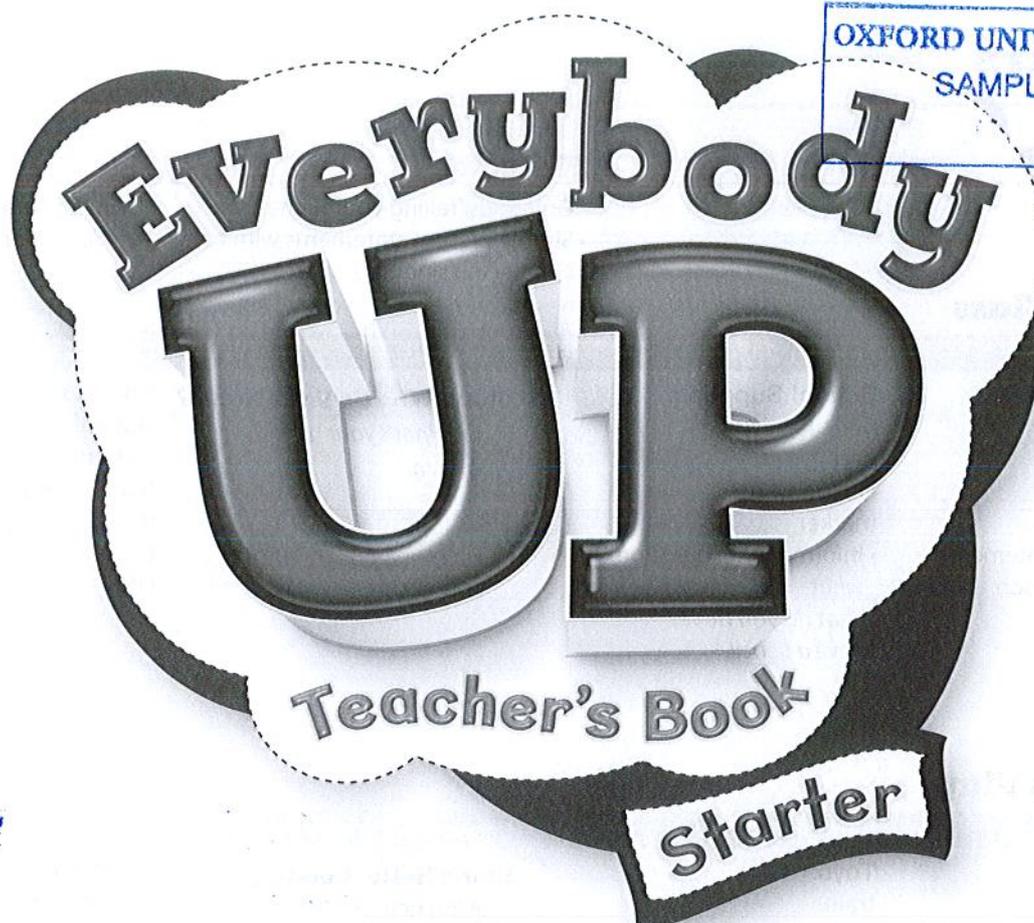


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Syllabus

Welcome

- Greetings/Telling your name
- Simple present statements with *be* (1st person singular)

*Hello. I'm Julie.
Hi. I'm Danny.*

Unit 1 Art Class

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

Unit 2 Let's Play

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

Review 1 Units 1 and 2

Unit 3 Many Colors

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Colors: red blue yellow green</p> <ul style="list-style-type: none"> Identifying colors (singular) <i>It's red.</i> 	<p>Colors: orange purple pink brown</p> <ul style="list-style-type: none"> Information question with <i>what</i> Identifying colors <i>What color is it?</i> <i>It's orange.</i> 	<p>Story: I'm Fine</p> <ul style="list-style-type: none"> Asking how someone is doing <i>How are you?</i> <i>I'm fine. Thank you.</i> <p>Be nice.</p>	<p>Phonics: H h hat I i insect J j jam</p>

Unit 4 Counting

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Numbers: one two three four five</p> <ul style="list-style-type: none"> Identifying numbers/ counting <i>Let's count. 1.</i> 	<p>Numbers: six seven eight nine ten</p> <ul style="list-style-type: none"> Identifying numbers/ counting <i>How many?</i> <i>6.</i> 	<p>Story: How Old Are You?</p> <ul style="list-style-type: none"> Simple present statements with <i>be</i> Information question with <i>how</i> <i>I'm 6. How old are you?</i> <i>I'm 7.</i> <p>Be friendly.</p>	<p>Phonics: • Identifying sounds and letters K k kite L l lion M m man</p>

Review 2 Units 3 and 4

Unit 5 Animals

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Pets: cat cats dog dogs bird birds rabbit rabbits</p> <ul style="list-style-type: none"> Identifying numbers/ counting <p><i>Let's count. 1 cat, 2 cats, 3 cats, 4 cats, 5 cats.</i></p>	<p>Farm Animals: goat goats duck ducks cow cows horse horses</p> <ul style="list-style-type: none"> Asking and answering questions with how many Identifying numbers/ counting <p><i>How many goats? 8 goats.</i></p>	<p>Story: Please Help Me!</p> <ul style="list-style-type: none"> Polite requests with <i>please</i> <i>Please help me.</i> <i>Sure.</i> <p>Be helpful.</p>	<p>Phonics:</p> <ul style="list-style-type: none"> Identifying sounds and letters <p>N n nose O o orange P p pencil</p>

Unit 6 Lunch

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Food: milk water bread candy</p> <ul style="list-style-type: none"> Affirmative statements with <i>like</i> <p><i>I like milk.</i></p>	<p>Food: rice beans chicken fish</p> <ul style="list-style-type: none"> Asking questions with <i>like</i> Affirmative and negative statements with <i>like</i> <p><i>Do you like rice? Yes, I do. Do you like chicken? No, I don't.</i></p>	<p>Story: Here You Are</p> <ul style="list-style-type: none"> Giving and receiving politely <i>Thank you!</i> <i>You're welcome.</i> <p>Be fair.</p>	<p>Phonics:</p> <ul style="list-style-type: none"> Identifying sounds and letters <p>Q q queen R r ring S s sun</p>

Review 3 Units 5 and 6

Unit 7 Things to Do

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

Unit 8 My Body

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

Review 4 Units 7 and 8

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) in levels 1 to 6 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:

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.

Every unit contains these four lessons:

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

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

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

Lesson 4: The fourth lesson introduces phonics. Students sing *The Alphabet Song* and learn three to four new letters, their shapes, sounds, and a word that begins with each sound. This is followed by two fun activities that offer practice in recognizing and forming letter shapes.

Review: After every two units, a review lesson helps students consolidate the vocabulary, grammar, and functional 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 bottom of the page.

Everybody Up Icons



Pair or
group work



Student Audio CD

03



Class Audio CD



Test Center
Audio Track

02



Math



Art



Health



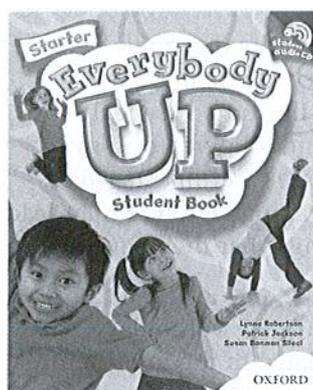
Social
Studies



Science

School Subject Connection (CLIL)

Components



Student Book

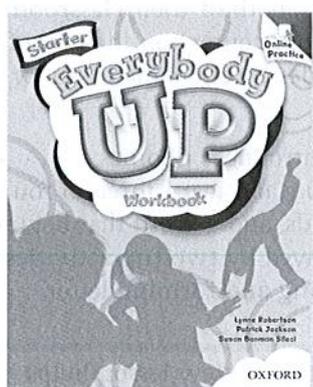
- Eight units with four lessons per unit
- Four reviews (after every two units)
- Colorful and engaging artwork captures students' interest
- Pages are easy for students and teachers to use
- Includes a Student Audio CD for at-home fun and review



Student Audio CD

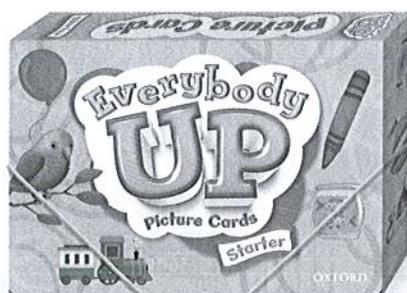
Included in the Student Book with Audio CD Pack

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



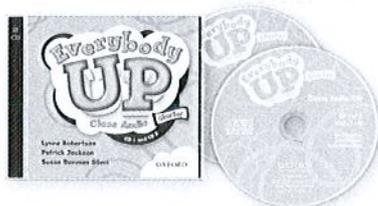
Workbook

- 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



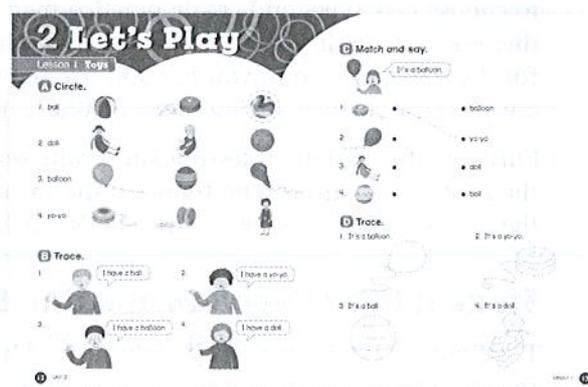
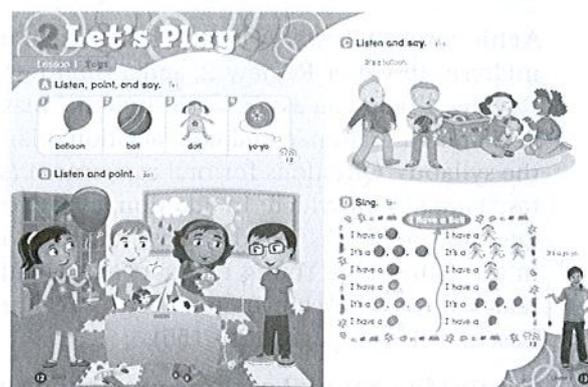
Picture Cards

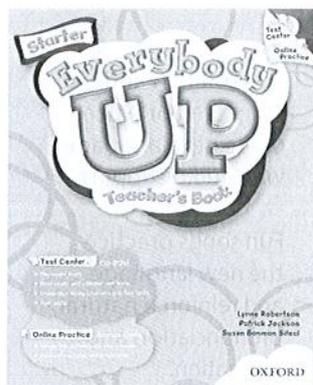
- Pictures on one side and vocabulary words on the other
- Words are big enough for use in large classrooms
- Useful for presenting new vocabulary, for assessing student knowledge, and for playing games
- Integrated into every Teacher's Book lesson plan



Class Audio CDs

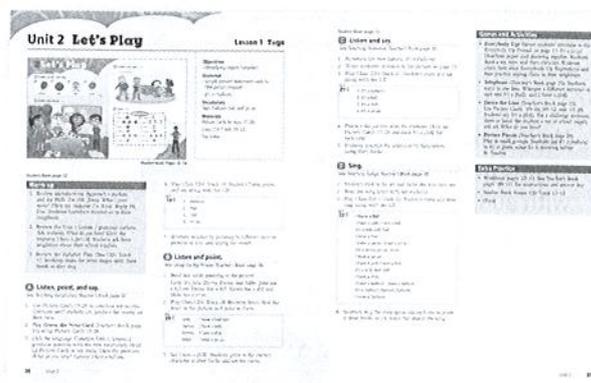
- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories, songs, and chants





