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2nd Edition

Starter Everybody UP

Teacher's Book Pack

Teacher's Book

- Detailed lesson plans
- 21st century skills instruction

Teacher's Resource Center CD-ROM

- Assessment for learning package
- Values and Phonics Worksheets

DVD

- Animated stories link English to universal values
- Animation brings the stories and characters to life

Online Practice

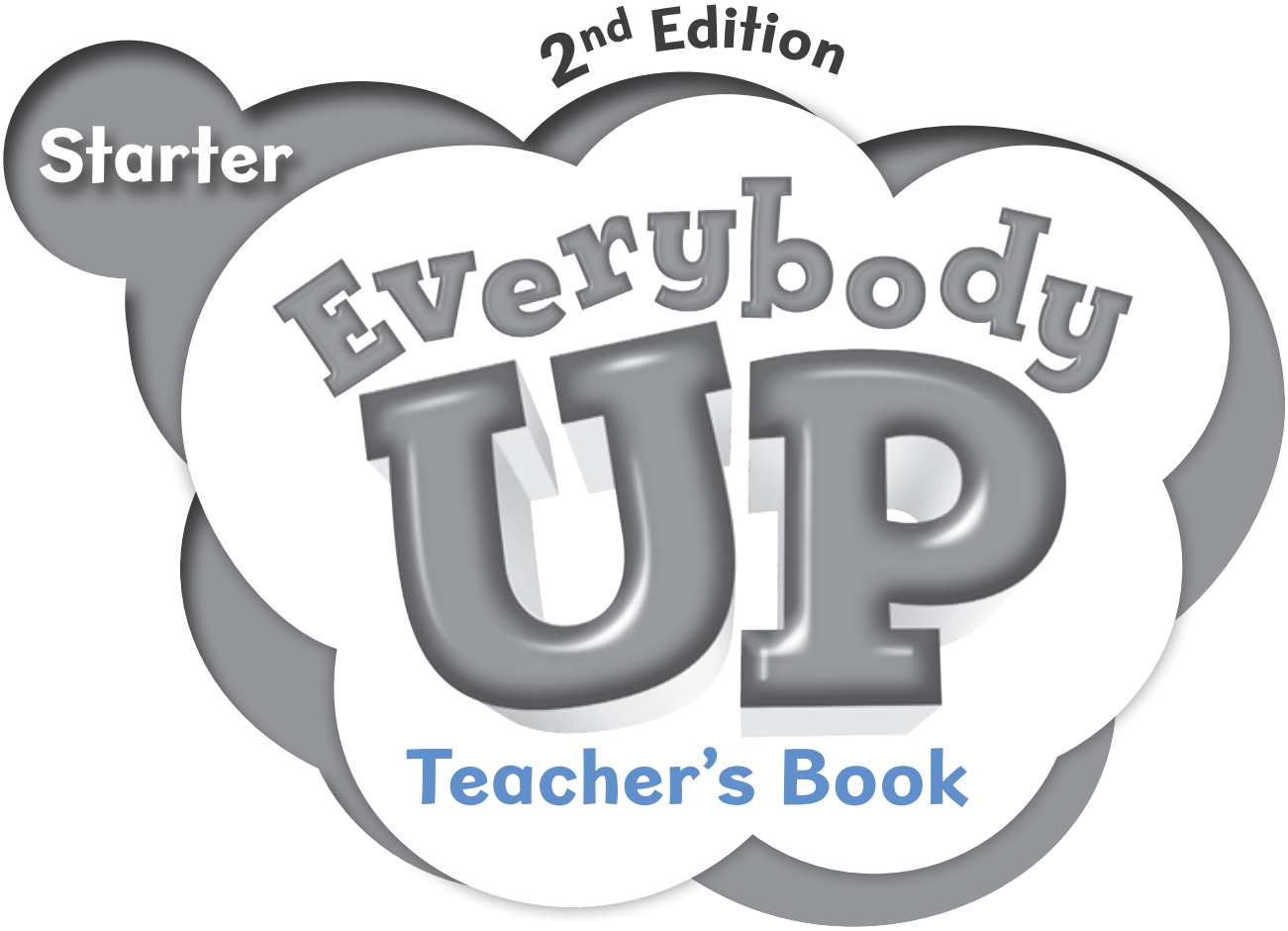
- Interactive activities
- Motivational trophy room
- Email and discussion tools



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Patrick Jackson
Susan Banman Sileci

OXFORD

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Syllabus

Welcome		Classroom Verbs
• Greetings/Telling your name • Simple present statements with *be* (1st person singular)	*Hello. I'm Emma.* *Hi. I'm Danny.*	sing talk sit stand

Unit 1 Art Class

Lesson 1	Lesson 2	Lesson 3	Lesson 4
School Supplies: paper glue scissors paint • Identifying classroom objects • Simple present statements with *have* (1st person singular) *I have paper.*	**School Supplies:** pencil pen crayon marker • Asking politely • Informational questions with *what* *What do you have?* *I have a pencil.*	**Story: What's Your Name?** • Asking someone's name *Hi. What's your name?* *I'm Jen.* Be friendly.	**Phonics:** • Identifying sounds and letters A a apple B b baby C c cat D d dog

Unit 2 Let's Play

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Toys: balloon ball doll yo-yo • Identifying objects (singular) • Simple present statements with *be* (3rd person singular) *It's a balloon.*	**Toys:** train boat jet car • Identifying objects • Information questions with *what* *What is it?* *It's a train.*	**Story: Hello, Good-bye** • Saying hello/good-bye *Hi! Hello!* *Bye! Good-bye!* Be polite.	**Phonics:** • Identifying sounds and letters E e egg F f friend G g girl

Check Up 1 Units 1 and 2

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Unit 3 Many Colors

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Colors: red blue yellow green • Identifying colors • Simple present statements with *be* (3rd person singular) *It's red.*	**Colors:** orange purple pink brown • Identifying colors • Information questions with *what* *What color is it?* *It's orange.*	**Story: I'm Fine** • Asking how someone is doing *How are you?* *I'm fine. Thank you.* Be nice.	**Phonics:** • Identifying sounds and letters H h hat I i insect J j jam

Unit 4 Counting

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Numbers: one two three four five • Identifying numbers/ counting (1–5) • Contraction *Let's count. 1.*	**Numbers:** six seven eight nine ten • Identifying numbers/ counting (6–10) • Information questions with *how* *How many?* *6.*	**Story: How Old Are You?** • Asking and telling age *I'm 6. How old are you?* *I'm 7.* Be friendly.	**Phonics:** • Identifying sounds and letters K k kite L l lion M m man

Check Up 2 Units 3 and 4

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Unit 5 Animals

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Pets: cat cats dog dogs bird birds rabbit rabbits • Identifying numbers/ counting • Plural with *-s* *Let's count. 1 cat, 2 cats, 3 cats, 4 cats, 5 cats.*	**Farm Animals:** goat goats duck ducks cow cows horse horses • Identifying numbers/ counting • Asking and answering questions with *how many* *How many goats?* *8 goats.*	**Story: Please Help Me!** • Polite requests with *please* *Please help me!* *Sure!* Be helpful.	**Phonics:** • Identifying sounds and letters N n nose O o orange P p pencil

Unit 6 Lunch

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Food: milk water bread candy • Expressing likes about food • Simple present statements (1st person singular) *I like milk.*	**Food:** rice beans chicken fish • Expressing likes about food • Asking questions with *like* • Affirmative and negative statements with *like* *Do you like rice?* *Yes, I do.* *Do you like chicken?* *No, I don't.*	**Story: Here You Are** • Giving and receiving politely *Thank you!* *You're welcome.* Be fair.	**Phonics:** • Identifying sounds and letters Q q queen R r ring S s sun

Check Up 3 Units 5 and 6

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Unit 7 Things to Do

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Abilities: walk run skip jump • Expressing ability with *can* *I can walk.*	**Abilities:** swim dance wink sing • Expressing ability and inability • Asking questions with *can* *Can you swim?* *Yes, I can.* *Can you wink?* *No, I can't.*	**Story: Let's Dance** • Inviting friends to play *Let's dance!* *OK! Let's dance!* Be friendly.	**Phonics:** • Identifying sounds and letters T t teacher U u up V v violin

Unit 8 My Body

Lesson 1	Lesson 2	Lesson 3	Lesson 4
My Face: ears eyes mouth nose • Identifying parts of the body • Expressing ability • Possessive pronoun *my* *I can touch my ears.*	**My Body:** clap my hands stomp my feet swing my arms shake my legs • Asking and answering about ability *What can you do?* *I can clap my hands.*	**Story: Oops!** • Expressing concern/being polite *Oops! I'm sorry.* *That's OK.* Be polite.	**Phonics:** • Identifying sounds and letters W w woman X x fox Y y yo-yo Z z zebra

Check Up 4 Units 7 and 8

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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

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

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

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

Student Book Overview and Unit Structure

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

Every unit contains these four lessons:

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

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

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

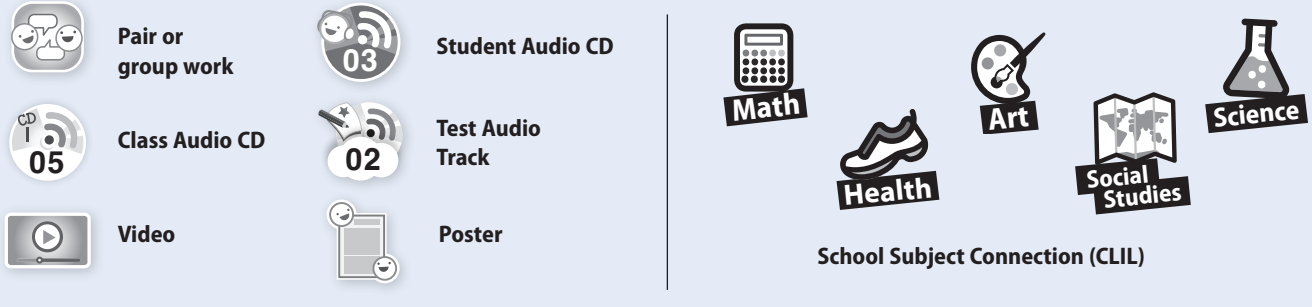
In Starter Level, a video of the story is available to highlight the characters and their interactions, bringing the stories to life.

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 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. In Levels 1 to 6, when students have completed the activities in the lesson, they complete a

Everybody Up Icons



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self-assessment section, rating how well they've learned the material and identifying areas for further practice.

In Starter Level, students finish their review with a fun board game that uses language they have learned.

Bonus Lesson and Project: In Levels 1 to 6, 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: In Levels 1 to 6, 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

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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

In Levels 1 to 6, 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.

In Starter Level, Lesson 3 of each unit features a video version of the story, giving young learners an opportunity to watch and listen as the story and its target value come to life.

Posters

In Levels 1 to 6, 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

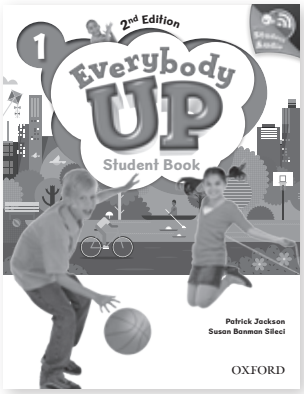
Online Play gives students an opportunity for fun practice with a variety of games that appeal to different learning styles and interests. With each game, students select a level of play before they start. They also unlock new levels as they progress, motivating them to keep playing and practicing.

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.

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Components



Student Book / Student Book with Student Audio CD

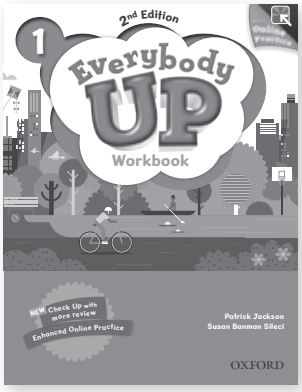
- Eight units with four lessons per unit
- Check Ups and Bonus lessons after every two units (Levels Starter–2: Phonics; Levels 3–6: Skills)
- Projects get students working together to activate new language
- Includes Cambridge YLE practice



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

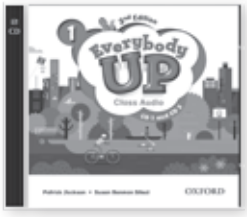
- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Picture dictionary for vocabulary and writing practice
- Check Up pages support the Student Book



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



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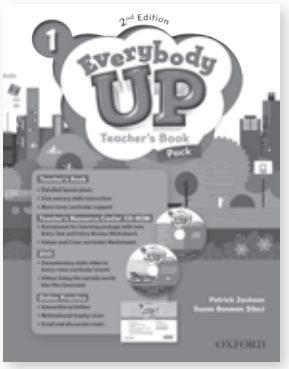
Teacher's Book Pack

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

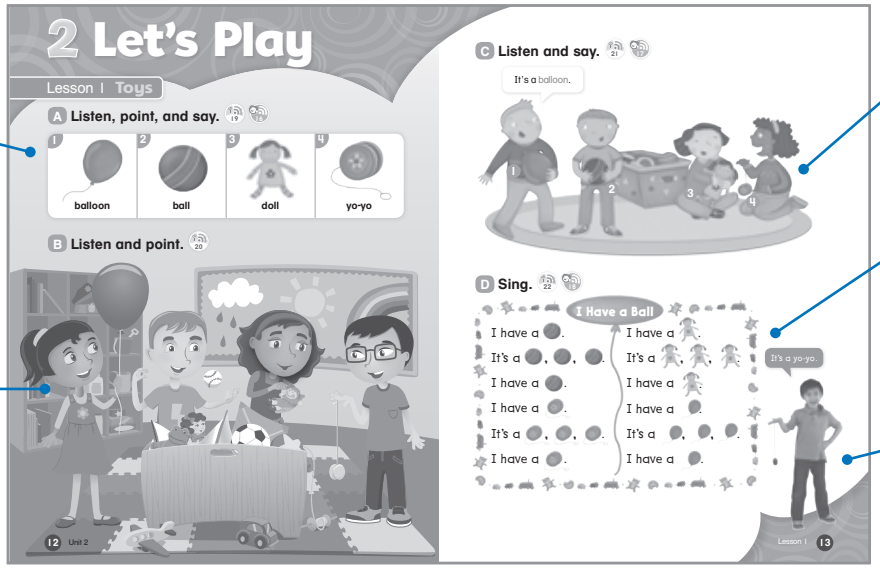
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Lesson Guide Lesson 1

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.

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

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

Student Book pages 12–13

Warm up

1. Greet the class. 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. Use the suggested games or activities to further review the previous units.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22 .

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 language 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 point.

See *Using the Big Picture*, Teacher's Book page 22.

1. Read a short passage about the picture while pointing to the people and items mentioned in it.
2. Play the Class CD track for this exercise. Students listen, find the items in the picture, and point to them.
3. Students practice the new vocabulary, using their books.

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C Listen and say.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new grammar pattern.
2. Direct students' attention to the picture.
3. Play the Class CD track for this exercise. Students listen and say along with the CD.
4. Practice the grammar pattern with the students. Hold up the suggested Picture Cards and practice the pattern for each card.
5. Students practice the sentences by themselves, using their books or realia.

D Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the art and name the items they see.
2. Read the song lyrics with the students.
3. Play the Class CD track for the song. Students listen and then sing along with the CD.
4. Students sing the song again, pointing to items in their book or around the room.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

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

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

Extra Practice

Workbook
Student Audio CD
iTools
Online Practice

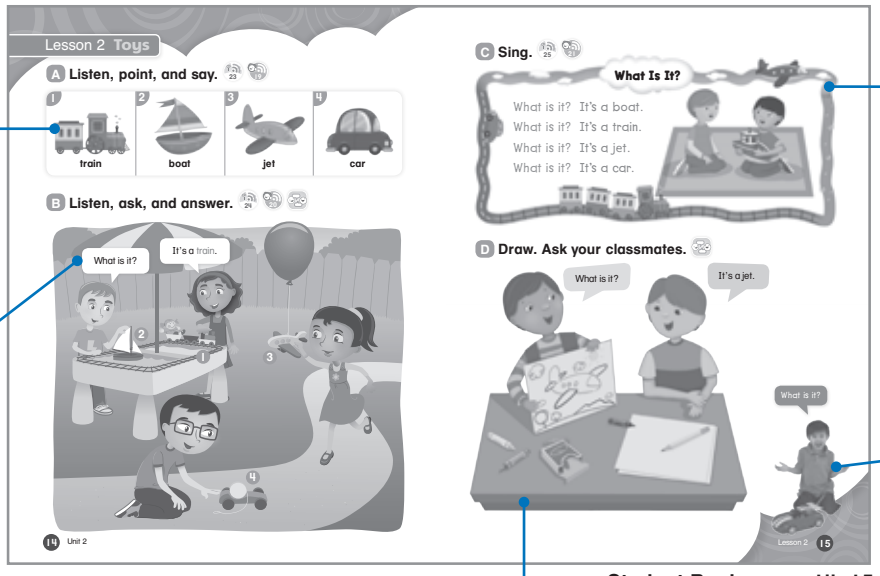
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Lesson 2

New words are clearly presented with audio support.

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



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

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

Fun personalization activities offer more speaking practice.

Student Book pages 14–15

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 22.

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

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new grammar pattern.
2. If the grammar includes a contraction, present that language to the students.
3. Direct students' attention to the picture. Students talk about what they see.
4. Play the Class CD track for this exercise. Students listen, point to the items in the picture, and say along with the CD.
5. Student pairs practice the questions and answers using their books.

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C Sing.

See *Teaching Songs*, Teacher's Book page 22.

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

D Exercise varies.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

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

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

Extra Practice

Workbook
Student Audio CD
iTools
Online Practice

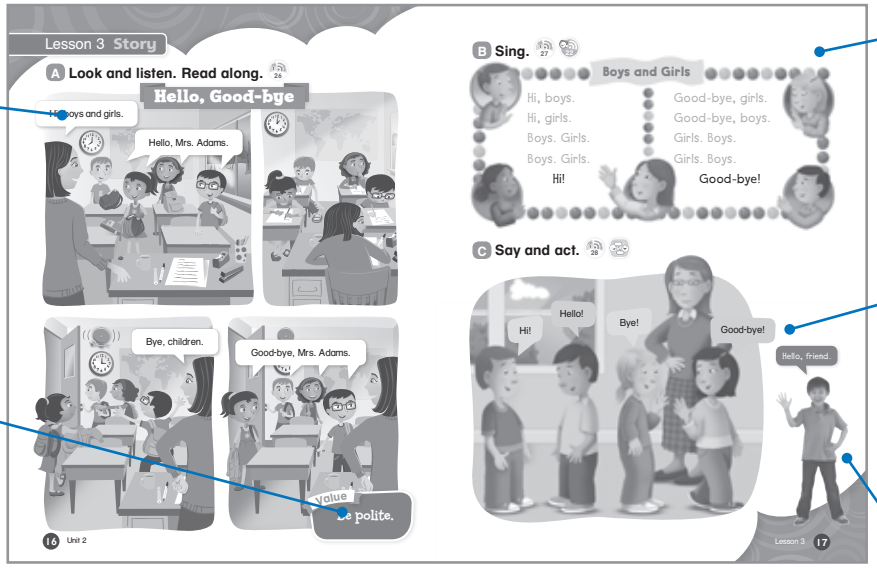
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Lesson 3

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

The story highlights a universal value.



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

Role plays in different contexts help students practice the conversation.

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

Student Book pages 16–17

Warm up

1. Greet the class. Greet individual students by name. Students then practice greeting each other.
2. Review language from the previous units, using a game, activity, or Picture Cards to elicit student responses.
3. Elicit the Everybody Up Expression from the previous lesson. Have students practice the expression with their classmates.

A Look and listen. Read along.



See *Teaching Stories*, Teacher's Book page 23.

1. Students look at the art and name the character and objects they see.
2. Play the Class CD track for this exercise. Students listen, point, and read along with the CD.
3. Read the words aloud with the students. Then direct students' attention to the value and play the track again. Students listen and read along.
4. Put students in groups. Assign roles and have groups read the story.

B Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the picture 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, point to the pictures, and 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.

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C Say and act (or Ask and answer).



See *Teaching Conversations*, Teacher's Book page 23.

1. Play the Class CD track for this exercise. Student pairs listen and say along with the CD.
2. Students act out the conversation.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

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

- Everybody Up! Direct students' attention to the lower right corner of the page and the Everybody Up Friend. Students create their own Everybody Up Expressions and share them with their classmates.
- Use the suggested games or activities to further review the story.

Extra Practice

Workbook
Student Audio CD
Lesson 3 Worksheet
iTools
Online Practice

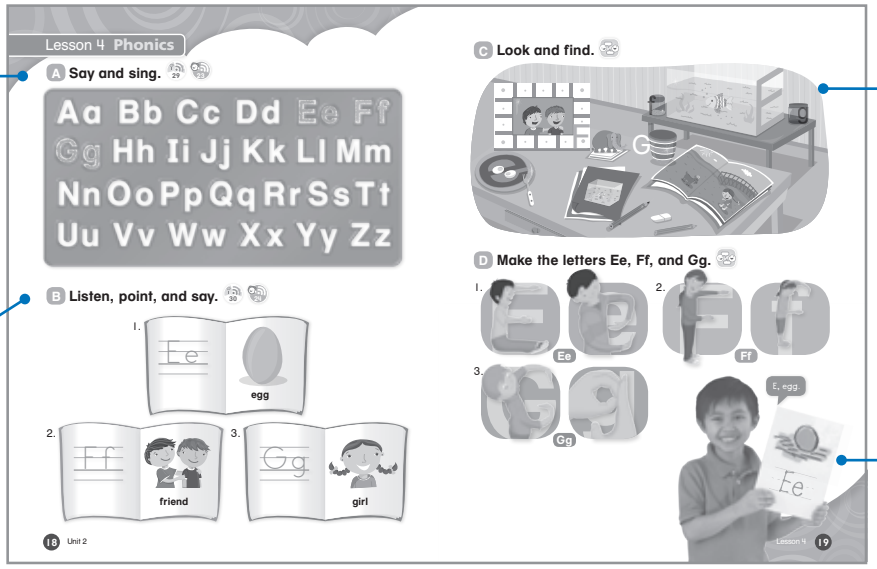
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Lesson 4

Students review the English alphabet by singing along with the alphabet song.

Students listen to and repeat the phonics sounds and words.



Students learn to identify the shapes of new letters by finding them in a picture.

Students engage with their Everybody Up Friend in an extension activity.

Student Book pages 18–19

Warm up

1. Greet the class. Elicit responses from the students. Students then practice greeting each other.
2. Review language from the previous units, using a song, objects, or Picture Cards to elicit student responses.
3. If a game or activity is suggested, use it for further review.

A Say and sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the art and name the letters they know.
2. Introduce the new letters. Continue until students can produce the letter names on their own.
3. Play the Class CD track for this exercise. Students listen and then sing along with the CD.
4. Divide the class into groups and play the CD again. Students stand when they sing their letter. Change letters so each group gets a turn to sing each letter.

B Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 23.

1. Use Picture Cards to introduce the new words. Continue until students can produce the words on their own.
2. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.

C Look and find.

1. Students point to the picture and describe what they see. Encourage students to use previously learned language.
2. Say the name of a letter or new word. Students point to the item in their books.
3. Students do the activity in pairs.
4. Point to the book and say the name of each item in the art. Students raise their hand if the word starts with the new letters.

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D Make the letters.



1. Demonstrate making the letters with your body or hands and saying the letter names.
2. Direct students' attention to the examples in their books. Students make the letter shapes and say the letter names.
3. Student pairs take turns making letter shapes and guessing the letter name.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

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

- Everybody Up! Direct students' attention to the Everybody Up Friend. Distribute paper and drawing supplies. Students create their own Everybody Up Expressions and practice saying them to their neighbors.
- Use the suggested games or activities to further practice the phonics words.

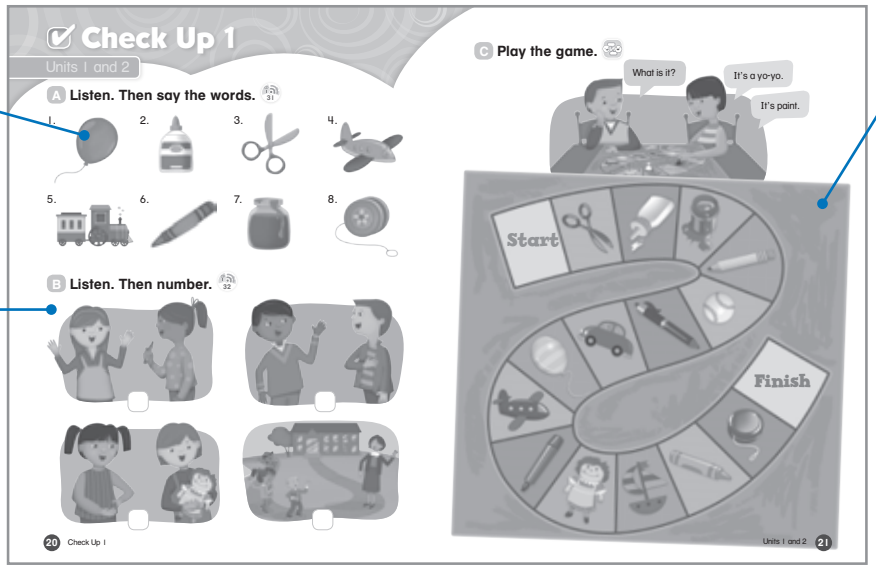
Extra Practice

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

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Check Up



Students recall and produce the words from the previous two units.

Students recall and produce conversational language from the previous two units.

Students play a colorful board game prompting the language patterns of the previous two units.

Student Book page 20–21

Warm up

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

A Listen. Then say the words.

See *Teaching Check Ups*, Teacher's Book page 23.

1. Lead the class to say each word together aloud. Then, call on individual students to say the words. Repeat until each student has said several words.
2. Play the Class CD track for this exercise. Students listen and say along with the CD.
3. Students practice saying the words on their own, using their books.
4. If a game or activity is suggested, use it to review vocabulary from the previous two units.

B Listen. Then number.

1. Students look at the pictures and say what they see.
2. Play the Class CD track for this exercise. Students listen and point to the pictures.
3. Play the CD again. Students write the numbers of each conversation in the box.
4. Check the students' answers.

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C Play the game.



1. Direct students' attention to the picture and read the conversation.
2. Give students a coin. Designate one side to move 1 space, the other side to move 2 spaces. Flip the coin to move. Model how to play the game with a few volunteers, allowing volunteers to respond appropriately in their own ways.
3. Students play in pairs.
4. In the award area, give students a star for completing the game.

Games and Activities

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

Extra Practice

Workbook
Midterm and Final Test
iTools
Online Practice

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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 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.

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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.

In Starter Level, students can watch the video of the story in place of the audio recording.

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.

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

Before beginning each activity, review the relevant units' material as suggested below.

Activity A

Review the vocabulary before beginning Activity A. Have students look back through their Student Books. Drill vocabulary using Picture Cards or realia. Activity A is done as a class. First, point to each picture (or say the number) and elicit the words from the class. Next, elicit the words from individual students. Make sure that each student has a chance to say several words. Pre-teaching is followed by audio and classroom activities.

Activity B

The Review lesson plans specify the language patterns that students should be able to identify in Activity B. Review the language patterns before beginning Activity B. Have students look back through their Student Books. Write the patterns on the board and have the class practice them in groups or pairs. After reviewing the conversations, have students do the listening activity.

Activity C

Review the conversations and vocabulary before beginning Activity C. Have students look back through their Student Books. Write the conversations on the board. Practice the conversations with the class divided into groups, or bring pairs forward to model the conversations. Review the vocabulary words in the game. Teach students how to play the game, then divide them into pairs.

Teaching Phonics

Teaching phonics gives students a strong foundation in reading and pronouncing words in English. Everybody Up Starter teaches the 26 letters of the English alphabet, including their names, the sounds that they make, their capital and lower case forms, and basic words using those letters.

Review letters of the alphabet learned in previous lessons with the Picture Cards. Encourage students to say the name of the letter, the sound that the letter makes, and the word that uses the letter. Sing The Alphabet (Class CD1 Track 17) to help students remember the order of the letters in the alphabet.

Activity A

When introducing new letters, first show each Picture Card and say the name of the letters. Then show the cards and have the class repeat after you. Then show the cards and elicit the letter names without saying them yourself. Repeat several times. Correct students' pronunciation as needed. Once the class is saying the letter names confidently, begin to elicit the names from individual students. Sing the alphabet song again to reinforce what has just been taught.

Activity B

Once students are confident saying the names of the letters, pre-teach the sound the letter makes, and a

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word that uses that sound, using the same process as in Activity A. Once pre-teaching is complete, continue with the audio CD and have students look at the pictures in their books as they listen, point, and say. Focus their attention on the shapes of the letters and the differences between the capital and lower case forms.

For students who are learning the English alphabet for the first time, it is essential to build in a lot of review using games and movement. Play review games with the alphabet cards, and give children opportunities to recreate the shapes of the letters. They can trace the shapes of the letters with their fingers on their books, on the palms of their hands, and in the air. They can also use their hands and their bodies to form the shapes of the letters. Also encourage students to look around them for the letters they know in the classroom and in their communities so that they are continually reinforcing what they have learned.

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 statements or questions used by the Everybody Up Friend at the lower right. 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

The activity in the lesson notes gives instructions for using the targeted 21st century skills suggested by the Everybody Up Friend's speech bubble.

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Games and Activities

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

Beanbag Toss

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

Bingo

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

Binoculars

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

Blindfold

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

Buzzers

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

Card Grab

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

Categories

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

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Charades

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

Circles

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

Down the Line

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

Everybody Stop!

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

Everybody Up! Everybody Down!

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

Find

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

Find Your Partner

Prepare strips of paper with the lines from the Lesson 3 story. Distribute a strip to each student, ensuring that each student's strip has a match. Students circulate, find their partners, and read their lines aloud.

Freeze

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

Fruit Salad

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

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Gaps

This activity requires students to write 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 Picture Cards to introduce and elicit the new vocabulary in a lesson, continue showing the Picture Cards one after another, but vary the order. Before showing each new card, give students a chance to guess what it is.

Happy Families

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

How Many?

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

Memory

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

A New Story

This activity has two versions: acting and drawing.

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

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

Order the Pictures

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

Picture Pieces

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

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Picture Sentences

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

Pop-Up

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

Rhythm Circle

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

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

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

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

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

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

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

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

Rollers

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

Simon Says

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

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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.

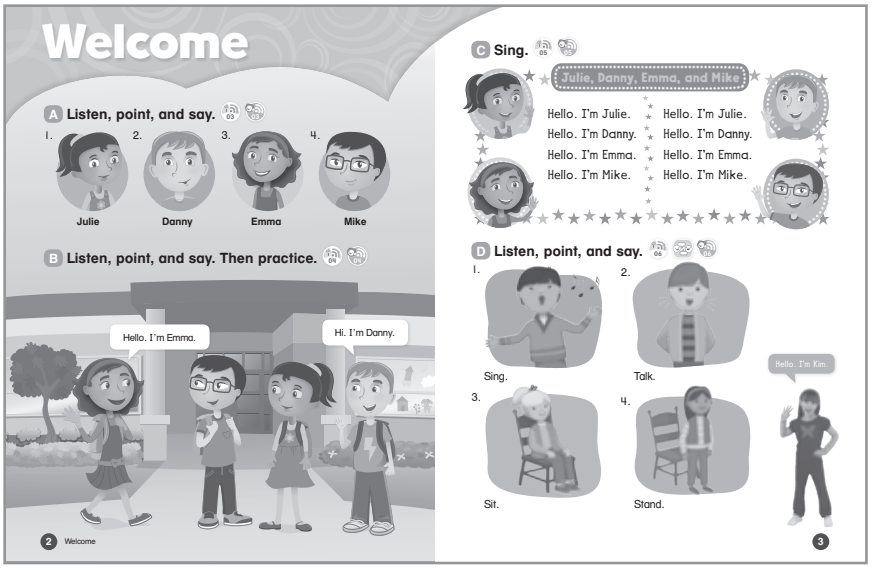
Word Roll

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.

