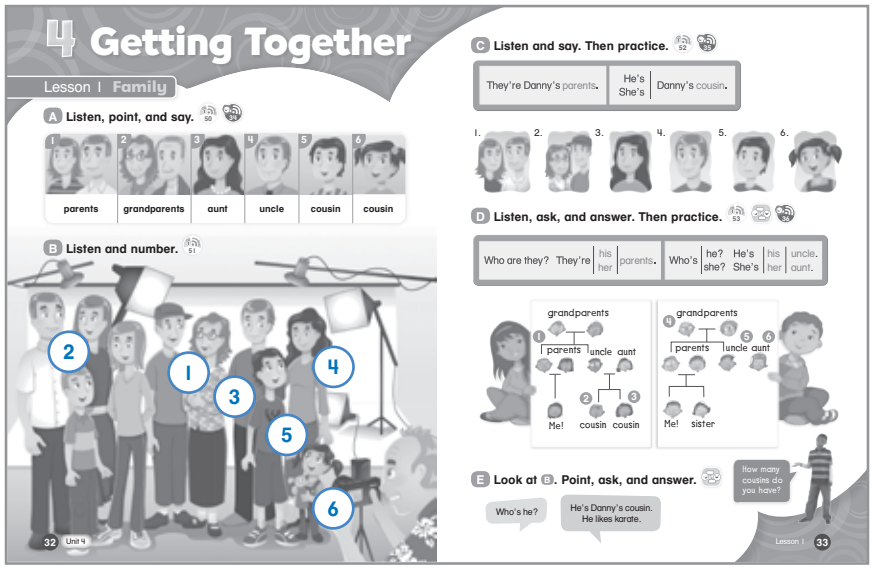
Games and Activities

- **Listen and Draw** (Teacher's Book pages 28–31). Using the items in Activity C as a model, prepare descriptions of four people who are sick. Read the text to the class. Students listen and draw what they hear.
- **Triangle Groups** (Teacher's Book pages 28–31). Place students in groups of 3. S1 chooses an illness and acts it out. S2 asks S3 *What's the matter with (her)?* S3 answers *(She) has a (stomachache).* Group members switch roles.

Extra Practice

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

Lesson 1 Family



Student Book pages 32–33

Objectives
- Talking about family members

Grammar
- Statements with possessives
  They're Danny's parents.
  He's/She's Danny's cousin.
- Questions with possessives
  Who are they?
  They're his/her parents.
  Who's he/she?
  He's/She's his/her uncle/aunt.

Vocabulary
Family: parents, grandparents, aunt, uncle, cousin

Materials
Picture Cards 55–59; Class CD1 Tracks 50–53

Student Book page 32

Warm up

1. Greet the class, saying *Hello, everyone. How are you today?* Elicit a few responses. Students circulate and greet each other.
2. Review family members. Say *This is my family* and hold up Level 1 family Picture Cards. Ask questions about each card: *Who's this? What's (she) wearing?* Elicit answers such as *That's your mother. She's wearing (a red shirt).*

A Listen, point, and say.

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

1. Use Picture Cards 55–59 to introduce the family members. Continue until students can produce the words on their own.
2. Link the language. Hold up Picture Cards 55–56 and ask *Are these my (parents)?* Students reply *Yes, they are* or *No, they aren't.* Hold up Picture Cards 57–59 and ask *Is this my (cousin)?* Students reply *Yes, (she) is or No, (she) isn't.*
3. Play Class CD Track 50. Students listen, point, and say along with the CD.

CD 50

1. parents
2. grandparents
3. aunt
4. uncle
5. cousin
6. cousin

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 and his family. They're happy. Look at that man and woman. They're Danny's parents. Danny's father is wearing a white shirt and blue pants. Danny's mother is wearing purple. And who's she? That's Danny's sister. Danny is wearing a blue and yellow shirt. Who are they? They're Danny's grandparents. Danny's grandfather is wearing a blue cap. Danny's grandmother is wearing blue shoes. Look at the woman in the pink shirt. She's Danny's aunt. That's Danny's uncle. Danny has two cousins. They're there, too.
2. Play Class CD1 Track 51. Students listen, find the items in the picture, and point to them.

CD 51

1. Danny: This is my family. These are my grandparents. My grandfather really likes baseball. My grandmother really likes flowers.
2. Danny: Here are my parents. My mother is wearing a purple dress, and my father is wearing a white shirt. My sister is standing next to me. That's me!

3. Danny: My mother has a brother. He's wearing an orange T-shirt. He's my uncle.
4. Danny: She's my aunt. She's wearing a pink shirt.
5. Danny: He's my cousin. Do you see his T-shirt? He likes karate.
6. Danny: She's four years old. She has a doll. She's my cousin, too!

3. Invite students to talk about other things they see in the picture. They may use previously learned language.

Student Book page 33

C Listen and say. Then practice.

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

1. Introduce the new pattern: *They're Danny's parents. He's/She's Danny's cousin.*
2. Direct students' attention to the first two grammar boxes on page 33.
3. Play Class CD1 Track 52. Students listen and say along with the CD.

CD 52

They're Danny's parents.
He's Danny's cousin.
She's Danny's cousin.
1. They're Danny's parents.
2. They're Danny's grandparents.
3. She's Danny's aunt.
4. He's Danny's uncle.
5. He's Danny's cousin.
6. She's Danny's cousin.

4. Students practice the pattern, using their books.
5. Play **Jump to the Word** (Teacher's Book pages 28–31). Use Picture Cards 55–59. Instruct each student to go to a card and make a sentence using the word: *(They're) Danny's (parents).*

D Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *Who are they? They're his/her parents. Who's he/she? He's/She's his/her uncle/aunt.* Remind students that *his* refers to *he*, and *her* refers to *she*.
2. Direct students' attention to the third grammar box on page 33. Link to the previous pattern by explaining that *They're Danny's parents.* and *They're his parents.* have the same meaning,
3. Play Class CD1 Track 53. Students listen, ask, and answer along with the CD.

CD 53

Who are they?/They're his parents.
Who are they?/They're her parents.
Who's he?/He's his uncle.
Who's he?/He's her uncle.
Who's she?/She's his aunt.
Who's she?/She's her aunt.
1. Who are they? They're her parents.
2. Who's he? He's her cousin.
3. Who's she? She's her cousin.
4. Who are they? They're his grandparents.
5. Who's he? He's his uncle.
6. Who's she? She's his aunt.

4. 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, point to the characters, and practice the language pattern in the speech bubbles: *Who's he? He's Danny's cousin. He likes karate.*

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 make a list of their cousins. (Note that some students may not have cousins or they may need help identifying their cousins.) Then students use communication skills to take turns asking and answering the question.

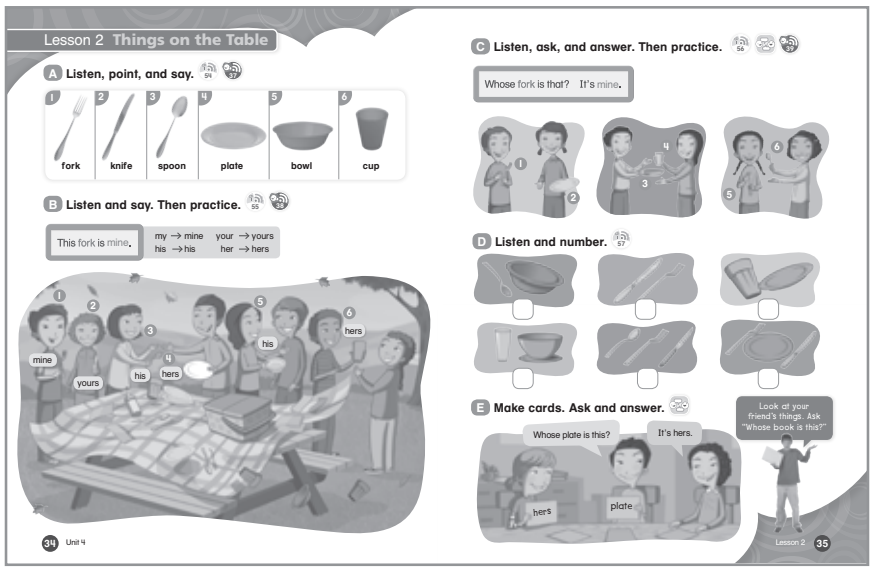
Games and Activities

- Give each student paper and art supplies. Students draw pictures of their own families, using Activity B as a model. Then students share their pictures with classmates and ask and answer questions about each other's family members using the Lesson 1 grammar patterns.
- **Rollers** (Teacher's Book pages 28–31). S1 rolls the ball, saying *She's Danny's cousin.* S2 repeats the sentence, says a new sentence, and rolls the ball on.

Extra Practice

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

Lesson 2 Things on the Table



Student Book pages 34–35

Objectives
- Asking and answering about dishes and utensils

Grammar
- Statements with possessives

  This fork is mine.
- Questions about possessives

  Whose fork is that?

  It's mine.

Vocabulary
Things on the Table: fork, knife, spoon, plate, bowl, cup

Materials
Picture Cards 60–65; Class CD1 Tracks 54–57

Student Book page 34

Warm up

1. Greet the class. Then review polite responses. Ask a student *Do you want a peach?* Elicit either *Yes, please* or *No, thank you*. Students practice the conversation with their classmates.
2. Elicit the review language from Unit 4, Lesson 1: *How many cousins do you have?* Students practice the expression with their classmates.
3. Review quantities. Arrange different numbers of familiar classroom objects where everyone can see them (for example, three erasers, ten pencils, and two notebooks). Ask the class *How many (erasers) are there?* Students reply *There are (three erasers).* Next, review prepositions of location. Arrange objects and ask the class *Where's the eraser?* Students reply *It's (between) the (notebook) and the (ruler).*

A Listen, point, and say.

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

1. Use Picture Cards 60–65 to introduce the new words. Continue until students can produce the words on their own.
2. Play Class CD1 Track 54. Students listen, point, and say along with the CD.

CD 1 54

1. fork	2. knife	3. spoon
4. plate	5. bowl	6. cup

3. Students practice the words on their own, using their books.
4. Play **Teacher's Mistake** (Teacher's Book pages 28–31) using Picture Cards 60–65 and making full sentences with previously learned grammar patterns *(This is a fork./It's a fork./This is my fork./I can see a fork.)*. After a round, invite students to take over your role.

B Listen and say. Then practice.

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

1. Introduce the new pattern: *This fork is mine.*
2. Introduce the possessive pronouns: *mine, yours, his,* and *hers*.
3. Direct students' attention to the grammar box and possessive pronouns box on page 34.
4. Play Class CD1 Track 55. Students listen and say along with the CD.

55

This fork is mine.
my, mine
your, yours
his, his
her, hers

1. This fork is mine.
2. This knife is yours.
3. This spoon is his.
4. This plate is hers.
5. This bowl is his.
6. This cup is hers.

5. Students practice the his/her pattern in pairs, using their books.
6. Do a grammar chain to practice the mine/yours pattern. Give S1 a picture card, saying *This is your (spoon). This (spoon) is yours.* Elicit the response *This is my (spoon). This (spoon) is mine.* S1 then hands the card to S2 and says *This is your (spoon). This (spoon) is yours.* S2 replies *This is my (spoon). This (spoon) is mine.* Continue the chain until all students have practiced both forms.

Student Book page 35

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *Whose fork is that? It's mine.* Link to the previous pattern and review the difference between *this* and *that*.
2. Direct students' attention to the grammar box on page 35.
3. Play Class CD1 Track 56. Students listen, ask, and answer along with the CD.

56

Whose fork is that? It's mine.

1. Whose fork is that? It's mine.
2. Whose plate is that? It's yours.
3. Whose bowl is that? It's hers.
4. Whose cup is that? It's his.
5. Whose knife is that? It's mine.
6. Whose spoon is that? It's hers.

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

D Listen and number.

1. Play Class CD1 Track 57. Students listen and number the pictures.

57

1. This blue cup is his. This green plate is his, too.
2. The plate is between the fork and knife. Whose plate is it?
3. This red bowl is hers. She has a spoon, too. She doesn't have a fork.
4. Here are your fork, your spoon, and your knife. They're yours.
5. Whose cup is this? It's next to the plate and bowl.
6. This fork is mine. This knife is mine, too. Where's my plate?

2. Play the track again. Students listen and check their answers.
3. Check answers together.

Answer Key

Top row: 3, 6, 1
Bottom row: 5, 4, 2

E Make cards. Ask and answer.



Give each student six blank cards and art supplies. Students make picture cards for the Lesson 2 vocabulary. Then, groups of 3 or 4 mix their cards together, take turns drawing a card, and practice the language pattern in the speech bubbles: *Whose plate is this? It's hers.*

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. In small groups, students place a few of their belongings (e.g., a pen, an eraser, a notebook) on a desk or table. They use communication skills to take turns asking and answering the question. Then students use collaboration skills to label each item with "It's his" or "It's hers."

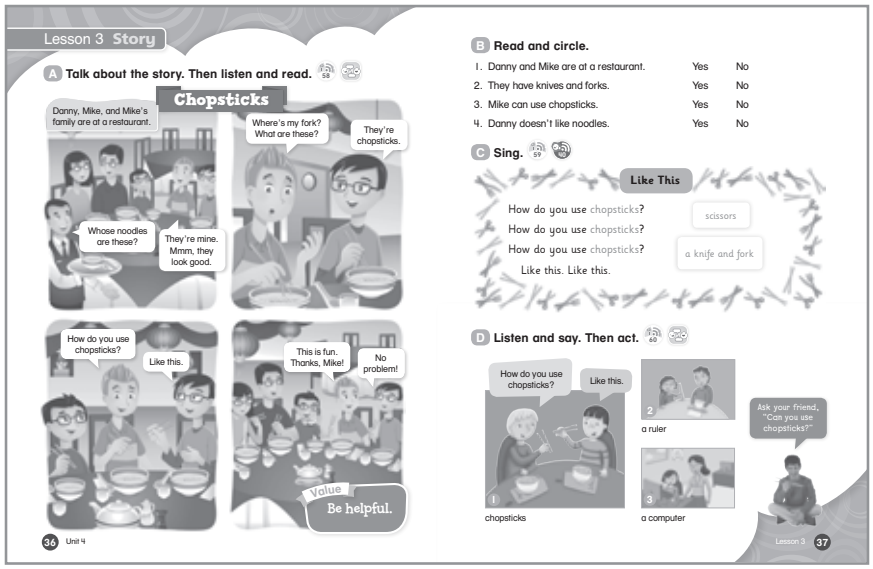
Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). Say *This is (her) fork.* Students change it to *This fork is (hers).*
- **Gaps** (Teacher's Book pages 28–31). Prepare texts using the Lesson 2 grammar patterns.

Extra Practice

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

Lesson 3 Story



Objectives
- Building reading and listening skills

Conversation
- Asking how to use something

How do you use chopsticks?

Like this.

Value
Be helpful.

Materials
Class CD1 Tracks 43, 58–60

Student Book pages 36–37

Student Book page 36

Warm up

1. Greet the class. Then play **Identity Swap** (Teacher's Book pages 28–31). Introduce yourself to S1, saying *I'm (Ms. Smith). I like (omelets.)* S1 introduces him- or herself to you, saying *I'm (Maya). I like (yogurt).* Swap identities and continue.
2. Review Unit 4, Lesson 2 grammar. Take one student-made picture card from each student (cards made in Lesson 2) and redistribute them. One by one, each student stands and asks *Whose (plate) is this?* The owner says *It's mine.* The student holding the card then returns it to the owner, saying *This (plate) is yours.*
3. Elicit the language from Unit 4, Lesson 2: *Whose plate is this?* Students practice the expression with their classmates, using any items they want.
4. Sing **How Much?** (Class CD1 Track 46). Then challenge students to recall the story, Mom's Present, and the value associated with this story: *Be thoughtful.*

A Talk about the story. Then listen and read.

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

1. Students look at the pictures and talk about what they see.
2. Play Class CD1 Track 58. Students listen, point, and read along with the CD.

CD 1 58

Chopsticks

Danny, Mike, and Mike's family are at a restaurant.

Waiter: Whose noodles are these?
Danny: They're mine. Mmm, they look good.
Danny: Where's my fork? What are these?
Mike: They're chopsticks.
Danny: How do you use chopsticks?
Mike: Like this.
Danny: This is fun. Thanks, Mike!
Mike: No problem!

3. 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 37

B Read and circle.

1. Students read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check answers together.

Answer Key	
1. Yes	**2.** No
3. Yes	**4.** No

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD1 Track 59. Students listen and then sing along with the CD.

CD 59

Like This

How do you use chopsticks? (x3)
Like this. Like this.

How do you use scissors? (x3)
Like this. Like this.

How do you use a knife and fork? (x3)
Like this. Like this.

3. Students sing the song again with gestures for each verse.

D Listen and say. Then act.

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

1. Play Class CD1 Track 60. In pairs, students listen and say with the CD.

CD 60

1. How do you use chopsticks?
   Like this.
2. How do you use a ruler?
   Like this.
3. How do you use a computer?
   Like this.

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.

Collaboration/Communication: Direct students' attention to the Everybody Up Friend. Students use communication skills to take turns asking and answering the question. Then students use collaboration skills to make a class chart showing who can and can't use chopsticks. If possible, give each student a pair of chopsticks to try out.

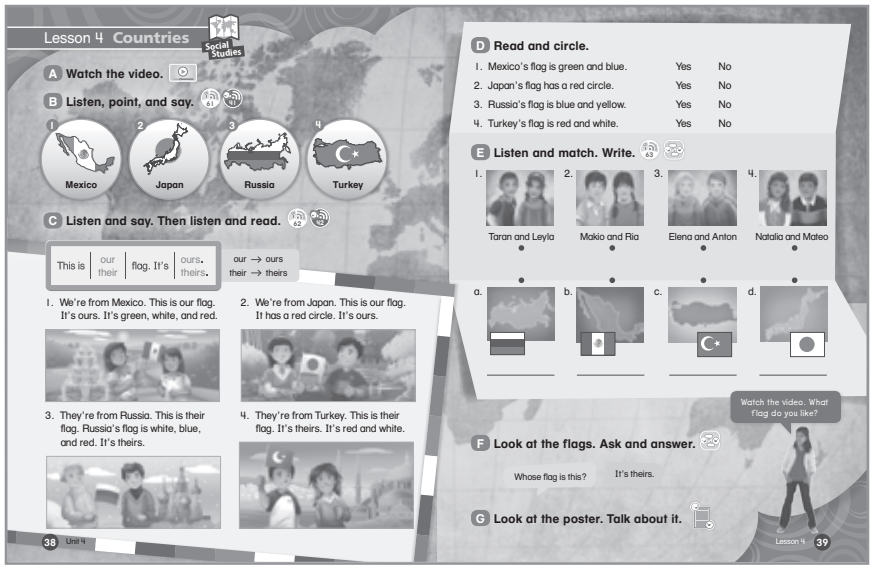
Games and Activities

- Read the story aloud. Divide the class into three groups. Group 1 will read Mike and Group 2 will read Danny. Group 3 will read the narrator.
- Student pairs create their own version of the Lesson 3 story in which one child shows another how to do something new. Students can write out and illustrate their new stories, or they can perform them for the class.
- **Finish the Story** (Teacher's Book pages 28–31). Copy the story on page 36, leaving the first speech bubble in each frame blank. Give a copy of the story to each student. Slowly read the story aloud. Students listen and write in the missing sentences.

Extra Practice

Workbook pages 36–37
Student Audio CD Tracks 41–42
Unit 4, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Countries



Student Book pages 38–39

Objectives
- Talking about countries and their flags

Grammar
- Statements with possessives

This is our/their flag. It's ours/theirs.

Vocabulary
Countries: Mexico, Japan, Russia, Turkey

Materials
Picture Cards 66–69; Class CD1 Tracks 61–63; Unit 4 Video and Poster, Countries

Student Book page 38

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to students' school subjects. Ask students if they have learned about these countries in their social studies class and if they can identify these countries on a world map.

Warm up

1. Review the conversation language from Unit 4, Lesson 3: *How do you (use chopsticks)? Like this.* Encourage students to look for opportunities to ask for help or help another student in class today.
2. Elicit the review language from Unit 4, Lesson 3: *Can you use chopsticks?* Students practice the expression 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 about countries. Ask students to share what they already know about the countries in Lesson 4: Mexico, Japan, Russia, and Turkey.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Pause the video and ask students questions about the families and countries. Encourage them to tell a partner three things they remember from the video.

B Listen, point, and say.

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

1. Use Picture Cards 66–69 to introduce the four countries. Continue until students can produce the words on their own.
2. Link the language. Play **Teacher's Mistake** (Teacher's Book pages 28–31). Hold up Picture Cards 66–69, saying *I'm from (Mexico)*. Students listen carefully and correct you if needed, saying *No! You're from (Japan)*.
3. Play Class CD1 Track 61. Students listen, point, and say along with the CD.

CD 1 61

1. Mexico
2. Japan
3. Russia
4. Turkey

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

C Listen and say. Then listen and read.



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

1. Introduce the new pattern: *This is our/their flag. It's ours/theirs.*
2. Present the possessive pronouns: *ours* and *theirs*
3. Direct students' attention to the grammar box and the possessive pronoun box on page 38.
4. Play Class CD1 Track 62. Students listen and say along with the CD.

CD 62

This is our flag. It's ours. This is their flag. It's theirs.

our, ours; their, theirs

1. We're from Mexico. This is our flag. It's ours. It's green, white, and red.
2. We're from Japan. This is our flag. It has a red circle. It's ours.
3. They're from Russia. This is their flag. Russia's flag is white, blue, and red. It's theirs.
4. They're from Turkey. This is their flag. It's theirs. It's red and white.

5. Divide the class into four groups. Group 1 reads the first item, Group 2 the second, and so on.
6. Play the track again. Students listen and read along.
7. Students read the text on their own.

Student Book page 39

D Read and circle.

1. Students read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity C as a reference.
3. Check answers together.

Answer Key

1. No **2.** Yes **3.** No **4.** Yes

E Listen and match. Write.

1. Play Class CD1 Track 63. Students listen and match the picture to the correct map. Then they write the correct word underneath.

CD 63

1. This is our flag. It's red and white. We are from Turkey.
2. We are from Japan. Our flag has a red circle.
3. This is our flag. It is red, white, and blue. We are from Russia.
4. Our flag is green, white, and red. We are from Mexico.

2. Play the track again. Students listen and check.
3. Check answers together.

Answer Key

1. c, Turkey **2.** d, Japan **3.** a, Russia **4.** b, Mexico

F Look at the flags. Ask and answer.

In pairs, students look at the flags in Activity E. Pairs ask and answer questions about each flag, 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 read the poster title and talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

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

Critical Thinking/Communication/Creativity: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking to determine which flags they see in the video, communication skills to ask and answer the question, and creativity to draw a picture of the flag they like.

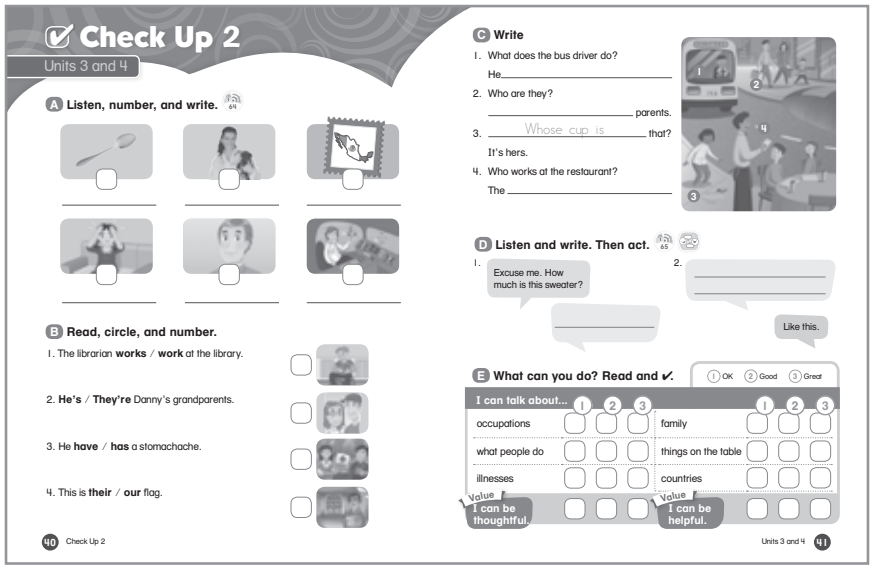
Games and Activities

- **Rhythm Circle** (Teacher's Book pages 28–31). Play this using the Lesson 4 countries.
- **Pop-Up** (Teacher's Book pages 28–31) Students quickly stand up and sit down when they hear you say "It's theirs" or "It's ours."