Teacher's Book

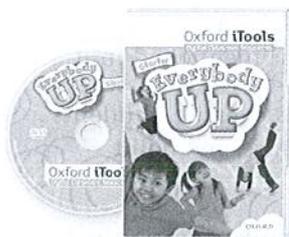
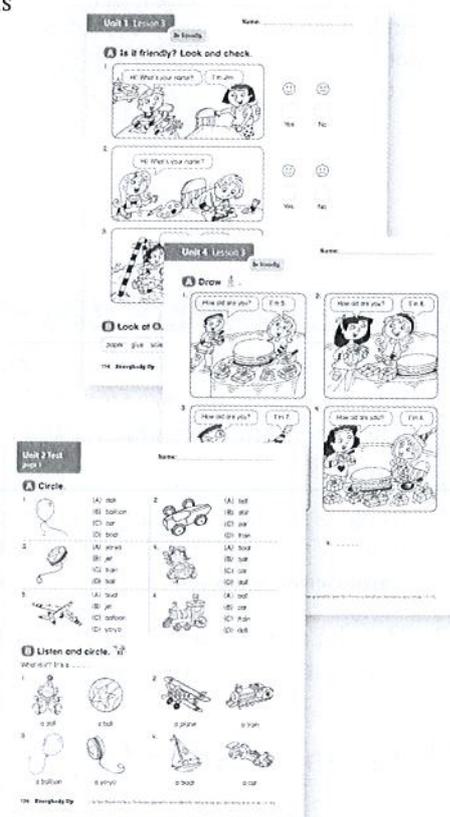
- **Introduction:**
 - A description of the course and its teaching methodology
 - Tips for teaching different aspects of the lessons
 - Descriptions of games and activities used in the lesson plans
- **Lesson Plans:**
 - Detailed plans that support teachers of all levels
 - Teaching suggestions for 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



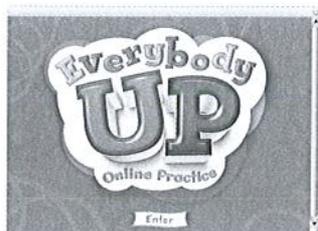
iTools

- 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



Lesson Guide Lesson 1

New words are clearly presented with audio support.

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



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

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

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

Student Book pages 12–13

Warm up

1. Greet the class. Use language from the previous unit to elicit responses from individual students. Then have students practice the language in pairs.
2. Review the language from the previous unit, using a game, activity, or Picture Cards to elicit student responses.
3. Use the suggested games or activities to further review the previous units.

A Listen, point, and say.

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

B Listen and point.

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

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

C Listen and say.

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

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

D Sing

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

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

Games and Activities

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

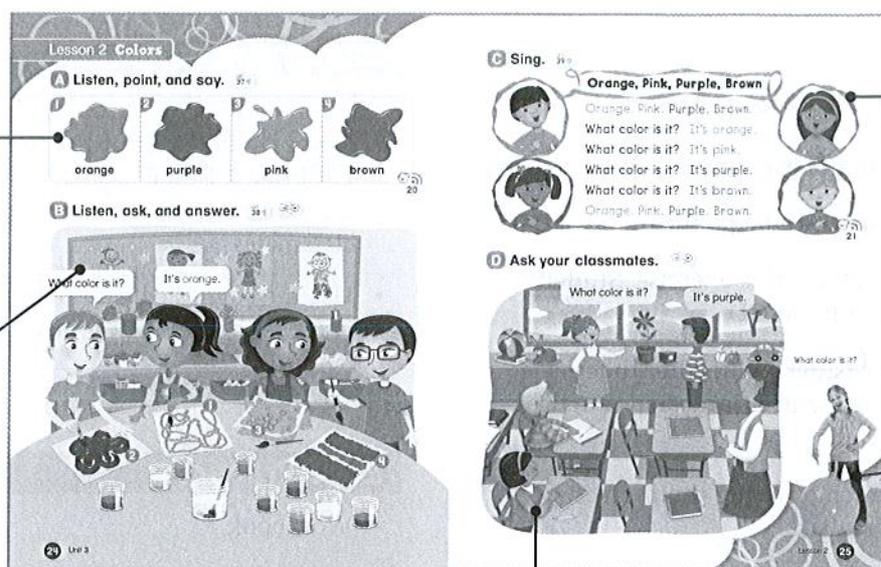
Extra Practice

- Workbook
- Student Book Audio CD
- iTools
- Log in for  **Online Practice**

Lesson 2

New words are clearly presented with audio support.

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



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

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

Fun personalization activities offer more speaking practice.

Student Book pages 14–15

Warm up

1. Greet the class. Students then circulate and greet each other using previously learned language.
2. Review the language from the previous lesson to elicit student responses.
3. Play the suggested game or activity, or elicit the Everybody Up Expression from the previous lesson. Have students practice their own Everybody Up Expressions 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. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.

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

B Listen, ask, and answer. Then practice.



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

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

C Sing.

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

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

D Exercise varies.

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

Games and Activities

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

Extra Practice

- Workbook
- Student Audio CD
- iTools
- Log in for  **Online Practice**

Lesson 3

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

The story highlights a universal value.



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

Role plays in different contexts help students practice the conversation.

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

Student Book pages 16–17

Warm up

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



A Look and listen.

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

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

B Listen and number.

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

C Sing.

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

1. Students look at the picture and talk about what they see.
2. Read the song lyrics with the students.
3. Play the Class CD track for the song. Students listen, point to the pictures, and sing along with the CD.

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

D Say and act. / Ask and answer.

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

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

Games and Activities

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

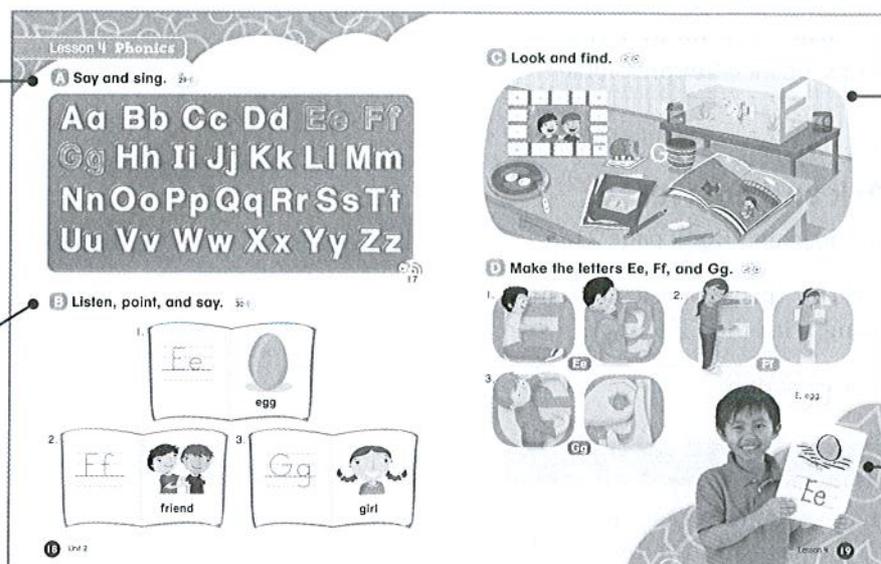
Extra Practice

- Workbook
- Student Book Audio CD
- Lesson 3 Workskeet
- iTools
- Log in for  [Online Practice](#)

Lesson 4: Phonics

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

Students listen to and repeat the phonics sounds and words.



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

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

Student Book pages 18–19

Warm up

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

A Say and sing.

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

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

B Listen, point, and say.

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

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

C Look and find.



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

D Make the letters.



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

Games and Activities

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

Extra Practice

- Workbook
- Student Book Audio CD
- Lesson 4 Worksheets
- Unit Test  **Test Center** 
- iTools
- Log in for  **Online Practice**

Review 1



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

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

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

Student Book pages 20-21

Warm up

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

A Listen, say then 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. Use the suggested game or activity to review vocabulary from the previous two units.

B Listen. Then number.

Students examine the pictures and discuss the topics in pairs or small groups, then students listen to the CD and number the pictures according to the audio.

Phonics

Bonus

Warm up

1. Greet the class and sing **The Alphabet** with students.
2. Use the suggested game or activity to review vocabulary from the previous two units.
3. If another game or activity is suggested, use it to further review language from the previous units.

A Listen. Then say the 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. Play the Class CD track for this exercise. Students listen and say along with the CD.
3. Students practice saying the words on their own, using their books.
4. If a game or activity is suggested, use it to review vocabulary from the previous two units.

B Listen. Then number.

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

C Play the game.



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

Games and Activities

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

Extra Practice

- Workbook
- Midterm and Final Test  **Test Center** 
- iTools
- Log in for  **Online Practice**

Teaching Techniques

A Note on Eliciting

When possible, try to “elicit” language in the classroom—to get students to produce the language on their own, rather than repeating what the teacher says. There are many ways to elicit language. One effective approach is to begin by giving students plenty of support and then slowly remove that support. For example, to introduce new vocabulary you might begin by showing Picture Cards and having students repeat the words after you, and eventually move toward cueing students with 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 Picture Cards to introduce the new vocabulary. First, show the Picture Cards and say the words. Then show the cards and have the class repeat after you. Then show the cards and elicit the words without saying them yourself (see *A Note on Eliciting* above). Repeat several times. Correct pronunciation as needed. Once the class is saying the words confidently, begin to elicit the words from individual students.

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

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

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

Using the Big Picture

Lesson 1, Activity B features a large illustration that includes all new vocabulary, as well as some previously learned vocabulary. Before doing Activity B with the audio recording, have students examine the Big Picture and, using English, talk about what they see (by naming objects or people, asking and answering questions about

the picture, or saying what they think is happening in the scene). Next, read the short passage included in each Lesson 1 plan. As you read, point to the items mentioned. The short passages will contain both familiar and unfamiliar language. Students need not understand every word, but they should listen for familiar language, especially the target vocabulary.

Teaching Grammar

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

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

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

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

Teaching Songs

The songs in *Everybody Up* are a fun way to practice new grammar and vocabulary (Lessons 1 and 2) and functional conversation language (Lesson 3), and the alphabet (Lesson 4). Before playing the audio recording of a song, pre-teach the song using the illustration and lyrics.

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

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

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

Teaching Stories

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

understand the story. Have students look at each frame and name the people or objects they see.

Next, students listen to the audio recording of the story. 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.

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, review the relevant units' material as suggested below.

Activity A

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

Activity B

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

Activity C

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

game. Teach students how to play the game, then divide them into pairs.

Teaching Phonics

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

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

Activity A

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

Activity B

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

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

Games and Activities

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

Beanbag Toss

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

BINGO

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

Binoculars

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

Blindfold

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

Buzzers

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

Card Grab

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

Categories

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

Charades

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

Circles

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

Down the Line

Set picture cards in a line on the floor. Place a team of students at each end of the line. A student from each

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

Everybody Stop!

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

Everybody Up! Everybody Down!

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

Find

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

Find Your Partner

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

Freeze

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

Fruit Salad

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

Gaps

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

Guess the Next Card

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

Happy Families

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

How Many?

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

Memory

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

A New Story

This activity has two versions: acting and drawing.

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

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

Order the Pictures

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

Picture Pieces

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

Picture Sentences

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

Pop-Up

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

Rhythm Circle

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

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

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

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

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

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

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

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

Rollers

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

Simon Says

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

Station Stop

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

with the student. If the student does so successfully, give the student a "ticket." The student with the most tickets at the end wins.