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Welcome



Student Book pages 2–3

Objectives
- Greetings
- Telling your name

Grammar
- Simple present statements with *be*

I'm = I am

Hi. I'm (Danny).

Vocabulary
Names: Julie, Danny, Emma, Mike

Classroom Verbs: sing, talk, sit, stand

Materials
Picture Cards 01–04; Class CD1 Tracks 03–06

Student Book page 2

Warm Up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

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

CD 1 03

1. Julie
2. Danny
3. Emma
4. Mike

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

B Listen, point, and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *Hello. I'm (Emma). Hi. I'm (Danny).*
2. Present the contraction: *I'm = I am*
3. Direct students' attention to the picture on page 2.
4. Play Class CD1 Track 04. Students listen, point, and say along with the CD.

CD 1 04

Emma: Hello. I'm Emma.
Danny: Hi. I'm Danny.
Julie: Hi. I'm Julie.
Mike: Hello. I'm Mike.

5. Guide students to practice the greetings, using their own names.

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Student Book page 3

C Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the pictures and say the names of the characters.
2. Read the song aloud. Students listen and repeat.
3. Play Class CD1 Track 05. Students listen and then sing along with the CD.

CD 1 05

Julie, Danny, Emma, and Mike

Hello. I'm Julie.
Hello. I'm Danny.
Hello. I'm Emma.
Hello. I'm Mike.

Hello. I'm Julie.
Hello. I'm Danny.
Hello. I'm Emma.
Hello. I'm Mike.

Hello. I'm Julie.
Hello. I'm Danny.
Hello. I'm Emma.
Hello. I'm Mike.

4. Divide the class into 2 groups of girls and 2 groups of boys. Assign a character to each group. Students stand when they sing their line.

D Listen, point, and say.



1. Use Picture Cards 01–04 to introduce the commands. Continue until students can produce the words on their own.
2. Play Class CD1 Track 06. Students listen, point, and say words along with the CD.

CD 1 06

1. Sing.
2. Talk.
3. Sit.
4. Stand.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Communication: Direct students' attention to the Everybody Up Friend, Kim, on page 3 and read the speech bubble aloud: *Hello. I'm Kim*. Model the greeting using your own name.

Students practice communicating their names in small groups using the language in the speech bubble as a model.

Games and Activities

- **Pop-Up** (Teacher's Book pages 25–29). Assign groups of students to pop-up when they hear one of the character's names.
- **Simon Says** (Teacher's Book pages 25–29). Play this using the classroom commands.
- **Charades** (Teacher's Book pages 25–29). Play this using classroom commands.

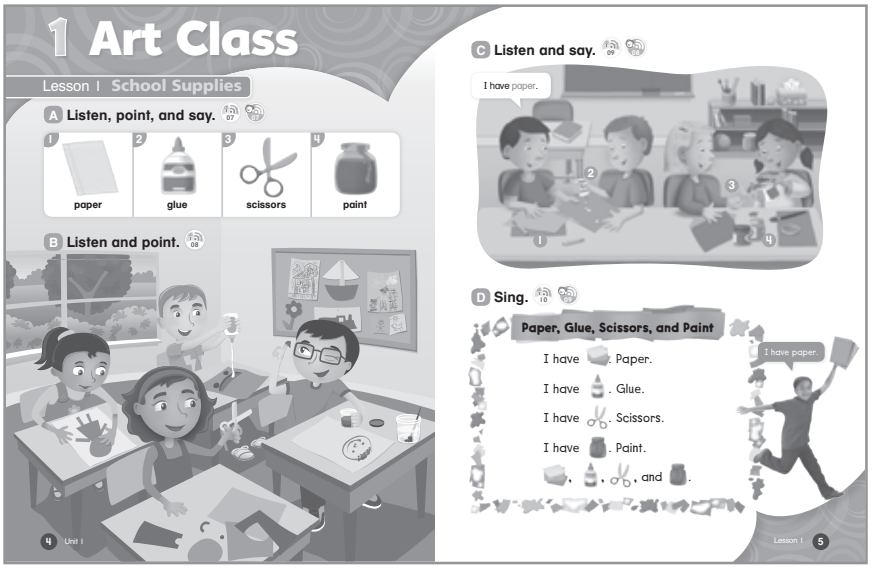
Extra Practice

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

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Lesson 1 School Supplies



Objectives
- Identifying classroom objects

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

  I have (paper).

Vocabulary
School Supplies: paper, glue, scissors, paint

Materials (optional)
Picture Cards 01–08; Class CD1 Tracks 07–10

Student Book pages 4–5

Student Book page 4

Warm Up

1. Greet the class, saying *Hello*. Elicit the response *Hello* or *Hi*. Practice the greeting with several individual students as well.
2. Review introductions from the Welcome unit. Model the conversation with a few individual students. Say *Hi. I'm (Ms. Smith).* Elicit the response *Hello. I'm (Sam).* Students can then circulate and introduce themselves.
3. Practice the commands learned in the Welcome unit. Hold up Picture Cards 01–04 and elicit the words. Then students say the words when you act out the commands (using the gestures shown in the illustrations). After a round, volunteers act out the commands for the class to identify.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 05–08 to introduce the school supplies. Continue until students can produce the words on their own.
2. Hold up or point to realia of the new vocabulary words. Elicit the new vocabulary words.
3. Play Class CD1 Track 07. Students listen, point, and say along with the CD.

CD 07

1. paper
2. glue
3. scissors
4. paint

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

B Listen and point.

See *Using the Big Picture*, Teacher's Book page 22.

1. Read this while pointing to the picture:

   Danny, Julie, Mike, and Emma are at school. They have school supplies. Danny has glue. Julie has paper. Mike has paint. Emma has scissors.
2. Play Class CD1 Track 08. Students listen, find the items in the picture, and point to them.

CD 08

Danny: Glue.
Julie: Paper.
Mike: Paint.
Emma: Scissors.

3. Students practice the new vocabulary, using their books.

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Student Book page 5

C Listen and say.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *I have paper.*
2. Direct students' attention to the picture on page 5.
3. Play Class CD1 Track 09. Students listen and say along with the CD.

CD 1 09

1. I have paper.
2. I have glue.
3. I have scissors.
4. I have paint.

4. Students practice the sentences by themselves, using their books or school supplies realia.

D Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Have students look at the art and name the school supplies they see.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 10. Students listen and then sing along with the CD.

CD 1 10

Paper, Glue, Scissors, and Paint
I have paper. Paper.
I have glue. Glue.
I have scissors. Scissors.
I have paint. Paint.
Paper, glue, scissors, and paint.
I have paper. Paper.
I have glue. Glue.
I have scissors. Scissors.
I have paint. Paint.
Paper, glue, scissors, and paint.

4. Students sing the song again, pointing to the school supplies they can see around them. Or assign a school supply to a group of students. Groups stand when they sing their line.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Communication: Direct students' attention to the Everybody Up Friend on page 5 and read the speech bubble aloud: *I have paper.* Model the expression by picking up an item from your desk and saying *I have (a pencil).*

Students work in pairs to practice pointing to and identifying items they have.

Games and Activities

- **Teacher's Mistake** (Teacher's Book pages 25–29). Point to school supplies on your desk and say to the class *I have (scissors).* Students listen carefully and try to catch your "mistake."
- **Card Grab** (Teacher's Book pages 25–29) using Picture Cards 05–08. Students play in small groups. The first student to touch the card says *I have (paper)* and keeps the card.
- **Blindfold** (Teacher's Book pages 25–29). Model the activity with a pair of students. S1 is blindfolded. S2 hands S1 a school supplies item and S1 says *I have (glue).* Distribute blindfolds and school supplies realia (or make sure students have their own items).

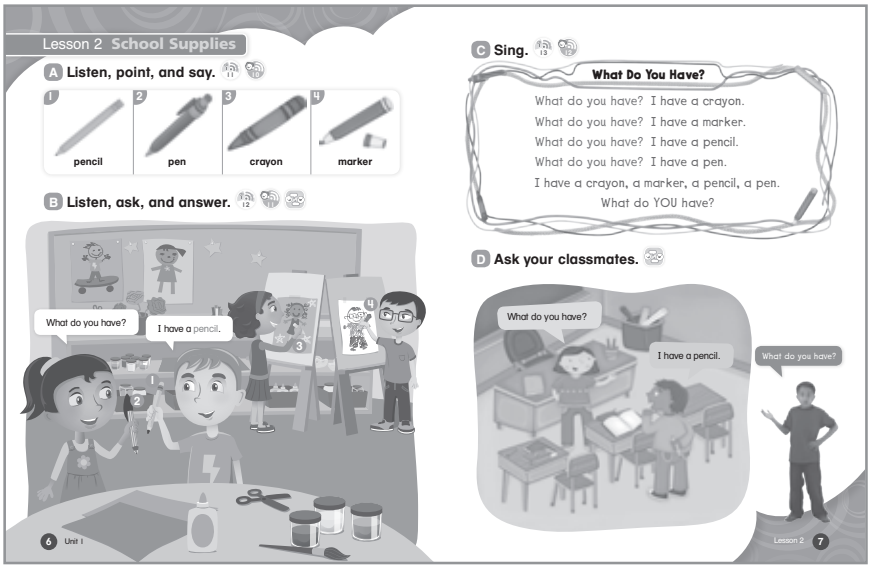
Extra Practice

Workbook pages 4–5
Student Audio CD Tracks 07–09
iTools
Online Practice

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Unit 1 Art Class — Lesson 2 School Supplies



Student Book pages 6–7

Objectives
- Asking politely

Grammar
- Informational questions with *what*

What do you have?

I have a (pencil).

Vocabulary
School Supplies: pencil, pen, crayon, marker

Materials
Picture Cards: 05–12; Class CD1 Tracks 11–13

Student Book page 6

Warm up

1. Greet the class. Students circulate and greet each other, saying *Hi* and *Hello*.
2. Elicit the statement from Unit 1, Lesson 1: *I have paper.* Students can practice the statement with their classmates, using their own school supplies.
3. Review Unit 1, Lesson 1 language by playing **Card Grab** (Teacher's Book pages 25–29) using Picture Cards 05–08. Students play in small groups. The first student to touch the card says *I have (paper)* and keeps the card.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 09–12 to introduce the new school supplies. Continue until students can produce the words on their own.
2. Link the language. Hold up or point to realia of the new vocabulary words and say *I have a (pencil).* Students repeat the new vocabulary words.
3. Play Class CD1 Track 11. Students listen, point, and say along with the CD.

CD 1 11

1. pencil
2. pen
3. crayon
4. marker

4. Students practice the words using their own school supplies.

B Listen, ask, and answer.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *What do you have? I have a (pencil).*
2. Direct students' attention to the picture on page 6.
3. Play Class CD1 Track 12. Students listen, point to the items in the picture, and say along with the CD.

CD 1 12

1. Julie: What do you have?
   Danny: I have a pencil.
2. Danny: What do you have?
   Julie: I have a pen.
3. Mike: What do you have?
   Emma: I have a crayon.
4. Emma: What do you have?
   Mike: I have a marker.

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

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C Sing.

See *Teaching Songs*, Teacher's Book page 22.

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

CD 1 13

What Do You Have?
What do you have? What do you have?
I have a crayon.
What do you have? What do you have?
I have a marker.
What do you have? What do you have?
I have a pencil.
What do you have? What do you have?
I have a pen.
I have a crayon, a marker, a pencil, a pen.
I have a crayon, a marker, a pencil, a pen.
What do YOU have?
What do you have? What do you have?
I have a crayon.
What do you have? What do you have?
I have a marker.
What do you have? What do you have?
I have a pencil.
What do you have? What do you have?
I have a pen.
I have a crayon, a marker, a pencil, a pen.
I have a crayon, a marker, a pencil, a pen.
What do YOU have?

3. Students sing the song again, pointing to the objects mentioned in the song that they see around them.

D Ask your classmates.

Student pairs look around the classroom and practice making sentences using the language pattern in the speech bubbles: *What do you have? I have a pencil.* 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 24.

Creativity/Communication: Direct students' attention to the Everybody Up Friend on page 7 and read the speech bubble aloud: *What do you have?* Distribute paper and drawing supplies.

Students use their creativity to draw a school supply item from Unit 1, Lesson 1 or 2. Model the communication: Approach a student and ask *What do you have?* and encourage them to hold up their drawing and say *I have a (pen)*. Students then circulate, asking and answering the question and showing each other their pictures.

Games and Activities

- **Memory** (Teacher's Book pages 25–29). For each group of four to six students, prepare two sets of picture cards of Lesson 2 vocabulary (05–08). You may also use Lesson 1 vocabulary. Players look for pairs of cards.
- **Toss and Tell** (Teacher's Book pages 25–29). Students stand in a circle and toss (or hand around) a piece of school supplies realia, asking *What do you have?* and answering *I have a (crayon)*. Change the realia after a round.
- **Bingo** (Teacher's Book pages 25–29). Students arrange eight Picture Cards in a 3x3 grid with an extra space that is "free." To check which cards were turned over, students use the statement *I have a (pencil).*

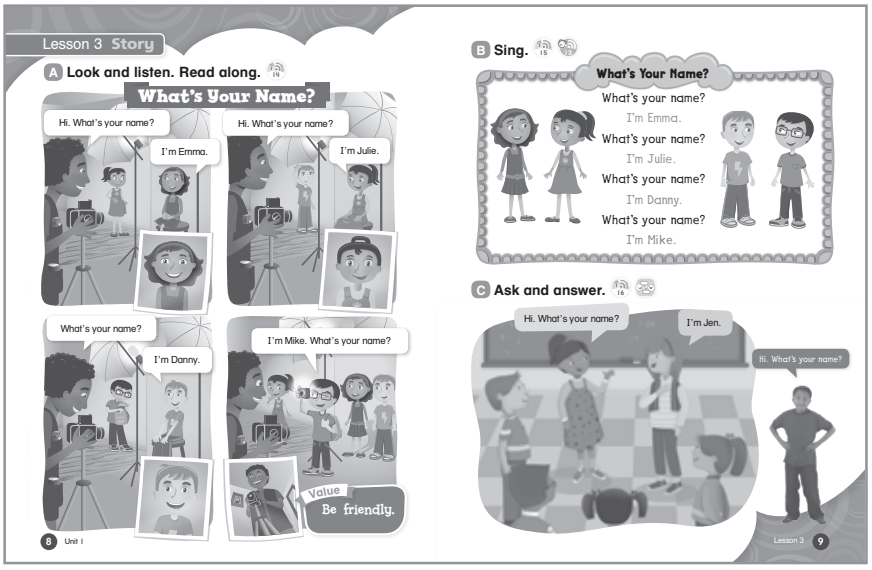
Extra Practice

Workbook pages 6–7
Student Audio CD Tracks 10–12
iTools
Online Practice

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Lesson 3 Story



Student Book pages 8–9

Objectives
- Building reading and listening skills

Conversation
- Asking someone's name

Hi. What's your name?

I'm (Jen).

Value
Be friendly.

Materials
Picture Cards 05–12; CD1 Tracks 14–16; Unit 1 Video Story

Student Book page 8

Warm up

1. Greet the class. Say *Hi! I'm (Ms. Jones).* Elicit *Hi! I'm (Kim).*
2. Play **Down the Line** (Teacher's Book pages 25–29) to review Lesson 1 and 2 language. Play as a class, or in groups using Picture Cards or school supply realia. For a challenge question, choose a Picture Card and ask *What do you have?* The student answers *I have (paper).*
3. Point to a student's school supply and elicit the language from Unit 1, Lesson 2: *What do you have?* Students can practice the expression with their classmates, using their own school supplies.

A Look and listen. Read along.

See *Teaching Stories*, Teacher's Book page 23.

1. Students look at the art and name the characters.
2. Play Class CD1 Track 14. Students listen, point, and read along with the CD.

CD 1 14

What's Your Name?

Man: Hi. What's your name?
Emma: I'm Emma.
Man: Hi. What's your name?
Julie: I'm Julie.
Man: What's your name?
Danny: I'm Danny.
Mike: I'm Mike. What's your name?

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.
4. Watch the story video. Put students in groups of five. Assign roles and have students watch the video again. Then have students act out the story.
5. Put students in groups of five. Assign roles and have groups read the story.

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Student Book page 9

B Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the picture and name the characters.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 15. Students listen and point to the pictures.

CD 1 15

What's Your Name?
What's your name?
What's your name?
What's your name?
What's your name?
I'm Emma.
What's your name?
What's your name?
What's your name?
What's your name?
I'm Julie.
What's your name?
What's your name?
What's your name?
What's your name?
I'm Danny.
What's your name?
What's your name?
What's your name?
What's your name?
I'm Mike.

4. Students sing the song again, turning to partners and saying their real names as they sing.

C Ask and answer.



See *Teaching Conversations, Teacher's Book page 23*

1. Direct students' attention to the conversation on page 9. Play Class CD1 Track 16.

CD 1 16

Hi. What's your name?
I'm Jen.

2. Student pairs stand and ask each other their names using the language in the speech bubbles.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Communication: Direct students' attention to the Everybody Up Friend on page 9 and read the speech bubble aloud: *Hi. What's your name?* Demonstrate the task by greeting one or two students.

Students work in small groups and take turns greeting each other and asking and answering the question.

Games and Activities

- **Binoculars** (Teacher's Book pages 25–29). Students use their hands like binoculars and look around the classroom. When they make eye contact with another pair of binoculars they practice asking and answering:

  Hi! What's your name? / I'm (Ken). What's your name? / I'm (Anna).

- **A New Story: Drawing** (Teacher's Book pages 25-29). Students can draw a picture of themselves to illustrate the value *Be friendly.* Display the pictures in the classroom and practice asking and answering about names.
- **Bean Bag Toss** (Teacher's Book pages 25–29). Use pictures that students draw of themselves. A student tosses a bean bag aiming for one of the pictures. After the beanbag lands, the student asks *What's your name?* The student whose picture it landed on answers *I'm (Jen)*, then it's her turn to toss the bean bag.

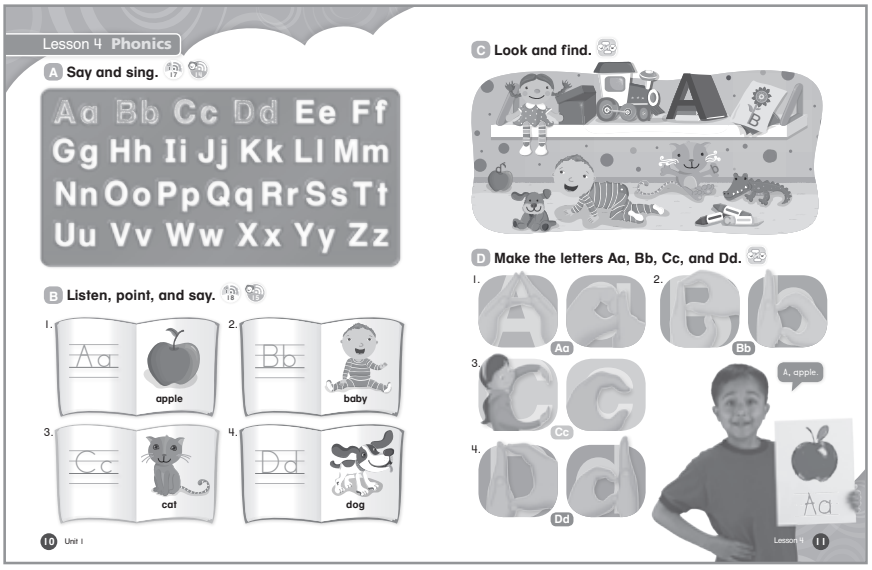
Extra Practice

Workbook pages 8–9
Student Audio CD Track 13
Unit 1, Lesson 3 Worksheet
iTools
Online Practice

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Lesson 4 Phonics



Objectives
- Identifying sounds and letters

Letters
- *Aa, Bb, Cc, Dd*

Vocabulary
apple, baby, cat, dog

Materials
Picture Cards 05–16; Class CD1 Tracks 17–18

Student Book pages 10–11

Student Book page 10

Warm up

1. Greet a student at the front of the classroom: *Hi! What's your name?* Elicit the response *Hi! I'm (Pam).* Ask a student to ask the question *Hi! What's your name?* to a classmate. Then the second student answers *I'm (Tom).* and turns to another classmate to say the expression. Continue until everyone has a turn.
2. Review Unit 1 conversation language patterns and vocabulary. Ask students *What do you have?* Elicit the answer *I have a (pen).*

A Say and sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Introduce the new letters using Picture Cards 13–16. Continue until students can produce the letter names on their own.
2. Play Class CD1 Track 17. Students listen and then sing along with the CD.

CD 17

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

3. Divide the class into four groups: *A, B, C, D*. Play the CD again; this time groups stand when they sing their letter. Then change letters so each group gets a turn to sing each letter.

B Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 23.

1. Use Picture Cards 13–16 to introduce the new words. Continue until students can produce the words on their own.
2. Play Class CD1 Track 18. Students listen, point, and say along with the CD.

CD 18

1. A, a, apple
2. B, b, baby
3. C, c, cat
4. D, d, dog

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3. Hold up Picture Cards 13–16 and have students point and say the letter and the sound and then (*B baby*).

Student Book page 11

C Look and find.

1. Point to a new word picture on page 10 or show a Picture Card and say the name. Students find and point to the new word picture on page 11. Encourage students to find previously learned language in the picture, as well: *crayon(s)*.
2. Point to a letter in your book or show a Picture Card and say the letter name. Students find and point to the hidden letter in their books. See the answer key below.
3. Students do the activity in pairs.
4. Review initial letter sounds of the new words. Then point to the book and say the names of each item in the art: *doll*, *box*, *train*, etc. Students raise their hand if the word starts with the new letters *a*, *b*, *c*, *d*.

D Make the letters Aa, Bb, Cc, and Dd.

1. Demonstrate making the letters with your hands and saying the letter name.
2. Direct students' attention to the examples in their books. Students make the letter shapes with their hands and say the letter names.
3. Student pairs take turns making letter shapes with their hands and guessing the letter name.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Collaboration: Direct students' attention to the Everybody Up Friend on page 11 and read the speech bubble aloud: *A, apple*.

Put students in groups of four and assign each a letter, A-D. Students then draw a picture of an item that begins with their letter.

Students then take turns showing the group their picture and identifying the letter and the item: *A, apple*.

Games and Activities

- **Everybody Up! Everybody Down!** (Teacher's Book pages 25–29). The class stands when you say one of the assigned new letters. You can assign different letters to different groups of students.
- **Fruit Salad** (Teacher's Book pages 25–29), using Picture Cards 13–16 and 05–12.
- **Picture Pieces** (Teacher's Book pages 25–29). Draw the new vocabulary or letters on the board for students to guess before you finish drawing.

Extra Practice

Workbook pages 10–11
Student Audio CD Tracks 14–15
Unit 1, Lesson 4 Worksheet
Unit 1 Test
iTools
Online Practice

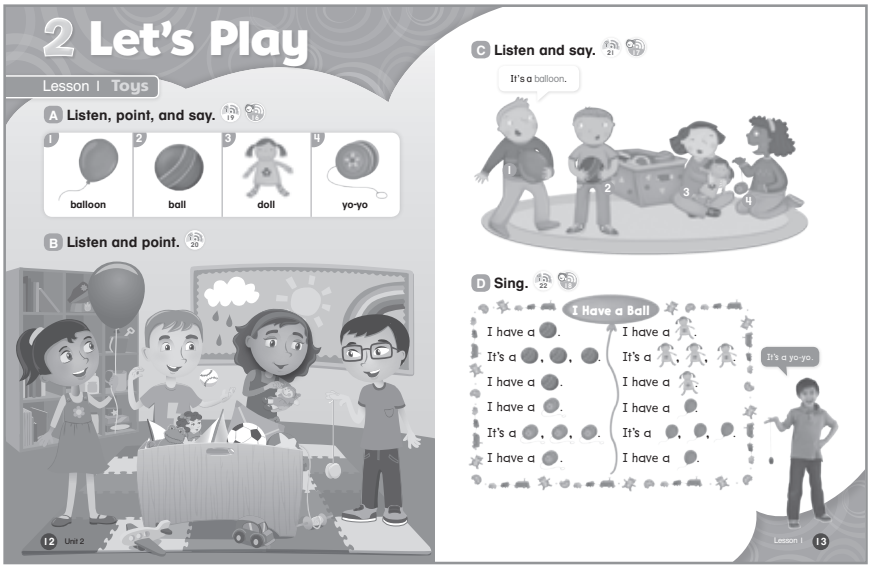
Student Book page 11



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Lesson 1 Toys



Student Book pages 12–13

Objectives
- Identifying objects (singular)

Grammar
- Simple present statements with *be* (3rd person singular)

  It's a (balloon).

Vocabulary
Toys: balloon, ball, doll, yo-yo

Materials
Picture Cards 05–12 and 17–20; Class CD1 Tracks 17, 19–22

Student Book page 12

Warm up

1. Review introductions. Approach a student and say *Hello. I'm (Ms. Jones). What's your name?* Elicit the response *I'm (Lisa).* Reply *Hi, Lisa.* Students introduce themselves to their classmates.
2. Review the Unit 1 Lesson 2 grammar pattern. Ask students *What do you have?* Elicit the response *I have a (pencil).* Students ask their classmates about their school supplies.
3. Review the alphabet. Play Class CD1 Track 17. Students make the letter shapes with their hands as they sing.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 17–20 to introduce toy words. Continue until students can produce the words on their own.
2. Play **Guess the Next Card** (Teacher's Book pages 25–29) using Picture Cards 17–20.
3. Link the language. Combine Unit 1, Lesson 2 grammar patterns with the new vocabulary. Hold up Picture Cards or toy realia. Elicit the question *What do you have?* Answer *I have a balloon.*
4. Play Class CD1 Track 19. Students listen, point, and say along with the CD.

CD 1 19

1. balloon
2. ball
3. doll
4. yo-yo

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

B Listen and point.

See *Using the Big Picture*, Teacher's Book page 22.

1. Read this while pointing to the picture:

   Look! It's Julie, Danny, Emma, and Mike. Julie has a balloon. Danny has a ball. Emma has a doll and Mike has a yo-yo.
2. Play Class CD1 Track 20. Students listen, find the items in the picture, and point to them.

CD 1 20

Julie: I have a balloon.
Danny: I have a ball.
Emma: I have a doll.
Mike: I have a yo-yo.

3. Say *I have a (doll).* Students point to the correct toy in their books and say the name.

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Student Book page 13

C Listen and say.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *It's a (balloon).*
2. Direct students' attention to the picture on page 13.
3. Play Class CD1 Track 21. Students listen and say along with the CD.

CD 1 21

1. It's a balloon.
2. It's a ball.
3. It's a doll.
4. It's a yo-yo.

4. Practice the pattern with the students. Hold up Picture Cards 17–20 and elicit *It's a (doll)* for each card.
5. Students practice the sentences by themselves, using their books.

D Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the art and name the toys they see.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 22. Students listen and then sing along with the CD.

CD 1 22

I have a Ball.
I have a ball. I have a ball.
It's a ball, ball, ball.
I have a ball.
I have a yo-yo. I have a yo-yo.
It's a yo-yo, yo-yo, yo-yo.
I have a yo-yo.
I have a doll. I have a doll.
It's a doll, doll, doll.
I have a doll.
I have a balloon. I have a balloon.
It's a balloon, balloon, balloon.
I have a balloon.

4. Students sing the song again, taking turns to point at their books or toy realia that match the song.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Creativity/Communication: Direct students' attention to the Everybody Up Friend on page 13 and read the speech bubble aloud: *It's a yo-yo.* Distribute paper and drawing supplies.

Students draw a toy item. Model the language by taking a student's picture, showing it to the class, and saying *It's a (doll).*

Students then share their creations in small groups, taking turns showing their drawings and identifying them.

Games and Activities

- **Telephone** (Teacher's Book pages 25–29). Students stand in one line. Whisper a different sentence at each end: *It's a (ball)* and *I have a (doll).*
- **Down the Line** (Teacher's Book pages 25–29). Use Picture Cards 05–08, 09–12, and 17–20. Students say *It's a (doll).* For a challenge question, show or hand the student a toy or school supply and ask *What do you have?*
- **Picture Pieces** (Teacher's Book pages 25–29). Play in small groups. Students say *It's a (balloon)* to try to guess what S1 is drawing before S1 finishes.

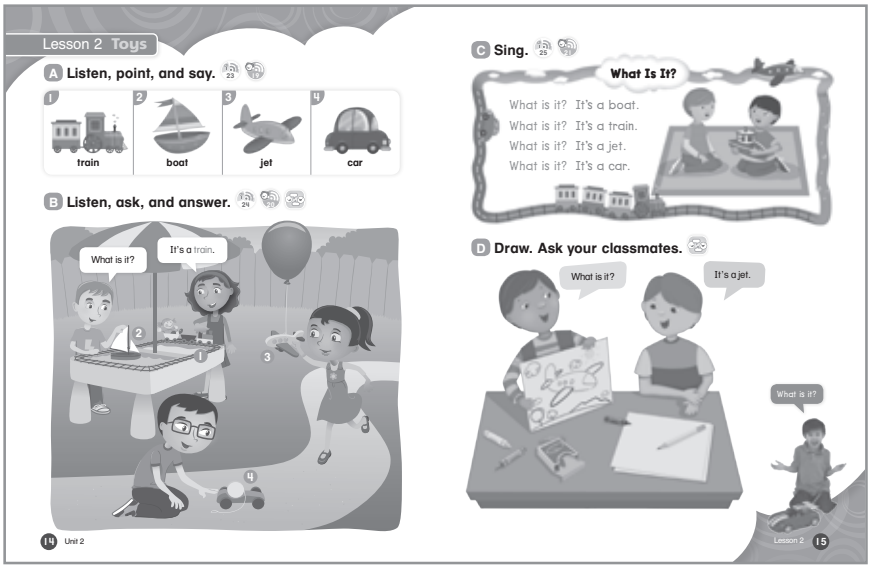
Extra Practice

Workbook pages 12–13
Student Audio CD Tracks 16–18
iTools
Online Practice

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Lesson 2 Toys



Objectives
- Identifying objects

Grammar
- Information questions with *what*

What is it?

It's a (train).

Vocabulary
Toys: train, boat, jet, car

Materials
Picture Cards 05–12 and 17–24; Class CD1 Tracks 23–25

Student Book Pages 14–15

Student Book page 14

Warm up

1. Greet the class. Students circulate and greet each other by name.
2. Review Unit 2, Lesson 1 language. Hold up Picture Cards 17–20 and elicit the toy words. Then play **Teacher's Mistake** (Teacher's Book pages 25–29). Students say *It's a (doll)* to correct you. Continue with school supply cards 05–08, 09–12.
3. Elicit the expression from Unit 2, Lesson 1: *It's a (ball)*. Students can practice the expression with their classmates, using their books, their own toys, or school supplies.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 21–24 to introduce the toy words. Continue until students can produce the words on their own.
2. Link the language. Use the grammar pattern from Unit 2, Lesson 1 with the new vocabulary. Display toy realia or Picture Cards. Point to an item. Elicit *It's a (car)*.
3. Play Class CD1 Track 23. Students listen, point, and say along with the CD.

CD 23

1. train 2. boat 3. jet 4. car

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

B Listen, ask, and answer.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *What is it? It's a (train).*
2. Review the contraction: *It's = It is.*
3. Direct students' attention to the picture on page 14.
4. Play Class CD1 Track 24. Students listen, point to the items in the picture, and say along with the CD.

CD 24

1. Danny: What is it?
   Emma: It's a train.
2. Emma: What is it?
   Danny: It's a boat.
3. Mike: What is it?
   Julie: It's a jet.
4. Julie: What is it?
   Mike: It's a car.