Extra Practice

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

Check Up 2



Student Book pages 40–41

Review Language
- Units 3 and 4 grammar and vocabulary

Materials
Picture Cards 39–69; Class CD1
Tracks 64–65

Student Book page 40

Warm up

1. Greet the class. Then quickly draw a portrait of an extended family on the board and label it "Matt's Family." Point to family members and ask *Who's (she)*?
2. Play **Down the Line** (Teacher's Book pages 28–31) with Picture Cards 39–69.

A Listen, number, and write.

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

1. Play Class CD1 Track 64. Students listen, number, and write the items they hear.

CD 1 64

1.	fly planes	2.	uncle
3.	spoon	4.	headache
5.	vet	6.	Mexico

2. Play the track again. Students listen and check their answers.
3. Check answers together.

Answer Key

Top row: 3, spoon; 5, vet; 6, Mexico
Bottom row: 4, headache; 2, uncle; 1, fly planes

B Read, circle, and number.

1. Students circle the correct answers. Then they write the number of the correct picture.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own.
3. Check answers together.

Answer Key

1. works, bottom picture
2. They're, second picture from top
3. has, top picture
4. their, third picture from top

Student Book page 41

C Write.

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

Answer Key

1. drives buses
2. They're my
4. server works at the restaurant.

D Listen and write. Then act.

1. Play Class CD1 Track 65. Students listen. Play the track again and students fill in the blanks with the words they hear.

CD 1 65

1. Excuse me. How much is this sweater?
   It's $30.
2. How do you use chopsticks?
   Like this.

2. Students practice the conversations with a partner.

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 numbering 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

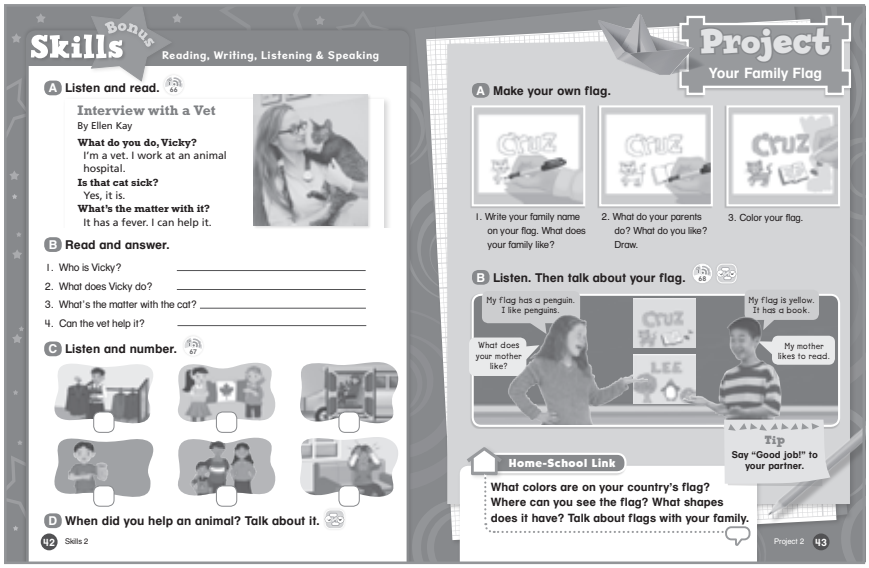
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **What's Missing?** (Teacher's Book pages 28–31) using language from Units 3 and 4. For example, *Occupations*, *Things on the Table*, *Family*.
- **Listen and Draw** (Teacher's Book pages 28–31) using language from Units 3 and 4. Example: Say "chopsticks" and students draw chopsticks; say "grandparents" and students draw grandparents.
- **First to Say Z!** (Teacher's Book pages 28–31) using language from Units 3 and 4. Remind students about alphabetical order and decide which word will be last in the round.

Extra Practice

Workbook pages 40–42
iTools
Online Practice

Bonus Skills



Student Book pages 42–43

Skills
- Reading an interview, writing complete answers, listening and numbering, speaking about a personal experience

Materials
Class CD1 Tracks 66–67

Project Language
- Units 3 and 4 grammar and vocabulary

Materials
Class CD1, Track 68; scissors, markers or crayons, glue

Student Book page 42

Warm up

1. Review what students remember about vets. Ask *What does a vet do? Does a vet sell things?* Students answer.
2. Play **Categories** (Teacher's Book pages 28–31) using occupations, what people do, and illnesses as categories.

A Listen and read.

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

1. Students look at the picture and talk about what they see.
2. Play Class CD1 Track 66. Students listen and read with the CD.

CD 1 66

Interview with a Vet (by Ellen Kay)

Ellen: What do you do, Vicky?
Vicky: I'm a vet. I work at an animal hospital.
Ellen: Is that cat sick?
Vicky: Yes, it is.
Ellen: What's the matter with it?
Vicky: It has a fever. I can help it.

3. Play the track again. Students listen and read.
4. Students read the text on their own.

B Read and answer.

1. Students look back at Activity A and read the text again on their own.
2. Read each question aloud with the class. Students answer orally and then write their answers in a notebook. Encourage students to use complete sentences in their answers.
3. Check answers together.

Answer Key

1. She's a vet.
2. She works in an animal hospital.
3. It has a fever.
4. Yes, she can.

C Listen and number.

1. Play Class CD1 Track 67. Students listen and number the pictures.

CD 1 67

1. This cup is mine.
2. Who are they? They're his parents.
3. Does the bus driver drive buses? Yes, she does.
4. What's the matter with her? She has a headache.
5. This flag is ours.
6. He sells things. He's a salesperson.

2. Play the track again. Students listen and check their answers.
3. Check answers together.

Answer Key
Top row: 6, 5, 3 **Bottom row:** 1, 2, 4

D When did you help an animal? Talk about it.



1. Have students read the instruction line and think about their answer to the question. Model an answer using your own experience or have a volunteer talk about their experience. Ask further questions to encourage more detail.
2. Have students share their stories with a partner or small group. Students may wish to draw a picture of the story as well.

Project Your Family Flag

Student Book page 43

A Make your own flag.

See *Teaching Projects*, Teacher's Book page 27.

1. Explain the project to students and review any useful vocabulary and language for the project on the board. If possible, before class make a sample flag for students to look at and pass around.
2. Students follow the directions on the page to make their flags.
3. Students make their flags. Circulate and help students as necessary.

B Listen. Then talk about your flag.



See *Teaching Projects*, Teacher's Book page 27.

1. Play Class CD1 Track 68. Students listen, point to the speech bubbles, and say along with the CD. Then they practice the conversation in pairs.

CD 1 68

My flag has a penguin. I like penguins.
My flag is yellow. It has a book.
What does your mother like?
My mother likes to read.

2. **Tip:** Direct students' attention to the tip: *Say "Good job!" to your partner*. Call on two students with strong speaking skills to talk about their flags. Encourage the students to compliment each other, saying "Good job!" after each has finished talking.
3. Student pairs practice the pattern, using their books.
4. Have volunteer pairs or groups present their projects to the class using language from the speech bubbles.

Home-School Link

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

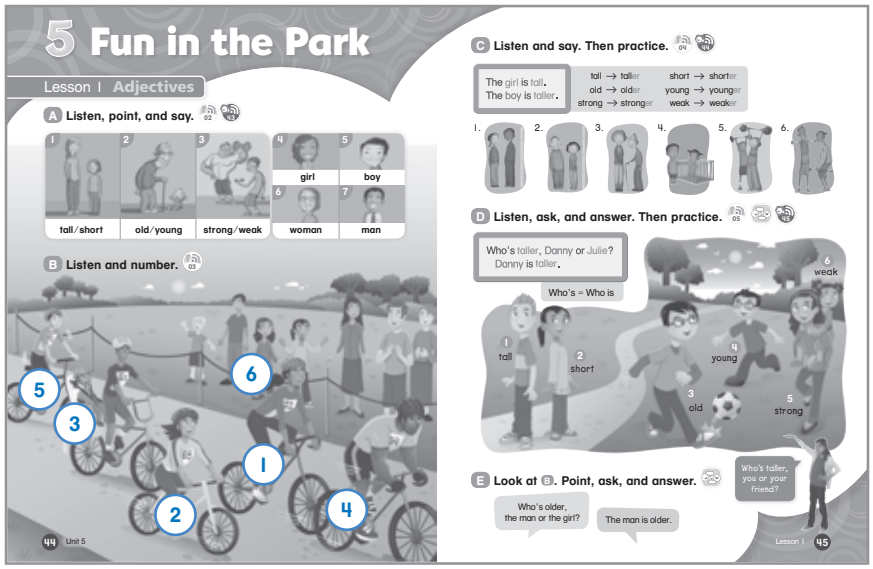
Games and Activities

- *Skills:* **Telephone** (Teacher's Book pages 28–31) with sentences about the interview in Exercise A, e.g., "Vicky works in an animal hospital"; "Ellen asks about a cat."
- *Project:* **Five Questions** (Teacher's Book pages 28–31) with the homemade flags. One student thinks of another student's flag but does not tell the group which one it is. Group members ask five Yes/No questions to identify the correct flag.
- *Project:* **Gaps** (Teacher's Book pages 28–31) with sentences about the students' flags. Example: "S1 made a flag with two white_____(rabbits)."; "S2 made a blue and _____flag (green)."

Extra Practice

Workbook page 43
Midterm Test
iTools
Online Practice

Lesson 1 Adjectives



Student Book pages 44–45

Objectives
- Describing and comparing people

Grammar
- Statements with comparatives

The girl is tall.

The boy is taller.

- Questions with comparatives

Who's taller, Danny or Julie?

Danny is taller.

Vocabulary
Adjectives: tall/short, old/young, strong/weak, People: girl, boy, woman, man

Materials
Picture Cards 70–76; Class CD2 Tracks 02–05

Student Book page 44

Warm up

1. Greet the class and do a **Names Chant** (Teacher's Book pages 28–31). Begin the chant with *My name's (Joan)* (on beats 1 and 2) and *(His) name's (Sam)* (on beats 3 and 4).
2. Review questions with *who* and *whose*. Ask the class a variety of questions, such as *Whose (object) is this? Who has a sister?* Invite student volunteers to ask additional questions.

A Listen, point, and say.

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

1. Use Picture Cards 70–76 to introduce the adjectives and people. Continue until students can produce the words on their own.
2. Do a **Rhythm Circle** (Teacher's Book pages 28–31) with the new adjectives. Gradually add in adjectives from Level 1. Use the Level 1 Picture Cards for adjectives.
3. Play Class CD2 Track 02. Students listen, point, and say along with the CD.

CD 2 02

1. tall/short
2. old/young
3. strong/weak
4. girl
5. boy
6. woman
7. man

4. Students practice the new 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:

   Everybody is at the park today. Can you see Julie and Emma? Can you see the woman in the yellow shirt? She's riding a bike. She's short. The woman in the pink shirt is tall. That girl is young, and that man is old. Do you see the boy wearing a blue shirt and blue shorts? He isn't strong. He's weak. Can you see the man in the orange shirt? He's strong.
2. Play Class CD2 Track 03. Students listen, find the items in the picture, and point to them.

CD 2 03

1. Emma: Look at number 22! She's tall.
   Julie: I like her blue bike. It's big.
2. Emma: Oh, she's my mom's friend.
   Julie: Where?
   Emma: Number 68. Her name is Olivia. She's short. Her bike is small and new.
3. Emma: Aw, look at Karen! She's young. She's three. She's sitting behind her grandfather.
   Julie: Oh, I see them. He's number 51. His name is John. He's old.
4. Emma: Number 39 is strong!
   Julie: I know! He's not hot or tired. He's happy.

5. Emma: Jason isn't happy. Is he thirsty?
   Julie: Who's Jason?
   Emma: Number 92.
   Julie: No, he isn't thirsty. He's weak. He's tired, too.
6. Emma: Hey, where's your bike?
   Julie: It's at home.
   Emma: Let's ride our bikes, too!

3. Students talk about other things in the picture. They may use previously learned vocabulary.

Student Book page 45

C Listen and say. Then practice.

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

1. Introduce the new pattern and the comparatives: *The girl is tall. The boy is taller; taller, shorter, older, younger, stronger, weaker.*
2. Explain that comparatives are formed by adding *–er* to the end of an adjective. Say each adjective/comparative and have students repeat.
3. Direct students' attention to the first grammar box and the comparatives box on page 45.
4. Play Class CD2 Track 04. Students listen and say along with the CD.

CD 2 04

The girl is tall. The boy is taller.

tall, taller; short, shorter; old, older; young, younger; strong, stronger; weak, weaker

1. The girl is tall. The boy is taller.
2. The man is short. The woman is shorter.
3. The woman is old. The man is older.
4. The boy is young. The girl is younger.
5. The boy is strong. The girl is stronger.
6. The man is weak. The woman is weaker.

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: *Who's taller, Danny or Julie? Danny is taller.*
2. Direct students' attention to the second grammar box on page 45.
3. Play Class CD2 Track 05. Students listen, ask, and answer along with the CD.

CD 2 05

Who's taller, Danny or Julie? Danny is taller.

who's, who is

1. Who's taller, Danny or Julie?
   Danny is taller.
2. Who's shorter, Julie or Danny?
   Julie is shorter.
3. Who's older, Mike or Leo?
   Mike is older.
4. Who's younger, Mike or Leo?
   Leo is younger.
5. Who's stronger, Emma or Ann?
   Emma is stronger.
6. Who's weaker, Emma or Ann?
   Ann is weaker.

4. 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 all the new vocabulary words: *Who's older, the man or the girl? The man is older.*

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. In small groups, students use communication skills to take turns asking and answering the question and collaboration skills to share answers with the class.

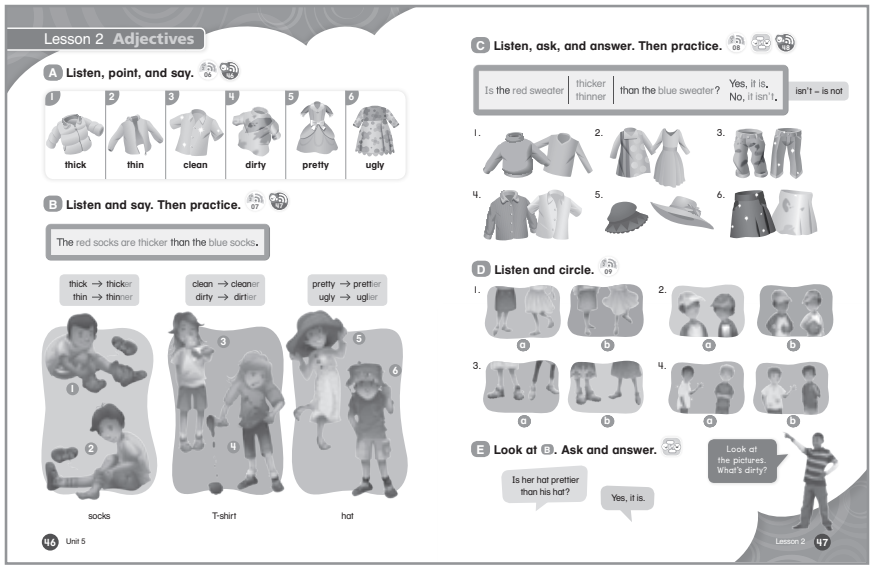
Games and Activities

- **Down the Line** (Teacher's Book pages 28–31). Use Picture Cards 70–76. For a challenge question, ask questions about students: *Who's taller, (Mia) or (Ned)?*
- **Class Survey** (Teacher's Book pages 28–31). On the board, draw a chart with two columns (Height and Age). Have student pairs find out each other's height and birthday and add it to the chart. Then, have each student pose one question. For example, a student might ask *Who's older, (Jon) or (Dan)?*

Extra Practice

Workbook pages 44–45
Student Audio CD Tracks 43–45
iTools
Online Practice

Lesson 2 Adjectives



Student Book pages 46–47

Objectives
- Describing and comparing clothing

Grammar
- Statements with comparatives using *than*

  The red socks are thicker than the blue socks.
- Yes/No questions with comparatives using *than*

  Is the red sweater thicker/thinner than the blue sweater? Yes, it is./No, it isn't.

Vocabulary
Adjectives: thick, thin, clean, dirty, pretty, ugly

Materials
Picture Cards 77–82; Class CD2 Tracks 06–09

Student Book page 46

Warm up

1. Greet the class. Then greet a few individual students saying *Hello, (Adam). How are you today?* Elicit a few responses.
2. Review the Unit 5, Lesson 1 grammar and vocabulary with a comparison chain. First, S1 will ask a question about the two students to his or her right. Guide S1 to ask *Who's (older), (S2) or (S3)?* The class answers. Continue, with S2 asking about S3 and S4.

A Listen, point, and say.

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

1. Use Picture Cards 77–82 to introduce the new adjectives. Continue until students can produce the words on their own.
2. Link the language. Hold up Picture Cards 77–82 and elicit these phrases *a thick coat, a thin coat, a clean shirt, a dirty shirt, a pretty dress, an ugly dress.*
3. Play Class CD2 Track 06. Students listen, point, and say along with the CD.
4. Students practice the words on their own, using their books.

CD 2 06

1. thick
2. thin
3. clean
4. dirty
5. pretty
6. ugly

B Listen and say. Then practice.

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

1. Introduce the new pattern: *The red socks are thicker than the blue socks.*
2. Remind students that comparatives are formed by adding *–er* to the end of an adjective. Say each adjective/comparative. Students repeat.
3. Direct students' attention to the grammar box and the comparatives boxes on page 46.
4. Play Class CD2 Track 07. Students listen and say along with the CD.

CD 2 07

The red socks are thicker than the blue socks.
thick, thicker
thin, thinner
clean, cleaner
dirty, dirtier
pretty, prettier
ugly, uglier

1. The red socks are thicker than the blue socks.
2. The blue socks are thinner than the red socks.
3. The white T-shirt is cleaner than the pink T-shirt.
4. The pink T-shirt is dirtier than the white T-shirt.

5. The purple hat is prettier than the brown hat.
6. The brown hat is uglier than the purple hat.

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: *Is the red sweater thicker/thinner than the blue sweater? Yes, it is./No, it isn't.* Then direct students' attention to the grammar box on page 47.
2. Play Class CD2 Track 08. Students listen, ask, and answer along with the CD.

CD 2 08

Is the red sweater thicker than the blue sweater?
Yes, it is.
Is the red sweater thinner than the blue sweater?
No, it isn't.
isn't, is not

1. Is the red sweater thicker than the blue sweater?
   Yes, it is.
2. Is the orange dress prettier than the green dress?
   No, it isn't.
3. Are the gray pants dirtier than the blue pants?
   Yes, they are.
4. Is the gray shirt thinner than the yellow shirt?
   No, it isn't.
5. Is the brown hat uglier than the green hat?
   Yes, it is.
6. Is the black skirt cleaner than the white skirt?
   Yes, it is.

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

D Listen and circle.

1. Play Class CD2 Track 09. Students listen and circle the letter of the correct picture.

CD 2 09

1. The green skirt is thicker than the pink skirt.
2. Is the orange cap dirtier than the white cap?
   No, it isn't.
3. The blue shoes are uglier than the gray shoes.
4. Is the yellow shirt cleaner than the purple shirt?
   Yes, it is.

2. Check answers together.

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

E Look at B. Ask and answer.



Student pairs look at the pictures in Activity B and practice asking and answering with the language pattern in the speech bubbles, using all the new vocabulary words: *Is her hat prettier than his hat? Yes, it is.*

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. In small groups, students use critical thinking skills to look together at the pictures on Student's Book pages 46 and 47. Then they use communication skills to take turns asking and answering the question.

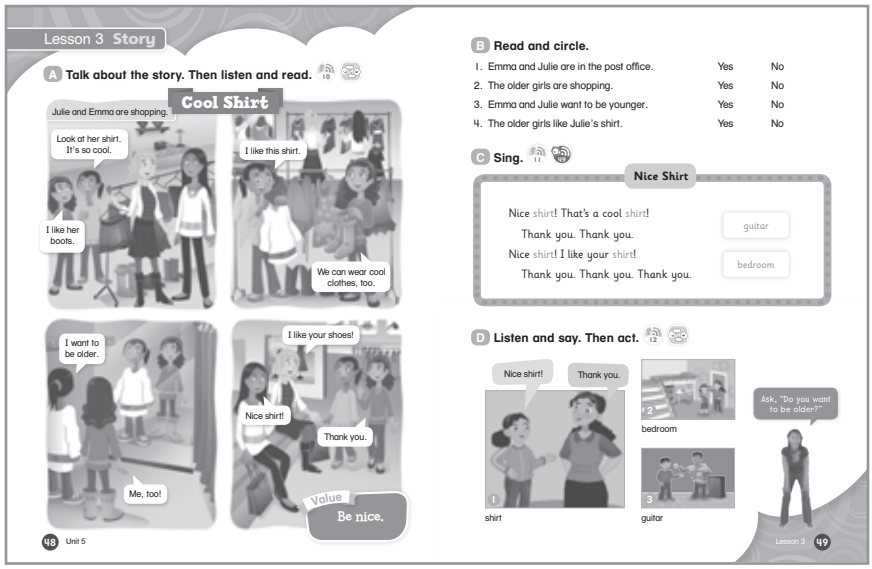
Games and Activities

- **Shopping List** (Teacher's Book pages 28–31). Begin by saying *I'm going to the department store. I need (a clean shirt).* The next student says *I'm going to the department store. I need (a clean shirt) and (an ugly dress).*
- **Station Stop** (Teacher's Book pages 28–31). When the train stops, show a student two Picture Cards (77–82) and ask *Is the (yellow coat) (thicker) than the (green coat)?*

Extra Practice

Workbook pages 46–47
Student Audio CD Tracks 46–48
iTools
Online Practice

Lesson 3 Story



Student Book pages 48–49

Objectives
- Building reading and listening skills

Conversation
- Complimenting someone

Nice shirt!

Thank you.

Value
Be nice.

Materials
Picture Cards 70–72, 77–82; Class CD2 Tracks 10–12

Student Book page 48

Warm up

1. Greet the class and start a preference chain. Turn to S1 and say *I'm (Ms. Smith), and I like (cats). How about you?* S1 turns to S2 and says *I'm (Frank) and I like (blue). How about you?* Encourage students to use any familiar colors, foods, or other nouns they know.
2. Review comparatives from Unit 5, Lessons 1 and 2. Hold up Picture Cards 70–72 and 77–82 one by one, eliciting the adjectives and their comparative forms.
3. Review the value *(Be helpful)* and the conversation language from Unit 4, Lesson 3 *(How do you use chopsticks? Like this)*. Encourage students to look for opportunities to be helpful in class today.

A Talk about the story. Then listen and read.

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

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 10. Students listen, point, and read along with the CD.

CD 2 10

Cool Shirt
Julie and Emma are shopping.

Julie: Look at her shirt. It's so cool.
Emma: I like her boots.
Julie: I like this shirt.
Emma: We can wear cool clothes, too.
Emma: I want to be older.
Julie: Me, too!
Teen: I like your shoes!
Teen: Nice shirt!
Julie: Thank you.

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

Student Book page 49

B Read and circle.

1. Students read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check answers together.

Answer Key

1. No **2.** Yes
3. No **4.** Yes

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD2 Track 11. Students listen and sing along with the CD.

CD 2 11

Nice Shirt

Nice shirt! That's a cool shirt!
Thank you. Thank you.
Nice shirt! I like your shirt!
Thank you. Thank you. Thank you.

Nice guitar! That's a cool guitar!
Thank you. Thank you.
Nice guitar! I like your guitar!
Thank you. Thank you. Thank you.