Teacher's Mistake

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

Telephone

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

Toss and Tell

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

Two Truths and a Lie

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

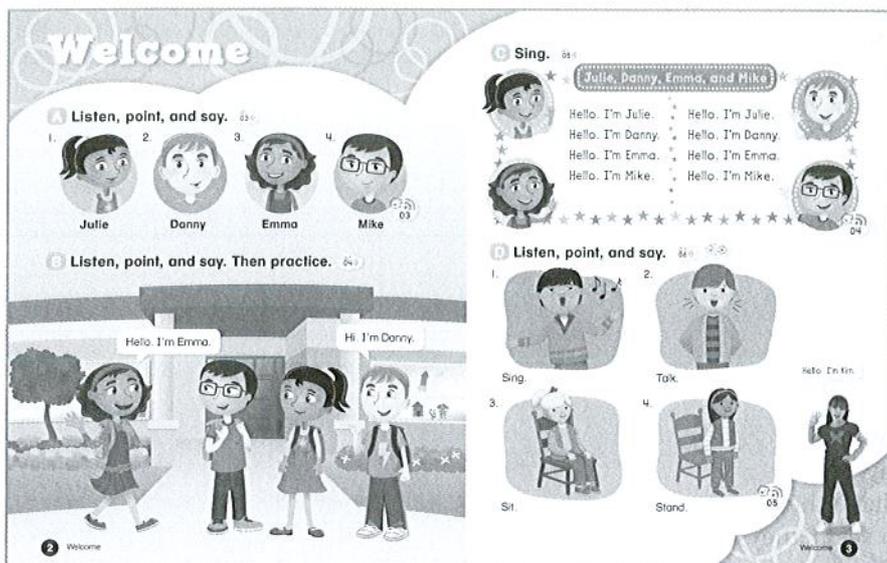
What's Missing?

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

Word Roll

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

Welcome



Student Book pages 2-3

Objectives

- Greetings
- Telling your name

Grammar

- Contraction

I'm = I am

Hi. I'm Danny.

Vocabulary

Names: Julie, Danny, Emma, Mike

Classroom commands: sing, talk, sit, stand

Materials

Picture Cards 01-04; Class CD1 Tracks 03-06

Student Book page 2

Warm Up

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

A Listen, point, and say.

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

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

CD 1
03

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

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

B Listen, point, and say. Then practice.

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

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

CD 1
04

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

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

Student Book page 3

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

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

CD 1
05

Julie, Danny, Emma, and Mike

Hello. I'm Julie.

Hello. I'm Danny.

Hello. I'm Emma.

Hello. I'm Mike.

Hello. I'm Julie.

Hello. I'm Danny.

Hello. I'm Emma.

Hello. I'm Mike.

Hello. I'm Julie.

Hello. I'm Danny.

Hello. I'm Emma.

Hello. I'm Mike.

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

D Listen, point, and say.

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

CD 1
06

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

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

Games and Activities

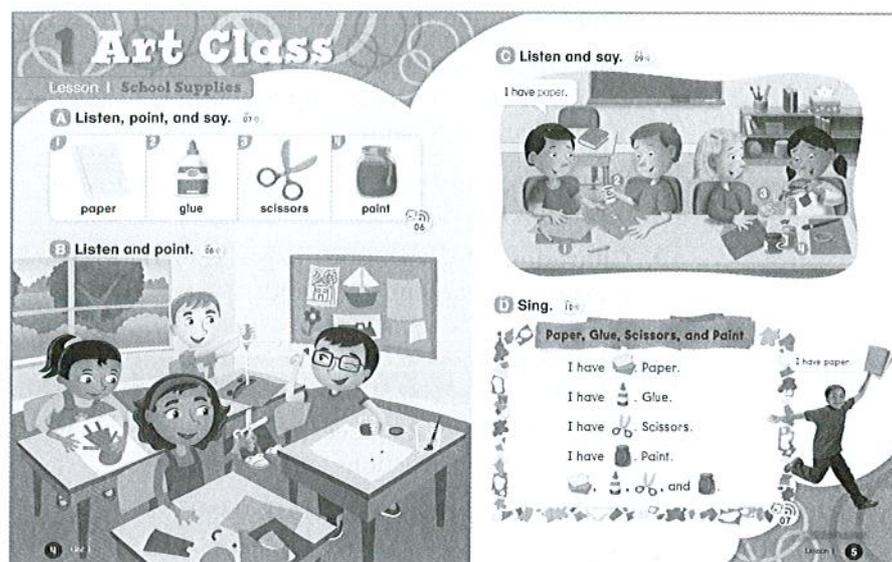
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 3: *Hello. I'm Kim*. Students create their own Everybody Up Expressions and then share them with the class.
- **Pop-Up** (Teacher's Book pages 22–25). Assign groups of students to pop-up when they hear one of the character's names.
- **Simon Says** (Teacher's Book pages 22–25). Play this using the classroom commands.
- **Charades** (Teacher's Book pages 22–25). Play this using classroom commands.

Extra Practice

- Workbook pages 2–3. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 03–05
- iTools
- Log in for  **Online Practice**

Unit 1 Art Class

Lesson 1 School Supplies



Student Book pages 4-5

Objectives

- Identifying classroom objects

Grammar

- Simple present statements (1st person)

I have paper.

Vocabulary

School supplies: paper, glue, scissors, paint

Materials (optional)

Picture Cards 01-04, 05-08;

Class CD1 Tracks 07-10; school supply realia: paper, glue, scissors, paint

Student Book page 4

Warm Up

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

A Listen, point, and say.

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

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

CD 1
07

- paper
- glue
- scissors
- paint

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

B Listen and point.

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

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

CD 1
08

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

- Students practice the new vocabulary, using their books.

Student Book page 5

C Listen and say.

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

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

CD 1
09

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

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

D Sing.

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

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

CD 1
10

Paper, Glue, Scissors, and Paint

I have paper. Paper.

I have glue. Glue.

I have scissors. Scissors.

I have paint. Paint.

Paper, glue, scissors, and paint.

I have paper. Paper.

I have glue. Glue.

I have scissors. Scissors.

I have paint. Paint.

Paper, glue, scissors, and paint.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 5: *I have paper*. Students create their own Everybody Up Expressions and then share them with the class.
- **Teacher's Mistake** (Teacher's Book pages 22–25). Point to school supplies on your desk and say to the class *I have (scissors)*. Students listen carefully and try to catch your "mistake."
- **Card Grab** (Teacher's Book pages 22–25) using Picture Cards 05–08. Students play in small groups. The first student to touch the card says *I have (paper)* and keeps the card.
- **Blindfold** (Teacher's Book pages 22–25). Model the activity with a pair of students. S1 is blindfolded. S2 hands S1 a school supplies item and S1 says *I have (glue)*. Distribute blindfolds and school supplies realia (or make sure students have their own items).

Extra Practice

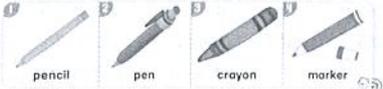
- Workbook pages 4–5. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Tracks 06–07
- iTools
- Log in for [Online Practice](#)

Unit 1 Art Class

Lesson 2 School Supplies

Lesson 2 School Supplies

A Listen, point, and say. 11



pencil pen crayon marker

B Listen, ask, and answer. 12



What do you have? I have a pencil.

C Sing. 13

What Do You Have?

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

D Ask your classmates. 14



What do you have? I have a pencil.

What do you have?

Student Book pages 6–7

Objectives

- Asking politely

Grammar

- Questions with *what*
What do you have?
- Simple present statements (1st person singular)
I have a (pen).

Vocabulary

School supplies: pencil, pen, crayon, marker

Materials

Picture Cards: 05–12; Class CD1 Tracks 11–13; school supply realia

Student Book page 6

Warm up

1. Greet the class. Students circulate and greet each other, saying *Hi* and *Hello*.
2. Elicit the Everybody Up Expression from Unit 1, Lesson 1: *I have paper*. Students can practice the expression with their classmates, using their own school supplies.
3. Review Unit 1, Lesson 1 language by playing **Card Grab** (Teacher's Book pages 22–25) using Picture Cards 05–08. Students play in small groups. The first student to touch the card says *I have (paper)* and keeps the card.

CD 1
11

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

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

B Listen, ask, and answer.

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

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

CD 1
12

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

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

Student Book page 7

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

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

CD 1
13**What Do You Have?**

What do you have? What do you have?

I have a crayon.

What do you have? What do you have?

I have a marker.

What do you have? What do you have?

I have a pencil.

What do you have? What do you have?

I have a pen.

I have a crayon, a marker, a pencil, a pen.

I have a crayon, a marker, a pencil, a pen.

What do YOU have?

What do you have? What do you have?

I have a crayon.

What do you have? What do you have?

I have a marker.

What do you have? What do you have?

I have a pencil.

What do you have? What do you have?

I have a pen.

I have a crayon, a marker, a pencil, a pen.

I have a crayon, a marker, a pencil, a pen.

What do YOU have?

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

D Ask your classmates.

Student pairs look around the classroom and practice making sentences using the language pattern in the speech bubbles: *What do you have? I have a pencil.* Encourage students to use all the language in this lesson, as well as previously learned language.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 7: *What do you have?* Students draw a school supply item from Unit 1, Lesson 1 or 2 and then circulate. Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- **Memory** (Teacher's Book pages 22–25). For each group of 4 to 6 students, prepare two sets of picture cards of Lesson 2 vocabulary (05–08). You may also use Lesson 1 vocabulary. Players look for pairs of cards.
- **Toss and Tell** (Teacher's Book pages 22–25). Students stand in a circle and toss (or hand around) a piece of school supplies realia, asking *What do you have?* and answering *I have a (crayon)*. Change the realia after a round.
- **BINGO** (Teacher's Book pages 22–25). Students arrange 8 picture cards in a 3x3 grid with an extra space that is "free." To check which cards were turned over, students use the statement *I have a (pencil)*.

Extra Practice

- Workbook pages 6–7. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 08–09
- iTools
- Log in for  **Online Practice**

Unit 1 Art Class

Lesson 3 Story

Lesson 3 Story

A Look and listen. Read along.

What's Your Name?

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

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

What's your name? I'm Danny.

I'm Mike. What's your name?

Be friendly.

B Sing.

What's Your Name?

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

C Ask and answer.

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

Hi. What's your name?

Student Book pages 8–9

Objectives

- Building reading and listening skills

Conversation

- Asking someone's name

Hi. What's your name?

I'm (Emma).

Value

Be friendly.

Materials

Picture Cards 05–12; CD1 Tracks 14–16;
paper and drawing supplies

Student Book page 8

Warm up

1. Greet the class. Say *Hi! I'm (Ms. Jones)*. Elicit *Hi! I'm (Kim)*.
2. Play **Down the Line** (Teacher's Book page 24) to review Lesson 1 and 2 language. Play as a class, or in groups using picture cards or school supply realia. For a challenge question, choose a picture card and ask *What do you have?* The student answers *I have (paper)*.
3. Point to a student's school supply and elicit the Everybody Up Expression from Unit 1, Lesson 2: *What do you have?* Students can practice the expression with their classmates, using their own school supplies.

CD 1
14

What's Your Name?

Man: Hi. What's your name?

Emma: I'm Emma.

Man: Hi. What's your name?

Julie: I'm Julie.

Man: What's your name?

Mike: I'm Danny.

Mike: I'm Mike. What's your name?

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

A Look and listen. Read along.

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

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

Student Book page 9

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

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

CD 1
15**What's Your Name?**

What's your name?

What's your name?

What's your name?

What's your name?

I'm Emma.

What's your name?

What's your name?

What's your name?

What's your name?

I'm Julie.

What's your name?

What's your name?

What's your name?

What's your name?

I'm Danny.

What's your name?

What's your name?

What's your name?

What's your name?

I'm Mike.

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

C Ask and answer.

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

CD 1
16

Hi. What's your name?