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

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C Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the art and name the toys they see.
2. Read the song lyrics with the students.
3. Play Class CD Track 25. Students listen and then sing along with the CD.

CD 1 25

What Is It?

What is it? What is it? What is it?
What is it? What is it? What is it?
What is it? What is it? What is it?
It's a boat.
What is it? What is it? What is it?
What is it? What is it? What is it?
What is it? What is it? What is it?
It's a train.
What is it? What is it? What is it?
What is it? What is it? What is it?
What is it? What is it? What is it?
It's a jet.
What is it? What is it? What is it?
What is it? What is it? What is it?
What is it? What is it? What is it?
It's a car.

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

D Draw. Ask your classmates.

1. Direct students' attention to the picture in the book. Read the question and answer with the class.
2. Distribute paper and drawing supplies. Students draw a toy and then student pairs ask and answer about their drawing.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Collaboration/Creativity: Direct students' attention to the Everybody Up Friend on page 15 and read the speech bubble aloud: *What is it?* Distribute paper and drawing supplies.

Students draw two or three toy items. Model the language by showing a student's picture to the class, pointing to one of the toys, and asking the question *What is it?* and eliciting the answer *It's a (train).*

Student pairs then take turns showing their drawings to their partner and using the question-and-answer language.

Games and Activities

- **Card Grab** (Teacher's Book pages 25–29) using Picture Cards for toys: 17–20, 21–24 and school supplies: 05–08, 09–12. Students play in small groups. Give a set of school supply and toy cards to each group.
- **Circles** (Teacher's Book pages 25–29). Give each student in the inner ring a toy or picture of a toy. Each time the circles rotate, inner-ring students ask *What is it?* and their outer-ring partners answer *It's a (jet).* Switch roles so that everyone has a chance to ask and answer questions.
- **Categories** (Teacher's Book pages 25–29). Use the categories Toys *(balloon, ball, doll, yo-yo, boat, jet, car, train)* and School Supplies *(paper, glue, scissors, paint, pen, pencil, crayon, marker).*

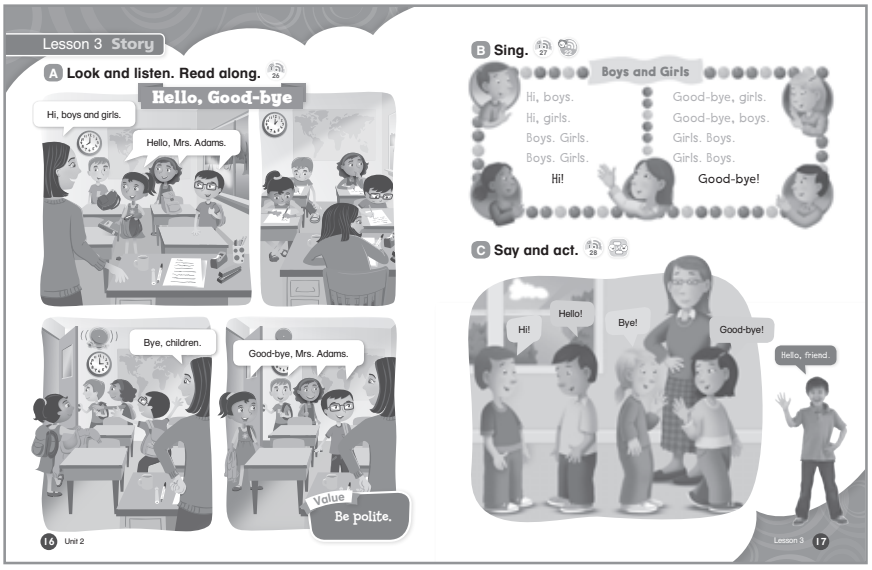
Extra Practice

Workbook pages 14–15
Student Audio CD Tracks 19–21
iTools
Online Practice

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Lesson 3 Story



Student Book pages 16–17

Objectives
- Building reading and listening skills

Conversation
- Saying hello

  Hi! Hello!
- Saying good-bye

  Bye! Good-bye!

Value
Be polite.

Materials
Picture Cards 05–12 and 17–24; Class CD1 Tracks 26–28; Unit 2 Video Story

Student Book page 16

Warm up

1. Review greetings. Greet individual students by name: *Hi, (Emma).* Elicit the appropriate response *Hello, (Ms. Smith).* Students circulate and greet each other by name.
2. Review toys vocabulary. Hold up Picture Cards 17–20 and 21–24 one by one, eliciting the words without saying them yourself. Repeat the activity, speeding up as students become more comfortable.
3. Elicit the language from Lesson 2: hold up a toy, school supply, or Picture Card and ask *What is it?* Elicit the response, *It's (paper).* Students can practice the expression with their classmates, using their own items.

A Look and listen. Read along.

See *Teaching Stories*, Teacher's Book page 23.

1. Students look at the art and name the characters and objects they see. Direct students' attention to the clock and bell in the art to indicate the passage of time.
2. Play Class CD1 Track 26. Students listen, point, and read along with the CD.

CD 1 26

Hello, Good-bye.
Hi, boys and girls.
Hello, Mrs. Adams.
Bye, children.
Good-bye, Mrs. Adams.

3. Read the story aloud with the students. Explain *Danny is a boy. Mike is a boy. Danny and Mike are boys. Emma is a girl and Julie is a girl. Emma and Julie are girls.* Then direct students' attention to the value *Be polite* and play the track again. Students listen and read along.
4. Watch the story video. Put students in groups of five. Assign roles and have students watch the video again. Then have students act out the story.

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B Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the art and talk about what they see. Point to each picture and have the class say *boy* or *girl*.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 27. Students listen and then sing along with the CD.

CD 1 27

Boys and Girls
Hi, boys. Hi, girls.
Hi, boys. Hi, girls.
Boys. Girls, Boys, Girls.
Boys. Girls, Boys, Girls.
Hi!
Good-bye, girls. Good-bye, boys
Good-bye, girls. Good-bye, boys
Girls. Boys. Girls. Boys.
Girls. Boys. Girls. Boys.
Good-bye!

4. Put the class in 2 groups: *boys* and *girls*. Divide the song into parts for each group. Students sing the song again. Add gestures and have groups pop-up when it's their turn to sing.

C Say and act.



See *Teaching Conversations*, Teacher's Book page 23.

1. Direct students' attention to the picture. Students identify the boys and girls.
2. Play Class CD1 Track 28. Pairs of boys and girls listen and say along with the CD.

CD 1 28

Hi!
Hello!
Bye!
Good-bye!

3. Boys and girls circulate and say the greetings. Then switch roles and girls say *Hi!/Hello!* and boys say *Bye!/Good-bye!*

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Communication: Direct students' attention to the Everybody Up Friend on page 17 and read the speech bubble aloud: *Hello, friend.*

Model the language by walking up to a student and saying *Hello, friend* and eliciting *Hi.* Then act out leaving, saying *Good-bye! Bye!*

Student pairs practice the language with a partner. They take turns being the one to say *Hello, friend.*

Games and Activities

- Divide the class into two groups. Group 1 will read the first panel of the story. Group 2 will read the last panel. Take the part of the teacher yourself. The class reads the story aloud, then switches roles.
- **Pop-Up** (Teacher's Book pages 25–29). Divide the class into boys and girls. When you say a greeting, *Hi/Hello, boys/girls* or *Bye/Good-bye, boys/girls,* the correct group has to stand and greet you with the appropriate response.
- **Toss and Tell** (Teacher's Book pages 25–29). A student says a greeting and tosses a beanbag or ball to the next student, who responds with the appropriate greeting. Review possible exchanges before starting:

  Hi!/Hello!/Hi, friend!/Hello, (Kim)!

  Bye!/Good-bye!/Bye, friend./Good-bye, (Tim).

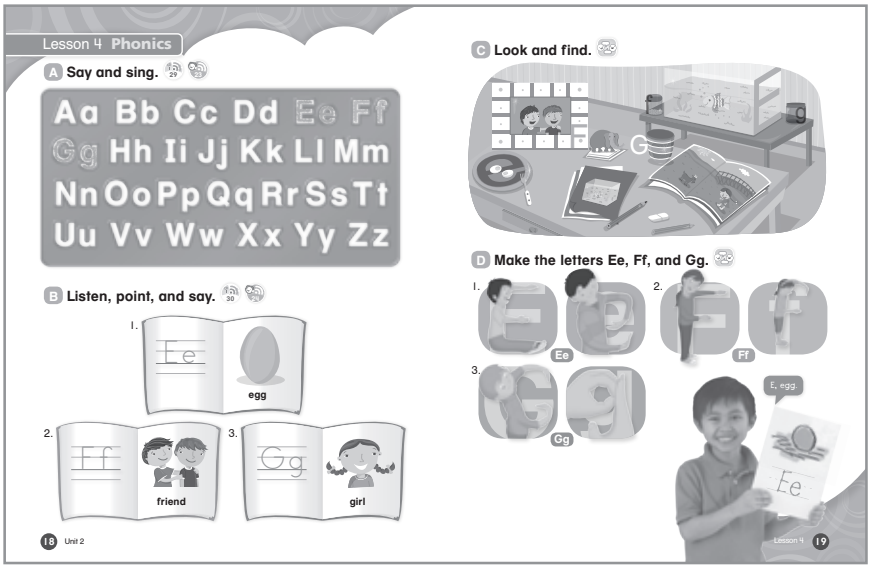
Extra Practice

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

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Lesson 4 Phonics



Student Book pages 18–19

Objectives
• Identifying sounds and letters

Letters
• *Ee, Ff, Gg*

Vocabulary
egg, friend, girl

Materials
Picture Cards 13–16 and 25–27; Class CD1 Tracks 27, 29–30

Student Book page 18

Warm up

1. Greet the class *Hi, boys and girls*. Elicit the response: *Hello, (Ms. Jones).*
2. Sing **Boys and Girls** (Class CD1 Track 27). Divide the class into boys and girls. Boys and girls stand up during their part of the song.
3. Play **Buzzers** (Teacher's Book pages 25–29). Review Picture Cards 17–20 and 21–24 and elicit the toy names. Divide the class into two teams. Shuffle the cards, show one and ask *What is it?* Students raise their hands as fast as they can to answer *It's a (boat).* If the answer is incorrect, the other team can guess.

A Say and sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the art and name the letters they know.
2. Read the letters *Aa–Gg* with the students.
3. Play Class CD1 Track 29. Students listen and then sing along with the CD.

CD 1 29

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

4. Divide the class into three groups: *E, F, G.* Play the song again and have each group stand to sing their letter. Change roles.

B Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 23.

1. Use Picture Cards 25–27 to introduce the new words. Continue until students can produce the words on their own.
2. Play Class CD1 Track 30. Students listen, point, and say along with the CD.

CD 1 30

1. E, e, egg
2. F, f, friend
3. G, g, girl

3. Hold up Picture Cards 25–27 and have students guess the next card.

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Student Book page 19

C Look and find.

1. Point to a new word picture on page 18 or show a Picture Card and say the name. Students find and point to the new word picture on page 19. Encourage students to find previously learned language in the picture, as well: *pencil* and *crayon*.
2. Point to a letter in your book or show a Picture Card and say the letter name. Students find and point to the hidden letter in their books. See the answer key below.
3. Students do the activity in pairs.
4. Review initial letter sounds of the new words. Then point to the book and say the names of each item in the art: *egg, fork, friend, elephant, G, f, fish, E, g, book, girl, goat, crayon, eraser, pencil, paper etc.* Students raise their hand if the word starts with the new letters *e, f, g*.

D Make the letters Ee, Ff, and Gg.

1. Demonstrate making the letters with your hands and saying the letter names.
2. Direct students' attention to the examples in their books. Students make the letter shapes with their hands and say the letter names.
3. Student pairs take turns making letter shapes with their hands and guessing the letter name.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Collaboration/Creativity: Direct students' attention to the Everybody Up Friend on page 19 and read the speech bubble aloud: *E, egg*. Distribute paper and drawing supplies.

Put students in groups of three and assign each a letter, E–G. Students then draw a picture of an item that begins with their letter.

Students then take turns showing the group their picture and identifying the letter and the item: *E, egg*.

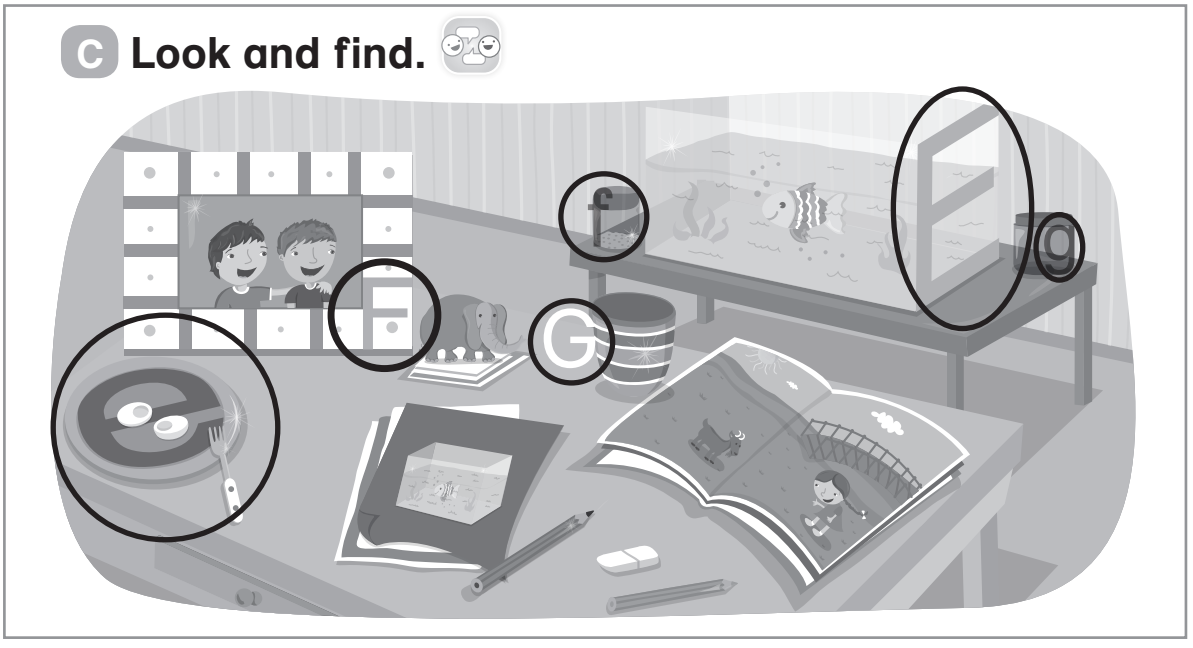
Games and Activities

- **Card Grab** (Teacher's Book pages 25–29). Students play in groups using Picture Cards for phonics words: 13–16, 25–27.
- **Bingo** (Teacher's Book pages 25–29). Students make their Bingo board using the new letters.
- **What's Missing?** (Teacher's Book pages 25–29). Use a set of toy Picture Cards (17–24) and school supply Picture Cards (05–12). Students raise their hand to identify the missing card: *It's a (balloon).*

Extra Practice

Workbook pages 18–19
Student Audio CD Tracks 23–24
Unit 2, Lesson 4 Worksheet
Unit 2 Test
iTools
Online Practice

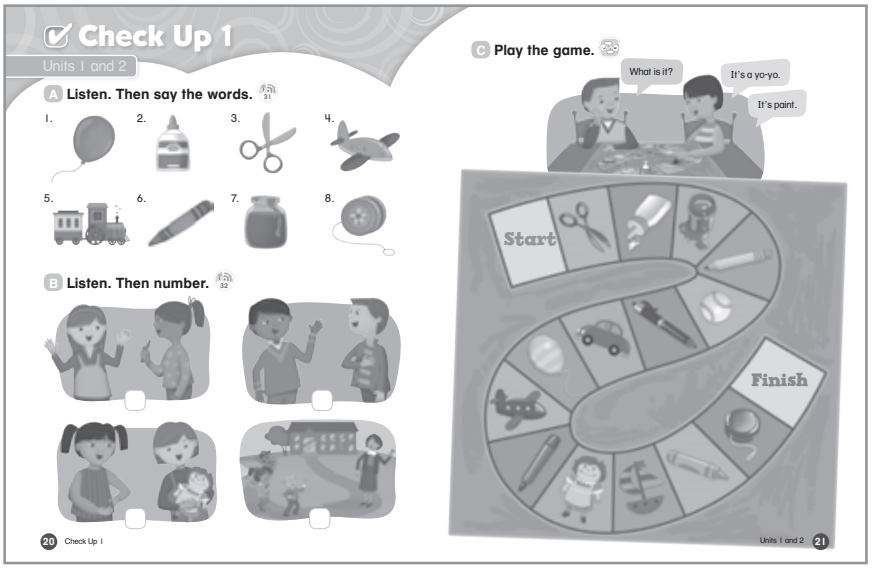
Student Book page 19



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Check Up 1



Student Book pages 20–21

Review Language
• Units 1 and 2 grammar and vocabulary

Materials
Picture Cards 05–12, 17–24, 13–16 and 25–27; Class CD1 Tracks 29, 31–32

Student Book page 20

Warm up

1. Greet the class and sing **The Alphabet** (Class CD1 Track 29) with students.
2. Play **Categories** (Teacher's Book pages 25–29) to review vocabulary from Units 1 and 2. Use the categories School Supplies and Toys.
3. Review the alphabet words and letters. Show a Picture Card (25–27) and elicit the correct word and letter.

A Listen. Then say the words.

See *Teaching Check Ups*, Teacher's Book page 23.

1. Lead the class to say each word together aloud. Then, call on individual students to say the words. Repeat until each student has said several words.
2. Play Class CD1 Track 31. Students listen and say along with the CD.

CD 1 31

1.	balloon	2.	glue	3.	scissors	4.	jet
5.	train	6.	crayon	7.	paint	8.	yo-yo

3. Students practice saying the words on their own, using their books.
4. To review vocabulary, students play **Beanbag Toss** (Teacher's Book pages 25–29), using Picture Cards 01–27 for Units 1 and 2.

B Listen. Then number.

1. Students look at the pictures and say what they see.
2. Play Class CD1 Track 32. Students listen and point to the pictures.

CD 1 32

1. What do you have?
   I have a marker.
2. Hi, what's your name?
   I'm Tim.
3. What is it?
   It's a doll.
4. Hello, boys and girls.
   Hello, Mrs. Parker.

3. Play the CD again. Students write the number of each conversation in the box.
4. Check the students' answers.

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

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Student Book page 21

C Play the game.



1. Say the names of the items in each game square with the class. Direct students' attention to the picture and read the words in the speech bubbles.
2. Give students a coin. Designate one side to move 1 space, the other side to move 2 spaces. Flip the coin to move. Model how to play the game with a few volunteers, allowing volunteers to respond appropriately in their own ways.
3. Students play in pairs.

Answer Key

1. scissors
2. glue
3. paint
4. pencil
5. ball
6. pen
7. car
8. balloon
9. jet
10. marker
11. doll
12. boat
13. crayon
14. yo-yo

4. In the award area, give students a star for completing the game.

Games and Activities

- *Review:* **Telephone** (Teacher's Book pages 25–29) using language from Units 1 and 2. For example, whisper *I have a (balloon)* at one end of the line, and *What's your name?* at the other end.
- *Phonics:* **Bingo** (Teacher's Book pages 25–29) with the new letters. Hand out 9 blank cards to each student. Instruct students to write a letter (*a, b, c, d, e, f, g*) on each card. (They can repeat two letters.)
- *Phonics:* **Everybody Up! Everybody Down!** (Teacher's Book pages 25–29) Play the game using the new phonics letters.

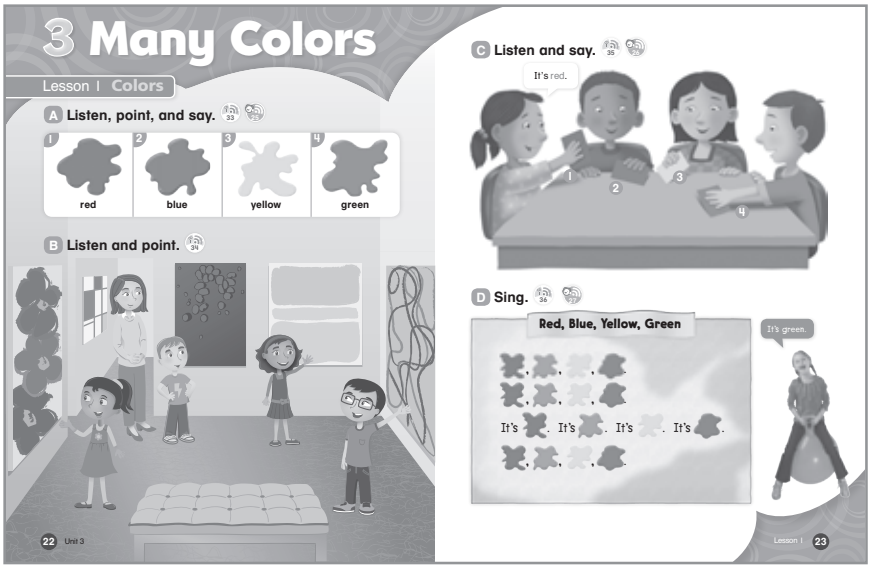
Extra Practice

Workbook pages 20–21
iTools
Online Practice

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Lesson 1 Colors



Student Book pages 22–23

Objectives
- Identifying colors

Grammar
- Simple present statements with *be* (3rd person singular)

  It's (red).

Vocabulary
Colors: red, blue, yellow, green

Materials
Picture Cards 17–24 and 28–31; Class CD1 Tracks 33–36

Student Book page 22

Warm up

1. Greet the class. Then greet individual students by name. Students greet their classmates.
2. Review the toy vocabulary using Picture Cards 17–24. Students in small groups. Students take turns choosing a card and saying a sentence: *I have a (boat).*
3. Play **Find** (Teacher's Book pages 25–29) with school supplies. Look around the classroom. Say: *It's a school supply. It's a pen.* Students touch or point to the object.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 28–31 to introduce the colors. Continue until students can produce the words on their own.
2. Hold up or point to realia of school supplies or toys in the new colors. Elicit the color words.
3. Play Class CD1 Track 33. Students listen, point, and say along with the CD.

CD 33

1. red 2. blue 3. yellow 4. green

4. Students practice the words by pointing to colored items they can see around them.

B Listen and point.

See *Using the Big Picture*, Teacher's Book page 22.

1. Read this while pointing to the picture:

   Julie, Danny, Emma, and Mike are at a museum. Look at the paintings. It's red. It's blue. It's yellow. It's green.
2. Play Class CD1 Track 34. Students listen, find the items in the picture, and point to them.

CD 34

Julie: Red
Danny: Blue
Emma: Yellow
Mike: Green

3. Students practice the new vocabulary, using their books.

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Student Book page 23

C Listen and say.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *It's red.*
2. Direct students' attention to the picture on page 23.
3. Play Class CD1 Track 35. Students listen and say along with the CD.

CD 1 35

1. It's red.
2. It's blue.
3. It's yellow.
4. It's green.

4. Students practice the sentences by themselves, using their books or realia of colored items.

D Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Have students look at the art and name the colors they see.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 36. Students listen and then sing along with the CD.

CD 1 36

Red, Blue, Yellow, Green
Red, blue, yellow, green.
Red, blue, yellow, green.
It's red, it's blue, it's yellow, it's green.
Red, blue, yellow, green.
Red, blue, yellow, green.
It's red, it's blue, it's yellow, it's green.
Red, blue, yellow, green.

4. Students sing the song again, pointing to colored items they can see around them.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Creativity/Communication: Direct students' attention to the Everybody Up Friend on page 23 and read the speech bubble aloud: *It's green.* Distribute paper and drawing supplies.

Students draw a school supply or toy item in red, blue, yellow, or green. Model the language by showing a student's drawing to the class and saying *It's a (pen). It's (red).*

Students in small groups take turns showing their picture and identifying their object and its color.

Games and Activities

- **Two Truths and a Lie** (Teacher's Book pages 25–29). Point to a school supplies object or toy on your desk and say to the class: *It's a school supply. It's a boat. It's blue.* Students listen carefully and try to catch your "mistake."
- **Fruit Salad** (Teacher's Book pages 25–29) using Picture Cards 17–24, 28–31.
- **Binoculars** (Teacher's Book pages 25–29). Students play in pairs using the language: *It's (red).* Students try to see which one of them can see the most things of a specific color.

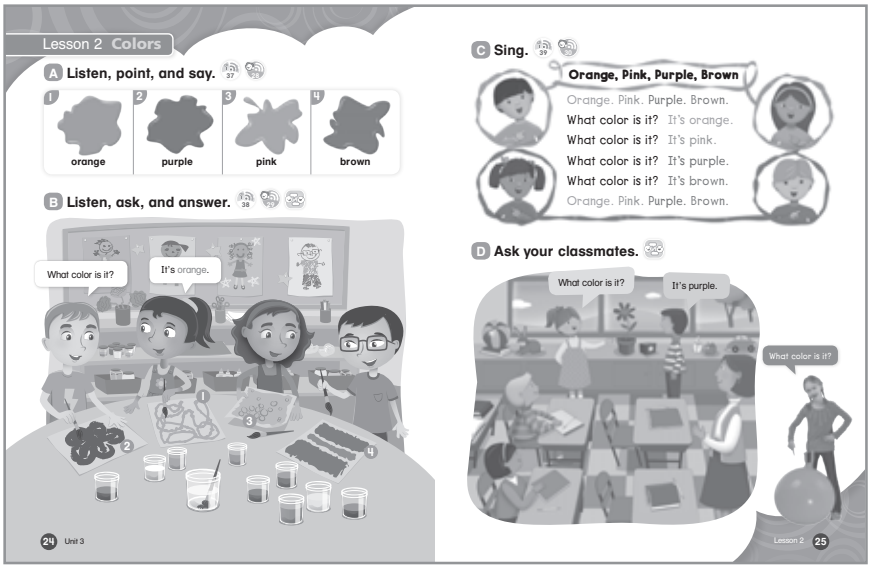
Extra Practice

Workbook pages 22–23
Student Audio CD Tracks 25–27
iTools
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Lesson 2 Colors



Student Book pages 24–25

Objectives
- Identifying colors

Grammar
- Information questions with *what*

What color is it?

It's (orange).

Vocabulary
Colors: orange, purple, pink, brown

Materials
Picture Cards 28–31 and 32–35; Class CD1 Tracks 37–39

Student Book page 24

Warm up

1. Greet the class. Students circulate and greet each other, saying *Hi* and *Hello*.
2. Elicit the expression from Unit 3, Lesson 1: *It's green.* Students can practice the expression with their classmates, using objects around them.
3. Review Unit 3, Lesson 1 language by playing **Buzzers** (Teacher's Book pages 25–29) using Picture Cards 28–31 and any objects in the Unit 3 colors.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 32–35 to introduce the new colors. Continue until students can produce the words on their own.
2. Link the language. Hold up or point to realia of the new vocabulary words and say *I have a pencil. It's (orange).* Students repeat the new vocabulary words.
3. Play Class CD1 Track 37. Students listen, point, and say along with the CD.

CD 37

1. orange
2. purple
3. pink
4. brown

4. Students practice the words by pointing to colored items they can see around them.

B Listen, ask, and answer.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *What color is it? It's (orange).*
2. Direct students' attention to the picture on page 24. Students talk about what they see.
3. Play Class CD1 Track 38. Students listen, point to the items in the picture, and say along with the CD.

CD 38

1. Danny: What color is it?
   Julie: It's orange.
2. Julie: What color is it?
   Danny: It's purple.
3. Mike: What color is it?
   Emma: It's pink.
4. Emma: What color is it?
   Mike: It's brown.

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

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Student Book page 25

C Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Direct students' attention to the art. Students say what they see.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 39. Students listen and then sing along with the CD.

CD 1 39

Orange, Pink, Purple, Brown

Orange. Pink. Purple. Brown.
What color is it?
It's orange.
What color is it?
It's pink.
What color is it?
It's purple.
What color is it?
It's brown.
Orange. Pink. Purple. Brown.
Orange. Pink. Purple. Brown.
What color is it?
It's orange.
What color is it?
It's pink.
What color is it?
It's purple.
What color is it?
It's brown.
Orange. Pink. Purple. Brown.

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

D Ask your classmates.



See *Teaching Conversations*, Teacher's Book page 23.

Student pairs look around the classroom and practice making sentences using the language pattern in the book: *What color is it? It's purple.* Encourage students to use previously learned language.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend on page 25 and read the speech bubble aloud: *What color is it?* Distribute paper and drawing supplies.

Students draw a school supply or toy item in orange, purple, pink, and brown. Model the language by showing a student's drawing to the class, pointing to an item, and asking *What is it?* and eliciting *It's a (train)*. Then ask *What color is it?* and elicit *It's (brown)*.

Student pairs take turns showing their pictures and identifying the objects and colors.

Games and Activities

- **Toss and Tell** (Teacher's Book pages 25–29). Students stand in a circle and toss (or hand around) a piece of realia, asking *What color is it?* and answering *It's (purple)*. Change the realia after a round.
- Students play in pairs. S1 describes something in the classroom by color and S2 says what it is or points to it.
- **Categories** (Teacher's Book pages 25–29). Play with the categories: school supplies, toys, and colors.

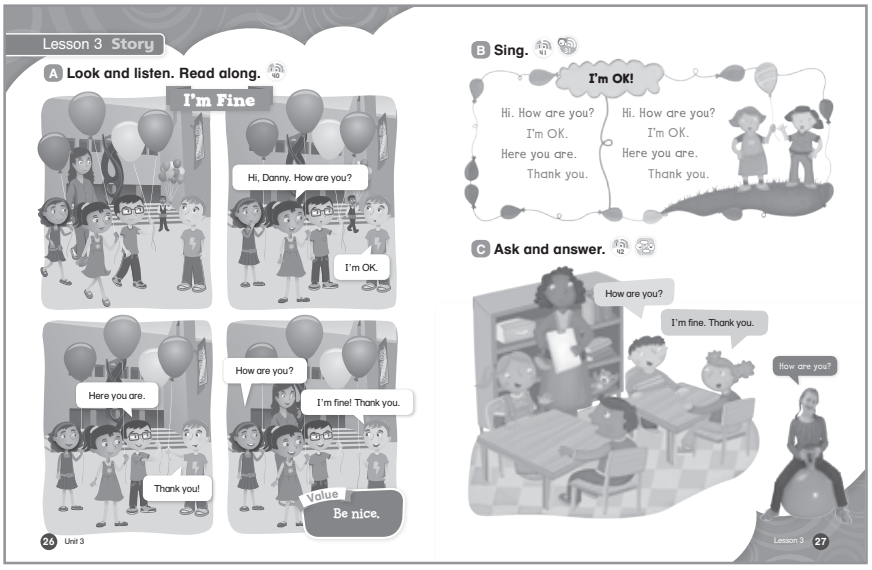
Extra Practice

Workbook pages 24–25
Student Audio CD Tracks 28–30
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Lesson 3 Story



Student Book pages 26–27

Objectives
- Building reading and listening skills

Conversation
- Asking how someone is doing

How are you?

I'm fine. Thank you.

Value
Be nice.

Materials
Picture Cards 28–35; Class CD1 Tracks 40–42; Unit 3 Video Story

Student Book page 26

Warm up

1. Greet the class. Greet individual students by name. Students practice greetings with a classmate.
2. Play **Card Grab** (Teacher's Book pages 25–29) to review Lesson 1 and 2 language. Play as a class, or in groups using Picture Cards or colored realia. For a challenge question, choose a Picture Card and ask *What is it?* The student answers *It's a (marker).*
3. Point to a student's school supply and elicit the Everybody Up Expression from Unit 3, Lesson 2: *What color is it?* Students can practice the expression with their classmates, using their own school supplies.

A Look and listen. Read along.

See *Teaching Stories*, Teacher's Book page 23.