Nice bedroom! That's a cool bedroom!
Thank you. Thank you.
Nice bedroom! I like your bedroom!
Thank you. Thank you. Thank you.

3. Students sing the song again, gesturing with the lyrics.

D Listen and say. Then act.



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

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

CD 2 12

1. Nice shirt! Thank you.
2. Nice bedroom! Thank you.
3. Nice guitar! Thank you.

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.

Communication/Critical Thinking/Collaboration: Direct students' attention to the Everybody Up Friend. Students use communication and critical thinking skills to take turns asking and answering the question. Then they use collaboration skills to make a class chart with students' names and their answers.

Games and Activities

- **Order the Text** (Teacher's Book pages 28–31). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- **Toss and Tell** (Teacher's Book pages 28–31). Play this game to practice conversational exchanges from the story:

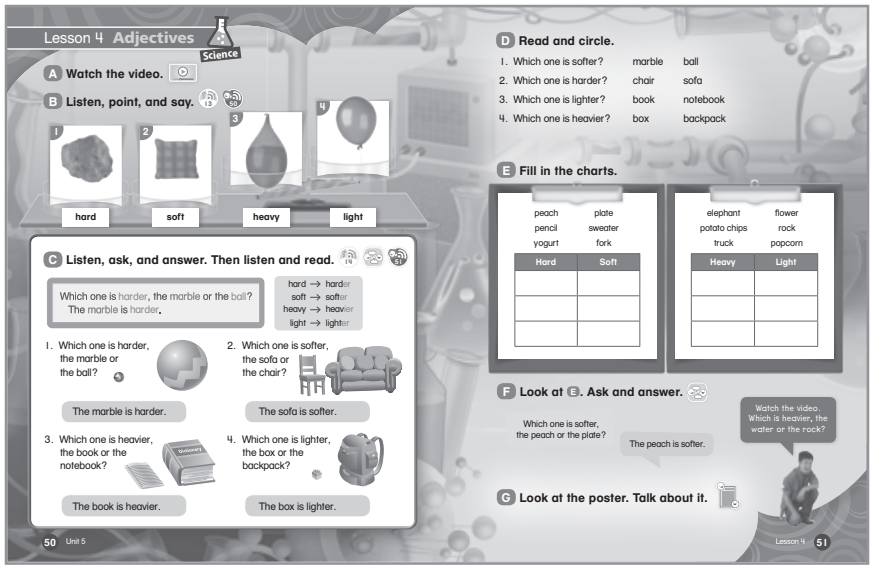
Nice shirt.	*Thank you.*
I want to be older.	*Me, too.*
I like your shoes.	*Thank you.*

  S1 tosses a beanbag to S2, saying a sentence from the story. S2 responds and tosses the ball on with a new sentence.
- Students draw a picture to illustrate the value Be nice. Display the pictures in the classroom.

Extra Practice

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

Lesson 4 Adjectives



Student Book pages 50–51

Objectives
- Describing and comparing objects

Grammar
- Asking questions with comparatives

Which one is harder, the marble or the ball?

The marble is harder.

Vocabulary
Adjectives: hard, soft, heavy, light

Materials
Picture Cards 83–86; Class CD2 Tracks 13–14; Unit 5 Video and Poster, Adjectives

Student Book page 50

School Subject Connection: Science

Lesson 4 is a cross-curricular lesson with a connection to students' school subjects. Ask students what they've learned about how much things weigh in their science class.

Warm up

1. Greet the class, saying *Hello* and *Hi*.
2. Review classroom objects. Pick up objects around the room and ask *What's this?* Students answer using as many details as they can (for example, *It's my eraser. It's blue. It's dirty.)*
3. Review the Unit 5, Lesson 3 conversation language: *Nice shirt! Thank you.* Encourage students to look for opportunities to give compliments in class today.

A Watch the video.

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

Before you watch: Tell the class they're going to watch a video about things at the beach and how they are different from each other. Encourage students to think about the relationship between different items in terms of weight, size, and feel.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Pause the video and ask students questions about the different beach items. Encourage them to complete sentences *Which one is _____, the kite or the surfboard? Danny is _____ than his Dad.*

B Listen, point, and say.

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

1. Use Picture Cards 83–86 to introduce the adjectives. Continue until students can produce the words on their own.
2. Link the language. Hold up a picture of a hard chair and say *This is hard.* Then hold up a picture of a rock and say *This is harder.* Continue with pairs of pictures or realia, eliciting sentences from the students.
3. Play Class CD2 Track 13. Students listen, point, and say along with the CD.

CD 2 13

1. hard
2. soft
3. heavy
4. light

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

C Listen, ask, and answer. Then listen and read.



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

1. Introduce the new pattern: *Which one is harder, the marble or the ball? The marble is harder.* Link to the previous lessons by reminding students that *The marble is harder than the ball* is also correct, but the short form is used when answering a question.
2. Present the comparatives and then direct students' attention to the grammar box and comparatives box on page 50.
3. Play Class CD2 Track 14. Students listen, ask, and answer along with the CD.

CD 2 14

Which one is harder, the marble or the ball?
The marble is harder.
hard, harder; soft, softer; heavy, heavier; light, lighter

1. Which one is harder, the marble or the ball?
   The marble is harder.
2. Which one is softer, the sofa or the chair?
   The sofa is softer.
3. Which one is heavier, the book or the notebook?
   The book is heavier.
4. Which one is lighter, the box or the backpack?
   The box is lighter.

4. Play the track again. Students listen and read along.
5. Pairs practice the pattern, using their books.

Student Book page 51

D Read and circle.

1. Students read the sentences and circle the answers.
2. Read each question aloud with the class. Students can answer orally and then circle the answers in their notebooks, or do the activity on their own.
3. Check answers together.

Answer Key			
1. ball	**2.** chair	**3.** notebook	**4.** backpack

E Fill in the charts.

1. Students write each word in the appropriate column in the charts.
2. Check answers together.

Answer Key
Hard: pencil, plate, fork; **Soft:** peach, sweater, yogurt **Heavy:** elephant, rock, truck; **Light:** potato chips, flower, popcorn

F Look at E. Ask and answer



In pairs, students look at the completed charts in Activity E and ask and answer questions using the language pattern in the speech bubbles: *Which one is softer, the peach or the plate? The peach is softer.*

G Look at the poster. Talk about it.



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

1. Students read the poster title and captions. Then, talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

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

Critical Thinking/Communication/Creativity: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking skills to determine which items are heavier and why. Then they use creativity to draw pictures showing their ideas and comparisons. Finally, they use communication skills to show classmates their pictures and take turns asking and answering the question.

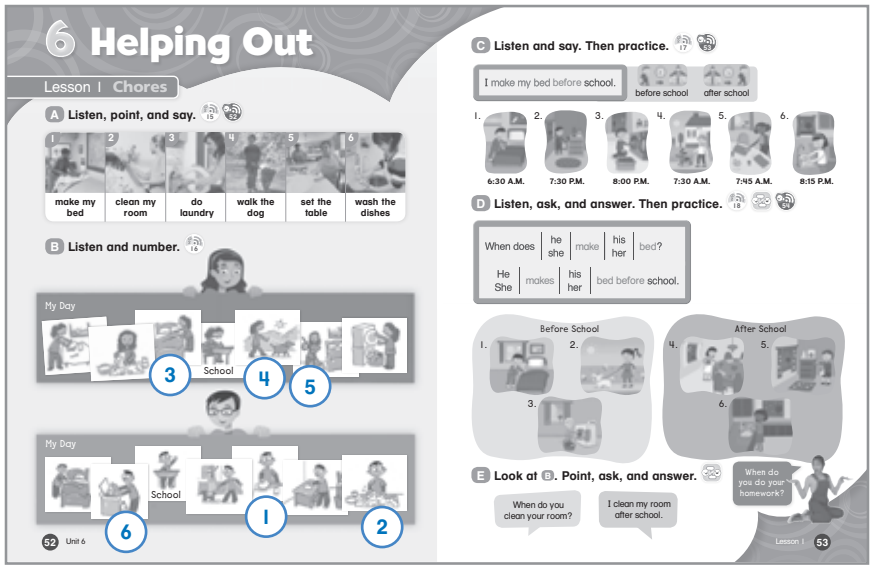
Games and Activities

- **Telephone** (Teacher's Book pages 28–31). Whisper a different sentence to the student at each end of the line (for example, *The shirt is lighter than the shoes).*
- **Jump to the Word** (Teacher's Book pages 28–31). Use Picture Cards 83–86. Instruct a pair of students to go to a card. S1 uses the card to form a question. (*Which one is heavier, the pencil or the car?*) S2 answers (*The car is heavier than the pencil*).

Extra Practice

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

Lesson 1 Chores



Student Book pages 52–53

Objectives
- Talking about daily chores

Grammar
- Statements with prepositional phrases

  I make my bed before school.
- Questions with prepositional phrases

  When does he/she make his/her bed?

  He/She makes his/her bed before school.

Vocabulary
Chores: make my bed, clean my room, do laundry, walk the dog, set the table, wash the dishes

Materials
Picture Cards 30–34, 46–50, 87–92; Class CD2 Tracks 15–18

Student Book page 52

Warm up

1. Greet the class. Then play *First to Say Z!* (Teacher's Book pages 28–31) with months. The student who says *December* first wins the round.
2. Review verb phrases. Hold up Picture Cards 30–34 and 46–50. Say the first sentence (*She helps sick animals*), and then elicit the sentences from the class.

A Listen, point, and say.

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

1. Use Picture Cards 87–92 to introduce the new verb phrases. Continue until students can produce the words on their own.
2. Play Class CD2 Track 15. Students listen, point, and say along with the CD.

CD 2 15

1. make my bed
2. clean my room
3. do laundry
4. walk the dog
5. set the table
6. wash the dishes

3. 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:

   What does Emma do before school? She sets the table and washes the dishes. She makes her bed, too. What about Mike? Mike makes his bed and does laundry before school. What do Mike and Emma do after school? Emma walks the dog after school. She cleans her room and does laundry, too. Mike walks his grandmother's dog after school. He sets the table, washes the dishes, and cleans his room after school, too.
2. Play Class CD2 Track 16. Students listen, find the items in the picture, and number them.

CD 2 16

1. Emma: Mike, I set the table in the morning. Do you?
   Mike: No, I set the table in the evening.
2. Emma: I wash the dishes in the morning. What about you?
   Mike: I wash the dishes in the evening.
3. Mike: I make my bed in the morning. Do you?
   Emma: Yes, I do, too.
4. Emma: I walk the dog in the afternoon. Do you have a dog?
   Mike: No, I don't. My grandmother does. She has a nice dog. I walk her dog in the afternoon.

5. Emma: In the afternoon, I clean my room.
   Mike: Yes. Me, too. My mom doesn't like dirty rooms.
6. Mike: I do laundry in the morning. When do you do laundry?
   Emma: I do laundry in the evening.

3. Students talk about what else they see in the picture. They may use previously learned language.

Student Book page 53

C Listen and say. Then practice.

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

1. Introduce the new pattern: *I make my bed before school.*
2. Introduce the time phrases: *before school, after school.* Link these to *A.M.* and *P.M.* found in the exercise. Explain that A.M. means morning until noon, and that P.M. means from noon to midnight.
3. Direct students' attention to the first grammar box and the time phrases boxes on page 53.
4. Play Class CD2 Track 17. Students listen and say along with the CD.

CD 2 17

I make my bed before school.
before school, after school
1. I make my bed before school.
2. I clean my room after school.
3. I do laundry after school.
4. I walk the dog before school.
5. I set the table before school.
6. I wash the dishes after school.

5. Students practice the pattern 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: *When does he/she make his/her bed? He/She makes his/her bed before school.*
2. Direct students' attention to the second grammar box on page 53.
3. Play Class CD2 Track 18. Students listen, ask, and answer along with the CD.

CD 2 18

When does he make his bed?
He makes his bed before school.
When does she make her bed?
She makes her bed before school.

1. When does he make his bed?
   He makes his bed before school.
2. When does she walk the dog?
   She walks the dog before school.
3. When does he do laundry?
   He does laundry before school.
4. When does she set the table?
   She sets the table after school.
5. When does he clean his room?
   He cleans his room after school.
6. When does she wash the dishes?
   She washes the dishes after school.

4. 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: *When do you clean your room? I clean my room after school.*

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. In groups, students use critical thinking skills to ask and answer the question to determine when group members do their homework. Next, students use communication skills to report the findings to the class.

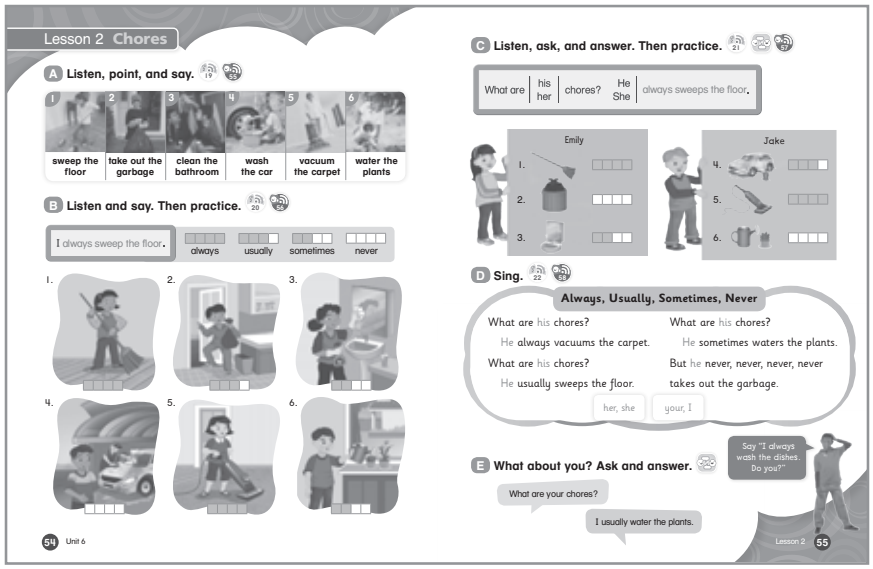
Games and Activities

- Draw a vertical line on the board. Write *before school* on the left and *after school* on the right. Say *I (clean my room) (after) school.* A student attaches the appropriate picture card in the correct column. After a few rounds, have a student take over your role.
- **My Version** (Teacher's Book pages 28–31). Using the picture sequences in Activity B as a model, students use their handmade picture cards to create their own schedules. Then students talk about their schedules with a partner.

Extra Practice

Workbook pages 52–53
Student Audio CD Tracks 52–54
iTools
Online Practice

Lesson 2 Chores



Student Book pages 54–55

Objectives
- Talking about how often someone does chores

Grammar
- Statements with adverbs

  I always sweep the floor.
- Questions with adverbs

  What are his/her chores?

  He/She always sweeps the floor.

Vocabulary
Chores: sweep the floor, take out the garbage, clean the bathroom, wash the car, vacuum the carpet, water the plants

Materials
Picture Cards 95–100; Class CD2 Tracks 19–22

Student Book page 54

Warm up

1. Greet the class. Then greet individual students and ask *Hi, (Ethan). When do you (make your bed)?* The student replies *I (make my bed) (before) school.*
2. Elicit the review language from Unit 6, Lesson 1: *When do you do your homework?* Students practice the expression with classmates.

A Listen, point, and say.

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

1. Use Picture Cards 95–100 to introduce the verb phrases. Continue until students can produce the words on their own.
2. Link the language. Hold up Picture Cards 95–100. For each card, elicit a full sentence: *(She sweeps the floor.)*
3. Play Class CD2 Track 19. Students listen, point, and say along with the CD.
4. Students practice the verb phrases on their own, using their books.

CD 2 19

1. sweep the floor
2. take out the garbage
3. clean the bathroom
4. wash the car
5. vacuum the carpet
6. water the plants

B Listen and say. Then practice.

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

1. Introduce the new pattern and the frequency adverbs: *I always sweep the floor. always, usually, sometimes, never*
2. Direct students' attention to the adverbs box on page 54. Point out the relationship between the small red boxes and the adverbs. Explain that *always* means all of the time, *usually* means most of the time, *sometimes* means some of the time, and *never* means not at all.
3. Direct students' attention to the grammar box on page 54.
4. Play Class CD2 Track 20. Students listen and say along with the CD.

CD 2 20

I always sweep the floor.
always, usually, sometimes, never

1. I always sweep the floor.
2. I usually take out the garbage.
3. I sometimes clean the bathroom.
4. I never wash the car.
5. I always vacuum the carpet.
6. I sometimes water the plants.

5. Students practice the pattern on their own.

Student Book page 55

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *What are his/her chores? He/She always sweeps the floor.*
2. Direct students' attention to the grammar box on page 55.
3. Play Class CD2 Track 21. Students listen, ask, and answer along with the CD.

CD 2 21

What are his chores? He always sweeps the floor.
What are her chores? She always sweeps the floor.

1. What are her chores? She always sweeps the floor.
2. What are her chores? She never takes out the garbage.
3. What are her chores? She sometimes cleans the bathroom.
4. What are his chores? He usually washes the car.
5. What are his chores? He always vacuums the carpet.
6. What are his chores? He never waters the plants.

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

D Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD2 Track 22. Students listen and chant along with the CD.

CD 2 22

Always, Usually, Sometimes, Never

What are his chores?
He always vacuums the carpet.
What are his chores?
He usually sweeps the floor.
What are his chores?
He sometimes waters the plants.
But he never, never, never, never takes out the garbage.

Always, Usually, Sometimes, Never

What are her chores?
She always vacuums the carpet.
What are her chores?
She usually sweeps the floor.
What are her chores?
She sometimes waters the plants.
But she never, never, never, never takes out the garbage.

Always, Usually, Sometimes, Never

What are your chores?
I always vacuum the carpet.
What are your chores?
I usually sweep the floor.
What are your chores?
I sometimes water the plants.
But I never, never, never, never take out the garbage.

3. Students sing the song again, miming each chore.

E What about you? Ask and answer.



Student pairs ask each other about their chores, using all Lesson 2 vocabulary and the language pattern in the speech bubbles: *What are your chores? I usually water the plants.*

Everybody Up 21st Century Skills

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

Communication/Collaboration: Direct students' attention to the Everybody Up Friend. Students use communication skills to say the sentence and ask the question of at least three classmates. They then use collaboration skills to think of two more chore-related sentence/question combinations to ask each other.

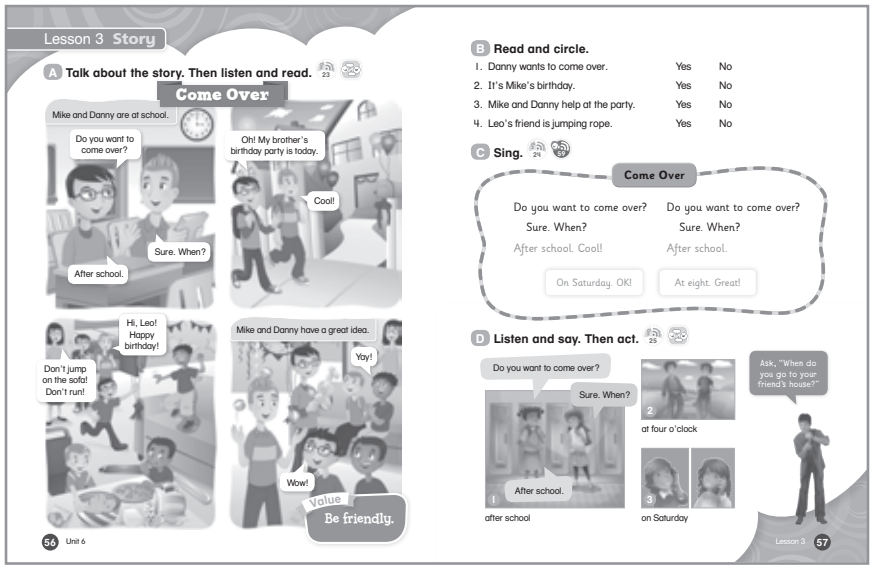
Games and Activities

- **Telephone** (Teacher's Book pages 28–31). Play this using Lesson 2 grammar patterns.
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Write the frequency adverbs on the board and attach Picture Cards 95–100 below them, in any order. Use the arrangement of cards to make two correct sentences and one "lie."

Extra Practice

Workbook pages 54–55
Student Audio CD Tracks 55–58
iTools
Online Practice

Lesson 3 Story



Student Book pages 56–57

Objectives
- Building reading and listening skills

Conversation
- Inviting someone to your home

Do you want to come over?
Sure. When?
After school.

Value
Be friendly.

Materials
Class CD2 Tracks 11, 22–25

Student Book page 56

Warm up

1. Greet the class and sing *Nice Shirt* (Class CD2 Track 11).
2. Review Unit 6 conversation language with a compliment chain. Begin by saying to S1 *(Great shoes)*. S1 replies *Thanks* and then compliments S2, S2 thanks S1, compliments S3, and so on.
3. Elicit the review language from Unit 6, Lesson 2: *I always wash the dishes. Do you?* Students practice the expression with their classmates.

A Talk about the story. Then listen and read.

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

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 23. Students listen, point, and read along with the CD.

CD 2 23

Come Over
Mike and Danny are at school.
Mike: Do you want to come over?
Danny: Sure. When?
Mike: After school.
Mike: Oh! My brother's birthday party is today.
Danny: Cool!
Mike's mom: Don't jump on the sofa! Don't run!
Danny: Hi, Leo! Happy birthday!
Mike and Danny have a great idea.
Kid: Yay!
Leo: Wow!

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

Student Book page 57

B Read and circle.

1. Students read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check answers together.

Answer Key	
1. Yes	**2.** No
3. Yes	**4.** No

C Sing.

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

1. Read the song lyrics with the students.
2. Play CD2 Track 24. Students listen and sing along with the CD.

CD 2 24

Come Over

Do you want to come over?
Sure. When?
After school.
Cool!

Do you want to come over?
Sure. When?
After school.

Do you want to come over?
Sure. When?
On Saturday.
OK!

Do you want to come over?
Sure. When?
On Saturday.

Do you want to come over?
Sure. When?
At eight?
Great!

Do you want to come over?
Sure. When?
At eight.

3. Students sing the song again, using facial expressions and gestures.

D Listen and say. Then act.



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

1. Play Class CD2 Track 25. Students listen and say with the CD.

CD 2 25

1. Do you want to come over?
   Sure. When?
   After school.
2. Do you want to come over?
   Sure. When?
   At four o'clock.
3. Do you want to come over?
   Sure. When?
   On Saturday.

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.

Communication/Collaboration: Direct students' attention to the Everybody Up Friend. Students work in small groups and use communication skills to practice asking and answering the question. Groups then use collaboration skills to compile a chart showing when each group member goes to their friends' houses. Groups can then present their charts to the class.

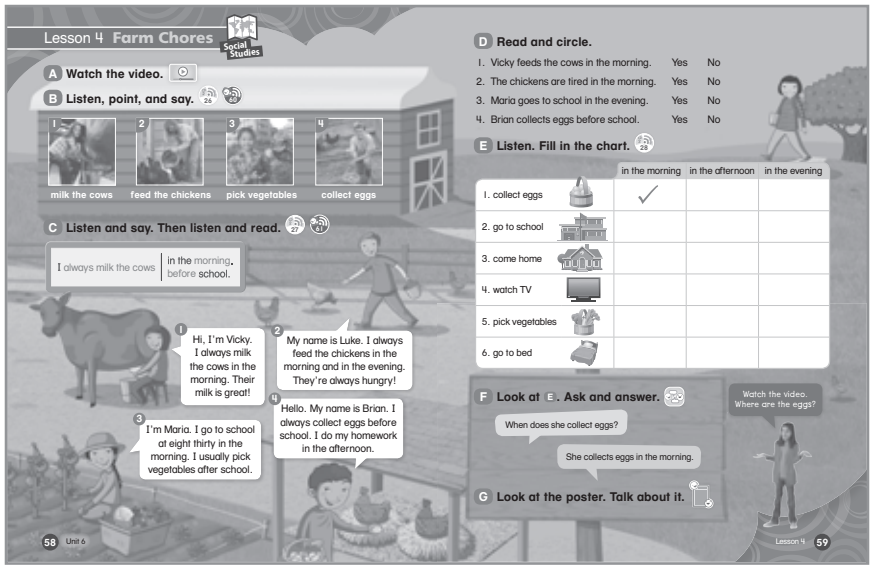
Games and Activities

- **Order the Text** (Teacher's Book pages 28–31). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- Students draw a picture to illustrate the value *Be friendly*. Display the pictures in the classroom.
- **Finish the Story** (Teacher's Book pages 28–31). Copy the story on page 56, leaving the last speech bubble in each frame blank. Give a copy of the story to each student. Slowly read the story aloud. Students listen and write in the missing words.

