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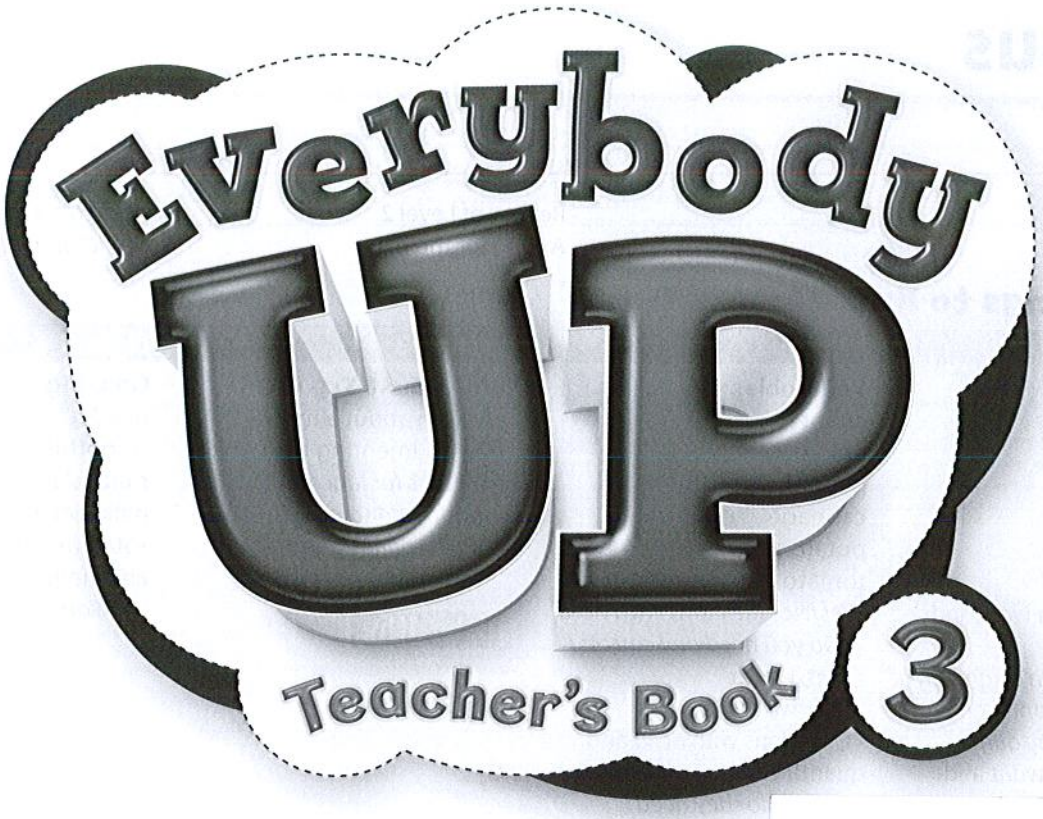

Patrick Jackson
Susan Banman Sileci

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Syllabus

Welcome

- Review of Level 2
- Asking for the date

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

Unit 1 Things to Eat

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

Unit 2 Around Town

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

Review 1 Units 1 and 2

Reading Bonus Movie Day

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Unit 3 People In Town

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

Unit 4 Getting Together

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

Review 2 Units 3 and 4

Reading Bonus Our Presents

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Unit 5 Fun in the Park

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

Unit 6 Helping Out

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

Review 3 Units 5 and 6

Reading Bobus Saturday Chores

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Unit 7 Out and About

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

Unit 8 Things We Use

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

Review 4 Units 7 and 8 — **Reading Bonus** Troy's Day

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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.

The Student Book is full of colorful photographs and illustrations that will help students connect what they learn to the world outside the classroom. Students will meet real children in every lesson, the Everybody Up Friends, who guide and encourage students to use English, both in and out of the classroom. 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.

With Student Book pages that are clear and easy to understand for both teachers and students, and Teacher's Book Lesson Plans that offer 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.

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.

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. The last lesson of every unit builds on the grammar and vocabulary of the preceding lessons and teaches new real-world content that integrates English with students' school studies.

The Communicative Approach emphasizes the value of communication in English language learning. Students use newly learned language to communicate with each other and to talk meaningfully about themselves, thus reinforcing their learning. Opportunities for individual, pair, and group speaking activities occur in every lesson and the Teacher's Book includes multiple suggestions for interactive games and activities to help students review, practice, and consolidate what they have learned. To further enhance student communication, each lesson ends with an Everybody Up Friend who demonstrates essential language from the lesson, offers helpful follow-up activities to teachers, and prepares students to take the language home with them to show their parents.

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

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

Testing

The *Everybody Up* Test Center gives you all the resources you need to evaluate your students' progress and to help them prepare for standardized tests of English such as the Cambridge Young Learners examinations.

The Test Center contains the following tests, all in ready-to-print and editable formats, with instructions, audio files, and answer keys:

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Placement Tests: These tests are a quick and accurate 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.

Achievement Tests: A unit test after each unit, a midterm test after Review 2, and a final test after Review 4 help you assess your students' mastery of the vocabulary, grammar, and conversational language of the syllabus. Questions for oral assessment (speaking tests) are also provided. In addition, every test contains questions and tasks like the ones students will encounter in the Cambridge Young Learners examinations. All the material for the Achievement Tests is also printed in the Teacher's Book (pages 130–155).

Cambridge Young Learners practice tests: These tests provide specific practice in the style of the Cambridge Young Learners examinations, enabling you to choose task types and create practice materials for these tests. Even if you are not preparing your students for these examinations, you can still use the tasks to create extra practice, review tests, or worksheets.

Further information on testing and evaluation (including the scoring system) can be found in the introduction to the tests (see Test Center and Teacher's Book, page 130).

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 unit review and a bonus reading lesson.

Every unit contains these four lessons:

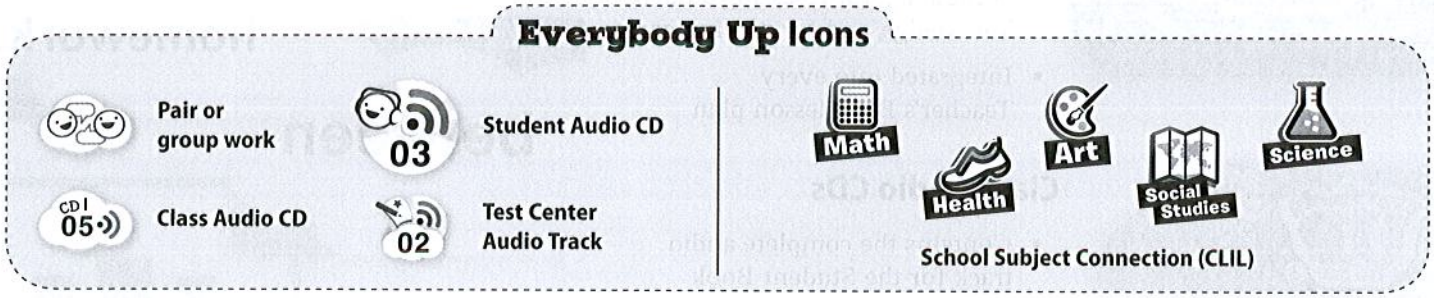
Lesson 1: This lesson introduces the unit topic. It presents six new vocabulary items, and then contextualizes them in a large illustrated scene. It also presents the first two grammar points. Exercises are carefully staged to introduce and practice the new language, and then lead students into actively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

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

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

Lesson 4: The final lesson in each unit teaches four new vocabulary items and builds on the grammar of the previous lessons with a CLIL focus. Each lesson has a cross-curricular connection to school subjects such as math, science, art, social studies, and health. Critical thinking activities and graphic organizers help students practice age-appropriate academic skills.

Review and Reading Bonus: After every two units, a review lesson helps students consolidate the vocabulary, grammar, and conversational language they have learned. When students have completed the page, teachers can add a sticker, a star, or other reward to the 'Award' space at the top of the page. The Review is followed by the Reading Bonus, a lesson which teachers can use to present and review a reading passage that includes newly learned vocabulary and grammar.



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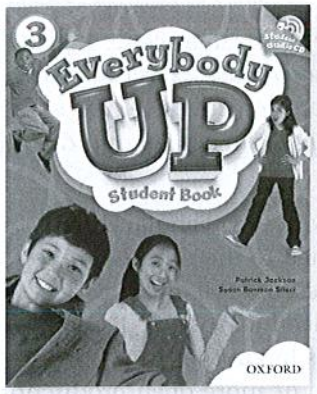
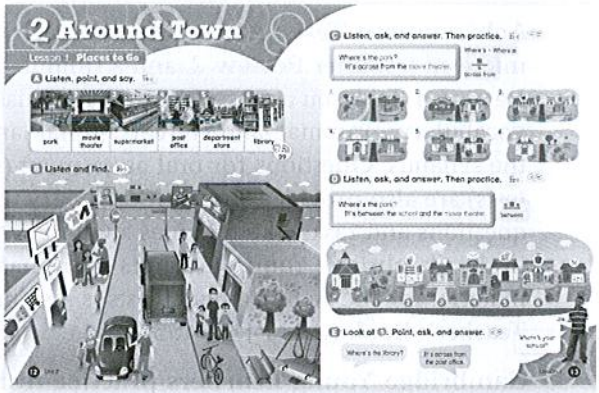
Components



Student Book

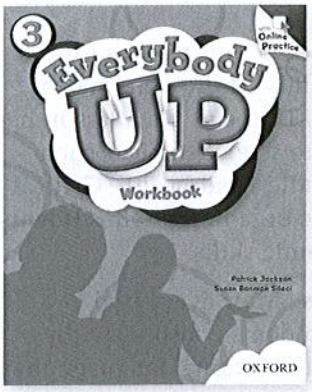
- Eight units with four lessons per unit
- Four reviews (after every two units)
- Colorful and engaging artwork captures students' interest
- Pages are easy for students and teachers to use
- Includes a Student Audio CD for at-home fun and review



Student Audio CD

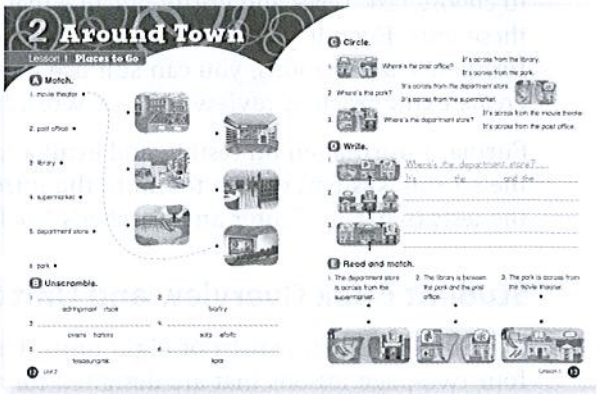
Included in the Student Book with Audio CD Pack

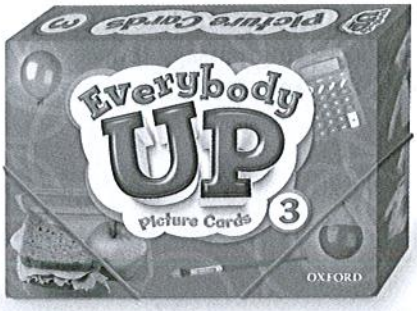
- Vocabulary and songs for students to review and practice at home



Workbook

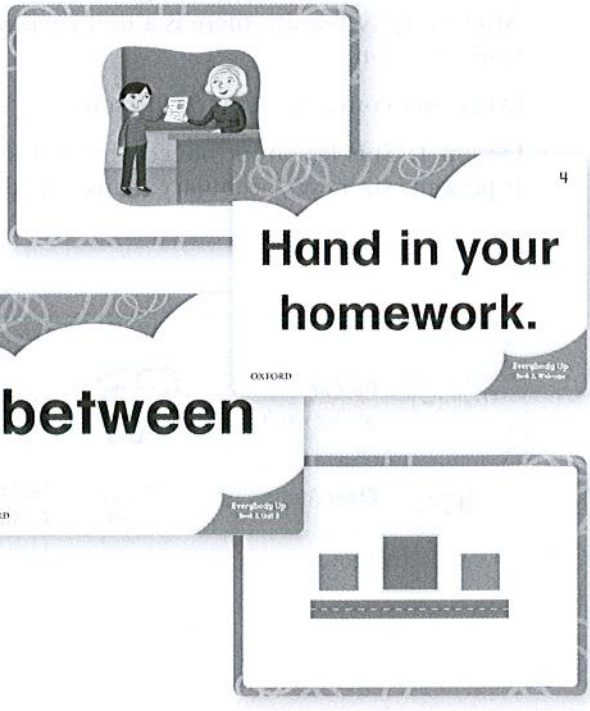
- Pages match the Student Book
- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Alphabet pages at the back for review and writing practice

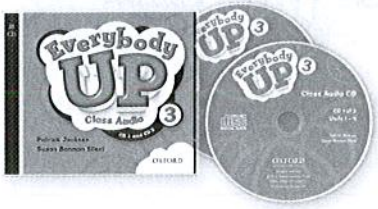




Picture Cards

- 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
- Integrated into every Teacher's Book lesson plan





Class Audio CDs

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

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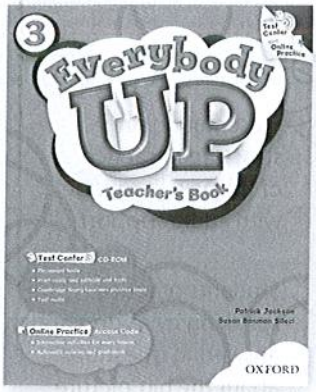
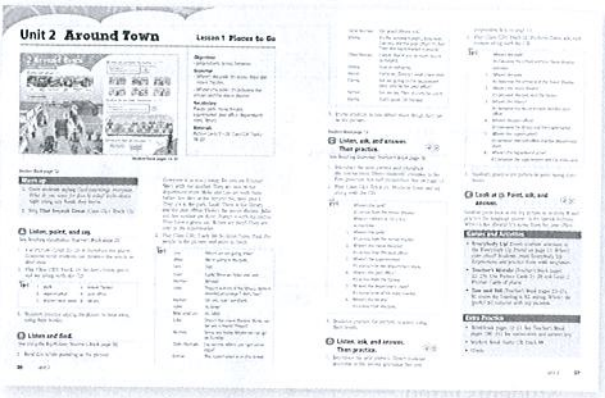
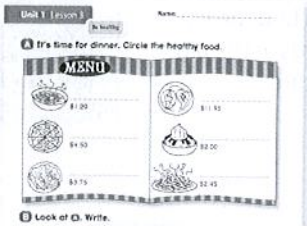
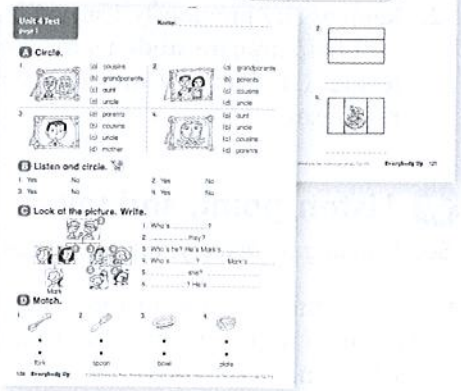


Teacher's Book

- **Introduction:**
  - A description of the course and its teaching methodology
  - Tips for teaching different aspects of the lessons
  - Descriptions of games and activities used in the lesson plans
- **Lesson Plans:**
  - Detailed plans that support teachers of all levels
  - Teaching suggestions for all elements of the Student Book page
  - A consistent, step-by-step approach designed to help students learn effectively
  - Ideas for extension activities
- **Also included in the Teacher's Book:**
  - Worksheets and tests with teaching notes and answer keys
  - Workbook answer key
  - Picture Card list and word list



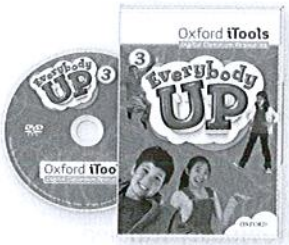




Test Center

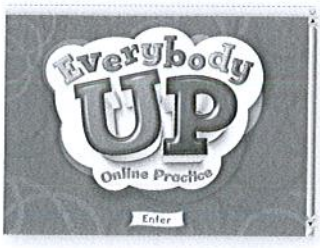
CD-ROM included with the Teacher's Book

- Placement tests
- Print-ready and editable unit tests
- Cambridge Young Learners practice tests
- Test audio



iTools

- Classroom presentation software suitable for use with interactive whiteboard or data projector with computer
- Teachers can project Student Book and Workbook pages, show the Picture Cards, and play audio files
- Includes interactive activities with every lesson to use in class



Online Practice

Access codes included with the Teacher's Book and the Workbook with Online Practice

- Interactive activities for every lesson
- Automatic scoring and gradebook
- www.euonlinepractice.com

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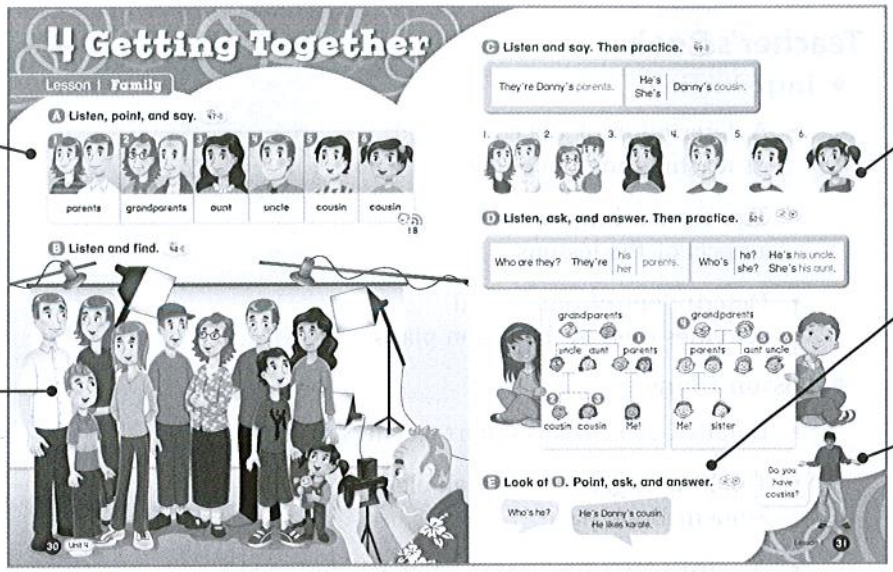
Lesson Guide Lesson 1

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.

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

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

Student Book pages 30–31

Warm up

1. Greet the class. Use previously learned language to elicit responses from individual students.
2. Review any previously learned language that will help prepare students for the current lesson. Use Picture Cards to elicit student responses.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

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

B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

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

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C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

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

D Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

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

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

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

Games and Activities

- **Everybody Up!** Direct students' attention to 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 Book Audio CD
- iTools
- Log in for Online Practice

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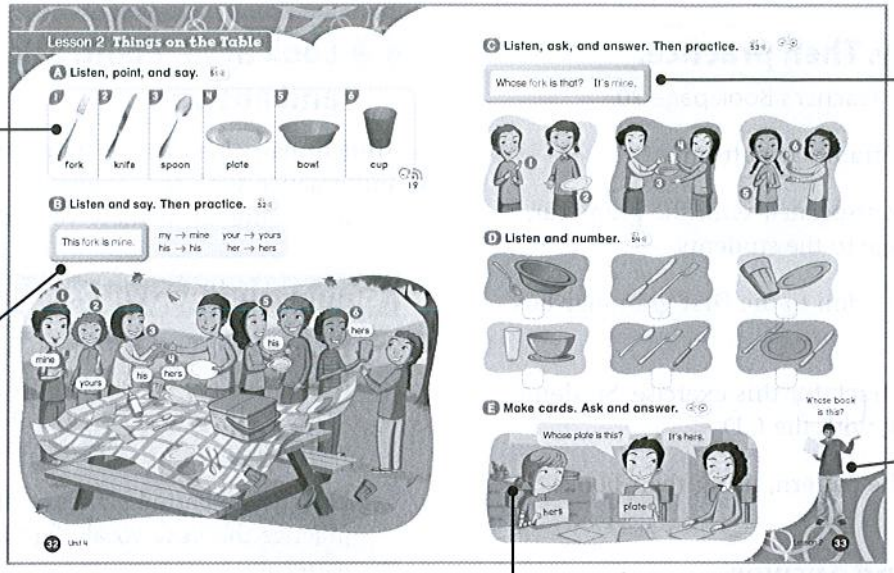
Lesson 2

New words are clearly presented with audio support.

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



Further exposure to the new language.

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

Fun personalization activities offer more speaking practice.

Student Book pages 32–33

Warm up

1. Greet the class. Use familiar language to elicit responses from 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 Everybody Up Expression from the previous lesson. Have student practice the expression with their classmates.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

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. If a game or activity is suggested, use it to further practice the new vocabulary.
4. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
5. Students practice the words on their own, using their books

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

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

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C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

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

D Exercise varies.

Steps for this exercise will vary. See individual units.

E Exercise varies.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and practice 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
- Log in for Online Practice

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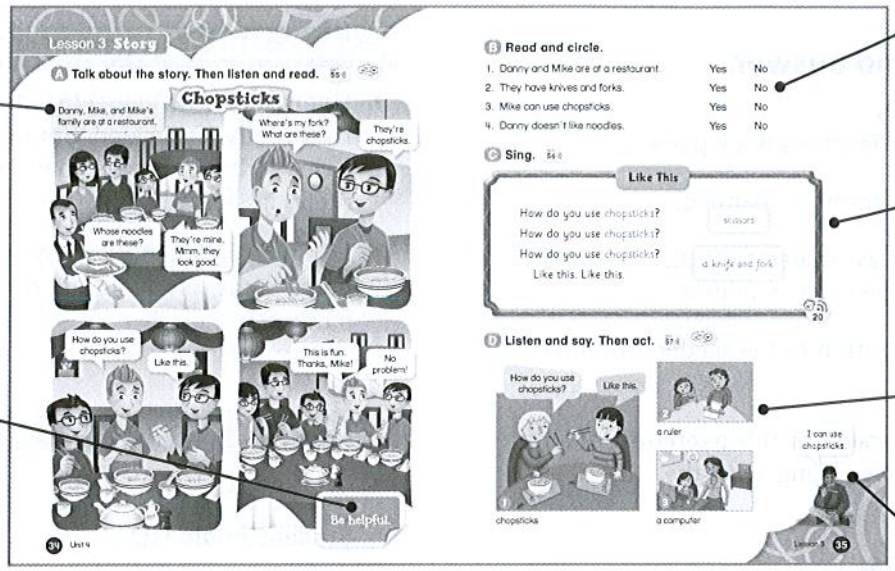
Lesson 3



Student Book pages 34–35

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

The story highlights a universal value.

Circling activity builds reading comprehension.

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.

Warm up

1. Greet the class. Then use familiar language to elicit responses from students.
2. Review any previously learned language that will help prepare students for the Lesson 3 story.
3. Elicit the Everybody Up Expression from the previous lesson. Have students practice their own Everybody Up Expressions with their classmates.
4. If a song, game, or activity is suggested, use it as additional warm up for Lesson 3.

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see.
2. Play the Class CD track for this exercise. Students listen, point, and read along with the CD.
3. Read the story aloud with the students. Then direct students' attention to the value and play the track again. Students listen and read along.

B Read and circle.

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

C Sing.

See *Teaching Songs*, Teacher's Book page 20.

1. Read the song lyrics with the students.
2. Play the Class CD track for the song. Students listen and sing along with the CD.
3. Students sing the song again, using appropriate gestures, props, or facial expressions.

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D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 21.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and share them with their classmates. If a game or activity is suggested, use it to further practice the expressions.
- Use the suggested games or activities to further review the story.

Extra Practice

- Workbook
- Student Book Audio CD
- Lesson 3 Worksheet
- iTools
- Log in for Online Practice

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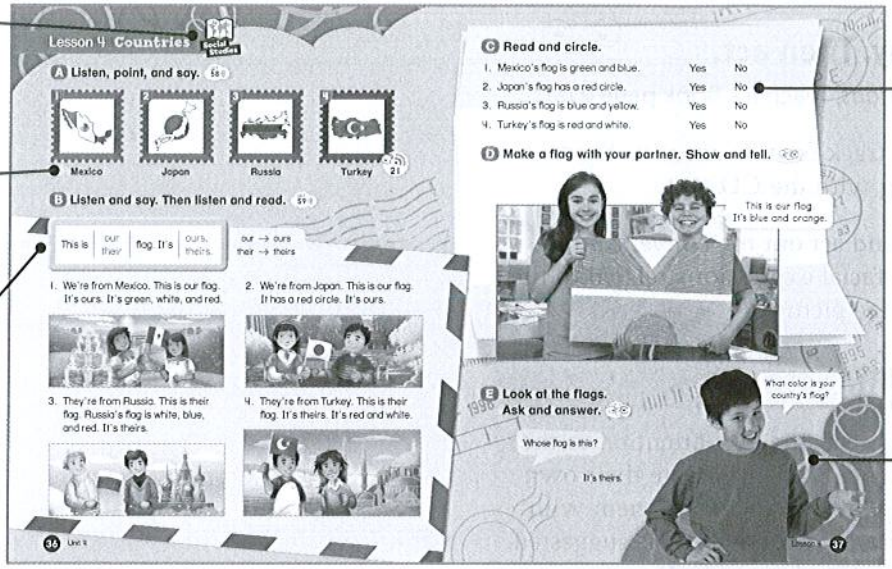
Lesson 4

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

Words are clearly presented with audio support.

Structured practice of the new language.



Students practice the language and concepts with critical thinking activities.

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

Student Book pages 36–37

School Subject Connection

Social Studies

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

Warm up

1. Greet the class. Use familiar language to elicit responses from individual students. Then have students practice the language with each other.
2. Review any previously learned language that will help prepare students for the current lesson.
3. Elicit the Everybody Up Expression from the previous lesson. Students practice the expression with their classmates.
4. If a song, game, or activity is suggested, use it as additional warm up for Lesson 4.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

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 a game, activity, or Picture Cards to elicit responses.
3. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
4. Students practice saying the new vocabulary on their own, using their books.

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B Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new grammar pattern.
2. If there is a tip box associated with the grammar, present that language to the students.
3. Direct students' attention to the grammar box.
4. Play the Class CD track for this exercise. Students listen and say along with the CD.
5. Play the track again. Students listen and read along.
6. Students read the passages on their own.
7. Divide the class into groups. Group 1 reads the first passage, Group 2 reads the second passage, and so on.

C Read and circle.

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

D Exercise varies.

Steps for this exercise will vary. See individual units.

E Exercise varies.

Students practice the language pattern in the speech bubbles, using the information from Activity D as directed.

Games and Activities

- **Everybody Up!** Direct students' attention to 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 Book Audio CD
- Lesson 4 Worksheets
- Unit Test

- iTools
- Log in for

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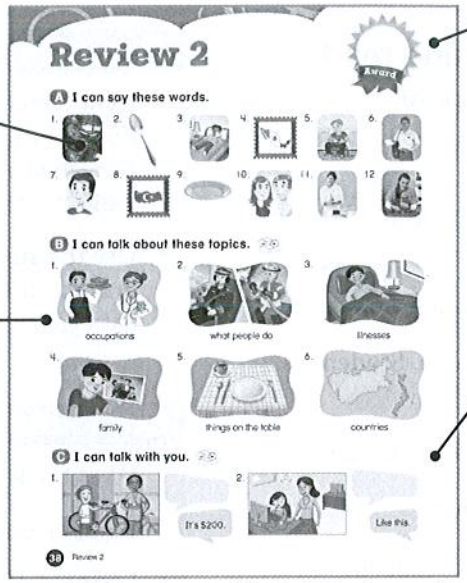
Review



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

Students recall and produce the grammar patterns from the previous two units.

Teachers can add a sticker, star, or other reward to this space.

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

Student Book page 38

Warm up

1. Greet the class. Use language from the previous two units to elicit responses from students.
2. If a game or activity is suggested, use it to further review the previous two units.

A I can say these words.

See *Teaching Reviews*, Teacher's Book page 21.

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. Students practice saying the words on their own, using their books.
3. If a game or activity is suggested, use it to review vocabulary from the previous two units.

B I can talk about these topics.

Students examine the pictures and discuss the topics in pairs or small groups.

C I can talk with you.

1. Students look at each picture, and decide what would work in the empty speech bubbles.
2. Model each conversation with a few students, allowing them to respond appropriately in their own ways.
3. Pairs practice the conversations and switch roles.

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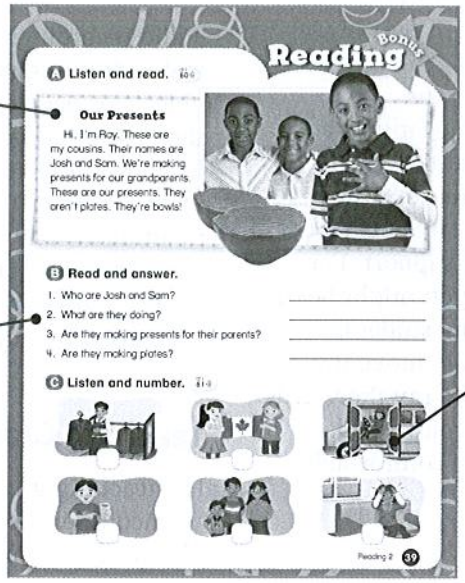
Reading Bonus

Students read a passage which reviews newly learned vocabulary and grammar patterns.

Students answer questions about the reading to assess reading comprehension.



Students develop listening skills by reviewing language from the previous two units

Student Book page 39

A Listen and read.

See *Teaching Reading*, Teacher's Book page 21.

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

B Read and answer.

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

C Listen and number.

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

Games and Activities

- *Review:* Use the suggested games or activities to further review the previous two units.
- *Reading:* Use the suggested games or activities to further review the reading.

Extra Practice

- Workbook
- Midterm and Final Test Test Center
- iTools
- Log in for 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 box in the Student Book. Write the pattern on the board. Say the pattern aloud and have students repeat after you.

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

An additional step may present plurals, articles, or other special language points. Pre-teaching is followed by audio and classroom activities.

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 lyrics.

Step 1 Read the song lyrics aloud with the students. Repeat this step a few times, to build confidence and fluency and to get students ready to sing.

Pre-teaching is followed by audio and classroom activities. Encourage students to come up with appropriate gestures or dances to accompany each song. If a song has multiple parts, divide the class into groups and assign the parts. More advanced classes might even want to try writing new lyrics.

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Teaching Stories

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

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

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

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

Teaching Conversations

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

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

Teaching Reviews

Before beginning each activity, a review of the relevant units' material is 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 at least one word.

Activity B

The Review lesson plans specify the language patterns that students should be able to use in talking about the Activity B topics. 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.

For Activity B, place students in pairs or groups of three. To assess student performance in Activity B, circulate and observe each group one at a time, without distracting the students. Listen carefully, taking notes and making sure that students are correctly using all of the required language.

Activity C

Review the conversations 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.

For Activity C, place students in new pairs (or groups, as required). To assess student performance in Activity C, circulate and observe each group one at a time, without distracting the students. Listen carefully, taking notes and making sure that students are correctly using all of the required language.

Teaching Reading

Level 3 Reading Bonus sections focus on reading fluency and comprehension. A typical Reading Bonus section begins with a pre-reading stage of three steps.

Step 1: Talk with students about the title of the reading and the pictures that go with it. Review any key words that are used to ensure that students understand them. Then, write those words on the board, along with any other known words that will help clarify their meanings.

Step 2: Ask students what they think the reading will be about. Engage them in discussing topics related to the reading.

Step 3: Play the audio for the reading and have students read aloud with it.

Pre-reading is followed by audio and classroom activities.

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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.

Buzzers

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

Card Grab

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

Categories

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

Charades

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

Class Survey

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

Down the Line

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

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Find Someone Who

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

Finish the Story

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

First to Say Z!

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

Five Questions

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

Gaps

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

Guess the Next Card

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

Identity Swap

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

Jump to the Word

Place the picture cards on the floor, face-up. Using verbs students know, instruct a student to go to a particular card *(Hop) to (police officer).* When S1 gets to the card, he or she says the word or makes a sentence about it: *He's/She's a (police officer).* Alternatively, pairs of students can also be instructed to go to a card. Students use the word as a cue for a question-and-answer pattern.

Listen and Draw

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

My Version

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

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Names Chant

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

Order the Text

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

Pop-Up

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

Rhythm Circle

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

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

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

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

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

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

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

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

Rollers

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

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.

Shopping List

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

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.

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Telephone

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

Toss and Tell

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

Triangle Groups

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

Two Truths and a Lie

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

What's Missing?

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

Word Roll

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

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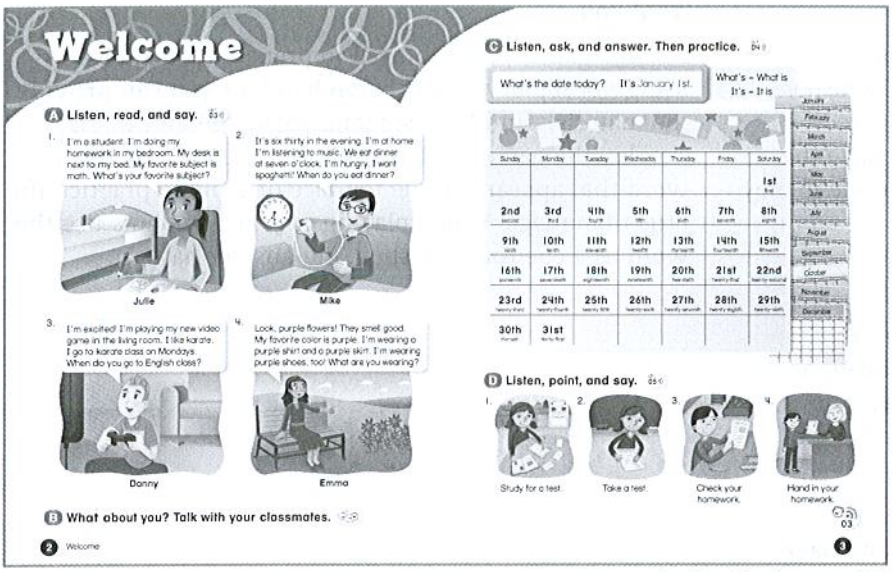
Welcome



Student Book pages 2–3

Objectives
- Review of Level 2

Grammar
- Asking for the date

What's the date today?

It's January 1st.

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

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

Student Book page 2

Warm up

1. Greet the class, saying *Hi* and *Hello*. Then, do a Names Chant (Teacher's Book pages 22–25).

A Listen, read, and say.

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

CD 1 03

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

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

B What about you? Talk with your classmates.

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

Student Book page 3

C Listen, ask, and answer. Then practice.

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

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CD 1 04

What's the date today?

It's January 1st.

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

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

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

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

D Listen, point, and say.

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

CD 1 05

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

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

Games and Activities

- **First to Say Z!** (Teacher's Book pages 22–25). Play this using months of the year, starting with January.
- Review vocabulary from Levels 1 and 2. Draw a chart with seven columns on the board. Each column represents a theme. At the top of each column, either write or draw a small picture for the following themes: school subjects, times, activities, feelings, meals, rooms of the house, jobs, clothing, and colors. Students brainstorm vocabulary for each theme.
- **My Version** (Teacher's Book pages 22–25). Students choose one of the characters' self-introductions in Activity A and rewrite it using their own information. Then students introduce themselves to the class.

Extra Practice

- Workbook pages 2–3. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 05
- iTools
- Log in for Online Practice

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Unit 1 Things to Eat

Lesson 1 Snacks

Student Book pages 4–5

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

Grammar
- Statements with *want* and quantifiers
  I want some gum.
  I don't want any gum.
- Questions with *want* and quantifiers
  What do you want?
  I want some gum.

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

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

Student Book page 4

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary,* Teacher's Book page 20.

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

CD 1 06

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

4. Students practice the words using their books.

B Listen and find.

See *Using the Big Picture,* Teacher's Book page 20.

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

CD 2 07

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

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

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

Student Book page 5

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

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

CD 1 08

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

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

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

D Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

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

CD 1 09

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

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

3. Pairs practice the pattern using their books.

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

Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *What does she want? She wants some potato chips.* Students should use all of the new vocabulary.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 5: *I want some peanuts. What about you?* Students create expressions and practice saying them.
- **Listen and Draw** (Teacher's Book pages 22–25). Students work in groups of 3. S1 whispers to S2 *I want some (gum). I don't want any (popcorn).* S3 asks S2 *What does (he) want?* S2 answers and S3 draws a picture to show S2's answer.
- **Class Survey** (Teacher's Book pages 22–25). Distribute charts with six columns and six rows. Students circulate and interview six classmates, asking *What do you want?* and keeping track of names and answers in the chart. Interviewees answer using Lesson 1 foods.

Extra Practice

- Workbook pages 4–5. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 04
- iTools
- Log in for Online Practice

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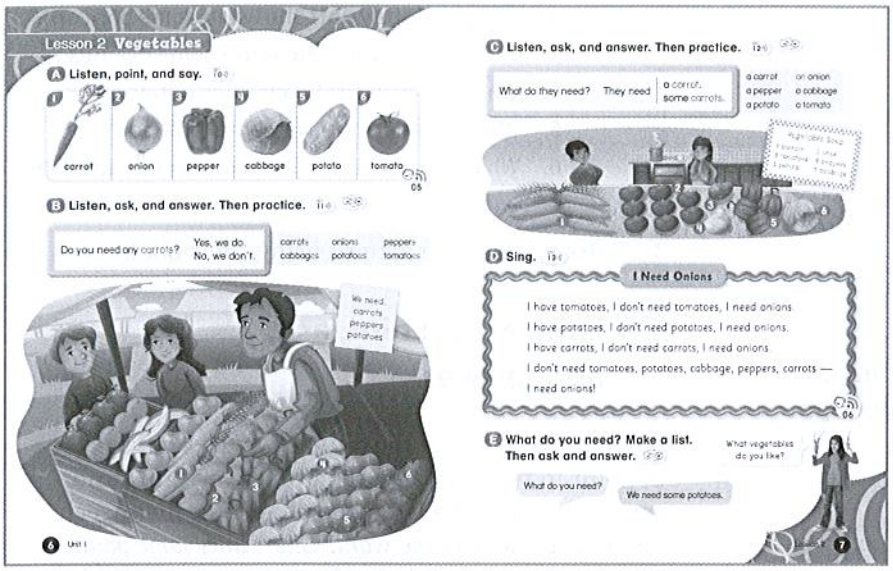
Unit 1 Things to Eat

Lesson 2 Vegetables



Student Book pages 6–7

Objectives
- Asking and answering questions about vegetables

Grammar
- Yes/No questions with *need*
  Do you need any carrots?
  Yes, we do. / No, we don't.
- Questions with *need* and quantifiers
  What do they need?
  They need a carrot/some carrots.

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

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

Student Book page 6

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

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

CD 1 10

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

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

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

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

CD 1 11

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

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

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

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

Student Book page 7

C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, page 20.

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

CD 1 12

What do they need? They need a carrot.

What do they need? They need some carrots.

a carrot, an onion, a pepper, a cabbage, a potato, a tomato

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

3. Pairs practice the pattern using their books.

D Sing.

See *Teaching Songs*, Teacher's Book page 20.