1. Students look at the picture and name the characters and say what they see.
2. Play Class CD1 Track 40. Students listen, point, and read along with the CD.

CD 1 40

I'm Fine.

Julie: Hi, Danny. How are you?
Danny: I'm OK.
Mike: Here you are.
Danny: Thank you!
Emma: How are you?
Danny: I'm fine! 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.
4. Watch the story video. Put students in groups of four. Assign roles and have students watch the video again. Then have students act out the story.
5. Put students in groups of four. Assign roles and have groups read the story.

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Student Book page 27

B Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 41. Students listen and point to the pictures.

CD 1 41

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

3. Students sing the song again.

C Ask and answer.



Play Class CD1 Track 42. Student pairs stand and greet each other using the language in the speech bubbles: *How are you? I'm fine. Thank you.*

CD 1 42

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Communication: Direct students' attention to the Everybody Up Friend on page 27 and read the speech bubble aloud: *How are you?* Elicit the two responses they've learned: *I'm OK* and *I'm fine. Thank you.*

Students sit in a circle in small groups and practice communicating how they are. The first student turns to the classmate on the right. For the second round, students must say the other reply.

Games and Activities

- **Down the Line** (Teacher's Book pages 25–29). Play as a race. Students form two lines. Give each line a school supply item. S1 says *Here you are.* S2 says *Thank you* and turns to the next student to say *Here you are.* The first line finished wins.
- **Order the Pictures** (Teacher's Book pages 25–29). Groups assemble the individual pictures of the story as you read it.
- **A New Story** (Teacher's Book pages 25–29). Students act out the story on page 26 using their own names. Students can substitute a school supply item for the balloon.

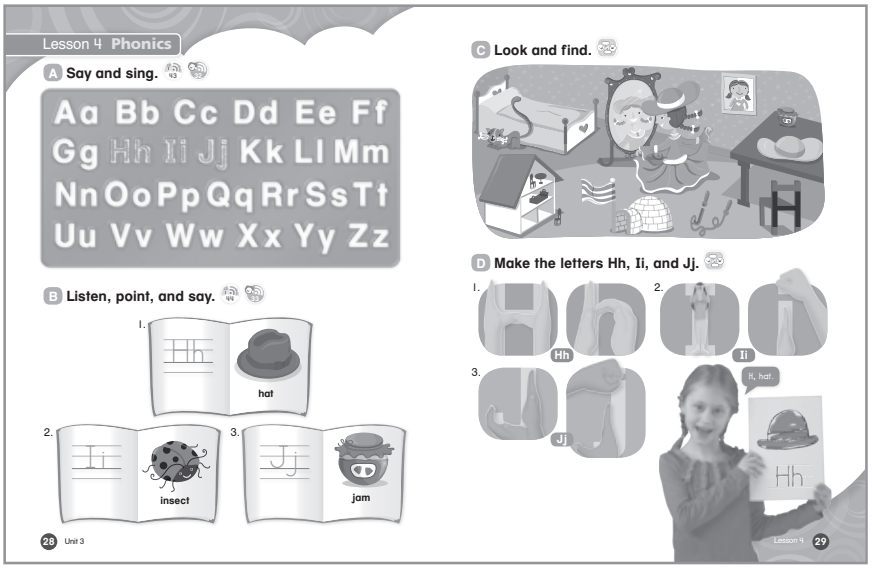
Extra Practice

Workbook pages 26–27
Student Audio CD Track 31
Unit 3, Lesson 3 Worksheet
iTools
Online Practice

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Lesson 4 Phonics



Student Book pages 28–29

Objectives
- Identifying sounds and letters

Letters
- *Hh, Ii, Jj*

Vocabulary
hat, insect, jam

Materials
Picture Cards 36–38; Class CD1 Tracks 43–44

Student Book page 28

Warm up

1. Greet individual students: *Hi! How are you?* Elicit the response *Hi! I'm OK. / I'm fine.* Students practice with their classmates.
2. Review Unit 1 and 2 language patterns and vocabulary. Point to objects in the classroom and ask students *What color is it?* Elicit the answer *It's pink.*
3. **Buzzers** (Teacher's Book pages 25–29). Say a letter and elicit the alphabet word.

A Say and sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Use Picture Cards 36–38 to introduce the new letters. Continue until students can produce the letter names on their own.
2. Play Class CD1 Track 43. Students listen, point, and say along with the CD.

CD 1 43

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

3. Divide the class into three groups: *H, I, J*. Play the CD again. Groups stand when they sing their letter. Then change letters so each group gets a turn to sing each letter.

B Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 23.

1. Use Picture Cards 36–38 to introduce the new words. Continue until students can produce the words on their own.

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2. Play Class CD1 Track 44. Students listen, point, and say along with the CD.

CD 1 44

1. H, h, hat
2. I, i, insect
3. J, j, jam

Student Book page 29

C Look and find.

1. Students point to the pictures and describe what they see. Encourage students to use previously learned language as well (*girl*).
2. Say the name of a letter or new word. Students point to the item in their books. See the answer key below.
3. Students do the activity in pairs.
4. Point to the book and say the name of each item in the art: *house, cat, bed, mirror, girl, dress, hat, desk, jam, hat, chair, jump rope, igloo, house.* Students raise their hand if the word starts with the new letters *h, i, j.*

D Make the letters Hh, Ii, and Jj.

1. Demonstrate making the letters with your hands or body while saying the letter name.
2. Direct students' attention to the examples in their books. Students make the letter shapes and say the letter names.
3. Student pairs take turns making letter shapes and guessing the letter name.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Collaboration: Direct students' attention to the Everybody Up Friend on page 29 and read the speech bubble aloud: *H, hat*. Write the unit letters on the board (*H, I, J*).

Student pairs work together to find words that begin with these letters on pages 28 and 29 of Unit 3 (*hat, insect, jam, house, jump rope, igloo*). Then pairs work with another pair to point to and name the objects in the book.

Games and Activities

- **Charades** (Teacher's Book pages 25–29). Students play in small groups to guess the letters they make with their hands or body.
- **Order the Pictures (Letters)** (Teacher's Book pages 25–29). Create sets of alphabet letters on paper. Groups of students put the alphabet letters in order.
- **Station Stop** (Teacher's Book pages 25–29). Practice colors and alphabet letters and words.

Extra Practice

Workbook pages 28–29
Student Audio CD Tracks 32–33
Unit 3, Lesson 4 Worksheet
Unit 3 Test
iTools
Online Practice

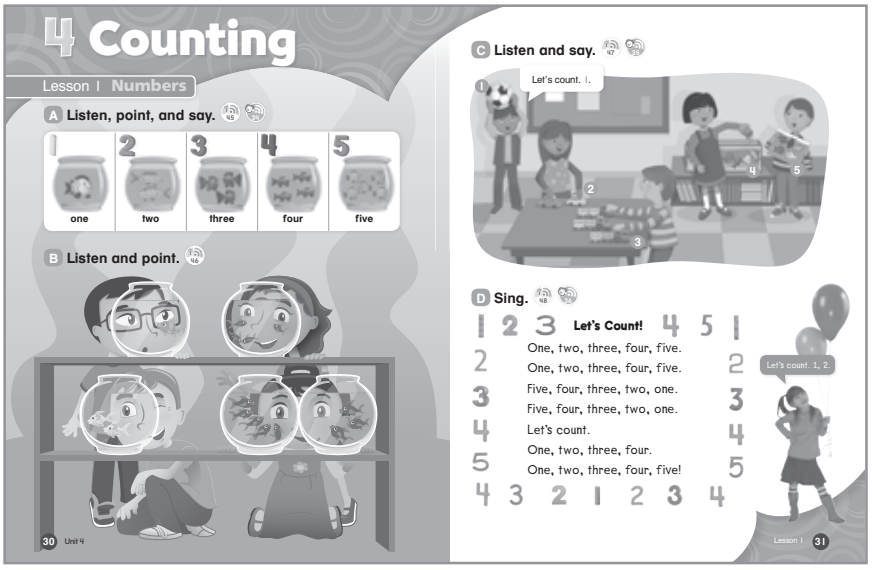
Student Book page 29



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Lesson 1 Numbers



Objectives
- Identifying numbers and counting objects (1–5)

Grammar
- Contraction

Let's = Let us

Let's count. 1.

Vocabulary
Numbers: one, two, three, four, five

Materials
Picture Cards 39–43; Class CD1 Tracks 45–48

Student Book Pages 30–31

Student Book page 30

Warm up

1. Review introductions. Approach a student and say *Hello. How are you?* Elicit the response *I'm fine, thank you.* How are you? Students introduce themselves to their classmates.
2. Review the Unit 3, Lesson 1 vocabulary and grammar pattern. Point to a classroom object and ask students *What color is it?* Elicit the response *It's brown.* Students ask their classmates about their school supplies and things they can see in the room.
3. Play **Teacher's Mistake** (Teacher's Book pages 25–29) using school supplies and toys in the classroom.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 39–43 to introduce the numbers. Continue until students can produce the words on their own.
2. Play Class CD1 Track 45. Students listen, point, and say along with the CD.

CD 45

1. one 2. two 3. three
4. four 5. five

3. Students practice by pointing to the pictures in their book.

B Listen and point.

See *Using the Big Picture*, Teacher's Book page 22.

1. Read this while pointing to the picture:

   Mike, Emma, Danny, and Julie are looking at fish. Mike sees one fish. It's orange. Danny sees two fish. They're yellow. Emma sees four fish. They're blue. Julie sees five fish. She also sees three fish. They're purple.
2. Play Class CD1 Track 46. Students listen, find the items in the picture, and point to them.

CD 46

Mike: one
Danny: two
Julie: three
Emma: four
Julie: five

3. Say a character's name, *Mike*. Students point to the correct character in their books and say the number.

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Student Book page 31

C Listen and say.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *Let's count. 1.*
2. Direct students' attention to the picture on page 31. Students identify the toys they know.
3. Play Class CD1 Track 47. Students listen and say along with the CD.

CD 1 47

Let's count. One.

1. Let's count. One.
2. One. Two.
3. One. Two. Three.
4. One. Two. Three. Four.
5. One. Two. Three. Four. Five.

4. Practice the pattern with the students. Hold up Picture Cards 39–43 and elicit counting, *1, 2, 3, 4, 5* for each card.
5. Students practice the sentences by themselves, using their books.

D Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the art and say the numbers.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 48. Students listen and then sing along with the CD.

CD 1 48

Let's Count!

One, two, three, four, five.
One, two, three, four, five.
Five, four, three, two, one.
Five, four, three two, one.
Let's count.
One, two, three, four.
One, two, three, four, five!
One, two, three, four, five.
One, two, three, four, five.
Five, four, three, two, one.
Five, four, three, two, one.
Let's count!
One, two, three, four.
One, two, three, four, five!

4. Students sing the song again, taking turns to point to the numbers in their books that match the lyrics.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Creativity/Communication: Direct students' attention to the Everybody Up Friend on page 31 and read the speech bubble aloud: *Let's count. 1, 2.* Distribute paper and drawing supplies.

Students use their creativity to draw 1–5 of the same toy. Model the task by drawing three toys on the board. Say *Let's count. 1, 2, 3.*

Student pairs then take turns pointing to and counting the toys in their partner's drawing.

Games and Activities

- Put students in groups of five. Assign numbers 1–5 to each of the students. When you say *Let's count,* students in each group line up in numerical order. Groups then count down their line.
- **Rollers** (Teacher's Book pages 25–29). Give each student a piece of paper with a number on it. Say *Let's count.* S1 says "one" and rolls the ball to someone whose number is 2. S2 says "two" and rolls the ball to someone with the number 3, and so on. Have students change numbers and play again.
- **How Many?** (Teacher's Book pages 25–29). Play in small groups using paper clips. Make several small piles of 1–5 each.

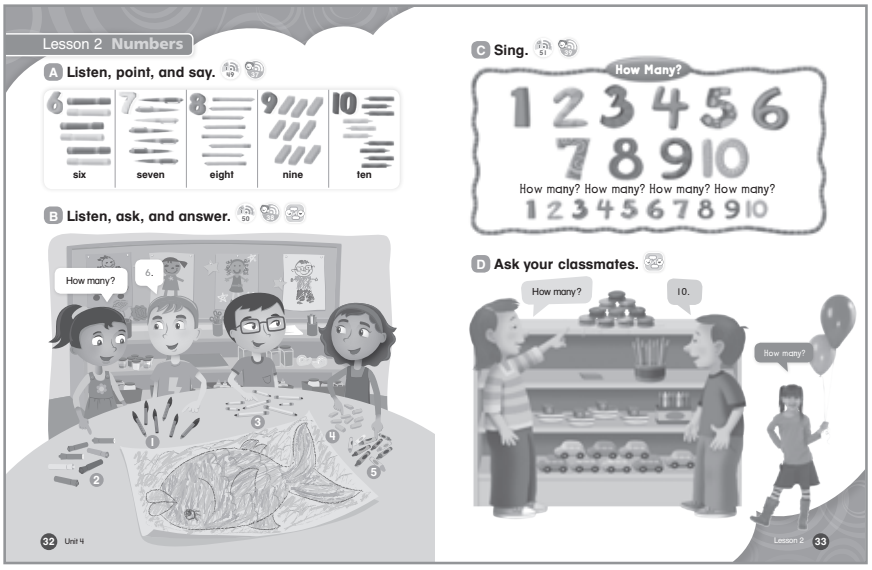
Extra Practice

Workbook pages 30–31
Student Audio CD Tracks 34–36
iTools
Online Practice

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Lesson 2 Numbers



Student Book pages 32–33

Objectives
- Identifying numbers and counting objects (6–10)

Grammar
- Information questions with *how*

How many?

6.

Vocabulary
Numbers: six, seven, eight, nine, ten

Materials
Picture Cards 39–48; Class CD1 Tracks 49–51

Student Book page 32

Warm up

1. Greet the class. Students circulate and greet each other by name and ask *How are you?*
2. Review Unit 4, Lesson 1 language using Picture Cards 39–43. Count on your fingers aloud with the class from 1 up to 5 and from 5 down to 1.
3. Elicit the Everybody Up Expression from Unit 4, Lesson 1: *Let's count.* Arrange groups of school supplies where students can see them. Say *Let's count.* Elicit counting from 1 to 5.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 44–48 to introduce the numbers. Continue until students can produce the words on their own.
2. Link the language. Use the grammar pattern from Unit 4, Lesson 1 with the new vocabulary. Display toy realia or Picture Cards in groups up to 10. Point to an item. Elicit counting up to *ten.*
3. Play Class CD1 Track 49. Students listen, point, and say along with the CD.

CD 49

1. six 2. seven 3. eight
4. nine 5. ten

4. Students practice by pointing to the pictures of school items in their books and saying the words.

B Listen, ask, and answer.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *How many? 6.*
2. Direct students' attention to the picture on page 32. Students say what they see in the picture.
3. Play Class CD1 Track 50. Students listen, point to the items in the picture, and say along with the CD.

CD 50

1. Julie: How many?
   Danny: 6
2. Danny: How many?
   Julie: 7
3. Emma: How many?
   Mike: 8
4. Mike: How many?
   Emma: 9
5. Mike: How many?
   Emma: 10

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

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C Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the art and name the numbers they see.
2. Read the song lyrics with the students.
3. Play Class CD Track 51. Students listen and then sing along with the CD.

CD 1 51

How Many?
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
How many? How many?
How many? How many?
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
How many? How many?
How many? How many?
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

4. Arrange a group of 10 school supply items where students can see them. Students sing the song again, pointing to items.

D Ask your classmates.



1. Direct students' attention to the picture in the book. Read the question and answer with the class. Elicit the names of the items on the shelves: *yo-yos, eraser, pencils, boats, crayons, cars.*
2. Pairs of students ask and answer how many of each item is on the shelf. Then pairs join another pair and repeat the activity.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend on page 33 and read the speech bubble aloud: *How many?* Distribute paper and drawing supplies.

Students use their creativity to draw 1–10 of two different toys. Model the activity by showing a student's picture to the class and asking *How many?* and eliciting the answer (*1, 2.*)

Student pairs then take turns pointing to one of the groups of toys and asking *How many?* Their partner must count and give the answer.

Games and Activities

- **Card Grab** (Teacher's Book pages 25–29). Use Picture Cards 39–48.
- **How Many?** (Teacher's Book pages 25–29). Play in small groups using paper clips. Make several small piles of 1–10 each.
- **Fruit Salad** (Teacher's Book pages 25–29). Use cards of numbers 1–10 (Picture Cards 39–48) and the students' Everybody Up pictures for groups of 1–10 items. Pairs are made by pairing a number card with a student-made picture for that number.

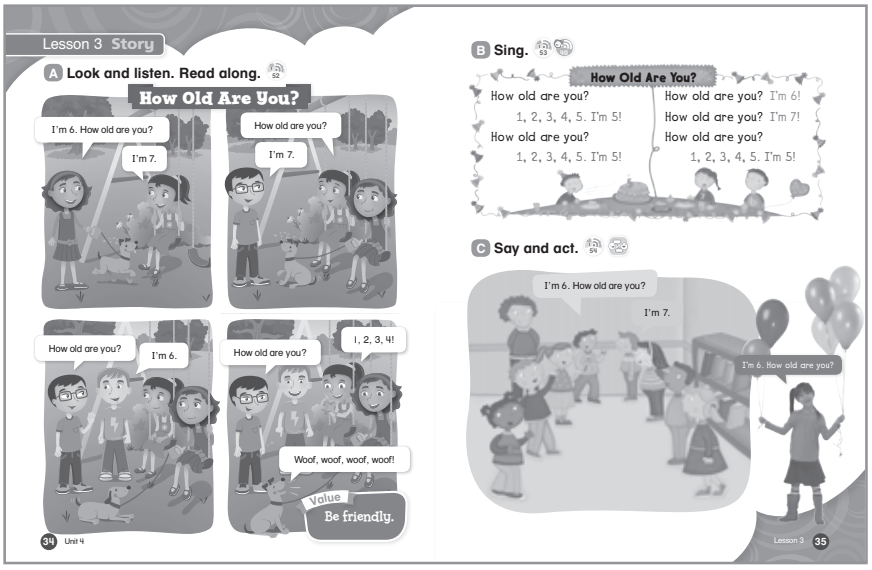
Extra Practice

Workbook pages 32–33
Student Audio CD Tracks 37–39
iTools
Online Practice

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Lesson 3 Story



Student Book pages 34–35

Objectives
- Building reading and listening skills

Conversation
- Asking and telling age

I'm 6. How old are you?

I'm 7.

Value
Be friendly.

Materials
Picture Cards 17–24; Class CD1 Tracks 52–54; Unit 4 Video Story

Student Book page 34

Warm up

1. Greet the class. Greet several individual students and ask how they are. Elicit *How are you?*
2. Review numbers 1–10. Students count aloud using their fingers.
3. Review counting 1–10. Hold up Picture Cards 17–24 or toys and say *Let's count.* Students count aloud. Then change the groups of items.

A Look and listen. Read along.

See *Teaching Stories*, Teacher's Book page 23.

1. Students look at the pictures and name the characters and objects they see. Direct students' attention to the dog.
2. Play Class CD1 Track 52. Students listen, point, and read along with the CD.

CD 1 52

How Old Are You?

Emma: I'm 6. How old are you?
Julie: I'm 7.

Julie: How old are you?
Mike: I'm 7.

Mike: How old are you?
Danny: I'm 6.

Mike: How old are you?
Dog: Woof! Woof! Woof! Woof!
Emma: 1, 2, 3, 4!

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.
4. Watch the story video. Put students in groups of four. Assign roles and have students watch the video again. Then have students act out the story.

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B Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the picture and talk about what they see. Point to each picture and have the class say *boy* or *girl*. Explain *birthday* and *birthday cake*.
2. Read the song lyrics with the students.
3. Play Class CD1 Track 53. Students listen and then sing along with the CD.

CD 53

How Old Are You?
How old are you? How old are you?
1, 2, 3, 4, 5. I'm 5!
How old are you? How old are you?
1, 2, 3, 4, 5. I'm 5!
How old are you?
I'm 6!
How old are you?
I'm 7!
How old are you? How old are you?
1, 2, 3, 4, 5. I'm 5!
How old are you? How old are you?
1, 2, 3, 4, 5. I'm 5!
How old are you? How old are you?
1, 2, 3, 4, 5. I'm 5!
How old are you?
I'm 6!
How old are you?
I'm 7!
How old are you? How old are you?
1, 2, 3, 4, 5. I'm 5!

4. Put the class in three groups: *5, 6, 7*. Divide the song into parts for each group. Groups of students sing the song again and pop-up when it's their turn to sing. Switch roles so groups sing each part.

C Say and act.



See *Teaching Conversations*, Teacher's Book page 23.

1. Direct students' attention to the picture. Students count the boys and girls.
2. Play Class CD1 Track 54. Pairs of boys and girls listen and say along with the CD.

CD 54

I'm 6. How old are you?
I'm 7.

3. Students form two lines. S1 says *I'm (7). How old are you?* S2 answers *I'm (8)*. And then asks the next student *How old are you?* Continue down the line.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Communication: Direct students' attention to the Everybody Up Friend on page 35 and read the speech bubble aloud: *I'm 6. How old are you?*

Students sit in a circle in small groups and practice saying their age and asking the classmate to their right their age.

Games and Activities

- **Toss and Tell** (Teacher's Book pages 25–29). A student asks *How old are you?* and tosses a beanbag or ball to the next student, who answers before asking another student and tossing the ball.
- **A New Story** (Teacher's Book pages 25–29). Students act out the story on page 34 using their own ages. Students can play the part of a dog (*woof*) or cat (*meow*).
- **Buzzers** (Teacher's Book pages 25–29). Play in two teams. Review questions *What do you have? What is it? What color is it?* and *How many?* using classroom objects.

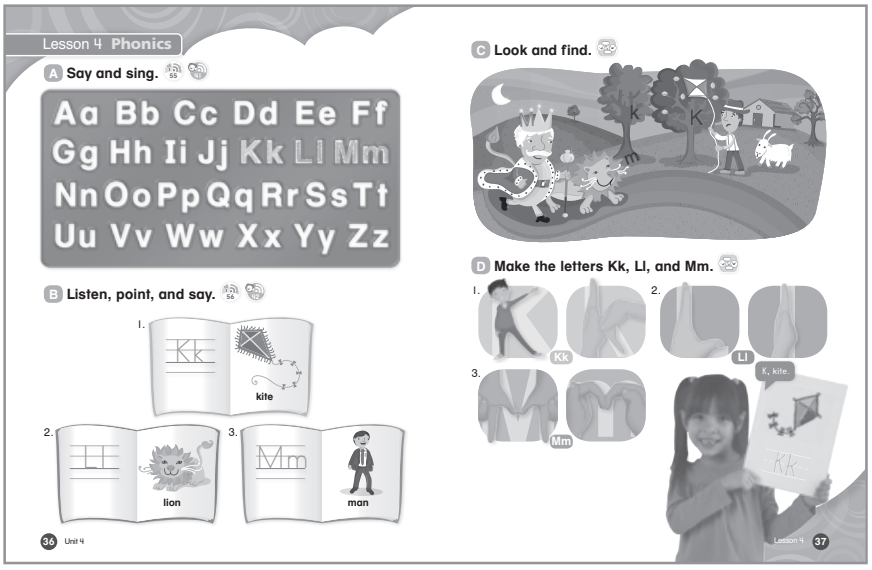
Extra Practice

Workbook pages 34–35
Student Audio CD Track 40
Unit 4, Lesson 3 Worksheet
iTools
Online Practice

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Lesson 4 Phonics



Objectives
- Identifying sounds and letters

Letters
- *Kk, Ll, Mm*

Vocabulary
kite, lion, man

Materials
Picture Cards 13–16, 25–27, 36–38, and 49–51; Class CD1 Tracks 55–56

Student Book pages 36–37

Student Book page 36

Warm up

1. Greet the class. Ask individual students *How are you?* Elicit the answer *I'm fine.* Students circulate and practice greetings.
2. Play **Circles** (Teacher's Book pages 25–29). Students in the inner circle ask *How old are you?* The outer-circle students answer and then ask the question back.
3. Review the alphabet and vocabulary words, in order, from *A–J* using Picture Cards 13–16, 25–27, and 36–38. Elicit the letter names and phonics words.

A Say and sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the picture and name the letters they know.
2. Introduce the new letters using Picture Cards 49–51. Continue until students can produce the letter names on their own.
3. Play Class CD1 Track 55. Students listen and then sing along with the CD.

CD 55

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

4. Divide the class into three groups: *K, L, M*. Play the song again. Groups stand when they sing their letter. Change roles.

B Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 23.

1. Use Picture Cards 49–51 to introduce the new words. Continue until students can produce the words on their own.
2. Play Class CD1 Track 56. Students listen, point, and say along with the CD.

CD 56

1. K, k, kite
2. L, l, lion
3. M, m, man

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Student Book page 37

C Look and find.

1. Students point to the picture and describe what they see. Encourage students to use previously learned language as well.
2. Say the name of a letter or new word. Students point to the item in their books. See the answer key below.
3. Students do the activity in pairs.
4. Point to the book and say the names of each item in the art: *moon, king, lion, tree, lemon, kite, man, goat.* Students raise their hand when they hear a word that starts with the new sound.

D Make the letters Kk, Ll, and Mm.

1. Demonstrate making the letters with your body or hands and saying the letter names.
2. Direct students' attention to the examples in their books. Students make the letter shapes with their hands and body as they say the letter names.
3. Student pairs take turns making letter shapes for their partner to guess the letter name.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Collaboration/Creativity: Direct students' attention to the Everybody Up Friend on page 37 and read the speech bubble aloud: *K, kite*. Write the letters on the board: *K*, *L*, *M*. Distribute paper and drawing supplies.

Students use their creativity to draw 1–5 of one of the objects on page 37 that begins with *K*, *L*, or *M* (*moon*, *king*, *lion*, *lemon*, *kite*, *man*).

Student pairs take turns showing each other their drawings and asking *How many?* Their partner answers and then writes the number on the picture.

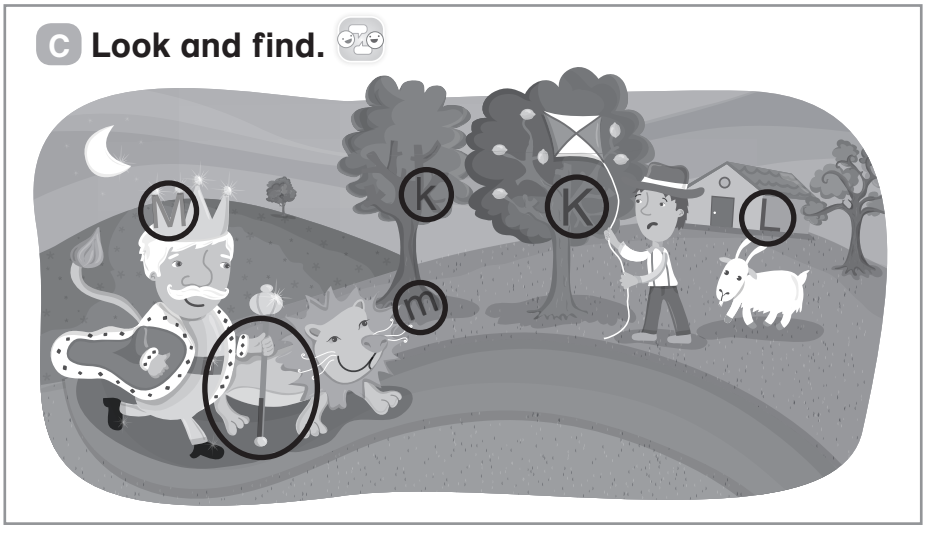
Games and Activities

- **Freeze** (Teacher's Book pages 25–29). Students arrange their hands or bodies into the letter shapes you say.
- **What's Missing?** (Teacher's Book pages 25–29). Use a set of phonics word cards (Picture Cards 13–16, 25–27, 36–38, 49–51). Students identify the missing phonics word. As an extra challenge, students put the cards in alphabetical order.
- **Bingo** (Teacher's Book pages 25–29). Students make their Bingo board using the new letters and words, plus three previously learned phonics letters.

Extra Practice

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

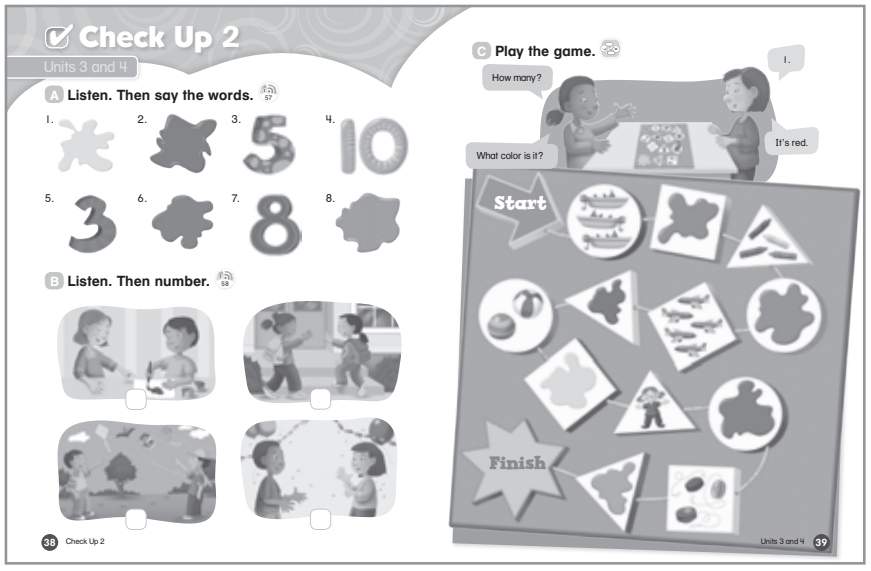
Student Book page 37



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Check Up 2



Student Book pages 38–39

Review Language
• Units 3 and 4 grammar and vocabulary

Materials
Picture Cards 28–35, 39–48, 13–16, 25–27, 36–38, and 49–51; Class CD1 Tracks 55, 57–58

Student Book page 38

Warm up

1. Greet the class and sing **The Alphabet** (Class CD1 Track 55) with students.
2. Play **Down the Line** (Teacher's Book pages 25–29) to review vocabulary from Units 3 and 4. For a challenge question, point to something in the classroom and ask *How many?* or *What color is it?*
3. Play **What's Missing?** (Teacher's Book pages 25–29) to review phonics words and letters. Use a set of phonics word cards (Picture Cards 13–16, 25–27, 36–38, 49–51). Students identify the missing phonics word. As an extra challenge, students put the cards in alphabetical order.

A Listen. Then say the words.

See *Teaching Check Ups*, Teacher's Book page 23.

1. Lead the class to say each word together aloud. Then, call on individual students to say the words. Repeat until each student has said several words.
2. Play Class CD1 Track 57. Students listen and say along with the CD.

CD 57

1. yellow 2. brown 3. five 4. ten
5. three 6. red 7. eight 8. orange

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

B Listen. Then number.

1. Students look at the pictures and say what they see.
2. Play Class CD1 Track 58. Students listen and point to the pictures.

CD 58

1. What color is it?
   It's purple.
2. Hi. How are you?
   I'm fine.
3. How many kites?
   4.
4. How old are you?
   I'm 6.

3. Play the CD again. Students write the number of each conversation in the box.
4. Check the students' answers.

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

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Student Book page 39

C Play the game.



1. Direct students' attention to the picture and read the words in the questions and answers.
2. Give students a coin. Designate one side to move one space, the other side to move two spaces. Flip the coin to move. Model how to play the game with a few volunteers, allowing volunteers to respond appropriately in their own ways.
3. Students play in pairs.