Extra Practice

Workbook pages 56–57
Student Audio CD Track 59
Unit 6, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Farm Chores



Student Book pages 58–59

Objectives
- Talking about farm chores

Grammar
- Statements with adverbs and prepositional phrases

  I always milk the cows in the morning/ before school

Vocabulary
Farm chores: milk the cows, feed the chickens, pick vegetables, collect eggs

Materials
Picture Cards 101–104; Class CD2 Tracks 26–28; Unit 6 Video and Poster, Farm Chores

Student Book page 58

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to students' school subjects. Bring to class a variety of photographs of farm life. Talk about what farms are, what kinds of things they produce, and the role farming may or may not play in your community.

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: *Do you want to come over? Sure. When? After school.*

A Watch the video.

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

Before you watch: Tell the class they're going to watch a video about farms. Ask students if they have been to a farm. Have them describe their experience.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Pause the video and ask students questions about the farm. Encourage them to tell a partner about three chores from the video.

B Listen, point, and say.

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

1. Use Picture Cards 101–104 to introduce the new verb phrases. Continue until students can produce the words on their own.
2. Play Class CD2 Track 26. Students listen, point, and say along with the CD.

CD 2 26

1. milk the cows
2. feed the chickens
3. pick vegetables
4. collect eggs

3. Students practice the verb phrases on their own, using their books.

C Listen and say. Then listen and read.

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

1. Introduce the new pattern: *I always milk the cows in the morning/before school.*
2. Direct students' attention to the grammar box on page 58.
3. Play Class CD2 Track 27. Students listen and say along with the CD.

CD 2 27

I always milk the cows in the morning.
I always milk the cows before school.

1. Hi, I'm Vicky. I always milk the cows in the morning. Their milk is great!
2. My name is Luke. I always feed the chickens in the morning and in the evening. They're always hungry!
3. I'm Maria. I go to school at eight thirty in the morning. I usually pick vegetables after school.
4. Hello, my name is Brian. I always collect eggs before school. I do my homework in the afternoon.

4. Play the track again. Students listen and read along.
5. Divide the class into four groups. Each group reads one of the items aloud.
6. Students read the text on their own.

Student Book page 59

D Read and circle.

1. Explain that students will read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity C as a reference.
3. Check answers together.

Answer Key

1. No **2.** No **3.** No **4.** Yes

E Listen. Fill in the chart.

1. Play Class CD2 Track 28. Students listen and then write checkmarks in the correct columns in the chart.
2. Play the track again. Students listen.

CD 2 28

My name is Allison. I help my family on the farm. It's fun! I collect eggs in the morning before school. After breakfast, I go to school. I come home in the afternoon at three thirty. After school, I watch TV and eat a snack. I love popcorn. At six o'clock in the evening, I pick vegetables. We have carrots, tomatoes, and peas. They're good. We have dinner at seven o'clock. After dinner, I do my homework. Finally, I go to bed at nine thirty.

3. Check answers together.

Answer Key

1. in the morning **2.** in the morning
3. in the afternoon **4.** in the afternoon
5. in the evening **6.** in the evening

F Look at E. Ask and answer.

Student pairs use the information in the completed charts in Activity E to practice asking and answering with the language pattern in the speech bubbles: *When does she collect eggs? She collects eggs in the morning.*

G Look at the poster. Talk about it.

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

1. Students read the poster title and talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

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

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. After watching the video, students use critical thinking skills to determine where the eggs are. Students then use communication skills to take turns asking and answering the question.

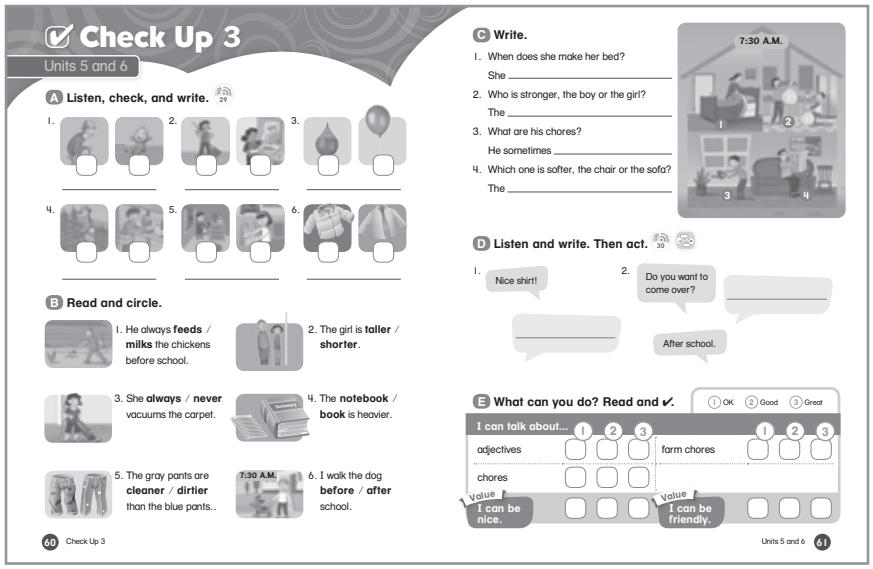
Games and Activities

- **What's Missing?** (Teacher's Book pages 28–31). Use Picture Cards from Unit 6.
- **Charades** (Teacher's Book pages 28–31). Use verb phrases from Lessons 2 and 4.

Extra Practice

Workbook pages 58–59
Student Audio CD Tracks 60–61
Unit 6, Lesson 4 Worksheet
Unit 6 Test
iTools
Online Practice

Check Up 3



Student Book pages 60–61

Review Language
- Units 5 and 6 grammar and vocabulary

Materials
Picture Cards 87–104; Class CD2 Tracks 29–30

Student Book page 60

Warm up

1. Review Unit 6 vocabulary and grammar patterns. First, review time phrases and adverbs of frequency. Then hold up Picture Cards 87–94, 95–100, and 101–104, and for each card, elicit a full sentence from a student. Guide the class to use as many different grammar patterns as possible.
2. Review Unit 6 vocabulary by holding up Picture Cards 87–104 and eliciting each word or phrase.

A Listen, check, and write.

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

1. Play Class CD2 Track 29. Students listen, check, and write the items they hear.

CD 2 29

1.	old	2.	clean the bathroom
3.	heavy	4.	pick vegetables
5.	wash the dishes	6.	thin

2. Play the track again. Students listen and check their answers.
3. Check answers together.

Answer Key

1. check left picture; old
2. check right picture, clean the bathroom
3. check left picture; heavy
4. check left picture; pick vegetables
5. check right picture; wash the dishes
6. check right picture; thin

B Read and circle.

1. Students circle the correct answers.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own.
3. Check answers together.

Answer Key

1.	feeds	**2.**	shorter
3.	always	**4.**	book
5.	dirtier	**6.**	before

Student Book page 61

C Write.

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

Answer Key	
1. makes her bed in the morning.	**2.** girl is stronger.
3. waters the plants.	**4.** sofa is softer.

D Listen and write. Then act.

1. Play Class CD2 Track 30. Students listen. Play the track again and students fill in the blanks with the words they hear.

CD 2 30

1. Nice shirt!
   Thank you.
2. Do you want to come over?
   Sure. When?
   After school.

2. Students practice the conversations with a partner.

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 numbering 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

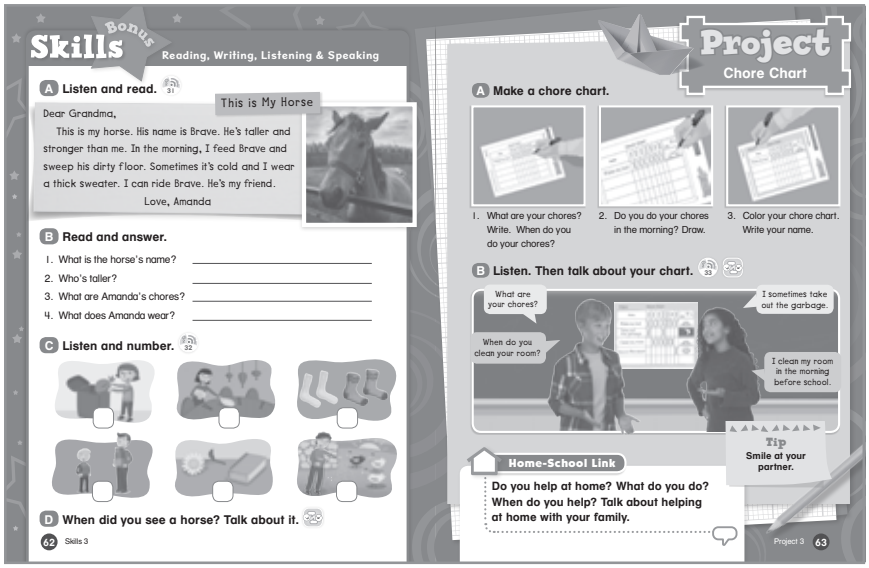
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 5 and 6. For example, hold up a picture of a clean shirt and say, "It's dirty." Or hold up the picture card of "do laundry" and say, "clean my room." 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.
- **Finish the Story** (Teacher's Book pages 28–31) using texts from Units 5 and 6. For example, give students a copy of "Come Over" from Unit 6 Lesson 3. Leave some of the speech bubbles blank. Then read the story aloud and have students fill in the blanks.
- **Card Grab** (Teacher's Book pages 28–31) using Picture Cards from Units 5 and 6. The game can also be played using vocabulary index cards without pictures.

Extra Practice

Workbook pages 60–62
iTools
Online Practice

Bonus Skills



Student Book pages 62–63

Skills
- Reading a letter, writing complete answers, listening and numbering, speaking about a personal experience

Materials
Class CD2, Tracks 31–32

Project Language
- Units 5 and 6 grammar and vocabulary

Materials
Class CD2, Track 33; Photocopiable Project Template; scissors, markers or crayons, glue

Student Book page 62

Warm up

Greet the class. Have students share what they know about horses. Ask *How many legs does a horse have? Are horses big or small?* Students answer.

A Listen and read.

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

1. Students look at the picture and talk about what they see.
2. Play Class CD2 Track 31. Students listen and read with the CD.

CD 2 31

Dear Grandma,

This is my horse. His name is Brave. He's taller and stronger than me. In the morning, I feed Brave and sweep his dirty floor. Sometimes it's cold and I wear a thick sweater. I can ride Brave. He's my friend.

Love, Amanda.

3. Play the track again. Students listen and read.
4. Students read the text on their own.

B Read and answer.

1. Students look back at Activity A and read the text again on their own.
2. Read each question aloud with the class. Students answer orally and then write their answers in a notebook. Encourage students to use complete sentences in their answers.
3. Check answers together.

Answer Key

1. His name is Brave.
2. He's taller.
3. She feeds Brave and sweeps his dirty floor.
4. She wears a thick sweater.

C Listen and number.

1. Play Class CD2 Track 32. Students listen and number the pictures.

CD 2 32

1. Which one is lighter, the flower or the book? The flower is lighter than the book.
2. He always feeds the chickens in the evening.
3. The boy is strong. The man is stronger.
4. Are the red socks thicker than the white socks? Yes, they are.
5. I sometimes take out the trash.
6. She always sets the table after school.

2. Play the track again. Students listen and check their answers.
3. Check answers together.

Answer Key

Top Row: 5, 6, 4
Bottom Row: 3, 1, 2

D When did you see a horse? Talk about it.

1. Have students read the instruction line and think about their answer to the question. Model an answer using your own experience or have a volunteer talk about their experience. Ask further questions to encourage more detail.
2. Have students share their stories with a partner or small group. Students may wish to draw a picture of the story as well.

Project Chore Chart

Student Book page 63

A Make a chore chart.

See *Teaching Projects*, Teacher's Book page 27.

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 their own chore charts.
2. Students cut out their chore charts, write their chores, indicate on the chart how many times they do their chores, and draw a picture of what time they do them.
3. Students make their charts. Circulate and help students as necessary. Remind students to write their names on their charts.

B Listen. Then talk about your chart.

See *Teaching Projects*, Teacher's Book page 27.

1. Play Class CD2 Track 33. Students listen, point to the speech bubbles, and say along with the CD.

CD 2 33

What are your chores? I sometimes take out the garbage.
When do you clean your room?
I clean my room in the morning before school.

2. **Tip:** Direct students' attention to the tip: *Smile at your partner*. Call on two students with strong speaking skills to talk about their chore charts. Encourage the students to smile as they listen.
3. Student pairs practice the pattern, using their books.
4. Have volunteer pairs or groups present their projects to the class using language from the speech bubbles.

Home-School Link

1. Tell the students to share what they've learned in class at home.
2. Role-play with a few stronger students to demonstrate sample language to the class.
3. Students take their chore charts home. They then make a list of chores and topics they talked about at home with their family members and present their responses to the class.

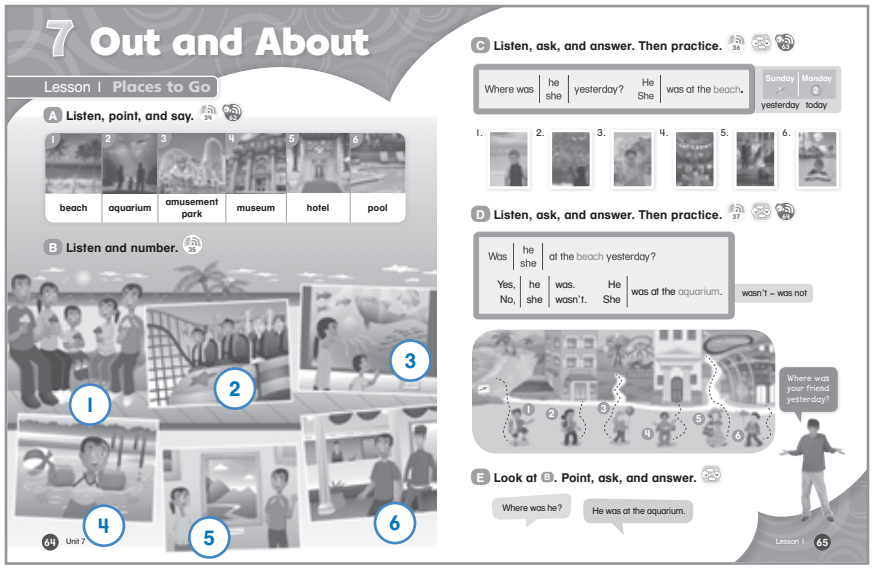
Games and Activities

- *Skills:* **Five Questions** (Teacher's Book pages 28–31) with vocabulary from Units 5 and 6. For example, S1 thinks of "wash the car" or "water the plants" and other students have to ask five questions to guess the correct action.
- *Skills:* **What's Missing?** (Teacher's Book pages 28–31) using Picture Cards from Units 5 and 6. Choose five or ten cards to show the students. Then remove one and have them try to figure out the missing card.
- *Project:* **Gaps** (Teacher's Book pages 28–31) with sentences about the students' chore charts. Example: "S1 makes her _____ every morning (bed)."; S2 washes the dishes _____ school (before)."

Extra Practice

Workbook page 63
iTools
Online Practice

Lesson 1 Places to Go



Student Book pages 64–65

Objectives
- Asking and answering about places to go

Grammar
- Questions about location with the past tense of *be*

  Where was he/she yesterday?

  He/She was at the beach.
- Yes/No questions with the past tense of *be*

  Was he/she at the beach yesterday?

  Yes, he/she was./No, he/she wasn't.

  He/She was at the aquarium.

Vocabulary
Places to Go: beach, aquarium, amusement park, museum, hotel, pool

Materials
Picture Cards 22–26, 105–110; Class CD2 Tracks 34–37

Student Book page 64

Warm up

1. Introduce yourself to S1, saying *I'm (Ms. Smith). I make my bed before school.* S1 introduces him- or herself to you, saying *I'm (Jay). I (wash the dishes) (after) school.*
2. Review locations from Unit 2, Lesson 1 using Picture Cards 22–26

A Listen, point, and say.

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

1. Use Picture Cards 105–110 to introduce the places. Continue until students can produce the words on their own.
2. Play Class CD2 Track 34. Students listen, point, and say along with the CD.

CD 2 34

1. beach	2. aquarium	3. amusement park
4. museum	5. hotel	6. pool

3. Students practice saying 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 Julie and her family. They're eating ice cream at the beach. Look at Julie's father. He's at a hotel. Look here. Where are Julie and her brother James? They're at the amusement park. They're excited! Here, Julie is at the aquarium with her brother Alex. They're looking at fish. Now, look at Alex. He's at the pool. He's swimming. What about here? Where are Julie and James? They're at the museum.
2. Play Class CD2 Track 35. Students listen, find the items in the picture, and number them.

CD 2 35

1. Mom: It's so nice at the beach. Oh, look, it's 7 o'clock. Time for ice cream!
   Kids: Yay!
   Mom: What do you like here?
2. James: The amusement park is cool.
   Julie: The rides are fast. I like that.
3. Mom: The fish in the aquarium are so pretty!
   Alex: There are big fish and little fish!
4. Alex: I can swim in the big pool, too. It's fun!
5. Julie: I like the museum. There is very pretty art.
6. Dad: The hotel is great. Everybody is helpful and nice.
   Alex: Mom? Dad? I'm tired. Can we go to the hotel now?
   Mom: Sure.
   Dad: Let's go.

3. Invite students to talk about other things they see in the picture. They may use previously learned language.

Student Book page 65

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *Where was he/she yesterday? He/She was at the beach.*
2. Introduce the simple past tense of the verb *to be*. Remind students that *today* indicates the present and *is* is used to talk about things happening now. Then, explain that *yesterday* indicates the past. Help students understand that *was* is used with yesterday to talk about things that have already happened.
3. Direct students' attention to the first grammar box and the *yesterday/today* boxes on page 65 and play Class CD2 Track 36. Students listen, ask, and answer along with the CD.

CD 2 36

Where was he yesterday? He was at the beach.
Where was she yesterday? She was at the beach.
yesterday, today

1. Where was he yesterday? He was at the beach.
2. Where was she yesterday? She was at the aquarium.
3. Where was he yesterday? He was at the amusement park.
4. Where was she yesterday? She was at the museum.
5. Where was she yesterday? She was at the hotel.
6. Where was he yesterday? He was at the pool.

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

D Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern and contraction: *Was he/she at the beach yesterday? Yes, he/she was. No, he/she wasn't. He/She was at the aquarium; wasn't = was not.*
2. Direct students' attention to the second grammar box on page 65 and play Class CD2 Track 37. Students listen, ask, and answer along with the CD.

CD 2 37

Was he at the beach yesterday? Yes, he was.
Was he at the beach yesterday? No, he wasn't. He was at the aquarium.
Was she at the beach yesterday? Yes, she was.
Was she at the beach yesterday? No, she wasn't. She was at the aquarium.
wasn't, was not

1. Was he at the beach yesterday? Yes, he was.
2. Was she at the aquarium yesterday? No, she wasn't. She was at the hotel.
3. Was she at the amusement park yesterday? Yes, she was.
4. Was he at the museum yesterday? Yes, he was.
5. Was she at the hotel yesterday? No, she wasn't. She was at the pool.
6. Was he at the pool yesterday? No, he wasn't. He was at the aquarium.

3. 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: *Where was he? He was at the aquarium.*

Everybody Up 21st Century Skills

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

Creativity/Communication/Collaboration: Direct students' attention to the Everybody Up Friend. In small groups, students use creativity and communication skills to take turns asking and answering the question. Encourage students to make up silly sentences like "My friend was on the moon yesterday," or "She was in space." Students then use collaboration skills to write their best sentences on the board.

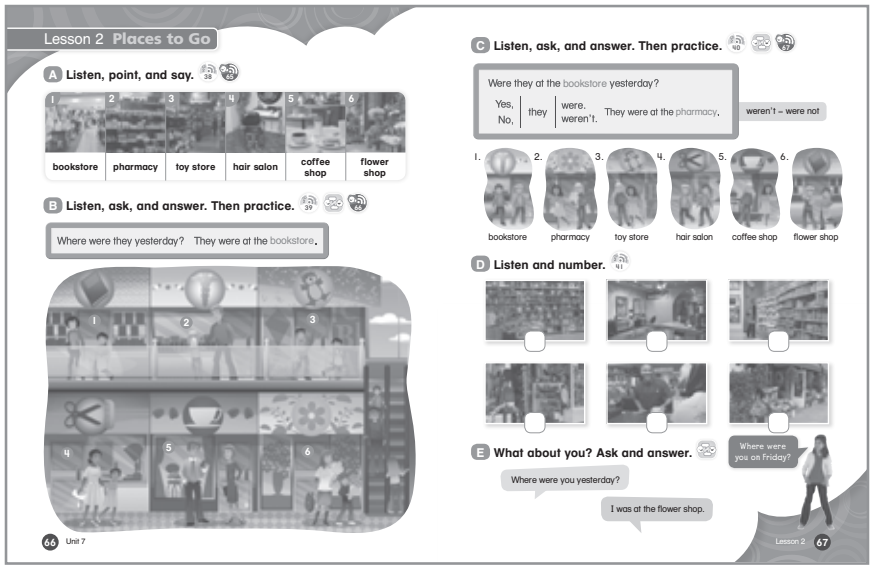
Games and Activities

- **Station Stop** (Teacher's Book pages 28–31). When the train stops, show a student a card and ask *Was (he) (at the hotel) yesterday?* A correct answer wins the student a "ticket."

Extra Practice

Workbook pages 64–65
Student Audio CD Tracks 62–64
iTools
Online Practice

Lesson 2 Places to Go



Student Book pages 66–67

Objectives
- Asking and answering about places to go

Grammar
- Questions about location with the past tense of *be*

  Where were they yesterday?

  They were at the bookstore.
- Yes/No questions with the past tense of *be*

  Were they at the bookstore yesterday?

  Yes, they were./No, they weren't. They were at the pharmacy.

Vocabulary
Places to Go: bookstore, pharmacy, toy store, hair salon, coffee shop, flower shop

Materials
Picture Cards 113–118; Class CD2 Tracks 38–41

Student Book page 66

Warm up

1. Greet the class, saying *Hello, class. How are you today?* Elicit a polite group response: *Hello, (Ms. Smith). We're fine, thank you. How are you?*
2. Review Unit 7, Lesson 1 grammar and vocabulary. Guide S1 to stand and say where he or she was yesterday: *I was (at the beach) yesterday.* Then, ask the class either *Where was (he) yesterday?* or *Was (he) (at the museum) yesterday?* Elicit the answer from the class. Repeat the procedure with each student.
3. Elicit the review language from Unit 7, Lesson 1: *Where was your friend yesterday?* Students can practice their own expressions with classmates.

A Listen, point, and say.

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

1. Use Picture Cards 113–118 to introduce the shops. 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. Include Lesson 1 vocabulary after a round.
3. Play Class CD2 Track 38. Students listen, point, and say along with the CD.

CD 2 38

1. bookstore 2. pharmacy 3. toy store
4. hair salon 5. coffee shop 6. flower shop

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

B Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern: *Where were they yesterday? They were at the bookstore.*
2. Direct students' attention to the grammar box on page 67.
3. Play Class CD2 Track 39. Students listen, ask, and answer along with the CD.

CD 2 39

Where were they yesterday?
They were at the bookstore.

1. Where were they yesterday?
   They were at the bookstore.
2. Where were they yesterday?
   They were at the pharmacy.
3. Where were they yesterday?
   They were at the toy store.
4. Where were they yesterday?
   They were at the hair salon.