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

CD 2 13

I Need Onions

I have tomatoes, I don't need tomatoes, I need onions.

I have potatoes, I don't need potatoes, I need onions.

I have carrots, I don't need carrots, I need onions.

I don't need tomatoes, potatoes, cabbage, peppers, carrots

I need onions!!!

I have tomatoes, I don't need tomatoes, I need onions.

I have potatoes, I don't need potatoes, I need onions.

I have carrots, I don't need carrots, I need onions.

I don't need tomatoes, potatoes, cabbage, peppers, carrots

I need onions!!!

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

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

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 7: *What vegetables do you like?* Students practice the expressions with their classmates.
- **Find Someone Who** (Teacher's Book pages 22–25). Give one shopping list to each student, making sure that there are at least two of each list. Students look for the list that matches theirs, asking each other *Do you need any (carrots)?*
- **Station Stop** (Teacher's Book pages 22–25). Use Picture Cards 11–16. When the train stops, show a card to a pair of students and hold up either 1 or 2 fingers (2 to indicate a plural answer). Ask one of three questions: *What do you need?; What do you want?;* or *What do you like?* The pair looks at the card and answers in the first person plural (*We*).

Extra Practice

- Workbook pages 6–7. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 05
- iTools
- Log in for Online Practice

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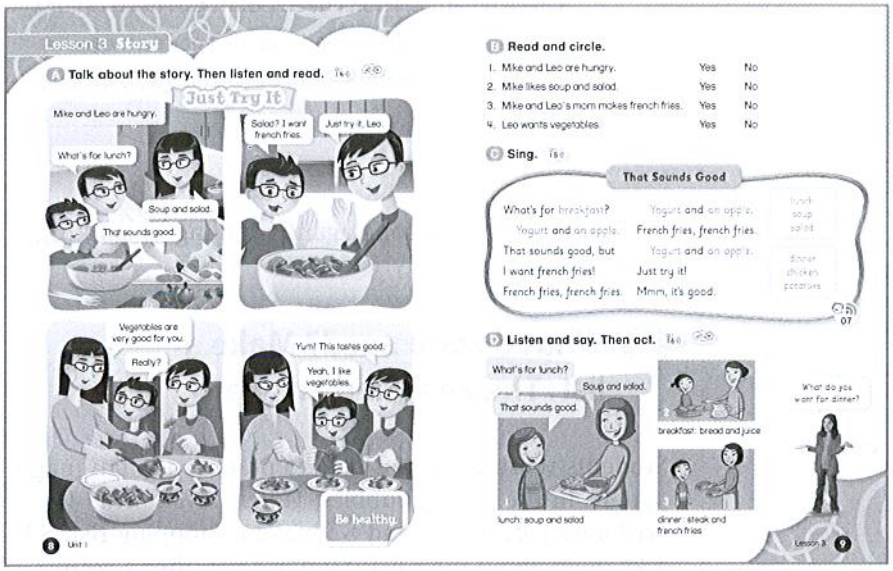
Unit 1 Things to Eat

Lesson 3 Story



Objectives
- Building reading and listening skills

Conversation
- Asking about a meal
- Complimenting the cook

What's for lunch?

Soup and salad.

That sounds good.

Value
Be healthy.

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

Student Book pages 8–9

Student Book page 8

Warm up

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

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 21.

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

CD 1 14

Just Try It

Mike and Leo are hungry.

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

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

Student Book page 9

B Read and circle.

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

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

C Sing.

See *Teaching Songs*, Teacher's Book page 20.

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

CD 1 15

That Sounds Good

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

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

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

3. Students sing the song again, gesturing as appropriate.
4. Divide the class into two groups. One group sings the statements, the other group sings the questions. Switch roles.

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 21.

1. Play Class CD1 Track 16. Students listen and say with the CD.

CD 1 16

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

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

2. Students rehearse and act out the conversation, using facial expressions and gestures related to the situations in the three pictures.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 9: *What do you want for dinner?* Students practice the expression with their classmates.
- **Finish the Story** (Teacher's Book pages 22–25). Copy the story on page 8, leaving some words in the speech bubbles blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- Student pairs work together to plan and illustrate meals that fit the Lesson 3 value: *Be healthy*. Finished drawings can be presented to the class.
- **Order the Text** (Teacher's Book pages 22–25). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.

Extra Practice

- Workbook pages 8–9. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 07
- Unit 1, Lesson 3 Worksheet, Teacher's Book page 114. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for Online Practice

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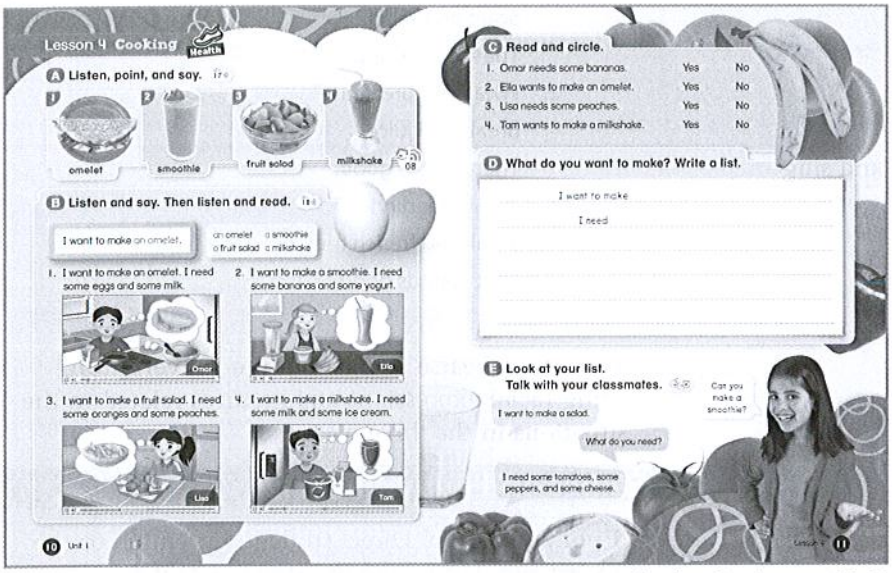
Unit 1 Things to Eat

Lesson 4 Cooking



Student Book pages 10–11

Objectives
- Talking about cooking

Grammar
- Statements with *want* plus an infinitive

I want to make an omelet.

Vocabulary
Cooking: omelet, smoothie, fruit salad, milkshake

Materials
Picture Cards 17–20; Class CD1 Tracks 17–18

Student Book page 10

School Subject Connection: Health

Lesson 4 is a cross-curricular lesson with a connection to health. Capitalize on this by beginning the lesson with a discussion of what it means to be healthy. Then focus the conversation on healthy eating and cooking. Ask students what they already know about what makes foods healthy or unhealthy. Have students talk about any cooking they do at home or would like to do. If possible, invite a cook to visit the class and talk to your students about shopping for healthy food, preparing meals, what it takes to become a cook or chef, and what the job is like.

Warm up

1. Greet the class. Then ask a few individual students *What did you have for dinner last night?* Next, students greet and ask their classmates about last night's dinner.
2. Elicit the Everybody Up Expression from Unit 1, Lesson 3: *What do you want for dinner?* Students practice the expression with their classmates.
3. Review Unit 1, Lesson 3 conversation language:
   What's for lunch?
   Soup and salad.
   That sounds good.
   Students practice the conversation with a classmate, using any foods they know.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

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

CD 1 17

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

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

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B Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 20.

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

CD 1 18

I want to make an omelet.

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

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

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

Student Book page 11

C Read and circle.

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

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

D What do you want to make? Write a list.

Working on their own, students choose a Lesson 4 food they would like to make and write out a list of the ingredients they would need.

E Look at your list. Talk with your classmates.

Using the lists they made in Activity D, students circulate and practice the conversation pattern in the speech bubbles:

I want to make a salad.

What do you need?

I need some tomatoes, some peppers, and some cheese.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 11: *Can you make a smoothie?* Students practice the expression with their classmates, using any of the Lesson 4 foods.
- **What's Missing?** (Teacher's Book pages 22–25). Use Picture Cards 17–20. Include Picture Cards 05–16 to increase the challenge.
- Students choose a Lesson 4 food and write a shopping list of the ingredients they would like to use to make it. Next, students swap lists and try to guess what their partner wants to make, asking *Is it (a smoothie)?*
- **Two Truths and a Lie** (Teacher's Book pages 22–25). Tell the class what food you want to make and what ingredients you will need. Make three statements, one of which is obviously wrong. For example, say *I want to make a fruit salad. I need oranges and eggs. I don't need any bread.* Students listen without interrupting and then identify which statement is the "lie" *(I need oranges and eggs).*

Extra Practice

- Workbook pages 10–11. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 08
- Unit 1, Lesson 4 Worksheet, Teacher's Book page 115. See Teacher's Book pages 112–113 for instructions.
- Unit 1 Test, Teacher's Book pages 132–133. See Teacher's Book pages 130–131 for instructions and answer key. Test Center
- iTools
- Log in for Online Practice

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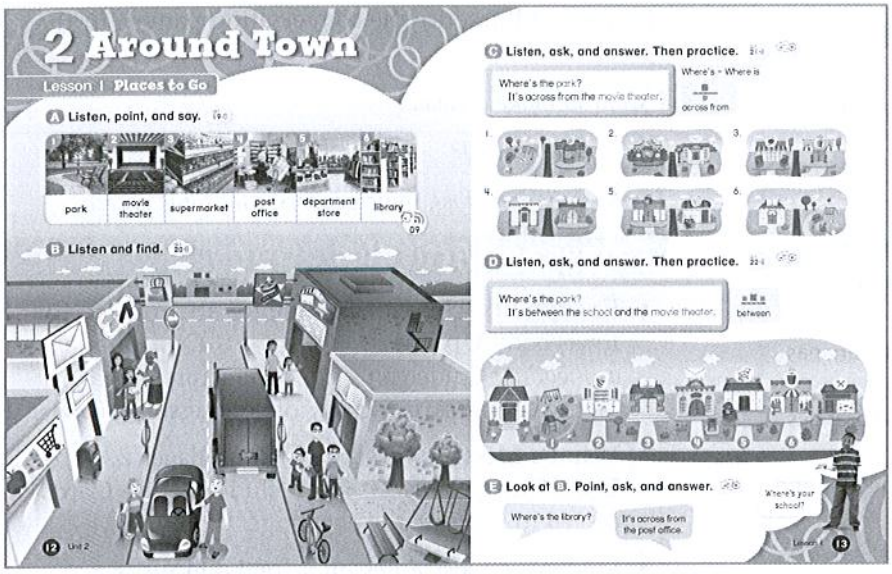
Unit 2 Around Town

Lesson 1 Places to Go



Student Book pages 12–13

Objectives
- Asking and answering about places to go

Grammar
- Questions about location with prepositional phrases
  Where's the park? It's across from the movie theater.
  Where's the park? It's between the school and the movie theater.

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

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

Student Book page 12

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

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

CD 1 19

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

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

B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

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

CD 1 20

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

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Emma:	It's the second building from here. Can you see the post office? It's first. Then the supermarket is second.
Older woman:	I see it. Thank you so much. You're so helpful.
Emma:	Your're welcome.
Danny's dad:	Come on, Danny. I need a new shirt.
Danny:	Are we going to the department store next to the post office?
Danny's dad:	Yes, we are. Then it's time for lunch.
Danny:	That's good. I'm hungry!

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

Student Book page 13

C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

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

CD 2 21

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

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

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

D Listen, ask, and answer. Then practice.

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

CD 1 22

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

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

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

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

Student pairs look at the big picture in Activity B and practice the language pattern in the speech bubbles: *Where's the library? It's across from the post office.*

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 13: *Where's your school?* Students create Everybody Up Expressions and practice them with classmates.
- **Teacher's Mistake** (Teacher's Book pages 22–25). Use Picture Cards 21–28 and Level 2 Picture Cards of places.
- **Toss and Tell** (Teacher's Book pages 22–25). S1 tosses the beanbag to S2, asking *Where's the (park)?* S2 answers with any location.

Extra Practice

- Workbook pages 12–13. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 09
- iTools
- Log in for Online Practice

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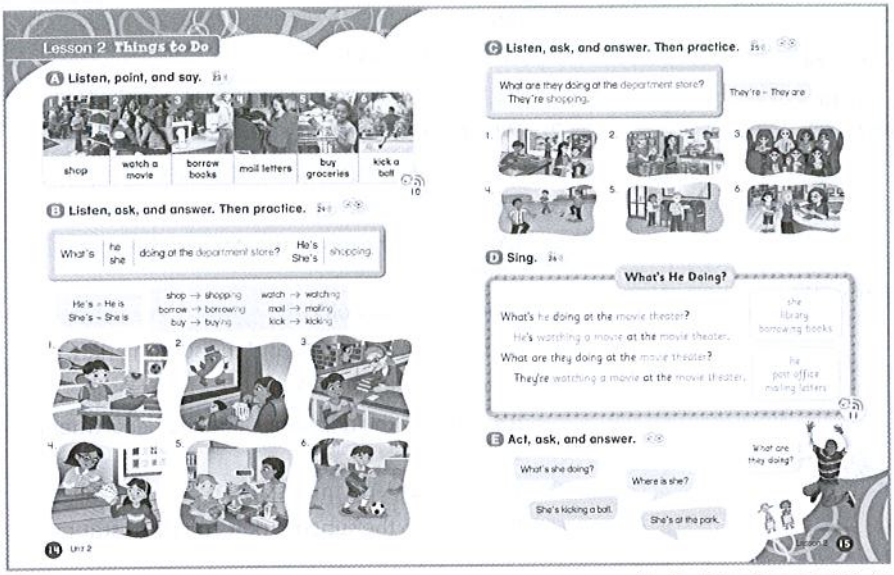
Unit 2 Around Town

Lesson 2 Things to Do



Objectives
- Asking and answering about things to do

Grammar
- Present continuous questions with prepositional phrases
  What's he/she doing at the department store?
  He's/She's shopping.
  What are they doing at the department store?
  They're shopping.

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

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

Student Book pages 14–15

Student Book page 14

Warm up

1. Greet the class, saying *Hello* and *Hi*. Students greet their classmates.
2. Review Unit 1 vocabulary with a game of Shopping List (Teacher's Book pages 22–25). Begin by saying *I'm going to the supermarket. I need some (carrots).* The next student says *I'm going to the supermarket. I need some (carrots) and (apples).*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 29–34 to introduce the activities. Continue until students can produce the words on their own.
2. Play **Guess the Next Card** (Teacher's Book pages 22–25) with Picture Cards 29–34.
3. Play Class CD1 Track 23. Students listen, point, and say along with the CD.

CD 1 23

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

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

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

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

CD 1 24

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

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

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

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

Student Book page 15

C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, page 20.

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

CD 1 25

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

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

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

D Sing.

See *Teaching Songs*, Teacher's Book page 20.

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

CD 1 26

What's He Doing?

What's he doing at the movie theater?
He's watching a movie at the movie theater.
What are they doing at the movie theater?
They're watching a movie at the movie theater.

What's she doing at the library?
She's borrowing books at the library.
What are they doing at the library?
They're borrowing books at the library.

What's he doing at the post office?
He's mailing letters at the post office.
What are they doing at the post office?
They're mailing letters at the post office.

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

E Act, ask, and answer.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 15: *What are they doing?* Distribute drawing supplies. Students draw a picture of two or more people doing a Lesson 2 activity. Then, students circulate and practice the Everybody Up Expression, using their drawings.
- **Rollers** (Teacher's Book pages 22–25). S1 says (*shop*) and S2 must say (*shopping*). S2 says a new Lesson 2 vocabulary word and rolls the ball on.
- **Buzzers** (Teacher's Book pages 22–25). Ask questions using different locations. (*What are they doing at the (park)?*) Players race to slap the buzzer and give a correct answer with the appropriate activity. (*They're kicking a ball.*)

Extra Practice

- Workbook pages 14–15. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 10–11
- iTools
- Log in for Online Practice

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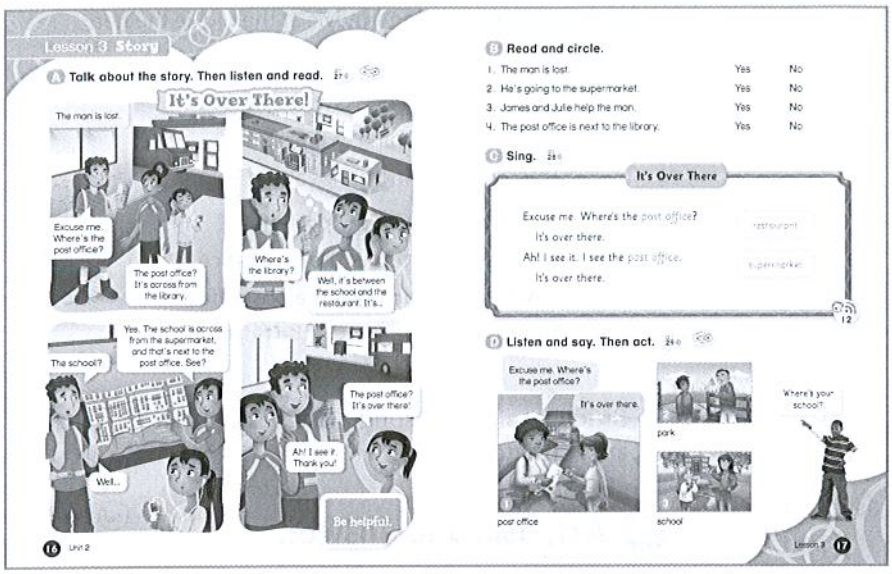
Unit 2 Around Town

Lesson 3 Story



Objectives
- Building reading and listening skills

Conversation
- Asking where something is

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

Value
Be helpful.

Materials
Picture Cards 21–34; Class CD1 Tracks 27–29

Student Book pages 16–17

Student Book page 16

Warm up

1. Greet the class. Then introduce yourself and say what you're wearing: *I'm (Ms. Jones). I'm wearing (a white shirt and a blue skirt).* Students introduce themselves to their classmates and say what they're wearing.
2. Sing **What's He Doing?** (Class CD1 Track 6).
3. Review vocabulary and grammar from Unit 2, Lessons 1 and 2. Hold up Picture Card 30 and mime watching a movie. Guide a student to ask *What is she doing at the movie theater?* Elicit the answer from another student: *She's watching a movie.* Continue with Picture Cards 21–34.
4. Review the conversation language from Unit 1, Lesson 3: *What's for lunch? Soup and salad. That sounds good.* Encourage students to look for opportunities to use the language pattern in class today.

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 21.

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

CD 1 27

It's Over There!
The man is lost.

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

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

Student Book page 17

B Read and circle.

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

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

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

C Sing.

See *Teaching Songs*, Teacher's Book page 20.

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

CD 1 28

It's Over There

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

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

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 21.

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

CD 1 29

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

2. Students rehearse and act out the conversation, using facial expressions and gestures related to the situations in the three pictures.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 17: *Where's the library?* Students create Everybody Up Expressions using any places they know and then practice them with classmates.
- Students draw a picture to illustrate the value *Be helpful*. Display the pictures in the classroom.
- **Finish the Story** (Teacher's Book pages 22–25). Copy the story on page 16, leaving a few sentences in the speech bubbles blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing sentences.
- **Toss and Tell** (Teacher's Book pages 22–25). A student tosses a beanbag or ball to another student, saying *Excuse me. Where's the (library)?* The "catcher" responds *It's over there* or *It's (across from the park)* and tosses the beanbag or ball on with a new question.

Extra Practice

- Workbook pages 16–17. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 12
- Unit 2, Lesson 3 Worksheet, Teacher's Book page 116. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for Online Practice

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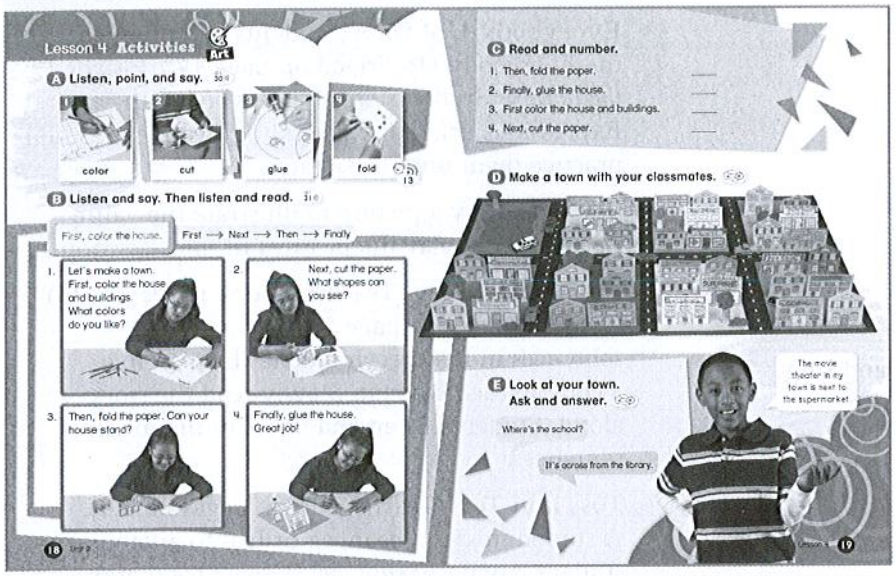
Unit 2 Around Town

Lesson 4 Activities



Student Book pages 18–19

Objectives
- Talking about art activities

Grammar
- Statements with sequencers

First, color the house.

Vocabulary
Activities: color, cut, glue, fold

Materials
Picture Cards 35–38; Class CD1 Tracks 26, 30–31

Student Book page 18

School Subject Connection: Art

Lesson 4 is a cross-curricular lesson with a connection to art. Ask students to tell you about their art classes. What kind of things have they made? What materials and tools did they use? What steps did they take? Have students look at the picture in Activity D and talk about what they see. Bring to class an example of a pop-up card or book. Let students examine it and talk about how it was made. Talk about maps with your class. What different kinds of maps are there? What are maps for? How are they made? How is the town pictured in Activity D different and similar to a map?

Warm up

1. Greet the class. Then play **Identity Swap** (Teacher's Book pages 22–25) to practice introductions.
2. Introduce yourself to S1, saying *I'm (Ms. Smith). I'm happy today.* S1 introduces him- or herself to you, saying *I'm (Nora). I'm (tired) today.* Swap identities and continue.
3. Review the Unit 2, Lesson 3 conversation language. Set a few familiar objects on your desk. Then model the conversation with a student. Say *Excuse me. Where's the (book)?* The student points and replies *It's over there.*
4. Sing **What's He Doing?** (Class CD1 Track 26).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

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

CD 1 30

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

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

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B Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 20.

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

CD 1 31

First, color the house.

first, next, then, finally

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

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

Student Book page 19

C Read and number.

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

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

D Make a town with your classmates.

Copy the worksheet on Teacher's Book page 117, one for each student. Students follow the directions in Activity B to make a simple pop-up building or place. These will be assembled into a complete town. Assign each student a building or place and distribute art supplies (scissors, crayons or colored pencils, glue, and different kinds of paper).

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

E Look at your town. Ask and answer.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 19: *The movie theater in my town is next to the supermarket.* Students create Everybody Up Expressions and then practice them with classmates.
- Students listen as you read aloud instructions for a project with four steps (you can read Activity B or C, or create your own). Students listen and put their handmade picture and word cards in the correct order.
- **Simon Says** (Teacher's Book pages 22–25). Let students take the role of "caller." The callers use Lesson 4 activities to instruct the rest of the class. The class mimes the specified activity if the caller says *Simon Says.*
- **Gaps** (Teacher's Book pages 22–25). Create a text for each of the project steps in Activity B (First, Next, Then, and Finally). In each text, leave some words out. Students complete the texts and then put the steps in order. Students can check their work in pairs or by reading their work aloud to the class.

Extra Practice

- Workbook pages 18–19. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 13
- Unit 2, Lesson 4 Worksheet, Teacher's Book page 117. See Teacher's Book pages 112–113 for instructions.
- Unit 2 Test, Teacher's Book pages 134–135. See Teacher's Book pages 130–131 for instructions and answer key. Test Center
- iTools
- Log in for Online Practice

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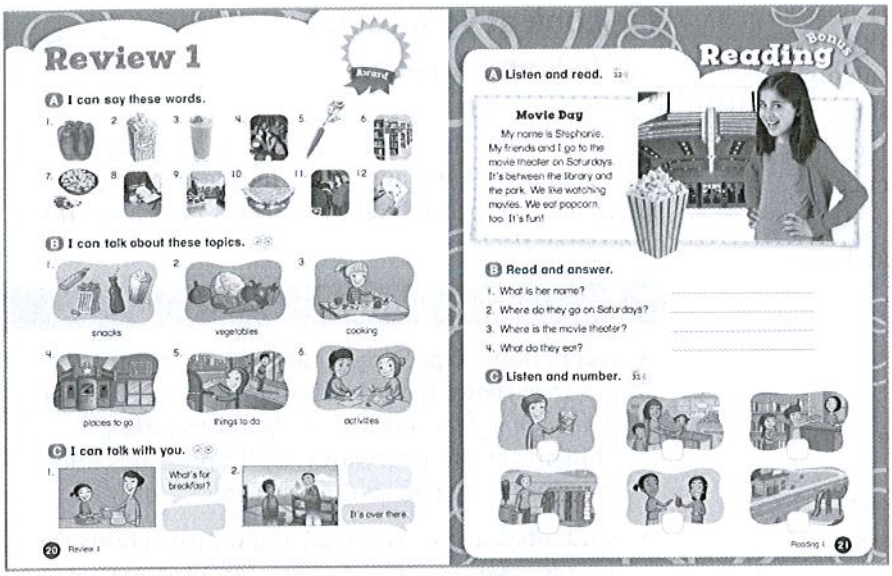
Review 1



Student Book pages 20–21

Review Language
- Units 1 and 2 grammar and vocabulary

Reading
- Building reading and listening skills

Materials
Picture Cards 05–38; Class CD1
Tracks 32–33

Student Book page 20

Warm up

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

A I can say these words.

See *Teaching Reviews*, Teacher's Book page 21.

1. Lead the class to say each word together aloud. Then, call on individual students to say the words.

Answer Key

1. pepper	**2.** popcorn	**3.** smoothie
4. watch a movie	**5.** carrot	**6.** library
7. peanuts	**8.** cut	**9.** department store
10. omelet	**11.** mail letters	**12.** fold

2. Students practice saying the words on their own, using their books.
3. Play **Down the Line** (Teacher's Book pages 22–25) using Picture Cards 21–38.

B I can talk about these topics.

Students examine the pictures and discuss the topics in pairs or small groups. At minimum, students should use the following language for each topic:

1. Snacks: *I want some (gum). I don't want any (gum). He/She wants some (gum). He/She doesn't want any (gum). What do you want? I want some (gum). What does he/she want? He/She wants some (gum).*
2. Vegetables: *Do you need any (carrots)? Yes, we do./No, we don't. What do they need? They need a (carrot)/some (carrots).*
3. Cooking: *I want to make (an omelet).*
4. Places to Go: *Where's the (park)? It's (across from) the (movie theater). It's (between) the (school) and the (movie theater).*
5. Things to Do: *What's he/she doing at the (department store)? He's/She's (shopping). What are they doing at the (department store)? They're (shopping).*
6. Activities: *First, color the house.*

C I can talk with you.

1. Students look at each picture, read the words in the speech bubble, and decide what would work in the empty speech bubble.
2. Model each conversation with a few students, allowing students to respond in their own (appropriate) ways.
3. Pairs practice the conversations and switch roles.

Answer Key

1. What's for breakfast? Bread and juice.
2. Excuse me. Where's the park? It's over there.

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Reading Bonus

See *Teaching Reading,* Teacher's Book *page 21*

A Listen and read.

1. Students look at the pictures and talk about what they see.
2. Play Class CD1 Track 32. Students listen and read with the CD.

CD 1 32

Movie Day

My name is Stephanie. My friends and I go to the movie theater on Saturdays. It's between the library and the park. We like watching movies. We eat popcorn, too. It's fun!

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

B Read and answer.

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

Answer Key

1. Her name is Stephanie.
2. They go the movie theater on Saturdays.
3. The movie theater is between the library and the park.
4. They eat popcorn.

C Listen and number.

1. Play Class CD1 Track 33. Students listen and number the pictures.

CD 1 33

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

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

Answer Key

1. Picture 5	**2.** Picture 6	**3.** Picture 3
4. Picture 2	**5.** Picture 1	**6.** Picture 4

Games and Activities

- **Review: Categories** (Teacher's Book pages 22–25). Use categories from Units 1 and 2, such as Snacks, Vegetables, Activities, and Places.
- **Reading: Order the Text** (Teacher's Book pages 22–25). Write each sentence from Reading Bonus Activity A on a separate strip of paper. Give one complete set of strips to each student. Read each sentence aloud. Students listen and put the strips in order.
- **Reading: My Version** (Teacher's Book pages 22–25). Students rewrite the text in Reading Bonus Activity A using their own information.

Extra Practice

- Workbook pages 20–21. See Teacher's Book pages 100–111 for instructions and answer key.
- iTools
- Log in for Online Practice

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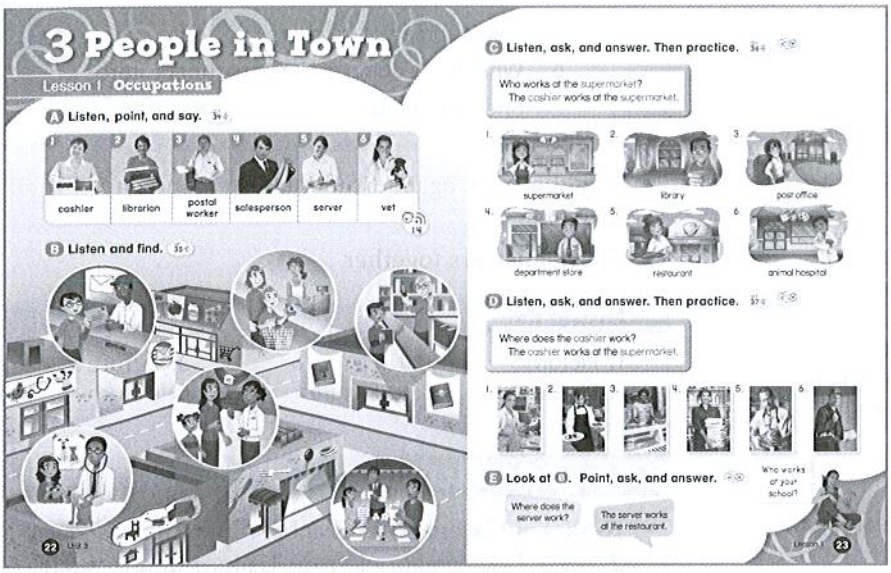
Unit 3 People in Town

Lesson 1 Occupations



Student Book pages 22–23

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

Grammar
- Simple present questions about occupations
  Who works at the supermarket?
  The cashier works at the supermarket.
  Where does the cashier work?
  The cashier works at the supermarket.

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

Materials
Picture Cards 21–26, 39–44; Class CD1 Tracks 34–37

Student Book page 22

Warm up

1. Say *Hello, (Jon). How are you today?* The student replies *I'm (happy),* or any other feeling.
2. Review Unit 2, Lesson 1 grammar and vocabulary. Arrange Picture Cards 21–26 in a row where everyone can see them. Ask the class *Where's the park?* Students answer *It's (across from) the (movie theater).*

A Listen, point, and say.

See *Teaching Vocabulary,* Teacher's Book page 20.

1. Use Picture Cards 39–44 to introduce the occupations. Continue until students can produce the words on their own.
2. Link the language. Use the new vocabulary with statements about people's occupations in both third-person singular and plural forms. Hold up Picture Cards 39–40, eliciting *(He's) a (cashier), (He) isn't a (librarian).* Next, hold up two fingers with a card and elicit third-person plural statements *(They're vets. They aren't servers).*
3. Play Class CD1 Track 34. Students listen, point, and say along with the CD.

CD 1 34

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

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

B Listen and find.

See *Using the Big Picture,* Teacher's Book page 20.

1. Read this while pointing to the picture:

   Danny is at the post office. Who works at the post office? The postal worker works at the post office. Emma is at the animal hospital with her dog. Who works at the animal hospital? The vet. Danny is at the supermarket. Who works at the supermarket? The cashier. Who works at the library? The librarian. Julie is at the restaurant. Who works at the restaurant? The server works at the restaurant. Ann is at the department store. Who works at the department store? The salesperson.
2. Play Class CD1 Track 35. Students listen, find the items in the picture, and point to them.

CD 1 35

Jay:	Excuse me. Are you the librarian?
Woman:	Yes, I am. Can I help you?
Jay:	Yes, please. I'm looking for a great book!

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Woman:	OK. Let's see...
Emma's mom:	Hmm. Where's the salesperson?
Ann:	Is she a salesperson, Mom?
Emma's mom:	I think so.
Woman:	Hi, can I help you?
Emma's mom:	Yes. We like that purple sofa.
Mike:	Excuse me. Do you work here?
Man:	Yes, I'm a postal worker.
Mike:	This is for my grandmother. Thank you!
Man:	You're welcome.
Man:	Hi, I'm your server. My name is Jeff.
Julie's dad:	Hi, Jeff. Can I have the steak, please?
Man:	What about you?
Julie:	The spaghetti, please.
Man:	OK.
Julie's dad:	Thanks!
Vet:	What's wrong?
Emma:	My dog is sick.
Vet:	Don't worry! I can help.
Emma:	That's good. Thanks!
Danny's mom:	Danny, give the groceries to the cashier.
Danny:	OK, Mom. Here you are.
Cashier:	Thank you.

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

Student Book page 23

C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern. Direct students' attention to the first grammar box on page 23.
2. Play Class CD1 Track 36. Students listen and say along with the CD.

CD 1 36

Who works at the supermarket?

The cashier works at the supermarket.

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

3. Pairs practice the pattern using their books.

D Listen, ask, and answer. Then practice.

1. Introduce the new pattern. Direct students' attention to the second grammar box on page 23.
2. Play Class CD1 Track 37. Students listen, ask, and answer along with the CD.

CD 1 37

Where does the cashier work?

The cashier works at the supermarket.

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

3. Pairs practice the pattern using their books.

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

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 23: *Who works at your school?* Students practice the expression.
- **Down the Line** (Teacher's Book pages 22–25). Use Picture Cards 39–44.
- **Categories** (Teacher's Book pages 22–25). Use Occupations and Places as categories.

Extra Practice

- Workbook pages 22–23. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 14
- iTools
- Log in for Online Practice

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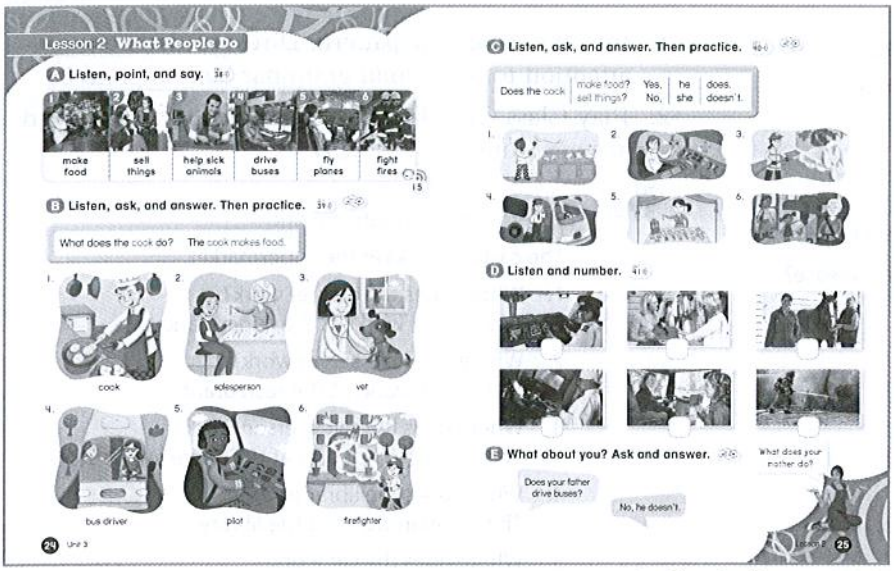
Unit 3 People in Town

Lesson 2 What People Do



Student Book pages 24–25

Objectives
- Asking and answering about what people do at work

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

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

Materials
Picture Cards 45–50; Class CD1 Tracks 38–41

Student Book page 24

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 45–50 to introduce the verb phrases. Continue until students can produce the words on their own.
2. Practice conjugating the new verbs. Write the new verb phrases on the board. Point to *make food* and say *make, makes*. Students repeat. Do the same with the other verbs. Next, point and elicit both forms without saying anything yourself.
3. Play Class CD1 Track 38. Students listen, point, and say along with the CD.

CD 1 38

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

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

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *What does the cook do? The cook makes food.*
2. Direct students' attention to the grammar box on page 24.
3. Play Class CD1 Track 39. Students listen, ask, and answer along with the CD.

CD 1 39

What does the cook do? The cook makes food.

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

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4. Divide the class into two groups. Use Picture Cards 45–50 to cue Group 1 to ask *What does the (vet) do?* Group 2 answers *The (vet helps sick animals).*
5. Students practice the pattern in pairs, using their books.

Student Book page 25

C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, page 20.

1. Introduce the new pattern: *Does the cook (make food)? Yes, he/she does. No, he/she doesn't.*
2. Direct students' attention to the grammar box on page 25.
3. Play Class CD1 Track 40. Students listen, ask, and answer along with the CD.

CD 1 40

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

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

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

D Listen and number.

1. Play Class CD1 Track 41. Students listen and number the pictures.

CD 1 41

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

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

Answer Key

1. Picture 4	**2.** Picture 2	**3.** Picture 3
4. Picture 1	**5.** Picture 6	**6.** Picture 5

E What about you? Ask and answer.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 25: *What does your mother do?* Students choose their own family members and practice the expression with classmates.
- **Charades** (Teacher's Book pages 22–25). In this version of Charades, some talking is allowed. Show students how to play by asking *What am I doing?* while performing a gesture appropriate to one of the Lesson 2 verb phrases. Students reply *You're (making food).* To play the game, each student performs a gesture for the class and asks *What am I doing?* The class answers.
- **Class Survey** (Teacher's Book pages 22–25). Quietly assign each student an occupation. Students circulate and ask each other *What do you do?* or *Do you (drive buses)?* After hearing the answers, students try to guess the other's occupation, saying *You're a (cook)!* To finish, have the class tell you what each student's occupation was and gather the data into a chart on the board.
- **Station Stop** (Teacher's Book pages 22–25). When the train stops, ask a student *What does the (salesperson) do?* The student must answer correctly to win a "ticket."