Answer Key

1. 3, yellow (boats)
2. 1, green (paint)
3. 4, blue, yellow, green, pink (crayons)
4. 1, brown (paint)
5. 5, blue (jets)
6. 1, purple (paint)
7. 2, blue and white, pink and yellow (balls)
8. 1, yellow (paint)
9. 1, blue and purple (doll)
10. 1, red (paint)
11. 3, blue, yellow, green (yo-yos)
12. 1, orange (paint)

4. In the award area, give students a star for completing the game.

Games and Activities

- **How Many?** (Teacher's Book pages 25–29). Review numbers 1–10.
- **Memory** (Teacher's Book pages 25–29). Use number and color cards.
- **Station Stop** (Teacher's Book pages 25–29). Ask *What color is it?* or *How many?* about classroom objects or realia.

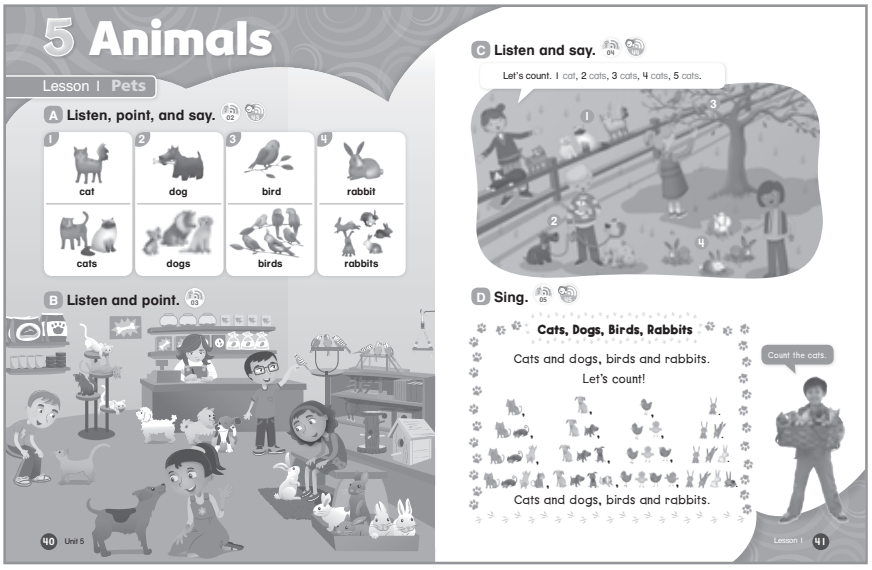
Extra Practice

Workbook pages 38–39
Midterm Test
iTools
Online Practice

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Lesson 1 Pets



Student Book pages 40–41

Objectives
- Identifying numbers/counting

Grammar
- plurals with *-s*

  1 cat → 2 cats

Vocabulary
Pets: cat, cats, dog, dogs, bird, birds, rabbit, rabbits

Materials
Picture Cards 39–48 and 52–59; Class CD2 Tracks 02–05

Student Book page 40

Warm up

1. Greet the class. Greet individual students by name and ask *How are you?* Elicit *I'm fine. Thank you.* Students greet their classmates.
2. Review numbers vocabulary using Picture Cards 39–48. Then put students in two teams. One student from each team comes to the board. Show a number card. On the board, each student writes and counts the numbers up to the target number as fast as they can.
3. Play **How Many?** (Teacher's Book pages 25–29) in small groups.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 52–59 to introduce animals. Continue until students can produce the words on their own.
2. Hold up or point to pictures or realia of singular and plural animals. Elicit the animal words.
3. Play Class CD2 Track 02. Students listen, point, and say along with the CD.

CD 2 02

1. cat, cats
2. dog, dogs
3. bird, birds
4. rabbit, rabbits

4. Students practice the words by pointing to realia around the classroom or to the pictures in their books.

B Listen and point.

See *Using the Big Picture*, Teacher's Book page 22.

1. Read this while pointing to the picture:

   Julie, Danny, Emma, and Mike are at a pet store. Look at the animals. Danny sees a cat. Julie sees a dog. Mike sees a bird. Emma sees a rabbit.
2. Play Class CD2 Track 03. Students listen, find the items in the picture, and point to them.

CD 2 03

Danny: cat, cats
Julie: dog, dogs
Mike: bird, birds
Emma: rabbit, rabbits

3. Students practice the new vocabulary, using their books. Encourage students to use previously learned language.

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C Listen and say.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *Let's count. 1 cat, 2 cats, 3 cats, 4 cats, 5 cats.*
2. Direct students' attention to the picture on page 41.
3. Play Class CD2 Track 04. Students listen and say along with the CD.

CD 2 04

1. Let's count. 1 cat, 2 cats, 3 cats, 4 cats, 5 cats.
2. Let's count. 1 dog, 2 dogs.
3. Let's count. 1 bird, 2 birds, 3 birds.
4. Let's count. 1 rabbit, 2 rabbits, 3 rabbits, 4 rabbits.

4. Students practice the sentences by themselves, using their books or realia of plural animals.

D Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Have students look at the art and name the animals they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 05. Students listen and then sing along with the CD.

CD 2 05

Cats, Dogs, Birds, Rabbits
Cats and dogs, birds and rabbits.
Cats and dogs, birds and rabbits.
Let's count!
1 cat, 1 dog, 1 bird, 1 rabbit.
2 cats, 2 dogs, 2 birds, 2 rabbits.
3 cats, 3 dogs, 3 birds, 3 rabbits.
4 cats, 4 dogs, 4 birds, 4 rabbits.
Cats and dogs, birds and rabbits.

4. Students sing the song again, pointing to animals in their books.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Collaboration: Direct students' attention to the Everybody Up Friend on page 41 and read the speech bubble aloud: *Count the cats.*

Give student pairs pictures of animals. They work together to group the pictures by animal and count them. Model the exchange by holding up a group of animal pictures and saying *Count the (dogs)* and eliciting a counting response: *1 dog, 2 dogs, 3 dogs.*

Student pairs take turns saying how many of each animal is in each group, using the model language.

Games and Activities

- **Pop-Up** (Teacher's Book pages 25–29). Assign different singular and plural animals to students. Be specific about numbers students should listen for: *5 rabbits* and *3 rabbits.* Then say different combinations of numbers and animals: *2 rabbits, 5 dogs, 5 rabbits* When you call out their number and animal combination, students in that group stand.
- **Binoculars** (Teacher's Book pages 25–29). Students play in pairs. Put Picture Cards or pictures of singular and plural animals around the room.

  What is it?/Cat./Cats.
- **Happy Families** (Teacher's Book pages 25–29). Give small groups of students a number of pictures of different kinds of animals. Say *Count the (dogs).* Groups sort the dogs and count them. Continue with the other kinds of animals.

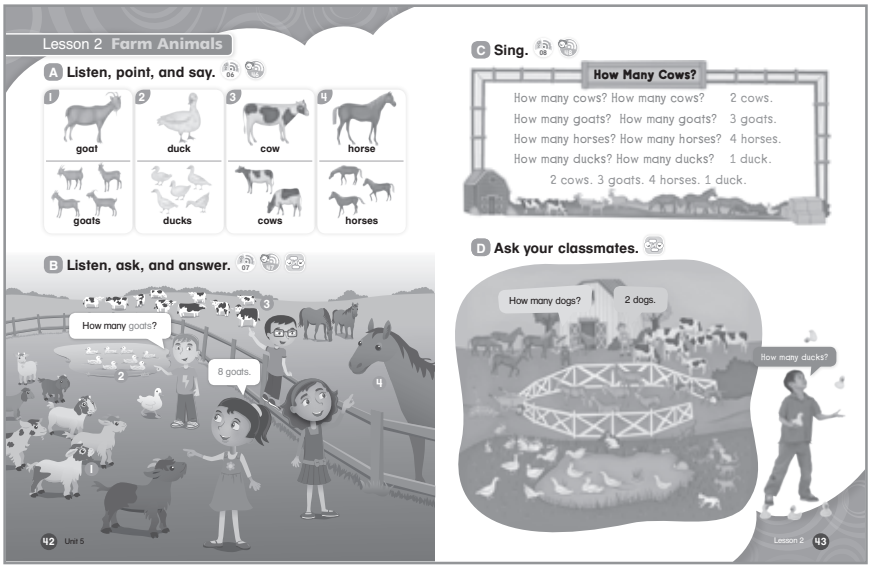
Extra Practice

Workbook pages 40–41
Student Audio CD Tracks 43–45
iTools
Online Practice

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Lesson 2 Farm Animals



Student Book pages 42–43

Objectives
- Counting, identifying singular and plural items

Grammar
- Information question with *how many*

How many (goats)?

8 (goats).

Vocabulary
Farm Animals: goat, goats, duck, ducks, cow, cows, horse, horses

Materials
Picture Cards 60–67; Class CD2 Tracks 06–08

Student Book page 42

Warm up

1. Greet the class. Students circulate and greet each other, saying *Hi /Hello. How are you?*
2. Review Unit 5, Lesson 1: *Count the cats.* Show pictures of plural animals. The class counts aloud.
3. Play **Teacher's Mistake** (Teacher's Book pages 25–29). Show a picture or pictures of animals and say the incorrect number and/or animal. Students count and correct you.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 60–67 to introduce the new animals. Continue until students can produce the words on their own.
2. Link the language. Hold up or point to realia of the new vocabulary words and say *Count the (cows).* Students count: *(5) cows.*
3. Play Class CD2 Track 06. Students listen, point, and say along with the CD.

CD 2 06

1. goat, goats
2. duck, ducks
3. cow, cows
4. horse, horses

4. Students practice counting animals using their books or animal realia around the classroom.

B Listen, ask, and answer.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *How many goats? 8 goats.*
2. Direct students' attention to the picture on page 42. Students talk about what they see.
3. Play Class CD2 Track 07. Students listen, point to the items in the picture, and say along with the CD.

CD 2 07

1. Danny: How many goats?
   Julie: 8 goats.
2. Julie: How many ducks?
   Danny: 9 ducks.
3. Emma: How many cows?
   Mike: 10 cows.
4. Mike: How many horses?
   Emma: 3 horses.

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

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Student Book page 43

C Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Direct students' attention to the art. Students say what they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 08. Students listen and then sing along with the CD.

CD 2 08

How Many Cows?

How many cows? How many cows?
Moo, Moo!
2 cows.
How many goats? How many goats?
Meh, meh, meh!
3 goats.
How many horses? How many horses?
Neigh, neigh, neigh, neigh!
4 horses.
How many ducks? How many ducks?
Quack!
1 duck.
2 cows. Moo, moo! 3 goats. Meh, meh, meh! 4 horses. Neigh, neigh, neigh, neigh! 1 duck. Quack!

4. Students sing the song again. Divide students into groups to make the animal sounds as they sing.

D Ask your classmates.

Student pairs look at the picture and practice making sentences using the language pattern in the book: *How many dogs? 2 dogs.*

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend on page 43 and read the speech bubble aloud: *How many ducks?* Distribute paper and drawing supplies.

Students choose two animals and draw groups of 1–10 of each. Then they work in pairs and take turns asking and answering the question about how many are in each group of animals.

Games and Activities

- **How Many?** (Teacher's Book pages 25–29). Play using cards or pictures for animals.
- **Picture Sentences** (Teacher's Book pages 25–29). Set number cards and animal cards where everyone can see them. Say *Nine cats.* S1 chooses the correct number and animal pictures to match nine cats.
- **Categories** (Teacher's Book pages 25–29). Play with the categories: school supplies, toys, colors, numbers, animals.

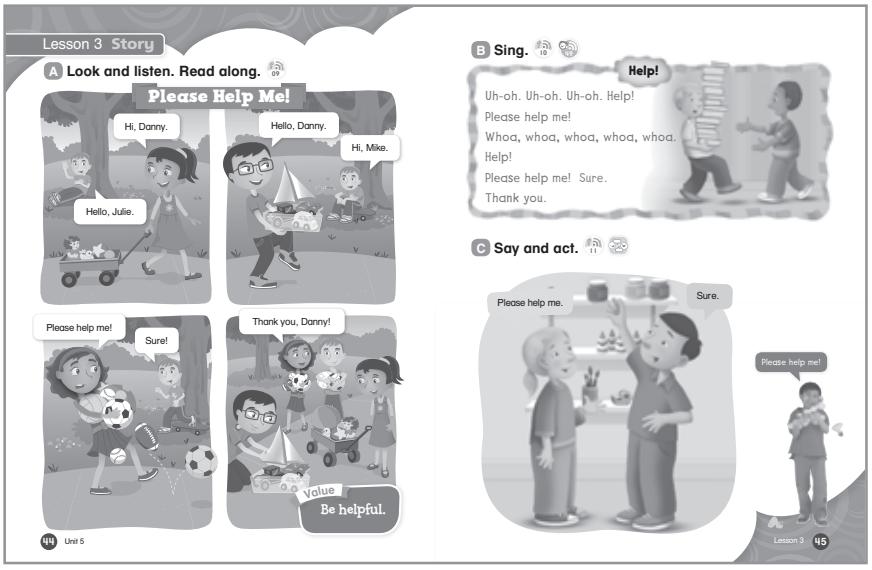
Extra Practice

Workbook pages 42–43
Student Audio CD Tracks 46–48
iTools
Online Practice

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Lesson 3 Story



Student Book pages 44–45

Objectives
- Building reading and listening skills

Conversation
- Polite requests with *please*

Please help me!

Sure!

Value
Be helpful.

Materials
Class CD2 Tracks 09–11; pictures of groups of animals; Unit 5 Video Story

Student Book page 44

Warm up

1. Greet the class. Greet individual students by name. Students practice greetings with a classmate.
2. Play **Buzzers** (Teacher's Book pages 25–29) to review Lesson 1 and 2 language. Show a picture of a group of animals and ask *How many?* Students count the animals and try to give the answer first.
3. Point to some school supplies and elicit the expression from Unit 5, Lesson 2: *How many (papers)?* Students can practice the expression with their classmates, using their own school supplies.

A Look and listen. Read along.

See *Teaching Stories*, Teacher's Book page 23.

1. Students look at the picture and name the characters and say what they see.
2. Play Class CD2 Track 09. Students listen, point, and read along with the CD.

CD 2 09

Please Help Me!

Danny: Hello, Julie.
Julie: Hi, Danny.
Mike: Hello, Danny.
Danny: Hi, Mike.
Emma: Please help me!
Danny: Sure!
Emma: Thank you, Danny!

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.
4. Watch the story video. Put students in groups of four. Assign roles and have students watch the video again. Then have students act out the story.
5. Put students in groups of four. Assign roles and have groups read the story.

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B Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 10. Students listen and sing along with the CD.

CD2 10

Help!
Uh-oh. Uh-oh. Uh-oh. Help!
Uh-oh. Uh-oh. Uh-oh. Help!
Uh-oh. Uh-oh. Uh-oh. Help!
Please help me.
Whoa, whoa, whoa, whoa, whoa! Help!
Whoa, whoa, whoa, whoa, whoa! Help!
Whoa, whoa, whoa, whoa, whoa! Help!
Please help me.
Sure.
Thank you!

Uh-oh. Uh-oh. Uh-oh. Help!
Uh-oh. Uh-oh. Uh-oh. Help!
Uh-oh. Uh-oh. Uh-oh. Help!
Please help me.
Whoa, whoa, whoa, whoa, whoa! Help!
Whoa, whoa, whoa, whoa, whoa! Help!
Whoa, whoa, whoa, whoa, whoa! Help!
Please help me.
Sure.
Thank you!

3. Students sing the song again.

C Say and act.



Read the conversation with the class: *Please help me. Sure.* or play Class CD2 Track 11. Act out the conversation with a student volunteer. In pairs students act out the conversation using available props such as their school supplies, the door, a "heavy" backpack, or an answer to a workbook page.

CD2 11

Please help me.
Sure.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Creativity/Communication: Direct students' attention to the Everybody Up Friend on page 45 and read the speech bubble aloud: *Please help me!* Distribute paper and drawing supplies.

Students use their creativity to draw a situation in which someone needs help. Model the communication by showing the class a student's drawing and saying *Please help me!* Elicit the response: *Sure.*

Students work in small groups and take turns showing the group their picture and saying the expression. The other students respond with *Sure.*

Games and Activities

- **Circles** (Teacher's Book pages 25–29). Give the inner-circle students a toy. They pretend that it is very heavy and say *Please help me!* to the outer-circle students. The outer-circle students say *Sure!* and take the item. The conversation is reversed when students change partners.
- **Down the Line** (Teacher's Book pages 25–29). Play as a race. Students form two lines. Give each line a group of toys. S1 in each line says *Please help me!* before passing the toys to S2 who says *Sure!* The first group to successfully get all the toys down the line wins.
- **A New Story** (Teacher's Book pages 25–29). Students act out the story on page 44 using their own names. Students can substitute available props for the item they need help with, such as their own school supplies, a "heavy" backpack, or an answer to a workbook page.

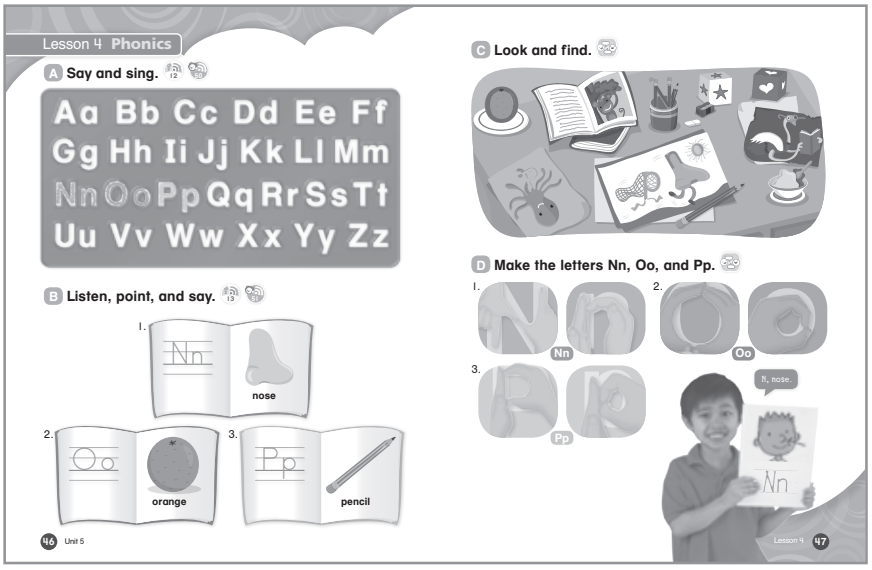
Extra Practice

Workbook pages 44–45
Student Audio CD Track 49
Unit 5, Lesson 3 Worksheet
iTools
Online Practice

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Lesson 4 Phonics



Student Book pages 46–47

Objectives
- Identifying sounds and letters

Letters
- *Nn, Oo, Pp*

Vocabulary
nose, orange, pencil

Materials
Picture Cards 13–16, 25–27, 36–38, 49–51, and 68–70; Class CD2 Tracks 12–13

Student Book page 46

Warm up

1. Greet individual students: *Hi! How are you?* Elicit the response *Hi! I'm OK. / I'm fine.* Students practice greetings with their classmates.
2. Review Unit 4 and 5 language patterns and vocabulary. Point to objects in the classroom and ask students *How many books?* Elicit the answer *Four books.*
3. **Order the Pictures** (Teacher's Book pages 25–29). Give small groups of students alphabet cards to put in order.

A Say and sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Introduce the new letters. Continue until students can produce the letter names on their own.
2. Play Class CD2 Track 12. Students listen and sing along with the CD.

CD 2 12

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

3. Divide students into three groups: *N, O, P.* Play the CD again. Groups stand when they sing their letter. Then change letters so each group gets a turn to sing each letter.

B Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 23.

1. Use Picture Cards 68–70 to introduce the new words. Continue until students can produce the words on their own.
2. Link the language. Point to the orange and ask *What color is it?* Elicit the answer *orange*. Point out that the word names a color and a fruit.

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3. Play Class CD2 Track 13. Students listen, point, and say along with the CD.

CD 2 13

1. N, n, nose
2. O, o, orange
3. P, p, pencil

Student Book page 47

C Look and find.

1. Students point to the pictures and describe what they see. Encourage students to use previously learned language.
2. Say the name of a letter or new word. Students point to the item in their books. See the answer key below.
3. Students do the activity in pairs.
4. Say the names of other items in the picture that begin with the letter sounds *n, o,* and *p*: *octopus, ostrich, net, paper.* Students raise their hands and identify the letter name.

D Make the letters Nn, Oo, and Pp.

1. Demonstrate making the letters with your hands while saying the letter name.
2. Direct students' attention to the examples in their books. Students make the letter shapes and say the letter names.
3. Student pairs take turns making letter shapes and guessing the letter name.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Creativity/Communication: Direct students' attention to the Everybody Up Friend on page 47 and read the speech bubble aloud: *N, n, nose.* Distribute paper and drawing supplies.

Students use their creativity to draw their own pictures for the new letters (*N, O, P*). Then they share their drawings with a partner and identify the letters and objects.

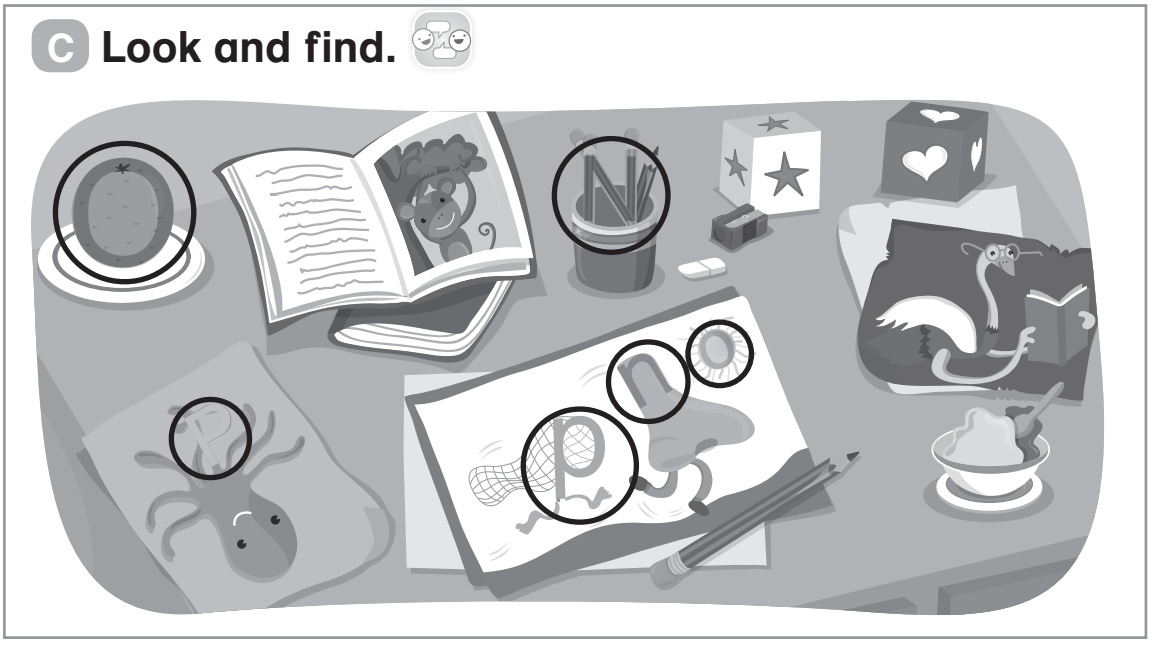
Games and Activities

- **Charades** (Teacher's Book pages 25–29). Students play in small groups to guess the letters they make with their hands or body. Encourage students to use letters *Aa–Pp.*
- **Rollers** (Teacher's Book pages 25–29). Students sit in a circle. S1 says *A* and rolls the ball to S2 who says *B,* and so on, in order, through the letter *P.*
- **What's Missing?** (Teacher's Book pages 25–29). Play using the phonics word cards. Students have to guess what word is missing.

Extra Practice

Workbook pages 46–47
Student Audio CD Tracks 50–51
Unit 5, Lesson 4 Worksheet
Unit 5 Test
iTools
Online Practice

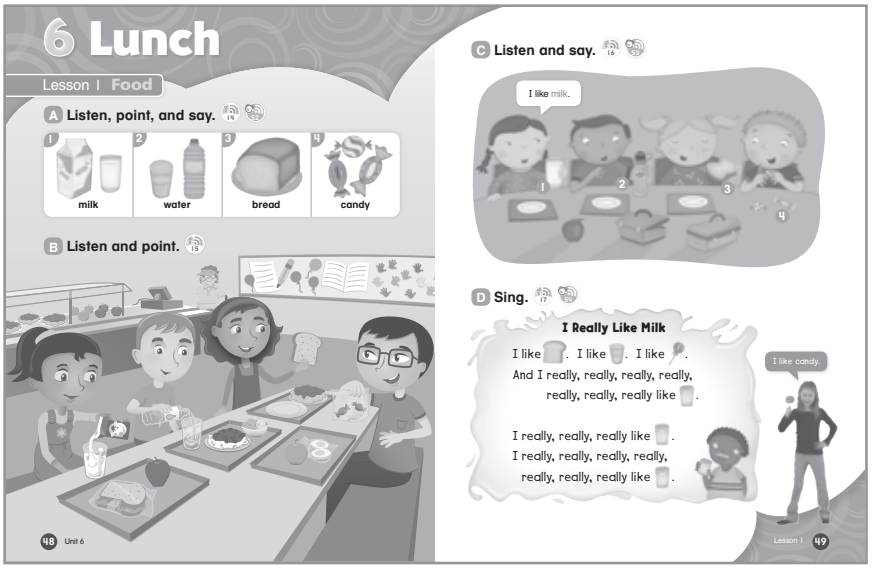
Student Book page 47



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Lesson 1 Food



Student Book pages 48–49

Objectives
- Expressing likes about food

Grammar
- Simple present statements (1st person singular)

  I like (milk).

Vocabulary
Food: milk, water, bread, candy

Materials
Picture Cards 05–12, 17–24, 28–35, 52–67, and 71–74; Class CD2 Tracks 14–17

Student Book page 48

Warm up

1. Greet the class. Greet individual students and ask *How are you?* Elicit *I'm fine. Thank you. How are you?* Students greet their classmates.
2. Review the Unit 5 grammar and vocabulary. Show pictures of groups of animals and ask students *How many cows?* Elicit the response *Ten cows.*
3. Play **Charades** (Teacher's Book pages 25–29). In small groups, students act out the animals from Unit 5.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 71–74 to introduce the food words. Continue until students can produce the words on their own.
2. Play Class CD2 Track 14. Students listen, point, and say along with the CD.

CD 2 14

1. milk
2. water
3. bread
4. candy

3. Students practice by pointing to the pictures in their book.

B Listen and point.

See *Using the Big Picture*, Teacher's Book page 22.

1. Read this while pointing to the picture:

   Julie, Danny, Emma, and Mike are in the lunch room. Julie has milk. Danny has water. Emma has bread. Mike has candy!
2. Play Class CD2 Track 15. Students listen, find the items in the picture, and point to them.

CD 2 15

Julie: I have milk.
Danny: I have water.
Emma: I have bread.
Mike: I have candy.

3. Say a character's name: *Danny*. Students point to the correct character in their books and name the food item he has.

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C Listen and say.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *I like milk.*
2. Direct students' attention to the picture on page 49. Students talk about what they see. Encourage students to use previously learned language: *apple, girl, boy,* and color words.
3. Play Class CD2 Track 16. Students listen and say along with the CD.

CD 2 16

1. I like milk.
2. I like water.
3. I like bread.
4. I like candy.

4. Students practice the sentences by themselves, using their books.

D Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the art and say what they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 17. Students listen and then sing along with the CD.

CD 2 17

I Really Like Milk

I like bread. I like water. I like candy.
I like bread. I like water. I like candy.
And I really, really, really, really,
really, really, really like milk.
I really, really, really, like milk.
I really, really, really, really,
really, really, really like milk.

I like bread. I like water. I like candy.
I like bread. I like water. I like candy
And I really, really, really, really,
really, really, really like milk.
I really, really, really, like milk.
I really, really, really, really,
really, really, really like milk.

4. Students sing the song again, taking turns to point to the pictures in their books that match the lyrics.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Creativity/Communication: Direct students' attention to the Everybody Up Friend on page 49 and read the speech bubble aloud: *I like candy.* Distribute paper and drawing supplies.

Students draw pictures of three things they like (a school supply, an animal, a toy). Then they share their drawings with a partner and talk about what they like.

Games and Activities

- **Word Roll** (Teacher's Book pages 25–29). Play in small groups. Prepare a special die with food pictures on each side. Alternatively, use a regular die, line up six Picture Cards, and assign each a number. Students roll the die and say *I like (milk)* about the card that corresponds to the number they rolled.
- **Down the Line** (Teacher's Book pages 25–29). Use Picture Cards 17–24 (toys), 52–67 (animals), and 71–74 (food). Students look at the card and say *I like (water).* For a challenge question ask *What do you have?* or *What is it?* and show one of the cards to elicit *I have a (cow).* When students answer, explain the difference between count and non-count nouns: *I have (bread)* vs. *I have a (car).*
- **Station Stop** (Teacher's Book pages 25–29). This version combines **Categories** with **Station Stop**. Each station corresponds to a category: School Supplies, Toys, Colors, Animals, Food. Students say *I like (purple)* or any of the words in that category to earn a ticket. Display Picture Cards at each stop if necessary to aid students.

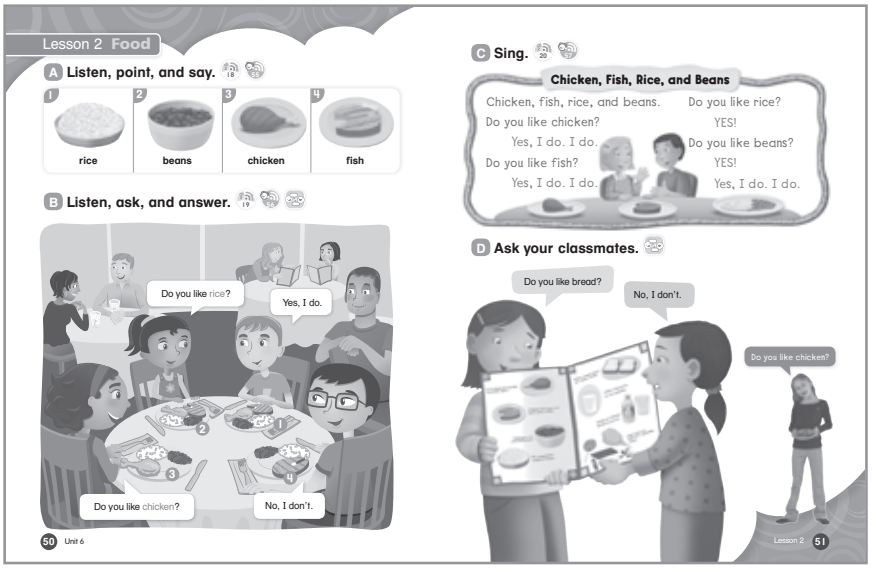
Extra Practice

Workbook pages 48–49
Student Audio CD Tracks 52–54
iTools
Online Practice

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Lesson 2 Food



Student Book pages 50–51

Objectives
- Expressing likes about food

Grammar
- Asking questions with *like*
- Affirmative and negative statements with *like*

  Do you like chicken? Yes, I do. / No, I don't.

Vocabulary
Food: rice, beans, chicken, fish

Materials
Picture Cards 17–24, 52–67, and 71–78; Class CD2 Tracks 18–20

Student Book page 50

Warm up

1. Greet the class. Students circulate and greet each other by name and ask *How are you?*
2. Play **Pop-Up** (Teacher's Book pages 25–29) to review Unit 6, Lesson 1 language using Picture Cards 71–74. Divide the class into 4 groups, one for each new word. Show a Picture Card. That group pops up and says *I like (candy).*
3. Play **Teacher's Mistake** (Teacher's Book pages 25–29) using Picture Cards for toys, food, and animals. Elicit questions from students: *What do you have? What is it? What color is it? How many?* Answer using correct statements *It's a (bird). It's (green).* and an incorrect statement: *I like (yo-yos).*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 75–78 to introduce the food words. Continue until students can produce the words on their own.
2. Link the language. Use the grammar pattern from Unit 6, Lesson 1 with the new vocabulary. Display a Picture Card for a new food item. Say *I like (rice).* Elicit similar statements from students.
3. Play Class CD2 Track 18. Students listen, point, and say along with the CD.