5. Where were they yesterday?
   They were at the coffee shop.
6. Where were they yesterday?
   They were at the flower shop.

4. Students practice the pattern 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: *Were they at the bookstore yesterday? Yes, they were./No, they weren't. They were at the pharmacy.*
2. Direct students' attention to the grammar box on page 67.
3. Play Class CD2 Track 40. Students listen, ask, and answer along with the CD.

CD 2 40

Were they at the bookstore yesterday?
Yes, they were.
Were they at the bookstore yesterday?
No, they weren't. They were at the pharmacy.
weren't, were not

1. Were they at the bookstore yesterday?
   No, they weren't. They were at the pharmacy.
2. Were they at the pharmacy yesterday?
   No, they weren't. They were at the flower shop.
3. Were they at the toy store yesterday?
   Yes, they were.
4. Were they at the hair salon yesterday?
   Yes, they were.
5. Were they at the coffee shop yesterday?
   Yes, they were.
6. Were they at the flower shop yesterday?
   No, they weren't. They were at the bookstore.

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

D Listen and number.

1. Play Class CD2 Track 41. Students listen and number the pictures.

CD 2 41

1. First, they were at the flower shop.
2. Next, they were at the coffee shop.
3. Then, they were at the toy store.
4. Next, they were at the hair salon.
5. Then, they were at the pharmacy.
6. Finally, they were at the bookstore.

2. Play the track again. Students listen and check their answers.
3. Check answers together.

Answer Key

Top row: 6, 4, 3
Bottom row: 3, 2, 1

E What about you? Ask and answer.



In pairs, students take turns asking and answering with the language pattern in the speech bubbles: *Where were you yesterday? I was at the flower shop.*

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 take turns asking and answering the question. To extend the activity, encourage student volunteers to say sentences about themselves and their classmates, e.g., *I was at the beach. Sam was at the amusement park.*

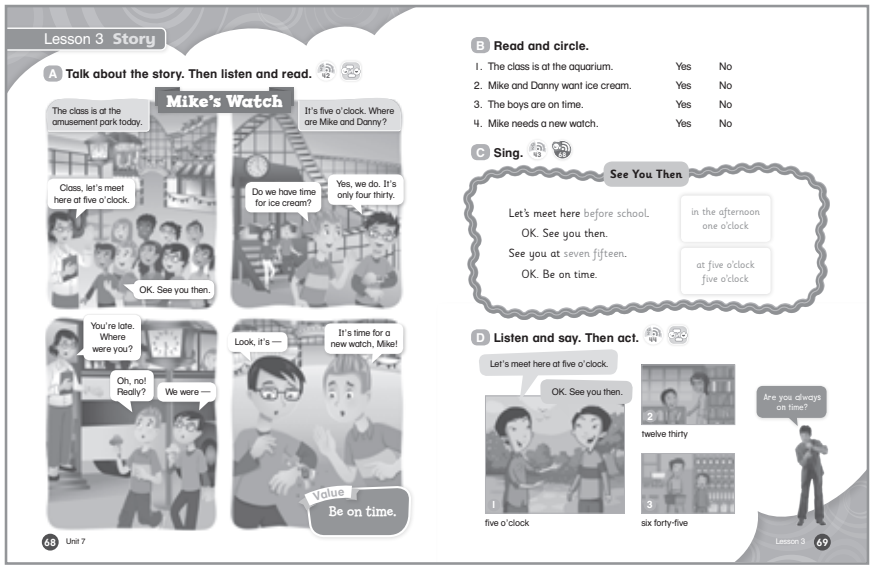
Games and Activities

- **Simon Says** (Teacher's Book pages 28–31). Instead of listening for "Simon Says," students should move only if they hear a sentence in the simple past tense (using *was* or *were*). Say sentences using present and past tense (for example, *They were at the pool* and *They are at the pool).*
- **Gaps** (Teacher's Book pages 28–31). Create texts using Lesson 2 grammar patterns and vocabulary. Students complete the sentences and check answers with a classmate.

Extra Practice

Workbook pages 66–67
Student Audio CD Tracks 65–67
iTools
Online Practice

Lesson 3 Story



Student Book pages 68–69

Objectives
- Building reading and listening skills

Conversation
- Arranging to meet someone at a certain place and time

Let's meet here at five o'clock.

OK. See you then.

Value
Be on time.

Materials
Class CD2 Tracks 42–44

Student Book page 68

Warm up

1. Greet the class. Then say *Today is (Tuesday, March 2nd). It's (eight o'clock). It's time for English class!* Students repeat.
2. Play a version of **Shopping List** (Teacher's Book page 28–31) to review places vocabulary. Say *I'm going to the pool.* S1 says *I'm going to the pool. Then I'm going to the (movie theater).* S2 repeats this, adds *Then I'm going to the (bookstore).* S3 repeats, adds a new location, and so on until someone forgets the order. Then start again.
3. Review the past tense. Model this conversation with a student: Ask *Where were you yesterday?* The student replies *I was (at home). Where were you?* Reply *I was (at the park).* Students can practice the conversation with their classmates.
4. Elicit the review language from Unit 7, Lesson 2: *Where were you on Friday?* Students can practice their own expressions with classmates.

A Talk about the story. Then listen and read.

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

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 42. Students listen, point, and read along with the CD.

CD 2 42

Mike's Watch
The class is at the amusement park today.
Teacher: Class, let's meet here at five o'clock.
Danny: OK. See you then.
It's five o'clock. Where are Mike and Danny?
Danny: Do we have time for ice cream?
Mike: Yes, we do. It's only four thirty.
Teacher: You're late. Where were you?
Danny: Oh, no! Really?
Mike: We were— Look, it's—
Danny: It's time for a new watch, Mike!

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

Student Book page 69

B Read and circle.

1. Students read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check answers together.

Answer Key	
1. No	**2.** Yes
3. No	**4.** Yes

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD2 Track 43. Students listen and sing along with the CD.

CD 2 43

See You Then

Let's meet here before school.
OK. See you then.
See you at seven fifteen.
OK.
Be on time.

Let's meet here in the afternoon.
OK. See you then.
See you at one o'clock.
OK.
Be on time.

Let's meet here at five o'clock.
OK. See you then.
See you at five o'clock.
OK.
Be on time.

3. Students sing the song again. A student can write the time on the board for each verse.

D Listen and say. Then act.

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

1. Play Class CD2 Track 44. Students listen and say with the CD.

CD 2 44

1. Let's meet here at five o'clock.
   OK. See you then.
2. Let's meet here at twelve thirty.
   OK. See you then.
3. Let's meet here at six forty-five.
   OK. See you then.

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 determine their daily schedule and whether they are always on time. Then they use communication skills to take turns asking and answering the question.

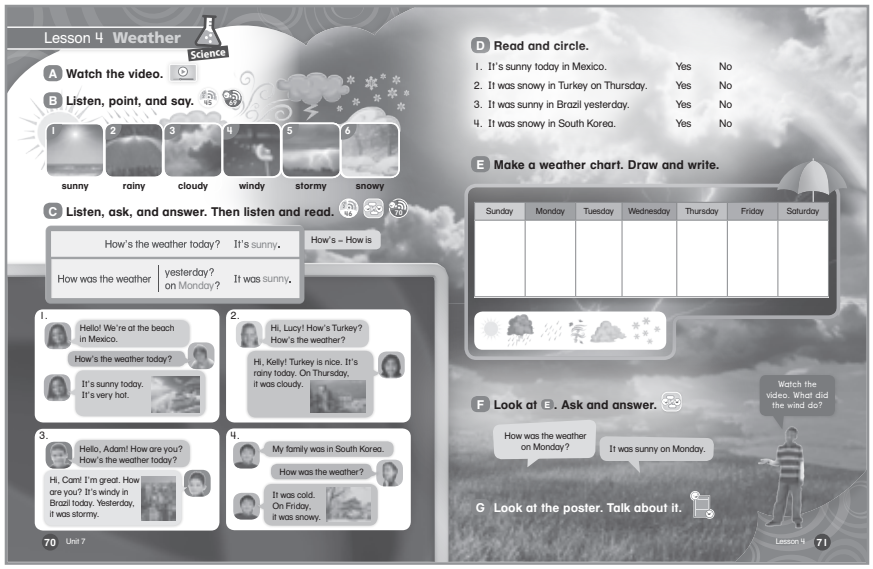
Games and Activities

- **Listen and Draw** (Teacher's Book pages 28–31). Student pairs perform their own versions of the Lesson 3 conversation in front of the class: *Let's meet here at (two-fifteen). OK. See you then.* The rest of the class listens and then draws the appropriate clock face (analog or digital). Check drawings together.
- Read the story aloud. Divide the class into four groups. Group 1 reads the narrator, Group 2 reads the teacher, Group 3 reads Danny, and Group 4 reads Mike.

Extra Practice

Workbook pages 68–69
Student Audio CD Track 68
Unit 7, Lesson 3 Worksheet
Unit 7 Test
iTools
Online Practice

Lesson 4 Weather



Student Book pages 70–71

Objectives
- Asking and answering about the weather

Grammar
- Questions with the present and past tenses of *be*

How's the weather today?
It's sunny.
How was the weather yesterday/on Monday?
It was sunny.

Vocabulary
Weather: sunny, rainy, cloudy, windy, stormy, snowy

Materials
Picture Cards 119–124; Class CD2 Tracks 43, 45–46; Unit 7 Video and Poster, Weather

Student Book page 70

School Subject Connection: Science

Lesson 4 is a cross-curricular lesson with a connection to students' school subjects. Ask students what they have learned in their science class about why and how the weather changes.

Warm up

1. Greet the class. Then start a question chain: Ask a student *Where were you yesterday?* That student replies then turns to a classmate and asks the same question. Continue the chain around the room.
2. Sing **See You Then** (Class CD2 Track 43).
3. Review the conversation language from Unit 7, Lesson 3: *Let's meet here at five o'clock. OK. See you then.* Encourage students to look for ways to use the conversation language in class today.

A Watch the video.

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

Before you watch: Tell the class they're going to watch a video about weather. As a warm-up, ask students what weather they like best and what kinds of weather they think they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Ask students what places they liked in the video and whether they would like to experience the kinds of weather in each place.

B Listen, point, and say.

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

1. Use Picture Cards 119–124 to introduce the different types of weather. 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 119–124.
3. Play Class CD2 Track 45. Students listen, point, and say along with the CD.

CD 2 45

1. sunny	2. rainy	3. cloudy
4. windy	5. stormy	6. snowy

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

C Listen, ask, and answer. Then listen and read.

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

1. Introduce the new pattern: *How's the weather today? It's sunny.*

How was the weather yesterday/on Monday?
It was sunny.

2. Direct students' attention to the grammar box on page 70. Link the grammar to the reading. Explain that the prepositional phrase *on (Monday)* can be found at the beginning or end of the sentence.
3. Play Class CD2 Track 46. Students listen, ask, and answer along with the CD.

CD 2 46

How's the weather today? It's sunny.
How was the weather yesterday? It was sunny.
How was the weather on Monday? It was sunny.
how's, how is

1. Hello! We're at the beach in Mexico.
   How's the weather today?
   It's sunny today. It's very hot.
2. Hi, Lucy! How's Turkey? How's the weather?
   Hi, Kelly! Turkey is nice. It's rainy today. On Thursday, it was cloudy.
3. Hello, Adam! How are you? How's the weather today?
   Hi, Cam! I'm great. How are you? It's windy in Brazil today. Yesterday, it was stormy.
4. My family was in South Korea.
   How was the weather?
   It was cold. On Friday, it was snowy.

4. Play the track again. Students listen and read along.
5. Divide the class into eight groups. Each group reads one of the children's lines aloud.
6. Students read the text on their own.

Student Book page 71

D Read and circle.

1. Students read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity C as a reference.
3. Check answers together.

Answer Key	
1. Yes	**2.** No
3. No	**4.** Yes

E Make a weather chart. Draw and write.

Student pairs work together to complete the weather chart. They draw pictures and write in the weather for each day on the chart, based on the actual weather for the seven previous days in the area where they live.

F Look at E. Ask and answer.



Students circulate and ask each other about the weather for the past seven days, using the information in the completed charts in Activity E and the language pattern in the speech bubbles: *How was the weather on Monday? It was sunny on Monday.*

G Look at the poster. Talk about it.



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

1. Students read the poster title and captions. Then, talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

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

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. In pairs or small groups, students use critical thinking skills to determine what the wind did in the video. Students then communicate their ideas to the class.

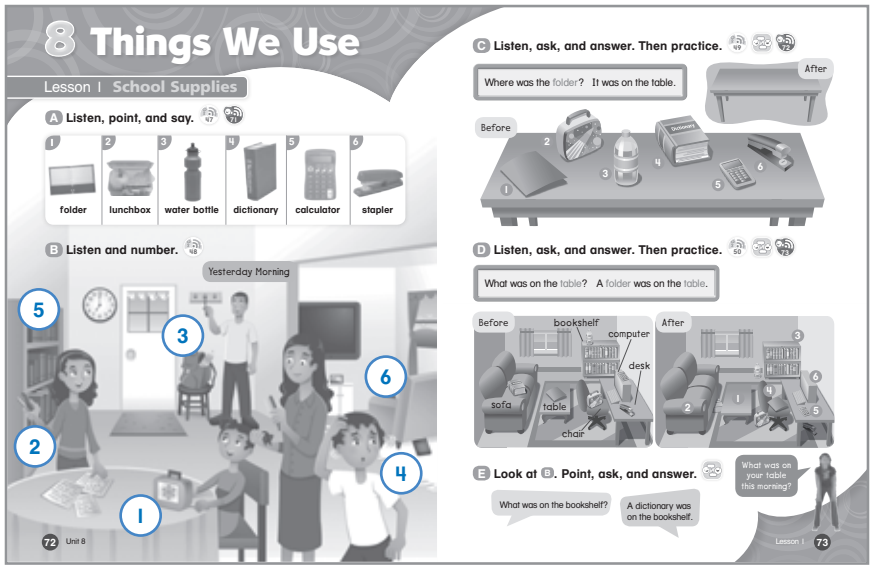
Games and Activities

- **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. Choose a student to help you lead the activity. Guide the student to ask you *(How was) the weather (yesterday)?* Answer *It (was) (snowy).* Players listen and then race to touch the correct weather card.
- **Jump to the Word** (Teacher's Book pages 28–31). Instruct pairs to move to a particular card. Once there, the pair must use the card to practice one of the Lesson 4 grammar patterns: *How (is) the weather (today)? (It's sunny).*

Extra Practice

Workbook pages 70–71
Student Audio CD Tracks 69–70
Unit 7, Lesson 4 Worksheet
Unit 7 Test
iTools
Online Practice

Unit 8 Things We Use Lesson 1 School Supplies



Student Book pages 72–73

Objectives
- Asking and answering about school supplies

Grammar
- Questions with the past tense of *be*

Where was the folder?

It was on the table.

What was on the table?

A folder was on the table.

Vocabulary
School Supplies: folder, lunchbox, water bottle, dictionary, calculator, stapler

Materials
Picture Cards 105–130; Class CD2 Tracks 47–50

Student Book page 72

Warm up

1. Greet the class. Then move around the room and pick up various items from students' desks, asking *Whose (ruler) is this?* The class replies *It's (Mia's) (ruler).*
2. Elicit the language from Unit 7, Lesson 4: *How was the weather on Monday?* Students practice the language with their classmates.
3. Play **What's Missing?** (Teacher's Book pages 28–31) to review vocabulary from Unit 7. Use Picture Cards 105–124.

A Listen, point, and say.

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

1. Use Picture Cards 125–130 to introduce the school supplies. Continue until students can produce the words on their own.
2. Link the language. Hold up Picture Cards 125–130, saying *This is my (folder).* Students reply *It's your (folder). It's yours.*
3. Play Class CD2 Track 47. Students listen, point, and say along with the CD.

CD 2 47

1. folder 2. lunchbox 3. water bottle
4. dictionary 5. calculator 6. stapler

4. Students practice the new 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 Emma and her family. They were at home. It was seven o'clock in the morning. Emma had a stapler. She didn't have a dictionary. Emma's water bottle was in her backpack. Ann had a lunchbox. Her mother was brushing her hair. Emma's brother was looking for his calculator and his folder. Where were they?
2. Play Class CD2 Track 48. Students listen, find the items in the picture, and number them.

CD 2 48

1. Emma: Good morning, Mom. Hi, Dad.
   Dad: Good morning.
   Ann: Is that my new lunchbox?
   Mom: Yes, it is. Do you like it?
   Ann: Yes! Thanks, Mom.
2. Emma: Dad, can I borrow the stapler?
   Dad: Sure, Emma.
3. Emma: Where's my water bottle?
   Dad: It's in your backpack. See?
4. Tommy: Where's my calculator?
   Mom: I don't know.

	Tommy:	Oh! There it is! It's under the sofa.
5.	Emma:	I need a dictionary today, too. Hmm, where is it?
	Dad:	It's over there, on the bookshelf. It's blue.
6.	Tommy:	OK. Where's my red folder?
	Mom:	It was on the table yesterday. Hmmm. Oh! Look, Tommy. It's on the sofa.
	Emma & Tommy:	Thanks! Bye!
	Mom, Dad, & Ann:	Bye!

3. Invite students to talk about what else they see in the picture. They may use previously learned vocabulary and language.

Student Book page 73

C Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *Where was the folder? It was on the table.*
2. Direct students' attention to the first grammar box on page 73.
3. Play Class CD2 Track 49. Students listen, ask, and answer along with the CD.

CD 2 49

Where was the folder? It was on the table.
1. Where was the folder? It was on the table.
2. Where was the lunch box? It was on the table.
3. Where was the water bottle? It was on the table.
4. Where was the dictionary? It was on the table.
5. Where was the calculator? It was on the table.
6. Where was the stapler? It was on the table.

4. Pairs 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 was on the table? A folder was on the table.*
2. Direct students' attention to the second grammar box on page 73.
3. Play Class CD2 Track 50. Students listen, ask, and answer along with the CD.

CD 2 50

What was on the table?
A folder was on the table.
1. What was on the table?
   A folder was on the table.
2. What was on the sofa?
   A dictionary was on the sofa.
3. What was on the bookshelf?
   A water bottle was on the bookshelf.
4. What was on the chair?
   A lunchbox was on the chair.
5. What was on the desk?
   A stapler was on the desk.
6. What was on the computer?
   A calculator was on the computer.

4. Pairs practice the pattern, using their books.
5. If time permits, link the past tense to the present tense. Continue the group work with *Where was the dictionary?/On the sofa.* and *Where is the dictionary now?/Under the sofa.*

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 was on the bookshelf? A dictionary was on the bookshelf.*

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. As a class, students use critical thinking skills to make a list of objects that were on their kitchen tables this morning. Then, in small groups, students use communication skills to ask and answer the question.

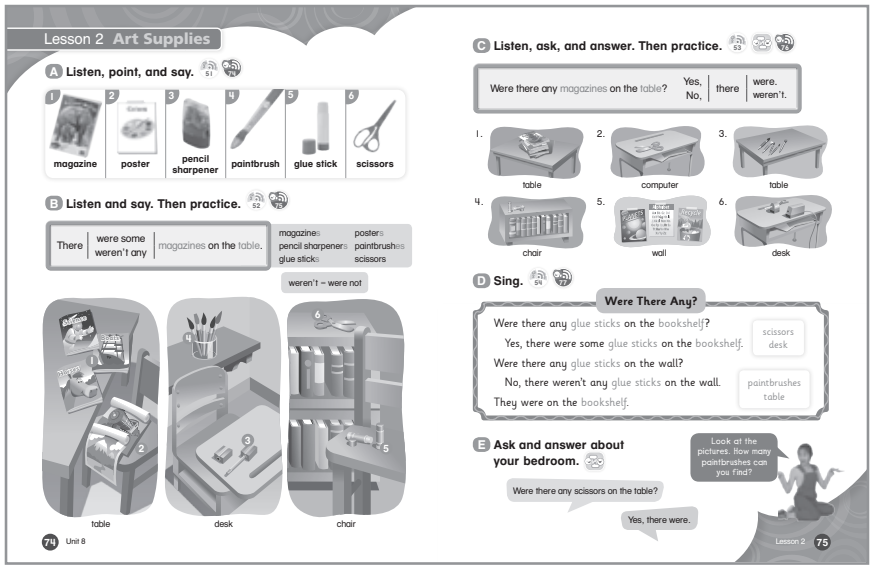
Games and Activities

- **Telephone** (Teacher's Book pages 28–31). Use sentences such as *A folder was on the table* and *A lunchbox was in the backpack.*
- Distribute paper and art supplies. Students draw a picture of their table, desk, bed, or other surface at home. Then students swap drawings with a partner, and ask and answer questions about them using the Lesson 1 grammar patterns.

Extra Practice

Workbook pages 72–73
Student Audio CD Tracks 71–73
iTools
Online Practice

Lesson 2 Art Supplies



Student Book pages 74–75

Objectives
- Talking about art supplies

Grammar
- Statements with the past tense of *be*

  There were some/weren't any magazines on the table.
- Yes/No questions with the past tense of *be*

  Were there any magazines on the table?

  Yes, there were. / No, there weren't.

Vocabulary
Art Supplies: magazine, poster, pencil sharpener, paintbrush, glue stick, scissors

Materials
Picture Cards 125–136; Class CD2 Tracks 51–54

Student Book page 74

Warm up

1. Greet the class. Then, do a **Names Chant** (Teacher's Book pages 28–31).
2. Review previously learned school supplies. Ask *What's that*? and *Is that a (desk)*? Students answer.
3. Elicit the review language from Unit 8, Lesson 1: *What was on your table this morning?* Students practice the expression with their classmates.

A Listen, point, and say.

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

1. Use Picture Cards 131–136 to introduce the art supplies. Continue until students can produce the words on their own.
2. Link the language. Arrange Picture Cards 125–136 in a horizontal line where everyone can see them. Ask the class *Where's the (magazine)?* Students reply *It's (between) the (stapler) and the (calculator)*. Next, invite students to ask the questions.
3. Play Class CD2 Track 51. Students listen, point, and say along with the CD.

CD 2 51

1. magazine 2. poster 3. pencil sharpener
4. paintbrush 5. glue stick 6. scissors

4. Students practice the words by themselves, using their books.

B Listen and say. Then practice.

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

1. Introduce the new pattern: *There were some magazines on the table./There weren't any magazines on the table.*
2. Present the plural forms of the new vocabulary.
3. Direct students' attention to the grammar box and the plurals box on page 74 and then present the contraction: *weren't = were not*.
4. Play Class CD2 Track 52. Students listen and say along with the CD.

CD 2 52

There were some magazines on the table.
There weren't any magazines on the table.
magazines, posters, pencil sharpeners, paintbrushes, glue sticks, scissors
weren't, were not

1. There were some magazines on the table.
2. There weren't any posters on the table.
3. There were some pencil sharpeners on the desk.
4. There weren't any paintbrushes on the desk.
5. There were some glue sticks on the chair.
6. There weren't any scissors on the chair.

5. Pairs practice the pattern, 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. Direct students' attention to the grammar box on page 75.
2. Play Class CD2 Track 53. Students listen, ask, and answer along with the CD.

CD 2 53

Were there any magazines on the table?
Yes, there were.
Were there any magazines on the table?
No, there weren't.

1. Were there any magazines on the table?
   Yes, there were.
2. Were there any scissors on the computer?
   No, there weren't.
3. Were there any paintbrushes on the table?
   Yes, there were.
4. Were there any glue sticks on the chair?
   No, there weren't.
5. Were there any posters on the wall?
   Yes, there were.
6. Were there any pencil sharpeners on the desk?
   Yes, there were.

3. Pairs practice the pattern, using their books.

D Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD2 Track 54. Students listen and sing along with the CD.

CD 2 54

Were There Any?
Were there any glue sticks on the bookshelf?
Yes, there were some glue sticks on the bookshelf.

Were there any glue sticks on the wall?
No, there weren't any glue sticks on the wall.
They were on the bookshelf.

Were there any scissors on the desk?
Yes, there were some scissors on the desk.

Were there any scissors on the wall?
No, there weren't any scissors on the wall.
They were on the desk.