I'm Jen.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 9: *Hi! What's your name?* Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- **Binoculars** (Teacher's Book pages 22–25). Students use their hands like binoculars and look around the classroom. When they make eye contact with another pair of binoculars they practice asking and answering:
Hi! What's your name? / I'm (Ken). What's your name? / I'm (Anna).
- **A New Story: Drawing** Students can draw a picture of themselves to illustrate the value *Be friendly*. Display the pictures in the classroom and practice asking and answering about names.
- **Bean Bag Toss** (Teacher's Book pages 22–25). Use pictures that students draw of themselves. A student tosses a bean bag aiming for one of the pictures. After the beanbag lands, the student asks *What's your name?* The student whose picture it landed on answers *I'm (Jen)*, then it's her turn to toss the bean bag.

Extra Practice

- Workbook pages 8–9. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 10
- Unit 1, Lesson 3 Worksheet, Teacher's Book page 114. See Teacher's Book page 112 for instructions.
- iTools
- Log in for  **Online Practice**

Unit 1 Art Class

Lesson 4 Phonics

Lesson 4 Phonics

A Say and sing. 17

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

B Listen, point, and say. 18

1. apple

2. baby

3. cat

4. dog

C Look and find. 19

D Make the letters Aa, Bb, Cc, and Dd. 20

1. Aa

2. Bb

3. Cc

4. Dd

A, apple

Student Book pages 10–11

Objectives

- Practicing the alphabet

Letters

- Aa, Bb, Cc, Dd

Vocabulary

apple, baby, cat, dog

Materials

Picture Cards 05–16; Class CD1 Tracks 17–18; four blank cards and drawing supplies for each student

Student Book page 10

Warm up

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

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

The alphabet. The alphabet. The alphabet.
The alphabet. The alphabet. The alphabet.

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

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

A Say and sing.

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

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

CD1
17

The Alphabet

A! B! C! D!

The alphabet. The alphabet. The alphabet.

The alphabet. The alphabet. The alphabet.

B Listen, point, and say.

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

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

CD1
18

1. A, a, apple

2. B, b, baby

3. C, c, cat

4. D, d, dog

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

Student Book page 11

C Look and find.



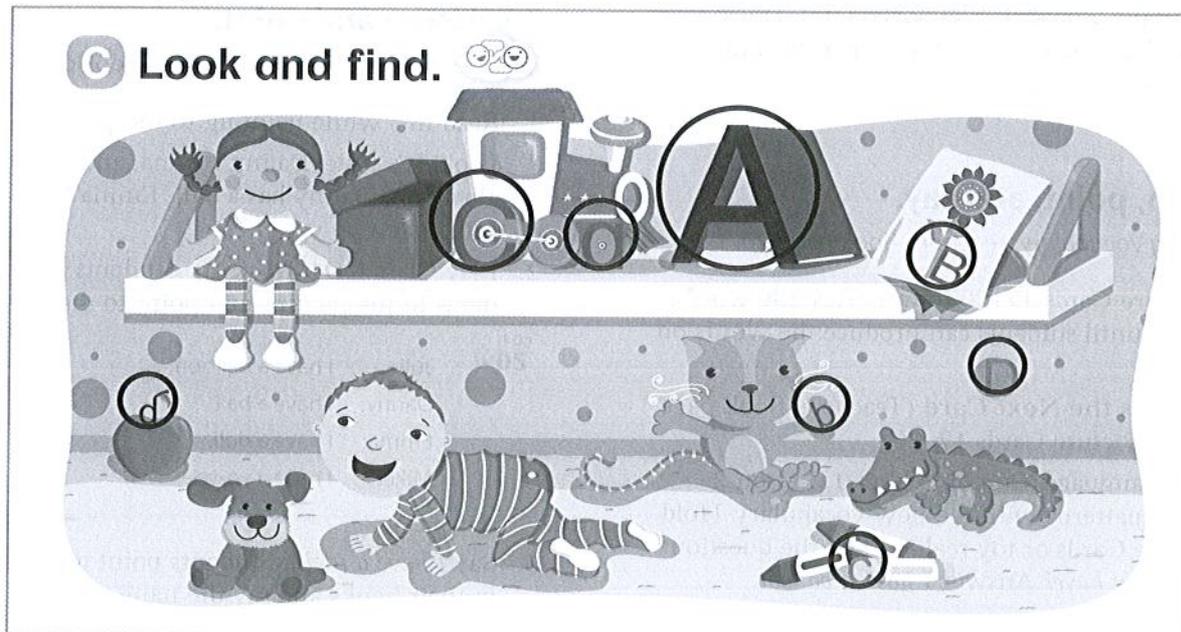
- Point to a new word picture on page 10 or show a Picture Card and say the name. Students find and point to the new word picture on page 11. Encourage students to find previously learned language in the picture, as well: *crayon(s)*.
- Point to a letter in your book or show a picture card and say the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

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



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

Student Book page 11



Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 11: *A, apple*. Distribute paper and drawing supplies. Students draw a picture of a new word and write the letter. Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- Everybody Up! Everybody Down!** (Teacher's Book pages 22–25). The class stands when you say one of the assigned new letters. You can assign different letters to different groups of students.
- Fruit Salad** (Teacher's Book pages 22–25), using Picture Cards 13–16 and 05–12.
- Picture Pieces** (Teacher's Book pages 22–25). Draw the new vocabulary or letters on the board for students to guess before you finish drawing.

Extra Practice

- Workbook pages 10–11. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 11
- Unit 1, Lesson 4 Worksheet, Teacher's Book page 115. See Teacher's Book page 112 for instructions.
- Unit 1 Test, Teacher's Book pages 132–133. See Teacher's Book page 130 for instructions and page 156 for answer key. **Test Center**
- iTools
- Log in for **Online Practice**

Unit 2 Let's Play

Lesson 1 Toys



Student Book pages 12-13

Objectives

- Identifying objects (singular)

Grammar

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

It's a (balloon).

Vocabulary

Toys: balloon, ball, doll, yo-yo

Materials

Picture Cards 05-12, 17-20; Class CD1
Tracks 19-22; toy realia

Student Book page 12

Warm up

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

A Listen, point, and say.

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

- Use Picture Cards 17-20 to introduce toy words. Continue until students can produce the words on their own.
- Play **Guess the Next Card** (Teacher's Book page 23) using Picture Cards 17-20.
- Link the language. Combine Unit 1, Lesson 2 grammar patterns with the new vocabulary. Hold up Picture Cards or toy realia. Elicit the question *What do you have?* Answer *I have a balloon*.

- Play Class CD1 Track 19. Students listen, point, and say along with the CD.

CD 1
19

- balloon
- ball
- doll
- yo-yo

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

B Listen and point.

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

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

CD 1
20

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

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

Student Book page 13

C Listen and say.

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

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

- CD 1
21
1. It's a balloon.
 2. It's a ball.
 3. It's a doll.
 4. It's a yo-yo.

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

D Sing.

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

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

- CD 1
22
- I have a Ball.**
I have a ball. I have a ball.
It's a ball, ball, ball.
I have a ball.
I have a yo-yo. I have a yo-yo.
It's a yo-yo, yo-yo, yo-yo.
I have a yo-yo.
I have a doll. I have a doll.
It's a doll, doll, doll.
I have a doll.
I have a balloon. I have a balloon.
It's a balloon, balloon, balloon.
I have a balloon.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 13: *It's a yo-yo*. Distribute paper and drawing supplies. Students draw a toy item and share their drawings with their classmates. Students practice saying their own Everybody Up Expressions with their classmates. Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- **Telephone** (Teacher's Book pages 22–25). Students stand in one line. Whisper a different sentence at each end: *It's a (ball)* and *I have a (doll)*.
- **Down the Line** (Teacher's Book pages 22–25). Use Picture Cards 05–08, 09–12, and 17–20. Students say *It's a (doll)*. For a challenge question, show or hand the student a toy or school supply and ask *What do you have?*
- **Picture Pieces** (Teacher's Book pages 22–25). Play in small groups. Students say *It's a (balloon)* to try to guess what S1 is drawing before S1 finishes.

Extra Practice

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

Unit 2 Let's Play

Lesson 2 Toys

Lesson 2 Toys

A Listen, point, and say. *is*

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

B Listen, ask, and answer. *is*

What is it? It's a train.

C Sing. *is*

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

D Draw. Ask your classmates. *is*

What is it? It's a jet.

What is it?

Student Book Pages 14–15

Objectives

- Asking about objects

Grammar

- Information questions with *what*

What is it?

It's a (train).

Vocabulary

Toys: train, boat, jet, car

Materials

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

Student Book page 14

Warm up

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

A Listen, point, and say.

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

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

CD1
23

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

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

B Listen, ask, and answer.

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

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

CD1
24

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

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

Student Book page 15

C Sing.

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

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

CD 1
25

What Is It?

What is it? What is it? What is it?

What is it? What is it? What is it?

What is it? What is it? What is it?

It's a boat.

What is it? What is it? What is it?

What is it? What is it? What is it?

What is it? What is it? What is it?

It's a train.

What is it? What is it? What is it?

What is it? What is it? What is it?

What is it? What is it? What is it?

It's a jet.

What is it? What is it? What is it?

What is it? What is it? What is it?

What is it? What is it? What is it?

It's a car.

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

D Draw. Ask your classmates.



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

Games and Activities

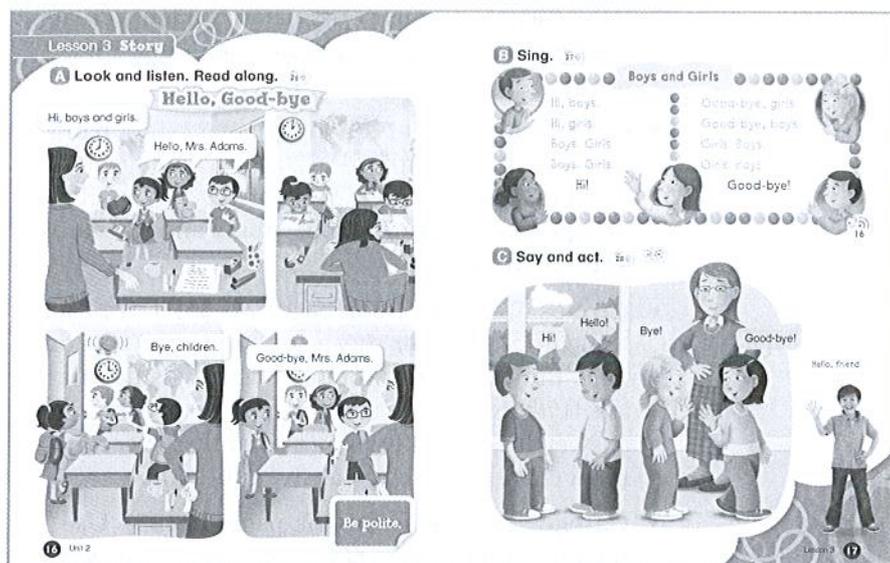
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 15: *What is it?* Students use their own toy drawings and share them with their classmates. Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- **Card Grab** (Teacher's Book pages 22–25) using Picture Cards for toys: 17–20, 21–24 and school supplies: 05–08, 09–12. Students play in small groups. Give a set of school supply and toy cards to each group.
- **Circles** (Teacher's Book pages 22–25). Give each student in the inner ring a toy or picture of a toy. Each time the circles rotate, inner-ring students ask *What is it?* and their outer-ring partners answer *It's a (jet)*. Switch roles so that everyone has a chance to ask and answer questions.
- **Categories** (Teacher's Book pages 22–25). Use the categories Toys (*balloon, ball, doll, yo-yo, boat, jet, car, train*) and School Supplies (*paper, glue, scissors, paint, pen, pencil, crayon, marker*).