CD 2 18

1. rice
2. beans
3. chicken
4. fish

4. Students practice by pointing to the pictures of food items in their books and saying the words.

B Listen, ask, and answer.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *Do you like rice? Yes, I do.* and *Do you like chicken? No, I don't.*
2. Direct students' attention to the picture on page 50. Students say what they see in the picture.
3. Play Class CD2 Track 19. Students listen, point to the items in the picture, and say along with the CD.

CD 2 19

1. Julie: Do you like rice?
   Danny: Yes, I do.
2. Danny: Do you like beans?
   Julie: Yes, I do.
3. Emma: Do you like chicken?
   Mike: No, I don't.

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4. Mike: Do you like fish?
   Emma: No, I don't.

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

Student Book page 51

C Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the picture and name the food items they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 20. Students listen and then sing along with the CD.

CD 2 20

Chicken, Fish, Rice, and Beans
Chicken, fish, rice, and beans.
Chicken, fish, rice, and beans.
Do you like chicken?
Yes, I do. I do.
Do you like fish?
Yes, I do. I do.
Do you like rice?
YES!
Do you like beans?
YES!
Yes, I do. I do.

Chicken, fish, rice, and beans.
Chicken, fish, rice, and beans.
Do you like chicken?
Yes, I do. I do.
Do you like fish?
Yes, I do. I do.
Do you like rice?
YES!
Do you like beans?
YES!
Yes, I do. I do.

4. Arrange food Picture Cards where students can see them. Students sing the song again, pointing to items as they sing them.

D Ask your classmates.

Have student pairs use the book and practice asking and answering using the language pattern in the speech bubbles: *Do you like bread?/No, I don't.*

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend on page 51 and read the speech bubble aloud: *Do you like chicken?* Distribute paper and drawing supplies.

Student pairs think of and draw pictures of two things they think their partner likes and one they don't like. Then they share their drawings and ask each other about their likes and dislikes. How many guess correctly?

Games and Activities

- **Card Grab** (Teacher's Book pages 25–29). Use food Picture Cards 71–78. Say *I like (chicken).* Students race to grab that card.
- **Happy Families** (Teacher's Book pages 25–29). Play in small groups using Picture Cards or student-made Picture Cards. S1 asks S2 *I like cats. Do you like cats?* If S2 has a cat card, S2 answers *Yes, I do.* and gives the card to S1. If S2 doesn't have the card, she says *No, I don't.* Then it's S2's turn to ask. The first student to find pairs for all her cards wins.
- **Two Truths and a Lie** (Teacher's Book pages 25–29). Students play in small groups. S1 gets 3 Picture Cards of food, silently picks one that he or she doesn't like, for example *milk,* and says two truths: *I like (rice), I like (beans),* and a lie: *I like (milk).* To determine which statement is the lie, the other students in the group ask *Do you like milk?* S1 must answer *No, I don't.* The other students then ask what food S1 does like. *Do you like beans? Yes, I do. Do you like rice? Yes, I do.* The first time you play, demonstrate how to play by acting as S1 and showing the class your cards.

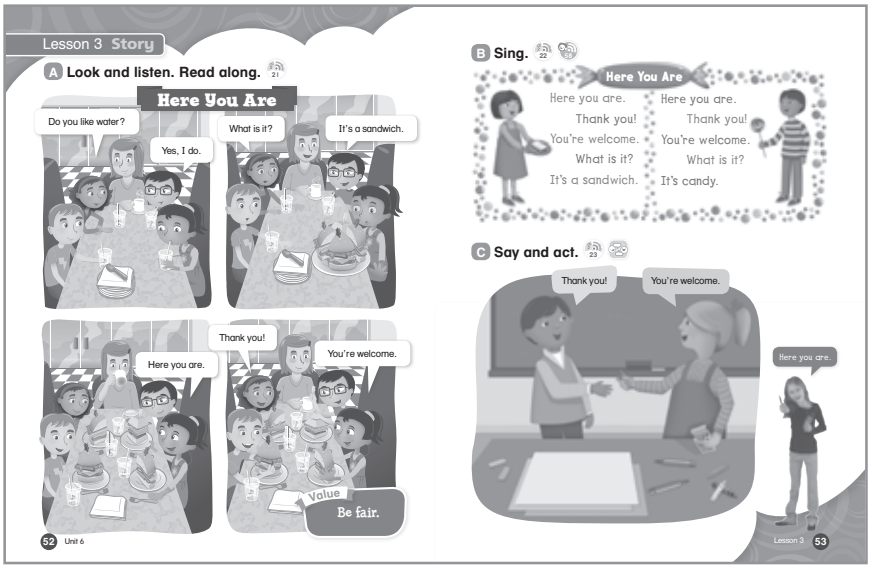
Extra Practice

Workbook pages 50–51
Student Audio CD Tracks 55–57
iTools
Online Practice

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Lesson 3 Story



Student Book pages 52–53

Objectives
- Building reading and listening skills

Conversation
- Giving and receiving politely

Thank you!

You're welcome.

Value
Be fair.

Materials
Picture Cards 71–78; Class CD2 Tracks 21–23; Unit 6 Video Story

Student Book page 52

Warm up

1. Greet the class. Greet individual students and ask how they are. Students circulate and ask and answer how other students are.
2. Play **Guess the Next Card** (Teacher's Book pages 25–29) to review food words from Unit 6, Lessons 1 and 2.
3. Play **Toss and Tell** (Teacher's Book pages 25–29) S1 asks *Do you like (rice)?* and tosses a beanbag or ball to S2, who answers *Yes, I do./No, I don't.*

A Look and listen. Read along.

See *Teaching Stories*, Teacher's Book page 23.

1. Students look at the pictures and name the characters and objects they see.
2. Play Class CD2 Track 21. Students listen, point, and read along with the CD.

CD 2 21

Here You Are

Emma: Do you like water?
Mike: Yes, I do.
Emma: What is it?
Mike: It's a sandwich.
Julie: Here you are.
Danny: Thank you!
Julie: You're welcome.

3. Read the story aloud with the students. Then direct students' attention to the value *Be fair* and play the track again. Students listen and read along.
4. Watch the story video. Put students in groups of four. Assign roles and have students watch the video again. Then have students act out the story.

Student Book page 53

B Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the picture and talk about what they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 22. Students listen and then sing along with the CD.

CD 2 22

Here You Are

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

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

What is it? What is it? What is it?
It's a sandwich.

Here you are.
Thank you!
You're welcome.
Here you are.
Thank you.
You're welcome.
Here you are.
Thank you.
You're welcome.
Here you are.
Thank you.
You're welcome.
What is it? What is it? What is it?
It's candy.
Yay!

4. Put the class in 2 groups. Have each group sing part of the song and act out giving and receiving using their own school supplies.

C Say and act.



See *Teaching Conversations*, Teacher's Book page 23.

1. Direct students' attention to the picture. Students talk about what they see using previously learned language.
2. Play Class CD2 Track 23. Pairs of boys and girls listen and say along with the CD.

CD 2 23

Thank you!
You're welcome.

3. Pairs of students act out the dialogue using their own school supplies.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Collaboration: Direct students' attention to the Everybody Up Friend on page 53 and read the speech bubble aloud: *Here you are.* Model the conversation students will have by asking a student about a food: *Do you like (chicken)?* and eliciting *Yes, I do.* Pretend to "serve" the student a plate of (chicken), saying *Here you are* and eliciting *Thank you!*

Students work in small groups to think of foods they like. Then they take turns playing the "server," using the language from the unit.

Games and Activities

- **Down the Line** (Teacher's Book pages 25–29). Use classroom supplies instead of cards. Students form two lines. S2 has a marker. S1 says *Do you have a marker?* S2 answers *Yes, I do. Here you are.* And hands the marker to S1, who says *Thank you.* S2: *You're welcome.* Continue down the line. The first team to reach the end of their line wins a point. You can ask a challenge question for that team to win an extra point. Change school supplies after a round.
- **A New Story** (Teacher's Book pages 25–29). Students act out the story on page 52 using a different food item.
- **Picture Sentences** (Teacher's Book pages 25–29). Play in small groups. Students put words and pictures in order to build a conversation: *Do you have a pen?/Yes, I do. Here you are./Thank you./You're welcome.*

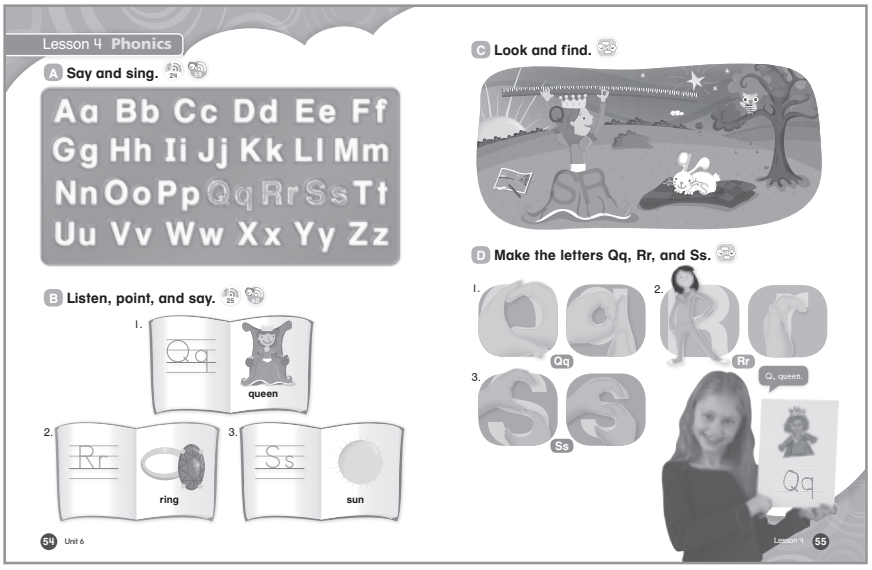
Extra Practice

Workbook pages 52–53
Student Audio CD Track 58
Unit 6, Lesson 3 Worksheet
iTools
Online Practice

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Lesson 4 Phonics



Student Book pages 54–55

Objectives
- Identifying sounds and letters

Letters
Qq, Rr, Ss

Vocabulary
queen, ring, sun

Materials
Picture Cards 13–16, 25–27, 36–38, 49–51, 68–70, and 79–81; Class CD2 Tracks 24–25

Student Book page 54

Warm up

1. Greet the class. Ask individual students *How are you?* Elicit the answer *I'm fine.* Students circulate and practice greetings with their classmates.
2. Play **Down the Line** (Teacher's Book pages 25–29). Students form two lines. S2 has a Picture Card of a food item. S1 asks S2 *Do you like (fish)?* S2 answers *Yes, I do* or *No, I don't. Here you are* and hands the card to S1, who says *Thank you.* S2 says *You're welcome.* Continue down the line. Change food items after a round.
3. Play **Guess the Next Card** (Teacher's Book pages 25–29). Review the alphabet and vocabulary words, in order, from *A–P* using Picture Cards 13–16, 25–27, 36–38, 49–51, and 68–70. Elicit the letter names and phonics words.

A Say and sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the picture and name the letters they know.
2. Introduce the new letters using Picture Cards 79–81. Continue until students can produce the letter names on their own.
3. Play Class CD2 Track 24. Students listen and then sing along with the CD.

CD 2 24

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

4. Divide the class into three groups: *Q, R, S.* Play the song again. Groups stand when they sing their letter. Change roles.

B Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 23.

1. Use Picture Cards 79–81 to introduce the new words. Continue until students can produce the words on their own.
2. Play Class CD2 Track 25. Students listen, point, and say along with the CD.

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CD 2 25

1. Q, q, queen
2. R, r, ring
3. S, s, sun

Student Book page 55

C Look and find.

1. Students point to the picture and describe what they see. Encourage students to use previously learned language, as well.
2. Say the name of a letter or new word. Students point to the item in their books. See the answer key below.
3. Students do the activity in pairs.
4. Say the names of other items in the picture that begin with the letter sounds *q, r,* and *s*: *rabbit, ruler, quilt, stars*. Students raise their hands and identify the letter name.

D Make the letters Qq, Rr, and Ss.

1. Demonstrate making the letters with your body or hands and saying the letter names.
2. Direct students' attention to the examples in their books. Students make the letter shapes with their hands and body as they say the letter names.
3. Student pairs take turns making letter shapes for their partner to guess the letter name.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Creativity/Communication: Direct students' attention to the Everybody Up Friend on page 55 and read the speech bubble aloud: *Q, q, queen.* Distribute paper and drawing supplies.

Students draw their own pictures of words beginning with the letters *Q, R,* and *S*. Then they share their pictures with a partner and talk about them using the language *R, r, rabbit*.

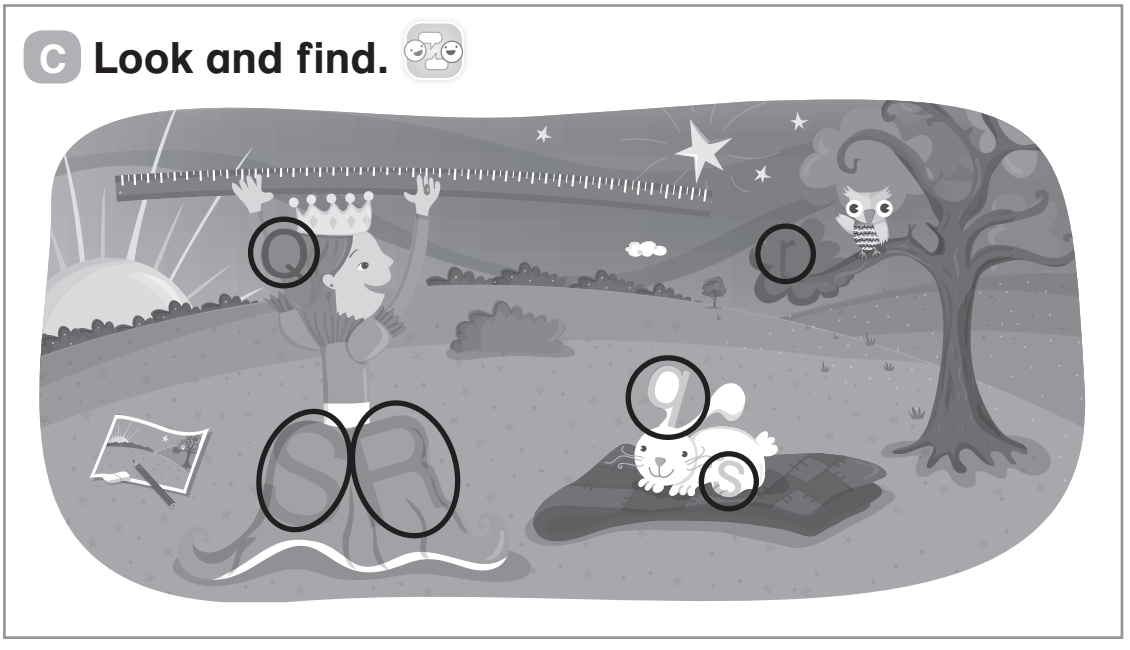
Games and Activities

- **Simon Says** (Teacher's Book pages 25–29). Students arrange their hands or bodies into the letter shapes when you say *Simon Says.*
- **Picture Pieces** (Teacher's Book pages 25–29). Review the phonics words for this unit and previously learned phonics words.
- **Buzzers** (Teacher's Book pages 25–29). You say a letter and students compete to say a word that starts with that letter. The words can be phonics words or vocabulary words.

Extra Practice

Workbook pages 54–55
Student Audio CD Tracks 59–60
Unit 6, Lesson 4 Worksheet
Unit 6 Test
iTools
Online Practice

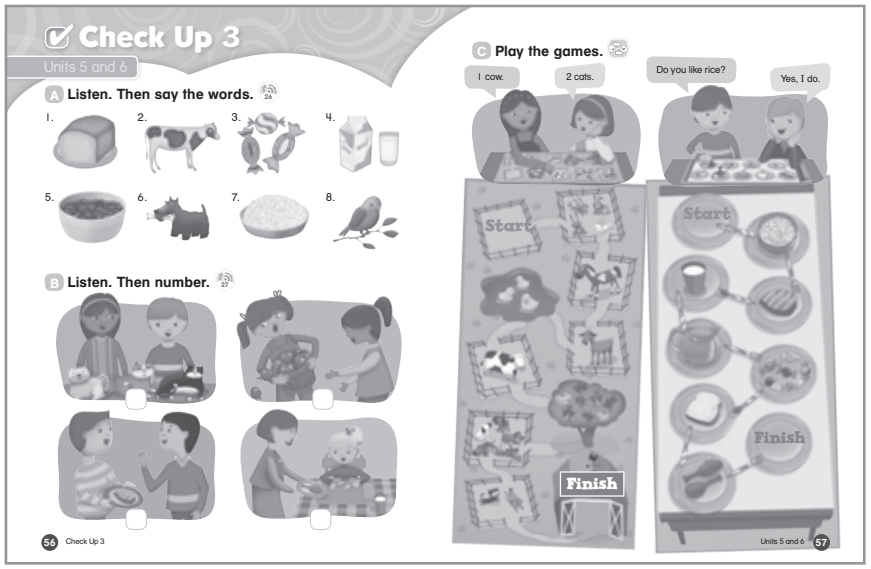
Student Book page 55



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Check Up 3



Student Book pages 56–57

Review Language
- Units 5 and 6 grammar and vocabulary

Materials
Picture Cards 13–16, 25–27, 36–38, 49–51, 68–70, and 79–81; Class CD2 Tracks 24, 26–27

Student Book page 56

Warm up

1. Greet the class and sing **The Alphabet** (Class CD2 Track 24) with students.
2. Play **Pop-Up** (Teacher's Book pages 25–29) to review vocabulary from Units 5 and 6. Hand out animal, food, and phonics word Picture Cards to students. When you say *I like (cats)* or *I have a (horse)*, the student with that card must pop up and say *I like (cats)*.
3. **Beanbag Toss** (Teacher's Book pages 25–29). Use Picture Cards for animals and food. S1 tosses a beanbag and asks a question such as *How many (cats)?* or *Do you like (fish)?* S2 answers and then tosses the beanbag and asks S3 and so on.

A Listen. Then say the words.

See *Teaching Check Ups*, Teacher's Book page 23.

1. Lead the class to say each word together aloud. Then, call on individual students to say the words. Repeat until each student has said several words.
2. Play Class CD2 Track 26. Students listen and say along with the CD.

CD 2 26

1. bread	2. cow	3. candy	4. milk
5. beans	6. dog	7. rice	8. bird

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

B Listen. Then number.

1. Students look at the pictures and say what they see.
2. Play Class CD2 Track 27. Students listen and point to the pictures.

CD 2 27

1. How many cats?
   3 cats.
2. Please help me.
   Sure.
3. Do you like fish?
   No, I don't.
4. Here you are.
   Thank you.

3. Play the CD again. Students write the number of each conversation in the box.
4. Check the students' answers.

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

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Student Book page 57

C Play the game.



1. Direct students' attention to the pictures and read the conversations.
2. Give students a coin. Designate one side to move 1 space, the other side to move 2 spaces. Flip the coin to move. Model how to play the game with a few volunteers, allowing volunteers to respond appropriately in their own ways.
3. Students play in pairs.

Answer Key 1

1. 4 rabbits
2. 1 horse
3. 1 goat
4. 3 ducks
5. 1 cow
6. 8 birds
7. 5 dogs
8. 2 cats

Answer Key 2

(Answers will vary)
1. rice
2. fish
3. milk
4. water
5. candy
6. bread
7. chicken

4. In the award area, give students a star for completing the game.

Games and Activities

- **Bingo** (Teacher's Book pages 25–29). Students make cards with food and animals.
- **Picture Sentences** (Teacher's Book pages 25–29). Play in pairs or small groups. Groups race to put the words and pictures in order to match the sentence you say, such as *I like (rice)* or *Five cats.*
- **Buzzers** (Teacher's Book pages 25–29). Use animal and food cards. Show a card and ask *How many (goats)?* or *Do you like (rice)?* Students compete to be the first to answer.

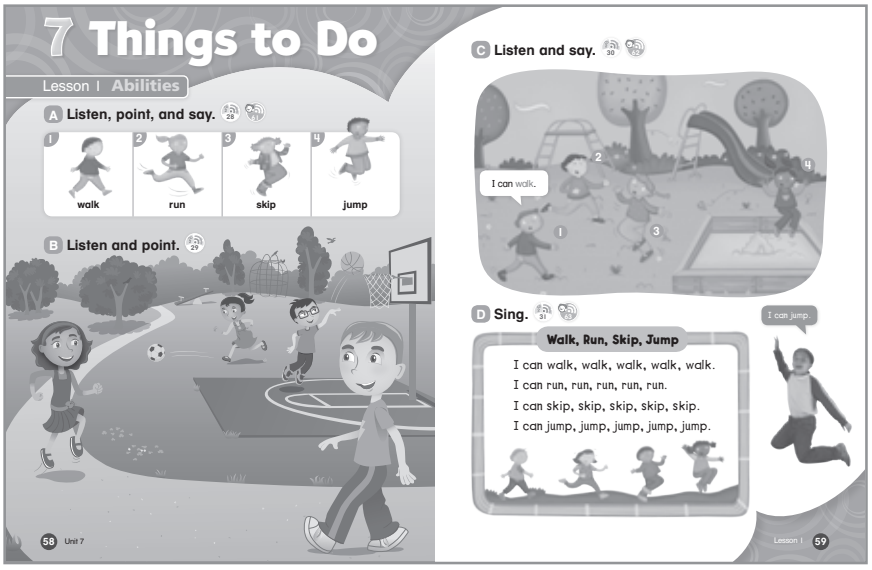
Extra Practice

Workbook pages 56–57
iTools
Online Practice

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Lesson 1 Abilities



Objectives
- Expressing abilities

Grammar
- Expressing ability with *can*

I can walk.

Vocabulary
Abilities: walk, run, skip, jump

Materials
Picture Cards 71–78 and 82–85; Class CD2 Tracks 28–31

Student Book pages 58–59

Student Book page 58

Warm up

1. Greet the class. Students circulate and greet each other.
2. Play **Card Grab** (Teacher's Book pages 25–29) to review Unit 6 language. Give small groups of students Picture Cards. Say *I like (rice).*
3. **Circles** (Teacher's Book pages 25–29). The inner circle of students hold up a Picture Card and ask *Do you like (chicken)?* The outer circle of students answers *Yes, I do./No, I don't.*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 82–85 to introduce the new words. Continue, picking up speed, until students can produce the words on their own.
2. Link the language. Review Welcome Unit verbs: *sit, stand, talk, sing.* Students act out the verbs with you.
3. Play Class CD2 Track 28. Students listen, point, and say along with the CD.

CD 2 28

1. walk
2. run
3. skip
4. jump

4. Play **Simon Says** (Teacher's Book pages 25–29) to practice the new verbs.

B Listen and point.

See *Using the Big Picture*, Teacher's Book page 22.

1. Read this while pointing to the picture:

   Danny, Emma, Mike, and Julie are at the park. Danny can walk. Emma can skip. Mike can jump. Julie can run.
2. Play Class CD2 Track 29. Students listen, find the verbs in the picture, and point to them.

CD 2 29

Julie: Run.
Mike: Jump.
Danny: Walk.
Emma: Skip.

3. Invite students to talk about what else they see in the picture, using previously learned language: *It's a ball.*

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Student Book page 59

C Listen and say.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *I can walk.*
2. Direct students' attention to the picture on page 59.
3. Play Class CD2 Track 30. Students listen and say along with the CD.

CD2 30

1. I can walk.
2. I can run.
3. I can skip.
4. I can jump.

4. Students practice the sentences by themselves using their books.

D Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Have students look at the art and name the verbs they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 31. Students listen and then sing along with the CD.

CD2 31

Walk, Run, Skip, Jump

I can walk, walk, walk, walk, walk.
I can run, run, run, run, run.
I can skip, skip, skip, skip, skip.
I can jump, jump, jump, jump, jump.

I can walk, walk, walk, walk, walk.
I can run, run, run, run, run.
I can skip, skip, skip, skip, skip.
I can jump, jump, jump, jump, jump.

I can walk, walk, walk, walk, walk.
I can run, run, run, run, run.
I can skip, skip, skip, skip, skip.
I can jump, jump, jump, jump, jump.

I can walk, walk, walk, walk, walk.
I can run, run, run, run, run.
I can skip, skip, skip, skip, skip.
I can jump, jump, jump, jump, jump.

4. Assign verbs to groups of students. Groups stand and act out their verb as they sing.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Creativity/Communication: Direct students' attention to the Everybody Up Friend on page 59 and read the speech bubble aloud: *I can jump.* Distribute paper and drawing supplies.

Students choose three verbs and draw pictures of them. Then they share their drawings with a partner and talk about what they can do.

Games and Activities

- **Pop-Up** (Teacher's Book pages 25–29). Assign verbs to groups of children to act out when you say them. Include Welcome Unit verbs: *stand, sit, talk,* and *sing.*
- **Charades** (Teacher's Book pages 25–29). Include classroom commands *sit, stand, sing,* and *talk* with the new Unit 7 verbs.
- **Station Stop** (Teacher's Book pages 25–29). When the train stops, say *run* to a student. The student must act out running and say *I can run* to earn a ticket.

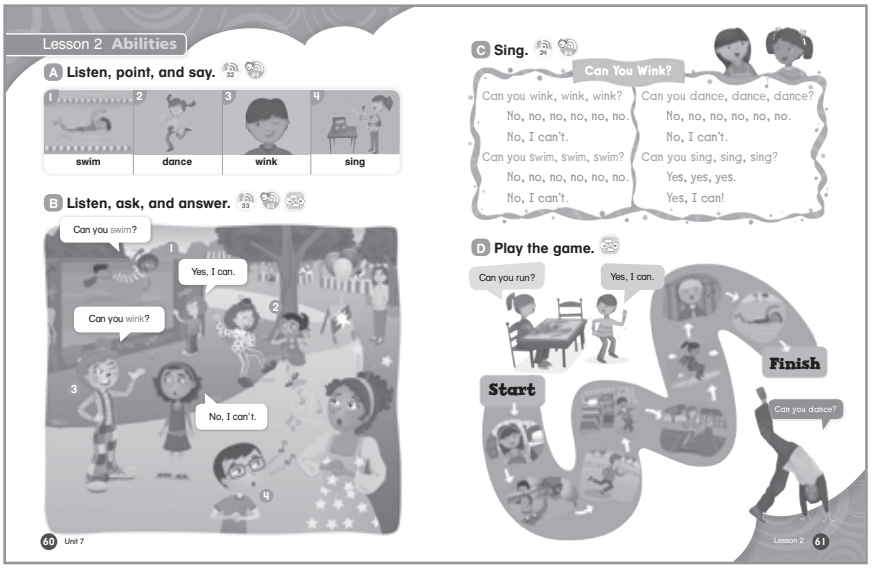
Extra Practice

Workbook pages 58–59
Student Audio CD Tracks 61–63
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Online Practice

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Lesson 2 Abilities



Objectives
- Expressing ability and inability

Grammar
- Yes / No questions with *can*

Can you (swim)?

Yes, I can. / No, I can't.

Vocabulary
Abilities: swim, dance, wink, sing

Materials
Picture Cards 82–85 and 86–89;
Class CD2 Tracks 32–34

Student Book pages 60–61

Student Book page 60

Warm up

1. Greet a student at the front of the classroom using familiar language: *Hello, (Ken). How are you?* Elicit *I'm (fine), thank you.* That student greets the next student, and so on around the room.
2. Review Unit 7, Lesson 1 language. Demonstrate a verb. Students copy you and say *I can (run).*
3. Elicit the expression from Unit 7, Lesson 1 *I can (walk)* and act out walking. Students can practice the expression with their classmates, acting out verbs.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 86–89 to introduce verbs. Continue until students can produce the words on their own.
2. Link the grammar patterns from Unit 7, Lesson 1 with the new vocabulary. Say *I can (swim)* and act out swimming.
3. Play Class CD2 Track 32. Students listen, point, and say along with the CD.

CD 2 32

1. swim
2. dance
3. wink
4. sing

4. Students say the words on their own as they act them out.

B Listen, ask, and answer.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new patterns:

   Can you swim? Yes, I can.

   Can you wink? No, I can't.
2. Present the contraction: *can't = can not*
3. Direct students' attention to the picture on page 60.
4. Play Class CD2 Track 33. Students listen, point to the items in the picture, and say along with the CD.

CD 2 33

1. Man: Can you swim?
   Danny: Yes, I can.
2. Woman: Can you dance?
   Julie: Yes, I can.
3. Woman: Can you wink?
   Emma: No, I can't.
4. Woman: Can you sing?
   Mike: No, I can't.

5. Student pairs practice the pattern, asking and answering questions about what they can do.

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Student Book page 61

C Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the art and say what they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 34. Students listen and then sing along with the CD.

CD 2 34

Can You Wink?

Can you wink, wink, wink?
Can you wink, wink, wink?
No, no, no, no, no, no.
No, I can't.
Can you swim, swim, swim?
Can you swim, swim, swim?
No, no, no, no, no, no.
No, I can't.
Can you dance, dance, dance?
Can you dance, dance, dance?
No, no, no, no, no, no.
No, I can't.
Can you sing, sing, sing?
Can you sing, sing, sing?
Yes, yes, yes.
Yes, I can!

Can you wink, wink, wink?
Can you wink, wink, wink?
No, no, no, no, no, no.
No, I can't.
Can you swim, swim, swim?
Can you swim, swim, swim?
No, no, no, no, no, no.
No, I can't.
Can you dance, dance, dance?
Can you dance, dance, dance?
No, no, no, no, no, no.
No, I can't.
Can you sing, sing, sing?
Can you sing, sing, sing?
Yes, yes, yes.
Yes, I can!

4. Assign parts of the song to groups of students. Groups stand and act out the song as they sing it.

D Play the game.



1. Direct students' attention to the picture and read the conversation. Elicit the names of the actions on the game board. (See answer key in the following column.)
2. Give students a coin. Designate one side to move one space, the other side to move two spaces. Flip the coin to move. Model how to play the game with a few volunteers, allowing volunteers to respond appropriately in their own ways.
3. Students play in pairs.

Answer Key

1. wink	**2.** walk	**3.** run
4. dance	**5.** skip	**6.** jump
7. sing	**8.** swim	

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Communication: Direct students' attention to the Everybody Up Friend on page 61 and read the speech bubble aloud: *Can you dance?* Model the communication by approaching a student and asking *Can you dance?*

Students work in small groups. They sit in a circle and take turns asking and answering questions about what they can and can't do. Encourage them to answer honestly!

Games and Activities

- **Circles** (Teacher's Book pages 25–29). The inner circle of students asks the outer circle *Can you (swim)?* The outer circle answers as they act out the ability or inability to do the action.
- **Toss and Tell** (Teacher's Book pages 25–29). S1 asks *What can you do?* And tosses the ball to S2, who answers and acts out *I can (sing)* and then asks S3 *What can you do?*
- **Guess the Next Card** (Teacher's Book pages 25–29). Students stand up. You ask *What can you do?* Students act out the verb they think the next card will be. You turn the card over; students who guessed correctly say *I can (wink).* They remain standing for the next card. Students who guessed incorrectly or said the wrong answer sit down. The last student standing wins.