Extra Practice

- Workbook pages 24–25. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 15
- iTools
- Log in for Online Practice

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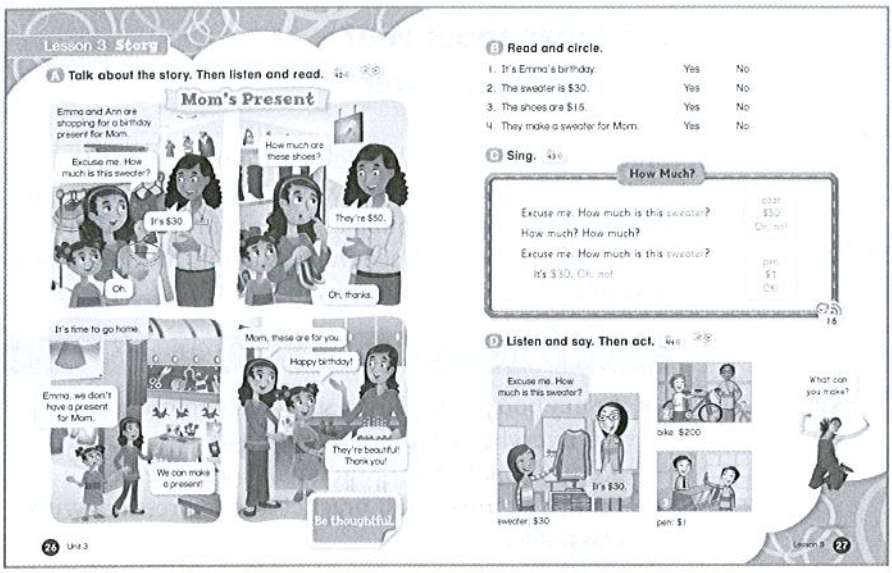
Unit 3 People in Town

Lesson 3 Story



Student Book pages 26–27

Objectives
- Building reading and listening skills

Conversation
- Asking an item's price

Excuse me. How much is this sweater?

It's $30.

Value
Be thoughtful.

Materials
Class CD1 Tracks 42–44

Student Book page 26

Warm up

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

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see.
2. Play Class CD1 Track 42. Students listen, point, and read along with the CD.

CD 1 42

Mom's Present

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

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

It's time to go home.

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

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

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Student Book page 27

B Read and circle.

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

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

C Sing.

See *Teaching Songs*, Teacher's Book page 20.

1. Read the song lyrics with the students.
2. Play CD1 Track 43. Students listen and then sing along with the CD.

CD 1 43

How Much?

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

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

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

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

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 21.

1. Play Class CD1 Track 44.
2. Students listen and say with the CD.

CD 1 44

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

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

3. Students rehearse and act out the conversation, using facial expressions and gestures related to the situations in the three pictures.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 27: *What can you make?* Students practice the expression with classmates.
- **Order the Text** (Teacher's Book pages 22–25). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- **Toss and Tell** (Teacher's Book pages 22–25). A student tosses a beanbag to another student, saying *Excuse me. How much is this sweater?* The "catcher" responds *It's $30* and tosses the ball on with a new question.
- Students practice the Lesson 3 value *Be thoughtful* by planning a homemade gift for a parent or caregiver. Students draw pictures of the gift. Display pictures in the classroom.

Extra Practice

- Workbook pages 26–27. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 16
- Unit 3, Lesson 3 Worksheet, Teacher's Book page 118. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for Online Practice

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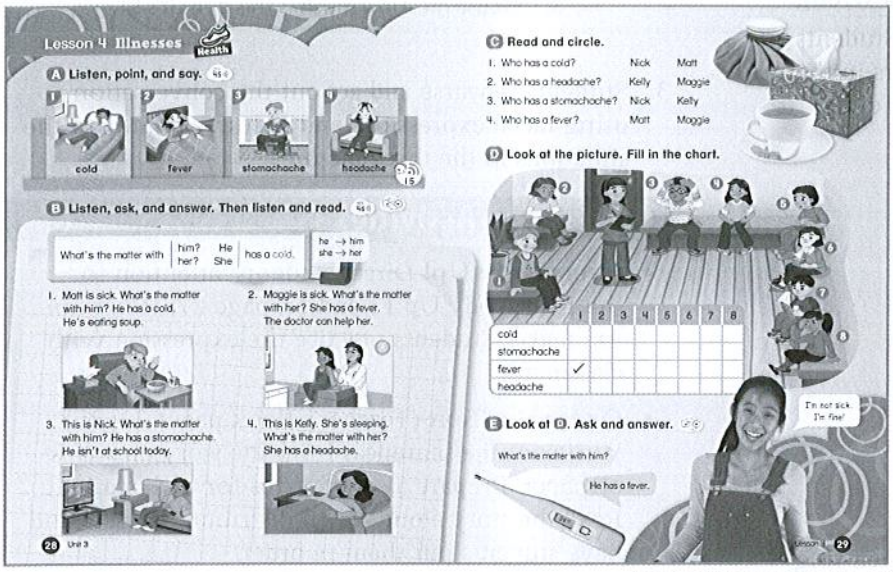
Unit 3 People in Town

Lesson 4 Illnesses



Student Book pages 28–29

Objectives
- Asking and answering about illnesses

Grammar
- Questions with prepositional phrases

What's the matter with him/her?

He/She has a cold.

Vocabulary
Illnesses: cold, fever, stomachache, headache

Materials
Picture Cards 51–54; Class CD1 Tracks 45–46; four blank cards and art supplies for each student

Student Book page 28

School Subject Connection: Health

Lesson 4 is a cross-curricular lesson with a connection to health. Talk with your students about good health. Ask them to tell you what they already know about how to stay healthy and what to do if they get sick. Talk about different kinds of common illnesses among school children (such as those highlighted in Lesson 4: colds, fevers, stomachaches, and headaches); talk about causes and remedies for common illnesses. Discuss seasonal illnesses, and, if possible, invite the school nurse or another child-health professional to talk to your students about staying healthy throughout the year. A science or health teacher might also be able to visit your class and explain the science behind different illnesses.

Warm up

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

   Hi, Lisa. Are you OK?

   I think so. Thanks.

   Students practice the conversation with classmates.

2. Review this conversation language from Level 2: *What's wrong? My leg hurts.* Encourage students to look for ways to use this language in class today.

3. Review feelings. Hold up Picture Cards 07–16 from Level 2 and elicit the words. Encourage students to include appropriate gestures or facial expressions.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 51–54 to introduce the illnesses. Continue until students can produce the words on their own.
2. Play **Guess the Next Card** (Teacher's Book pages 22–25). Use Picture Cards 51–54.
3. Play Class CD1 Track 45. Students listen, point, and say along with the CD.

CD 1 45

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

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

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

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *What's the matter with him/her? He/She has a cold.*
2. Introduce the personal pronouns *him* and *her*. Explain that *he* and *she* become *him* and *her* when they are the object of the verb.
3. Direct students' attention to the grammar box and personal pronoun box on page 28.
4. Play Class CD1 Track 46. Students listen, ask, and answer along with the CD.

CD 1 46

What's the matter with him?

He has a cold.

What's the matter with her?

She has a cold.

he, him; she, her

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

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

Student Book page 29

C Read and circle.

1. Students read the questions and circle the answers/children's names.
2. Students do the activity on their own, using Activity B as a reference.
3. Check answers together.

Answer Key

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

D Look at the picture. Fill in the chart.

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

Answer Key

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

E Look at D. Ask and answer.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 29: *I'm not sick. I'm fine!* Students create Everybody Up Expressions of their own and practice them with classmates.
- **Card Grab** (Teacher's Book pages 22–25). Students use their handmade picture cards. Read each item from Activity B aloud. After each item (or after reading everything), ask *What's the matter with (Matt)?* Students race to hold up the correct card. The first to do so must make a complete sentence: *(He) has a (cold).*
- **Listen and Draw** (Teacher's Book pages 22–25). Using the items in Activity B as a model, prepare descriptions of four people who are sick. Read the text to the class. Students listen and draw what they hear.
- **Triangle Groups** (Teacher's Book pages 22–25). Place students in groups of 3. S1 chooses an illness and acts it out. S2 asks S3 *What's the matter with (her)?* S3 answers *(She) has a (stomachache).* Group members switch roles.

Extra Practice

- Workbook pages 28–29. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 17
- Unit 3, Lesson 4 Worksheet, Teacher's Book page 119. See Teacher's Book pages 112–113 for instructions.
- Unit 3 Test, Teacher's Book pages 136–137. See Teacher's Book pages 130–131 for instructions and answer key. Test Center
- iTools
- Log in for Online Practice

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Unit 4 Getting Together

Lesson 1 Family

Student Book pages 30–31

Objectives
- Talking about family members

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

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

Materials
Picture Cards 55–59; Class CD1 Tracks 47–50

Student Book page 30

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 55–59 to introduce the family members. Continue until students can produce the words on their own.
2. Link the language. Hold up Picture Cards 55–56 and ask *Are these my (parents)?* Students reply *Yes, they are* or *No, they aren't.* Hold up Picture Cards 57–59 and ask *Is this my (cousin)?* Students reply *Yes, (she) is or No, (she) isn't.*
3. Play Class CD Track 47. Students listen, point, and say along with the CD.

CD 1 47

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

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

B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

1. Read this while pointing to the picture:

   Look at Danny and his family. They're happy. Look at that man and woman. They're Danny's parents. Danny's father is wearing a white shirt and blue pants. Danny's mother is wearing purple. And who's she? That's Danny's sister. Danny is wearing a blue and yellow shirt. Who are they? They're Danny's grandparents. Danny's grandfather is wearing a blue cap. Danny's grandmother is wearing blue shoes. Look at the woman in the pink shirt. She's Danny's aunt. That's Danny's uncle. Danny has two cousins. They're there, too.
2. Play Class CD1 Track 48. Students listen, find the items in the picture, and point to them.

CD 1 48

Danny: This is my family. These are my grandparents. My grandfather really likes baseball. My grandmother really likes flowers. Here are my parents. My mother is wearing a purple dress, and my father is wearing a white shirt. My sister is standing next to me. That's me! My mother has a brother. He's wearing an orange T-shirt. He's my uncle, and she's my aunt.

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She's next to him and is wearing a pink shirt. He's my cousin. Do you see his T-shirt? He likes karate.
She's four years old. She has a doll.
She's my cousin, too!

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

Student Book page 31

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *They're Danny's parents. He's/She's Danny's cousin.*
2. Direct students' attention to the first two grammar boxes on page 31.
3. Play Class CD1 Track 49. Students listen and say along with the CD.

CD 1 49

They're Danny's parents.
He's Danny's cousin.
She's Danny's cousin.

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

4. Students practice the pattern using their books.
5. Play **Jump to the Word** (Teacher's Book pages 22–25). Use Picture Cards 55–59. Instruct each student to go to a card and make a sentence using the word: *(They're) Danny's (parents).*

D Listen, ask, and answer. Then practice.

1. Introduce the new pattern: *Who are they? They're his/her parents. Who's he/she? He's/She's his/her uncle.* Remind students that *his* refers to *he*, and *her* refers to *she*.
2. Direct students' attention to the third grammar box on page 31. Link to the previous pattern by explaining that *They're Danny's parents.* and *They're his parents.* have the same meaning,
3. Play Class CD1 Track 50. Students listen, ask, and answer along with the CD.

CD 1 50

Who are they?/They're his parents.
Who are they?/They're her parents.
Who's he?/He's his uncle.
Who's he?/He's her uncle.
Who's she?/She's his aunt.
Who's she?/She's her aunt.

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

4. Pairs practice the pattern using their books.

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

Student pairs look at the big picture in Activity B, point to the characters, and practice the language pattern in the speech bubbles: *Who's he? He's Danny's cousin. He likes karate.*

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 31: *Do you have cousins?* Students practice their own expressions with their classmates.
- Give each student paper and art supplies. Students draw pictures of their own families, using Activity B as a model. Then students share their pictures with classmates and ask and answer questions about each other's family members using the Lesson 1 grammar patterns.
- **Rollers** (Teacher's Book pages 22–25). S1 rolls the ball, saying *She's Danny's cousin.* S2 repeats the sentence, says a new sentence, and rolls the ball on.

Extra Practice

- Workbook pages 30–31. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 18
- iTools
- Log in for Online Practice

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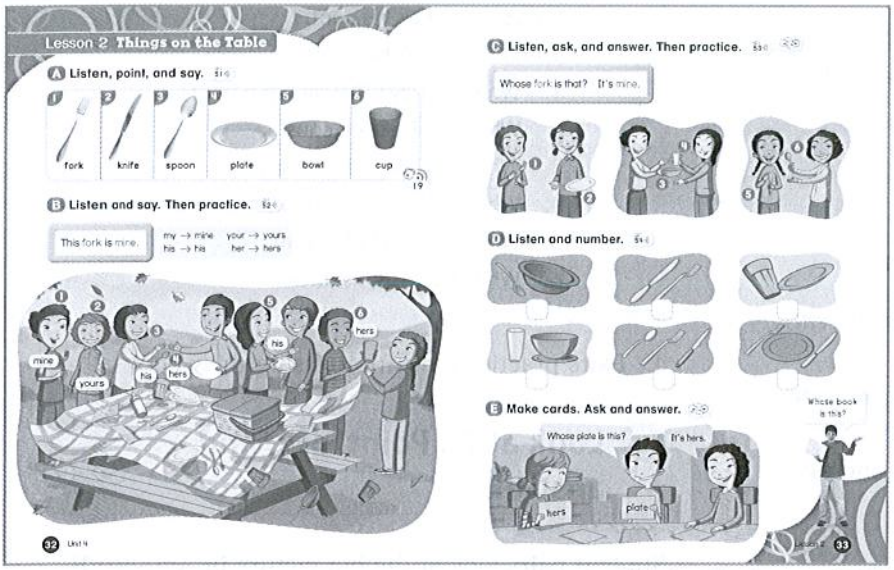
Unit 4 Getting Together

Lesson 2
Things on the Table



Student Book pages 32–33

Objectives
- Asking and answering about dishes and utensils

Grammar
- Statements with possessives
  This fork is mine.
- Questions about possessives
  Whose fork is that?
  It's mine.

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

Materials
Picture Cards 60–65; Class CD1 Tracks 51–54

Student Book page 32

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 60–65 to introduce the new words. Continue until students can produce the words on their own.
2. Play Class CD1 Track 51. Students listen, point, and say along with the CD.

CD 1 51

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

3. Students practice the words on their own, using their books.
4. Play **Teacher's Mistake** (Teacher's Book pages 22–25) using Picture Cards 60–65 and making full sentences with previously learned grammar patterns *(This is a fork./It's a fork./This is my fork./I can see a fork.)* After a round, invite students to take over your role.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *This fork is mine.*
2. Introduce the possessive pronouns: mine, yours, his, and hers.
3. Direct students' attention to the grammar box and possessive pronouns box on page 32.
4. Play Class CD1 Track 52. Students listen and say along with the CD.

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CD 1 52

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

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

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

Student Book page 33

C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, page 20.

1. Introduce the new pattern: *Whose fork is that? It's mine.* Link to the previous pattern and review the difference between this and that.
2. Direct students' attention to the grammar box on page 33.
3. Play Class CD1 Track 53. Students listen, ask, and answer along with the CD.

CD 1 53

Whose fork is that? It's mine.

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

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

D Listen and number.

1. Play Class CD1 Track 54. Students listen and number the pictures.

CD 1 54

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

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

Answer Key

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

E Make cards. Ask and answer.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 33: *Whose book is this?* Students create their own Everybody Up Expression using any familiar objects and then practice the expression with their classmates.
- **Buzzers** (Teacher's Book pages 22–25). Say *This is (her) fork.* Students change it to *This fork is (hers).*
- **Gaps** (Teacher's Book pages 22–25). Prepare texts using the Lesson 2 grammar patterns.

Extra Practice

- Workbook pages 32–33. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 19
- iTools
- Log in for Online Practice

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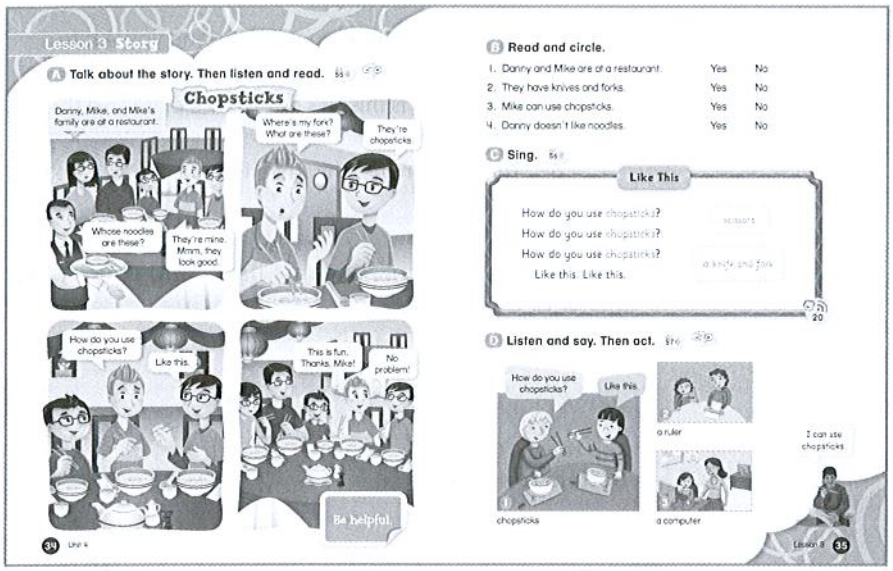
Unit 4 Getting Together

Lesson 3 Story



Objectives
- Building reading and listening skills

Conversation
- Asking how to use something

How do you use chopsticks?

Like this.

Value
Be helpful.

Materials
Class CD1 Tracks 43, 55–57

Student Book pages 34–35

Student Book page 34

Warm up

1. Greet the class. Then play **Identity Swap** (Teacher's Book pages 22–25). Introduce yourself to S1, saying *I'm (Ms. Smith). I like (omelets.)* S1 introduces him- or herself to you, saying *I'm (Maya). I like (yogurt).* Swap identities and continue.
2. Review Unit 4, Lesson 2 grammar. Take one student-made picture card from each student (cards made in Lesson 2) and redistribute them. One by one, each student stands and asks *Whose (plate) is this?* The owner says *It's mine.* The student holding the card then returns it to the owner, saying *This (plate) is yours.*
3. Elicit the Everybody Up Expression from Unit 4, Lesson 2: *Whose book is this?* Students practice the expression with their classmates, using any items they want.
4. Sing **How Much?** (Class CD1 Track 43). Then challenge students to recall the story, Mom's Present, and the value associated with this story: *Be thoughtful.*

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see.
2. Play Class CD1 Track 55. Students listen, point, and read along with the CD.

CD 1 55

Chopsticks

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

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

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

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Student Book page 35

B Read and circle.

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

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

C Sing.

See *Teaching Songs*, Teacher's Book page 20.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 56. Students listen and then sing along with the CD.

CD 1 56

Like This

How do you use chopsticks?
How do you use chopsticks?
How do you use chopsticks?
Like this. Like this.

How do you use scissors?
How do you use scissors?
How do you use scissors?
Like this. Like this.

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

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

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 21.

1. Play Class CD1 Track 57. In pairs, students listen and say with the CD.

CD 1 57

How do you use chopsticks?
Like this.

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

2. Students rehearse and act out the conversation, using facial expressions and gestures related to the situations in the three pictures.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 35: *I can use chopsticks*. Students create their own version of the Everybody Up Expression and practice it with their classmates.
- Read the story aloud. Divide the class into three groups. Group 1 will read Mike and Group 2 will read Danny. Group 3 will read the narrator.
- Student pairs create their own version of the Lesson 3 story in which one child shows another how to do something new. Students can write out and illustrate their new stories, or they can perform them for the class.
- **Finish the Story** (Teacher's Book pages 22–25). Copy the story on page 34, leaving the first speech bubble in each frame blank. Give a copy of the story to each student. Slowly read the story aloud. Students listen and write in the missing sentences.

Extra Practice

- Workbook pages 34–35. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 20
- Unit 4, Lesson 3 Worksheet, Teacher's Book page 120. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for Online Practice

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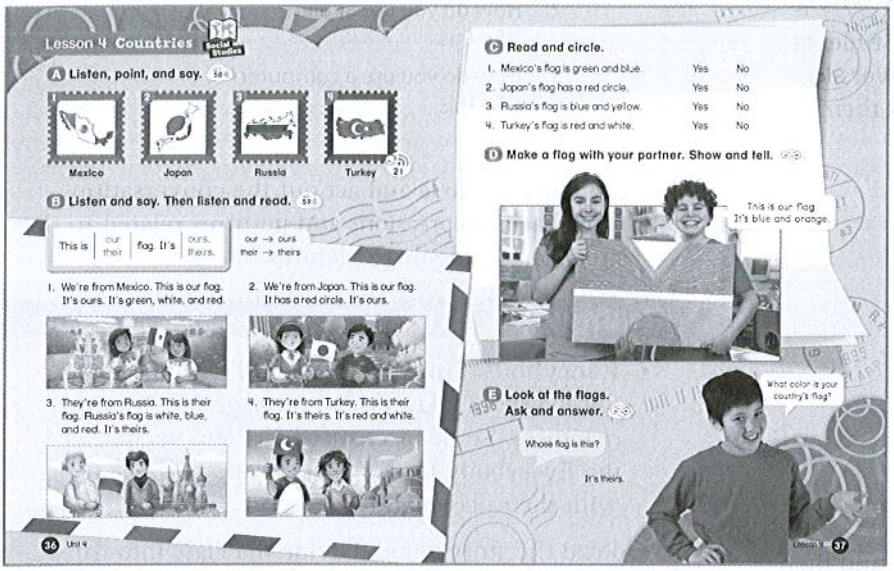
Unit 4 Getting Together

Lesson 4 Countries



Student Book pages 36–37

Objectives
- Talking about countries and their flags

Grammar
- Statements with possessives

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

Vocabulary
Countries: Mexico, Japan, Russia, Turkey

Materials
Picture Cards 66–69; Class CD1
Tracks 58–59

Student Book page 36

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to social studies. Capitalize on this by showing students where each of the Lesson 4 countries (Mexico, Japan, Russia, and Turkey) is located on a world map. Bring in pictures that show each country's climate, people, traditions, capital cities, foods, and other interesting details. Invite students, parents, or teachers who are from or have visited the Lesson 4 countries to visit your class and talk about their experiences there. Talk about flags. Why do countries have flags? What do the flags for Mexico, Japan, Russia, and Turkey look like?

Warm up

1. Greet the class. Then say what country you are from: *I'm from (China).* Go around the room, with each student naming his or her country of origin. Occasionally pause and ask the class *Where's (she) from?* The class responds *(She's) from (China).*
2. Review the conversation language from Unit 4, Lesson 3: *How do you (use chopsticks)? Like this.* Encourage students to look for opportunities to ask for help or help another student in class today.
3. Elicit the Everybody Up Expression from Unit 4, Lesson 3: *I can use chopsticks.* Students practice the expression with their classmates.
4. Review Unit 4, Lesson 2 and 3 grammar. Move around the room, picking up objects from students' desks. Guide the class to ask you *Whose (pencils) are those?* Respond *They're (his).* The class then says *They're his pencils.*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 66–69 to introduce the four countries. Continue until students can produce the words on their own.
2. Link the language. Play **Teacher's Mistake** (Teacher's Book pages 22–25). Hold up Picture Cards 66–69, saying *I'm from (Mexico).* Students listen carefully and correct you if needed, saying *No! You're from (Japan).*
3. Play Class CD1 Track 58. Students listen, point, and say along with the CD.

CD 1 58

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

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

B Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *This is our/their flag. It's ours/theirs.*
2. Present the possessive pronouns: *ours and theirs*
3. Direct students' attention to the grammar box and the possessive pronoun box on page 36.
4. Play Class CD1 Track 59. Students listen and say along with the CD.

CD 1 59

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

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

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

Student Book page 37

C Read and circle.

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

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

D Make a flag with your partner.

Show and tell.

Distribute paper and drawing supplies. In pairs, students draw original designs for flags. Then, each pair presents their flag to the class using the language pattern in the speech bubble: *This is our flag. It's blue and orange.* Display the flags around the room.

E Look at the flags. Ask and answer.

In pairs, students circulate and look at the flags students made in Activity D. Pairs ask and answer questions about each flag using the language pattern in the speech bubble: *Whose flag is this? It's theirs.*

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 37: *What color is your country's flag?* Students practice the expression with their classmates.
- **Rhythm Circle** (Teacher's Book pages 22–25). Play this using the Lesson 4 countries, and gradually add in the countries learned in Level 2 (Brazil, Canada, Egypt, and South Korea).
- **Five Questions** (Teacher's Book pages 22–25). Students use the drawings they made in Activity D (which are displayed around the classroom). S1 secretly chooses a flag. Group members try to guess which flag S1 chose by asking a variety of questions, such as *What color is it? Is it (blue and white)? Whose flag is it?* S1 gets a point if, after five questions, group members have not guessed the flag.

Extra Practice

- Workbook pages 36–37. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 21
- Unit 4, Lesson 4 Worksheet, Teacher's Book page 121. See Teacher's Book pages 112–113 for instructions.
- Unit 4 Test, Teacher's Book pages 138–139. See Teacher's Book pages 130–131 for instructions and answer key. Test Center
- iTools
- Log in for Online Practice

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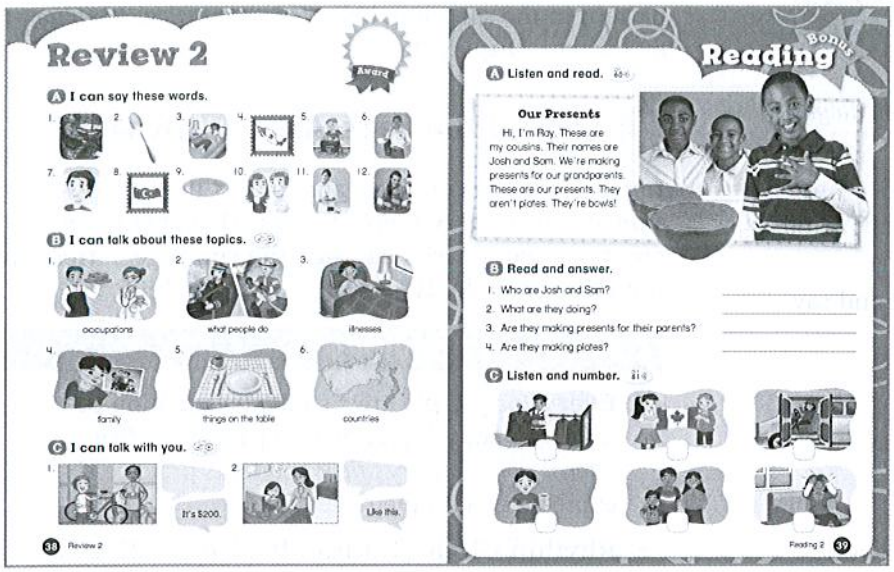
Review 2



Review Language
- Units 3 and 4 grammar and vocabulary

Reading
- Building reading and listening skills

Materials
Picture Cards 39–69; Class CD1
Tracks 60–61

Student Book pages 38–39

Student Book page 38

Warm up

1. Greet the class. Then quickly draw a portrait of an extended family on the board and label it "Matt's Family." Point to family members and ask *Who's (she)*?
2. Play **Down the Line** (Teacher's Book pages 22–25) with Picture Cards 39–69.

A I can say these words.

See *Teaching Reviews*, Teacher's Book page 21.

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.

Answer Key

1. bus driver	**2.** spoon	**3.** cold
4. Mexico	**5.** stomachache	**6.** postal worker
7. uncle	**8.** Turkey	**9.** plate
10. parents	**11.** server	**12.** help sick animals

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

B I can talk about these topics.

At minimum, students should use the following:

1. Occupations: *Who works at the (supermarket)? The (cashier) works at the (supermarket). Where does the (cashier) work? The (cashier) works at the (supermarket).*
2. What People Do: *What does the (cook) do? The (cook) (makes food). Does the (cook) (make food)? Yes, he/she does. No, he/she doesn't.*
3. Illnesses: *What's the matter with him/her? He/She has a (cold).*
4. Family: *They're Danny's (parents). He's/She's Danny's (cousin). Who's he/she? He's his (uncle). She's his (aunt). Who are they? They're his/her (parents).*
5. Things on the Table: *This (fork) is mine/yours/his/hers. Whose (fork) is this? It's mine/yours/his/hers.*
6. Countries: *This is our/their flag. It's ours/theirs.*

C I can talk with you.

1. Students decide what goes in the speech bubble.
2. Model each conversation with a few students, allowing students to respond in their own ways.
3. Pairs practice the conversations and switch roles.

Answer Key

1. Excuse me. How much is this bicycle?	**2.** How do you use a computer?

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Reading Bonus

Student Book page 39

See *Teaching Reading*, Teacher's Book page 21.

A Listen and read.

1. Students look at the pictures and talk about what they see.
2. Play Class CD1 Track 60. Students listen and read with the CD.

CD 1 60

Our Presents

Hi, I'm Ray. These are my cousins. Their names are Josh and Sam. We're making presents for our grandparents. These are our presents. They aren't plates. They're bowls!

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

B Read and answer.

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

Answer Key

1. They are Ray's cousins.
2. They are making presents for their grandparents.
3. No, they aren't. They're making presents for their grandparents.
4. No, they aren't. They're making bowls.

C Listen and number.

1. Play Class CD1 Track 61. Students listen and number the pictures.

CD 1 61

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

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

Answer Key

1. Picture 4	**2.** Picture 5	**3.** Picture 3
4. Picture 6	**5.** Picture 2	**6.** Picture 1

Games and Activities

- **Review: Categories** (Teacher's Book pages 22–25). Use categories from Units 3 and 4, such as Family, Things on the Table, Countries, and Illnesses.
- **Review: Gaps** (Teacher's Book pages 22–25). Prepare different texts using Unit 3 and 4 grammar patterns and vocabulary. Leave several words blank in each sentence. Distribute copies of the texts to each student. Students complete the sentences and check their answers with a partner.
- **Reading: My Version** (Teacher's Book pages 22–25). Students rewrite the text in Reading Bonus Activity A using their own information.

Extra Practice

- Midterm Test, Teacher's Book pages 140–143. See Teacher's Book pages 130–131 for instructions and answer key. Test Center
- Workbook pages 38–39. See Teacher's Book pages 100–111 for instructions and answer key.
- iTools
- Log in for Online Practice

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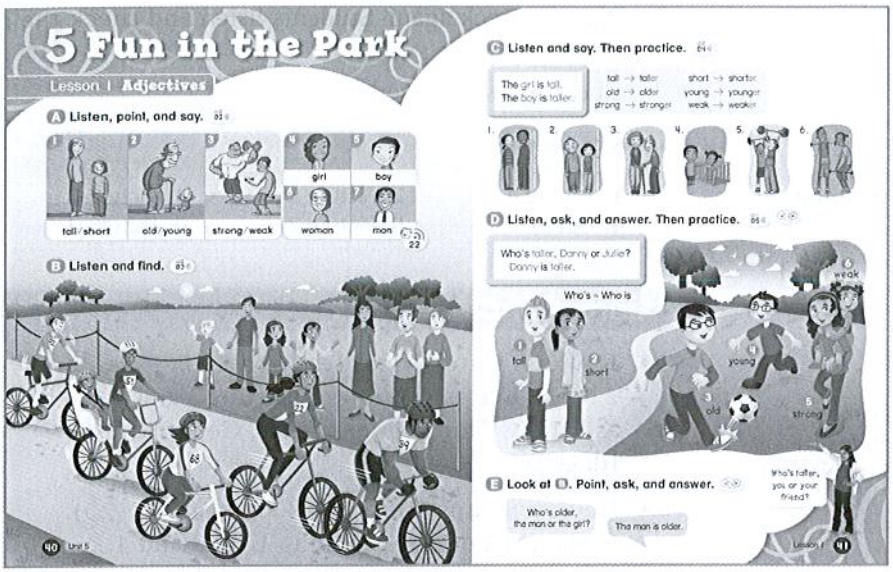
Unit 5 Fun in the Park

Lesson 1 Adjectives



Student Book pages 40–41

Objectives
- Describing and comparing people

Grammar
- Statements with comparatives
  The girl is tall.
  The boy is taller.
- Questions with comparatives
  Who's taller, Danny or Julie?
  Danny is taller.

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

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

Student Book page 40

Warm up

1. Greet the class and do a **Names Chant** (Teacher's Book pages 22–25). Begin the chant with *My name's (Joan)* (on beats 1 and 2) and *(His) name's (Sam)* (on beats 3 and 4).
2. Review questions with *who* and *whose*. Ask the class a variety of questions, such as *Whose (object) is this? Who has a sister?* Invite student volunteers to ask additional questions.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 70–76 to introduce the adjectives and people. Continue until students can produce the words on their own.
2. Do a **Rhythm Circle** (Teacher's Book pages 22–25) with the new adjectives. Gradually add in adjectives from Level 1. Use the Level 1 Picture Cards for adjectives.
3. Play Class CD2 Track 02. Students listen, point, and say along with the CD.

CD2 02

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

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

B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

1. Read this while pointing to the picture:

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

CD2 03

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

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

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

Student Book page 41

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern and the comparatives: *The girl is tall. The boy is taller. taller, shorter, older younger, stronger, weaker*
2. Explain that comparatives are formed by adding *–er* to the end of an adjective. Say each adjective/comparative and have students repeat.
3. Direct students' attention to the first grammar box and the comparatives box on page 41.
4. Play Class CD2 Track 04. Students listen and say along with the CD.

CD2 04

The girl is tall. The boy is taller.

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

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

5. Students practice the pattern using their books.

D Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Who's taller, Danny or Julie? Danny is taller.*
2. Direct students' attention to the second grammar box on page 41.
3. Play Class CD2 Track 05. Students listen, ask, and answer along with the CD.

CD2 05

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

who's, who is

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

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

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

Student pairs look at the big picture in Activity B and practice with the language pattern in the speech bubbles, using all the new vocabulary words: *Who's older, the man or the girl? The man is older.*

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 41: *Who's taller, you or your friend?* Students practice the expression with their classmates.
- **Buzzers** (Teacher's Book pages 22–25). Say *The (woman) is (tall). (Man!)* Players race to hit their buzzers and say a sentence using the cue *(Man!): The (man) is (taller).*
- **Down the Line** (Teacher's Book pages 22–25). Use Picture Cards 70–76. For a challenge question, ask questions about students: *Who's taller, (Mia) or (Ned)?*
- **Class Survey** (Teacher's Book pages 22–25). On the board, draw a chart with two columns (Height and Age). Have student pairs find out each other's height and birthday and add it to the chart. Then, have each student pose one question. For example, a student might ask *Who's older, (Jon) or (Dan)?*

Extra Practice

- Workbook pages 40–41. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 22
- iTools
- Log in for Online Practice

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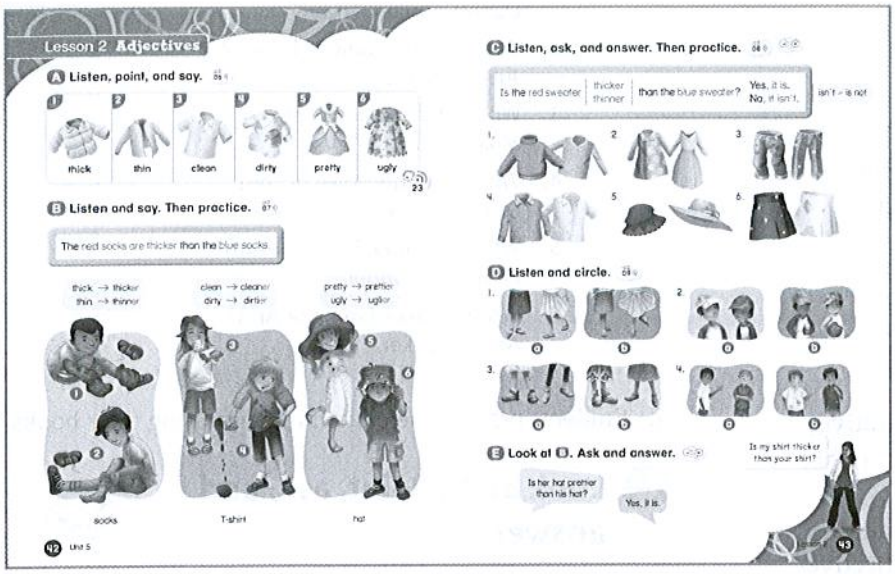
Unit 5 Fun in the Park

Lesson 2 Adjectives



Student Book pages 42–43

Objectives
- Describing and comparing clothing

Grammar
- Statements with comparatives using *than*
  The red socks are thicker than the blue socks.
- Yes/No questions with comparatives using *than*
  Is the red sweater thicker/thinner than the blue sweater? Yes, it is./No, it isn't.

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

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

Student Book page 42

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

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

CD 2 06

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

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

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *The red socks are thicker than the blue socks.*
2. Remind students that comparatives are formed by adding *–er* to the end of an adjective. Say each adjective/comparative. Students repeat.
3. Direct students' attention to the grammar box and the comparatives boxes on page 42.
4. Play Class CD2 Track 07. Students listen and say along with the CD.

CD 2 07

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

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

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

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

Student Book page 43

C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, page 20.

1. Introduce the new pattern: *Is the red sweater thicker/thinner than the blue sweater? Yes, it is./ No, it isn't.* Then direct students' attention to the grammar box on page 43.
2. Play Class CD2 Track 08. Students listen, ask, and answer along with the CD.

CD 2 08

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

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

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

D Listen and circle.

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

CD 2 09

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

3. Check answers together.

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

E Look at B. Ask and answer.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 43: *Is my shirt thicker than your shirt?* Students create their own expressions and practice them with their classmates.
- **Pop-Up** (Teacher's Book pages 22–25). Assign adjectives and comparatives to different students. When you say their word, they pop up and say a sentence with it. *(I'm taller than you).*
- **Shopping List** (Teacher's Book pages 22–25). Begin by saying *I'm going to the department store. I need (a clean shirt).* The next student says *I'm going to the department store. I need (a clean shirt) and (an ugly dress).*
- **Station Stop** (Teacher's Book pages 22–25). When the train stops, show a student two Picture Cards (77–82) and ask *Is the (yellow coat) (thicker) than the (green coat)?*

Extra Practice

- Workbook pages 42–43. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 23
- iTools
- Log in for Online Practice

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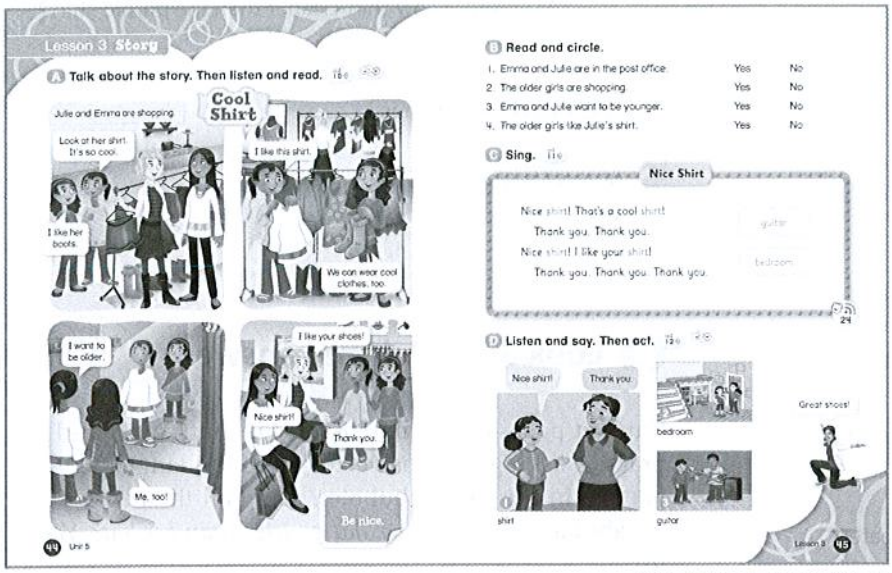
Unit 5 Fun in the Park

Lesson 3 Story



Objectives
- Building reading and listening skills

Conversation
- Complimenting someone

Nice shirt!