Extra Practice

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

Unit 2 Let's Play

Lesson 3 Story



Student Book pages 16-17

Objectives

- Building reading and listening skills

Conversation

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

Value

Be polite.

Materials

Picture Cards 05-12 and 17-24;
Class CD1 Tracks 26-28

Student Book page 16

Warm up

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

2. Play Class CD1 Track 26. Students listen, point, and read along with the CD.

CD 1
26

Hello, Good-bye.

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

3. Read the story aloud with the students. Explain *Danny is a boy. Mike is a boy. Danny and Mike are boys. Emma is a girl and Julie is a girl. Emma and Julie are girls.* Then direct students' attention to the value *Be polite* and play the track again. Students listen and read along.

A Look and listen. Read along.

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

1. Students look at the art and name the characters and objects they see. Direct students' attention to the clock and bell in the art to indicate the passage of time.

Student Book page 17

B Sing.

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

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

CD1
27

Boys and Girls

Hi, boys. Hi, girls.

Hi, boys. Hi, girls.

Boys. Girls, Boys, Girls.

Boys. Girls, Boys, Girls.

Hi!

Good-bye, girls. Good-bye, boys

Good-bye, girls. Good-bye, boys

Girls. Boys. Girls. Boys.

Girls. Boys. Girls. Boys.

Good-bye!

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

C Say and act.



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

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

CD1
28

Hi!

Hello!

Bye!

Good-bye!

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 17: *Hello, friend*. Point to a pair of friends in the classroom to explain the word *friend*. Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- Divide the class into two groups. Group 1 will read the first panel of the story. Group 2 will read the last panel. Take the part of the teacher yourself. The class reads the story aloud, then switches roles.
- **Pop-Up** (Teacher's Book pages 22–25). Divide the class into boys and girls. When you say a greeting, *Hi/Hello, boys/girls* or *Bye/Good-bye, boys/girls*, the correct group has to stand and greet you with the appropriate response.
- **Toss and Tell** (Teacher's Book pages 22–25). A student says a greeting and tosses a beanbag or ball to the next student, who responds with the appropriate greeting. Review possible exchanges before starting:

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

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

Extra Practice

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

Unit 2 Let's Play

Lesson 4 Phonics

Lesson 4 Phonics

A Say and sing.

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

B Listen, point, and say.

1.  egg

2.  friend

3.  girl

C Look and find.

D Make the letters Ee, Ff, and Gg.

1.  Ee

2.  Ff

3.  Gg



Student Book pages 18–19

Objectives

- Practicing the alphabet

Letters

- Ee, Ff, Gg

Vocabulary

egg, friend, girl

Materials

Picture Cards 13–15 and 25–27; Class CD1 Tracks 27, 29–30; three blank cards and drawing supplies for each student

Student Book page 18

Warm up

1. Greet the class *Hi, boys and girls*. Elicit the response: *Hello, (Ms. Jones)*.
2. Sing **Boys and Girls** (Class CD1 Track 27). Divide the class into boys and girls. Boys and girls stand up during their part of the song.
3. Play **Buzzers** (Teacher's Book pages 22–25). Review Picture Cards 17–20 and 21–24 and elicit the toy names. Divide the class into two teams. Shuffle the cards, show one and ask *What is it?* Students raise their hands as fast as they can to answer *It's a (boat)*. If the answer is incorrect, the other team can guess.

A Say and sing.

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

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

CD 1
29

The Alphabet

E! F! G!

The alphabet. The alphabet. The alphabet.

The alphabet. The alphabet. The alphabet.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P,

Q, R, S, T, U, V, W, X, Y, Z

The alphabet. The alphabet. The alphabet.

The alphabet. The alphabet. The alphabet.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P,

Q, R, S, T, U, V, W, X, Y, Z

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

B Listen, point, and say.

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

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

CD 1
30

1. E, e, egg

2. F, f, friend

3. G, g, girl

Review 1

Review 1

A Listen. Then say the words. 31

1. 2. 3. 4.
5. 6. 7. 8.

B Listen. Then number. 32

C Play the game. 33

What is it? It's a yo-yo.
It's paint.

Start Finish

Review 1 21

Student Book pages 20–21

Review Language

- Units 1 and 2 grammar and vocabulary

Materials

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

Student Book page 20

Warm up

1. Greet the class and sing **The Alphabet** (Class CD1 Track 29) with students.
2. Play **Categories** (Teacher's Book pages 22–25) to review vocabulary from Units 1 and 2. Use the categories School Supplies and Toys.
3. Review the alphabet words and letters. Show a picture card (25–27) and elicit the correct word and letter.

A Listen. Then say the words.

See *Teaching 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. Play Class CD1 Track 31. Students listen and say along with the CD.

CD 1
31

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

3. Students practice saying the words on their own, using their books.
4. To review vocabulary, students play **Beanbag Toss** (Teacher's Book page 22), using Picture Cards 01–27 for Units 1 and 2.

B Listen. Then number.

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

CD 1
32

1. What do you have?
I have a marker.
 2. Hi, what's your name?
I'm Tim.
 3. What is it?
It's a doll.
 4. Hello, boys and girls.
Hello, Miss Parker.
3. Play the CD again. Students write the number of each conversation in the box.
 4. Check the students' answers.

Answer Key

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

Student Book page 21

C Play the game.

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

Answer Key

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

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

Games and Activities

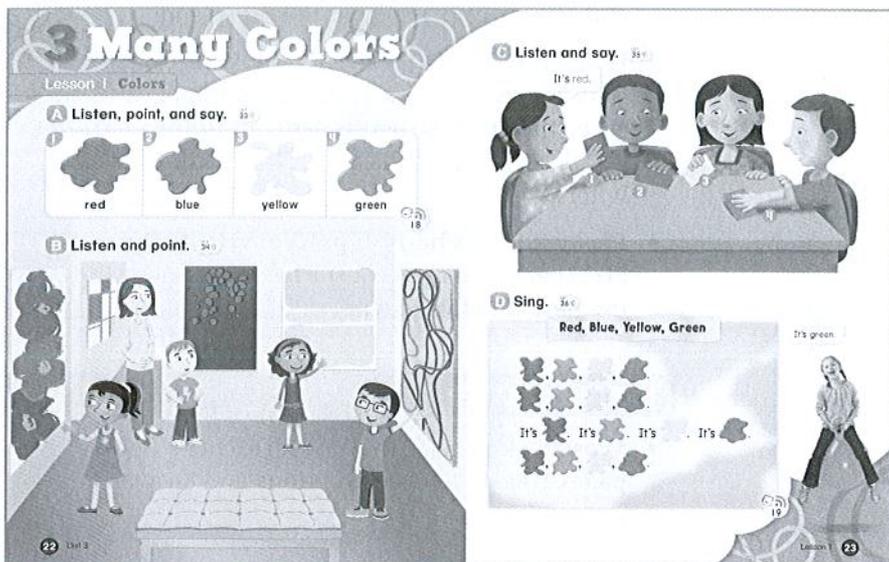
- **Review: Telephone** (Teacher's Book pages 22–25) using language from Units 1 and 2. For example, whisper *I have a (balloon)* at one end of the line, and *What's your name?* at the other end.
- **Phonics: BINGO** (Teacher's Book pages 22–25) with the new letters. Hand out 9 blank cards to each student. Instruct students to write a letter (*a, b, c, d, e, f, g*) on each card. (They can repeat two letters.)
- **Phonics: Everybody Up! Everybody Down!** (Teacher's Book page 23) Play the game using the new phonics letters.

Extra Practice

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

Unit 3 Many Colors

Lesson 1 Colors



Student Book pages 22–23

Objectives

- Identifying colors

Grammar

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

It's red.

Vocabulary

Colors: red, blue, yellow, green

Materials

Picture Cards 17–24, 28–31; Class CD1 Tracks 33–36; school supply and toy realia

Student Book page 22

Warm up

1. Greet the class. Then greet individual students by name. Students greet their classmates.
2. Review the toy vocabulary using Picture Cards 17–24. Students in small groups. Students take turns choosing a card and saying a sentence: *I have a (boat).*
3. Play **Find** (Teacher's Book pages 22–25) with school supplies. Look around the classroom. Say: *It's a school supply. It's a pen.* Students touch or point to the object.

A Listen, point, and say.

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

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

CD 1
33

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

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

B Listen and point.

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

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

CD 1
34

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

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

Student Book page 23

C Listen and say.

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

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

CD1
35

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

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

D Sing.

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

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

CD1
36

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

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

Games and Activities

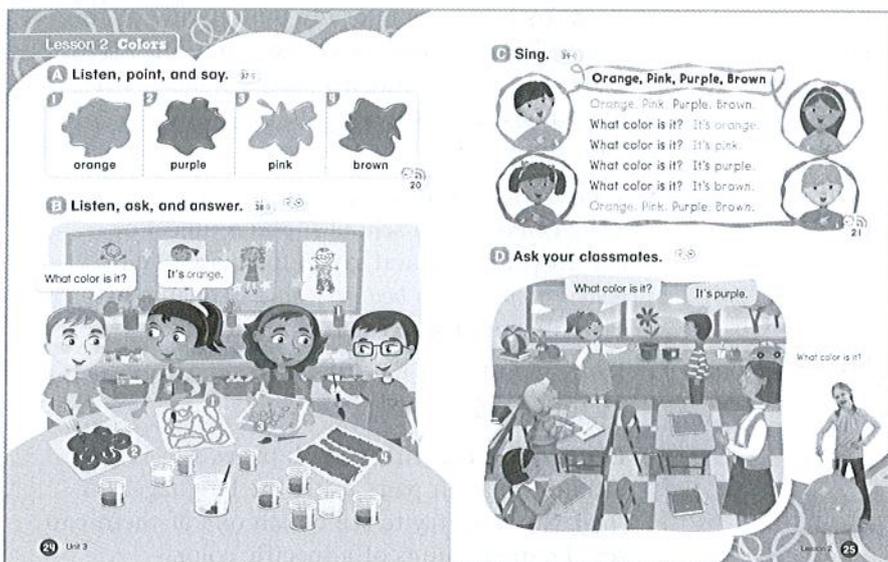
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 23: *It's green.* Distribute paper and drawing supplies. Students draw a school supply or toy item in one of the new colors and then share their drawings with their classmates. Students practice their own Everybody Up Expression to talk about their drawings.
- **Two Truths and a Lie** (Teacher's Book pages 22–25). Point to a school supplies object or toy on your desk and say to the class: *It's a school supply. It's a boat. It's blue.* Students listen carefully and try to catch your "mistake."
- **Fruit Salad** (Teacher's Book pages 22–25) using Picture Cards 17–24, 28–31.
- **Binoculars** (Teacher's Book pages 22–25). Students play in pairs using the language: *It's (red).* Students try to see which one of them can see the most things of a specific color.

Extra Practice

- Workbook pages 22–23. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Tracks 18–19
- iTools
- Log in for  [Online Practice](#)

Unit 3 Many Colors

Lesson 2 Colors



Student Book pages 24–25

Objectives

- Answering questions about colors

Grammar

- Information question with *what*

What color is it?

It's (orange).

Vocabulary

Colors: orange, purple, pink, brown

Materials

Picture Cards 28–31 and 32–35; Class CD1 Tracks 37–39; school supply and toy realia

Student Book page 24

Warm up

1. Greet the class. Students circulate and greet each other, saying *Hi* and *Hello*.
2. Elicit the Everybody Up Expression from Unit 3, Lesson 1: *It's green*. Students can practice the expression with their classmates, using objects around them.
3. Review Unit 3, Lesson 1 language by playing **Buzzers** (Teacher's Book pages 22–25) using Picture Cards 28–31 and any objects in the Unit 3 colors.

A Listen, point, and say.

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

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

CD 1
37

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

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

B Listen, ask, and answer.