Extra Practice

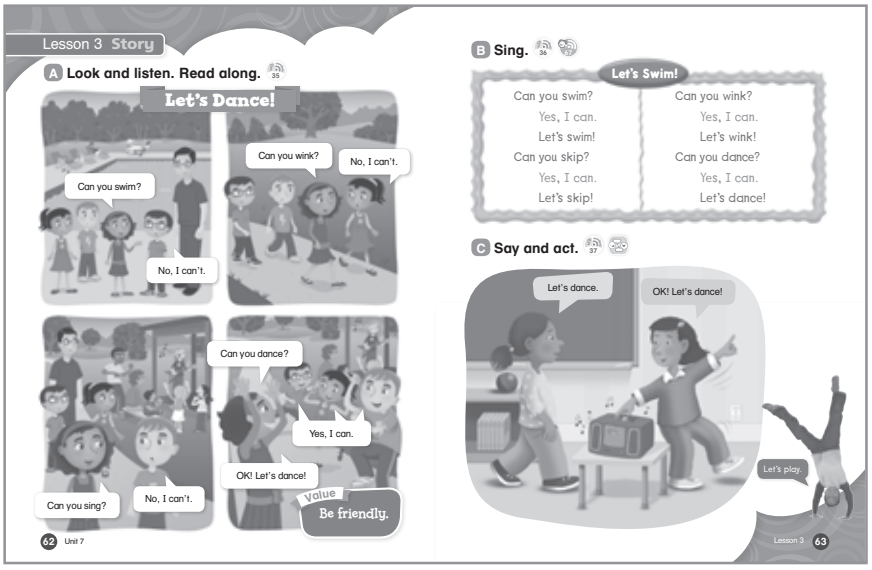
Workbook pages 60–61
Student Audio CD Tracks 64–66
iTools
Online Practice

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Unit 7 Things to Do

Lesson 3 Story



Student Book pages 62–63

Objectives
- Building reading and listening skills

Conversation
- Inviting friends to play

Let's dance!

OK! Let's dance!

Value
Be friendly.

Materials
Picture Cards 82–89; Class CD2 Tracks 34–37; Unit 7 Video Story

Student Book page 62

Warm up

1. Greet the class and sing **Can You Wink?** (Class CD2, Track 34) with your students.
2. **Rhythm Circle** (Teacher's Book pages 25–29) to review verbs.
3. Play **Simon Says** (Teacher's Book pages 25–29) to review verbs. Say *Can you wink?* Students do the action when you say, *Simon says, "Yes, I can."* And they don't do the action when you say *Simon says, "No, I can't."*

A Look and listen. Read along.

See *Teaching Stories*, Teacher's Book page 23.

1. Students look at the art and name the characters and anything else they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD2 Track 35. Students listen, point, and read along with the CD.

CD 2 35

Let's Dance!

Emma:	Can you swim?
Mike:	No, I can't.
Emma:	Can you wink?
Julie:	No, I can't.
Emma:	Can you sing?
Danny:	No, I can't.
Emma:	Can you dance?
Mike, Danny, Julie:	Yes, I can!
Emma:	OK! Let's dance.

4. Read the story aloud with the students. Then direct students' attention to the value *Be friendly* and play the track again. Students listen and read along.
5. Watch the story video. Put students in groups of four. Assign roles and have students watch the video again. Then have students act out the story.

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B Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 36. Students listen and then sing along with the CD.

CD2 36

Let's Swim!
Can you swim? Can you swim?
Yes, I can. Yes, I can.
Let's swim!
Can you skip? Can you skip?
Yes, I can. Yes, I can.
Let's skip!
Can you wink? Can you wink?
Yes, I can. Yes, I can.
Let's wink!
Can you dance? Can you dance?
Yes, I can. Yes, I can.
Let's dance!

3. Students act out the song as they sing it.

C Say and act.

See *Teaching Conversations*, Teacher's Book page 23.

1. Direct students' attention to the conversation. Act it out with a volunteer.
2. Play Class CD2 Track 37. Students listen and say along with the CD in pairs.

CD2 37

Let's dance.
OK! Let's dance.

3. Students rehearse and act out the conversation using gestures related to the situation.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Collaboration: Direct students' attention to the Everybody Up Friend on page 63 and read the speech bubble aloud: *Let's play.* Model the exchange by approaching a student and saying *Let's (dance)* and demonstrating the action of dancing. Elicit the response *OK! Let's (dance)!* Distribute paper and drawing supplies.

Student pairs draw pictures of three verbs. Then they take turns pointing to one of the verbs in their drawing and saying *Let's (jump)!* The partner responds with *OK! Let's (jump)!*

Games and Activities

- **Card Grab** (Teacher's Book pages 25–29). Read the story dialogue as a model, using different verbs. Students grab the correct Picture Card when you say *OK! Let's (wink).*
- **Rollers** (Teacher's Book pages 25–29). Students roll the ball and ask *Can you (skip)?* If a student answers *OK! Let's skip!* both students stand and act out the verb. If the student says *No, I can't*, the student rolls the ball to another student.
- **A New Story** (Teacher's Book pages 25–29). Using the existing story as a model, groups of students act out a new story with different verbs. Groups perform their story for the class.

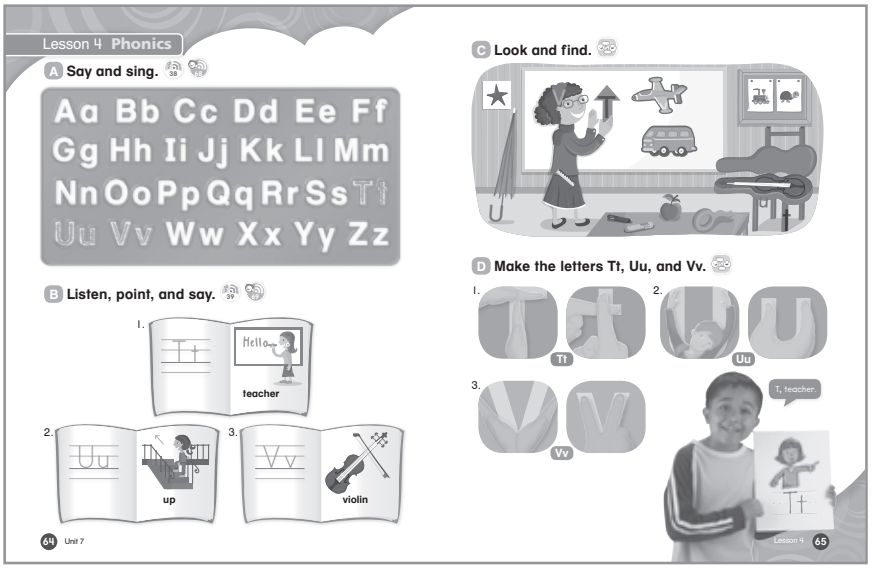
Extra Practice

Workbook pages 62–63
Student Audio CD Track 67
Unit 7, Lesson 3 Worksheet
iTools
Online Practice

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Lesson 4 Phonics



Student Book pages 64–65

Objectives
- Identifying sounds and letters

Letters
- *Tt, Uu, Vv*

Vocabulary
teacher, up, violin

Materials
Picture Cards 13–16, 25–27, 36–38, 49–51, and 90–92; Class CD2
Tracks 38–39

Student Book page 64

Warm up

1. Greet the class. Ask individual students *How are you?* Elicit the answer *I'm fine.* Students circulate and practice greetings with their classmates.
2. Elicit the expression from Unit 7, Lesson 3: *Let's play.* Students can practice the expression with their classmates, using their own verbs.
3. Play **Rhythm Circle** (Teacher's Book pages 25–29). Review the alphabet and vocabulary words, in order, from *A–S*.

A Say and sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Use Picture Cards 90–92 to introduce the new letters. Continue until students can produce the letters on their own.
2. Play Class CD2 Track 38. Students listen and then sing along with the CD.

CD 2 38

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

3. Divide the class into three groups: *T, U, V*. Play the song again. Groups stand when they sing their letter. Change roles.

B Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 23.

1. Use Picture Cards 90–92 to introduce the new words. Continue until students can produce the words on their own.
2. Play Class CD2 Track 39. Students listen, point, and say along with the CD.

CD 2 39

1. T, t, teacher
2. U, u, up
3. V, v, violin

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Student Book page 65

C Look and find.

1. Students point to the picture and describe what they see. Encourage students to use previously learned language, as well (*markers, apple, jet, train, ruler*).
2. Say the name of a letter or new word. Students point to the item in their books. See the answer key below.
3. Students do the activity in pairs.
4. Say the names of other items in the picture that begin with the letter sounds *t, u,* and *v: umbrella, tape, train, turtle, van.* Students raise their hands and identify the letter name.

D Make the letters Tt, Uu, and Vv.

1. Demonstrate making the letters with your body or hands and saying the letter names.
2. Direct students' attention to the examples in their books. Students make the letter shapes with their hands and body as they say the letter names.
3. Student pairs take turns making letter shapes for their partner to guess the letter name.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Creativity/Communication: Direct students' attention to the Everybody Up Friend on page 65 and read the speech bubble aloud: *T, t, teacher.* Distribute paper and drawing supplies.

Students use their creativity to draw their own pictures for the new letters (*T, U, V*). Then they share and talk about their drawings with a partner.

Games and Activities

- **Freeze** (Teacher's Book pages 25–29). Students arrange their hands or bodies into the letter shapes when you call out the letter.
- **Order the Pictures** (Teacher's Book pages 25–29). Use Picture Cards or student-made cards from Units 1–7 Phonics lessons. Small groups of students review the phonics words for this unit and previously learned phonics words by putting the cards in alphabetical order.
- **Buzzers** (Teacher's Book pages 25–29). You say a letter and students compete to say a word that starts with that letter. The words can be phonics words or vocabulary words.

Extra Practice

Workbook pages 64–65
Student Audio CD Tracks 68–69
Unit 7, Lesson 4 Worksheet
Unit 7 Test
iTools
Online Practice

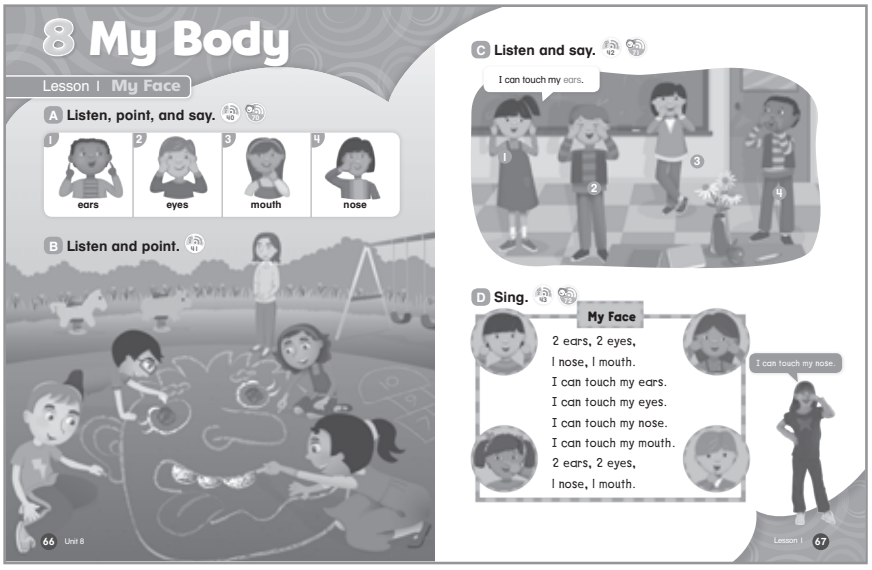
Student Book page 65



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Lesson 1 My Face



Student Book pages 66–67

Objectives
- Identifying parts of the body
- Expressing ability

Grammar
- Possessive pronoun *my*

I can touch my (ears).

Vocabulary
My Face: ears, eyes, mouth, nose

Materials
Picture Cards 82–89 and 93–96;
Class CD2 Tracks 36, 40–43

Student Book page 66

Warm up

1. Greet the class and sing **Let's Swim!** (Class CD2 Track 36). Encourage students to turn to their classmates as they sing and use appropriate gestures.
2. Review verbs vocabulary. Hold up Picture Cards 82–89, asking individual students *Can you (swim)?* Elicit *Yes, I can* or *No, I can't* and the appropriate gestures.
3. **Circles** (Teacher's Book pages 25–29). Students in the inner circle say the expression from Unit 7, Lesson 3: *Let's play.* Outer-circle students answer *OK! Let's (sing).* Students all act out the verb before moving on.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 93–96 to introduce the new words. Continue, picking up speed, until students can produce the words on their own.
2. Link the language. Combine the Unit 5 grammar pattern with the new vocabulary. Point to your ears and ask students *How many ears?* Elicit the response *Two ears.* Continue for all of the new words. Note, *How many noses? One nose.*
3. Play Class CD2 Track 40. Students listen, point, and say along with the CD.

CD 2 40

1. ears
2. eyes
3. mouth
4. nose

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

B Listen and point.

See *Using the Big Picture*, Teacher's Book page 22.

1. Read this while pointing to the picture:

   Danny, Mike, Emma, and Julie are at the playground. They are drawing a picture. Look at the drawing. Danny can draw ears. Mike can draw eyes. There are two eyes. Emma can draw a nose. There is one nose. Julie can draw a mouth. There is one mouth.
2. Play Class CD2 Track 41. Students listen, find the items in the picture, and point to them.

CD 2 41

Emma: 1 nose
Mike: 2 eyes
Julie: 1 mouth
Danny: 2 ears

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3. Invite students to talk about what else they see in the picture using previously learned language, such as color words and numbers.

Student Book page 67

C Listen and say.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new pattern: *I can touch my ears.*
2. Direct students' attention to the picture on page 67. Students talk about what they see.
3. Play Class CD2 Track 42. Students listen and say along with the CD.

CD 2 42

1. I can touch my ears.
2. I can touch my eyes.
3. I can touch my mouth.
4. I can touch my nose.

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

D Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Have students look at the art and name the body parts they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 43. Students listen and then sing along with the CD.

CD 2 43

My Face
2 ears, 2 eyes, 1 nose, 1 mouth.
I can touch my ears.
I can touch my eyes.
I can touch my nose.
I can touch my mouth.
I can touch my ears.
I can touch my eyes.
I can touch my nose.
I can touch my mouth.
2 ears, 2 eyes, 1 nose, 1 mouth.

4. Assign body parts to groups of students. Groups stand and act out their body parts as they sing.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Collaboration: Direct students' attention to the Everybody Up Friend on page 67 and read the speech bubble aloud: *I can touch my nose.* Model the language by touching a part of your face and saying *I can touch my (ears).*

Students work in small groups. They take turns touching a part of their face and using the expression to say what they can touch. Encourage the rest of the group to also touch that part of their faces.

Games and Activities

- **Pop-Up** (Teacher's Book pages 25–29). Assign a body part to groups of students. When you say the word *mouth* that group pops up and says *I can touch my mouth.*
- **Beanbag Toss** (Teacher's Book pages 25–29). Use Picture Cards 93–96. Students play in small groups. The first student throws the beanbag to a card and says *I can touch my (ears).*
- **Down the Line** (Teacher's Book pages 25–29). Use Picture Cards 93–96. When players meet, for a challenge question, ask *Can you touch your (nose)?*

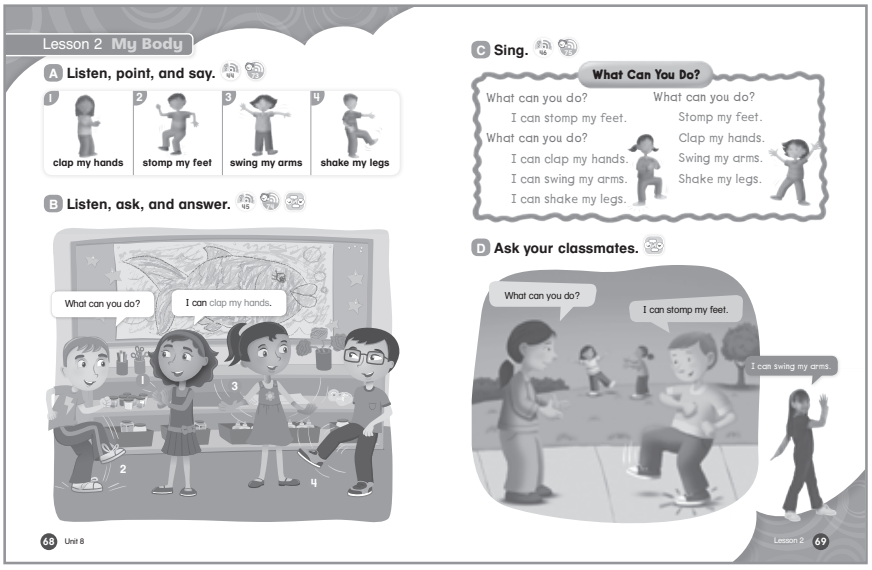
Extra Practice

Workbook pages 66–67
Student Audio CD Tracks 70–72
iTools
Online Practice

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Lesson 2 My Body



Student Book pages 68–69

Objectives
- Asking and answering about ability

Grammar
- Questions about ability with *what*

What can you do?

I can clap my hands.

Vocabulary
My Body: clap my hands, stomp my feet, swing my arms, shake my legs

Materials
Picture Cards 93–96 and 97–100; Class CD2 Tracks 43–46

Student Book page 68

Warm up

1. Greet the class *Hello! How are you?* Elicit *I'm fine. How are you?* Answer *I'm fine, thank you.* Students greet their classmates.
2. Sing **My Face** (Class CD2 Track 43).
3. Review the body parts from Unit 8, Lesson 1. Point to your ears and ask *How many ears?* and elicit: *Two ears.*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 22.

1. Use Picture Cards 97–100 to introduce the actions. Continue until students can produce the words on their own.
2. Reinforce meaning by acting out each action with students. Connect the motions to the words by acting them out as you say them. Establish a rhythm, for example, for *stomp your feet*: stamp once as you say each word, followed by three fast stamps. Students repeat the words and actions after you.
3. Link the language with grammar patterns from Unit 8, Lesson 1: *I can stomp my feet.*
4. Play Class CD2 Track 44. Students listen, point, and say along with the CD.

CD 2 44

1. clap my hands
2. stomp my feet
3. swing my arms
4. shake my legs

5. Students say the words on their own, pointing to their books.

B Listen, ask, and answer.

See *Teaching Grammar*, Teacher's Book page 22.

1. Introduce the new patterns:

   What can you do?

   I can clap my hands.
2. Direct students' attention to the picture on page 68. Students describe what they see.
3. Play Class CD2 Track 45. Students listen, point to the items in the picture, and say along with the CD.

CD 2 45

1. Danny: What can you do?
   Emma: I can clap my hands.
2. Emma: What can you do?
   Danny: I can stomp my feet.
3. Mike: What can you do?
   Julie: I can swing my arms.
4. Julie: What can you do?
   Mike: I can shake my legs.

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4. Students practice the conversations depicted in the book by asking and answering questions with a partner.

Student Book page 69

C Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the art and describe what they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 46. Students listen and then sing along with the CD.

CD 2 46

What Can You Do?
What can you do? What can you do?
I can stomp my feet.
What can you do? What can you do?
I can clap my hands.
I can swing my arms.
I can shake my legs.
What can you do?
Stomp my feet.
Clap my hands.
Swing my arms.
Shake my legs.

What can you do? What can you do?
I can stomp my feet.
What can you do? What can you do?
I can clap my hands.
I can swing my arms.
I can shake my legs.
What can you do?
Stomp my feet.
Clap my hands.
Swing my arms.
Shake my legs.

4. Students sing the song again, pointing at pictures in the book.

D Ask your classmates.

1. Direct students' attention to the conversation on page 69. Act it out with a student volunteer.
2. Students practice the conversation with a partner.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Communication: Direct students' attention to the Everybody Up Friend on page 69 and read the speech bubble aloud: *I can swing my arms.* Model the communication by demonstrating an action as you say *I can (clap my hands).* Encourage students to mimic your action.

Students work in small groups. They take turns saying what they can do, and the rest of the group must perform the action.

Games and Activities

- **Buzzers** (Teacher's Book pages 25–29). You perform one of the actions for the class, such as swinging your arms. Team members compete to be the first to name the gesture by saying *swing your arms.*
- **Toss and Tell** (Teacher's Book pages 25–29). Students ask *What can you do?* when they toss the ball, and answer *I can (clap my hands)* when they catch it. Encourage students to use previously learned language, such as *I can touch my nose.*

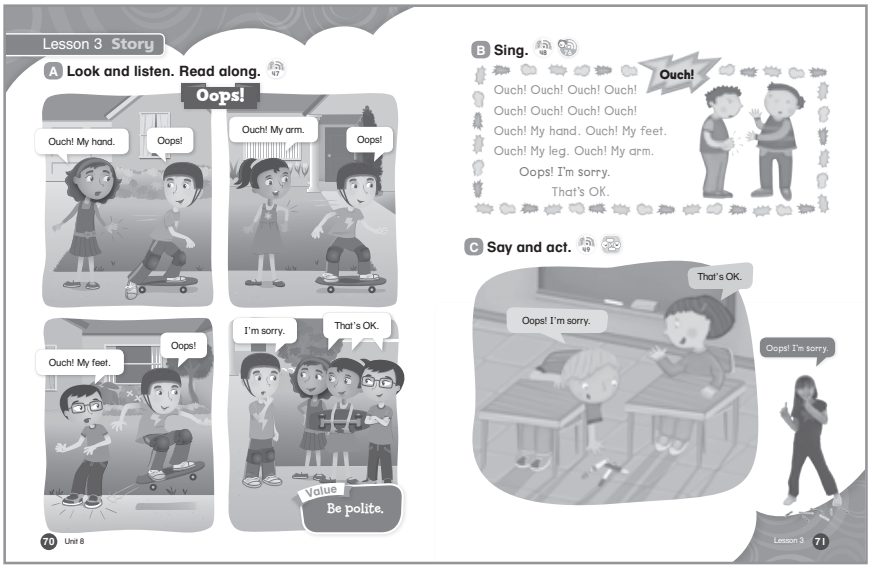
Extra Practice

Workbook pages 68-69
Student Audio CD Tracks 73–75
iTools
Online Practice

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Lesson 3 Story



Student Book pages 70–71

Objectives
- Building reading and listening skills

Conversation
- Expressing concern/being polite

Oops! I'm sorry.

That's OK.

Value
Be polite.

Materials
Picture Cards 97–100; Class CD2 Tracks 46–49; Unit 8 Video Story

Student Book page 70

Warm up

1. Greet the class and ask students to sit in a circle. Model the language pattern for students: *I'm 7. How old are you?* Elicit a response: *I'm (8).* Call out two names and ask these students to practice saying this pattern. Then this pair calls out the names of two other students to continue this exchange. Repeat until everyone has had a turn.
2. Review actions by playing **Guess the Next Card** (Teacher's Book pages 25–29). Hold up Picture Cards 97–100, one by one. Elicit the words. Shuffle the cards and begin again. Students do the action as they try to guess which card you will show next.
3. Elicit the expression from Unit 8, Lesson 2: *I can swing my arms.* Have students stand and practice saying and acting out their own expressions of ability with their classmates.
4. Sing **What Can You Do?** (Class CD2 Track 46). Students act out the song as they sing.

A Look and listen. Read along.

See *Teaching Stories*, Teacher's Book page 23.

1. Students look at the art and name the characters, body parts, colors, and anything else they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD2 Track 47. Students listen, point, and read along with the CD.

CD 2 47

Oops!

Emma: Ouch! My hand.
Danny: Oops!
Julie: Ouch! My arm.
Danny: Oops!
Mike: Ouch! My feet.
Danny: Oops!
Danny: I'm sorry.
All: That's OK.

4. Read the story aloud with the students. Then direct students' attention to the value *Be polite* and play the track again. Students listen and read along.
5. Watch the story video. Put students in groups of four. Assign roles and have students watch the video again. Then have students act out the story.

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B Sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the picture and talk about what they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 48. Students listen and then sing along with the CD.

CD 2 48

Ouch!
Ouch! Ouch! Ouch! Ouch!
Ouch! Ouch! Ouch! Ouch!
Ouch! My hand.
Ouch! My feet.
Ouch! My leg.
Ouch! My arm.
Oops! I'm sorry.
That's OK.

Ouch! Ouch! Ouch! Ouch!
Ouch! Ouch! Ouch! Ouch!
Ouch! My hand.
Ouch! My feet.
Ouch! My leg.
Ouch! My arm.
Oops! I'm sorry.
That's OK. That's OK. That's OK. That's OK!

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

C Say and act.



See *Teaching Conversations*, Teacher's Book page 23.

1. Play Class CD2 Track 49. Students listen and say along with the CD, in pairs.

CD 2 49

Oops! I'm sorry.
That's OK.

2. Students rehearse and act out the conversations, using props and gestures related to the situation in the picture.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Creativity/Communication: Direct students' attention to the Everybody Up Friend on page 71 and read the speech bubble aloud: *Oops! I'm sorry.* Model the communication by approaching a student, knocking something off their desk, and saying *Oops! I'm sorry.* Distribute paper and drawing supplies.

Students draw pictures of accidents, such as stepping on someone's toes. Then student pairs take turns showing each other their drawings and using the expression to express concern.

Games and Activities

- **Order the Pictures** (Teacher's Book pages 25–29). Prepare four large pictures to illustrate the Lesson 3 story. Groups hold the pictures and arrange themselves in order as you read the story aloud.
- Assign student pairs. Hand out four sticky notes to each pair. Instruct students to turn to the story pages from Units 1, 3, 5, and 8 and use a sticky note to cover up the value sticker at the end of each story. Then, write these four values on the board: *Be friendly. Be nice. Be helpful. Be polite.* Student pairs match each story with its value.
- **A New Story** (Teacher's Book pages 25–29). Small groups of students act out the story on page 70, substituting new body parts for the ones in the story.

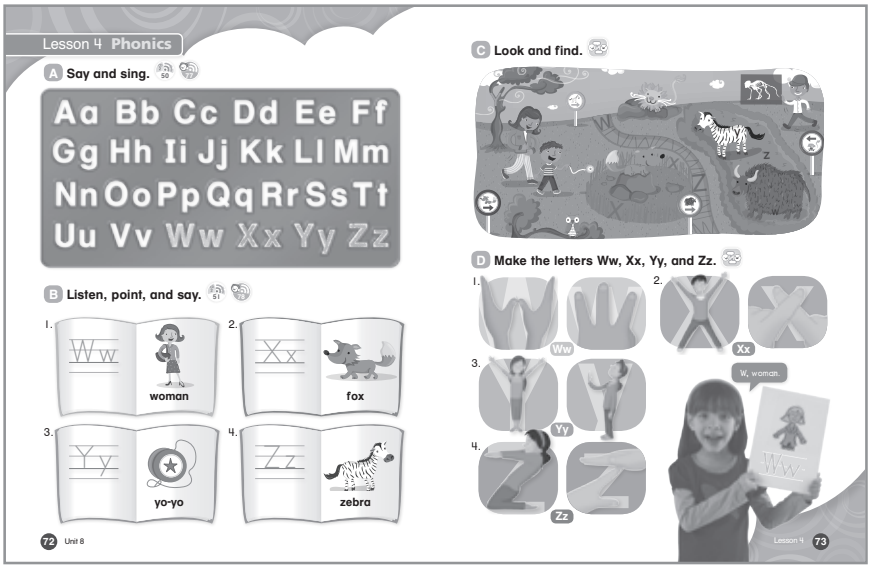
Extra Practice

Workbook pages 70–71
Student Audio CD Track 76
Unit 8, Lesson 3 Worksheet
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Lesson 4 Phonics



Student Book pages 72–73

Objectives
• Identifying sounds and letters

Letters
Ww, Xx, Yy, Zz

Vocabulary
woman, fox, yo-yo, zebra

Materials
Picture Cards 13–16, 25–27, 36–38, 49–51, 68–70, 79–81, 90–92, 101, and 104; Class CD2 Tracks 50–51

Student Book page 72

Warm up

1. Greet the class. Ask individual students *How are you?* Elicit the answer *I'm fine.* Students circulate and practice greetings with their classmates.
2. Play **Simon Says** (Teacher's Book pages 25–29). Ask *What can you do?* and answer *I can (clap my hands)* or *Simon says, "I can clap my hands."*
3. Play **Guess the Next Card** (Teacher's Book pages 25–29). Review the alphabet and vocabulary words, in order, from *A–V* using the phonics letter Picture Cards. Elicit the letter names and phonics words.

A Say and sing.

See *Teaching Songs*, Teacher's Book page 22.

1. Students look at the picture and name the letters they know.
2. Use Picture Cards 101–104 to introduce the new letters. Continue until students can produce the letters on their own.
3. Play Class CD2 Track 50. Students listen and then sing along with the CD.

CD 2 50

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

4. Divide the class into four groups: *W, X, Y, Z.* Play the song again. Groups stand when they sing their letter. Change roles.

B Listen, point, and say.

See *Teaching Phonics*, Teacher's Book page 23.

1. Use Picture Cards 101–104 to introduce the new words. Continue until students can produce the words on their own.
2. Play Class CD2 Track 51. Students listen, point, and say along with the CD.

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CD 2 51

1. W, w, woman
2. X, x, fox
3. Y, y, yo-yo
4. Z, z, zebra

Student Book page 73

C Look and find.

1. Students point to the picture and describe what they see. Encourage students to use previously learned language, as well.
2. Say the name of a letter or new word. Students point to the item in their books. See the answer key below.
3. Students do the activity in pairs.
4. Say the names of other items in the picture that have the letter sounds *w, x, y,* and *z: x-ray, yak, owl, zebra.* Students raise their hands and identify the letter name.

D Make the letters Ww, Xx, Yy, and Zz.

1. Demonstrate making the letters with your body or hands and saying the letter names.
2. Direct students' attention to the examples in their books. Students make the letter shapes with their hands and body as they say the letter names.
3. Student pairs take turns making letter shapes for their partner to guess the letter name.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 24.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend on page 73 and read the speech bubble aloud: *W, w, woman.* Distribute paper and drawing supplies.

Students draw their own pictures of objects beginning with the letters (*W, X, Y, Z*). Student pairs exchange papers and write the letter each object begins with below the pictures. Then they exchange papers again and identify the objects.

Games and Activities

- **Simon Says** (Teacher's Book pages 25–29). Students arrange their hands or bodies into the letter shapes when you say *Simon Says.*
- **Find** (Teacher's Book pages 25–29). Put pictures or Picture Cards of the phonics words around the room. Students race to touch a picture that begins with the letter you say.
- **Buzzers** (Teacher's Book pages 25–29). You say a letter and students compete to say a word that starts with that letter. The words can be phonics words or vocabulary words.

Extra Practice

Workbook pages 72–73
Student Audio CD Tracks 77–78
Unit 8, Lesson 4 Worksheet
Unit 8 Test
iTools
Online Practice

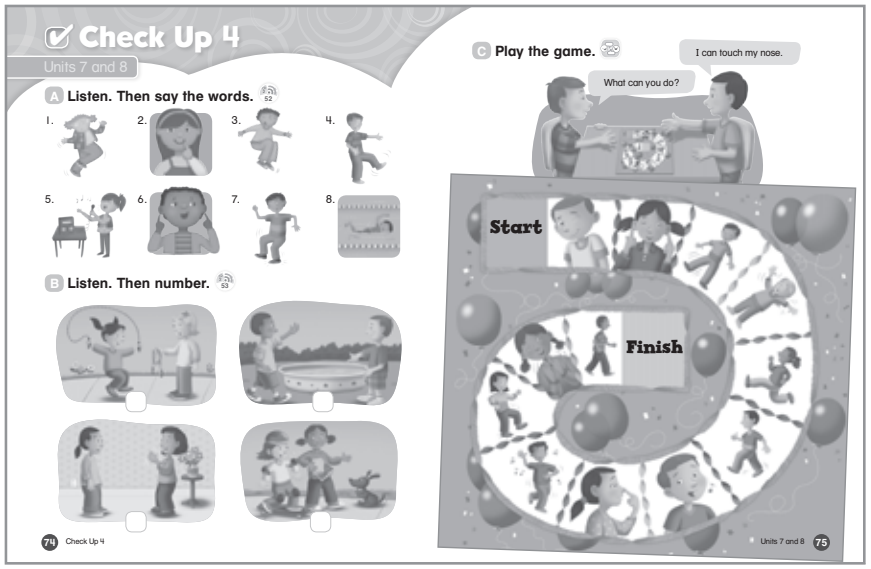
Student Book page 73



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Check Up 4



Student Book pages 74–75

Review Language
- Units 7 and 8 grammar and vocabulary

Phonics
- *T–Z*

Materials
Picture Cards 82–89, 97–100; Class CD2 Tracks 50, 52–53

Student Book page 74

Warm up

1. Greet the class and sing **The Alphabet** (Class CD2 Track 50) with students.
2. **Charades** (Teacher's Book pages 25–29). Review verbs and actions from Unit 7 and Unit 8.
3. Elicit the expression from Unit 8, Lesson 2: *I can swing my arms.* Students can practice their own expressions with their classmates, acting out the verbs.