Thank you.

Value
Be nice.

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

Student Book pages 44–45

Student Book page 44

Warm up

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

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 21.

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

CD 2 10

Cool Shirt

Julie and Emma are shopping.

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

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

Student Book page 45

B Read and circle.

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

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

C Sing.

See *Teaching Songs*, Teacher's Book page 20.

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

CD2 11

Nice Shirt

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

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

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

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

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 21.

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

CD2 12

Nice shirt!
Thank you.

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

2. Students rehearse and act out the conversation, using facial expressions and gestures related to the situations in the three pictures.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 45: *Great shoes!* Students use an appropriate version of the expression to compliment their classmates.
- **Order the Text** (Teacher's Book pages 22–25). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- **Toss and Tell** (Teacher's Book pages 22–25). Play this game to practice conversational exchanges from the story:

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

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

Extra Practice

- Workbook pages 44–45. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 24
- Unit 5, Lesson 3 Worksheet, Teacher's Book page 122. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for Online Practice

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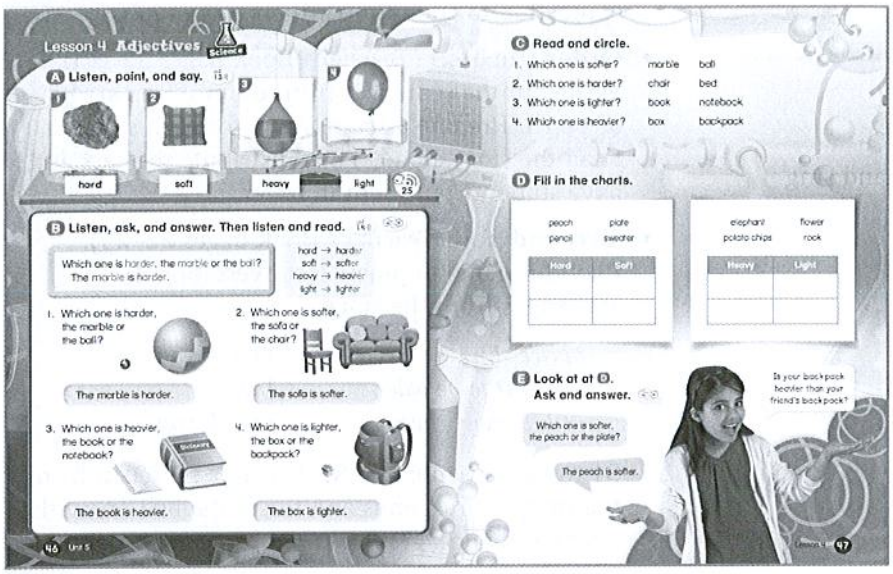
Unit 5 Fun in the Park

Lesson 4 Adjectives



Student Book pages 46–47

Objectives
- Describing and comparing objects

Grammar
- Asking questions with comparatives

Which one is harder, the marble or the ball?

The marble is harder.

Vocabulary
Adjectives: hard, soft, heavy, light

Materials
Picture Cards 83–86; Class CD2 Tracks 13–14; pictures or realia of a chair, a rock, and other items that can be described using the vocabulary

Student Book page 46

School Subject Connection: Science

Lesson 4 is a cross-curricular lesson with a connection to science. Tell students that today's class will be about describing how things feel and how much they weigh. Bring a scale to class and set it up on your desk. Use the scale for a simple experiment. Using a variety of objects, ask students to guess which of two objects will be heavier and then weigh the objects on the scale. Next, have students close their eyes. Give each student a chance to hold two objects (one soft and one hard) and guess what they are. Discuss hardness and softness, heaviness and lightness. Brainstorm lists of hard, soft, heavy, and light objects. Depending on students' level in science, it may be appropriate to invite a science teacher to visit your class and discuss the concepts of mass, weight, and gravity with your students.

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary,* Teacher's Book page 21.

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

CD 2 13

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

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

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

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Which one is harder, the marble or the ball? The marble is harder.* Link to the previous lessons by reminding students that *The marble is harder than the ball* is also correct, but the short form is used when answering a question.
2. Present the comparatives and then direct students' attention to the grammar box and comparatives box on page 46.
3. Play Class CD2 Track 14. Students listen, ask, and answer along with the CD.

CD 2 14

Which one is harder, the marble or the ball?
The marble is harder.

hard, harder; soft, softer; heavy, heavier; light, lighter

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

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

Student Book page 47

C Read and circle.

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

Answer Key

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

D Fill in the charts.

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

Answer Key

Hard: pencil, plate
Soft: peach, sweater
Heavy: elephant, rock
Light: potato chips, flower

E Look at D. Ask and answer

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 47: *Is your backpack heavier than your friend's backpack?* Students create their own Everybody Up Expressions and practice them with their classmates.
- **Card Grab** (Teacher's Book pages 22–25). Distribute four blank cards and art supplies to each student. Have students make picture cards for hard, soft, heavy, and light. To play the game, name an item (book). Students race to hold up the card they think best describes a (book). If there is a tie, ask a challenge question using the Lesson 4 grammar pattern.
- **Telephone** (Teacher's Book pages 22–25). Whisper a different sentence to the student at each end of the line (for example, *The shirt is lighter than the shoes* and *The desk is harder than the apple).*
- **Jump to the Word** (Teacher's Book pages 22–25). Use Picture Cards 83–86. Instruct a pair of students to go to a card. S1 uses the card to form a question. (*Which one is heavier, the pencil or the car?*) S2 answers (*The car is heavier than the pencil*).

Extra Practice

- Workbook pages 46–47. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 25
- Unit 5, Lesson 4 Worksheet, Teacher's Book page 123. See Teacher's Book pages 112–113 for instructions.
- Unit 5 Test, Teacher's Book pages 140–141. See Teacher's Book pages 130–131 for instructions and answer key. Test Center
- iTools
- Log in for Online Practice

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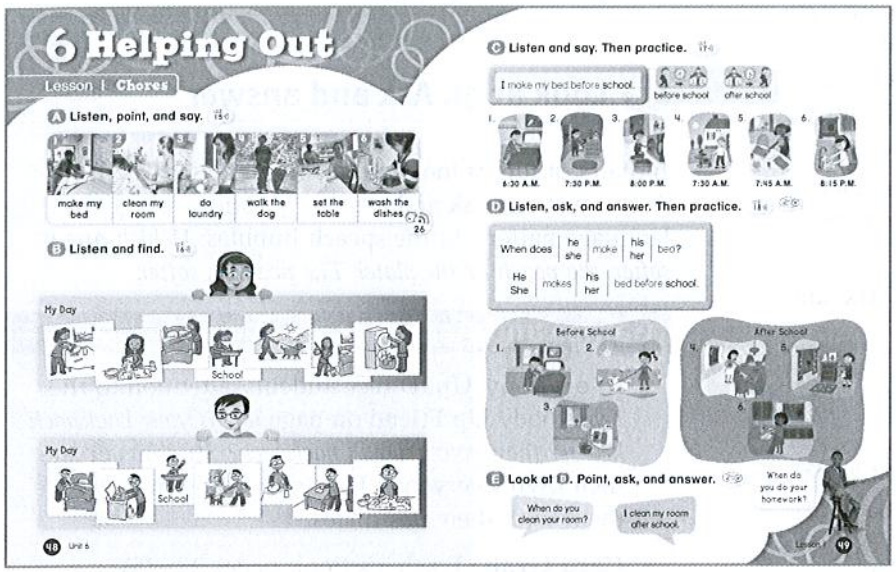
Unit 6 Helping Out

Lesson 1 Chores



Student Book pages 48–49

Objectives
- Talking about daily chores

Grammar
- Statements with prepositional phrases
  I make my bed before school.
- Questions with prepositional phrases
  When does he/she make his/her bed?
  He/She makes his/her bed before school.

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

Materials
Picture Cards 87–92, 94, 30–34, 46–50 ;
Class CD2 Tracks 15–18

Student Book page 48

Warm up

1. Greet the class. Then play *First to Say Z!* (Teacher's Book pages 22–25) with months. The student who says *December* first wins the round.
2. Review verb phrases. Hold up Picture Cards 30–34 and 46–50. Say the first sentence (*She helps sick animals*), then elicit the sentences from the class.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

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

CD 2 15

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

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

B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

1. Read this while pointing to the picture:

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

CD 2 16

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

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Mike: Yes. Me, too. My mom doesn't like dirty rooms.

Mike: I do laundry in the morning. When do you do laundry?

Emma: I do laundry in the evening.

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

Student Book page 49

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *I make my bed before school.*
2. Introduce the time phrases: *before school, after school.* Link these to A.M. and P.M. found in the exercise. Explain that A.M. means morning until noon, and that P.M. means from noon to midnight.
3. Direct students' attention to the first grammar box and the time phrases boxes on page 49.
4. Play Class CD2 Track 17. Students listen and say along with the CD.

CD2 17

I make my bed before school.

before school, after school

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

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

D Listen, ask, and answer. Then practice.

1. Introduce the new pattern: *When does he/she make his/her bed? He/She makes his/her bed before school.*
2. Direct students' attention to the second grammar box on page 49.
3. Play Class CD2 Track 18. Students listen, ask, and answer along with the CD.

CD2 18

When does he make his bed?

He makes his bed before school.

When does she make her bed?

She makes her bed before school.

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

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

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

Student pairs look at the big picture in Activity B and practice asking and answering with the language pattern in the speech bubbles: *When do you clean your room? I clean my room after school.*

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 49: *When do you do your homework?* Students create their own expressions and practice them with classmates.
- Draw a vertical line on the board. Write *before school* on the left and *after school* on the right. Say *I (clean my room) (after) school.* A student attaches the appropriate picture card in the correct column. After a few rounds, have a student take over your role.
- **My Version** (Teacher's Book pages 22–25). Using the picture sequences in Activity B as a model, students use their handmade picture cards to create their own schedules. Then students talk about their schedules with a partner.

Extra Practice

- Workbook pages 48–49. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 26
- iTools
- Log in for Online Practice

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Unit 6 Helping Out

Lesson 2 Chores

Student Book pages 50–51

Objectives
- Talking about how often someone does chores

Grammar
- Statements with adverbs
  I always sweep the floor.
- Questions with adverbs
  What are his/her chores?
  He/She always sweeps the floor.

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

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

Student Book page 50

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

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

CD 2 19

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

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

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern and the frequency adverbs: *I always sweep the floor. always, usually, sometimes, never*
2. Direct students' attention to the adverbs box on page 50. Point out the relationship between the small red boxes and the adverbs. Explain that *always* means all of the time, *usually* means most of the time, *sometimes* means some of the time, and *never* means not at all.
3. Direct students' attention to the grammar box on page 50.
4. Play Class CD2 Track 20. Students listen and say along with the CD.

CD 2 20

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

5. Students practice the pattern on their own.

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C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, page 20.

1. Introduce the new pattern: *What are his/her chores? He/She always sweeps the floor.*
2. Direct students' attention to the grammar box on page 51.
3. Play Class CD2 Track 21. Students listen, ask, and answer along with the CD.

CD2 21

What are his chores? He always sweeps the floor.

What are her chores? She always sweeps the floor.

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

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

D Sing.

See *Teaching Songs*, Teacher's Book page 20.

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

CD2 22

Always, Usually, Sometimes, Never

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

Always, Usually, Sometimes, Never

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

Always, Usually, Sometimes, Never

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

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

E What about you? Ask and answer.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 51: *I always wash the dishes. Do you?* Students create their own expressions and practice them with their classmates.
- **Telephone** (Teacher's Book pages 22–25). Play this using Lesson 2 grammar patterns.
- **Two Truths and a Lie** (Teacher's Book pages 22–25). Write the frequency adverbs on the board and attach Picture Cards 95–100 below them, in any order. Use the arrangement of cards to make two correct sentences and one "lie."

Extra Practice

- Workbook pages 50–51. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 27
- iTools
- Log in for Online Practice

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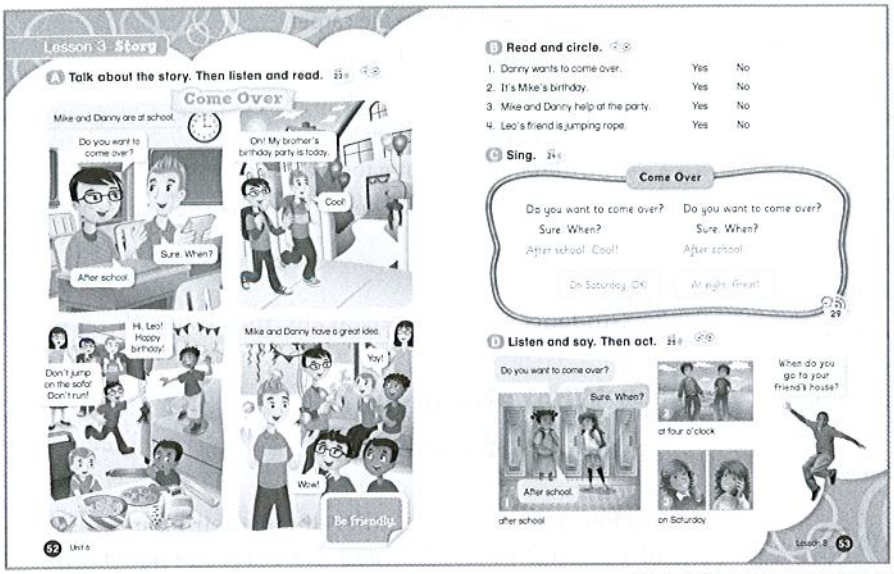
Unit 6 Helping Out

Lesson 3 Story



Student Book pages 52–53

Objectives
- Building reading and listening skills

Conversation
- Inviting someone to your home

Do you want to come over?

Sure. When?

After school.

Value
Be friendly.

Materials
Class CD2 Tracks 11, 22–23

Student Book page 52

Warm up

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

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 21.

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

CD2 23

Come Over

Mike and Danny are at school.

Mike: Do you want to come over?

Danny: Sure. When?

Mike: After school.

Mike: Oh! My brother's birthday party is today.

Danny: Cool!

Mike's mom: Don't jump on the sofa! Don't run!

Danny: Hi, Leo! Happy birthday!

Mike and Danny have a great idea.

Kid: Yay!

Leo: Wow!

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

Student Book page 53

B Read and circle.

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

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

C Sing.

See *Teaching Songs*, Teacher's Book page 20.

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

CD 2 24

Come Over

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

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

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

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

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

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

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

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 21.

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

CD 2 25

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

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

2. Students rehearse and act out the conversation, using facial expressions and gestures related to the situations in the three pictures.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 53: *When do you go to your friend's house?* Students create their own expressions and practice them with classmates.
- **Order the Text** (Teacher's Book pages 22–25). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- Students draw a picture to illustrate the value *Be friendly*. Display the pictures in the classroom.
- **Finish the Story** (Teacher's Book pages 22–25). Copy the story on page 52, leaving the last speech bubble in each frame blank. Give a copy of the story to each student. Slowly read the story aloud. Students listen and write in the missing words.

Extra Practice

- Workbook pages 52–53. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 29
- Unit 6, Lesson 3 Worksheet, Teacher's Book page 124. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for Online Practice

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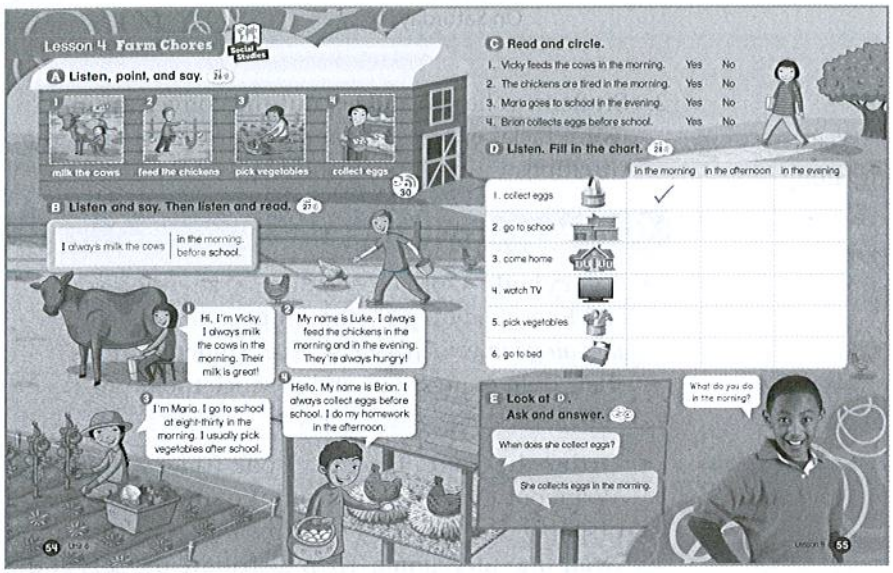
Unit 6 Helping Out

Lesson 4 Farm Chores



Student Book pages 54–55

Objectives
- Talking about farm chores

Grammar
- Statements with adverbs and prepositional phrases

  I always milk the cows in the morning/ before school

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

Materials
Picture Cards 101–104; Class CD2 Tracks 26–28

Student Book page 54

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to social studies. In this lesson, students will read about some of the typical chores performed by people who live on farms. Bring to class a variety of photographs of farm life. Talk about what farms are, what kinds of things they produce, and the role farming may or may not play in your community. If any of your students live on a farm, invite them to talk about what farm life is like. If none of your students live on farms, have the class discuss what they have heard or imagine about life on a farm. Students might also try comparing the kinds of chores they do with the kinds of chores that farm children might do.

Warm up

1. Greet the class. Then have students greet their classmates and hold short conversations about the items on their desks: *I have (one eraser) on my desk. What do you have?*
2. Review the Unit 6, Lesson 3 conversation language: *Do you want to come over? Sure. When? After school.*
3. Review frequency adverbs. On the board, draw four diagrams based on those used in Unit 6, Lesson 2, Activity B (four linked squares filled in to varying degrees). Do not label the diagrams. Say a sentence containing each adverb (for example, *Tom usually washes the dishes before school).* Students listen, repeat, and point to the correct diagram.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

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

CD 2 26

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

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

B Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *I always milk the cows in the morning/before school.*

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2. Direct students' attention to the grammar box on page 54.
3. Play Class CD2 Track 27. Students listen and say along with the CD.

CD 2 27

I always milk the cows in the morning.

I always milk the cows before school.

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

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

Student Book page 55

C Read and circle.

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

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

D Listen. Fill in the chart.

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

CD 2 28

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

3. Check answers together.

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

E Look at D. Ask and answer.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 55: *What do you do in the morning?* Students create Everybody Up Expressions and practice them with classmates.
- **What's Missing?** (Teacher's Book pages 22–25). Use Picture Cards from Unit 6.
- **Listen and Draw** (Teacher's Book pages 22–25). Prepare several short texts modeled on those in Activity B.
- **Charades** (Teacher's Book pages 22–25). Use verb phrases from Lessons 2 and 4.

Extra Practice

- Workbook pages 54–55. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 30
- Unit 6, Lesson 4 Worksheet, Teacher's Book page 125. See Teacher's Book pages 112–113 for instructions.
- Unit 6 Test, Teacher's Book pages 146–147. See Teacher's Book pages 130–131 for instructions and answer key. Test Center
- iTools
- Log in for Online Practice

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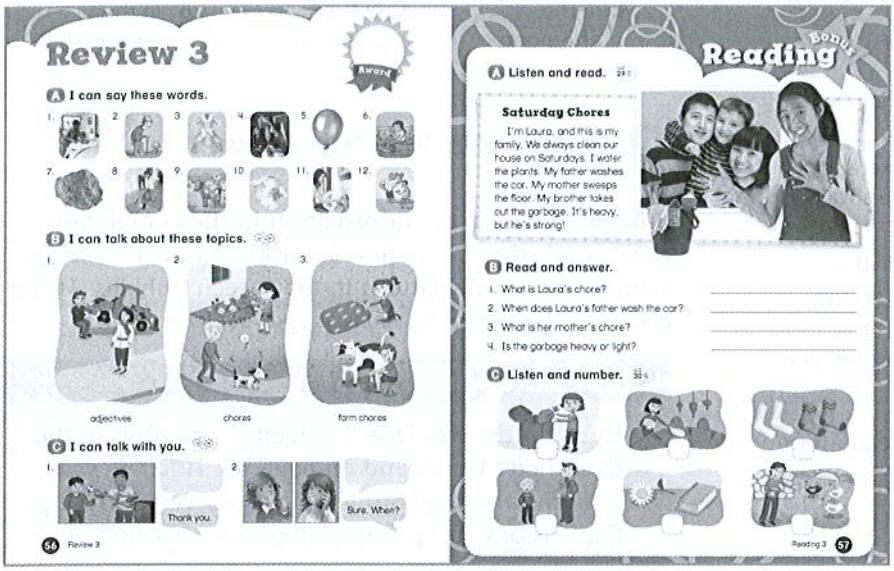
Review 3



Student Book pages 56–57

Review Language
- Units 5 and 6 grammar and vocabulary

Reading
- Building reading and listening skills

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

Student Book page 56

Warm up

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

A I can say these words.

See *Teaching Reviews*, Teacher's Book page 21.

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.

Answer Key

1. make my bed	**2.** old/young
3. pretty	**4.** clean the bathroom
5. light	**6.** pick vegetables
7. hard	**8.** sweep the floor
9. milk the cow	**10.** dirty
11. do laundry	**12.** strong/weak

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

B I can talk about these topics.

Students examine the pictures and discuss the topics in pairs or small groups. At minimum, students should use the following language for each topic:

1. Adjectives: *The girl is (tall). The boy is (taller). Who is (taller), Danny or Julie? Danny is (taller). The red socks are (thicker) than the blue socks. Is the blue sweater (thicker) than the red sweater? Yes, it is./No, it isn't. Which one is (harder), the marble or the ball? The marble is (harder).*
2. Chores: *I (make my bed) (before) school. When does he/she (make his/her bed)? He/She (makes his/her bed) (after) school. I (always) (sweep the floor). What are his/her chores? He/She (always) (sweeps the floor).*
3. Farm Chores: *I (always) (milk the cows) in the morning/before school.*

C I can talk with you.

1. Students look at each picture and decide what would work in the empty speech bubble.
2. Model each conversation with a few students, allowing students to respond in their own ways.
3. Pairs practice the conversations and switch roles.

Answer Key

1. Nice guitar.	**2.** Do you want to come over?

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Reading Bonus

Student Book page 57

See *Teaching Reading*, Teacher's Book page 21.

A Listen and read.

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 29. Students listen and read with the CD.

CD2 29

Saturday Chores

I'm Laura, and this is my family. We always clean our house on Saturdays. I water the plants. My father washes the car. My mother sweeps the floor. My brother takes out the garbage. It's heavy, but he's strong!

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

B Read and answer.

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

Answer Key

1. Laura always waters the plants.
2. He washes the car on Saturdays.
3. Her mother sweeps the floor.
4. The garbage bag is heavy.

C Listen and number.

1. Play Class CD2 Track 30. Students listen and number the pictures.

CD2 30

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

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

Answer Key

1. Picture 5	**2.** Picture 6	**3.** Picture 4
4. Picture 3	**5.** Picture 1	**6.** Picture 2

Games and Activities

- **Review: Charades** (Teacher's Book pages 22–25). Students act out verb phrases for their groups to guess. Use Picture Cards from Units 5 and 6 to cue students whose turn it is to act out a verb phrase.
- **Reading: Order the Text** (Teacher's Book pages 22–25). Write each sentence from Reading Bonus Activity A on a separate strip of paper. Give one complete set of strips to each student. Read the text aloud. Students listen and put the strips in order.
- **Reading: My Version** (Teacher's Book page 23). Students rewrite the text in Reading Bonus Activity A using their own information.

Extra Practice

- Workbook pages 56–57. See Teacher's Book pages 100–111 for instructions and answer key.
- iTools
- Log in for Online Practice

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Unit 7 Out and About

Lesson 1 Places to Go

Student Book pages 58–59

Objectives

- Asking and answering about places to go

Grammar

- Questions about location with the past tense of *be*
  Where was he/she yesterday?
  He/She was at the beach.
- Yes/No questions with the past tense of *be*
  Was he/she at the beach yesterday?
  Yes, he/she was./No, he/she wasn't.
  He/She was at the aquarium.

Vocabulary

Places to Go: beach, aquarium, amusement park, museum, hotel, pool

Materials

Picture Cards 22–26, 105–112; Class CD2 Tracks 31–34

Student Book page 58

Warm up

1. Introduce yourself to S1, saying *I'm (Ms. Smith). I make my bed before school.* S1 introduces him- or herself to you, saying *I'm (Jay). I (wash the dishes) (after) school.*
2. Review locations from Unit 2, Lesson 1 using Picture Cards 22–26

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 105–110 to introduce the places. Continue until students can produce the words on their own.
2. Play Class CD2 Track 31. Students listen, point, and say along with the CD.

CD2 31

1. beach 2. aquarium 3. amusement park
4. museum 5. hotel 6. pool

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

B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

1. Read this while pointing to the picture:

Look at Julie and her family. They're eating ice cream at the beach. Look at Julie's father. He's at a hotel. Look here. Where are Julie and her brother James? They're at the amusement park. They're excited! Here, Julie is at the aquarium with her brother Alex. They're looking at fish. Now, look at Alex. He's at the pool. He's swimming. What about here? Where are Julie and James? They're at the museum.

2. Play Class CD2 Track 32. Students listen, find the items in the picture, and point to them.

CD2 32

Mom:	It's so nice at the beach. Oh, look, it's 7 o'clock. Time for ice cream!
Kids:	Yay!
Mom:	What do you like here?
James:	The amusement park is cool.
Julie:	The rides are fast. I like that.
Mom:	The fish in the aquarium are so pretty!
Alex:	There are big fish and little fish! I can swim in the big pool, too. It's fun!
Julie:	I like the museum. There is very pretty art.
Dad:	The hotel is great. Everybody is helpful and nice.
Alex:	Mom? Dad? I'm tired. Can we go to the hotel now?
Mom:	Sure.
Dad:	Let's go.

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

Student Book page 59

C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Where was he/she yesterday? He/She was at the beach.*
2. Introduce the simple past tense of the verb *to be*. Remind students that *today* indicates the present and *is* is used to talk about things happening now. Then, explain that *yesterday* indicates the past. Help students understand that *was* is used with yesterday to talk about things that have already happened.
3. Direct students' attention to the first grammar box and the *today/yesterday* boxes on page 59 and play class CD2 Track 33. Students listen, ask, and answer along with the CD.

CD2 33

Where was he yesterday? He was at the beach.
Where was she yesterday? She was at the beach.
today, yesterday

1. Where was he yesterday? He was at the beach.
2. Where was she yesterday? She was at the aquarium.
3. Where was he yesterday? He was at the amusement park.
4. Where was she yesterday? She was at the museum.
5. Where was she yesterday? She was at the hotel.
6. Where was he yesterday? He was at the pool.

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

D Listen, ask, and answer. Then practice.

1. Introduce the new pattern and contraction: *Was he/she at the beach yesterday? Yes, he/she was. No, he/she wasn't. He/She was at the aquarium; wasn't, was not*
2. Direct students' attention to the second grammar box on page 59 and play class CD2 Track 34. Students listen, ask, and answer along with the CD.

CD2 34

Was he at the beach yesterday?
Yes, he was.
Was he at the beach yesterday?
No, he wasn't. He was at the aquarium.

Was she at the beach yesterday?
Yes, she was.
Was she at the beach yesterday?
No, she wasn't. She was at the aquarium.
wasn't, was not

1. Was he at the beach yesterday?
   Yes, he was.
2. Was she at the aquarium yesterday?
   No, she wasn't. She was at the hotel.
3. Was she at the amusement park yesterday?
   Yes, she was.
4. Was he at the museum yesterday?
   Yes, he was.
5. Was she at the hotel yesterday?
   No, she wasn't. She was at the pool.
6. Was he at the pool yesterday?
   No, he wasn't. He was at the aquarium.

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

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

Student pairs look at the big picture in Activity B and practice asking and answering with the language pattern in the speech bubbles: *Where was he? He was at the aquarium.*

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 59: *I was at the pool on Saturday.* Students practice their own expression with their classmates.
- **Five Questions** (Teacher's Book pages 22–25). Use Picture Cards 105–110. Students play in groups of 5. Show S1 a card. The rest of the group asks S1 up to five questions to determine where S1 was.
- **Station Stop** (Teacher's Book pages 22–25). When the train stops, show a student a card and ask *Was (he) (at the hotel) yesterday?* A correct answer wins the student a "ticket."

Extra Practice

- Workbook pages 58–59. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 31
- iTools
- Log in for Online Practice

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Unit 7 Out and About

Lesson 2 Places to Go

Student Book pages 60–61

Objectives

- Asking and answering about places to go

Grammar

- Questions about location with the past tense of *be*
  Where were they yesterday?
  They were at the bookstore.
- Yes/No questions with the past tense of *be*
  Were they at the bookstore yesterday?
  Yes, they were./No, they weren't. They were at the pharmacy.

Vocabulary

Places to Go: bookstore, pharmacy, toy store, hair salon, coffee shop, flower shop

Materials

Picture Cards 113–118; Class CD2 Tracks 35–38

Student Book page 60

Warm up

1. Greet the class, saying *Hello, class. How are you today?* Elicit a polite group response: *Hello, (Ms. Smith). We're fine, thank you. How are you?*
2. Review Unit 7, Lesson 1 grammar and vocabulary. Guide S1 to stand and say where he or she was yesterday: *I was (at the beach) yesterday.* Then, ask the class either *Where was (he) yesterday?* or *Was (he) (at the museum) yesterday?* Elicit the answer from the class. Repeat the procedure with each student.
3. Elicit the Everybody Up Expression from Unit 7, Lesson 1: *I was at the pool on Saturday.* Students can practice their own expressions with classmates.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 113–118 to introduce the shops. Continue until students can produce the words on their own.
2. Do a **Rhythm Circle** (Teacher's Book pages 22–25) with the new vocabulary. Include Lesson 1 vocabulary after a round.
3. Play Class CD2 Track 35. Students listen, point, and say along with the CD.

CD 2 35

1. bookstore 2. pharmacy 3. toy store
4. hair salon 5. coffee shop 6. flower shop

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

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Where were they yesterday? They were at the bookstore.*
2. Direct students' attention to the grammar box on page 60.
3. Play Class CD2 Track 36. Students listen, ask, and answer along with the CD.

CD 2 36

Where were they yesterday?
They were at the bookstore.

1. Where were they yesterday?
   They were at the bookstore.
2. Where were they yesterday?
   They were at the pharmacy.
3. Where were they yesterday?
   They were at the toy store.
4. Where were they yesterday?
   They were at the hair salon.

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5. Where were they yesterday?
   They were at the coffee shop.
6. Where were they yesterday?
   They were at the flower shop.

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

Student Book page 61

C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, page 20.

1. Introduce the new pattern: *Were they at the bookstore yesterday? Yes, they were./No, they weren't. They were at the pharmacy.*
2. Direct students' attention to the grammar box on page 61.
3. Play Class CD2 Track 37. Students listen, ask, and answer along with the CD.

CD2 37

Were they at the bookstore yesterday?
Yes, they were.
Were they at the bookstore yesterday?
No, they weren't. They were at the pharmacy.
weren't, were not

1. Were they at the bookstore yesterday?
   No, they weren't. They were at the pharmacy.
2. Were they at the pharmacy yesterday?
   No, they weren't. They were at the flower shop.
3. Were they at the toy store yesterday?
   Yes, they were.
4. Were they at the hair salon yesterday?
   Yes, they were.
5. Were they at the coffee shop yesterday?
   Yes, they were.
6. Were they at the flower shop yesterday?
   No, they weren't. They were at the bookstore.

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

D Listen and number.

1. Play Class CD2 Track 38. Students listen and number the pictures.

CD2 38

1. First, they were at the flower shop.
2. Next, they were at the coffee shop.
3. Then, they were at the toy store.
4. Next, they were at the hair salon.
5. Then, they were at the pharmacy.
6. Finally, they were at the bookstore.

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

Answer Key

1. Picture 6	**2.** Picture 5	**3.** Picture 4
4. Picture 2	**5.** Picture 3	**6.** Picture 1

E What about you? Ask and answer.

In pairs, students take turns asking and answering with the language pattern in the speech bubbles: *Where were you yesterday? I was at the flower shop.*

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 61: *Where were you on Friday?* Students practice the expression with their classmates.
- **Simon Says** (Teacher's Book pages 22–25). Instead of listening for "Simon Says," students should move only if they hear a sentence in the simple past tense (using was or were). Say sentences using present and past tense (for example, *They were at the pool* and *They are at the pool).*
- **Gaps** (Teacher's Book pages 22–25). Create texts using Lesson 2 grammar patterns and vocabulary. Students complete the sentences and check answers with a classmate.
- Prepare a blank chart for a one-week calendar. Give each student a chart. Students write where they were on each day of the past week. Then, students circulate and ask and answer questions about their calendars, such as *Where were you on Saturday? Were you at school on Friday?*

Extra Practice

- Workbook pages 60–61. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 32
- iTools
- Log in for Online Practice

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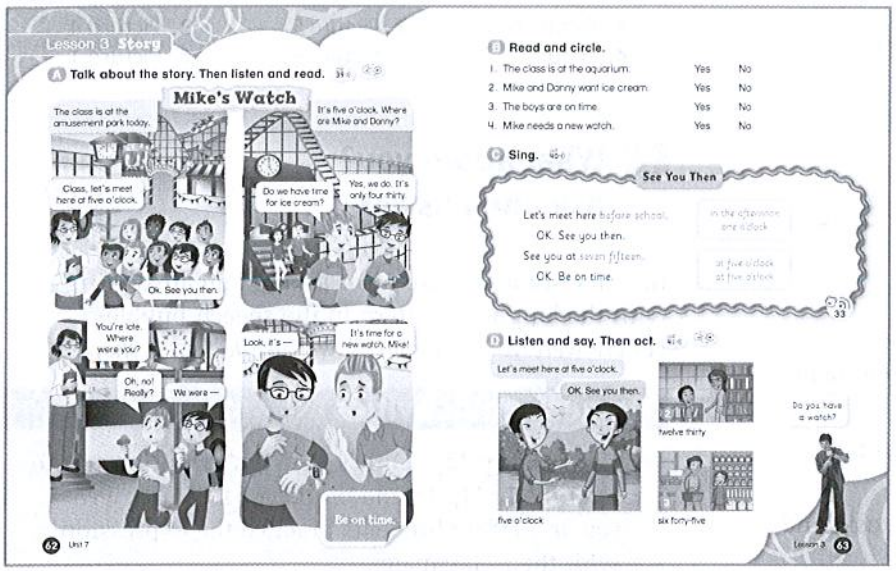
Unit 7 Out and About

Lesson 3 Story



Student Book pages 62–63

Objectives
- Building reading and listening skills

Conversation
- Arranging to meet someone at a certain place and time

Let's meet here at five o'clock.

OK. See you then.

Value
Be on time.

Materials
Picture Cards 113–118; Class CD2 Tracks 39–41

Student Book page 62

Warm up

1. Greet the class. Then say *Today is (Tuesday, March 2nd). It's (eight o'clock). It's time for English class!* Students repeat.
2. Play a version of **Shopping List** (Teacher's Book page 22–25) to review places vocabulary. Say *I'm going to the pool.* S1 says *I'm going to the pool. Then I'm going to the (movie theater).* S2 repeats this, adds *Then I'm going to the (bookstore).* S3 repeats, adds a new location, and so on until someone forgets the order. Then start again.
3. Review the past tense. Model this conversation with a student: Ask *Where were you yesterday?* The student replies *I was (at home). Where were you?* Reply *I was (at the park).* Students can practice the conversation with their classmates.
4. Elicit the Everybody Up Expression from Unit 7, Lesson 2: *Where were you on Friday?* Students can practice their own expressions with classmates.

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 39. Students listen, point, and read along with the CD.

CD 2 39

Mike's Watch

The class is at the amusement park today.

Teacher: Class, let's meet here at five o'clock.

Danny: OK. See you then.

It's five o'clock. Where are Mike and Danny?

Danny: Do we have time for ice cream?

Mike: Yes, we do. It's only four thirty.

Teacher: You're late. Where were you?

Danny: Oh, no! Really?

Mike: We were— Look, it's—

Danny: It's time for a new watch, Mike!

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

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Student Book page 63

B Read and circle.

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

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

C Sing.

See *Teaching Songs*, Teacher's Book page 20.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 40. Students listen and sing along with the CD.

CD 2 40

See You Then

Let's meet here before school.
OK. See you then.
See you at seven fifteen.
OK.
Be on time.

Let's meet here in the afternoon.
OK. See you then.
See you at one o'clock.
OK.
Be on time.

Let's meet here at five o'clock.
OK. See you then.
See you at five o'clock.
OK.
Be on time.

3. Students sing the song again. A student can write the time on the board for each verse.

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 21.

1. Play Class CD2 Track 41. Students listen and say with the CD.

CD 2 41

Let's meet here at five o'clock.
OK. See you then.

1. Let's meet here at five o'clock.
   OK. See you then.
2. Let's meet here at twelve thirty.
   OK. See you then.
3. Let's meet here at six forty-five.
   OK. See you then.

2. Students rehearse and act out the conversation, using facial expressions and gestures related to the situations in the three pictures.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 63: *Do you have a watch?* Students practice the expression with their classmates.
- **Listen and Draw** (Teacher's Book pages 22–25). Student pairs perform their own versions of the Lesson 3 conversation in front of the class: *Let's meet here at (two-fifteen). OK. See you then.* The rest of the class listens and then draws the appropriate clock face (analog or digital). Check drawings together.
- Read the story aloud. Divide the class into four groups. Group 1 reads the narrator, Group 2 reads the teacher, Group 3 reads Danny, and Group 4 reads Mike.
- Student pairs create their own version of the Lesson 3 story in which two children are late. Students can write out and illustrate their new stories, or they can perform them for the class.