Were there any paintbrushes on the table?
Yes, there were some paintbrushes on the table.

Were there any paintbrushes on the wall?
No, there weren't any paintbrushes on the wall.
They were on the table.

3. Students sing the song again, nodding or shaking their heads with the lyrics.

E Ask and answer about your bedroom.



Student pairs ask and answer questions about the state of their bedrooms, using the language pattern in the speech bubbles: *Were there any scissors on the table? Yes, there were.*

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 look at the pictures and count the paintbrushes in Activities A, B, and C. In pairs, students then use communication skills to take turns asking and answering the question.

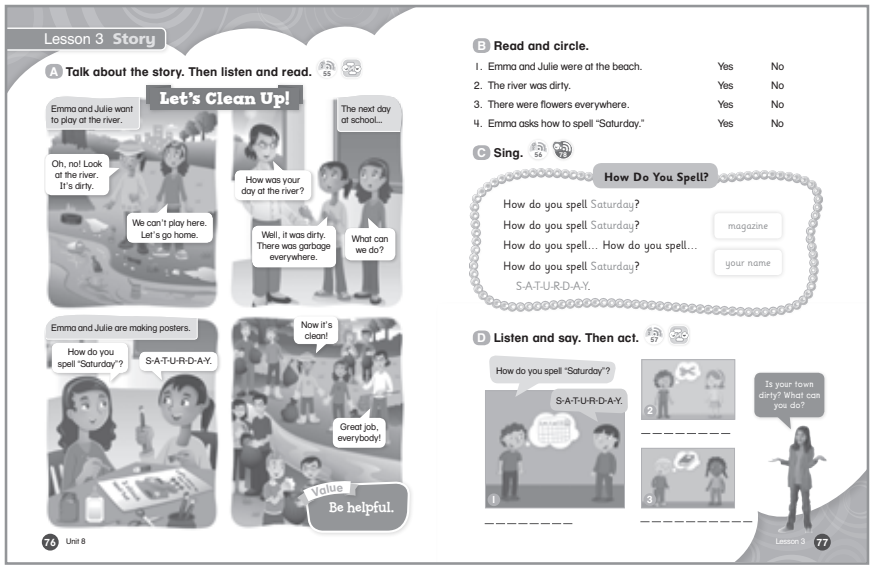
Games and Activities

- **Shopping List** (Teacher's Book pages 28–31). Play this using any art supplies vocabulary students know. Start the game by saying *I'm going to the store. I need some scissors.* S1 says *I'm going to the store. I need some scissors and a paintbrush.* S2 repeats this and adds a third item.
- **Gaps** (Teacher's Book pages 28–31). Create several different texts using the Unit 8, Lesson 2 grammar patterns and vocabulary.

Extra Practice

Workbook pages 74–75
Student Audio CD Tracks 74–77
iTools
Online Practice

Lesson 3 Story



Objectives
- Building reading and listening skills

Conversation
- Asking someone how to spell something

How do you spell "Saturday"?

S-A-T-U-R-D-A-Y.

Value
Be helpful.

Materials
Class CD2 Tracks 55–57

Student Book pages 76–77

Student Book page 76

Warm up

1. Greet the class. Then greet individual students, saying *Hi, (Kate). (I like your skirt).* Students can greet and compliment their classmates.
2. Elicit the language from Unit 8, Lesson 2: *Were there any books on the table?* Students practice asking and answering the question with classmates, using their own school supplies.
3. Sing **Were There Any?** (Class CD2 Track 54).
4. Review the conversation language from Unit 4, Lesson 3: *How do you use chopsticks? Like this.* Encourage students to look for opportunities to help each other in class today.

A Talk about the story. Then listen and read.

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

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 55. Students listen, point, and read along with the CD.

CD 2 55

Let's Clean Up!
Emma and Julie want to play at the river.
Julie: Oh, no! Look at the river. It's dirty.
Emma: We can't play here. Let's go home.
The next day at school...
Teacher: How was your day at the river?
Julie: Well, it was dirty. There was garbage everywhere.
Emma: What can we do?
Emma and Julie are making posters.
Emma: How do you spell "Saturday"?
Julie: S-A-T-U-R-D-A-Y.
Julie: Now it's clean!
Teacher: Great job, everybody!

3. 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 77

B Read and circle.

1. Students read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.

2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check answers together.

Answer Key	
1. No	**2.** Yes
3. No	**4.** Yes

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD2 Track 56. Students listen and sing along with the CD.

CD 2 56

How Do You Spell?

How do you spell Saturday?
How do you spell Saturday?
How do you spell? How do you spell?
How do you spell Saturday?

S-A-T-U-R-D-A-Y

How do you spell magazine?
How do you spell magazine?
How do you spell? How do you spell?
How do you spell magazine?

M-A-G-A-Z-I-N-E

How do you spell your name?
How do you spell your name?
How do you spell? How do you spell?
How do you spell your name?

3. Students sing the song again. For the last verse, students can spell out their own names.

D Listen and say. Then act.



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

1. Play Class CD2 Track 57. Students listen and say with the CD.

CD 2 57

1. How do you spell "Saturday"?
   S-A-T-U-R-D-A-Y.
2. How do you spell "scissors"?
   S-C-I-S-S-O-R-S.
3. How do you spell "dictionary"?
   D-I-C-T-I-O-N-A-R-Y.

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/Creativity/Communication: Direct students' attention to the Everybody Up Friend. In pairs, students use critical thinking skills to determine what is dirty in their town. Then they use creativity to draw pictures of three ways to make their towns cleaner. Finally, pairs communicate their ideas with the class.

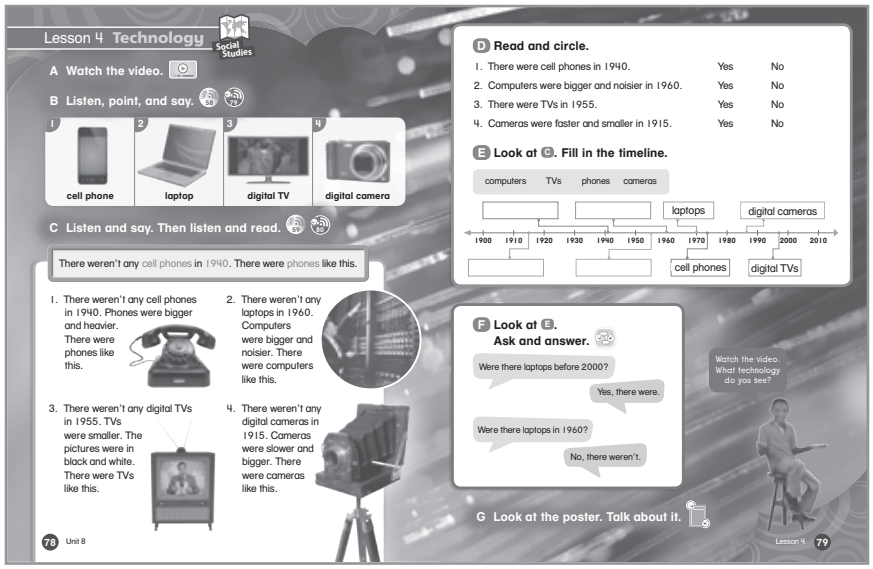
Games and Activities

- **Finish the Story** (Teacher's Book pages 28–31). Copy the story on page 76, leaving some speech bubbles blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing portions.
- Student pairs work together to create a poster that fits the Lesson 3 value *Be helpful.* Finished posters can be presented to the class.
- **Order the Text** (Teacher's Book pages 28–31). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.

Extra Practice

Workbook pages 76–77
Student Audio CD Track 78
Unit 8, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Technology



Student Book pages 78–79

Objectives
- Talking about technology

Grammar
- Statements with the past tense of *be*

There weren't any cell phones in 1940. There were phones like this.

Vocabulary
Technology: cell phone, laptop, digital TV, digital camera

Materials
Picture Cards 137–140; Class CD2 Tracks 58–59; Unit 8, Video and Poster, Technology

Student Book page 78

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to students' school subjects. If possible, bring an old telephone and a new cell phone (or old and new cameras) to class. Invite the class to talk about what they might already know about older forms of technology from their social studies class.

Warm up

1. Greet the class. Then elicit the language from Unit 8, Lesson 3: *How do you spell your name?* Students greet their classmates and practice the expression.
2. Review Unit 8 vocabulary and grammar. Create an arrangement of Unit 8 school supplies objects on your desk. Then cover the arrangement and guide students to pose questions to the class, such as *Was there a folder on the desk? Where was the water bottle? Were there any magazines on the desk? What was on the desk?*

A Watch the video.

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

Before you watch: Tell the class they're going to watch a video about the first computer. As a warm-up, ask students what they know about old computers and if they've ever seen a computer from a long time ago.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Pause the video and ask students to describe the computer.

B Listen, point, and say.

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

1. Use Picture Cards 137–140 to introduce the new words. Continue until students can produce the words on their own.
2. Play Class CD2 Track 58. Students listen, point, and say along with the CD.

CD 2 58

1. cell phone
2. laptop
3. digital TV
4. digital camera

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

C Listen and say. Then listen and read.

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

1. Introduce the new pattern: *There weren't any cell phones in 1940. There were phones like this.*
2. Direct students' attention to the grammar box on page 78.
3. Play Class CD2 Track 59. Students listen and say along with the CD.

CD 2 59

There weren't any cell phones in 1940. There were phones like this.

1. There weren't any cell phones in 1940. Phones were bigger and heavier. There were phones like this.
2. There weren't any laptops in 1960. Computers were bigger and noisier. There were computers like this.
3. There weren't any digital TVs in 1955. TVs were smaller. The pictures were in black and white. There were TVs like this.
4. There weren't any digital cameras in 1915. Cameras were slower and bigger. There were cameras like this.

4. Divide the class into four groups. Group 1 reads the first item, Group 2 reads the second item, and so on.
5. Play the track again. Students listen and read along.
6. Students read the text on their own.

Student Book page 79

D Read and circle.

1. Students read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity C as a reference.
3. Check answers together.

Answer Key

1. No **2.** Yes
3. Yes **4.** No

E Look at C. Fill in the timeline.

Using the information in Activity C, students complete the timeline by writing in the correct form of technology in each empty box. Students check answers with their classmates.

Answer Key

cameras, phones, TVs, computers

F Look at E. Ask and answer.

Pairs ask and answer questions about the timelines in Activity E, using the language pattern in the speech bubbles: *Were there laptops before 2000? Yes, there were. Were there laptops before 1960? No, there weren't.* Students should also use "after" in their questions.

G Look at the poster. Talk about it.

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

1. Students read the poster title and captions. Then, talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

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

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking skills to determine the kinds of technology in the video. In pairs, students use communication skills to ask and answer the question.

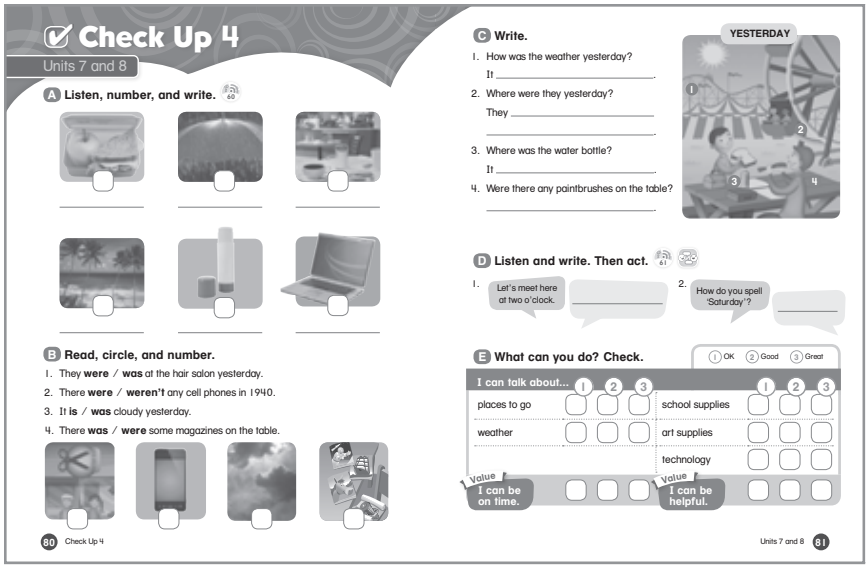
Games and Activities

- **Two Truths and a Lie** (Teacher's Book pages 28–31). Read the text in Activity C aloud, but change one sentence so that it is incorrect. Students listen carefully and try to catch the "lie."
- **Rollers** (Teacher's Book pages 28–31). S1 makes a sentence using the Lesson 4 vocabulary, such as *I (don't need) a laptop.* S1 rolls the ball to S2. S2 makes a new sentence and then rolls the ball on.

Extra Practice

Workbook pages 78–79
Student Audio CD Tracks 79–80
Unit 8, Lesson 4 Worksheet
Unit 8 Test
iTools
Online Practice

Check Up 4



Student Book pages 80–81

Review Language
- Units 7 and 8 grammar and vocabulary

Materials
Class CD2 Tracks 60–61

Student Book page 80

Warm up

Play **Categories** (Teacher's Book pages 28–31) using Places, Weather, School Supplies, and Technology as categories.

A Listen, number, and write.

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

1. Play Class CD1 Track 60. Students listen, number, and write the items they hear.

CD 2 60

1.	laptop	2.	lunchbox
3.	glue stick	4.	coffee shop
5.	beach	6.	rainy

2. Play the track again. Students listen and check their answers.
3. Check answers together.

Answer Key

Top row: 2, lunchbox; 6, rainy; 4, coffee shop
Bottom row: 5, beach; 3, glue stick; 1, laptop

B Read, circle, and number.

1. Students circle the correct answers. Then they write the number of the correct picture.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own.
3. Check answers together.

Answer Key

1. were, first picture
2. weren't, second picture
3. was, third picture
4. were, fourth picture

Student Book page 81

C Write.

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

Answer Key

1. was sunny.
2. were at the amusement park.
3. was on the table.
4. No, there weren't.

D Listen and write. Then act.

1. Play Class CD2 Track 61. Students listen. Play the track again and students fill in the blanks with the words they hear.

CD 2 61

1. Let's meet here at two o'clock.
   OK. See you then.
2. How do you spell 'Saturday'?
   S-A-T-U-R-D-A-Y.

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? Check.

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 numbering 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

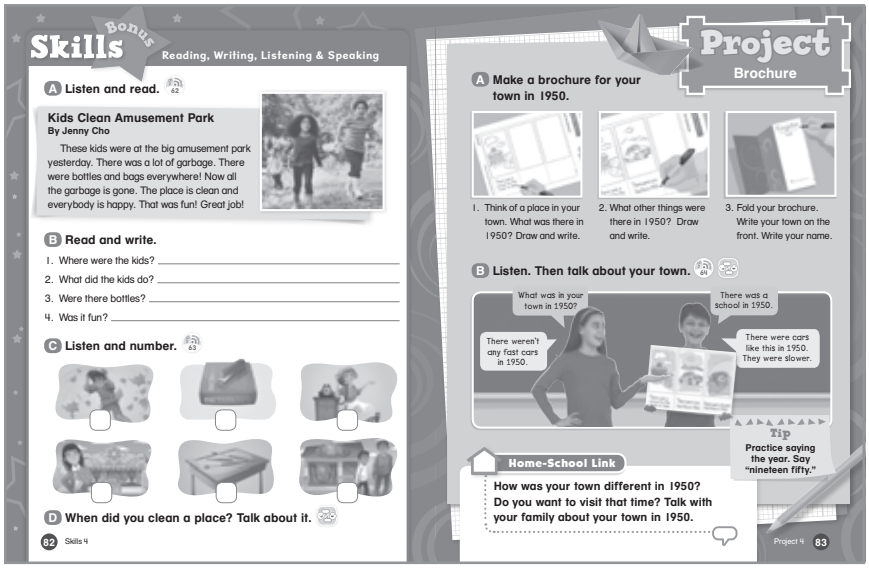
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Buzzers** (Teacher's Book pages 28–31) using language from Units 7 and 8. For example "Where do you buy toys?" ("The toy store!") "What do you use to cut paper?" ("Scissors!")
- **Down the Line** (Teacher's Book pages 28–31) using Picture Cards from Units 7 and 8. For example, practice vocabulary for places to go, school supplies, and art supplies.
- **Triangle Groups** (Teacher's Book pages 28–31) using language from Units 7 and 8. (places to go, weather, technology, etc.). For example, S1 says "I like the amusement park." S2 says "S1 likes the amusement park." To extend the activity, S3 can then ask "What does S1 like?" or "Does S1 like the amusement park?"

Extra Practice

Workbook pages 80–82
iTools
Online Practice

Bonus Skills



Student Book pages 82–83

Skills
- Reading an article, writing complete answers, listening and numbering, speaking about a personal experience

Materials
Class CD2 Tracks 62–63

Project Language
- Units 7 and 8 grammar and vocabulary

Materials
Class CD2 Track 64; Photocopiable Project Template; scissors, markers or crayons, glue

Student Book page 82

Warm up

Tell students they are going to read about some children cleaning up a dirty amusement park. Ask the students if they've ever been to an outdoor place that was really dirty and whether or not they wanted to clean it up.

A Listen and read.

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

1. Students look at the picture and talk about what they see.
2. Play Class CD2 Track 62. Students listen and read with the CD.

CD 2 62

Kids Clean Amusement Park (by Jenny Cho)
These kids were at the big amusement park yesterday. There was a lot of garbage. There were bottles and bags everywhere! Now all the garbage is gone. The place is clean and everybody is happy. That was fun! Great job!

3. Play the track again. Students listen and read.
4. Students read the text on their own.

B Read and write.

1. Students look back at Activity A and read the text again on their own.
2. Read each question aloud with the class. Students answer orally and then write their answers in a notebook. Encourage students to use complete sentences in their answers.
3. Check answers together.

Answer Key

1. They were at a big amusement park.
2. They cleaned up the garbage.
3. Yes, there were.
4. Yes, it was.

C Listen and number.

1. Play Class CD2 Track 63. Students listen and number the pictures.

CD 2 63

1. There were paintbrushes on the desk.
2. Where were they yesterday?
   They were at the department store.
3. Was she at the coffee shop yesterday?
   No, she wasn't. She was at the flower shop.

4. There weren't any cell phones in 1955. There were phones like this.
5. How's the weather today? It's windy.
6. There was a stapler on the dictionary.

Answer Key

Top row: 5, 6, 4
Bottom row: 3, 1, 2

D When did you clean a place? Talk about it.

1. Have students read the instruction line and think about their answer to the question. Model an answer using your own experience or have a volunteer talk about their experience. Ask further questions to encourage more detail.
2. Have students share their stories with a partner or small group. Students may wish to draw a picture of the story as well.

Project Brochure

Student Book page 83

A Make a brochure for your town in 1950.

See *Teaching Projects*, Teacher's Book page 27.

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 their own brochures. Review technology words and write them on the board.
2. Students cut out their brochures, think of place in their town, draw and write about things that were there in the 1950s, and then fold.
3. Students make their brochures. Remind students to write their names and their towns on the front of the brochure. Circulate and help students as necessary.

B Listen. Then talk about your town.

See *Teaching Projects*, Teacher's Book page 27.

1. Play Class CD2 Track 64. Students listen, point to the speech bubbles, and say along with the CD.

CD 2 64

What was in your town in 1950?
There was a school in 1950.
There weren't any fast cars in 1950.
There were cars like this in 1950. They were slower.

2. **Tip:** Direct students' attention to the tip: *Practice saying the year. Say "nineteen fifty."* Call on two students with strong speaking skills to say a year. Help with pronunciation as necessary.
3. Student pairs practice the pattern, using their books.
4. Volunteer pairs or groups present their projects to the class, using language from the speech bubbles.

Home-School Link

1. Students share what they've learned in class at home.
2. Role-play with a few stronger students to demonstrate sample language to the class.
3. Students tell the class what their families taught them about their towns in 1950.

Games and Activities

- *Skills:* **Teacher's Mistake** (Teacher's Book pages 28–31) with sentences about Jenny's article. Example: "The kids were at school yesterday"; "There wasn't a lot of garbage."
- *Projects:* **Five Questions** (Teacher's Book pages 28–31) with the brochures. One student thinks of another student's brochure but does not tell the group which one it is. Group members ask five Yes/No questions to identify the correct one.
- *Projects:* **Class Survey** (Teacher's Book pages 28–31) with sentences about the brochures, e.g., "S1's town has a lot of taxis"; "S2's town has a lot of people."

Extra Practice

Workbook page 83
Final Test
iTools
Online Practice

YLE Practice Answer Key and Instruction

YLE Movers Practice 1, pages 84–85

Listening

A. What's Charlie doing? Listen and draw a line from the day to the correct picture. There is one example.

CD 2 65

Play the audio. Students use information from the audio to draw a line from the day to the correct picture.

Answers
A line is drawn from Thursday to the boy making an omelet.
Students draw a line from Friday to the boy and mom buying groceries at the supermarket.
Students draw a line from Saturday to the two boys kicking a soccer ball.
Students draw a line from Sunday to the boy eating a salad and soup.

Speaking

B. Which one is different? Say why.

First say, *Look at row 1. Look at the four pictures*. For each row, have the student identify the picture that is different and explain their answer. If the student doesn't understand, point to the picture that is different. Say, *This picture is different. Why?*

Answers
1. B (A cabbage, C carrot, and D potato are vegetables. B shows a park.)
2. C (A soda, B smoothie, and D milkshake are drinks. C is popcorn.)
3. D (A drawing, B cutting, and C folding are art activities. D is a boy kicking a ball.)

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. 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 below the pictures.

Answers
1. watching
2. potato chips
3. across from
4. supermarket

D. Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1–3 words.

Students read the text and look at the picture. They complete the sentences with words from the paragraph.

Answers
1. supermarket
2. vegetables
3. potatoes and tomatoes
4. bananas and yogurt

YLE Movers Practice 2, pages 86–87

Listening

A. Listen and tick (✔) the box.

CD 2 66

Play the audio. Students tick (✓) the object or action they hear.

Answers
1. B
2. C
3. A

Speaking

B. Look and find the differences.

Ask, *What's the matter with the boy? What is different in the two pictures?* 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, *Look at the boy's shirt. What is different?*

Possible differences/answers
boy: He has a fever (left). / He has a stomachache (right).
boy's shirt: His shirt is red (left). / His shirt is orange (right).
wall: The wall is pink (left). / The wall is blue (right).
family: He is with his mother (left). / He is with his grandparents (right).
nurse/assistant: She is not there (left). / She is there (right).
doctor: The doctor's wearing an orange shirt (left). / The doctor's wearing a blue shirt (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. cup	2. uncle
3. vet	4. knife

D. Look and read. Write yes or no.

Students look at the picture and read the phrases. They identify whether 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 3, pages 88–89

Listening

A. Listen and color and draw.

CD 2 67

Play the audio. Students color or draw objects based on information in the listening.

Answers

Students color the coat of the boy wearing the thicker coat yellow.
Students color the taller boy's dirty t-shirt blue, the boy playing football.
Students color the woman's sweater green.
Students draw a tree behind the man watching the football match.

Speaking

B. Continue the story.

Say, *These pictures show a story. The story is about Emily.* Point to the picture on the far left. Say, *Emily wakes up at 6:30 in the morning. She always makes her bed.* Then, ask the student to continue the story, based on the pictures. If the student doesn't understand, refer to the back-up questions.

Possible answers

[Student points to the middle picture.] It is seven fifteen (7:15) in the morning. Emily walks her dog.
[Student points to the picture on the far right.] It is eight (8:00) in the morning. She takes out the garbage.

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. C	2. A
3. B	4. C

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.

Answers

1. milk	2. hungry
3. morning	4. vegetables

YLE Movers Practice 4, pages 90–91

Listening

A. Listen and draw lines.

CD 2 68

Play the audio. Students draw a line from each name to the person they hear.

Answers

A line has been drawn from Mary to the toy store.
Students draw a line from Charlie to the bookstore.
Students draw a line from Lily to the pharmacy.
Students draw a line from Peter to the flower shop.