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

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

CD 1
38

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

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

Student Book page 25

C Sing.

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

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

CD 1
39

Orange, Pink, Purple, Brown

Orange. Pink. Purple. Brown.

What color is it?

It's orange.

What color is it?

It's pink.

What color is it?

It's purple.

What color is it?

It's brown.

Orange. Pink. Purple. Brown.

Orange. Pink. Purple. Brown.

What color is it?

It's orange.

What color is it?

It's pink.

What color is it?

It's purple.

What color is it?

It's brown.

Orange. Pink. Purple. Brown.

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

D Ask your classmates.



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

Games and Activities

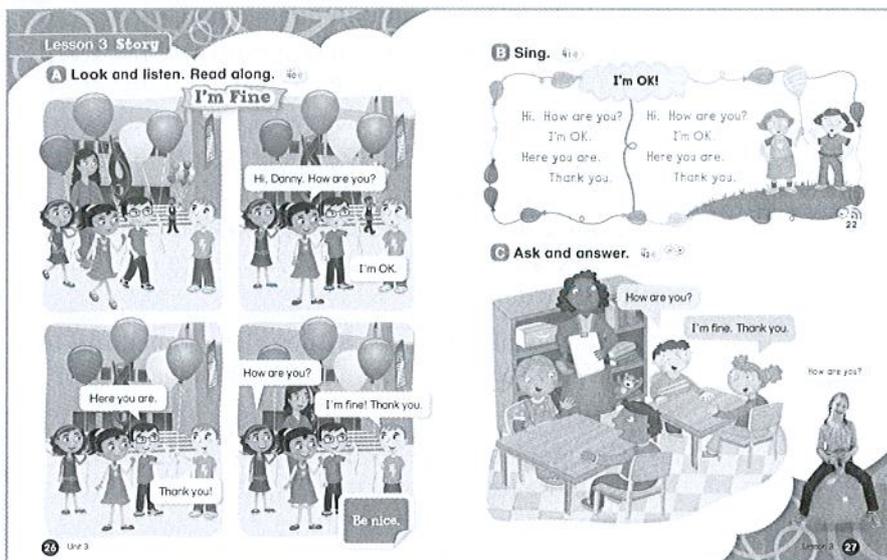
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 25: *What color is it?* Students draw a toy or school supplies item from Unit 1 or Unit 2 in one of the Unit 3 colors. Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- **Toss and Tell** (Teacher's Book pages 22–25). Students stand in a circle and toss (or hand around) a piece of realia, asking *What color is it?* and answering *It's (purple).* Change the realia after a round.
- Students play in pairs. S1 describes something in the classroom by color and S2 says what it is or points to it.
- **Categories** (Teacher's Book pages 22–25). Play with the categories: school supplies, toys, and colors.

Extra Practice

- Workbook pages 24–25. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 20–21
- iTools
- Log in for  **Online Practice**

Unit 3 Many Colors

Lesson 3 Story



Student Book pages 26–27

Objectives

- Building reading and listening skills

Conversation

- Asking how someone is

How are you?

- Telling how you are

I'm fine.

Value

Be nice.

Materials

Picture Cards 28–35; Class CD1 Tracks 40–42; school supply realia; separate pictures that illustrate the story on 26 (for students to assemble in order)

Student Book page 26

Warm up

1. Greet the class. Greet individual students by name. Students practice greetings with a classmate.
2. Play **Card Grab** (Teacher's Book pages 22–25) to review Lesson 1 and 2 language. Play as a class, or in groups using picture cards or colored realia. For a challenge question, choose a picture card and ask *What is it?* The student answers *It's a (marker)*.
3. Point to a student's school supply and elicit the **Everybody Up Expression** from Unit 3, Lesson 2: *What color is it?* Students can practice the expression with their classmates, using their own school supplies.

CD 1
40

I'm Fine.

Julie: Hi, Danny. How are you?

Danny: I'm OK.

Mike: Here you are.

Danny: Thank you!

Emma: How are you?

Danny: I'm fine. Thank you.

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

A Look and listen. Read along.

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

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

Student Book page 27

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

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

CD 1
41

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

3. Students sing the song again.

C Ask and answer.

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

CD 1
42

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 27: *How are you?* Students circulate and practice asking and answering.
- **Down the Line** (Teacher's Book pages 22–25). Play as a race. Students form two lines. Give each line a school supply item. S1 says *Here you are*. S2 says *Thank you* and turns to the next student to say *Here you are*. The first line finished wins.
- **Order the Pictures** (Teacher's Book pages 22–25). Groups assemble the individual pictures of the story as you read it.
- **A New Story** (Teacher's Book pages 22–25). Students act out the story on page 26 using their own names. Students can substitute a school supply item for the balloon.

Title

- Workbook pages 26–27. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 22
- Unit 3, Lesson 3 Worksheet, Teacher's Book page 118. See Teacher's Book page 112 for instructions.
- iTools
- Log in for  **Online Practice**

Unit 3 Many Colors

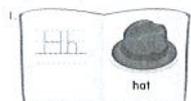
Lesson 4 Phonics

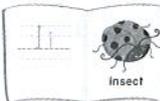
Lesson 4 Phonics

A Say and sing.

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

B Listen, point, and say.

1.  hat

2.  insect

3.  jam

C Look and find.



D Make the letters Hh, Ii, and Jj.

1.  Hh

2.  Ii

3.  Jj



Student Book pages 28–29

Objectives

- Practicing the alphabet

Letters

- Hh, Ii, Jj

Vocabulary

hat, insect, jam

Materials

Picture Cards 36–38; Class CD1 Tracks 43–44; blank cards and drawing supplies for each student; sets of alphabet letter cards or scraps of paper with letters written on them

Student Book page 28

Warm up

1. Greet individual students: *Hi! How are you?*
Elicit the response *Hi! I'm OK./I'm fine.*
Students practice with their classmates.
2. Review Unit 1 and 2 language patterns and vocabulary. Point to objects in the classroom and ask students *What color is it?* Elicit the answer *It's pink.*
3. **Buzzers** (Teacher's Book pages 22–25). Say a letter and elicit the alphabet word.

H, I, J, K,
L, M, N, O, P,
Q, R, S,
T, U, V,
W, X, Y, Z

The alphabet. The alphabet. The alphabet.
The alphabet. The alphabet. The alphabet.

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

A Say and sing.

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

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

CD 1
43

The Alphabet

Hi!! J!

The alphabet. The alphabet. The alphabet.

The alphabet. The alphabet. The alphabet.

A, B, C, D, E, F, G,

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

B Listen, point, and say.

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

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

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

CD 1
44

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

Student Book page 29

C Look and find.



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

D Make the letters Hh, Ii, and Jj.



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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 29: *H, h, hat*. Distribute paper and drawing supplies. Students draw a picture of a new word and write the letter. Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- **Charades** (Teacher's Book pages 22–25). Students play in small groups to guess the letters they make with their hands or body.
- **Order the Pictures (Letters)** (Teacher's Book pages 22–25). Create sets of alphabet letters on paper. Groups of students put the alphabet letters in order.
- **Station Stop** (Teacher's Book pages 22–25). Practice colors and alphabet letters and words.

Extra Practice

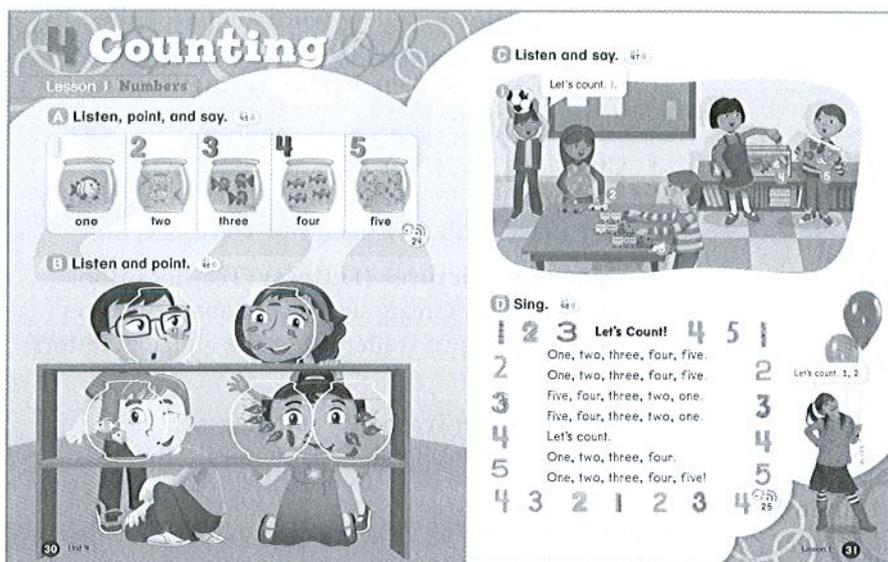
- Workbook pages 28–29. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 23
- Unit 3, Lesson 4 Worksheet, Teacher's Book page 119. See Teacher's Book page 112 for instructions.
- Unit 3 Test, Teacher's Book pages 136–137. See Teacher's Book page 130 for instructions and pages 156–158 for answer key. **Test Center**
- iTools
- Log in for **Online Practice**

Student Book page 29



Unit 4 Counting

Lesson 1 Numbers



Student Book Pages 30-31

Objectives

- Identifying numbers and counting objects (1-5)

Grammar

- Contraction

Let's = Let us

Vocabulary

Numbers: one, two, three, four, five

Materials

Picture Cards 39-43; Class CD1 Tracks 45-48; paper and drawing supplies; paper clips

Student Book page 30

Warm up

- Review introductions. Approach a student and say *Hello. How are you?* Elicit the response *I'm fine, thank you.* How are you? Students introduce themselves to their classmates.
- Review the Unit 3 Lesson 1 vocabulary and grammar pattern. Point to a classroom object and ask students *What color is it?* Elicit the response *It's brown.* Students ask their classmates about their school supplies and things they can see in the room.
- Play **Teacher's Mistake** (Teacher's Book pages 22-25) using school supplies and toys in the classroom.

A Listen, point, and say.

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

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

CD 1
45

- one
- two
- three
- four
- five

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

B Listen and point.

See *Using the Big Picture*, Teacher's Book pages 20-21.

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

CD 1
46

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

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

Student Book page 31

C Listen and say.See *Teaching Grammar*, Teacher's Book page 20.

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

CD 1
47**Let's count. One.**

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

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

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

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

CD 1
48**Let's Count!**

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

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

Games and Activities

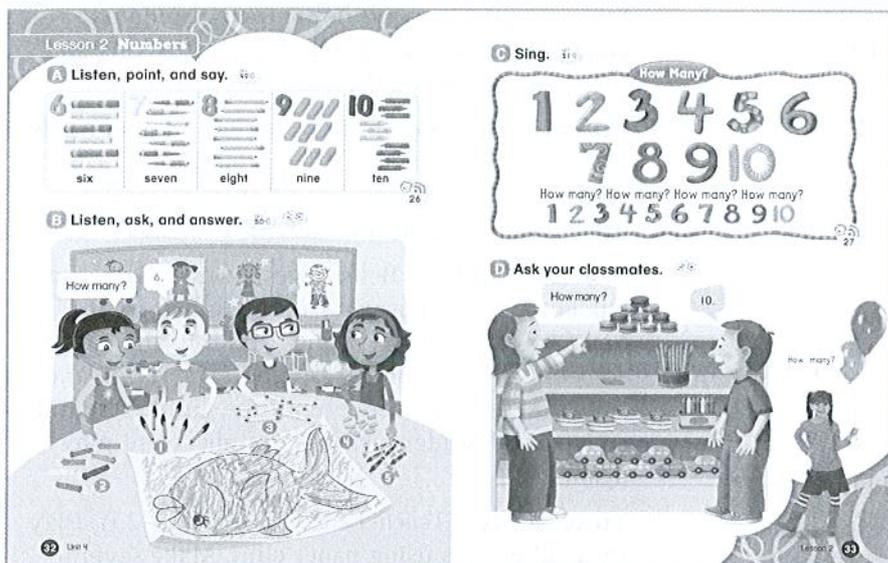
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 31: *Let's count. 1. 2.* Distribute paper and drawing supplies. Students draw 1–5 of the same toy. Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- Put students in groups of 5. Assign numbers 1–5 to each of the students. When you say *Let's count*, students in each group line up in numerical order. Groups then count down their line.
- **Rollers** (Teacher's Book pages 22–25). Give each student a piece of paper with a number on it. Say *Let's count*. S1 says "one" and rolls the ball to someone whose number is 2. S2 says, "two" and rolls the ball to someone with the number 3, and so on. Have students change numbers and play again.
- **How Many?** (Teacher's Book pages 22–25). Play in small groups using paper clips. Make several small piles for 1–5 each.