Extra Practice

- Workbook pages 62–63. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 33
- Unit 7, Lesson 3 Worksheet, Teacher's Book page 126. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for Online Practice

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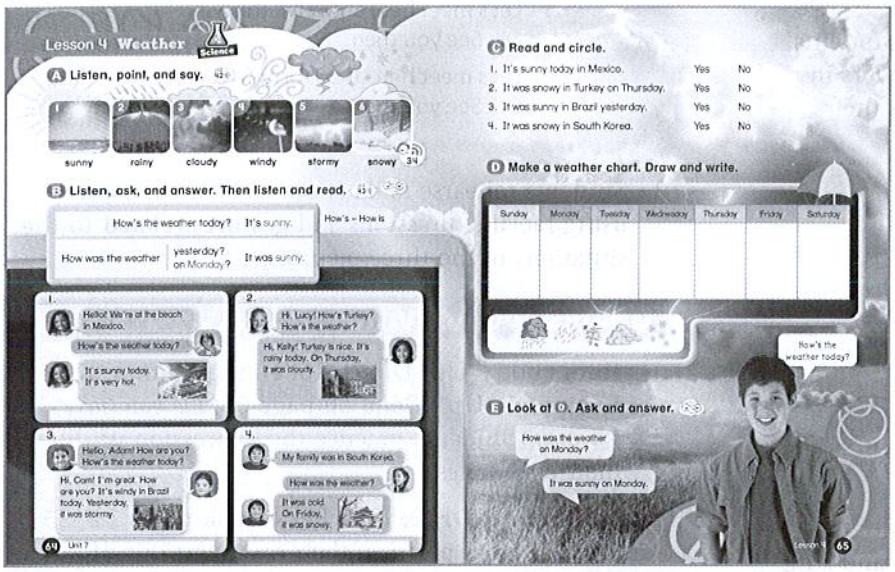
Unit 7 Out and About

Lesson 4 Weather



Student Book pages 64–65

Objectives
- Asking and answering about the weather

Grammar
- Questions with the present and past tenses of *be*
  How's the weather today?
  It's sunny.
  How was the weather yesterday/on Monday?
  It was sunny.

Vocabulary
Weather: sunny, rainy, cloudy, windy, stormy, snowy

Materials
Picture Cards 119–124; Class CD2 Tracks 40, 42–43

Student Book page 64

School Subject Connection: Science

Lesson 4 is a cross-curricular lesson with a connection to science. Capitalize on this by taking your class outdoors and observing today's weather. Then invite students to look around and describe how weather changes the landscape during different seasons of the year. Indoors, have students look at a world map and tell you what they already know about how and why weather varies around the world. Have students choose an area of the world and learn more about the kind of weather the area typically experiences. Students can also choose their favorite kind of weather and draw a picture of it.

Warm up

1. Greet the class. Then start a question chain: Ask a student *Where were you yesterday?* That student replies then turns to a classmate and asks the same question. Continue the chain around the room.
2. Sing **See You Then** (Class CD2 Track 40).
3. Review the conversation language from Unit 7, Lesson 3: *Let's meet here at five o'clock. OK. See you then.* Encourage students to look for ways to use the conversation language in class today.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 119–124 to introduce the different types of weather. Continue until students can produce the words on their own.
2. Play **Guess the Next Card** (Teacher's Book pages 22–25) using Picture Cards 119–124.
3. Play Class CD2 Track 42. Students listen, point, and say along with the CD.

CD 2 42

1. sunny 2. rainy 3. cloudy
4. windy 5. stormy 6. snowy

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

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

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *How's the weather today? It's sunny.*
   How was the weather yesterday/on Monday? It was sunny.
2. Direct students' attention to the grammar box on page 64. Link the grammar to the reading. Explain

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that the prepositional phrase *on (Monday)* can be found at the beginning or end of the sentence.

3. Play Class CD2 Track 43. Students listen, ask, and answer along with the CD.

CD2 43

How's the weather today? It's sunny.
How was the weather yesterday? It was sunny.
How was the weather on Monday? It was sunny.
how's, how is
it's, it is

1. Hello! We're at the beach in Mexico.
   How's the weather today?
   It's sunny today. It's very hot.
2. Hi, Lucy! How's Turkey? How's the weather?
   Hi, Kelly! Turkey is nice. It's rainy today. On Thursday, it was cloudy.
3. Hello, Adam! How are you? How's the weather today?
   Hi, Cam! I'm great. How are you? It's windy in Brazil today. Yesterday, it was stormy.
4. My family was in South Korea.
   How was the weather?
   It was cold. On Friday, it was snowy.

4. Play the track again. Students listen and read along.
5. Divide the class into eight groups. Each group reads one of the children's lines aloud.
6. Students read the text on their own.

Student Book page 65

C Read and circle.

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

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

D Make a weather chart. Draw and write.

Student pairs work together to complete the weather chart. They draw pictures and write in the weather for each day on the chart, based on the actual weather for the seven previous days in the area where they live.

E Look at D. Ask and answer.

Students circulate and ask each other about the weather for the past seven days, using the information in the completed charts in Activity D and the language pattern in the speech bubbles: *How was the weather on Monday? It was sunny on Monday.*

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 65: *How's the weather today?* Students practice the expression with their classmates.
- **Card Grab** (Teacher's Book pages 22–25). Give each group of four students a set of student-made picture cards. Cards are laid face-up. Choose a student to help you lead the activity. Guide the student to ask you *(How was) the weather (yesterday)?* Answer *It (was) (snowy).* Players listen and then race to touch the correct weather card.
- **Jump to the Word** (Teacher's Book pages 22–25). Instruct pairs to move to a particular card. Once there, the pair must use the card to practice one of the Lesson 4 grammar patterns: *How (is) the weather (today)? (It's sunny).*
- **Two Truths and a Lie** (Teacher's Book pages 22–25). Students use their own picture cards. Each student takes a turn addressing the class. S1 stands and makes three statements, holding up a picture card with each statement (for example, *It's sunny today. It was snowy yesterday. It was windy on Tuesday).* The class listens carefully and checks that S1's statements match the card S1 is holding up.

Extra Practice

- Workbook pages 64–65. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 34
- Unit 7, Lesson 4 Worksheet, Teacher's Book page 127. See Teacher's Book pages 112–113 for instructions.
- Unit 7 Test, Teacher's Book pages 148–149. See Teacher's Book pages 130–131 for instructions and answer key. Test Center
- iTools
- Online Practice
- Log in for Online Practice

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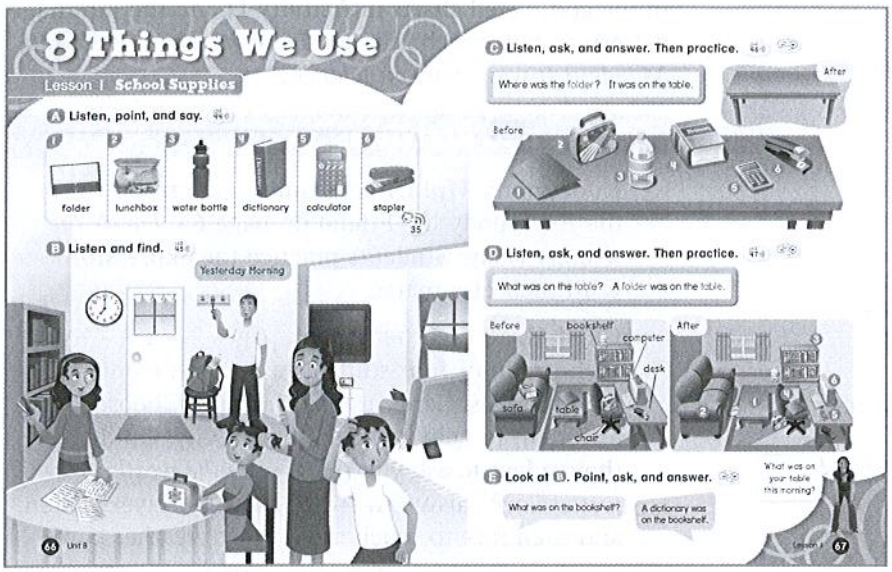
Unit 8 Things We Use

Lesson 1 School Supplies



Objectives
- Asking and answering about school supplies

Grammar
- Questions with the past tense of *be*
  Where was the folder?
  It was on the table.
  What was on the table?
  A folder was on the table.

Vocabulary
School Supplies: folder, lunchbox, water bottle, dictionary, calculator, stapler

Materials
Picture Cards 105–130; Class CD2 Tracks 44–47

Student Book pages 66–67

Student Book page 66

Warm up

1. Greet the class. Then move around the room and pick up various items from students' desks, asking *Whose (ruler) is this?* The class replies *It's (Mia's) (ruler).*
2. Elicit the Everybody Up Expression from Unit 7, Lesson 4: *How's the weather today?* Students practice the expression with their classmates.
3. Play **What's Missing?** (Teacher's Book pages 22–25) to review vocabulary from Unit 7. Use Picture Cards 105–124.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 125–130 to introduce the school supplies. Continue until students can produce the words on their own.
2. Link the language. Hold up Picture Cards 125–130, saying *This is my (folder).* Students reply *It's your (folder). It's yours.*
3. Play Class CD2 Track 44. Students listen, point, and say along with the CD.

CD 2 44

1. folder
2. lunchbox
3. water bottle
4. dictionary
5. calculator
6. stapler

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

B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

1. Read this while pointing to the picture:

   Look at Emma and her family. They were at home. It was seven o'clock in the morning. Emma had a stapler. She didn't have a dictionary. Emma's water bottle was in her backpack. Ann had a lunchbox. Her mother was brushing her hair. Emma's brother was looking for his calculator and his folder. Where were they?
2. Play Class CD2 Track 45. Students listen, find the items in the picture, and point to them.

CD 2 45

Emma:	Good morning, Mom. Hi, Dad.
Dad:	Good morning.
Ann:	Is that my new lunchbox?
Mom:	Yes, it is. Do you like it?
Ann:	Yes! Thanks, Mom.
Emma:	Dad, may I borrow the stapler?
Dad:	Sure, Emma.
Emma:	Where's my water bottle?
Dad:	It's in your backpack. See?
Tommy:	Where's my calculator?
Mom:	I don't know.

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Tommy:	Oh! There it is! It's under the sofa.
Emma:	I need a dictionary today, too. Hmm, where is it?
Dad:	It's over there, on the bookshelf. It's blue.
Tommy:	OK. Where's my red folder?
Mom:	It was on the table yesterday. Hmmm. Oh! Look, Tommy. It's on the sofa.
Emma & Tommy:	Thanks! Bye!
Mom, Dad, & Ann:	Bye!

3. Invite students to talk about what else they see in the picture. They may use previously learned vocabulary and language.

Student Book page 67

C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Where was the folder? It was on the table.*
2. Direct students' attention to the first grammar box on page 67.
3. Play Class CD2 Track 46. Students listen, ask, and answer along with the CD.

CD2 46

Where was the folder? It was on the table.

1. Where was the folder? It was on the table.
2. Where was the lunch box? It was on the table.
3. Where was the water bottle? It was on the table.
4. Where was the dictionary? It was on the table.
5. Where was the calculator? It was on the table.
6. Where was the stapler? It was on the table.

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

D Listen, ask, and answer. Then practice.

1. Introduce the new pattern: *What was on the table? A folder was on the table.*
2. Direct students' attention to the second grammar box on page 67.
3. Play Class CD2 Track 47. Students listen, ask, and answer along with the CD.

CD2 47

What was on the table?
A folder was on the table.

1. What was on the table?
   A folder was on the table.
2. What was on the sofa?
   A dictionary was on the sofa.
3. What was on the bookshelf?
   A water bottle was on the bookshelf.
4. What was on the chair?
   A lunchbox was on the chair.
5. What was on the desk?
   A stapler was on the desk.
6. What was on the computer?
   A calculator was on the computer.

4. Students practice the pattern in pairs, using their books.
5. If time permits, link the past tense to the present tense. Continue the group work with *Where was the dictionary?/On the sofa.* and *Where is the dictionary now?/Under the sofa.*

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

Student pairs look at the pictures in Activity B and practice the language pattern in the speech bubbles, using all the new vocabulary words: *What was on the bookshelf? A dictionary was on the bookshelf.*

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 67: *What was on your table this morning?* Students create Everybody Up Expressions and practice them with their classmates.
- **Telephone** (Teacher's Book pages 22–25). Use sentences such as *A folder was on the table* and *A lunchbox was in the backpack.*
- Distribute paper and art supplies. Students draw a picture of their table, desk, bed, or other surface at home. Then students swap drawings with a partner, and ask and answer questions about them using the Lesson 1 grammar patterns.

Extra Practice

- Workbook pages 66–67. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 35
- iTools
- Log in for Online Practice

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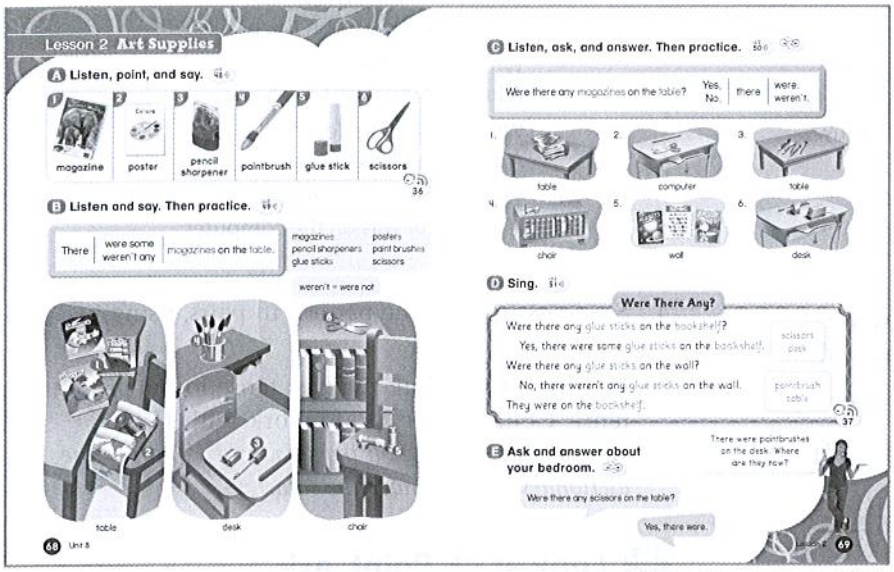
Unit 8 Things We Use

Lesson 2 Art Supplies



Student Book pages 68–69

Objectives
- Talking about art supplies

Grammar
- Statements with the past tense of *be*
  There were some/weren't any magazines on the table.
- Yes/No questions with the past tense
  Were there any magazines on the table?
  Yes, there were. / No, there weren't.

Vocabulary
Art Supplies: magazine, poster, pencil sharpener, paintbrush, glue stick, scissors

Materials
Picture Cards 131–136; Class CD2 Tracks 48–51

Student Book page 68

Warm up

1. Greet the class. Then, do a **Names Chant** (Teacher's Book pages 22–25).
2. Review previously learned school supplies. Ask *What's that?* and *Is that a (desk)?* Students answer.
3. Elicit the Everybody Up Expression from Unit 8, Lesson 1: *What was on your table this morning?* Students practice the expression with their classmates.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 131–136 to introduce the art supplies. Continue until students can produce the words on their own.
2. Link the language. Arrange Picture Cards 125–136 in a horizontal line where everyone can see them. Ask the class *Where's the (magazine)?* Students reply *It's (between) the (stapler) and the (calculator).* Next, invite students to ask the questions.
3. Play Class CD2 Track 48. Students listen, point, and say along with the CD.

CD 2 48

1. magazine 2. poster 3. pencil sharpener
4. paintbrush 5. glue stick 6. scissors

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

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *There were some magazines on the table./There weren't any posters on the table.*
2. Present the plural forms of the new vocabulary.
3. Direct students' attention to the grammar box and the plurals box on page 68 and then present the contraction.
4. Play Class CD2 Track 49. Students listen and say along with the CD.

CD 2 49

There were some magazines on the table.
There weren't any magazines on the table.
magazines, posters, pencil sharpeners, paintbrushes, glue sticks, scissors
weren't, were not

1. There were some magazines on the table.
2. There weren't any posters on the table.

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3. There were some pencil sharpeners on the desk.
4. There weren't any paintbrushes on the desk.
5. There were some glue sticks on the chair.
6. There weren't any scissors on the chair.

5. Pairs practice the pattern, using their books.

Student Book page 69

C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern. Direct students' attention to the grammar box on page 69.
2. Play Class CD2 Track 50. Students listen, ask, and answer along with the CD.

CD2 50

Were there any magazines on the table?
Yes, there were.
Were there any magazines on the table?
No, there weren't.

weren't, were not

1. Were there any magazines on the table?
   Yes, there were.
2. Were there any scissors on the computer?
   No, there weren't.
3. Were there any paintbrushes on the table?
   Yes, there were.
4. Were there any glue sticks on the chair?
   No, there weren't.
5. Were there any posters on the wall?
   Yes, there were.
6. Were there any pencil sharpeners on the desk?
   Yes, there were.

3. Pairs practice the pattern, using their books.

D Sing.

See *Teaching Songs*, Teacher's Book page 20.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 51. Students listen and sing along with the CD.

CD2 51

Were There Any?

Were there any glue sticks on the bookshelf?
Yes, there were some glue sticks on the bookshelf.

Were there any glue sticks on the wall?
No, there weren't any glue sticks on the wall.
They were on the bookshelf.

Were there any scissors on the desk?
Yes, there were some scissors on the desk.

Were there any scissors on the wall?
No, there weren't any scissors on the wall.
They were on the desk.

Were there any paintbrushes on the table?
Yes, there were some paintbrushes on the table.

Were there any paintbrushes on the wall?
No, there weren't any paintbrushes on the wall.
They were on the table.

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

E Ask and answer about your bedroom.

Student pairs ask and answer questions about the state of their bedrooms, using the language pattern in the speech bubbles: *Were there any scissors on the table? Yes, there were.*

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 69: *There were paintbrushes on the desk. Where are they now?* Students create Everybody Up Expressions and practice them with their classmates.
- **Shopping List** (Teacher's Book pages 22–25). Play this using any art supplies vocabulary students know. Start the game by saying *I'm going to the store. I need some scissors.* S1 says *I'm going to the store. I need some scissors and a paintbrush.* S2 repeats this, adds a third item.
- **Gaps** (Teacher's Book pages 22–25). Create several different texts using the Unit 8, Lesson 2 grammar patterns and vocabulary.
- **Triangle Groups** (Teacher's Book pages 22–25). To play, S1 places 3–5 different school supplies on a desk. S2 and S3 observe. Then S1 removes the items. S2 asks S3 *Were there any (scissors) on the desk?* S3 answers based on S1's arrangement. Group members switch roles and begin again.

Extra Practice

- Workbook pages 68–69. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 36–37
- iTools
- Log in for Online Practice

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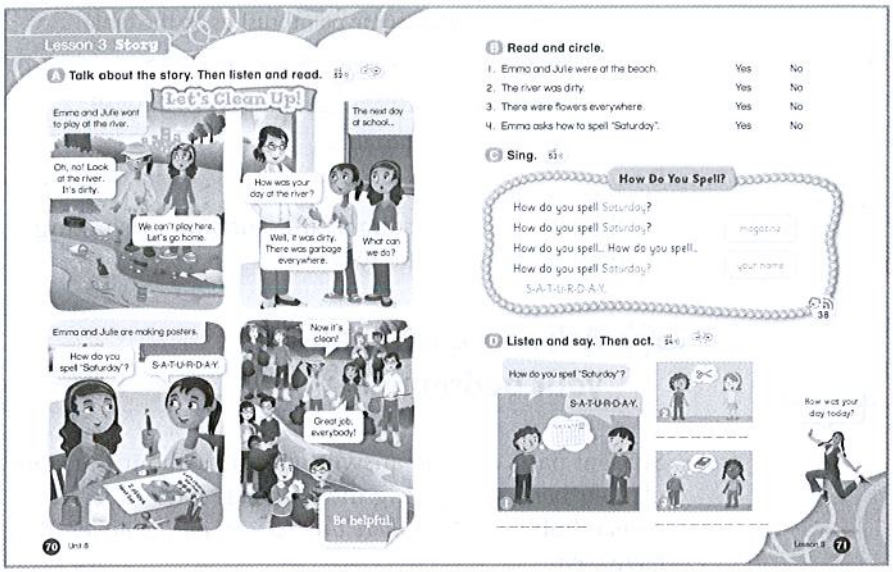
Unit 8 Things We Use

Lesson 3 Story



Objectives
- Building reading and listening skills

Conversation
- Asking someone how to spell something
  How do you spell "Saturday"?
  S-A-T-U-R-D-A-Y.

Value
Be helpful.

Materials
Class CD2 Tracks 51–54

Student Book pages 70–71

Student Book page 70

Warm up

1. Greet the class. Then greet individual students, saying *Hi, (Kate). (I like your skirt).* Students can greet and compliment their classmates.
2. Elicit the Everybody Up Expression from Unit 8, Lesson 2: *There were paintbrushes on the desk. Where are they now?* Students practice the expression with classmates, using their own school supplies.
3. Sing **Were There Any?** (Class CD2 Track 51).
4. Review the conversation language from Unit 4, Lesson 3: *How do you use chopsticks? Like this.* Encourage students to look for opportunities to help each other in class today.

A Talk about the story. Then listen and read.

See *Teaching Stories,* Teacher's Book page 21.

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 52. Students listen, point, and read along with the CD.

CD 2 52

Let's Clean Up!
Emma and Julie want to play at the river.
Julie: Oh, no! Look at the river. It's dirty.
Emma: We can't play here. Let's go home.
The next day at school...
Teacher: How was your day at the river?
Julie: Well, it was dirty. There was garbage everywhere.
Emma: What can we do?
Emma and Julie are making posters.
Emma: How do you spell "Saturday"?
Julie: S-A-T-U-R-D-A-Y
Julie: Now it's clean!
Teacher: Great job, everybody!

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

Student Book page 71

B Read and circle.

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

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

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

C Sing.

See *Teaching Songs*, Teacher's Book page 20.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 53. Students listen and sing along with the CD.

CD 2 53

How Do You Spell?

How do you spell Saturday?
How do you spell Saturday?
How do you spell? How do you spell?
How do you spell Saturday?

S-A-T-U-R-D-A-Y

How do you spell magazine?
How do you spell magazine?
How do you spell? How do you spell?
How do you spell magazine?

How do you spell your name?
How do you spell your name?
How do you spell? How do you spell?
How do you spell your name?

3. Students sing the song again. For the last verse, students can spell out their own names.

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 21.

1. Play Class CD2 Track 54. Students listen and say with the CD.

CD 2 54

How do you spell "Saturday"?
S-A-T-U-R-D-A-Y.

1. How do you spell "Saturday"?
   S-A-T-U-R-D-A-Y.
2. How do you spell "scissors"?
   S-C-I-S-S-O-R-S.
3. How do you spell "dictionary"?
   D-I-C-T-I-O-N-A-R-Y.

2. Students rehearse and act out the conversation, using facial expressions and gestures related to the situations in the three pictures.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 71: *How was your day today?* Students practice the expression with their classmates.
- **Finish the Story** (Teacher's Book pages 22–25). Copy the story on page 70, leaving some speech bubbles blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing portions.
- Student pairs work together to create a poster that fits the Lesson 3 value *Be helpful.* Finished posters can be presented to the class.
- **Order the Text** (Teacher's Book pages 22–25). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.

Extra Practice

- Workbook pages 70–71. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 38
- Unit 8, Lesson 3 Worksheet, Teacher's Book page 128. See Teacher's Book pages 112–113 for instructions.
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- Log in for Online Practice

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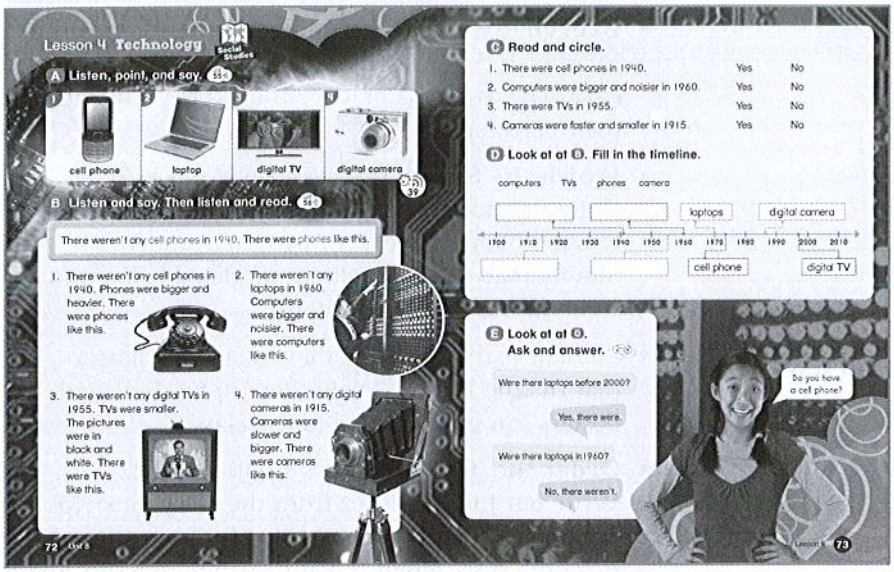
Unit 8 Things We Use

Lesson 4 Technology



Student Book pages 72–73

Objectives
- Talking about technology

Grammar
- Statements with the past tense of *be*

There weren't any cell phones in 1940. There were phones like this.

Vocabulary
Technology: cell phone, laptop, digital TV, digital camera

Materials
Picture Cards 137–140; Class CD2 Tracks 55–56

Student Book page 72

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to social studies. If possible, bring an old telephone and a new cell phone (or old and new cameras) to class. Ask students to compare the two items. Invite the class to talk about what they might already know about older forms of technology. How has technology changed since their parents were children? Have students think about the role of technology in daily life today. Ask thought-provoking questions, such as: *What would life be like without cell phones or televisions? What if the camera had never been invented? What makes laptops useful?*

Warm up

1. Greet the class. Then elicit the Everybody Up Expression from Unit 8, Lesson 3: *How was your day today?* Students greet their classmates and practice the expression, using "yesterday" instead of "today" if it is morning at the time of class.
2. Review Unit 8 vocabulary and grammar. Create an arrangement of Unit 8 school supplies objects on your desk. Then cover the arrangement and guide students to pose questions to the class, such as *Was there a folder on the desk? Where was the water bottle? Were there any magazines on the desk? What was on the desk?*
3. Review comparatives. Hold up pairs of objects and ask *Which (is heavier), the (book) or the (chalk)?* Students reply *The (book is heavier) than (the chalk).* Use any adjectives that students have learned.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 137–140 to introduce the new words. Continue until students can produce the words on their own.
2. Play Class CD2 Track 55. Students listen, point, and say along with the CD.

CD 2 55

1. cell phone
2. laptop
3. digital TV
4. digital camera

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

B Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *There weren't any cell phones in 1940. There were phones like this.*

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2. Direct students' attention to the grammar box on page 72.
3. Play Class CD2 Track 56. Students listen and say along with the CD.

CD 2 56

There weren't any cell phones in 1940. There were phones like this.

1. There weren't any cell phones in 1940. Phones were bigger and heavier. There were phones like this.
2. There weren't any laptops in 1960. Computers were bigger and noisier. There were computers like this.
3. There weren't any digital TVs in 1955. TVs were smaller. The pictures were in black and white. There were TVs like this.
4. There weren't any digital cameras in 1915. Cameras were slower and bigger. There were cameras like this.

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

Student Book page 73

C Read and circle.

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

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

D Look at B. Fill in the timeline.

Using the information in Activity B, students complete the timeline by writing in the correct form of technology in each empty box. Students check answers with their classmates.

Answer Key
cameras, phones, TVs, computers

E Look at D. Ask and answer.

Student pairs ask and answer questions about the completed timelines in Activity D using the language pattern in the speech bubbles: *Were there laptops before 2000? Yes, there were. Were there laptops before 1960? No, there weren't.* Students should also use "after" in their questions.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 73: *Do you have a cell phone?* Students practice the expression with their classmates.
- **Two Truths and a Lie** (Teacher's Book pages 22–25). Read the text in Activity B aloud, but change one sentence so that it is incorrect. Students listen carefully and try to catch the "lie."
- **Buzzers** (Teacher's Book pages 22–25). Use Picture Cards 137–140. On the board, write these years: 1940, 1960, 1955, and 1915. To play, point to year and hold up a picture card. Players race to hit their buzzers and then make a correct sentence using the year and the card (for example, *There weren't any cell phones in 1915).*
- **Rollers** (Teacher's Book pages 22–25). S1 makes a sentence using the Lesson 4 vocabulary, such as *I (don't need) a laptop.* S1 rolls the ball to S2. S2 makes a new sentence and then rolls the ball on.

Extra Practice

- Workbook pages 72–73. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 39
- Unit 8, Lesson 4 Worksheet, Teacher's Book page 129. See Teacher's Book pages 112–113 for instructions.
- Unit 8 Test, Teacher's Book pages 150–151. See Teacher's Book pages 130–131 for instructions and answer key. Test Center
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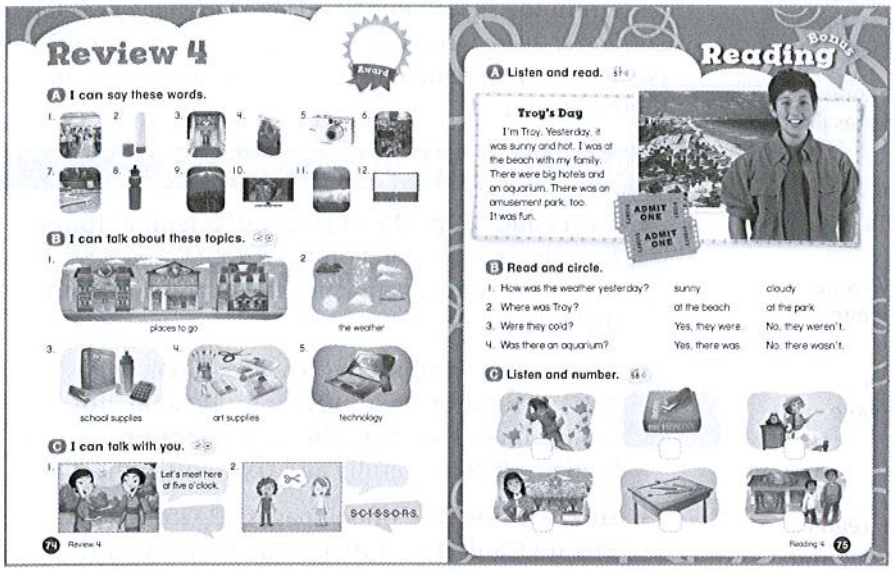
Review 4



Review Language
- Units 7 and 8 grammar and vocabulary

Reading
- Building reading and listening skills

Materials
Picture Cards 22–26, 105–118, 125–140;
Class CD2 Tracks 57–58

Student Book pages 74–75

Student Book page 74

Warm up

Play **Categories** (Teacher's Book pages 22–25) using Places, Weather, School Supplies, and Technology as categories.

A I can say these words.

See *Teaching Reviews*, Teacher's Book page 21.

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.

Answer Key

1. bookstore	**2.** glue stick	**3.** hotel
4. pencil sharpener	**5.** digital camera	**6.** toy store
7. pool	**8.** water bottle	**9.** rainy
10. digital TV	**11.** stormy	**12.** folder

2. Students practice saying the words on their own.

B I can talk about these topics.

Students examine the pictures and discuss the topics in pairs or small groups. At minimum, students should use the following language for each topic:

1. Places: *Where was he/she yesterday? He/She was at the (beach). Was he/she at the (beach) yesterday? Yes, he/she was. No, he/she wasn't. He/She was at the (aquarium). Where were they yesterday? They were at the (bookstore). Were they at the (bookstore) yesterday? Yes, they were. No, they weren't. They were at the (pharmacy).*
2. Weather: *How's the weather today? It's (sunny). How was the weather yesterday? It was (sunny).*
3. School Supplies: *Where was the (folder)? It was on the (table). What was on the (table)? A (folder) was on the (table).*
4. Art Supplies: *There were some (magazines) on the (table). There weren't any (posters) on the (table). Were there any (magazines) on the (table)? Yes, there were. No, there weren't.*
5. Technology: *There weren't any (cell phones) in 1940. There were (phones) like this.*

C I can talk with you.

1. Students look at each picture, read the words in the speech bubble, and decide what would work in the empty speech bubbles.
2. Model each conversation with a few volunteers, allowing volunteers to respond.
3. Pairs practice the conversations and switch roles.

Answer Key

1. OK. See you then.
2. How do you spell "scissors"?

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Up 3

Reading Bonus

Student Book page 75

See *Teaching Reading,* Teacher's Book *page 21*

A Listen and read.

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 57. Students listen and read with the CD.

CD2 57

Troy's Day

I'm Troy. Yesterday, it was sunny and hot. I was at the beach with my family. There were big hotels and an aquarium. There was an amusement park, too. It was fun.

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

B Read and circle.

1. Explain that students will read the sentences and circle the correct answer..
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Reading Bonus Activity A as a reference.
3. Check answers together.

Answer Key

1. sunny
2. at the beach
3. No, they weren't.
4. Yes, there was.

C Listen and number.

1. Play Class CD2 Track 58. Students listen and number the pictures.

CD2 58

1. There were paintbrushes on the desk.
2. Where were they yesterday?
   They were at the department store.
3. Was she at the coffee shop yesterday?
   No, she wasn't. She was at the flower shop.
4. There weren't any cell phones in 1955. There were phones like this.
5. How's the weather today? It's windy.
6. There was a stapler on the dictionary.

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

Answer Key

1. Picture 5	**2.** Picture 6	**3.** Picture 4
4. Picture 3	**5.** Picture 1	**6.** Picture 2

Games and Activities

- **Review: Down the Line** (Teacher's Book pages 22–25). Use Picture Cards from Units 7 and 8.
- **Review: Gaps** (Teacher's Book pages 22–25). Prepare different texts using Unit 7 and 8 grammar patterns and vocabulary. Leave several words blank in each sentence. Distribute copies of the texts to each student. Students complete the sentences and check their answers with a partner.
- **Review: My Version** (Teacher's Book pages 22–25). Students rewrite the passage in Reading Bonus Activity A using their own information.

Extra Practice

- Final Test, Teacher's Book pages 152–155. See Teacher's Book pages 130–131 for instructions and answer key. Test Center
- Workbook pages 74–75. See Teacher's Book pages 100–111 for instructions and answer key.
- iTools
- Log in for Online Practice

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Workbook Answer Key

Welcome, pages 2–3.

A. Circle.

Students look at the pictures and circle the correct words or phrases, completing the sentences.

Answers:

1. I'm doing my homework in the kitchen.
   My favorite subject is science.
2. I'm wearing a dress and shoes.
   I'm listening to music. It sounds good.
3. We're playing the guitar.
   We go to music class on Fridays.

B. What about you? Write.

Students write sentences about themselves.

C. Read and match.

Students draw lines, matching the pictures to the sentences and words.

Answers:

1. [1st picture]	It's April 16th.	sixteenth
2. [2nd picture]	It's May 8th.	eighth
3. [3rd picture]	It's February 20th.	twentieth
4. [4th picture]	It's June 7th.	seventh
5. [5th picture]	It's November 3rd.	third
6. [6th picture]	It's October 21st.	twenty-first

D. Unscramble.

Students look at the pictures, unscramble the words, and then write sentences.

Answers:

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

Unit 1, Things to Eat
Lesson 1, Snacks, pages 4–5.

A. Circle.

Students look at the pictures and circle the Answers:.

Answers:

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

B. Write.

Students look at the pictures and write the Answers:.

Answers:

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

C. Read and match.

Students draw lines, matching the sentences to the pictures.

Answers:

1. I want some popcorn. [1st column, 3rd picture]
2. She doesn't want any popcorn. [2nd column, 1st picture]
3. He doesn't want any soda. [2nd column, 3rd picture]
4. She wants some chocolate. [2nd column, 2nd picture]
5. He wants some soda. [1st column, 1st picture]
6. I don't want any chocolate. [1st column, 2nd picture]

D. Write.

Students look at the pictures and complete or write the questions and Answers:.

Answers:

1. What does he want? He wants some gum.
2. What does she want? She wants some potato chips.
3. What does she want? She wants some popcorn.
4. What does he want? He wants some soda.

Lesson 2, Vegetables, pages 6–7.

A. Find and circle.

Students find and circle the words in the word search.

Answers:

B. Write.

Students look at the pictures and complete or write the questions and Answers:.

Answers:

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

C. What do they need? Circle.

Students look at the pictures and circle the correct words, completing the sentences.

Answers:

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

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D. Write.

Students look at the pictures and write the sentences.

Answers:

1. What do they need? They need a carrot.
2. What do they need? They need some potatoes.
3. What do they need? They need some cabbages.
4. What do they need? They need a tomato.
5. What do they need? They need a pepper.
6. What do they need? They need some onions.

Lesson 3, Story, pages 8–9.

A. Number.

Students number the sentences in the correct order.

Answers:

1. What's for lunch? 2. Soup and salad.
3. That sounds good. 4. Yum! This tastes good.

B. Find and write.

Students complete or write the sentences, using the key, and then draw lines, matching the sentences to the pictures.

Answers:

1. What's for dinner?
   Steak and french fries.
   That sounds good.
2. What's for lunch?
   Salad and soup.
   That sounds good.
3. What's for dinner?
   Bread and spaghetti.
   That sounds good.
4. What's for lunch?
   Bread and soup.
   That sounds good.

C. Write.

Students complete the sentences by using the key.

Answers:

1. Vegetables are very good for you.
2. Yum! This tastes good.
3. Just try it.
4. I want some french fries.

D. What about you? Write.

Students write sentences about themselves.

Lesson 4, Cooking, pages 10–11.

A. Write.

Students look at the pictures and write the Answers:.

Answers:

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

B. Unscramble.

Students unscramble the words and write the sentences.

Answers:

1. I want to make a fruit salad.
2. I want to make a smoothie.
3. I want to make a milkshake.
4. I want to make an omelet.

C. What do you need? Write.

Students look at the pictures and write the sentences.

Answers:

1. I need some bananas and some yogurt.
2. I need some eggs and some milk.
3. I need some milk and some ice cream.
4. I need some oranges and some peaches.

D. Look at C. Write.

Students look at exercise C and complete or write the sentences.

Answers:

1. I want to make a smoothie.
2. I want to make an omelet.
3. I want to make a milkshake.
4. I want to make a fruit salad.

Unit 2, Around Town

Lesson 1, Places to Go, pages 12–13.

A. Match.

Students draw lines, matching the words to the pictures.

Answers:

1. movie theater [2nd column, 3rd picture]
2. post office [2nd column, 1st picture]
3. library [2nd column, 2nd picture]
4. supermarket [1st column, 1st picture]
5. department store [1st column, 2nd picture]
6. park [1st column, 3rd picture]

B. Unscramble.

Students unscramble the letters and write the words.

Answers:

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

C. Circle.

Students look at the pictures and circle the correct Answers:.

Answers:

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

D. Write.

Students look at the pictures and complete or write the questions and Answers:.

Answers:

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

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E. Read and match.

Students match the sentences to the pictures.

Answers:
1. The department store is across from the supermarket. [2nd picture]
2. The library is between the park and the post office. [3rd picture]
3. The park is across from the movie theater. [1st picture]

Lesson 2, Things to Do, pages 14–15.

A. Circle.

Students circle the correct Answers:.

Answers:
1. buy groceries
2. borrow books
3. kick a ball
4. mail letters

B. Look at A. Circle.

Students circle the Answers: to complete the sentences.

Answers:
1. What's she doing at the supermarket?
   She's buying groceries.
2. What's he doing at the library?
   He's borrowing books.
3. What's she doing at the park?
   She's kicking a ball.
4. What's he doing at the post office?
   He's mailing letters.

C. Write.

Students look at the pictures and write the sentences.

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

Lesson 3, Story, pages 16–17.

A. Number.

Students number the sentences in the correct order.

Answers:
1. Excuse me.
2. Where's the library?
3. The library? It's over there.
4. Ah! I see it. Thank you.