A Listen. Then say the words.

See *Teaching Check Ups*, Teacher's Book page 23.

1. Lead the class to say each word together aloud. Then call on individual students to say the words. Repeat until each student has said several words.
2. Play Class CD2 Track 52. Students listen and say along with the CD.

CD 2 52

1. skip	2. mouth
3. jump	4. shake my legs
5. sing	6. ears
7. stomp my feet	8. swim

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

B Listen. Then number.

1. Students look at the pictures and say what they see.
2. Play Class CD2 Track 53. Students listen and point to the pictures.

CD 2 53

1. Can you jump?
   No, I can't
2. Let's play.
   OK. Let's swim.
3. What can you do?
   I can clap my hands.
4. Oops! I'm sorry.
   That's OK.

3. Play the CD again. Students write the number of each conversation in the box.
4. Check the students' answers.

Answer Key

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

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Student Book page 75

C Play the game.



1. Direct students' attention to the picture and read the conversation. Review the pictures on the game board with the class.
2. To move, give students a coin. Designate one side to move 1 space, the other side to move 2 spaces. Flip the coin to move. Model how to play the game with a few volunteers, allowing volunteers to respond appropriately in their own ways.
3. Students play in pairs.
4. In the award area, give students a star for completing the game.

Answer Key

1. wink
2. ears
3. shake my legs
4. swing my arms
5. run
6. walk
7. sing
8. touch my nose
9. dance
10. stomp my feet
11. clap my hands
12. walk

Games and Activities

- **Memory** (Teacher's Book pages 25–29). Students practice the new words. They say *I can (touch my nose)* when they make a correct match.
- **Word Roll** (Teacher's Book pages 25–29). Small groups of students play this game with the new vocabulary and phonics words. Prepare a special die with pictures of the vocabulary words on the sides, or use numbered pictures.
- **Categories** (Teacher's Book pages 25–29). Review language from Units 7 and 8.

Extra Practice

Workbook pages 74–75
Final Test
iTools
Online Practice

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YLE Practice Answer Key and Instruction

YLE Starters Practice 1, pages 76–77

Listening

CD 2 54

A. Listen and draw lines. There is one example.

Play the audio. Students draw lines from the objects to the person they hear.

Answers
1. Students draw a line from Cara to the doll.
2. Students draw a line from Max to the yo-yo.
3. Students draw a line from Sam to the jet.
4. Students draw a line from June to the train.

Speaking

B. Listen and point.

Ask the student questions about the picture, such as *Can you point to the boy?* The student points to the picture. If the student doesn't understand a question, try a back-up question, such as *Can you see a boy? Point.*

Possible items for questions
boy
glue
crayon
scissors
pencil

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Look and read. Put a tick (✓) or a cross (×) in the box.

Students look at the pictures, read the words, and mark if they match with a ✓ or ×.

Answers
1. ✓
2. ×
3. ✓
4. ×

D. Look and read. Write yes or no.

Students look at the picture and read the phrases. Then identify if the phrase describes the picture and write *yes* or *no*.

Answers
1. Yes
2. No
3. No
4. Yes

YLE Starters Practice 2, pages 78–79

Listening

A. Read the question. Listen and write a name or number.

CD 2 55

Students read the questions. Play the audio. Students listen and answer the questions with names or numbers.

Answers
1. Ben
2. Kim
3. 6
4. 3

Speaking

B. Listen and put the cards next to the picture.

Print out the object cards from the Teacher's Resource Center CD-ROM and cut them out. Ask the student to place the cards on the picture where you say, for example, *Put the crayon on the table.* If a student doesn't understand a question, try a back-up starting your command with a question, such as *Can you see the table? Put the crayon on the table.*

Possible questions and answers
Put the crayon on the table.
Put the paint next to the glue.
Put the train under the ball.
Put the doll on the chair.

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Look and read. Put a tick (✓) or a cross (×) in the box.

Students look at the pictures, read the words, and mark if they match with a ✓ or ×.

Answers
1. ×
2. ✓
3. ×
4. ✓

D. Look and read. Write yes or no.

Students look at the picture and read the phrases. Then identify if the phrase describes the picture and write *yes* or *no*.

Answers
1. Yes
2. No
3. Yes
4. No

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YLE Starters Practice 3, pages 80–81

Listening



A. Listen and tick (✓) the box.

Play the audio. Students listen and choose which picture is the correct answer, marking a ✓ in the box.

Answers
1. C
2. A
3. C

Speaking

B. Listen and answer the questions.

Ask the student questions about the people or the objects in the picture. If the student doesn't understand a question, try a back-up question, such as *Can you see children? How many?*

Possible questions and answers
How many children? (Two children.)
What color is the bread? (It's brown.)
How many glasses of milk? (One glass of milk.)
What color is the chicken? (It's brown.)
How many pieces of fish? (One piece of fish.)

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Look and read. Put a tick (✓) or a cross (✗) in the box.

Students look at the pictures, read the words, and mark if they match with a ✓ or ✗.

Answers
1. ✗
2. ✓
3. ✓
4. ✗

D. Look and read. Write yes or no.

Students look at the picture and read the words. Then identify if the word matches the picture and write *yes* or *no*.

Answers
1. No
2. Yes
3. Yes
4. No

YLE Starters Practice 4, pages 82–83

Listening



A. Listen and color.

Play the audio. Students listen and color the items in the picture based on what they hear.

Answers
1. Students color the face orange.
2. Students color the nose green.
3. Students color the eyes yellow.
4. Students color the mouth pink.

Speaking

B. Listen and answer questions.

Ask the student questions about the pictures in the Student Book. If the student doesn't understand a question, try a back-up question, such as *Can the girl clap?*

Possible questions and answers
Look at the girl. What can the girl do? (Clap.)
[Point to the boy in the middle.] Look at the boy. What can the boy do? (Stomp his feet.)
[Point to the boy on the far right.] What can the boy do? (Shake his legs.)

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Look and read. Put a tick (✓) or a cross (✗) in the box.

Students look at the pictures, read the words, and mark if they match with a ✓ or ✗.

Answers
1. ✗
2. ✓
3. ✗
4. ✓

D. Look and read. Write yes or no.

Students look at the picture and read the phrases. Then identify if the phrase describes the picture and write *yes* or *no*.

Answers
1. No
2. Yes
3. Yes
4. No

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Workbook Answer Key

Welcome, pages 2–3

A. Connect and say.
Students draw lines connecting the pictures, then say the sentences.

Answers
1. Hi! I'm Julie.
2. Hello! I'm Mike.
3. Hi! I'm Danny.
4. Hello! I'm Emma.

B. ✔ or X.
Students look at the pictures and write ✔ or X.

Answers
1. X ✔
2. ✔ X
3. X ✔
4. X ✔

Unit 1, Art Class
Lesson 1, School Supplies, pages 4–5

A. Match.
Students draw lines matching the words to the pictures.

Answers
1. [2nd picture] [4th picture]
2. [4th picture] [1st picture]
3. [1st picture] [2nd picture]
4. [3rd picture] [3rd picture]

B. Match.
Students draw lines matching the pictures to the sentences.

Answers
1. I have paint.
2. I have glue.
3. I have scissors.
4. I have paper.

C. ✔ or X.
Students look at the pictures and write ✔ or X.

Answers
1. X ✔
2. ✔ X
3. ✔ X
4. X ✔

Lesson 2, School Supplies, pages 6–7

A. Trace.
Students trace the pictures.

B. Match.
Students draw lines matching the sentences to the pictures.

Answers
1. [2nd picture]
2. [4th picture]
3. [3rd picture]
4. [1st picture]

C. Trace and match.
Students trace the pictures, then draw lines matching the pictures to the sentences.

1. I have a pencil.
2. I have a crayon.
3. I have a marker.
4. I have a pen.

Lesson 3, Story, pages 8–9

A. Find.
Students draw lines matching the questions to the answers.

Answers
1. I'm Danny.
2. I'm Julie.
3. I'm Mike.
4. I'm Emma.

B. Circle.
Students circle the pictures.

Answers
1. [1st picture]
2. [2nd picture]
3. [1st picture]
4. [2nd picture]

C. Draw and write.
Students write their names and draw pictures of themselves.

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Lesson 4, Phonics, pages 10–11

A. Connect.
Students draw lines matching the uppercase and lowercase letters.

Answers
1. a – A – a – A – a
2. b – B – b – B – b
3. C – c – C – c – c
4. d – D – d – D – d

B. Match and say.
Students draw lines matching the letters to the pictures, then say the letter sounds.

Answers
1. [2nd picture] a
2. [1st picture] b
3. [3rd picture] c

C. Circle and say.
Students circle the pictures, then say the letter sounds.

Answers
1. [2nd picture]
2. [2nd picture]
3. [1st picture]
4. [1st picture]

D. Trace.
Students trace the letters.

Unit 2, Let's Play

Lesson 1, Toys, pages 12–13

A. Circle.
Students circle the picture that matches the word and picture in the first column.

Answers
1. [2nd picture]
2. [1st picture]
3. [2nd picture]
4. [1st picture]

B. Trace.
Students trace the pictures.

C. Match and say.
Students draw lines matching the pictures to the words, then say the words.

Answers
1. yo-yo
2. balloon
3. doll
4. ball

D. Trace.
Students trace the pictures.

Lesson 2, Toys, pages 14–15

A. Trace.
Students trace the pictures.

B. Circle.
Students circle the pictures.

Answers
1. [1st picture]
2. [2nd picture]
3. [2nd picture]
4. [1st picture]

C. Match and say.
Students draw lines matching the pictures to the sentences, then say the sentences.

Answers
1. It's a boat.
2. It's a train.
3. It's a jet.
4. It's a car.

Lesson 3, Story, pages 16–17

A. Match.
Students draw lines matching the pictures to the sentences.

Answers
1. [2nd picture] Hello!
2. [4th picture] Bye!
3. [1st picture] Hello!
4. [3rd picture] Good-bye.

B. Circle.
Students circle the answers.

Answers
1. [1st picture] Hi!
2. [2nd picture] Hello!
3. [1st picture] Bye!
4. [2nd picture] Good-bye!

C. Match.
Students draw lines matching the words to the pictures.

Answers
1. [2nd picture]
2. [1st picture]
3. [3rd picture]

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Lesson 4, Phonics, pages 18–19

A. Circle and say.

Students circle the letters, then say the letter sounds.

Answers
1. [1st picture] [3rd picture]
2. [2nd picture] [4th picture]
3. [3rd picture] [4th picture] [6th picture]

B. ✔ or X.

Students look at the pictures and write ✔ or X.

Answers
1. ✔ ✔
2. ✔ ✔
3. ✔ ✔

C. Match and say.

Students draw lines matching the letters, pictures, and words, then say the letter sounds and words.

Answers

1. e	[2nd picture]	egg
2. f	[1st picture]	friend
3. g	[3rd picture]	girl

D. Trace.

Students trace the letters.

Check Up 1, pages 20–21

A. Match.

Students draw lines matching the pictures to the sentences.

Answers

1. [row 1, 2nd picture]	I have a balloon.
2. [row 1, 3rd picture]	I have a marker.
3. [row 1, 1st picture]	I have a car.
4. [row 2, 3rd picture]	I have a pen.
5. [row 2, 1st picture]	I have a jet.
6. [row 2, 2nd picture]	I have paper.

B. Trace.

Students trace the pictures.

Unit 3, Many Colors

Lesson 1, Colors, pages 22–23

A. Color and say.

Students color the pictures in the appropriate colors, then say the colors.

Answers
1. blue
2. green
3. yellow
4. red

B. Match and color.

Students draw lines matching the pictures to the sentences, then color the pictures.

Answers

1. [3rd picture]	It's blue.
2. [4th picture]	It's yellow.
3. [1st picture]	It's red.
4. [2nd picture]	It's green.

Lesson 2, Colors, pages 24–25

A. Color and say.

Students color the pictures in the appropriate colors, then say the colors.

Answers
1. pink
2. purple
3. brown
4. orange

B. Match and color.

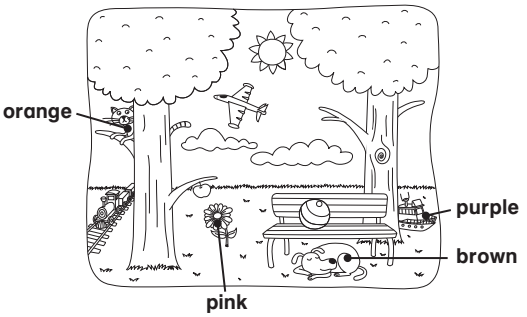
Students trace lines matching the sentences to the pictures, then color the pictures.

Answers
1. [2nd picture]
2. [4th picture]
3. [1st picture]
4. [3rd picture]

C. Find and color.

Students find objects within the picture and color them in the appropriate colors.

Answers



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Lesson 3, Story, pages 26–27

A. Find.
Students draw lines matching the pictures to the sentences.

Answers
1. I'm OK.
2. Thank you.
3. I'm fine. Thank you.

B. Match and say.
Students draw lines matching the pictures to the sentences, then say the sentences.

Answers
1. Thank you!
2. I'm fine. Thank you.

C. Circle and say.
Students circle the answers, then say the sentences.

Answers
1. I'm fine. Thank you.
2. Thank you!
3. I'm OK.

Lesson 4, Phonics, pages 28–29

A. Color.
Students color the picture using the key.

B. Match and say.
Students draw lines matching the letters to the pictures, then say the letter sounds.

Answers
1. [3rd picture] h
2. [1st picture] i
3. [2nd picture] j

C. Match and say.
Students draw lines matching the letters, pictures, and sentences, then say the sentences.

Answers
1. [3rd picture] It's a hat. It's brown.
2. [1st picture] It's an insect. It's red.
3. [2nd picture] It's jam. It's purple.

D. Trace.
Students trace the letters.

Unit 4, Counting

Lesson 1, Numbers, pages 30–31

A. Count.
Students draw lines matching the pictures to the numbers.

Answers
1. 1
2. 2
3. 3
4. 4
5. 5

B. Draw.
Students draw the correct number of fish.

Answers
1. Students trace outline of one fish.
2. Students draw two fish.
3. Students draw three fish.
4. Students draw four fish.
5. Students draw five fish.

C. Count.
Students count the objects in the picture and write the numbers.

Answers
1. 3
2. 2
3. 4
4. 5
5. 1

D. Count and circle.
Students look at the pictures and circle the answers.

Answers
1. 5
2. 4
3. 2
4. 3
5. 1

Lesson 2, Numbers, pages 32–33

A. Match.
Students draw lines matching the numbers to the pictures.

Answers
1. [3rd picture]
2. [4th picture]
3. [1st picture]
4. [5th picture]
5. [2nd picture]

B. Count and circle.
Students circle the correct number of pictures.

Answers
1. Students circle 7 out of 10 pencils.
2. Students circle 8 out of 10 pieces of paper.
3. Students circle 9 out of 10 scissors.
4. Students circle 6 out of 10 markers.
5. Students circle 10 out of 10 tubes of paint.

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C. Count.
Students count the objects in the picture and write the numbers.

Answers
1. 9
2. 7
3. 8
4. 10
5. 6

D. ✔ or X.
Students count the objects in the pictures and write ✔ or X.

Answers
1. X X ✔
2. X ✔ X
3. X ✔ X

Lesson 3, Story, pages 34–35

A. Connect.
Students draw lines matching the sentences to the pictures.

Answers
1. [2nd picture]
2. [3rd picture]
3. [4th picture]
4. [1st picture]

B. ✔ or X.
Students look at the pictures and write ✔ or X.

Answers
1. ✔ X X
2. X ✔ X

C. Count. Then write.
Students look at the pictures, count, and write the numbers.

Answers
1. 5
2. 8
3. 7
4. 4
5. 9
6. 6

D. Draw and write.
Students write their age and draw the appropriate number of candles.

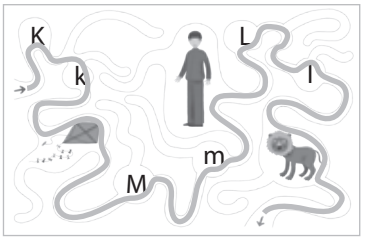
Lesson 4, Phonics, pages 36–37

A. Circle and say.
Students circle letters in the appropriate colors, then say the letter sounds.

Answers
K and k are circled in red.
L and l are circled in blue.
M and m are circled in green.

B. Find.
Students follow the path through the maze.

Answers



C. Match and say.
Students draw lines matching the letters, pictures, and words.

Answers
1. [2nd picture] kite
2. [1st picture] lion
3. [3rd picture] man

D. Trace.
Students trace the letters.

Check Up 2, pages 38–39

A. Color and say.
Students color the pictures in the appropriate colors, then say the colors.

Answers
1. It's brown.
2. It's green.
3. It's orange.
4. It's blue.
5. It's yellow.
6. It's red.

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B. Count. Then write.
Students count the pictures and write the numbers.

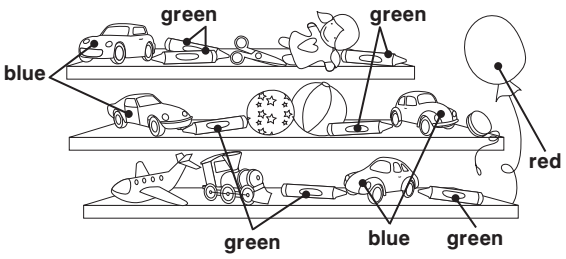
Answers
1. 1
2. 4
3. 10
4. 5
5. 7
6. 9

C. Match.
Students draw lines matching the pictures to the sentences.

Answers
1. I'm six.
2. I'm fine. Thank you.
3. Thank you.

D. Find and color.
Students find objects within the picture and color them in the appropriate colors.

Answers



Unit 5, Animals
Lesson 1, Pets, pages 40–41

A. Match.
Students draw lines matching the pictures to the words.

Answers

1. bird	birds	[6th picture]
2. rabbit	rabbits	[8th picture]
3. cat	cats	[5th picture]
4. dog	dogs	[7th picture]

B. ✔ or X.
Students look at the pictures and write ✔ or X.

Answers

1. ✔	rabbit
X	rabbits
2. X	cat
✔	cats
3. ✔	dog
X	dogs
4. X	bird
✔	birds

C. Count. Then write.
Students look at the picture and write the numbers.

Answers
1. 3
2. 3
3. 3
4. 8

D. Count and circle.
Students look at the pictures and circle the answers.

Answers
1. 3 birds
2. 6 cats
3. 1 dog
4. 8 rabbits

Lesson 2, Farm Animals, pages 42–43

A. Count. Then write.
Students look at the picture and write the numbers.

Answers

1. 4	horses
2. 6	goats
3. 2	cows
4. 6	ducks

B. Circle.
Students circle the correct number of pictures.

Answers
1. Students circle 9 out of 10 goats.
2. Students circle 6 out of 10 cows.
3. Students circle 7 out of 10 horses.
4. Students circle 8 out of 10 ducks.

C. Match and say.
Students draw lines matching the words to the pictures, count and write the numbers, then say the answers.

Answers

1. [4th picture]	4 horses
2. [2nd picture]	3 ducks
3. [1st picture]	8 goats
4. [3rd picture]	2 cows

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Lesson 3, Story, pages 44–45

A. ✔ or X.
Students read the sentences and write [check mark] or X.

Answers
1. Please help me. ✔
2. I'm 6. X
3. Sure. ✔
4. Good-bye! X
5. Thank you. ✔

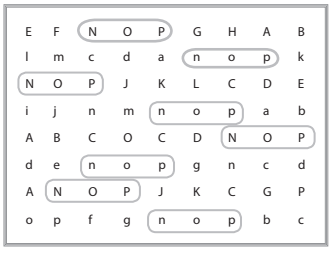
B. Number.
Students number the pictures in the correct order.

Answers
1. 2 Sure.
   1 Please help me.
   3 Thank you.
2. 3 Thank you.
   2 Sure.
   1 Please help me.
3. 1 Please help me.
   3 Thank you.
   2 Sure.

Lesson 4, Phonics, pages 46–47

A. Circle.
Students find and circle the letters NOP and nop in the word search.

Answers



B. Match.
Students draw lines matching the letters to the words.

Answers
1. nose
2. orange
3. pencil

C. Count.
Students look at the picture and write the numbers.

Answers
1. N 2
2. O 2
3. P 2
4. n 3
5. o 3
6. p 3
7. [nose] 3
8. [orange] 5
9. [pencil] 7

D. Trace.
Students trace the letters.

Unit 6, Lunch
Lesson 1, Food, pages 48–49

A. Match.
Students draw lines matching the sentences to the pictures.

Answers
1. [3rd picture]
2. [1st picture]
3. [2nd picture]
4. [4th picture]

B. ✔ or X.
Students look at the pictures and write ✔ or X.

Answers
1. X ✔ X
2. X X ✔
3. ✔ X X
4. X X ✔

C. Match and say.
Students draw lines matching the beginnings and endings of the sentences, then say the answers.

Answers
1. I like bread.
2. I like water.
3. I like milk.
4. I like candy.

D. What about you? Circle ☺ or ☹.
Students circle ☺ or ☹.

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Lesson 2, Food, pages 50–51

A. Number and say.

Students look at the pictures and write the numbers, then say the words.

Answers

1. 4 chicken
2. 3 fish
3. 2 rice
4. 1 beans

B. ✔ or X.

Students look at the pictures and write ✔ or X.

Answers

1. X Yes, I do.
   ✔ No, I don't.
2. ✔ Yes, I do.
   X No, I don't.
3. ✔ Yes, I do.
   X No, I don't.
4. X Yes, I do.
   ✔ No, I don't.

C. Match.

Students draw lines matching the pictures to the words and letters, then say the words.

Answers

1. Do you like rice? [4th picture]
   Yes, I do. [3rd picture]
2. Do you like fish? [1st picture]
   No, I don't. [1st picture]
3. Do you like chicken? [2nd picture]
   No, I don't. [2nd picture]
4. Do you like beans? [3rd picture]
   Yes, I do. [4th picture]

Lesson 3, Story, pages 52–53

A. Match.

Students draw lines matching the pictures to the sentences.

Answers

1. No, I don't.
2. It's a sandwich.
3. Thank you!
4. Yes, I do.

B. Number.

Students number the pictures in the correct order.

Answers

1. 4 Thank you.
   2 What is it?
   1 Here you are.
   3 It's chicken.
2. 4 You're welcome.
   2 It's beans.
   3 Thank you.
   1 What is it?
3. 2 It's fish.
   3 Thank you.
   4 You're welcome.
   1 What is it?
4. 2 What is it?
   4 Thank you.
   1 Here you are.
   3 It's rice.

Lesson 4, Phonics, pages 54-55

A. Connect.

Students draw lines matching the uppercase and lowercase letters.

Answers

1. q – Q – q – Q – q
2. r – R – r – R – r
3. s – S – s – S – s

B. ✔ or X.

Students look at the pictures and write ✔ or X.

Answers

1. q	✔	r	X
2. s	X	r	✔
3. s	✔	q	X

C. Match and say.

Students draw lines matching the pictures to the words, then say the words.

Answers

1. [2nd picture]	queen
2. [3rd picture]	ring
3. [1st picture]	sun

D. Trace.

Students trace the letters.

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Check Up 3, pages 56–57

A. Count.
Students look at the picture and write the numbers.

Answers
1. rabbits 3
2. cats 2
3. dogs 2
4. birds 3
5. horses 2
6. cows 2
7. ducks 3
8. goats 2

B. Circle.
Students look at the pictures and circle the answers.

Answers
1. [3rd picture]
2. [2nd picture]
3. [2nd picture]
4. [1st picture]

C. Match.
Students draw lines to the correct responses:

Answers
1. Sure. [5th picture]
2. What is it? [2nd picture]
3. You're welcome. [1st picture]
4. It's chicken. [4th picture]
5. Yes, I do. [3rd picture]

Unit 7, Things to Do
Lesson 1, Abilities, pages 58–59

A. Match and say.
Students say the words and point to the pictures.

Answers
1. walk
2. skip
3. jump
4. run

B. ✔ or X.
Students look at the pictures and write ✔ or X.

Answers
1. X ✔
2. X ✔
3. X ✔
4. X ✔

C. Find and number.
Students match the sentences to the pictures by writing the correct numbers next to the pictures.

Answers
1. 1 I can jump.
2. 3 I can walk.
3. 4 I can skip.
4. 2 I can run.

D. What about you? ✔ or X.
Students write ✔ or X next to the pictures.

Lesson 2, Abilities, pages 60–61

A. Find and number.
Students match the words to the pictures by writing the correct numbers next to the pictures.

Answers
1. 4 sing
2. 3 wink
3. 2 dance
4. 1 swim

B. Circle.
Students look at the pictures and circle the answers.

Answers
1. No, I can't.
2. Yes, I can.
3. Yes, I can.
4. No, I can't.

C. Match and say.
Students match the pictures, then say the questions and answers.

Answers
1. Can you wink? Yes, I can.
2. Can you sing? Yes, I can.
3. Can you dance? Yes, I can.
4. Can you swim? Yes, I can.

D. What about you? ✔ or X.
Students write ✔ or X next to the sentences.

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Lesson 3, Story, pages 62–63

A. Match and say.
Students draw lines matching the pictures to the sentences, then say the questions and answers.

Answers
1. Can you sing? [3rd picture]
   No, I can't. [3rd picture]
2. Can you swim? [1st picture]
   No, I can't. [2nd picture]
3. Can you wink? [2nd picture]
   Yes, I can. [1st picture]
4. Can you dance? [4th picture]
   OK! Let's dance. [4th picture]

B. Match.
Students draw lines matching the pictures to the sentences.

Answers
1. OK! Let's jump. [2nd picture]
2. OK! Let's run. [1st picture]
3. OK! Let's dance. [4th picture]
4. OK! Let's sing. [3rd picture]

Lesson 4, Phonics, pages 64–65

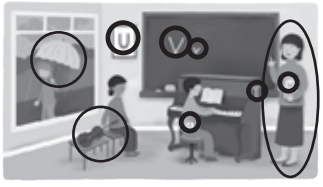
A. Find and circle.
Students find and circle the upper or lower case letters Tt Uu Vv.

B. Circle.
Students circle the letters.

Answers
1. Students circle the t and the t in teacher.
2. Students circle the u and the u in umbrella.
3. Students circle the v and the v in violin.

C. Find.
Students look at the picture and find the letters and objects.

Answers



D. Trace.
Students trace the letters.

Unit 8, My Body

Lesson 1, My Face, pages 66–67

A. Find and number.
Students match the words to the face by writing the correct numbers next to the parts of the face.

Answers
1. 2
2. 1
3. 1
4. 2
5. 3
6. 4

B. Circle.
Students look at the pictures and circle the answers.

Answers
1. [1st picture]
2. [3rd picture]
3. [2nd picture]
4. [2nd picture]

C. Trace.
Students trace the picture and complete the sentence.

Lesson 2, My Body, pages 68–69

A. Match.
Students draw lines matching the pictures to the sentences.

Answers
1. shake my legs [2nd picture]
2. clap my hands [1st picture]
3. swing my arms [4th picture]
4. stomp my feet [3rd picture]

B. Number.
Students match the words to the pictures by writing the correct numbers next to the pictures.

Answers
1. 1 clap my hands
2. 2 stomp my feet
3. 4 swing my arms
4. 3 shake my legs

C. Match and say.
Students draw matching lines to complete the picture sequences, then say the phrases.

Answers
1. [2nd picture]
2. [1st picture]
3. [4th picture]
4. [3rd picture]

D. What about you? ✔ or X.
Students write ✔ or X next to the phrases.

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Lesson 3, Story, pages 70–71

A. Find and number.
Students match the sentences to the pictures by writing the correct numbers next to the pictures.

Answers
1. 1 Ouch! My feet.
2. 3 Ouch! My arm.
3. 2 Ouch! My hand.
4. 4 That's OK.

B. Number.
Students match the sentences to the pictures by writing the correct numbers next to the pictures.

Answers
1. 2 That's OK.
   1 Oops! I'm sorry.
2. 1 Oops! I'm sorry.
   2 That's OK.
3. 2 That's OK.
   1 Oops! I'm sorry.
4. 2 That's OK.
   1 Oops! I'm sorry.
5. 1 Oops! I'm sorry.
   2 That's OK.

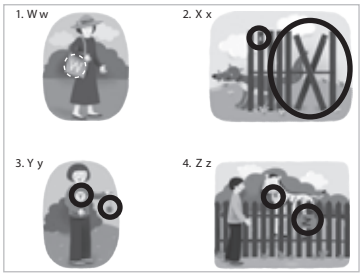
Lesson 4, Phonics, pages 72–73

A. Find and circle.
Students find and circle the letters.

Answers
1. W w
2. X x
3. Y y
4. Z z

B. Find and circle.
Students look at the pictures and circle the letters.

Answers



C. Match and say.
Students draw lines matching the pictures to the words, then say the words.

Answers
1. [4th picture] woman
2. [2nd picture] fox
3. [1st picture] yo-yo
4. [3rd picture] zebra

D. Trace.
Students trace the letters.

Check Up 4, pages 74–75

A. Find and number.
Students match the sentences to the pictures by writing the correct numbers next to the pictures.

Answers
1. 4 I can walk.
2. 6 I can sing.
3. 3 I can jump.
4. 2 I can skip.
5. 8 I can wink.
6. 1 I can run.
7. 5 I can swim.
8. 7 I can dance.

B. Find and circle.

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Picture Card List

1 Sing.
2 Talk.
3 Sit.
4 Stand.
5 paper
6 glue
7 scissors
8 paint
9 pencil
10 pen
11 crayon
12 marker
13 Aa apple
14 Bb baby
15 Cc cat
16 Dd dog
17 balloon
18 ball
19 doll
20 yo-yo
21 train
22 boat
23 jet
24 car
25 Ee egg
26 Ff friend
27 Gg girl
28 red
29 blue
30 yellow
31 green
32 orange
33 purple
34 pink
35 brown
36 Hh hat
37 Ii insect
38 Jj jam
39 one
40 two
41 three
42 four
43 five
44 six
45 seven
46 eight
47 nine
48 ten
49 Kk kite
50 Ll lion
51 Mm man
52 cat
53 cats
54 dog
55 dogs
56 bird
57 birds
58 rabbit
59 rabbits
60 goat
61 goats
62 duck
63 ducks
64 cow
65 cows
66 horse
67 horses
68 Nn nose
69 Oo orange
70 Pp pencil
71 milk
72 water
73 bread
74 candy
75 rice
76 beans
77 chicken
78 fish
79 Qq queen
80 Rr ring
81 Ss sun
82 walk
83 run
84 skip
85 jump
86 swim
87 dance
88 wink
89 sing
90 Tt teacher
91 Uu up
92 Vv violin
93 ears
94 eyes
95 mouth
96 nose
97 clap my hands
98 stomp my feet
99 swing my arms
100 shake my legs
101 Ww woman
102 Xx fox
103 Yy yo-yo
104 Zz zebra

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