Speaking

B. Which one is different? Say why.

For each row, have the student identify the picture that is different and explain their answer. If the student doesn't understand, point to the picture that is different. Say, *This picture is different. Why?*

Answers

1. D (A beach, B aquarium, and C pool all have water. D is an amusement park.)
2. C (A folder, B dictionary, and D magazine are made of paper. C is scissors.)
3. B (A cell phone, C laptop, and D digital TV are technology. B is a poster.)

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1–3 words.

Students read the text and look at the pictures. They complete the sentences with words from the paragraph.

Answers

1. cameras	2. smaller
3. bigger and heavier	4. computers

D. Read the text. Choose the right words and write them on the lines.

Students look at the picture, read the sentences, and choose the correct word from each numbered list of words below.

Answers

1. was	2. We
3. on	4. some

Video Scripts

Unit 1, Lesson 4, Cooking

Welcome to Borough Market.
Look at the food! What do you want?
This girl is cooking an omelet.
What does she need?
She needs eggs and cheese.
What's he doing? He's making salad.
What does he need?
He needs onions, peppers, and carrots.
He doesn't need any eggs or cheese.
What's she doing? She's making a smoothie.
What does she need?
She needs bananas and yogurt.
Cooking is a lot of fun.
What do you want to make?
Do you want to make a fruit salad?
What do you need?
You need apples…
You need bananas…
And you need oranges!
Yum! That looks good!

Unit 2, Lesson 4, Activities

Look at the children. What are they doing at school?
They're making art!
What are they making? Caterpillars!
First, they get cotton balls like these.
Next, they glue the cotton balls to the paper.
Then, they glue the eyes…
… and finally they glue the antennae.
Now, they have a caterpillar!
What are these children doing at school?
They're making art, too.
But they aren't making caterpillars. They're coloring shapes.
These children are making art, too.
What are they making?
They're making posters.
First, they get the paper and draw a picture.
Then, they get yarn and cut it with scissors.
Finally, they glue the yarn on paper.
Now, they have a poster!
Do you make art?
Do you like making posters?
Do you like coloring shapes?
Do you like making caterpillars?

Unit 3, Lesson 4, Illnesses

This is Jo. She's a cook.
She makes food and works at a restaurant.
But she isn't at the restaurant today. She's sick. She's seeing the doctor.
What's the matter with her? She has a fever and a headache.
The doctor talks to her. She has a cold.
This is Susan. She's a cashier.
She works at the supermarket.
But she isn't at the supermarket today. She's sick.
What's the matter with her? She has a stomachache.
The doctor helps sick people.
Where does he work?
He works at the hospital.
He works with many people.
Who works at the hospital?
Nurses work at the hospital.
What do the nurses do?
The nurses help sick people, too.
This is a surgeon. He works at the hospital.
The surgeon helps sick people, too.
Doctors, nurses, and surgeons all work in the hospital.
And they all help sick people!

Unit 4, Lesson 4, Countries

This is Maria.
She's playing a game with her family.
This is her grandfather. This is her grandmother.
They are her grandparents.
This is her aunt.
And these are all her cousins!
They are all from Mexico.
This is their flag. It is green, white, and red.
Mexico is a big country.
This is Achmed.
He's with his cousins.
They're from Turkey.
This is their flag. It's red and white.
Turkey is a beautiful country.
This is Li Na.
She's eating with her sister…
… her parents…
… her aunt and uncle…
… and her grandparents.
They are all from China.
This is their flag. China is a big country.
Where are you from? What color is your flag?

Unit 5, Lesson 4, Adjectives

Let's go to the beach!
There are rocks and there is sand.
Which is harder, the rock or the sand?
The rock is harder!
Which is softer? The sand is softer!
There are many things to do at the beach. It's fun!
These people are surfing and this man is flying a kite.
Which one is lighter, the kite or the surfboard?
The kite is lighter!
Which one is heavier? The surfboard is heavier!
There are many people on the beach.
This is Danny and his dad. They're playing in the ocean.
Who's taller, Danny or Dad?
Dad is taller than Danny.
Who's younger? Danny is younger than his Dad.
Many people go to the beach on vacation.
The beach is cleaner than the town or the city. It's prettier, too.
Do you like the beach? What can you do at the beach?

Unit 6, Lesson 4, Farm Chores

Sunita and Nick are helping out on the farm.
They always have many chores!
They always feed the chickens in the morning.
The chickens are always hungry!
They usually collect eggs, too.
Are there any eggs? Yes! There are lots of eggs.
There are many cows on the farm, too.
But Sunita and Nick don't milk the cows.
The farmer always milks the cows!
Stacey and Marie have chores on the farm, too.
They're picking fruit!
They go to school early in the morning, but they usually pick fruit in the afternoon.
Many people help out at home.
Blair often walks the dog.
When does she walk her dog? She walks her dog before school.
Michelle often waters the plants.
When does she water the plants? She waters the plants at lunchtime.
What chores do you have? When do you do your chores?

Unit 7, Lesson 4, Weather

This is Lucia. She's on vacation in Mexico.

How's the weather today? It's hot and sunny.

But how was the weather yesterday? It was cold yesterday.

This is John. He's on vacation in Chile. He's in the mountains.

How's the weather today? It's cold and snowy.

How was the weather yesterday? It was cold and snowy yesterday, too.

It's always cold and snowy in the mountains!

Matthew and Olive are on vacation in England.

What's the weather like? It's windy and rainy.

What was the weather like yesterday? It was cloudy. It rains a lot in England.

Where are you today? How's the weather?

Is it sunny, rainy, cloudy, snowy, windy, or stormy?

Unit 8, Lesson 4, Technology

Technology is very important today.

There are cell phones, laptops, digital TVs, and digital cameras.

These are things we use often.

But in 1940, there weren't any of these things.

There weren't any computers!

The first computer was this.

Its name is Colossus, and it's from 1943.

It's over seventy years old!

Colossus was very big and very, very noisy!

It was a big calculator.

There were lots and lots of buttons on Colossus. They were red, green, yellow, black, and gray.

There were many lights, too. They were red and white.

There wasn't a keyboard. There was a big typewriter. It was on a table with lots of paper.

There was a screen, but it was very different.

There weren't any words. There were green lines.

Were there any laptops in 1943?

No, but there was one very big computer!

Poster Information

Poster 1 – Cooking

Image Descriptions
1. Two kids making milkshakes (milk, ice cream, strawberries)
2. Two students making fruit salad (strawberries, honeydew, melon)
3. Kids making a smoothie (milk, strawberries, bananas, pineapple)
4. Girl whipping eggs in a bowl (eggs, tomatoes)

Poster 2 – Activities

Image Descriptions
1. Boy coloring with colored pencils
2. Child cutting a red paper heart
3. Child folding paper
4. Child gluing shapes on paper

New Word
card

Poster 3 – Illnesses

Image Descriptions
1. Girl holding her head
2. Girl holding her stomach
3. Boy lying down and a nurse checking his temperature
4. Boy using tissue to blow his nose

Poster 4 – Countries

Image Descriptions
1. Girl with pancakes during Shrovetide in Russia
2. Family walking under cherry blossoms in Japan
3. Dancers performing in traditional clothes in Mexico
4. People shopping at a bazaar in Turkey

New Word
pancakes

Poster 5 – Adjectives

Image Descriptions
1. Girl holding a hard book with soft teddy bear
2. A light egret standing on a heavy elephant in Tanzania
3. Girl in soft sweater holding a hard cup at the beach
4. Light balloons tied to a heavy bike

Poster 6 – Farm Chores

Image Descriptions
1. Girl picking vegetables at 7:00 a.m.
2. Girl feeding chickens at 6:30 p.m.
3. Boy collecting eggs at 4:00 p.m.
4. Man milking cows at 10:30 a.m.

Poster 7 – Weather

Image Descriptions
1. People at an amusement park on cloudy day
2. Father and son walking at a park on a rainy day
3. Boy riding bike at the beach on a windy day
4. Two girls in a ski lodge on a snowy day
5. Kids jumping at a lake on a stormy day
6. Family kayaking in Fiji on a sunny day

Poster 8 – Technology

Image Descriptions
1. Flat screen TV in an apartment
2. Girl holding a digital camera
3. Boy with laptop, watch, i-pod, and CD
4. Girl talking on a cell phone

Workbook Answer Key

Welcome, pages 2–3

A. Circle.
Students look at the pictures and circle the correct words or phrases, completing the sentences.

Answers
1. I'm doing my homework in the kitchen.
   My favorite subject is science.
2. I'm wearing a dress and shoes.
   I'm listening to music. It sounds good.
3. We're playing the guitar.
   We go to music class on Fridays.

B. What about you? Write.
Students write sentences about themselves.

C. Read and match.
Students draw lines, matching the pictures to the sentences and words.

Answers
1. c, sixteenth
2. f, eighth
3. a, twentieth
4. d, seventh
5. b, third
6. e, twenty-first

D. Unscramble.
Students look at the pictures, unscramble the words, and then write sentences.

Answers
1. Take a test.
2. Check your homework.
3. Study for a test.
4. Hand in your homework.

Unit 1, Things to Eat
Lesson 1, Snacks, pages 4–5

A. Circle.
Students look at the pictures and circle the answers.

Answers

1. potato chips	2. peanuts	3. gum
4. chocolate	5. soda	6. popcorn

B. Write.
Students look at the pictures and write the answers.

Answers

1. popcorn	2. chocolate	3. gum
4. soda	5. potato chips	6. peanuts

C. Read and match.
Students draw lines, matching the sentences to the pictures.

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

D. Write.
Students look at the pictures and complete or write the questions and answers.

Answers
1. What does he want? He wants some gum.
2. What does she want? She wants some potato chips.
3. What does she want? She wants some popcorn.
4. What does he want? He wants some soda.

Lesson 2, Vegetables, pages 6–7

A. Find and circle.
Students find and circle the words in the word search.

Answers



B. Write.
Students look at the pictures and complete or write the questions and answers.

Answers

1. Do you need any carrots?	Yes, we do.
2. Do you need any tomatoes?	No, we don't.
3. Do you need any potatoes?	Yes, we do.
4. Do you need any onions?	Yes, we do.
5. Do you need any cabbages?	No, we don't.
6. Do you need any peppers?	No, we don't.

C. What do they need? Circle.
Students look at the pictures and circle the correct words, completing the sentences.

Answers
1. They need some carrots.
2. They need a potato.
3. They need an onion.
4. They need some peppers.
5. They need some tomatoes.
6. They need a cabbage.

D. Write.
Students look at the pictures and write the sentences.

Answers
1. What do they need? They need a carrot.
2. What do they need? They need some potatoes.
3. What do they need? They need some cabbages.
4. What do they need? They need a tomato.
5. What do they need? They need a pepper.
6. What do they need? They need some onions.

Lesson 3, Story, pages 8–9

A. Number.
Students number the pictures in the correct order.

Answers
1. What's for lunch? 2. Soup and salad.
3. That sounds good. 4. Yum! This tastes good.

B. Find and write.
Students complete or write the sentences, using the key, and then draw lines, matching the sentences to the pictures.

Answers
1. What's for dinner?
   Steak and french fries.
   That sounds good.
2. What's for lunch?
   Salad and soup.
   That sounds good.
3. What's for dinner?
   Bread and spaghetti.
   That sounds good.
4. What's for lunch?
   Bread and soup.
   That sounds good.

C. Write.
Students complete the sentences by using the key.

Answers
1. Vegetables are very good for you.
2. Yum! This tastes good.
3. Just try it.
4. I want some french fries.

D. What about you? Write.
Students write sentences about themselves.

Lesson 4, Cooking, pages 10–11

A. Write.
Students look at the pictures and write the answers.

Answers
1. smoothie 2. omelet
3. milkshake 4. fruit salad

B. Unscramble.
Students unscramble the words and write the sentences.

Answers
1. I want to make a fruit salad.
2. I want to make a smoothie.
3. I want to make a milkshake.
4. I want to make an omelet.

C. What do you need? Write.
Students look at the pictures and write the sentences.

Answers
1. I need some bananas and some yogurt.
2. I need some eggs and some milk.
3. I need some milk and some ice cream.
4. I need some oranges and some peaches.

D. Look at C. Write.
Students look at exercise C and complete or write the sentences.

Answers
1. I want to make a smoothie.
2. I want to make an omelet.
3. I want to make a milkshake.
4. I want to make a fruit salad.

Unit 2, Around Town

Lesson 1, Places to Go, pages 12–13

A. Match.
Students draw lines, matching the words to the pictures.

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

B. Unscramble.
Students unscramble the letters and write the words.

Answers
1. department store 2. library
3. movie theater 4. post office
5. supermarket 6. park

C. Circle.
Students look at the pictures and circle the correct answers.

Answers
1. Where's the post office?
   It's across from the library.
2. Where's the park?
   It's across from the supermarket.
3. Where's the department store?
   It's across from the movie theater.

D. Write.
Students look at the pictures and complete or write the questions and answers.

Answers
1. Where's the department store?
   It's between the park and the supermarket.
2. Where's the movie theater?
   It's between the post office and the library.
3. Where's the post office?
   It's between the supermarket and the movie theater.

E. Read and match.

Students match the sentences to the pictures.

Answers
1. The department store is across from the supermarket. [2nd picture]
2. The library is between the park and the post office. [3rd picture]
3. The park is across from the movie theater. [1st picture]

Lesson 2, Things to Do, pages 14–15

A. Circle.

Students circle the correct answers.

Answers
1. buy groceries
2. borrow books
3. kick a ball
4. mail letters

B. Look at A. Circle.

Students circle the answers to complete the sentences.

Answers
1. What's she doing at the supermarket?
   She's buying groceries.
2. What's he doing at the library?
   He's borrowing books.
3. What's she doing at the park?
   She's kicking a ball.
4. What's he doing at the post office?
   He's mailing letters.

C. Write.

Students look at the pictures and write the sentences.

Answers
1. What are they doing at the supermarket?
   They're buying groceries.
2. What are they doing at the movie theater?
   They're watching a movie.
3. What are they doing at the park?
   They're kicking a ball.
4. What are they doing at the department store?
   They're shopping.
5. What are they doing at the library?
   They're borrowing books.
6. What are they doing at the post office?
   They're mailing a letter.

Lesson 3, Story, pages 16–17

A. Number.

Students number the pictures in the correct order.

Answers
1. Excuse me.
2. Where's the library?
3. The library? It's over there.
4. Ah! I see it. Thank you.

B. Read and match.

Students draw lines, matching the sentences to each other and completing the conversations.

Answers
1. Excuse me. Where's the post office?
   It's over there.
2. Where's the supermarket?
   It's between the library and the movie theater.
3. The park? It's over there.
   I see it. Thank you!

C. Unscramble.

Students unscramble the letters and write the sentences.

Answers
1. Excuse me. Where is the library?
2. It's over there.
3. I see it. Thank you.

D. Read and draw.

Students draw pictures, illustrating the sentences.

Lesson 4, Activities, pages 18–19

A. Find and circle.

Students find and circle the words in the word search.

Answers



B. Write.

Students look at the pictures and complete or write the sentences.

Answers
1. First, cut the paper.
2. Next, fold the paper.
3. Then, color the paper.
4. Finally, glue the paper.

C. Unscramble.

Students unscramble the words and write the sentences.

Answers
1. First, color the flowers.
2. Next, cut the flowers.
3. Then, fold the flowers.
4. Finally, glue the flowers.

D. Read and number.

Students number the pictures in the correct order.

Answers
1. First, fold the paper.
   [1st column, 1st picture]
2. Next, cut the paper.
   [1st column, 2nd picture]
3. Then, glue the paper.
   [2nd column, 2nd picture]
4. Finally, draw and color the book.
   [2nd column, 1st picture]

Check Up 1, pages 20–22

A. Number.
Students use the key to number the pictures.

Answers
1. fold [bottom row, fourth picture]
2. shop [top row, third picture]
3. milkshake [top row, fifth picture]
4. gum [bottom row, first picture]
5. move theater [bottom row, third picture]
6. pepper [top row, first picture]
7. peanuts [bottom row, fifth picture]
8. post office [top row, fourth picture]
9. borrow books [top row, second picture]
10. onion [bottom row, second picture]

B. Read, check, and match.
Students complete the sentences by looking at the pictures and using the key.

Answers
1. Glue, d
2. want to make, c
3. between, b
4. They're, a

C. Write.
Students look at the pictures and complete the sentences.

Answers
1. What do they need?
   They need carrots.
2. Where is the supermarket?
   It's across from the park.
3. What does he want?
   He wants popcorn.
4. What does he do at the park?
   He plays soccer.

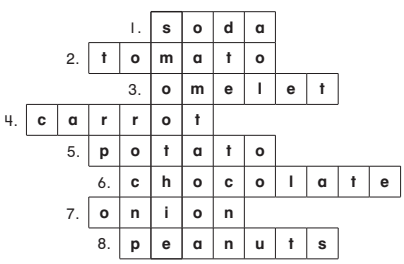
D. Look at the pictures. Write.
Students fill in the correct answers.

Answers
1. What's for dinner?
   Spaghetti and salad.
   That sounds good.
2. Excuse me.
   Where's the movie theater?
   It's over there.

E. Write.
Students write about themselves.

F. Unscramble the food words. Do the puzzle. Write.
Students unscramble the words and fill in the puzzle.

Answers



I want to make a smoothie!

Skills Bonus 1, page 23

A. Read and circle.
Students read the passage and circle the correct answers.

Answers
1. Yes 2. No 3. Yes 4. No

B. What about you? Look at A. Write.
Students look at exercise A as an example and complete the sentences, writing about themselves.

Unit 3, People in Town
Lesson 1, Occupations, pages 24–25

A. Write.
Students look at the pictures and write the answers.

Answers
1. postal worker 2. salesperson 3. vet
4. cashier 5. server 6. librarian

B. Read and circle.
Students look at the pictures and circle the correct answers.

Answers
1. Yes, he is. 2. No, she isn't 3. Yes, he is.
4. No, she isn't. 5. No, they aren't. 6. Yes, they are.

C. Write and number.
Students write sentences and number the pictures.

Answers
1. Who works at the post office?
   The postal worker works at the post office.
   [2nd picture]
2. Who works at the library?
   The librarian works at the library.
   [1st picture]
3. Who works at the supermarket?
   The cashier works at the supermarket.
   [4th picture]
4. Who works at the restaurant?
   The server works at the restaurant.
   [3rd picture]

D. Match and write.
Students draw lines, matching the sentences to the picture, and then write the answers.

Answers
1. [2nd column, 2nd picture] animal hospital
2. [1st column, 2nd picture] department store
3. [2nd column, 1st picture] restaurant
4. [1st column, 1st picture] library

Lesson 2, What People Do, pages 26–27

A. Match.
Students draw lines, matching the words to the pictures.

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

B. Unscramble. Then answer.
Students unscramble the words and write the questions. Then, write the answers.

Answers
1. What does the salesperson do?
   The salesperson sells things.
2. What does the pilot do?
   The pilot flies planes.
3. What does the firefighter do?
   The firefighter fights fires.
4. What does the bus driver do?
   The bus driver drives buses.
5. What does the vet do?
   The vet helps sick animals.
6. What does the cook do?
   The cook makes food.

C. Connect.
Students draw lines, connecting the two halves of the questions, given the answers.

Answers
1. Does the cook – make food? Yes, she does.
2. Does the salesperson – fight fires? No, she doesn't.
3. Does the pilot – fly planes? Yes, he does.
4. Does the bus driver – help sick animals?
   No, he doesn't.
5. Does the firefighter – fight fires? Yes, she does.
6. Does the vet – sell things? No, he doesn't.

D. Look at C. Number.
Students look at exercise C and number the pictures.

Answers
Top row: 6, 1, 5
Bottom row: 4, 3, 2.

Lesson 3, Story, pages 28–29

A. Number.
Students number the sentences in the correct order.

Answers
1. We don't have a present for Dad.
2. We can make a present!
3. Dad, this is for you.
4. It's beautiful! Thank you.

B. Unscramble.
Students unscramble the words and write the sentences.

Answers
1. We don't have a present for Mom.
2. We can make a present.
3. Mom, this is for you.
4. It's beautiful! Thank you.

C. Read and match.
Students draw lines, matching the sentences to the pictures.

Answers
1. c
2. d
3. b
4. a

D. Write.
Students look at the pictures and complete or write the sentences, using the key.

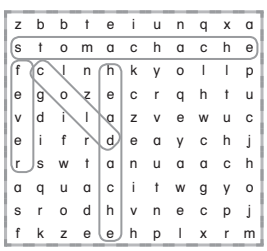
Answers
1. How much is this sweater? It's $25.
2. How much are these shoes? They're $55.
3. How much is this book. It's $2.
4. How much are these pencils? They're $6.

E. What about you? Write.
Students write sentences about themselves.

Lesson 4, Illnesses, pages 30–31

A. Look at the pictures. Find and circle.
Students find and circle the words in the word search.

Answers



B. Look at A. Circle and write.
Students look at the pictures in exercise A, circle the correct words, and then write the sentences.

Answers
1. What the matter with him?
   He has a stomachache.
2. What the matter with her?
   She has a fever.
3. What's the matter with him?
   He has a headache.
4. What's the matter with her?
   She has a cold.

C. Write.
Students look at the pictures and write the sentences.

Answers
1. What's the matter with her?
   She has a cold.
2. What's the matter with him?
   He has a fever.
3. What's the matter with her?
   She has a headache.
4. What's the matter with him?
   He has a stomachache.

D. Look and write.
Students look at the chart and write the sentences.

Answers
1. Mark has a stomachache.
2. Ken has a cold.
3. Eva has a fever.
4. Carol has a headache.

Unit 4, Getting Together
Lesson 1, Family, pages 32–33

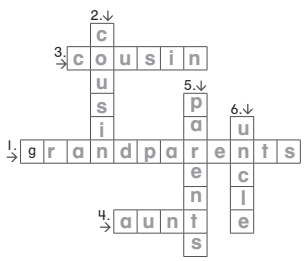
A. Unscramble.
Students unscramble the letters and write the words.

Answers

1. grandparents	2. parents	3. aunt
4. uncle	5. cousin	6. cousin

B. Do the puzzle.
Students use pictures to write the words in the puzzle.

Answers



C. Look at B. Read and number.
Students look at the pictures in exercise B and number the sentences.

Answers
1. They're Dean's grandparents.
2. He's Dean's cousin.
3. She's Dean's cousin.
4. She's Dean's aunt.
5. They're Dean's parents.
6. He's Dean's uncle.

D. Write.
Students look at the pictures and complete or write the sentences.

Answers

1. Who's she?	She's Dean's aunt.
2. Who's he?	He's Dean's cousin.
3. Who are they?	They're Dean's grandparents.
4. Who are they?	They're Dean's parents.
5. Who's she?	She's Dean's cousin.
6. Who's he?	He's Dean's uncle.

Lesson 2, Things on the Table, pages 34–35

A. Write.
Students write the words, using the key.

Answers

1. fork	2. knife	3. plate
4. bowl	5. spoon	6. cup

B. Write and circle.
Students look at the pictures and complete or write the sentences.

Answers

1. This spoon is mine.	2. This fork is yours.
3. This plate is hers.	4. This spoon is his.

C. Unscramble and match. Then write.
Students unscramble the letters and write the sentences. Then, students draw lines, matching the questions to the pictures, and write the sentences.

Answers

1. Whose plate is that?	[2nd picture] It's mine.
2. Whose fork is that?	[1st picture] It's hers.
3. Whose knife is that?	[3rd picture] It's yours.
4. Whose bowl is that?	[4th picture] It's his.

D. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. Whose cap is this? It's my cap.
2. Whose ruler is this? It's her ruler.
3. Whose coat is this? It's his coat.
4. Whose book is this? It's my book.

Lesson 3, Story, pages 36–37

A. Number.
Students number the sentences in the correct order.

Answers

1. Whose noodles are these?	They're mine.
2. Where's my fork?	
3. What are these?	They're chopsticks.
4. How do you use chopsticks?	Like this.