B. Read and match.

Students draw lines, matching the sentences to each other and completing the conversations.

Answers:
1. Excuse me. Where's the post office?
   It's over there.
2. Where's the supermarket?
   It's between the library and the movie theater.
3. The park? It's over there.
   I see it. Thank you!

C. Unscramble.

Students unscramble the letters and write the sentences.

Answers:
1. Excuse me. Where is the library?
2. It's over there.
3. I see it. Thank you.

D. Read and draw.

Students draw pictures, illustrating the sentences.

Lesson 4, Activities, pages 18–19.

A. Do the puzzle.

Students find and circle the words in the word search.

Answers:

B. Write.

Students look at the pictures and complete or write the sentences.

Answers:
1. First, cut the paper.
2. Next, fold the paper.
3. Then, color the paper.
4. Finally, glue the paper.

C. Unscramble.

Students unscramble the words and write the sentences.

Answers:
1. First, color the flowers.
2. Next, cut the flowers.
3. Then, fold the flowers.
4. Finally, glue the flowers.

D. Read and number.

Students number the pictures in the correct order.

Answers:
1. First, fold the paper.
   [1st column, 1st picture]
2. Next, cut the paper.
   [1st column, 2nd picture]
3. Then, glue the paper.
   [2nd column, 2nd picture]
4. Finally, draw and color the book.
   [2nd column, 1st picture]

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Review 1, page 20.

A. Write.

Students look at the pictures and complete or write the sentences, using the key.

Answers:

1. He's at the movie theater.
   He wants some popcorn.
   He doesn't want any chocolate.
2. They're at the supermarket.
   What do they need?
   They need carrots.
3. What's he doing at the park?
   He's kicking a ball.
   The park is across from the post office.
4. What's she doing at the library?
   She's borrowing books.
   She wants some gum.

Reading 1, page 21.

A. Read and circle.

Students read the passage and circle the correct Answers:.

Answers:

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

B. What about you? Look at A. Write.

Students look at exercise A as an example and complete the sentences, writing about themselves.

Unit 3, People in Town
Lesson 1, Occupations, pages 22–23.

A. Write.

Students look at the pictures and write the Answers:.

Answers:

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

B. Read and circle.

Students look at the pictures and circle the correct Answers:.

Answers:

1. Yes, he is.	2. No, she isn't	3. Yes, he is.
4. No, she isn't.	5. No, they aren't.	6. Yes, they are.

C. Write and number.

Students write sentences and number the pictures.

Answers:

1. Who works at the post office?
   The postal worker works at the post office.
   [2nd picture]
2. Who works at the library?
   The librarian works at the library.
   [1st picture]
3. Who works at the supermarket?
   The cashier works at the supermarket.
   [4th picture]
4. Who works at the restaurant?
   The server works at the restaurant.
   [3rd picture]

D. Match and write.

Students draw lines, matching the sentences to the picture, and then write the Answers:.

Answers:

1. [2nd column, 2nd picture]	animal hospital
2. [1st column, 2nd picture]	department store
3. [2nd column, 1st picture]	restaurant
4. [1st column, 1st picture]	library

Lesson 2, What People Do, pages 24–25.

A. Match.

Students draw lines, matching the words to the pictures.

Answers:

1. make food	[2nd column, 2nd picture]
2. help sick animals	[1st column, 3rd picture]
3. sell things	[1st column, 2nd picture]
4. drive buses	[2nd column, 1st picture]
5. fly planes	[1st column, 1st picture]
6. fight fires	[2nd column, 3rd picture]

B. Unscramble. Then answer.

Students unscramble the words and write the questions. Then, write the Answers:.

Answers:

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

C. Connect.

Students draw lines, connecting the two halves of the questions, given the Answers:.

Answers:

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

D. Look at C. Number.

Students look at exercise C and number the pictures.

Answers:

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

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Lesson 3, Story, pages 26–27.

A. Number.

Students number the sentences in the correct order.

Answers:

1. We don't have a present for Dad.
2. We can make a present!
3. Dad, this is for you.
4. It's beautiful! Thank you.

B. Unscramble.

Students unscramble the words and write the sentences.

Answers:

1. We don't have a present for Mom.
2. We can make a present.
3. Mom, this is for you.
4. It's beautiful! Thank you.

C. Read and match.

Students draw lines, matching the sentences to the pictures.

Answers:

1. They are shopping for a birthday present. [3rd picture]
2. The sweater is thirty dollars. [4th picture]
3. They make a present. [2nd picture]
4. Their mom likes the present. [1st picture]

D. Write.

Students look at the pictures and complete or write the sentences, using the key.

Answers:

1. How much is this sweater? It's $25.
2. How much are these shoes? They're $55.
3. How much is this book. It's $2.
4. How much are these pencils? They're $6.

E. What about you? Write.

Students write sentences about themselves.

Lesson 4, Illnesses, pages 28–29.

A. Look at the pictures. Circle.

Students find and circle the words in the word search.

Answers:

z	b	b	t	e	i	u	n	q	x	a
s	t	o	m	a	c	h	a	c	h	e
f	c	l	n	h	k	y	o	l	l	p
e	g	o	z	e	c	r	q	h	t	u
v	d	i	l	q	z	v	e	w	u	c
e	i	f	r	d	e	a	y	c	h	j
r	s	w	t	a	n	u	a	a	c	h
a	q	u	a	c	i	t	w	g	y	o
s	r	o	d	h	v	n	e	c	p	j
f	k	z	e	e	h	p	l	x	r	m

B. Look at A. Circle and write.

Students look at the pictures in exercise A, circle the corrects words, and then write the sentences.

Answers:

1. What the matter with him?
   He has a stomachache.
2. What the matter with her?
   She has a fever.
3. What's the matter with him?
   He has a headache.
4. What's the matter with her?
   She has a cold.

C. Write.

Students look at the pictures and write the sentences.

Answers:

1. What's the matter with her?
   She has a cold.
2. What's the matter with him?
   He has a fever.
3. What's the matter with her?
   She has a headache.
4. What's the matter with him?
   He has a stomachache.

D. Look and write.

Students look at the chart and write the sentences.

Answers:

1. Mark has a stomachache.
2. Ken has a cold.
3. Eva has a fever.
4. Carol has a headache.

Unit 4, Getting Together
Lesson 1, Family, pages 30–31.

A. Unscramble.

Students unscramble the letters and write the words.

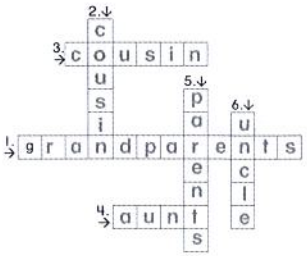
Answers:

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

B. Do the puzzle.

Students use pictures to write the words in the puzzle.

Answers:



C. Look at B. Read and number.

Students look at the pictures in exercise B and number the sentences.

Answers:

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

D. Write.

Students look at the pictures and complete or write the sentences.

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Answers:

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

Lesson 2, Things on the Table, pages 32–33.

A. Write.

Students write the words, using the key.

Answers:

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

B. Write and circle.

Students look at the pictures and complete or write the sentences.

Answers:

1. This spoon is mine.	2. This fork is yours.
3. This plate is hers.	4. This spoon is his.

C. Unscramble and match. Then write.

Students unscramble the letters and write the sentences. Then, students draw lines, matching the questions to the pictures, and write the sentences.

Answers:

1. Whose plate is that?	[2nd picture] It's mine.
2. Whose fork is that?	[1st picture] It's hers.
3. Whose knife is that?	[3rd picture] It's yours.
4. Whose bowl is that?	[4th picture] It's his.

D. Write.

Students look at the pictures and complete or write the sentences.

Answers:

1. Whose cap is this? It's my cap.
2. Whose ruler is this? It's her ruler.
3. Whose coat is this? It's his coat.
4. Whose book is this? It's my book.

Lesson 3, Story, pages 34–35.

A. Number.

Students number the sentences in the correct order.

Answers:

1. Whose noodles are these?	They're mine.
2. Where's my fork?	
3. What are these?	They're chopsticks.
4. How do you use chopsticks?	Like this.

B. Read and match.

Students draw lines, matching the sentences to the other sentences and the pictures.

Answers:

1. Whose noodles are these? – They're mine. [1st column, 2nd picture]
2. Thanks, Mom! – No problem. [1st column, 1st picture]
3. What are these? – They're chopsticks. [2nd column, 2nd picture]
4. How do you use chopsticks? – Like this. [2nd column, 1st picture]

C. Write.

Students look at the pictures and complete the sentences, using the key.

Answers:

1. How do you play the guitar? Like this.
2. How do you use a computer? Like this.
3. How do you make a smoothie? Like this.
4. How do you ride a bike? Like this.

D. What about you? Write.

Students write sentences about themselves.

Lesson 4, Countries, pages 36–37.

A. Do the puzzle.

Students find and circle the words in the word search.

Answers:

B. Circle.

Students look at the pictures and circle the correct words.

Answers:

1. We're from Mexico. This flag is ours.
2. They're from Japan. This flag is theirs.
3. We're from Turkey. This flag is ours.
4. They're from Russia. That flag is theirs.

C. Match and write.

Students look at the pictures, complete or write the sentences, and then match the pictures to the sentences.

Answers:

1. [1st picture]	We're from Russia. This flag is ours.
2. [2nd picture]	They're from Japan. That flag is theirs
3. [3rd picture]	We're from Mexico. This flag is ours.
4. [4th picture]	They're from Turkey. That flag is theirs.

D. Read. Then write and draw.

Students read the sentences, write the name of the country, and then draw a picture of that country's flag.

Answers:

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

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Review 2, page 38.

A. Find and write.

Students look at the pictures and complete or write the sentences, using the key.

Answers:

1. The cashier works at the supermarket.
   What's the matter with him? He has a headache.
2. The postal worker works at the post office.
   What's the matter with her? She has a cold.
3. Who's he? He's Steve's cousin. He's a bus driver.
   He drives busses.
4. Who are they? They're his grandparents.
   They're cooks. They work at the restaurant.

Reading 2, page 39.

A. Read and circle.

Students read the passage and circle the correct Answers:.

Answers:

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

B. What about you? Write.

Students answer the questions, writing sentences about themselves.

Unit 5, Fun in the Park
Lesson 1, Adjectives, pages 40–41.

A. Write.

Students look at the pictures and write the words, using the key.

Answers:

1. young 2. old 3. tall
4. short 5. strong 6. weak

B. Look at the circles in A. Unscramble.

Students look at the circled letters in exercise A, unscramble the letters, and then write the word.

Answer

Great work!

C. Match.

Students look at the pictures and draw lines, connecting the pictures to the words.

Answers:

1. [1st picture] – a young – girl
2. [2nd picture] – an old – woman
3. [3rd picture] – a strong – man
4. [4th picture] – a tall – boy

D. Circle.

Students look at the pictures and circle the correct words, completing the sentences.

Answers:

1. The boy is tall. The girl is taller.
2. The girl is young. The boy is younger.
3. The woman is weak. The man is weaker.
4. The man is short. The woman is shorter.

E. Write.

Students look at the pictures and complete or write the sentences.

Answers:

1. Who's stronger, Ella or Keiko? Ella is stronger than Keiko.
2. Who is older, Rob or Sam? Sam is older than Rob.
3. Who is taller, May or Eva? Eva is taller than May.

Lesson 2, Adjectives, pages 42–43.

A. Look and write.

Students look at the pictures and write the Answers:, using the key.

Answers:

1. a clean car 2. a dirty bus 3. a pretty cat
4. an ugly dog 5. a thick book 6. a thin magazine

B. Look at A. Write.

Students look at the pictures in exercise A, write the sentences, and then draw lines, matching the words to the sentences.

Answers:

1. The bus is dirtier than the car.
2. The cat is prettier than the dog.
3. The car is cleaner than the bus.
4. The dog is uglier than the cat.
5. The magazine is thinner than the book.
6. The book is thicker than the magazine.

C. Write and circle.

Students look at the pictures, complete the sentences, and then circle the Answers:.

Answers:

1. Is the shirt thinner than the sweater? Yes, it is.
2. Is the shirt thicker than the sweater? No, it isn't.
3. Is the hat dirtier than the T-shirt? No, it isn't.
4. Is the T-shirt dirtier than the hat? Yes, it is.
5. Is the dress prettier than the skirt? Yes, it is.
6. Is the skirt uglier than the dress? Yes, it is.

Lesson 3, Story, pages 44–45.

A. Number.

Students number the sentences in the correct order.

Answers:

1. I like his shirt. It's so cool.
2. We can wear cool clothes, too.
3. I want to be older. Me, too.
4. I like your shirts. Thank you.

B. Write.

Students look at the pictures and write the sentences, using the key.

Answers:

1. I want to be older. 2. I want to be faster.
3. I want to be stronger. 4. I want to be taller.

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C. Connect.
Students look at the pictures and draw lines, connecting the words to form sentences.

Answers:
1. I – like – your – shirt.
2. I – like – that – skirt.
3. Look – at – her – boots.

D. Connect and write.
Students look at the pictures, complete or write the sentences, and then draw lines, connecting the sentences and completing the conversation.

Answers:
1. Nice shoes! – Thank you. [3rd picture]
2. Nice bike! – Thank you. [4th picture]
3. Nice dress! – Thank you. [1st picture]
4. Nice guitar! – Thank you. [2nd picture]

E. What about you? Write.
Students write sentences about themselves.

Lesson 4, Adjectives, pages 46–47.

A. Match.
Students draw lines, matching the pictures to the words.

Answers:

1. [1st picture]	heavy	hard
2. [2nd picture]	light	soft
3. [3rd picture]	heavy	soft
4. [4th picture]	light	hard

B. Look and write.
Students look at the pictures and write the sentences.

Answers:
1. Which one is harder, the book or the banana?
   The book is harder.
2. Which one is softer, the book or the banana?
   The banana is softer.
3. Which one is heavier, the potatoes or the carrots?
   The potatoes are heavier.
4. Which one is lighter, the potatoes or the carrots?
   The carrots are lighter.

C. Look and write.
Students look at the diagram and write sentences.

Answers:
1. The orange is harder than the sweater.
2. The marble is harder than the orange.
3. The sweater is softer than the orange.
4. The orange is softer than the marble.

1. The truck is heavier than the backpack.
2. The backpack is heavier than the potato chips.
3. The potato chips are lighter than the backpack.
4. The backpack is lighter than the truck.

D. Read. Then circle.
Students read the questions and circle the correct pictures.

Answers:

1. the backpack	2. the backpack
3. the marble	4. the sweater

Unit 6, Helping Out
Lesson 1, Chores, pages 48–49.

A. Unscramble.
Students unscramble the letters and write the words.

Answers:

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

B. Look and write.
Students look at the picture and write the Answers:.

Answers:

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

C. Read and write.
Students look at the chart and write the sentences.

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

D. Write.
Students look at the pictures and write the questions.

Answers:
1. When does he clean his room?
2. When does she wash the dishes?
3. When does he set the table?

Lesson 2, Chores, pages 50–51.

A. Match.
Students draw lines, matching the pictures to the words.

Answers:

1. [1st picture]	wash the car
2. [2nd picture]	vacuum the carpet
3. [3rd picture]	water the plants
4. [4th picture]	sweep the floor
5. [5th picture]	clean the bathroom
6. [6th picture]	take out the garbage

B. Write.
Students look at the pictures and complete or write the sentences, using the key.

Answers:
1. I sometimes sweep the floor.
2. I never take out the garbage.
3. I always water the plants.
4. I usually clean the bathroom.

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C. Unscramble.
Students unscramble the words and write the sentences.

Answers:
1. What are his chores?
2. She usually waters the plants.
3. What are her chores?
4. He sometimes cleans the bathroom.

D. Look at the chart. Write.
Students look at the chart and write sentences.

Answers:
1. He always vacuums the carpet.
2. He usually sweeps the floor.
3. He never washes the car.
4. She usually takes out the garbage.
5. She sometimes waters the plants.
6. She never cleans the bathroom.

Lesson 3, Story, pages 52–53.

A. Number.
Students number the sentences in the correct order.

Answers:
1. Do you want to come over? Sure. When? After school.
2. Hi! It's my sister's birthday party.
3. Don't run!
4. I have an idea.

B. Match.
Students look at the pictures and draw lines, matching the sentences and completing the conversation.

Answers:
1. Do you want to come over? – Sure.
2. When? – Today. At 5:00.
3. It's my brother's birthday party. – Cool!
4. Happy birthday, Josh! – Thank you.

C. Unscramble.
Students unscramble the letters and write the sentences.

Answers:
1. Do you want to come over?
2. Sure. When?
3. After school.

D. Write.
Students look at the pictures and write the sentences.

Answers:
1. Do you want to come over? Sure. When? After school.
2. Do you want to come over? Sure. When? On Saturday.

Lesson 4, Farm Chores, pages 54–55.

A. Circle.
Students look at the pictures and circle the correct

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

B. Connect.
Students look at the pictures and draw lines, connecting the words to form sentences.

Answers:
1. I always feed the chickens before school.
2. She always milks the cows in the morning.
3. He always picks vegetables after school.

C. Circle.
Students look at the chart, read the sentences, and circle the correct Answers:.

Answers:
1. Yes 2. No 3. Yes 4. No

D. Look at C. Write.
Students look at exercise C and complete the sentences.

Answers:
1. She always feeds the chickens in the afternoon.
2. He always milks the cows in the morning.
3. She always picks vegetables in the afternoon.
4. He always collects eggs in the morning.

Review 3, page 56.

A. Write.
Students look at the pictures and complete the sentences.

Answers:
1. Which one is softer, the sofa or the table? The sofa is softer. The table is harder.
2. The skirt is cleaner than the shirt. Is the skirt dirtier than the shirt? No, it isn't.
3. Who's taller, Amanda or Josh? Amanda is taller. She usually washes the car. When does she wash the car? She usually washes the car in the morning. He always waters the plants. When does he water the plants? He always waters the plants in the morning.

Reading 3, page 57.

A. Circle.
Students read the passage and circle the correct Answers:.

Answers:
1. Yes 2. No 3. No 4. Yes

B. What about you? Look at A. Write.
Students look at exercise A as an example and then complete the sentences, writing about themselves.

Unit 7, Out and About
Lesson 1, Places to Go, pages 58–59.

A. Do the puzzle.
Students use pictures to write words in the puzzle.

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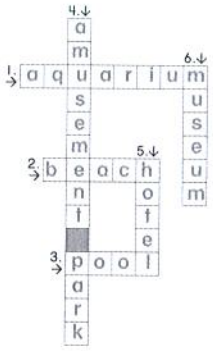
Answers:



B. Look at A. Write.

Students look at the pictures in exercise A and answer the questions.

Answers:

1. Yes, it is.
2. Yes, it is.
3. No, it isn't.
4. No, it isn't.
5. Yes, it is.
6. Yes, it is.

C. Circle.

Students look at the pictures and circle the correct words, completing the sentences.

Answers:

1. Where was he yesterday? He was at the hotel.
2. Where is she today? She is at the amusement park.
3. Where is he today? He is at the aquarium.
4. Where was she yesterday? She was at the pool.

D. Write.

Students look at the pictures and complete or write the sentences.

Answers:

1. Was she at the museum yesterday? Yes, she was.
2. Was he at the museum yesterday? No, he wasn't. He was at the pool.
3. Was she at the pool yesterday? No, she wasn't. She was at the beach.
4. Were they at the amusement park yesterday? Yes, they were.

Lesson 2, Places to Go, pages 60–61.

A. Circle.

Students look at the pictures and circle the correct Answers:.

Answers:

1. pharmacy
2. flower shop
3. hair salon
4. bookstore
5. toy store
6. coffee shop

B. Where were they? Read and match.

Students draw lines, matching the sentences to the pictures.

Answers:

1. They were at the toy store. [1st column, 3rd picture]
2. They were at the coffee shop. [2nd column, 2nd picture]
3. They were at the hair salon. [2nd column, 1st picture]
4. They were at the flower shop. [2nd column, 3rd picture]
5. They were at the bookstore. [1st column, 2nd picture]
6. They were at the pharmacy. [1st column, 1st picture]

C. Write.

Students look at the pictures and complete or write the sentences.

Answers:

1. Were they at the toy store yesterday? No, they weren't. They were at the pharmacy.
2. Were they at the coffee shop yesterday? No, they weren't. They were at the toy store.
3. Were they at the pharmacy yesterday? No, they weren't. They were at the hair salon.
4. Were they at the toy store yesterday? No, they weren't. They were at the bookstore.

D. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 3, Story, pages 62–63.

A. Number.

Students number the sentences in the correct order.

Answers:

1. Let's meet here at 3:30. OK?
2. OK. See you then.
3. You're late. Where were you?
4. We're sorry.

B. Write.

Students write the sentences, using the key.

Answers:

1. Let's meet here at two o'clock.
2. OK. See you then.
3. You're late.
4. Where were you?
5. We're sorry.
6. It's time for a new watch.

C. Match.

Students draw lines, matching the sentences to the pictures and words

Answers:

1. Let's meet here at 2:45.
   [2nd picture] two forty-five
2. Let's meet here at 7 o'clock.
   [3rd picture] seven o'clock
3. Let's meet here at 11:15.
   [1st picture] eleven fifteen
4. Let's meet here at 4:30.
   [4th picture] four thirty

D. Unscramble.

Students unscramble the words and write the sentences.

Answers:

1. Let's meet here at three o'clock.
   OK. See you then.
2. Let's meet here at one thirty.
   OK. See you then.

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E. Look at D. Write.

Students look at the pictures in exercise D and answer the questions.

Answers:
1. They were at the toy store.
2. They were at the coffee shop.

Lesson 4, Weather, pages 64–65.

A. Do the puzzle.

Students find and circle the words in the word search.

Answers:

B. Write and match.

Students complete or write the sentences and then draw lines, matching the sentences to the pictures and the other sentences.

Answers:
1. How was the weather on Thursday?
   [4th picture] It was cloudy.
2. How was the weather on Wednesday?
   [3rd picture] It was windy.
3. How was the weather on Monday?
   [1st picture] It was snowy.
4. How was the weather on Friday?
   [5th picture] It was stormy.
5. How was the weather on Tuesday?
   [2nd picture] It was sunny.

C. Circle.

Students look at the chart and circle the correct Answers:.

Answers:
1. Yes 2. No 3. Yes 4. Yes

D. Look at C. Write.

Students look at the chart in exercise C and answer the questions.

Answers:
1. It was sunny in South Korea on Wednesday.
2. It was rainy in Brazil on Wednesday.
3. It was sunny in South Korea on Tuesday.
4. It was windy in Brazil on Thursday.

E. How about your town? Write.

Students write sentences about themselves.

Unit 8, Things We Use
Lesson 1, School Supplies, pages 66–67.

A. Unscramble.

Students unscramble the letters and write the words.

Answers:
1. stapler 2. water bottle 3. lunchbox
4. dictionary 5. folder 6. calculator

B. What is it? Write.

Students look at the pictures and complete or write the sentences.

Answers:
1. It's a water bottle. 2. It's a calculator.
3. It's a folder. 4. It's a lunchbox.
5. It's a dictionary. 6. It's a stapler.

C. Circle.

Students look at the pictures and circle the correct Answers:.

Answers:
1. Where was the dictionary? It was on the table.
2. Where was the lunchbox? It was next to the folder.
3. Where was the stapler? It was under the chair.
4. Where was the water bottle? It was on the folder.

D. Look at C. Write.

Students look at the pictures in exercise C and complete or write the sentences.

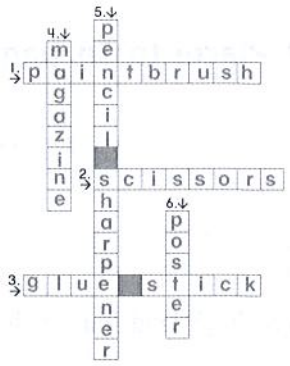
Answers:
1. What was on the table? A dictionary and a calculator were on the table.
2. What was under the chair? A stapler was under the chair.
3. What was on the folder? A water bottle was on the folder.
4. What was next to the calculator? A dictionary was next to the calculator.

Lesson 2, School Supplies, pages 68–69.

A. Do the puzzle.

Students look at the pictures and write the words in the puzzle.

Answers:



B. Circle.

Students circle the correct words, completing the sentences.

Answers:
1. There weren't any scissors on the table.
2. There were some magazines on the chair.
3. There were some posters on the wall.
4. There weren't any glue sticks on the chair.
5. There weren't any dictionaries on the bookshelf.
6. There were some calculators on the desk.

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C. Write.
Students write the sentences.

Answers:
1. Were they any pencil sharpeners on the desk?
   Yes, there were.
2. Were there any posters on the wall?
   No, there weren't.
3. Were there any calculators on the desk?
   Yes, there were.
4. Were there any scissors on the sofa?
   Yes, there were.
5. Were there any magazines on the bed?
   Yes, there were.
6. Were there any glue sticks on the chair?
   No, there weren't.

Lesson 3, Story, pages 70–71.

A. Number.
Students number the sentences in the correct order.

Answers:
1. We can't play here. It's dirty.
2. What can we do?
3. How do you spell "clean"? C-L-E-A-N.
4. Now it's clean!

B. Read and match.
Students draw lines, matching the pictures and the sentences.

Answers:
1. How do you spell "Monday"? – M-O-N-D-A-Y.
2. How was your day at the park? – Well, it was dirty. There was garbage everywhere.
3. Look at the river. It's dirty. – Now it's clean!

C. Unscramble and match.
Students unscramble the letters and write the words. Then, draw lines, matching the questions to the Answers:.

Answers:
1. How do you spell magazine?
   [2nd unscramble] magazine
2. How do you spell calculator?
   [3rd unscramble] calculator
3. How do you spell lunchbox?
   [1st unscramble] lunchbox
4. How do you spell scissors?
   [4th unscramble] scissors

D. Look at the circles in C. Unscramble.
Students look at the circled letters in exercise C, unscramble the letters, and then write the word.

Answer:
Good job!

E. Write.
Students write sentences about themselves.

Lesson 4, Technology, pages 72–73.

A. Write.
Students look at the pictures and write the words.

Answers:
1. digital camera
2. cell phone
3. laptop
4. digital TV

B. Circle.
Students look at the timeline and circle the correct Answers:.

Answers:
1. Yes 2. Yes 3. No 4. No

C. Look at B. Write.
Students look at the timeline in exercise B and complete the sentences.

Answers:
1. Were there cell phones in 1998? Yes, there were.
2. Were there laptops in 1930? No, there weren't.
3. Were there digital TVs in 2005? Yes, there were.
4. Were there digital cameras in 1957?
   No, there weren't.

D. Circle.
Students look at the chart and circle the correct Answers:.

Answers:
1. Yes 2. No 3. Yes 4. Yes 5. No.

Review 4, page 74.

A. Write.
Students look at the pictures and write the sentences.

Answers:
1. Where was he yesterday? He was at the beach. How was the weather yesterday? It was sunny.
2. Were they at the bookstore? Yes, they were. The dictionary was on the bookshelf.
3. Were there any paintbrushes on the bookshelf? No, there weren't. Were there any magazines on the bookshelf? Yes, there were.
4. There weren't any cell phones in 1945. There were phones like this. Were there cell phones after 2000? Yes, there were.

Reading 4, page 75.

A. Write.
Students read the passage and circle the correct Answers:.

Answers:
1. No 2. Yes 3. Yes 4. No

B. Look at A. What about you? Write.
Students look at exercise A as an example and complete the sentences, writing about themselves.

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Worksheet Instructions

Unit 1, Lesson 3, page 114

A. It's time for dinner. Circle the healthy food.

Students circle the healthy food on the menu.

Answers:
Students circle: bowl of soup, plate of vegetables, steak and potato.

B. Look at A. Write.

Students use the words from the word box to label the items on the menu. The correct answers match the pictures.

C. Make a menu. Write and draw.

Students make their own menus. They should write 6 items and draw a pictures of the items to help review the vocabulary.

Unit 1, Lesson 4, page 115

A. Write.

Students write the name of each food in the proper section. They choose from vegetable, fruit, dairy, and protein.

Answers:
Vegetables: carrot, onion, pepper, cabbage, potato, tomato
Fruit: fruit salad, orange, banana, peach
Dairy: milk, yogurt, butter, cheese
Protein: steak, eggs

B. Make a bookmark. Color and cut.

Students make a bookmark with directions on how to make fruit salad at home. The students color the bookmark, then cut the bookmark out.

Unit 2, Lesson 3, page 116

A. Write.

Students use the words provided to fill in the blanks.

Answers:

1. library, over there	2. post office, next to
3. park, between	4. department store, over there

Unit 2, Lesson 4, page 117

A. Make town with your classmates.

Using the directions from the Student Book, use this illustration to build a town. Each child should make a different building. Practice using the vocabulary. For example:

Where is the park?
It is next to the library.

Unit 3, Lesson 3, page 118

A. Write. Then make a card.

With supplies, students color, cut, and glue paper flowers onto the card. Students should write inside the card and give it to someone in their family as a present.

Answers:
1. First 2. Next/Then 3. Then/Next 4. Finally

Unit 3, Lesson 4, page 119

A. What's the matter? Write.

Students write what is the matter with each child.

Answers:

1. He has a cold.	2. She has a fever.
3. She has a headache.	4. He has a stomachache.

B. Is she sick? Circle.

Students circle if the student is sick or not. Practice saying the full sentence out loud as a class.

Answers:

1. Yes, she is.	2. No, she isn't. She's fine.
3. Yes, she is.	4. No, she isn't. She's fine.

Unit 4, Lesson 3, page 120

A. Write.

Students write the name of each item.

Answers:

1. computer	2. knife	3. calculator
4. spoon	5. fork	6. ruler

B. What about you? Circle.

Students circle yes or no beside items they can use.

Answers will vary.

Unit 4, Lesson 4, page 121.

A. Write the country name.

Students label the map with the country names.

Answers:

1. Canada	2. Mexico	3. Brazil	4. Egypt
5. Turkey	6. Russia	7. South Korea	8. Japan

B. Color. Then write.

Students color each flag with the correct colors. Then write the name of the flag's country.

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

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Unit 5, Lesson 3, page 122

A. Be nice. Read and match.

Students draw a line connecting the language to the item.

B. Look at your friends. Be nice. Write.

Students write the name of a friend in the classroom next to "name." Then, they write something nice about them in the space provided.

Unit 5, Lesson 4, page 123

A. Look around the classroom. Find and write.

Students find items in the classroom that fit into the diagram. They should find 4 items for each number.

Answers will vary

B. Read and circle.

Students circle the correct answer.

Answers:
1. bed 2. sofa 3. marble 4. shoe

Unit 6, Lesson 3, page 124

A. Be friendly. Make a card.

Students make a card to invite a friend over to their home. They should color the card and choose a time and place for the party. The students will cut the card out to practice the conversation in B.

B. Invite your classmates. Read. Then act.

Students practice inviting a classmate to their home using the invitation made in A. For example:

Student A: Do you want to come over?
Student B: Sure, when?
Student A: At 3 o'clock.

Unit 6, Lesson 4, page 125

A. Write.

Students write the name of the chore in the proper circle.

Answers:
At Home: clean the bathroom, wash the car, sweep the floor, vacuum the carpet, take out the garbage
On the Farm: milk the cows, pick vegetables, feed the chickens, collect eggs
Both: water the plants

B. What are your chores? Write.

Students write which chores they do in the morning and in the evening.

Unit 7, Lesson 3, page 126

A. Are they on time? Circle.

Students look at the picture and decide if they are on time.

Answers:
1. No 2. Yes 3. No 4. Yes

B. Cut. Then talk with a partner.

Students cut out the cards. Then, practice talking about a meeting time. For example:

Student A: Let's meet at the department store at 5:30.
Student B: OK. See you then.

Unit 7, Lesson 4, page 127

A. How's the weather? Cut and label.

Students choose a place and write it next to Where. Then, they cut and glue the weather from the bottom of the page to the box.

B. Look at A. Find a partner and act.

Students use their answers from A to talk with a partner. For example:

Hi, Paul! Where are you?
I'm in South Korea.
How's the weather today?
It's sunny.
How was the weather yesterday?
It was snowy.

Unit 8, Lesson 3, page 128

A. Let's clean up! Make a poster.

Students choose a place in the community they think needs cleaning up, then make a poster to invite other students to come help. See the poster on page 70 of the Student Book as an example.

Unit 8, Lesson 4, page 129

A. Cut and glue.

Students cut out the camera pictures and glue on the timeline. The oldest camera should be first and the newest one last.

B. Talk with a partner.

Students practice talking about the cameras using different years and adjectives.

Example:
There were cameras like this in 1915.
Cameras are smaller now.

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Name: _____

Be healthy

A It's time for dinner. Circle the healthy food.

MENU

_____

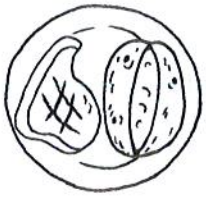
$1.20

_____

$4.50

_____

$3.75



_____

$11.95

_____

$2.00

_____

$2.45

B Look at A. Write.

pizza soup vegetables ice cream steak and potato french fries

C Make a menu. Write and draw.

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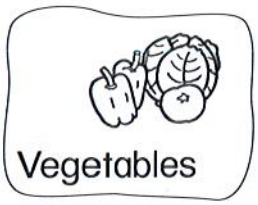
Unit 1 Lesson 4

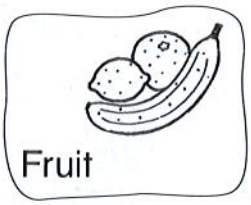
Health

Name: _____

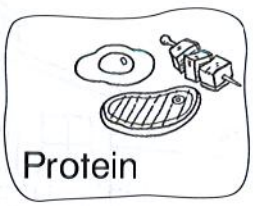
A Write.

fruit salad	carrot	onion	pepper	cabbage	potato	tomato	milk
yogurt	butter	cheese	orange	banana	peach	steak	eggs


Vegetables


Fruit

Dairy


Protein

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____

_____ _____ _____

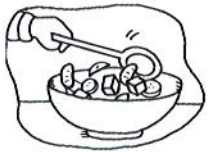
_____

_____

B Make a bookmark. Color and cut.

Make Fruit Salad!

1. Cut the fruit.


2. Put the fruit in a bowl.

3. Mix the fruit.

4. Eat!

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Unit 2 Lesson 3

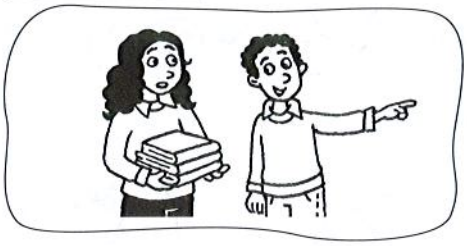
Name: _____

Be helpful.

A Write.

movie theater	school	library	park	post office
department store	between	across from	school	over there

1. Excuse me. Where's the _____?
   It's _____.



2. Excuse me. Where's the _____?
   It's _____ the library.

3. Excuse me. Where's the _____?
   It's _____ the post office and the library.

4. Excuse me. Where's the _____?
   It's _____.

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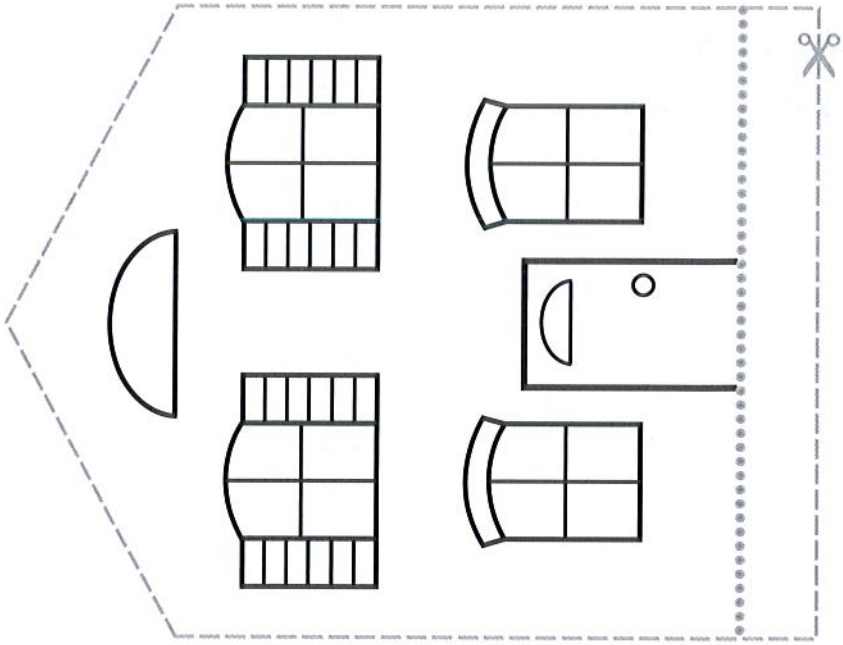
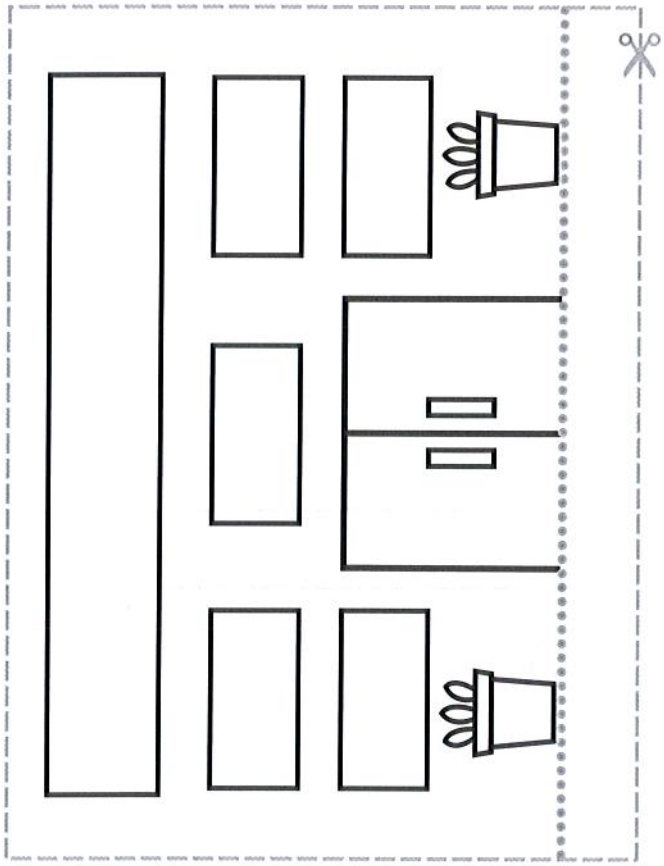
Unit 2 Lesson 4

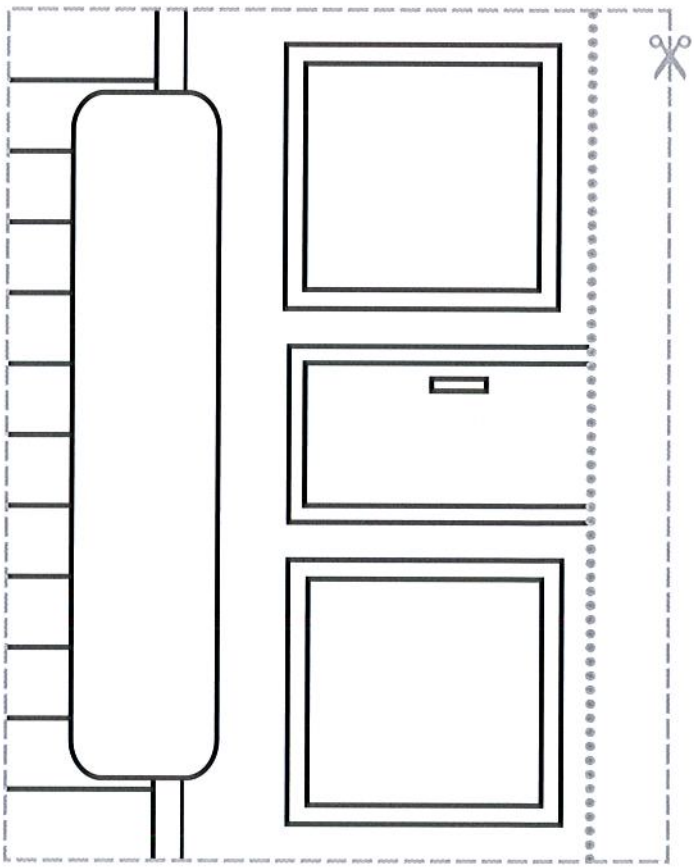
Art

Name: _____

A Make a town with your classmates.