Extra Practice

- Workbook pages 30–31. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 24–25
- iTools
- Log in for  [Online Practice](#)

Unit 4 Counting

Lesson 2 Numbers



Student Book pages 32–33

Objectives

- Identifying numbers and counting objects (toys)

Grammar

- Information question with *how*

How many?

6

Vocabulary

Numbers: six, seven, eight, nine, ten

Materials

Picture Cards 39–48; Class CD1 Tracks 49–51; school supplies in groups of 1–10; paper and drawing supplies

Student Book page 32

Warm up

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

A Listen, point, and say.

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

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

CD 1
49

- six
- seven
- eight
- nine
- ten

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

B Listen, ask, and answer.

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

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

CD 1
50

- Julie: How many?
Danny: 6
- Danny: How many?
Julie: 7
- Emma: How many?
Mike: 8
- Mike: How many?
Emma: 9
- Mike: How many?
Emma: 10

- Student pairs practice the questions and answers

using their books.

Student Book page 33

C Sing.

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

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

CD 1
51

How Many?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

How many? How many?

How many? How many?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

How many? How many?

How many? How many?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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

D Ask your classmates.



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

Games and Activities

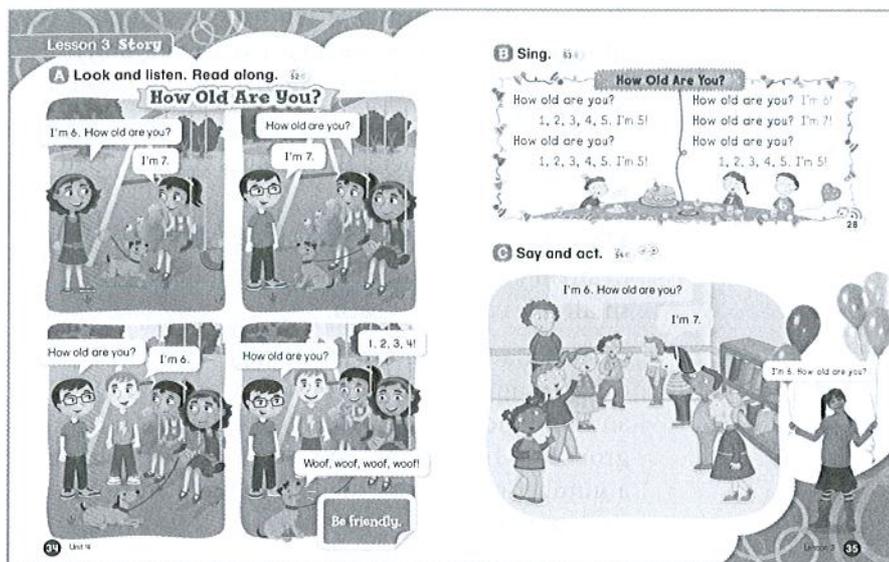
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 33: *How many?* Distribute paper and drawing supplies. Students draw a group of ten toys or school supplies. Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- **Card Grab** (Teacher's Book pages 22–25). Use Picture Cards 39–48.
- **How Many?** (Teacher's Book pages 22–25). Play in small groups using paper clips. Make several small piles for 1–10 each.
- **Fruit Salad** (Teacher's Book pages 22–25). Use cards of numbers 1–10 (Picture Cards 39–48) and the students' Everybody Up pictures for groups of 1–10 items. Pairs are made by pairing a number card with a student-made picture for that number.

Extra Practice

- Workbook pages 32–33. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 26–27
- iTools
- Log in for  **Online Practice**

Unit 4 Counting

Lesson 3 Story



Student Book pages 34–35

Objectives

- Building reading and listening skills

Conversation

- Asking and telling age

How old are you?

I'm 6.

Value

Be friendly.

Materials

Picture Cards 17–24; Class CD1 Tracks 52–54; realia of groups of toys and school supplies

Student Book page 34

Warm up

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

A Look and listen. Read along.

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

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

CD 1
52

How Old Are You?

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

Julie: I'm 7.

Julie: How old are you?

Mike: I'm 7.

Mike: How old are you?

Danny: I'm 6.

Mike: How old are you?

Dog: Woof! Woof! Woof! Woof!

Emma: 1, 2, 3, 4!

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

Student Book page 35

B Sing.

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

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

CD 1
53

How Old Are You?

How old are you? How old are you?

1, 2, 3, 4, 5. I'm 5!

How old are you? How old are you?

1, 2, 3, 4, 5. I'm 5!

How old are you?

I'm 6!

How old are you?

I'm 7!

How old are you? How old are you?

1, 2, 3, 4, 5. I'm 5!

How old are you? How old are you?

1, 2, 3, 4, 5. I'm 5!

How old are you? How old are you?

1, 2, 3, 4, 5. I'm 5!

How old are you?

I'm 6!

How old are you?

I'm 7!

How old are you? How old are you?

1, 2, 3, 4, 5. I'm 5!

4. Put the class in 3 groups: 5, 6, 7. Divide the song into parts for each group. Groups of students sing the song again and pop-up when it's their turn to sing. Switch roles so groups sing each part.

C Say and act.



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

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

CD 1
54

I'm 6. How old are you?

I'm 7.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 35: *I'm 6. How old are you?* Students circulate to ask and answer with students they haven't spoken to before.
- **Toss and Tell** (Teacher's Book pages 22–25). A student asks *How old are you?* and tosses a beanbag or ball to the next student, who answers before asking another student and tossing the ball.
- **A New Story** (Teacher's Book pages 22–25). Students act out the story on page 34 using their own ages. Students can play the part of a dog (*woof*) or cat (*meow*).
- **Buzzers** (Teacher's Book pages 22–25). Play in two teams. Review questions *What do you have?* *What is it?* *What color is it?* and *How many?* using classroom objects.

Extra Practice

- Workbook pages 34–35. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 28
- Unit 4, Lesson 3 Worksheet, Teacher's Book page 120. See Teacher's Book page 112 for instructions.
- iTools
- Log in for **Online Practice**

Unit 4 Counting

Lesson 4 Phonics

Lesson 4 Phonics

A Say and sing. 55

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

B Listen, point, and say. 56

1.  kite

2.  lion

3.  man

C Look and find. 56



D Make the letters Kk, Ll, and Mm. 57

1.  2.  3. 



Student Book pages 36–37

Objectives

- Practicing the alphabet

Letters

- Kk, Ll, Mm

Vocabulary

- kite, lion, man

Materials

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

Student Book page 36

Warm up

1. Greet the class. Ask individual students *How are you?* Elicit the answer *I'm fine*. Students circulate and practice greetings.
2. Play **Circles** (Teacher's Book pages 22–25). Students in the inner-circle ask *How old are you?* The outer-circle students answer and then ask the question back.
3. Review the alphabet and vocabulary words, in order, from A–J using Picture Cards 13–16, 25–27, and 36–38. Elicit the letter names and phonics words.

A Say and sing.

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

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

CD 1
55

The Alphabet

K! L! M!

The alphabet. The alphabet. The alphabet.

The alphabet. The alphabet. The alphabet.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P,

Q, R, S, T, U, V, W, X, Y, Z

The alphabet. The alphabet. The alphabet.

The alphabet. The alphabet. The alphabet.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P,

Q, R, S, T, U, V, W, X, Y, Z

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

B Listen, point, and say.

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

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

CD 1
56

1. K, k, kite

2. L, l, lion

3. M, m, man

Student Book page 37

C Look and find.

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

D Make the letters Kk, Ll, and Mm.

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

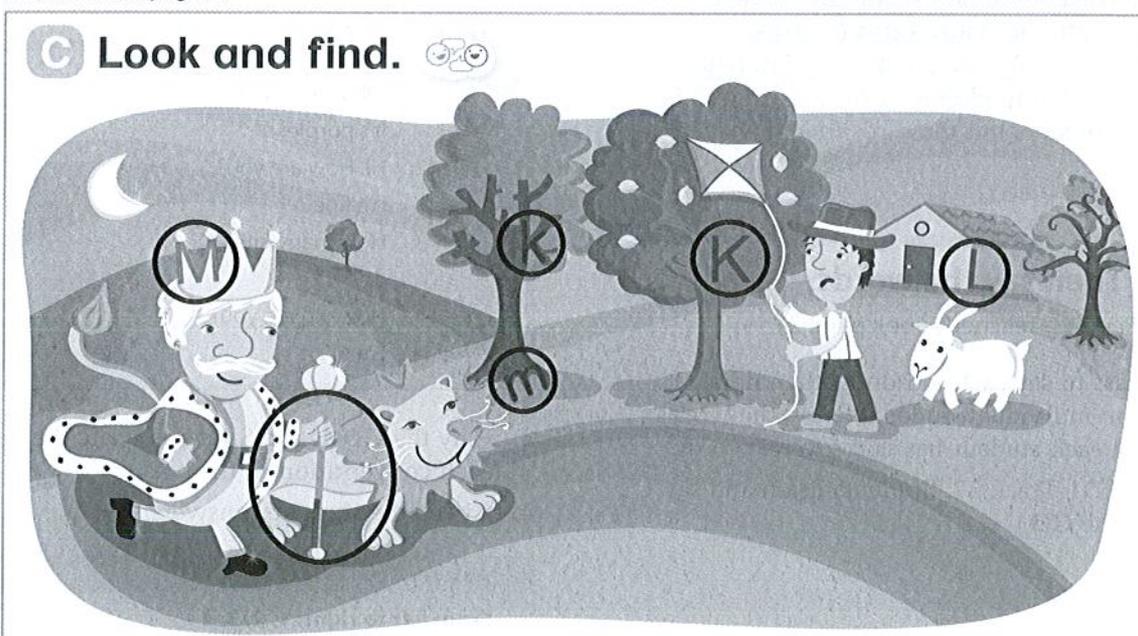
Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 37: *K, k, kite*. Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- **Freeze** (Teacher's Book pages 22–25). Students arrange their hands or bodies into the letter shapes you say.
- **What's Missing?** (Teacher's Book pages 22–25). Use a set of phonics word cards (Picture Cards 13–16, 25–27, 36–38, 49–51). Students identify the missing phonics word. As an extra challenge, students put the cards in alphabetical order.
- **BINGO** (Teacher's Book pages 22–25). Students make their BINGO board using the new letters and words, plus three previously learned phonics letters.