B. Read and match.
Students draw lines, matching the sentences to the other sentences and the pictures.

Answers
1. Whose noodles are these? – They're mine. [1st column, 2nd picture]
2. Thanks, Mom! – No problem. [1st column, 1st picture]
3. What are these? – They're chopsticks. [2nd column, 2nd picture]
4. How do you use chopsticks? – Like this. [2nd column, 1st picture]

C. Write.
Students look at the pictures and complete the sentences, using the key.

Answers
1. How do you play the guitar? Like this.
2. How do you use a computer? Like this.
3. How do you make a smoothie? Like this.
4. How do you ride a bike? Like this.

D. What about you? Write.
Students write sentences about themselves.

Lesson 4, Countries, pages 38–39

A. Find and circle.
Students find and circle the words in the word search.

Answers



B. Circle.
Students look at the pictures and circle the correct words.

Answers
1. We're from Mexico. This flag is ours.
2. They're from Japan. That flag is theirs.
3. We're from Turkey. This flag is ours.
4. They're from Russia. That flag is theirs.

C. Match and write.
Students look at the pictures, complete or write the sentences, and then match the pictures to the sentences.

Answers
1. b. We're from Russia.
   This flag is ours.
2. d. They're from Japan.
   That flag is theirs
3. a. We're from Mexico.
   This flag is ours.
4. c. They're from Turkey.
   That flag is theirs.

D. Read. Then write and draw.
Students read the sentences, write the name of the country, and then draw a picture of that country's flag.

Answers
1. Mexico
2. Japan
3. Russia
4. Turkey or Japan

Check Up 2, pages 40–42

A. Check.
Students look at the pictures and choose the correct answer.

Answers
1. salesperson
2. cousin
3. headache
4. Japan
5. spoon
6. drive buses

B. Read and write.
Students look at the pictures and complete the sentences.

Answers
1. This is our flag.
2. She's Dean's cousin.
3. The server works at the restaurant.
4. It's mine.

C. Write and match.
Students match the sentences with the pictures, then fill in the answers.

Answers
1. She has a headache. d
2. The salesperson works at the department store. c
3. The pilot flies planes. b
4. The vet helps sick animals. a

D. Look at the pictures. Write.
Students fill in the conversations using the key.

Answers
1. Excuse me.
   How much is this coat?
   It's $45.
2. How do you play the guitar?
   Like this.

E. Write.
Students write about themselves.

Skills Bonus 2, page 43

A. Read and circle.
Students read the passage and circle the correct answers.

Answers
1. No
2. Yes
3. No
4. Yes

B. What about you? Write.
Students answer the questions, writing sentences about themselves.

Unit 5, Fun in the Park
Lesson 1, Adjectives, pages 44–45

A. Write.
Students look at the pictures and write the words, using the key.

Answers
1. young 2. old 3. tall
4. short 5. strong 6. weak

B. Look at the circles in A. Unscramble.
Students look at the circled letters in exercise A, unscramble the letters, and then write the word.

Answer
Great work!

C. Match.
Students look at the pictures and draw lines, connecting the pictures to the words.

Answers
1. d, b
2. c, a
3. b, d
4. a, c

D. Circle.
Students look at the pictures and circle the correct words, completing the sentences.

Answers
1. The boy is tall. The girl is taller.
2. The girl is young. The boy is younger.
3. The woman is weak. The man is weaker.
4. The man is short. The woman is shorter.

E. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. Who's stronger, Ella or Keiko? Ella is stronger than Keiko.
2. Who is older, Rob or Sam? Sam is older than Rob.
3. Who is taller, May or Eva? Eva is taller than May.

Lesson 2, Adjectives, pages 46–47

A. Look and write.
Students look at the pictures and write the answers, using the key.

Answers
1. a clean car 2. a dirty bus 3. a pretty cat
4. an ugly dog 5. a thick book 6. a thin magazine

B. Look at A. Write.
Students look at the pictures in exercise A, write the sentences, and then draw lines, matching the words to the sentences.

Answers
1. The bus is dirtier than the car.
2. The cat is prettier than the dog.
3. The car is cleaner than the bus.
4. The dog is uglier than the cat.
5. The magazine is thinner than the book.
6. The book is thicker than the magazine.

C. Write and circle.
Students look at the pictures, complete the sentences, and then circle the answers.

Answers
1. Is the shirt thinner than the sweater? Yes, it is.
2. Is the shirt thicker than the sweater? No, it isn't.
3. Is the hat dirtier than the T-shirt? No, it isn't.
4. Is the T-shirt dirtier than the hat? Yes, it is.
5. Is the dress prettier than the skirt? Yes, it is.
6. Is the skirt uglier than the dress? Yes, it is.

Lesson 3, Story, pages 48–49

A. Number.
Students number the sentences in the correct order.

Answers
1. I like his shirt. It's so cool.
2. We can wear cool clothes, too.
3. I want to be older. Me, too.
4. I like your shirts. Thank you.

B. Write.
Students look at the pictures and write the sentences, using the key.

Answers
1. I want to be older. 2. I want to be faster.
3. I want to be stronger. 4. I want to be taller.

C. Connect.
Students look at the pictures and draw lines, connecting the words to form sentences.

Answers
1. I – like – your – shirt.
2. I – like – that – skirt.
3. Look – at – her – boots.

D. Connect and write.
Students look at the pictures, complete or write the sentences, and then draw lines, connecting the sentences and completing the conversation.

Answers
1. Nice shoes! – Thank you. [3rd picture]
2. Nice bike! – Thank you. [4th picture]
3. Nice dress! – Thank you. [1st picture]
4. Nice guitar! – Thank you. [2nd picture]

E. What about you? Write.
Students write sentences about themselves.

Lesson 4, Adjectives, pages 50–51

A. Match.

Students draw lines, matching the pictures to the words.

Answers

1. heavy hard
2. light soft
3. heavy soft
4. light hard

B. Look and write.

Students look at the pictures and write the sentences.

Answers

1. Which one is harder, the book or the banana?
   The book is harder.
2. Which one is softer, the book or the banana?
   The banana is softer.
3. Which one is heavier, the potatoes or the carrots?
   The potatoes are heavier.
4. Which one is lighter, the potatoes or the carrots?
   The carrots are lighter.

C. Look and write.

Students look at the diagram and write sentences.

Answers

1. The orange is harder than the sweater.
2. The marble is harder than the orange.
3. The sweater is softer than the orange.
4. The orange is softer than the marble.

1. The truck is heavier than the backpack.
2. The backpack is heavier than the potato chips.
3. The potato chips are lighter than the backpack.
4. The backpack is lighter than the truck.

D. Read. Then circle.

Students read the questions and circle the correct pictures.

Answers

1. the backpack 2. the backpack
3. the marble 4. the sweater

Unit 6, Helping Out
Lesson 1, Chores, pages 52–53

A. Unscramble.

Students unscramble the letters and write the words.

Answers

1. wash the dishes 2. walk the dog
3. clean my room 4. do laundry
5. set the table 6. make my bed

B. Look and write.

Students look at the picture and write the answers.

Answers

1. make my bed 2. clean my room
3. do laundry 4. set the table
5. wash the dishes 6. walk the dog

C. Read and write.

Students look at the chart and write the sentences.

Answers

1. I make my bed before school.
   I clean my room after school.
2. I wash the dishes before school.
   I set the table after school.
3. I make my bed before school.
   I walk the dog after school.
4. I walk the dog before school.
   I do laundry after school.

D. Write.

Students look at the pictures and write the questions.

Answers

1. When does he clean his room?
2. When does she wash the dishes?
3. When does he set the table?

Lesson 2, Chores, pages 54–55

A. Match.

Students draw lines, matching the pictures to the words.

Answers

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

B. Write.

Students look at the pictures and complete or write the sentences, using the key.

Answers

1. I sometimes sweep the floor.
2. I never take out the garbage.
3. I always water the plants.
4. I usually clean the bathroom.

C. Unscramble.

Students unscramble the words and write the sentences.

Answers

1. What are his chores?
2. She usually waters the plants.
3. What are her chores?
4. He sometimes cleans the bathroom.

D. Look at the chart. Write.

Students look at the chart and write sentences.

Answers

1. He always vacuums the carpet.
2. He usually sweeps the floor.
3. He never washes the car.
4. She usually takes out the garbage.
5. She sometimes waters the plants.
6. She never cleans the bathroom.

Lesson 3, Story, pages 56–57

A. Number.
Students number the sentences in the correct order.

Answers
1. Do you want to come over? Sure. When?
   After school.
2. Hi! It's my sister's birthday party.
3. Don't run!
4. I have an idea.

B. Match.
Students look at the pictures and draw lines, matching the sentences and completing the conversation.

Answers
1. Do you want to come over? – Sure.
2. When? – Today. At 5:00.
3. It's my brother's birthday party. – Cool!
4. Happy birthday, Josh! – Thank you.

C. Unscramble.
Students unscramble the letters and write the sentences.

Answers
1. Do you want to come over?
2. Sure. When?
3. After school.

D. Write.
Students look at the pictures and write the sentences.

Answers
1. Do you want to come over? Sure. When?
   After school.
2. Do you want to come over? Sure. When?
   On Saturday.

Lesson 4, Farm Chores, pages 58–59

A. Circle.
Students look at the pictures and circle the correct answers.

Answers
1. collect eggs 2. feed the chickens
3. milk the cows 4. pick vegetables

B. Connect.
Students look at the pictures and draw lines, connecting the words to form sentences.

Answers
1. I always feed the chickens before school.
2. She always milks the cows in the morning.
3. He always picks vegetables after school.

C. Circle.
Students look at the chart, read the sentences, and circle the correct answers.

Answers
1. Yes 2. No 3. Yes 4. No

D. Look at C. Write.
Students look at exercise C and complete the sentences.

Answers
1. She always feeds the chickens in the afternoon.
2. He always milks the cows in the morning.
3. She always picks vegetables in the afternoon.
4. He always collects eggs in the morning.

Check Up 3, pages 60–62

A. Number.
Students look at the pictures and number using the key.

Answers
1. [bottom row, first picture]
2. [top row, fourth picture]
3. [bottom row, second picture]
4. [top row, fifth picture]
5. [bottom row, fourth picture]
6. [top row, third picture]
7. [top row, second picture]
8. [top row, first picture]
9. [bottom row, third picture]
10. [bottom row, fifth picture]

B. Read, check, and match.
Students complete the sentences and match with the pictures.

Answers
1. dirtier, c
2. before school, a
3. older, d
4. take out the garbage, b

C. Write.
Students complete the sentences.

Answers
1. Which one is lighter, the backpack or the potato chips? The potato chips.
2. When do you set the table? I set the table after school.
3. Is the sweater thinner than the shirt? Yes, it is.
4. What are his chores? He always cleans the bathroom.

D. Look at the pictures. Write.
Students fill in the conversations using the key.

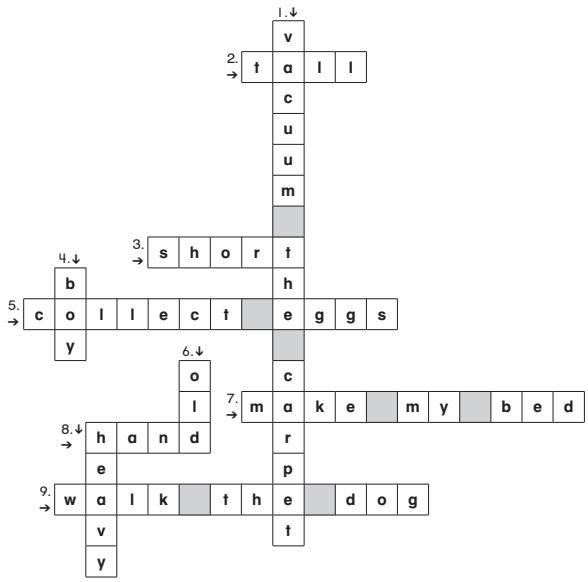
Answers
1. Nice shirt!
   Thank you.
2. Do you want to come over?
   Sure. When?
   After school.

E. Write.
Students write sentences about themselves.

F. Look at the pictures. Do the puzzle.

Students complete the crossword by looking at the pictures.

Answers



Skills Bonus 3, page 63

A. Circle.

Students read the passage and circle the correct answers.

Answers

1. Yes 2. No 3. No 4. Yes

B. What about you? Look at A. Write.

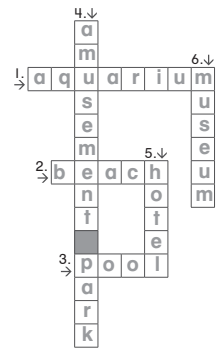
Students look at exercise A as an example and then complete the sentences, writing about themselves.

Unit 7, Out and About
Lesson 1, Places to Go, pages 64–65

A. Do the puzzle.

Students use pictures to write words in the puzzle.

Answers



B. Look at A. Write.

Students look at the pictures in exercise A and answer the questions.

Answers

1. Yes, it is. 2. Yes, it is. 3. No, it isn't.
4. No, it isn't. 5. Yes, it is. 6. Yes, it is.

C. Circle.

Students look at the pictures and circle the correct words, completing the sentences.

Answers

1. Where was he yesterday? He was at the hotel.
2. Where is she today? She is at the amusement park.
3. Where is he today? He is at the aquarium.
4. Where was she yesterday? She was at the pool.

D. Write.

Students look at the pictures and complete or write the sentences.

Answers

1. Was she at the museum yesterday? Yes, she was.
2. Was he at the museum yesterday? No, he wasn't. He was at the pool.
3. Was she at the pool yesterday? No, she wasn't. She was at the beach.
4. Were they at the amusement park yesterday? Yes, they were.

Lesson 2, Places to Go, pages 66–67

A. Circle.

Students look at the pictures and circle the correct answers.

Answers

1. pharmacy 2. flower shop 3. hair salon
4. bookstore 5. toy store 6. coffee shop

B. Where were they? Read and match.

Students draw lines, matching the sentences to the pictures.

Answers

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

C. Write.

Students look at the pictures and complete or write the sentences.

Answers

1. Were they at the toy store yesterday? No, they weren't. They were at the pharmacy.
2. Were they at the coffee shop yesterday? No, they weren't. They were at the toy store.
3. Were they at the pharmacy yesterday? No, they weren't. They were at the hair salon.
4. Were they at the toy store yesterday? No, they weren't. They were at the bookstore.

D. What about you? Write.
Students answer the questions, writing sentences about themselves.

Lesson 3, Story, pages 68–69

A. Number.
Students number the sentences in the correct order.

Answers
1. Let's meet here at 3:30. OK?
2. OK. See you then.
3. You're late. Where were you?
4. We're sorry.

B. Write.
Students write the sentences, using the key.

Answers
1. Let's meet here at two o'clock.
2. OK. See you then.
3. You're late.
4. Where were you?
5. We're sorry.
6. It's time for a new watch.

C. Match.
Students draw lines, matching the sentences to the pictures and words.

Answers
1. Let's meet here at 2:45.
   [2nd picture] two forty-five
2. Let's meet here at 7 o'clock.
   [3rd picture] seven o'clock
3. Let's meet here at 11:15.
   [1st picture] eleven fifteen
4. Let's meet here at 4:30.
   [4th picture] four thirty

D. Unscramble.
Students unscramble the words and write the sentences.

Answers
1. Let's meet here at three o'clock.
   OK. See you then.
2. Let's meet here at one thirty.
   OK. See you then.

E. Look at D. Write.
Students look at the pictures in exercise D and answer the questions.

Answers
1. They were at the toy store.
2. They were at the coffee shop.

Lesson 4, Weather, pages 70–71

A. Find and circle.
Students find and circle the words in the word search.

Answers



B. Write and match.
Students complete or write the sentences and then draw lines, matching the sentences to the pictures and the other sentences.

Answers
1. How was the weather on Thursday?
   [4th picture] It was cloudy.
2. How was the weather on Wednesday?
   [3rd picture] It was windy.
3. How was the weather on Monday?
   [1st picture] It was snowy.
4. How was the weather on Friday?
   [5th picture] It was stormy.
5. How was the weather on Tuesday?
   [2nd picture] It was sunny.

C. Circle.
Students look at the chart and circle the correct answers.

Answers
1. Yes 2. No 3. Yes 4. Yes

D. Look at C. Write.
Students look at the chart in exercise C and answer the questions.

Answers
1. It was sunny in South Korea on Wednesday.
2. It was rainy in Brazil on Wednesday.
3. It was sunny in South Korea on Tuesday.
4. It was windy in Brazil on Thursday.

E. What about your town? Write.
Students write sentences about themselves.

Unit 8, Things We Use
Lesson 1, School Supplies, pages 72–73

A. Unscramble.
Students unscramble the letters and write the words.

Answers
1. stapler 2. water bottle 3. lunchbox
4. dictionary 5. folder 6. calculator

B. What is it? Write.

Students look at the pictures and complete or write the sentences.

Answers

1. It's a water bottle.
2. It's a calculator.
3. It's a folder.
4. It's a lunchbox.
5. It's a dictionary.
6. It's a stapler.

C. Circle.

Students look at the pictures and circle the correct answers.

Answers

1. Where was the dictionary? It was on the table.
2. Where was the lunchbox? It was next to the folder.
3. Where was the stapler? It was under the chair.
4. Where was the water bottle? It was on the folder.

D. Look at C. Write.

Students look at the pictures in exercise C and complete or write the sentences.

Answers

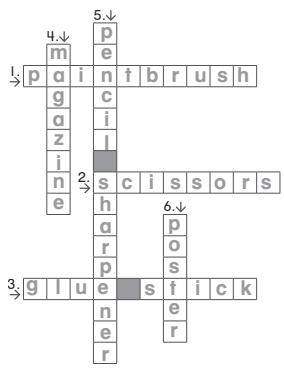
1. What was on the table? A dictionary and a calculator were on the table.
2. What was under the chair? A stapler was under the chair.
3. What was on the folder? A water bottle was on the folder.
4. What was next to the calculator? A dictionary was next to the calculator.

Lesson 2, Art Supplies, pages 74–75

A. Do the puzzle.

Students look at the pictures and write the words in the puzzle.

Answers



B. Circle.

Students circle the correct words, completing the sentences.

Answers

1. There weren't any scissors on the table.
2. There were some magazines on the chair.
3. There were some posters on the wall.
4. There weren't any glue sticks on the chair.
5. There weren't any dictionaries on the bookshelf.
6. There were some calculators on the desk.

C. Write.

Students write the sentences.

Answers

1. Were they any pencil sharpeners on the desk?
   Yes, there were.
2. Were there any posters on the wall?
   No, there weren't.
3. Were there any calculators on the desk?
   Yes, there were.
4. Were there any scissors on the sofa?
   Yes, there were.
5. Were there any magazines on the bed?
   Yes, there were.
6. Were there any glue sticks on the chair?
   No, there weren't.

Lesson 3, Story, pages 76–77

A. Number.

Students number the sentences in the correct order.

Answers

1. We can't play here.
2. What can we do?
3. How do you spell "clean"? C-L-E-A-N.
4. Now it's clean!

B. Read and match.

Students draw lines, matching the pictures and the sentences.

Answers

1. b
2. a
3. c

C. Unscramble and match.

Students unscramble the letters and write the words. Then, draw lines, matching the questions to the answers.

Answers

1. How do you spell magazine?
   [2nd unscramble] magazine
2. How do you spell calculator?
   [3rd unscramble] calculator
3. How do you spell lunchbox?
   [1st unscramble] lunchbox
4. How do you spell scissors?
   [4th unscramble] scissors

D. Look at the circles in C. Unscramble.

Students look at the circled letters in exercise C, unscramble the letters, and then write the sentence.

Answer

Good job!

E. Write.

Students write sentences about themselves.

Lesson 4, Technology, pages 78–79

A. Write.
Students look at the pictures and write the words.

Answers
1. digital camera 2. cell phone
3. laptop 4. digital TV

B. Circle.
Students look at the timeline and circle the correct answers.

Answers
1. Yes 2. Yes 3. No 4. No

C. Look at B. Write.
Students look at the timeline in exercise B and complete the sentences.

Answers
1. Were there cell phones in 1998? Yes, there were.
2. Were there laptops in 1930? No, there weren't.
3. Were there digital TVs in 2005? Yes, there were.
4. Were there digital cameras in 1957?
   No, there weren't.

D. Circle.
Students look at the chart and circle the correct answers.

Answers
1. Yes 2. No 3. Yes 4. Yes 5. No.

Check Up 4, pages 80–82

A. Check.
Students look at the pictures and ✓ the correct answer.

Answers
1. digital TV
2. pencil sharpener
3. amusement park
4. calculator
5. snowy
6. pharmacy

B. Read and write.
Students read the prompts and answer the questions.

Answers
1. No, there weren't.
2. It's windy.
3. Yes, there were.
4. No, they weren't.

C. Write and match.
Students look at the pictures and match them to the sentences. Then, students fill in the response.

Answers
1. It was sunny. d
2. They were at the toy store. a
3. It was under the chair. c
4. No, she wasn't. She was at the beach. b

D. Look at the pictures. Write.
Students fill in the conversations using the key.

Answers
1. How do you spell "Sunday"?
   S-U-N-D-A-Y.
2. Let's meet here at four o'clock.
   Ok. See you then.

E. Write.
Students write sentences about themselves.

F. Write.
Students look at the pictures and fill in the answers.

Answers
1. Were they at the hair salon?
   No, they weren't.
2. Were they at the aquarium?
   No, they weren't.
3. Were they at the hotel?
   No, they weren't.
3. Were they at the bookstore?
   No, they weren't.
4. Were they at the pharmacy?
   No, they weren't.
5. Were they at the toy store?
   No, they weren't.

G. Look at F. Solve the puzzle.
Students use the letters from F to solve the puzzle.

Answer
They were at the amusement park.

Skills Bonus 4, page 83

A. Read and circle.
Students read the passage and circle the correct answers.

Answers
1. No 2. Yes 3. Yes 4. No

B. Look at A. What about you? Write.
Students look at exercise A as an example and complete the sentences, writing about themselves.

Picture Card List

1 Study for a test.
2 Take a test.
3 Check your homework.
4 Hand in your homework.
5 gum
6 popcorn
7 peanuts
8 chocolate
9 potato chips
10 soda
11 carrot
12 onion
13 pepper
14 cabbage
15 potato
16 tomato
17 omelet
18 smoothie
19 fruit salad
20 milkshake
21 park
22 movie theater
23 supermarket
24 post office
25 department store
26 library
27 across from
28 between
29 shop
30 watch a movie
31 borrow books
32 mail letters
33 buy groceries
34 kick a ball
35 color
36 cut
37 glue
38 fold
39 cashier
40 librarian
41 postal worker
42 salesperson
43 server
44 vet
45 make food
46 sell things
47 help sick animals
48 drive buses
49 fly planes
50 fight fires
51 cold
52 fever
53 stomachache
54 headache
55 parents
56 grandparents
57 aunt
58 uncle
59 cousin
60 fork
61 knife
62 spoon
63 plate
64 bowl
65 cup
66 Mexico
67 Japan
68 Russia
69 Turkey
70 tall/short
71 old/young
72 strong/weak
73 girl
74 boy
75 woman
76 man
77 thick
78 thin
79 clean
80 dirty
81 pretty
82 ugly
83 hard
84 soft
85 heavy
86 light
87 make my bed
88 clean my room
89 do laundry
90 walk the dog
91 set the table
92 wash the dishes
93 before school
94 after school
95 sweep the floor
96 take out the garbage
97 clean the bathroom
98 wash the car
99 vacuum the carpet
100 water the plants
101 milk the cows
102 feed the chickens
103 pick vegetables
104 collect eggs
105 beach
106 aquarium
107 amusement park
108 museum
109 hotel
110 pool
111 yesterday
112 today
113 bookstore
114 pharmacy
115 toy store
116 hair salon
117 coffee shop
118 flower shop
119 sunny
120 rainy
121 cloudy
122 windy
123 stormy
124 snowy
125 folder
126 lunchbox
127 water bottle
128 dictionary
129 calculator
130 stapler
131 magazine
132 poster
133 pencil sharpener
134 paintbrush
135 glue stick
136 scissors
137 cell phone
138 laptop
139 digital TV
140 digital camera

Word List

A
about . . . 2
across from . . . 13
after school . . . 53
always . . . 54
amusement park . . . 64
and . . . 2
animal hospital . . . 25
any . . . 5
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April . . . 3
aquarium . . . 64
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at . . . 2
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