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Unit 3 Lesson 3

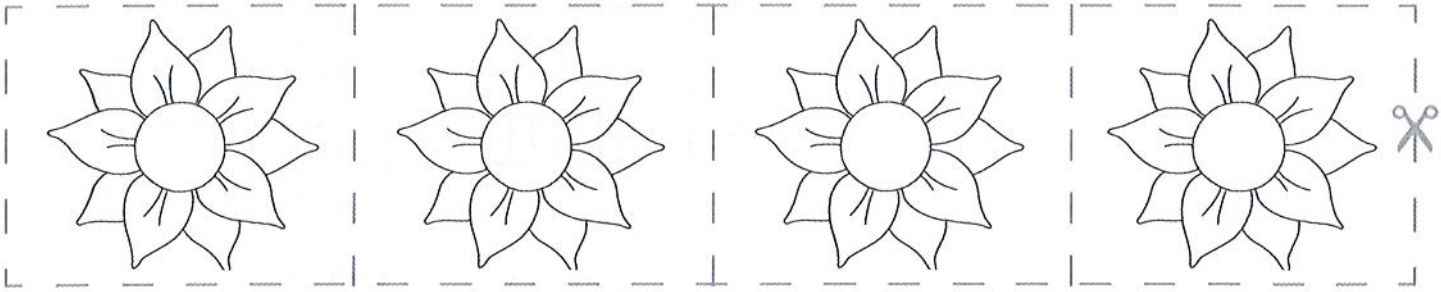
Name: _____

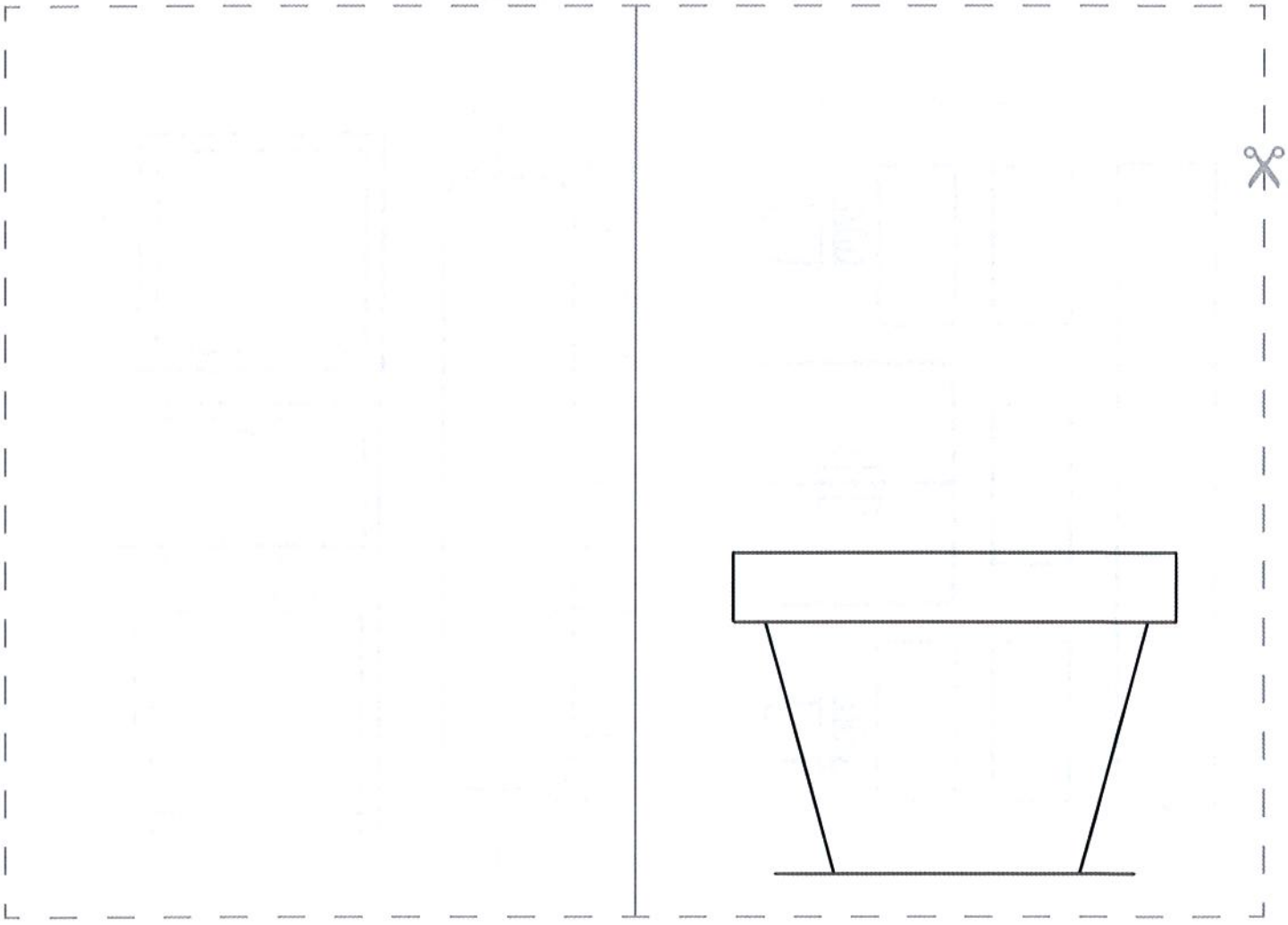
Be thoughtful.

A Write. Then make a card.

First Next
Finally Then

1. _____, color the flowers.
2. _____, cut the flowers.
3. _____, glue the flowers.
4. _____, fold the card.





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Unit 3 Lesson 4

Health

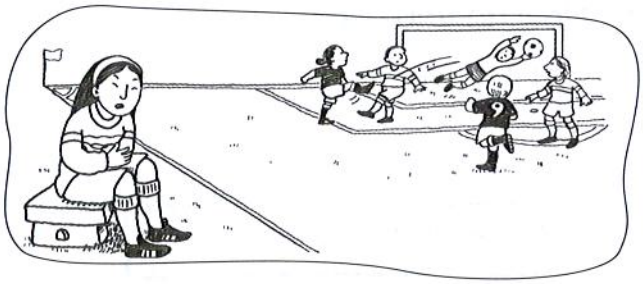
Name: _____

A What's the matter? Write.

What's the matter with him?
What's the matter with her?

1. _____
2. _____
3. _____
4. _____

B Is she sick? Circle.

1. 

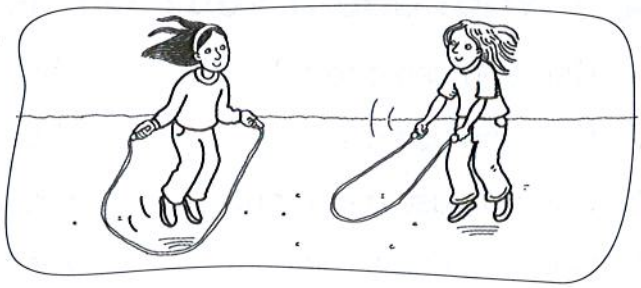
Yes, she is.
No, she isn't. She's fine.

2.

Yes, she is.
No, she isn't. She's fine.

3.

Yes, she is.
No, she isn't. She's fine.

4. 

Yes, she is.
No, she isn't. She's fine.

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Unit 4 Lesson 3

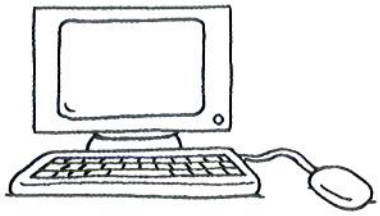
Be safe.

Name: _____

A Write.

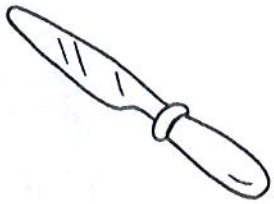
1. How do you use a _____?

Like this.



2. How do you use a _____?

Like this.



3. How do you use a _____?

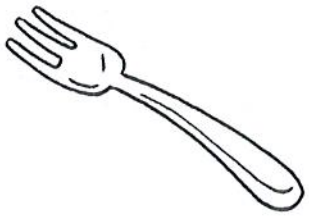
Like this.

4. How do you use a _____?

Like this.

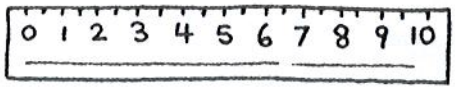
5. How do you use a _____?

Like this.



6. How do you use a _____?

Like this.



B What about you? Circle.

1. Can you use a fork?	Yes	No
2. Can you use a knife?	Yes	No
3. Can you use a computer?	Yes	No
4. Can you use a ruler?	Yes	No
5. Can you use a calculator?	Yes	No
6. Can you use a spoon?	Yes	No

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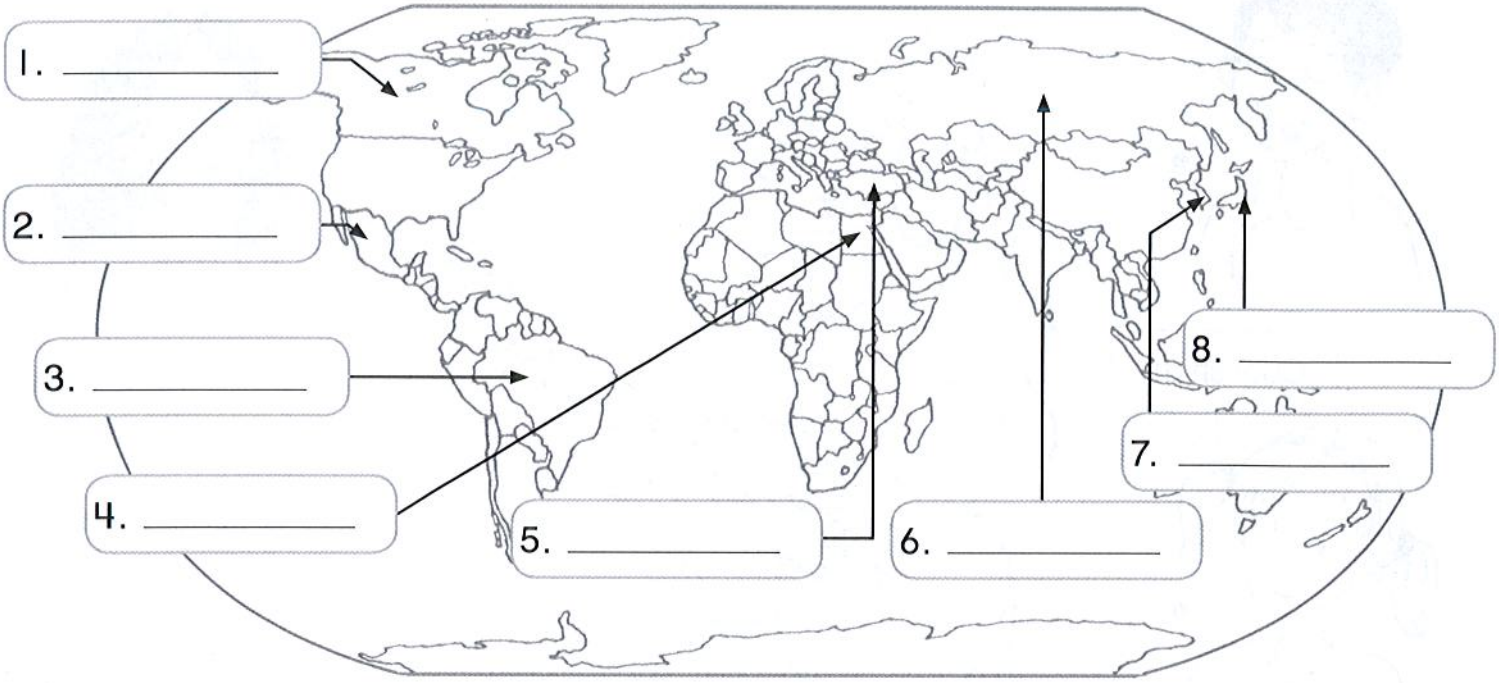
Unit 4 Lesson 4

Social Studies

Name: _____

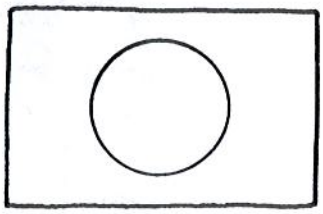
A Write the country name.

Japan Mexico Russia Turkey Brazil Canada Egypt South Korea



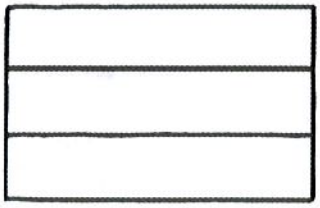
B Color. Then write.

1.



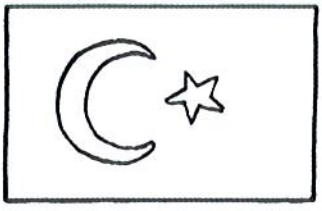
_____

2.



_____

3.



_____

4.

_____

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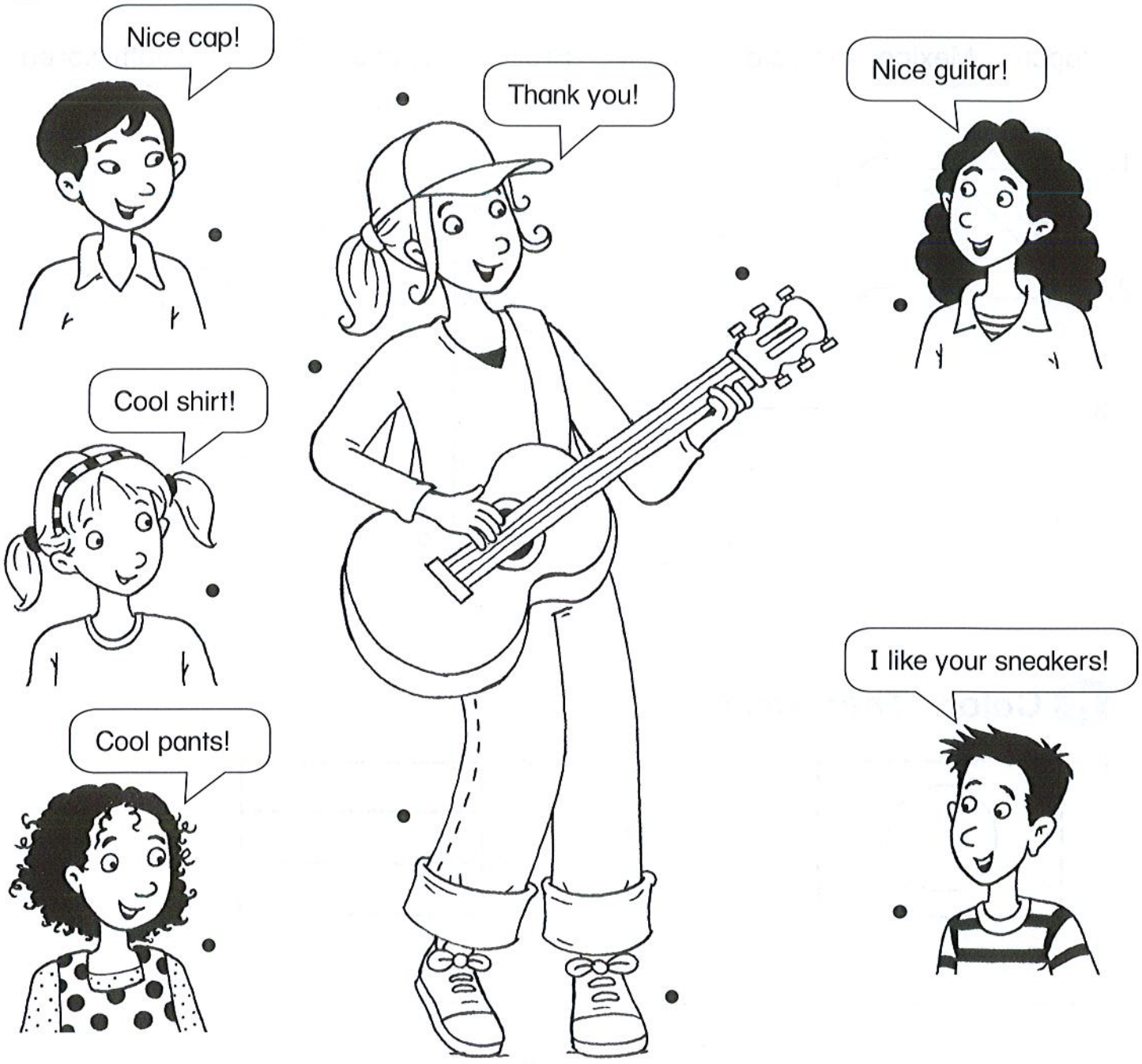
Name: _____

Be nice.

A Be nice. Read and match.



B Look at your friends. Be nice. Write.

1. Name: _____ _____!
2. Name: _____ _____!

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Science

Name: _____

A Look around the classroom. Find and write.

1. Soft

2. Heavy

B Read and circle.

1. Which one is softer?	bed	table
2. Which one is heavier?	rock	sofa
3. Which one is lighter?	marble	ball
4. Which one is harder?	pillow	shoe

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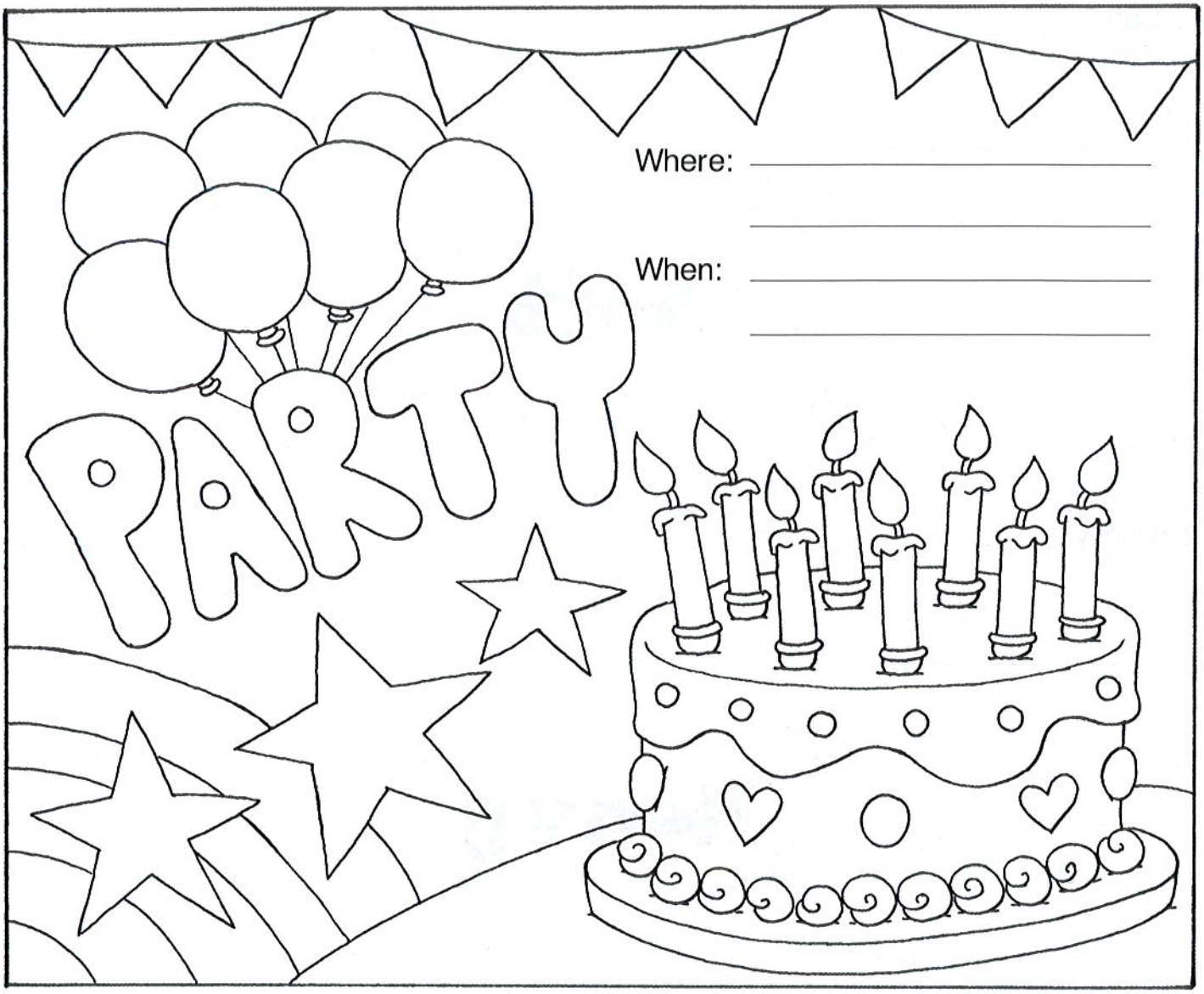
Unit 6 Lesson 3

Name: _____

Be friendly.

A Be friendly. Make a card.



B Invite your classmates. Read. Then act.

Do you want to come over?

Sure. When?

_____

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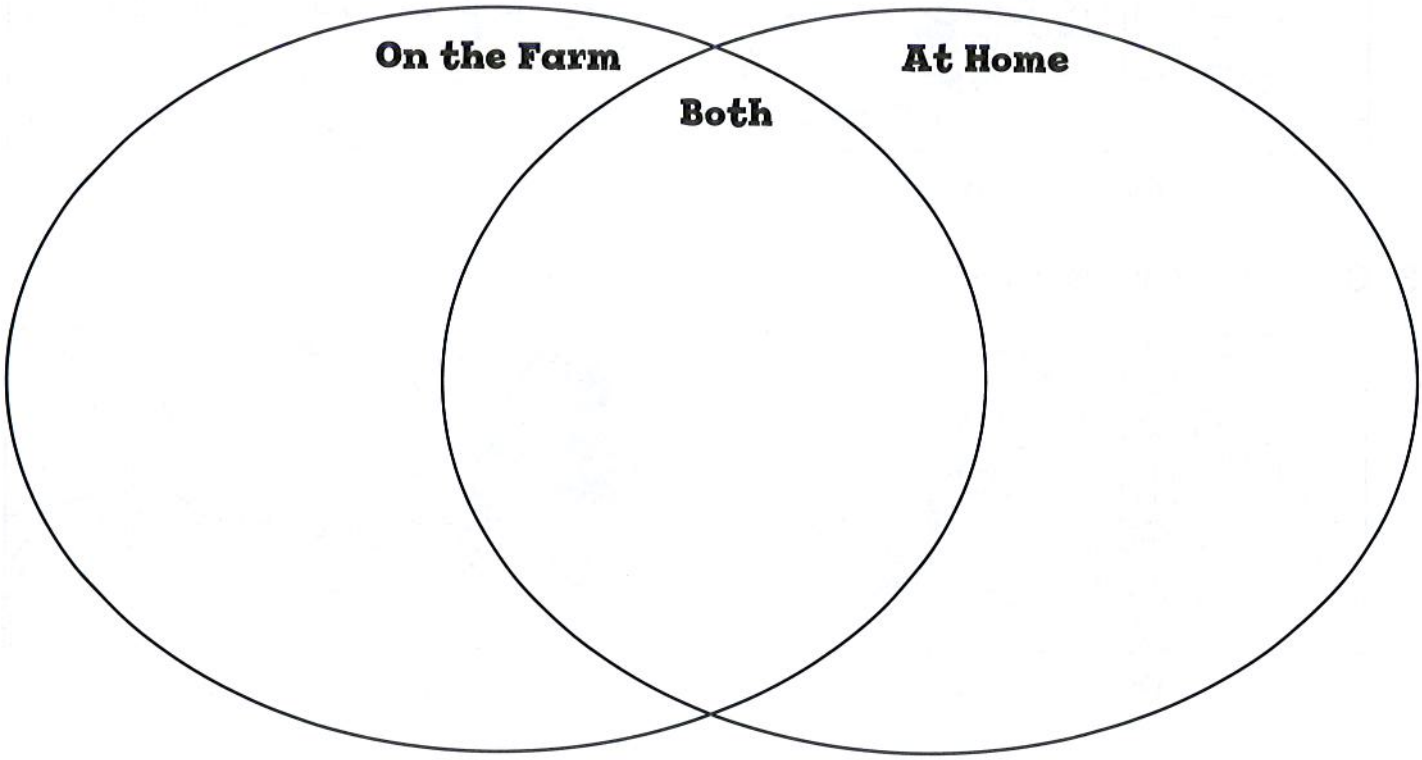
Name: _____

A Write.

milk the cows	clean the bathroom	pick vegetables	water the plants
wash the car	sweep the floor	feed the chickens	collect eggs
vacuum the carpet	take out the garbage		



B What are your chores? Write.

1. In the morning, I _____

_____.

2. In the evening, I _____

_____.

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Unit 7 Lesson 3

Name: _____

Be on time.

A Are they on time? Circle.

1. I wake up at 7:00.

Yes No

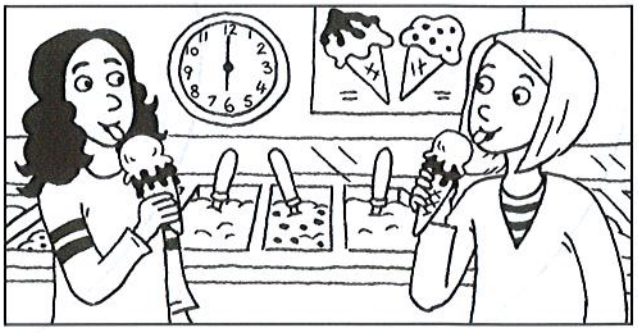
2. Let's meet at 10:00 at the pharmacy.

Yes No

3. Come to my house at 5:00.

Yes No

4. Let's get ice cream at 6:00.

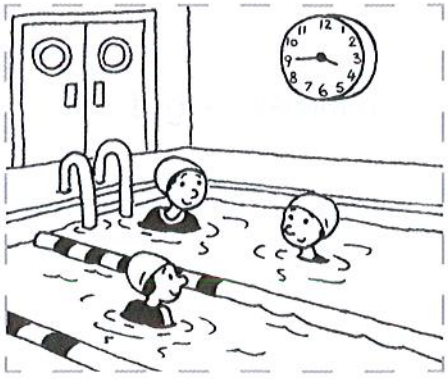


Yes No

B Cut. Then talk with a partner.

Let's meet at the department store at 5:30.

OK. See you then.



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Unit 7 Lesson 4

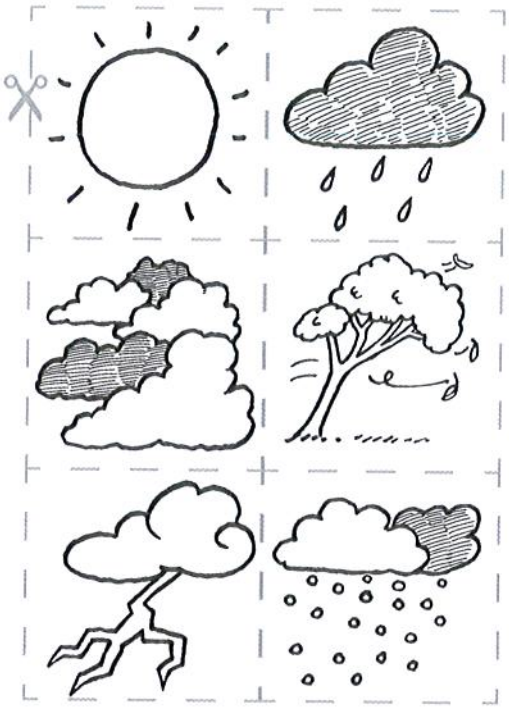
Science

Name: _____

A How's the weather? Cut and label.

1. Where: _____

Yesterday _____ Today _____



2. Where: _____

Yesterday _____ Today _____

B Look at A. Then find a partner and act.

Hi, _____! Where are you?

I'm in _____.

How's the weather today?

It's _____.

How was the weather yesterday?

It was _____.

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Name: _____

Be helpful.

A Let's clean up! Make a poster.

Where: _____

When: _____

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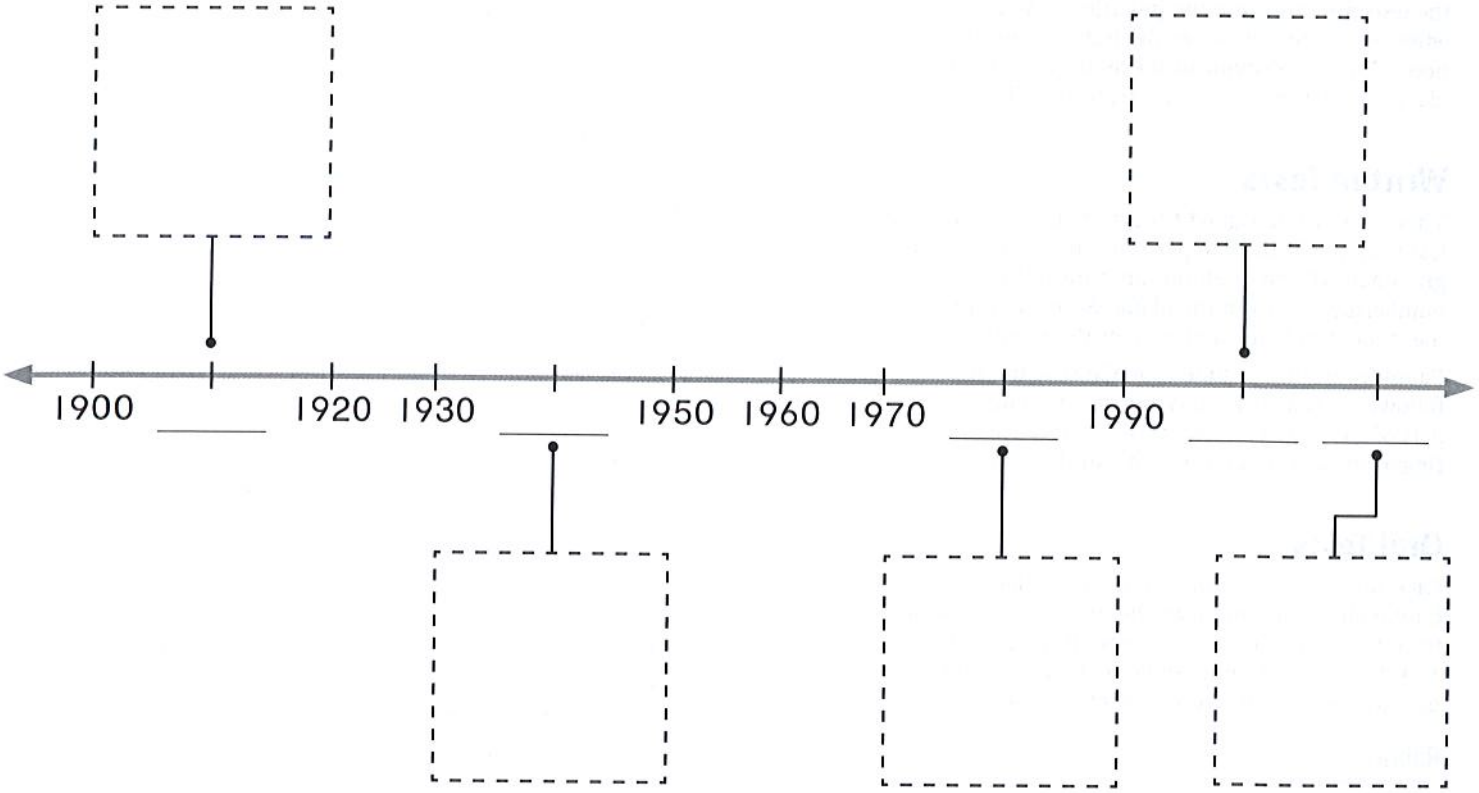
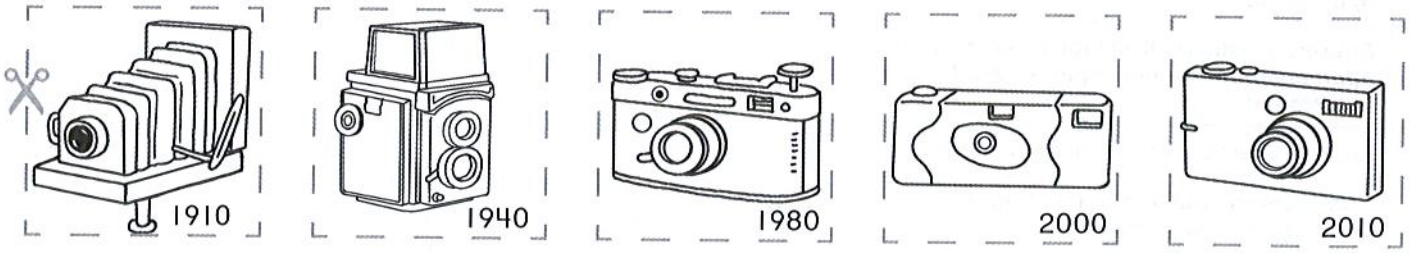
Unit 8 Lesson 4

Social Studies

Name: _____

A Cut and glue.





B Talk with a partner.

There were cameras like this in _____.

Cameras are _____ now.

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Test Instructions

Test Center

All the testing materials found in the Teacher's Book can also be accessed from the Test Center. You can print the tests directly from the pdf files or you can open the editable files to customize the tests according to your needs. You can download the audio files to your MP3 player, or play them directly from the CD.

Written Tests

These tests are designed for group administration. Each test is divided into five parts and tests vocabulary and grammar. All the questions are multiple choice, matching, numbering, or fill in the blank. Some questions require the student to listen and answer the question.

Pause from time to time to make sure the students are following your directions and are working on the correct part of the test. You may wish to have students put their finger on each letter as you begin that part of the test.

Oral Tests

Each unit test has an oral component that determines how well the student uses the grammar and vocabulary from the unit. These oral questions are found on pages 130–131 for each unit. Suggested answers are given in parentheses. Use the rubric below to assess the oral tests.

Rubric

4	Answers question completely and correctly with a complete sentence. Uses adjectives in sentence when appropriate.
3	Answers question with complete sentence and appropriate answer but requires a word or phrase as a prompt.
2	Answers question with an incomplete sentence.
1	Gives nonverbal answer by pointing at picture, nodding, or shaking head.
0	No response given.

Midterm Test

The Midterm Test measures what has been learned in the first four units in vocabulary and grammar. There is a listening component in the midterm test.

Final Test

The Final Test measures what has been learned in all eight units in vocabulary and grammar. There is a listening component in the final test.

Oral Tests

As you administer the oral test, ask the student to answer each question with a complete sentence. If the student answers with one word, prompt them to use a complete sentence. If the student cannot answer the question, provide prompts such as the beginning of the correct answer. Have the student complete the sentence and then repeat the correct answer.

Unit 1

Materials: Picture Cards for soda, milkshake, fruit salad, carrot, onion, pepper, and cabbage

I am going to show you some pictures. When I show the picture, I will ask you a question. Answer my question with a complete sentence.

1. Hold up the picture of soda. *Is this soda?* (Yes, it is.)
2. Hold up the picture of a milkshake. *You want to make a milkshake. What do you need?* (I need some milk and some ice cream.)
3. Hold up the picture of a fruit salad. *You want to make a fruit salad. What do you need?* (I need some oranges and some peaches.)
4. Hold up the picture of a carrot, onion, pepper, and cabbage.

   What are these? (They are vegetables.)
5. *Can you make an omelet?* (Yes, I can./No, I can't.)

Unit 2

Materials: Picture Cards for borrow books, kick a ball, supermarket, post office, library, and park

I am going to show you some pictures. When I show the picture, I will ask you a question. Answer my question with a complete sentence.

1. Hold up the picture of borrow books. *What is he doing?* (He's borrowing books.)
2. Hold up the picture of kick a ball. *What's he doing?* (He's kicking a ball.)
3. Hold up the picture of a supermarket. *Joe is here. Where is he?* (He's at the supermarket.)

   Place three cards from right to left: post office, park, and library. Ask:
4. *Where's the park?* (The park is between the post office and the library.)
5. *Where's the post office?* (The post office is next to the park.)

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Unit 3

Materials: Picture Cards for cashier, postal worker, make food, vet, pilot, and stomachache.

I am going to ask you some questions. Answer each question with a complete sentence.

1. Hold up the picture of the cashier. *Where does the cashier work?* (The cashier works at the supermarket.)
2. Hold up the picture of the postal worker. *Where does he work?* (He works at the post office.)
3. Hold up the picture for make food. *What does the cook do?* (The cook makes food.)
4. Hold up the picture of a vet. *What does a vet do?* (A vet helps sick animals.)
5. Hold up the picture of the pilot. *Does the pilot fly planes?* (Yes, he does.)
6. Hold up a picture for stomachache. *What's the matter with him?* (He has a stomachache.)

Unit 4

Materials: Picture Cards for grandparents, bowl, and fork; a ruler

I am going to ask you some questions. Answer each question with a complete sentence.

1. Show the picture of grandparents. *Who are they?* (They're grandparents.)
2. Show the picture of a fork. *What's this?* (It's a fork.)
3. Show the picture of a bowl. *What's this?* (It's a bowl.)
4. Give the student a ruler. *How do you use a ruler?* (Like this.) *Whose ruler is this?* (It's mine.)
5. *What colors is our flag?* (Our flag is red, white, and blue.)

Unit 5

Materials: magazine pictures of an old woman, a young man, a tall man, and a short woman; Picture Card for dirty

I am going to ask you some questions. Answer each question with a complete sentence.

1. Show a magazine picture of an old woman and a young man. *Who's younger?* Students point to the correct person and then answer. (The man is younger.)
2. Show a magazine picture of a tall man, and short woman. *Who's taller?* Students point to the correct person and then answer. (The man is taller.)
3. *Which one is lighter, a backpack or a marble?* (A marble is lighter than a backpack.)
4. *Is a pillow hard?* (No, a pillow is soft.)
5. Show the picture of dirty. *Is this clean?* (No, it is dirty.)

Unit 6

Materials: Picture Card for collect eggs

I am going to ask you some questions. Answer each question with a complete sentence.

1. *I always wash the dishes. Do you?* (Yes, I do./No, I don't.)
2. *I never make my bed. Do you?* (Yes, I do./No, I don't.)
3. *When do you take out the garbage?* (I take out the garbage after school/before school/in the morning.)
4. Hold up the picture card of collect eggs. *Is she picking vegetables?* (No, she isn't.)
5. *Can you milk a cow?* (Yes, I can./No, I can't.)

Unit 7

Materials: Picture Cards for beach, museum, and coffee shop

I am going to ask you some questions. Answer each question with a complete sentence.

1. Show the picture of the beach. *Where was he yesterday?* (He was at the beach.)
2. Show the picture of the museum. *Was she at the aquarium yesterday?* (No, she wasn't. She was at the museum.)
3. Show the picture of the coffee shop. *Where were they yesterday?* (They were at the coffee shop.)
4. *Where were you yesterday?* (I was at ...)
5. *How was the weather yesterday?* (It was ...)

Unit 8

Materials: scissors, glue stick, and a magazine; page 69 pictures

I am going to ask you some questions. Answer each question with a complete sentence.

1. Place the scissors, glue stick, and magazine on the desk. Instruct the student to look at the items. Then remove the items. *What was on the desk?* (Scissors, a glue stick, and a magazine were on the desk.)
2. *Were there any posters on the desk?* (No, there weren't any posters on the desk.)
3. Look at page 69 of the Student Book. Point to the table. *What is this?* (It is a desk.) *Were there magazines on the table?* (Yes, there were.)
4. *Do you have a cell phone?* (Yes, I do./No, I don't.)
5. *Were there digital cameras in 1920?* (No, there weren't any digital cameras in 1920.)

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Unit 1 Test
page 1

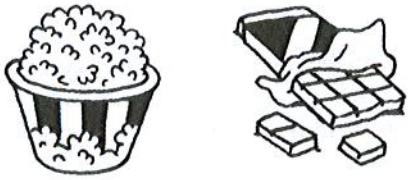
Name: _____

A Number.

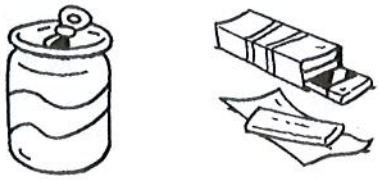
1. tomato 2. peanuts 3. potato 4. onion 5. potato chips 6. pepper

B What do they want? Listen and circle. 02

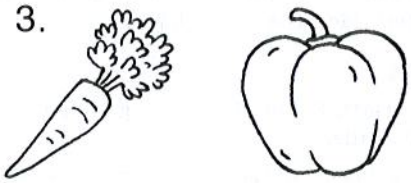
1.



2.



3.



C Write.

some a any potato chips cabbage popcorn onion need

1.

They don't need _____ _____.

2.

She wants _____ _____.

3.

He doesn't want _____ _____.

4.

They _____ an _____.

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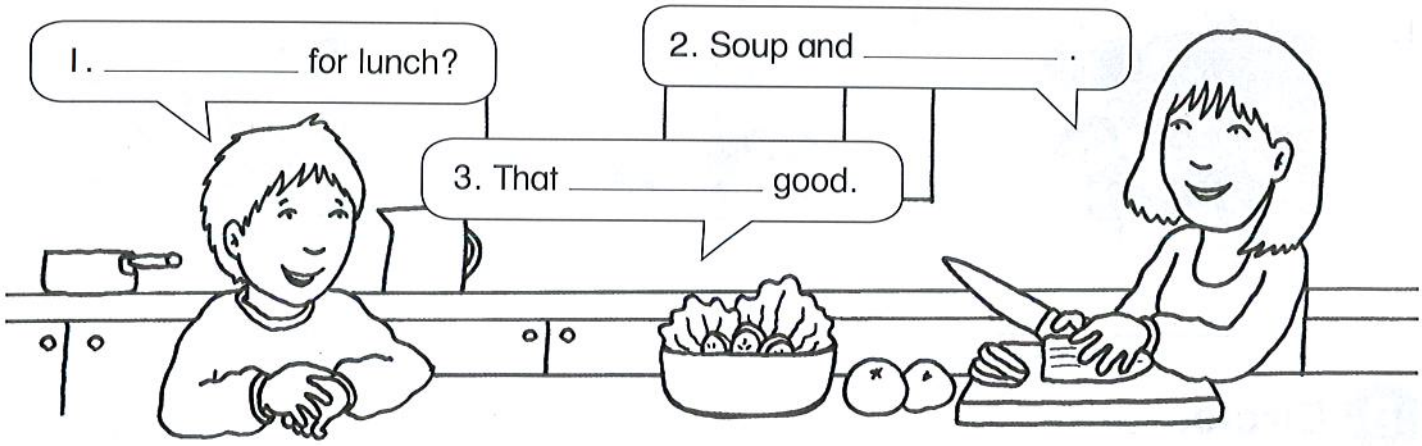
Unit 1 Test
page 2

Name: _____

D Write.

sounds what's hungry salad



E Circle.

1.
(A) omelet
(B) fruit salad
(C) milk shake
(D) smoothie

2.
(A) omelet
(B) fruit salad
(C) milk shake
(D) smoothie

3.
(A) omelet
(B) fruit salad
(C) milk shake
(D) smoothie

4.
(A) omelet
(B) fruit salad
(C) milk shake
(D) smoothie

F Circle.

1. (a / an) omelet
2. (a / an) milkshake
3. (a / an) fruit salad
4. (a / an) smoothie

G Circle. Then write.

What do you want to make? What do you need?

_____.

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Unit 2 Test
page 1

Name: _____

A What are they doing? Write.

1.

_____

2.

_____

3.

_____

B Circle.

1. What's he doing at the post office?
   (A) He's borrowing a book.
   (B) He's mailing letters.
   (C) He's buying groceries.
   (D) He's kicking a ball.

2. What's she doing at the library?
   (A) She's mailing letters.
   (B) She's kicking a ball.
   (C) She's watching a movie.
   (D) She's borrowing books.

3. What are they doing at the movie theater?
   (A) They're shopping.
   (B) They're watching a movie.
   (C) They're kicking a ball.
   (D) They're mailing letters.

4. What are you doing at the park?
   (A) I'm borrowing books.
   (B) I'm watching a movie.
   (C) I'm kicking a ball.
   (D) I'm mailing letters.

5. What's he doing at the supermarket?
   (A) He's buying groceries.
   (B) He's watching a movie.
   (C) He's borrowing books.
   (D) He's mailing letters.

6. What's she doing at the department store?
   (A) She's buying groceries.
   (B) She's shopping.
   (C) She's borrowing books.
   (D) She's mailing letters

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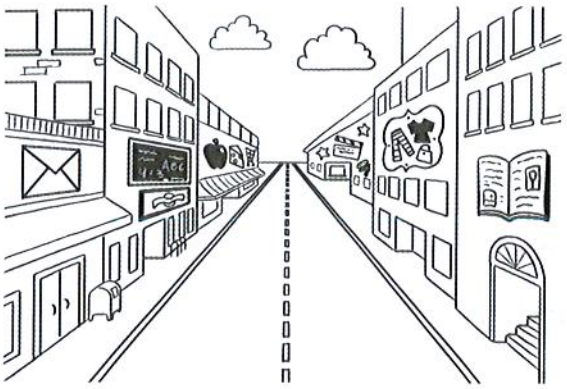
Unit 2 Test
page 2

Name: _____

C Write.

between across from over there



1. The department store is _____ the school.
2. The school is _____ the post office and the supermarket.
3. The post office is _____ the library.
4. The department store is _____ the movie theater and the library.

D Listen. Then write. 03

over there where's the library I see it. thank you

1. Excuse me. _____?

2. It's _____.

3. Ah! _____ _____!

E Write.

cut write glue fold color

1.

2.

3.

4.

_____ _____ _____ _____

F Number.

finally then first next

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Unit 3 Test
page 1

Name: _____

A Connect.

1. vet •	• help sick animals
2. bus driver •	• fly planes
3. cook •	• sell things
4. firefighter •	• fight fires
5. salesperson •	• drive buses
6. pilot •	• make food

B Write.

1.

Where does the _____ work?

The _____ works at the _____.

2.

Where _____?

_____

_____

3.

Where _____?

_____

_____

4.

Who _____?

The _____ works at the supermarket.

5.

Who _____?

_____

_____

6.

Who _____?

_____

_____

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Name: _____

C Write.

1. What does the cook do?

_____.

2. Does the pilot fly planes?

_____.

3. What does the bus driver do?

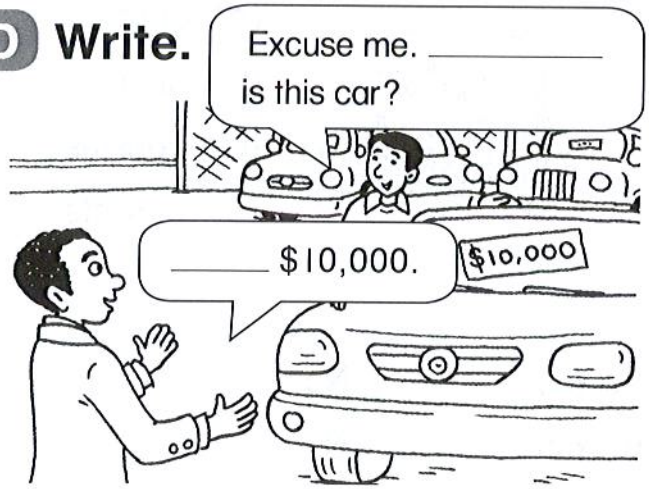
_____.

4. Does the server sell things?

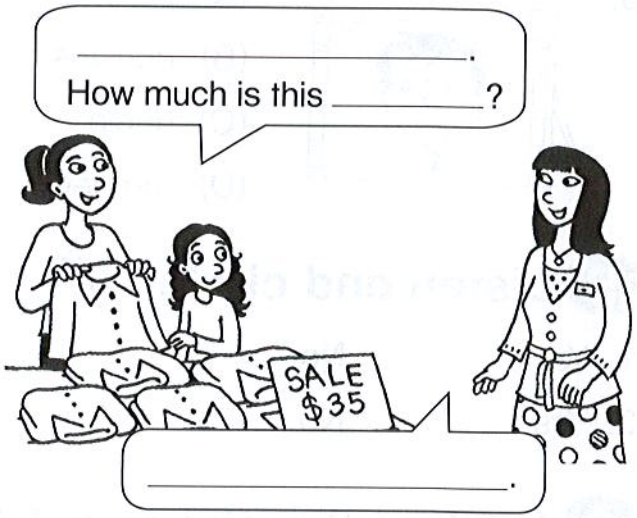
_____.

D Write.

1.



2.



E Write.

1.

_____

2.

_____

3.

_____

4.

_____

F Listen. Then write the answers. 04

1. _____.

2. _____.

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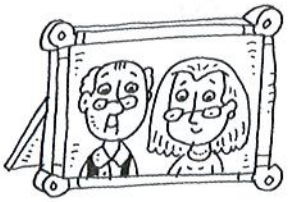
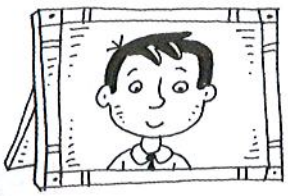
Unit 4 Test
page 1

Name: _____

A Circle.

1. 
(A) cousins
(B) grandparents
(C) aunt
(D) uncle

2.
(A) grandparents
(B) parents
(C) cousins
(D) uncle

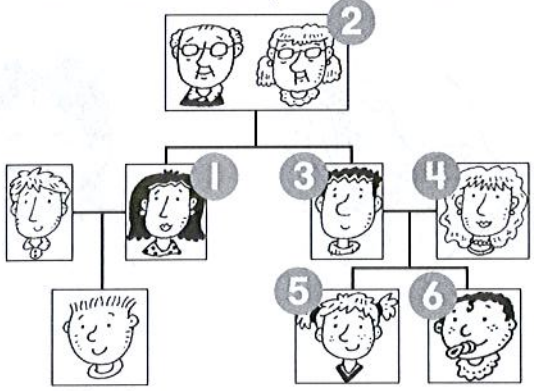
3. 
(A) parents
(B) cousins
(C) uncle
(D) mother

4.
(A) aunt
(B) uncle
(C) cousins
(D) parents

B Listen and circle. 05

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

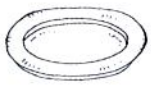
C Look at the pictures. Write.



Mark

1. Who's _____?
2. _____ they?
3. Who's he? He's Mark's _____.
4. Who's _____? _____ Mark's _____.
5. _____ she? _____.
6. _____? He's _____.

D Match.

1.
2.
3. 
4.

fork spoon bowl plate

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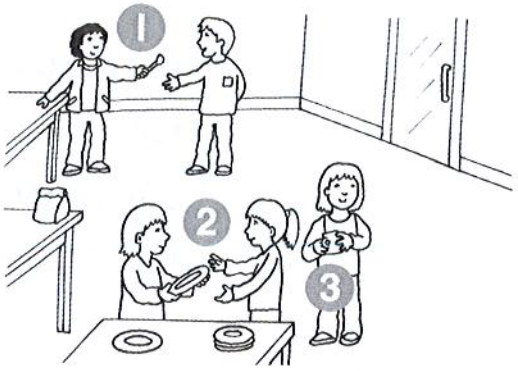
Unit 4 Test
page 2

Name: _____

E Write.



1. Whose spoon is that?
_____.
2. Whose plate is that?
_____.
3. Whose cup is that?
_____.

F Match.

1. What are these? •
2. Whose noodles are these? •
3. How do you use chopsticks? •

- a. Like this.
- b. They're chopsticks.
- c. They're mine. They look good.

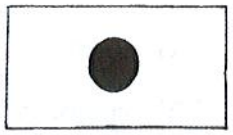
G Write.

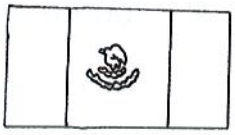
Japan Mexico Turkey

1. Our flag is green, red, and white. _____
2. Our flag has a red circle. _____
3. Our flag is red and white. _____

H Write.

1. This is _____ flag. It's theirs.

2.  This is our flag.
_____.

3.  _____ their _____.
It's _____ .

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Midterm Test
page 1

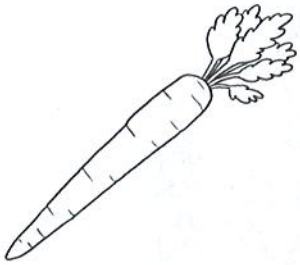
Name: _____

A Circle.

1.

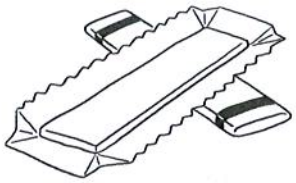
(A) postal worker
(B) librarian
(C) vet
(D) salesperson

2.



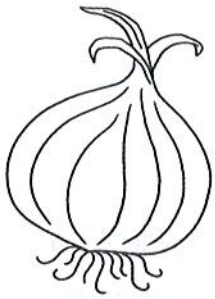
(A) onion
(B) carrot
(C) potato
(D) cabbage

3.



(A) gum
(B) popcorn
(C) potato chips
(D) soda

4.



(A) carrot
(B) potato
(C) onion
(D) cabbage

5.

(A) spoon
(B) fork
(C) bowl
(D) plate

6.

(A) cashier
(B) pilot
(C) vet
(D) firefighter

7.

(A) fever
(B) stomachache
(C) headache
(D) cold

8.

(A) server
(B) cashier
(C) salesperson
(D) vet

9.

(A) fever
(B) cold
(C) stomachache
(D) headache

10.

(A) woman
(B) grandparents
(C) parents
(D) boy

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Name: _____

B Listen and write. 06

1. _____
2. _____
3. _____
4. _____
5. _____

C Write.

1.

What does she want?

_____

_____ popcorn.

2.

What _____

_____?

_____

_____

3.

She wants to make a

_____.

She _____

bananas and yogurt.

4.

_____

to make a fruit salad.

_____

oranges and peaches.

5.

What's she doing at

_____?

_____

6.

_____ at

the movie theater?

_____

_____

D Listen and number. 07

☐ First, color the paper.

☐ Next, cut the paper.

☐ Finally, glue the paper.

☐ Then, fold the paper.

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Midterm Test
page 3

Name: _____

E Write.

1.

Who works at the animal hospital?

The _____ hospital.

2.

Who works at the _____?

_____.

3.

_____?

The librarian _____.

4.

_____?

_____ works at the supermarket.

F Circle.

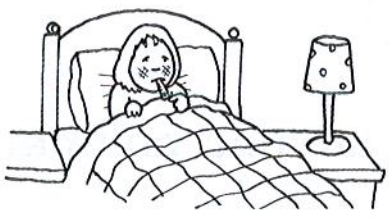
1. Does the cook make food? Yes No
2. Does the pilot fight fires? Yes No
3. Does the bus driver fly planes? Yes No
4. Does the salesperson sell things? Yes No

G Write.

1.

What's the matter with _____?

_____.

2. 

_____?

She has a _____.

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Name: _____

H Look at the picture. Write.

1. Where's the supermarket?
   It's across from _____
   _____.
2. Where's the _____?
   _____
   the post office and the supermarket.
3. _____ the school?
   It's across from _____
   _____.
4. _____?
   It's between the department store and the school.

I Match.

1. What's the matter? •	• a. It's mine.
2. Who's he? •	• b. Like this.
3. How do you use a computer? •	• c. He's my cousin.
4. What does he do? •	• d. I have a headache.
5. Whose book is this? •	• e. He helps sick animals.

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Unit 5 Test
page 1

Name: _____

A Circle.

1.
(A) boy
(B) girl
(C) woman
(D) man

2.
(A) boy
(D) girl
(C) man
(D) woman

3.
(A) boy
(B) girl
(C) man
(D) woman

4.
(A) girl
(B) man
(C) boy
(D) woman

B Circle.

1.
He is strong.
Yes No

2.
He is tall.
Yes No

3.
Is he clean?
Yes No

4.
Is she old?
Yes No

5.
It is dirty.
Yes No

6.
He is old.
Yes No

C Write.

1.
Who's taller?
_____.

2.

_____?
The girl is older.

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Unit 5 Test
page 2

Name: _____

D Write.

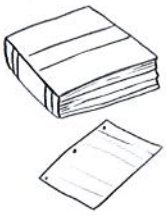
1.

Is the shirt _____?

Yes, it is.

2.

The _____ are _____ than the sweater.

3. 

Is the paper _____ than the book?

No, it isn't.

4.

The dress _____

_____.

E Circle.

1.

(A) Nice shirt!
(B) I like your boots!
(C) I want to be older.
(D) Great shoes!

2.

(A) Great shoes!
(B) Nice shirt!
(C) I like your boots!
(D) I want to be older.

3.

(A) I want to be older.
(B) I like your boots!
(C) Thank you.
(D) Me, too!

F Listen. Then write the answers. 08

1. _____ 2. _____

3. _____ 4. _____

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Unit 6 Test
page 1

Name: _____

A Match.

1.
2.
3.
4.
5.
6.

do laundry

make my bed

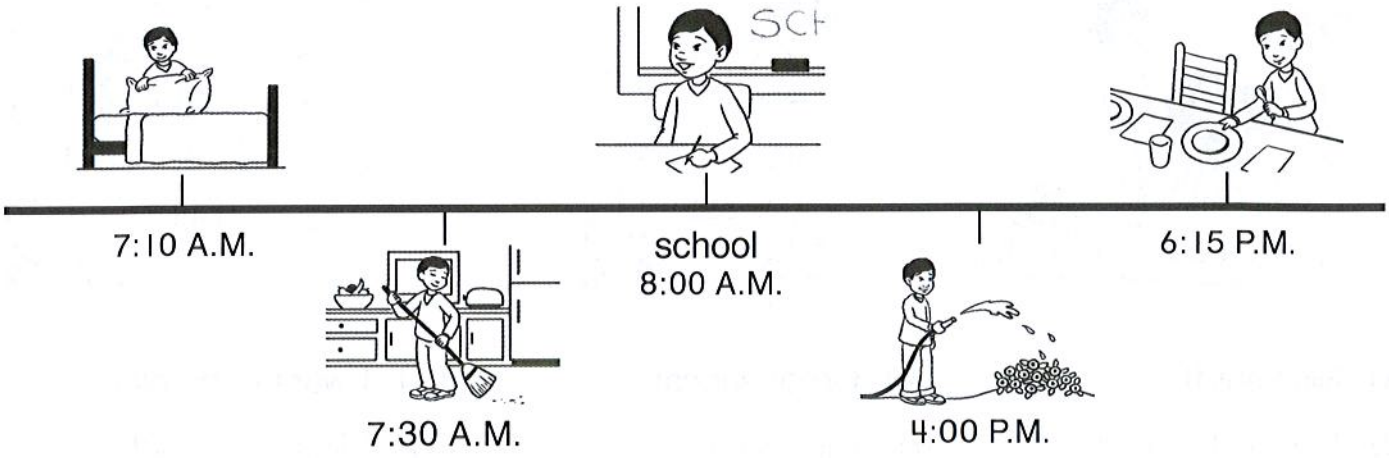
wash the car

wash the dishes

sweep the floor

vacuum the carpet

B Write.



1. When does he sweep the floor?

_____.

2. _____?

He waters the plants after school.

3. When does he make his bed?

_____.

4. _____?

He sets the table after school.

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Unit 6 Test
page 2

Name: _____

C Write.

never usually sometimes

1. She _____ takes out the garbage.
2. He _____ sweeps the floor.

D Write.

sure come over after school o'clock want when cool

1. Do you want to _____?
2. _____. When?
3. At four _____.
4. Do you _____ to come over?
5. Sure. _____?
6. _____.

E Match.

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

F Listen and number. 09

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Unit 7 Test
page 1

Name: _____

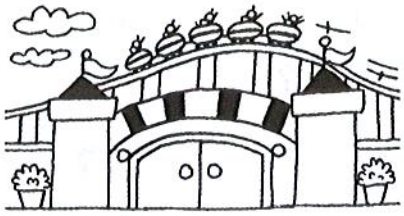
A Write.

flower shop	toy store	aquarium	museum
amusement park	pharmacy	coffee shop	

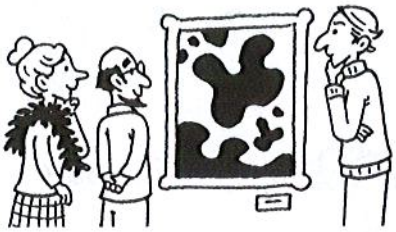
1. _____

2. _____

3. _____



4. _____



5. _____

6. _____

B Listen. Then write the answers. 10

1. _____.
2. _____.
3. _____.
4. _____.

C Write.

1.

Was she at the beach yesterday?

_____.

2.

_____?

Yes, she was.

3.

Was he at the hotel yesterday?

_____.

4.

_____?

Yes, he was.

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Unit 7 Test
page 2

Name: _____

D Write.

1.

_____?

They were at the

_____.

2.

Where were they yesterday?

_____.

3.

_____?

They were at the

_____.

E Match.

1. You're late. •
2. Let's meet at 5:00. •
3. Do you have a watch? •

- a. OK. See you then.
- b. Yes, I do.
- c. Where were you?

F Write.

sunny rainy cloudy windy snowy

1. Tuesday

_____

2. Wednesday

_____

3. Thursday

_____

4. Friday

_____

G Look at F. Write.

1. How was the weather on Tuesday?

_____.

2. _____?

It was windy.

3. How was the weather on Thursday?

_____.

4. _____?

It was sunny.

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Unit 8 Test
page 1

Name: _____

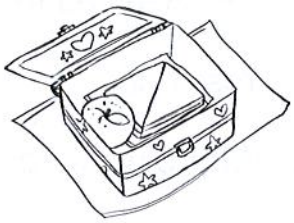
A Circle.

1.
   (A) paintbrush
   (B) lunch box
   (C) dictionary
   (D) water bottle

2.
   (A) scissors
   (B) calculator
   (C) pencil sharpener
   (D) poster

3.
   (A) poster
   (B) magazine
   (C) stapler
   (D) lunch box

4.
   (A) pencil sharpener
   (B) scissors
   (C) magazine
   (D) water bottle

5. 
   (A) folder
   (B) glue stick
   (C) lunch box
   (D) stapler

6.
   (A) glue stick
   (B) scissors
   (C) paint brush
   (D) lunch box.

B Look at the pictures. Then write.

1. Where was the _____?
   It was on the bookshelf.

2. _____ the scissors?
   _____.

3. _____?
   A _____ was on the chair.

4. What was on the sofa?
   A _____ was _____.

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Name: _____

C Write.

1

2

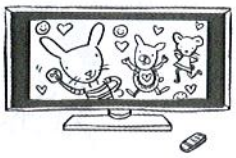
3

1. Were there _____ on the table? Yes, _____.
2. Were there any paintbrushes _____? _____.
3. _____ scissors _____? Yes, _____.

D Listen. Then write the answers.

1. _____ 2. _____
3. _____ 4. _____

E Match.

1. cell phone	2. laptop	3. digital camera	4. digital TV
●	●	●	●
●	●	●	●
			

F Write.

1940 1960 1975 1999

1. Were there laptops in 1940?
_____.
2. _____ digital TVs in 2000?
_____.

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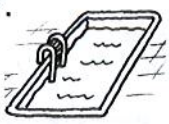
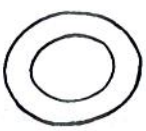
Final Test
page 1

Name: _____

A Listen and circle. 12

1. (A) girl (B) boy (C) woman (D) man	2. (A) strong (B) short (C) weak (D) fever	3. (A) pepper (B) windy (C) chocolate (D) omelet	4. (A) rainy (B) snowy (C) smoothie (D) cabbage
5. (A) magazine (B) tall (C) strong (D) cold	6. (A) pool (B) hotel (C) laptop (D) cell phone	7. (A) scissors (B) backpack (C) paintbrush (D) amusement park	8. (A) soda (B) peanuts (C) pepper (D) tomato
9. (A) color (B) square (C) postal worker (D) chair	10. (A) cold (B) flower shop (C) mail a letter (D) plate	11. (A) library (B) animal hospital (C) salesperson (D) sweep the floor	12. (A) fork (B) cup (C) uncle (D) sister

B Look at A. Number.

1.	2.	3.	4.	5.	6.
7. 	8.	9. 	10.	11.	12.

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Name: _____

C Write.

1.

Was he at the pool yesterday?

_____.

2.

Was _____?

Yes, she was.

3.

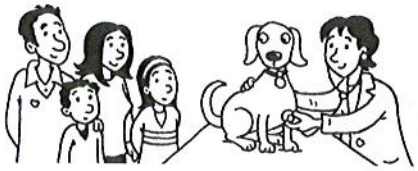
Where was she yesterday?

_____.

4.

Where _____?

He was at the _____.

5. 

Were they at the park yesterday?

_____.

6.

Were _____?

Yes, they were.

7.

Who are they?

_____ my parents.

8.

Who's _____?

_____ aunt.

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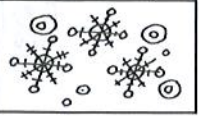
Name: _____

D Write.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						

1. How was the weather on Tuesday?

   _____.

2. _____?

   It was snowy.

3. _____ Monday?

   _____.

4. _____ Thursday?

   _____.

E Write.

1.

   Who works at the

   _____?

   _____

   _____.

2.

   _____

   the department store?

   _____

   _____.

3.

   Where does the

   _____ work?

   _____

   _____.

4.

   _____

   _____?

   The librarian works

   _____.

F Write.

1.

2.

3.

This _____ hers. _____ his. _____ mine.

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Final Test
page 4

Name: _____

G Write.

1. _____ to come over?
Sure. _____?
At four o'clock.

2. How do you _____ _____?
Like _____.

3. Cool _____!
_____ you!

4. Excuse me. _____ these boots?
_____ $50.

5. _____. Where's the park?
It's _____ _____.

6. Let's _____ _____ at five o'clock.
OK. _____.

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Test Answer Key

Play or download the test audio from the Test Center.

Unit 1

A. Number.

3, 4, 1, 5, 2, 6

B. What do they want? Listen and circle. 02

1. My name is Sam. I don't want popcorn. I want chocolate.
2. My name is Jen. I want soda. I don't want gum.
3. My name is Paul. I don't want a pepper. I want a carrot.

C. Write.

1. They don't need any cabbages.
2. She wants some popcorn.
3. He doesn't want any potato chips.
4. They need an onion.

D. Write.

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

E. Circle.

1. B 2. A 3. C 4. D

F. Circle.

1. an 2. a 3. a 4. a

G. Circle. Then write.

Students circle which food he/she wants to make and then writes about it. Ingredients may vary.

I want to make a milkshake. I need some milk and some ice cream.

I want to make an omelet. I need some eggs and some milk.

Unit 2

A. What are they doing? Write.

1. He's borrowing books.
2. She's kicking a ball.
3. He's buying groceries.

B. Circle.

1. B 2. D 3. B
4. C 5. A 6. B

C. Write.

1. across from 2. between
3. across from 4. between

D. Listen. Then write. 03

1. Excuse me. Where's the library?
2. It's over there.
3. Ah! I see it. Thank you!

E. Write.

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

F. Number.

4, 3, 1, 2

Unit 3

A. Connect.

1. vet — help sick animals
2. bus driver — drive buses
3. cook — make food
4. firefighter — fight fires
5. salesperson — sell things
6. pilot — fly planes

B. Write.

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

C. Write.

1. The cook makes food.
2. Yes, he/she does.
3. The bus driver drives buses.
4. No, he/she doesn't.

D. Write.

1. Excuse me. How much is this car?
   It's $10,000.
2. Excuse me. How much is this sweater?
   It's $35.

E. Write.

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

F. Listen. Then write the answers. 04

1. What's the matter with him?
   He has a cold.
2. Does she have a fever?
   No, she doesn't.

Unit 4

A. Circle.

1. B 2. B 3. C 4. A

B. Listen and circle. 05

1. My name is Ted. I'm Danny's cousin. I like karate. Is he Danny's father? No
2. My name is Sarah. I'm Danny's aunt. I like to cook. Is she Danny's aunt? Yes
3. Hello, I'm Todd. I'm Danny's uncle. I like omelets. Is he Danny's sister? No
4. I'm Tommy. And I'm Katie. We're Danny's parents. We like milkshakes. Are they Danny's parents? Yes

C. Look at the pictures. Write.

1. Who's she?
2. Who are they?
3. Who's he? He's Mark's uncle.
4. Who's she? She's Mark's aunt.
5. Who's she? She's Mark's cousin.
6. Who's he? He's Mark's cousin.

D. Match.

1. spoon 2. fork 3. plate 4. bowl

E. Write.

1. It's his. 2. It's hers. 3. It's mine.

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F. Match.

1. b 2. c 3. a

G. Write.

1. Mexico 2. Japan 3. Turkey

H. Write.

1. This is their flag. It's theirs.
2. This is our flag. It's ours.
3. This is their flag. It's theirs.

Midterm Test

A. Circle.

1. A 2. B 3. A 4. C
5. B 6. A 7. D 8. A
9. C 10. C

B. Listen and write. 06

1. pepper 2. popcorn 3. potato
4. postal worker 5. parents

C. Write.

1. What does she want?
   She wants some popcorn.
2. What does he want?
   He wants some potato chips.
3. She wants to make a smoothie.
   She needs bananas and yogurt.
4. He wants to make a fruit salad.
   He needs some oranges and peaches.
5. What's she doing at the department store?
   She's shopping.
6. What are they doing at the movie theater?
   They're watching a movie.

D. Listen and number. 07

1. First, color the paper.
2. Next, cut the paper.
3. Then, fold the paper.
4. Finally, glue the paper.

E. Write.

1. The vet works at the animal hospital.
2. Who works at the post office?
   The postal worker works at the post office.
3. Who works at the library?
   The librarian works at the library.
4. Who works at the supermarket?
   The cashier works at the supermarket.

F. Circle.

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

G. Write.

1. What the matter with him?
   He has a cold.
2. What's the matter with her?
   She has a fever.

H. Look at the picture. Write.

1. Where's the supermarket?
   It's across from the department store.
2. Where's the library?
   It's between the supermarket and the post office.
3. Where's the school?
   It's across from the post office.
4. Where's the park?

I. Match.

1. d 2. c 3. b
4. e 5. a

Unit 5

A. Circle.

1. B 2. C 3. A 4. D

B. Circle.

1. Yes 2. Yes 3. No
4. Yes 5. No 6. No

C. Write.

1. The boy is taller.
2. Who's older?

D. Write.

1. Is the shirt dirty?
2. The socks are thinner than the sweater.
3. Is the paper thicker than the book?
4. The dress is prettier than the shirt.

E. Circle.

1. A 2. A 3. B

F. Listen. Then write the answers. 08

1. Which one is softer, a marble or a ball? ball
2. Which one is lighter, a bookshelf or a notebook? notebook
3. Which one is heavier, a couch or a chair? couch
4. Which one is harder, a chair or a bed? chair

Unit 6

A. Match.

1. wash the car 2. sweep the floor
3. make my bed 4. wash the dishes
5. do laundry 6. vacuum the carpet

B. Write.

1. He sweeps the floor before school.
2. When does he water the plants?
3. He makes his bed before school.
4. When does he set the table?

C. Write.

1. usually 2. sometimes

D. Write.

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

E. Match.

1. 2nd picture 2. 1st picture
3. 4th picture 4. 3rd picture

F. Listen and number. 09

1. Melissa picks vegetables after school.
2. Josh milks the cow in the afternoon.
3. Mary feeds the chickens in the morning.

Unit 7

A. Write.

1. toy store 2. pharmacy
3. coffee shop 4. amusement park
5. museum 6. flower shop

B. Listen. Then write the answers. 10

1. I was at the beach yesterday. Where was he?
   He was at the beach.
2. I was at the pool yesterday. Where was she?
   She was at the pool.
3. I was at the amusement park yesterday. Was he at the hotel?
   No, he wasn't.
4. I was at the aquarium yesterday. Where was he?
   He was at the aquarium.

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C. Write.

1. No, she wasn't.
2. Was she at the pool yesterday?
3. No, he wasn't.
4. Was he at the coffee shop yesterday?

D. Write.

1. Where were they yesterday?
   They were at the toy store.
2. They were at the flower shop.
3. Where were they yesterday?
   They were at the pharmacy.

E. Match.

1. c 2. a 3. b

F. Write.

1. rainy 2. sunny 3. snowy 4. windy

G. Look at F. Write.

1. It was rainy.
2. How was the weather on Friday?
3. It was snowy.
4. How was the weather on Wednesday?

Unit 8

A. Circle.

1. D 2. B 3. B
4. A 5. C 6. A

B. Look at the pictures. Then write.

1. Where was the stapler?
2. Where were the scissors?
   They were on the desk.
3. What was on the chair?
   A folder was on the chair.
4. What was on the sofa?
   A paintbrush was on the sofa.

C. Write.

1. Were there any books on the table?
   Yes, there were.
2. Where there paintbrushes on the desk?
   No, there weren't.
3. Were there scissors on the bookshelf?
   Yes, there were.

D. Listen. Then write the answers. 11

1. How do you spell Saturday?
   Saturday
2. How do you spell notebook?
   notebook
3. How do you spell scissors?
   scissors
4. How do you spell water bottle?
   water bottle

E. Match.

1. 2nd picture 2. 1st picture
3. 4th picture 4. 3rd picture

F. Write.

1. No, there weren't.
2. Were there digital TVs in 2000?
   Yes, there were.

Final Test

A. Listen and circle. 12

1. girl, A 2. short, B
3. windy, B 4. snowy, B
5. tall, B 6. pool, A
7. scissors, A 8. pepper, C
9. chair, D 10. plate, D
11. salesperson, C 12. uncle, C

B. Look at A. Number.

1. 2	2. 5	3. 1	4. 4
5. 3	6. 7	7. 6	8. 8
9. 10	10. 12	11. 9	12. 11

C. Write.

1. No, he wasn't.
2. Was she at the aquarium yesterday?
3. She was at the hair salon.
4. Where was he yesterday?
   He was at the pharmacy.
5. No, they weren't.
6. Were they at the toy store yesterday?
7. They're my parents.
8. Who's she? She's my aunt.

D. Write.

1. It was sunny.
2. How was the weather on Saturday?
3. How was the weather on Monday?
   It was rainy.
4. How was the weather on Thursday?
   It was cloudy.

E. Write.

1. Who works at the post office?
   The postal worker works at the post office.
2. Who works at the department store?
   The salesperson works at the department store.
3. Where does the cook work?
   The cook works at the restaurant.
4. Who works at the library?
   The librarian works at the library.

F. Write.

1. This fork is hers.
2. This knife is his.
3. This plate is mine.

G. Write.

1. Do you want to come over?
   Sure. When?
2. How do you use a computer?
   Like this.
3. Cool guitar! Thank you!
4. Excuse me. How much are these boots?
   They're $50.
5. Excuse me. Where's the park?
   It's over there.
6. Let's meet here at five o'clock.
   OK. See you then.

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Picture Card List

1 Study for a test.
2 Take a test.
3 Check your homework.
4 Hand in your homework.
5 gum
6 popcorn
7 peanuts
8 chocolate
9 potato chips
10 soda
11 carrot
12 onion
13 pepper
14 cabbage
15 potato
16 tomato
17 omelet
18 smoothie
19 fruit salad
20 milkshake
21 park
22 movie theater
23 supermarket
24 post office
25 department store
26 library
27 across from
28 between
29 shop
30 watch a movie
31 borrow books
32 mail letters
33 buy groceries
34 kick a ball
35 color
36 cut
37 glue
38 fold
39 cashier
40 librarian
41 postal worker
42 salesperson
43 server
44 vet
45 make food
46 sell things
47 help sick animals
48 drive buses
49 fly planes
50 fight fires
51 cold
52 fever
53 stomachache
54 headache
55 parents
56 grandparents
57 aunt
58 uncle
59 cousin
60 fork
61 knife
62 spoon
63 plate
64 bowl
65 cup
66 Mexico
67 Japan
68 Russia
69 Turkey
70 tall/short
71 old/young
72 strong/weak
73 girl
74 boy
75 woman
76 man
77 thick
78 thin
79 clean
80 dirty
81 pretty
82 ugly
83 hard
84 soft
85 heavy
86 light
87 make my bed
88 clean my room
89 do laundry
90 walk the dog
91 set the table
92 wash the dishes
93 before school
94 after school
95 sweep the floor
96 take out the garbage
97 clean the bathroom
98 wash the car
99 vacuum the carpet
100 water the plants
101 milk the cows
102 feed the chickens
103 pick vegetables
104 collect eggs
105 beach
106 aquarium
107 amusement park
108 museum
109 hotel
110 pool
111 yesterday
112 today
113 bookstore
114 pharmacy
115 toy store
116 hair salon
117 coffee shop
118 flower shop
119 sunny
120 rainy
121 cloudy
122 windy
123 stormy
124 snowy
125 folder
126 lunchbox
127 water bottle
128 dictionary
129 calculator
130 stapler
131 magazine
132 poster
133 pencil sharpener
134 paintbrush
135 glue stick
136 scissors
137 cell phone
138 laptop
139 digital TV
140 digital camera

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Word List

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