Extra Practice

- Workbook pages 36–37. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 29
- Unit 4, Lesson 4 Worksheet, Teacher's Book page 121. See Teacher's Book page 112 for instructions.
- Unit 4 Test, Teacher's Book pages 138–139. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key.
- **Test Center**
- iTools
- Log in for **Online Practice**

Student Book page 37



Review 2

Student Book pages 38–39

Review Language

• Units 3 and 4 grammar and vocabulary

Materials

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

Student Book page 38

Warm up

1. Greet the class and sing **The Alphabet** (Class CD1 Track 55) with students.
2. Play **Down the Line** (Teacher's Book pages 22–25) to review vocabulary from Units 3 and 4. For a challenge question, point to something in the classroom and ask *How many?* or *What color is it?*
3. Play **What's Missing?** (Teacher's Book pages 22–25) to review phonics words and letters. Use a set of phonics word cards (Picture Cards 13–16, 25–27, 36–38, 49–51). Students identify the missing phonics word. As an extra challenge, students put the cards in alphabetical order.

A Listen. Then say the words.

See *Teaching 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. Play Class CD1 Track 57. Students listen and say along with the CD.

CD 1
57

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

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

B Listen. Then number.

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

CD 1
58

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

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

Answer Key

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

Student Book page 39

C Play the game.

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

Answer Key

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

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

Games and Activities

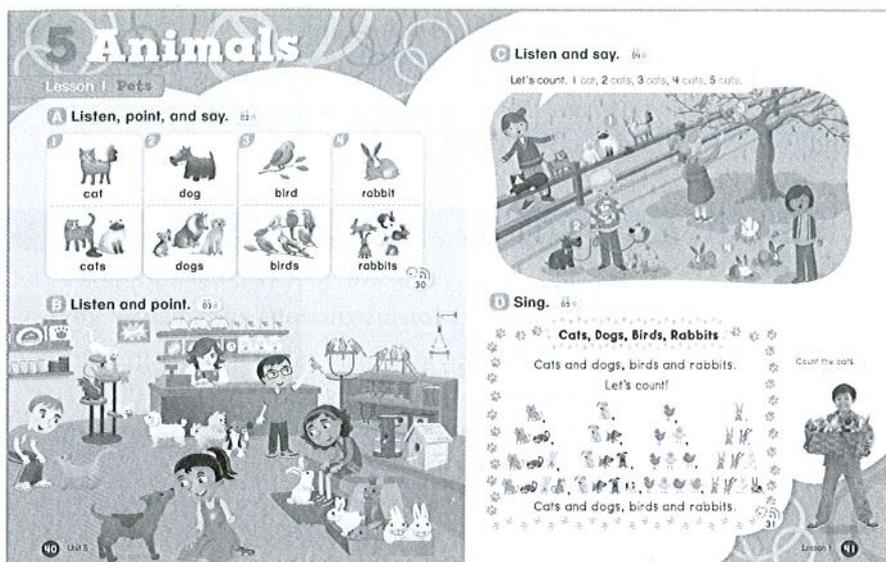
- **How Many?** (Teacher's Book pages 22–25)
Review numbers 1–10.
- **Memory** (Teacher's Book pages 22–25)
Use number and color cards.
- **Station Stop** (Teacher's Book pages 22–25) Ask *What color is it?* or *How many?* about classroom objects or realia.

Extra Practice

- Workbook pages 38–39. See Teacher's Book pages 100–111 for instructions and answer key.
- Mid-Term Test, Teacher's Book pages 140–143. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key.
-  **Test Center**
- iTools
- Log in for  **Online Practice**

Unit 5 Animals

Lesson 1 Pets



Student Book pages 40–41

Objectives

- Counting, identifying singular and plural items

Grammar

- plurals with -s
1 cat → 2 cats

Vocabulary

Animals: cat, cats, dog, dogs, bird, birds, rabbit, rabbits

Materials

Picture Cards 39–48 and 52–59; Class CD2 Tracks 02–05; pictures or realia of singular and plural animals

Student Book page 40

Warm up

- Greet the class. Greet individual students by name ask *How are you?* Elicit *I'm fine. Thank you.* Students greet their classmates.
- Review numbers vocabulary using Picture Cards 39–48. Then put students in two teams. One student from each team comes to the board. Show a number card. On the board, each student writes and counts the numbers up to the target number as fast as they can.
- Play **How Many?** (Teacher's Book pages 22–25) in small groups.

A Listen, point, and say.

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

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

CD2
02

- cat, cats
- dog, dogs
- bird, birds
- rabbit, rabbits

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

B Listen and point.

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

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

CD2
03

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

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

Student Book page 41

C Listen and say.

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

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

CD2
04

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

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

D Sing.

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

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

CD2
05

Cats, Dogs, Birds, Rabbits

Cats and dogs, birds and rabbits.

Cats and dogs, birds and rabbits.

Let's count!

1 cat, 1 dog, 1 bird, 1 rabbit.

2 cats, 2 dogs, 2 birds, 2 rabbits.

3 cats, 3 dogs, 3 birds, 3 rabbits.

4 cats, 4 dogs, 4 birds, 4 rabbits.

Cats and dogs, birds and rabbits.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 41: *Count the cats.* Give students realia or pictures of animals to put into a group of 1–10 on their desk. Students create Everybody Up Expressions and then practice saying them to their classmates.
- **Pop Up** (Teacher's Book pages 22–25). Assign different singular and plural animals to students. Be specific about numbers students should listen for: *5 rabbits* and *3 rabbits*. Then say different combinations of numbers and animals: *2 rabbits, 5 dogs, 5 rabbits*. When you call out their number and animal combination, students in that group stand.
- **Binoculars** (Teacher's Book pages 22–25). Students play in pairs. Put picture cards or pictures of singular and plural animals around the room.

What is it?/Cat./Cats.

- **Happy Families** (Teacher's Book pages 22–25). Give small groups of students a number of pictures of different kinds of animals. Say *Count the (dogs)*. Groups sort the dogs and count them. Continue with the other kinds of animals.

Extra Practice

- Workbook pages 40–41. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 30–31
- iTools
- Log in for  **Online Practice**

Unit 5 Animals

Lesson 2 Farm Animals

Lesson 2 Farm Animals

A Listen, point, and say.

B Listen, ask, and answer.

C Sing.

How Many Cows?

How many cows? How many cows? 2 cows.
 How many goats? How many goats? 3 goats.
 How many horses? How many horses? 4 horses.
 How many ducks? How many ducks? 1 duck.
 2 cows, 3 goats, 4 horses, 1 duck.

D Ask your classmates.

How many dogs? 2 dogs.

How many ducks?

Student Book pages 42–43

Objectives

- Counting, identifying singular and plural items

Grammar

- Information question with *how*
How many (goats)?
8 (goats)

Vocabulary

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

Materials

Picture Cards 60–67; Class CD2 Tracks 06–08; pictures or realia of singular and plural animals

Student Book page 42

Warm up

- Greet the class. Students circulate and greet each other, saying *Hi /Hello. How are you?*
- Review Unit 5, Lesson 1: *Count the cats*. Show pictures of plural animals. The class counts aloud.
- Play **Teacher's Mistake** (Teacher's Book pages 22–25). Show a picture or pictures of animals and say the incorrect number and/or animal. Students count and correct you.

A Listen, point, and say.

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

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

CD2
06

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

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

B Listen, ask, and answer.

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

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

CD2
07

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

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

Student Book page 43

C Sing.

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

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

CD2
08

How Many Cows?

How many cows? How many cows?

Moo, Moo!

2 cows.

How many goats? How many goats?

Meh, me, meh!

3 goats.

How many horses? How many horses?

Neigh, neigh, neigh, neigh!

4 horses.

How many ducks? How many ducks?

Quack!

1 duck.

2 cows. Moo, moo! 3 goats. Meh, meh, meh! 4 horses.

Neigh, neigh, neigh, neigh! 1 duck. Quack!

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

D Ask your classmates.



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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 43: *How many ducks?* Students in small groups take turns pointing to pictures in their books or using animal realia in the classroom to ask *How many?*
- **How Many?** (Teacher's Book pages 22–25). Play using cards or pictures for animals.
- **Picture Sentences** (Teacher's Book pages 22–25). Set number cards and animal cards where everyone can see them. Say *nine cats*. S1 chooses the correct number and animal pictures to match nine cats.
- **Categories** (Teacher's Book pages 22–25). Play with the categories: school supplies, toys, colors, numbers, animals.

Extra Practice

- Workbook pages 42–43. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 32–33
- iTools
- Log in for  **Online Practice**

Unit 5 Animals

Lesson 3 Story

Lesson 3 Story

A Look and listen. Read along.

Please Help Me!

Hi, Danny.
Hello, Danny.
Hi, Julie.
Hello, Julie.
Hi, Mike.
Hello, Danny.
Please help me!
Sure!
Thank you, Danny!
Be helpful.

B Sing.

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

C Say and act.

Please help me. Sure.
Please help me!

Student Book pages 44–45

Objectives

- Building reading and listening skills

Conversation

- Helping others
- Please help me!*
Sure!
Thank you, Danny.

Value

Be helpful.

Materials

Picture Cards 52–67; Class CD2 Tracks 09–11; pictures of groups of animals; toys or stuffed animals that students can pass as a group

Student Book page 44

Warm up

1. Greet the class. Greet individual students by name. Students practice greetings with a classmate.
2. Play **Buzzers** (Teacher's Book pages 22–25) to review Lesson 1 and 2 language. Show a picture of a group of animals and ask *How many?* Students count the animals and try to give the answer first.
3. Point to some school supplies and elicit the Everybody Up Expression from Unit 5, Lesson 2: *How many (papers)?* Students can practice the expression with their classmates, using their own school supplies.

CD2
09

Please Help Me!

Danny: Hello, Julie.

Julie: Hi, Danny.

Mike: Hello, Danny.

Danny: Hi, Mike.

Emma: Please help me!

Danny: Sure!

Emma: Thank you, Danny!

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

A Look and listen. Read along.

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

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

Student Book page 45

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

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

CD2
10

Help!

Uh-oh. Uh-oh. Uh-oh. Help!

Uh-oh. Uh-oh. Uh-oh. Help!

Uh-oh. Uh-oh. Uh-oh. Help!

Please help me.

Whoa, whoa, whoa, whoa, whoa! Help!

Whoa, whoa, whoa, whoa, whoa! Help!

Whoa, whoa, whoa, whoa, whoa! Help!

Please help me.

Sure.

Thank you!

Uh-oh. Uh-oh. Uh-oh. Help!

Uh-oh. Uh-oh. Uh-oh. Help!

Uh-oh. Uh-oh. Uh-oh. Help!

Please help me.

Whoa, whoa, whoa, whoa, whoa! Help!

Whoa, whoa, whoa, whoa, whoa! Help!

Whoa, whoa, whoa, whoa, whoa! Help!

Please help me.

Sure.

Thank you!

3. Students sing the song again.

C Say and act.

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

CD2
11

Please help me.

Sure.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 45: *Please help me!* Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- **Circles** (Teacher's Book pages 22–25). Give the inner-circle students a toy. They pretend that it is very heavy and say *Please help me!* to the outer-circle students. The outer-circle students say *Sure!* and take the item. The conversation is reversed when students change partners.
- **Down the Line** (Teacher's Book pages 22–25). Play as a race. Students form two lines. Give each line a group of toys. S1 in each line says *Please help me!* before passing the toys to S2 who says *Sure!* The first group to successfully get all the toys down the line wins.
- **A New Story** (Teacher's Book pages 22–25). Students act out the story on page 44 using their own names. Students can substitute available props for the item they need help with, such as their own school supplies, a "heavy" backpack, or an answer to a workbook page.

Extra Practice

- Workbook pages 44–45. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 34
- Unit 5, Lesson 3 Worksheet, Teacher's Book page 122. See Teacher's Book page 113 for instructions.
- iTools
- Log in for  **Online Practice**

Unit 5 Animals

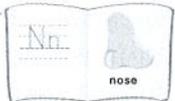
Lesson 4 Phonics

Lesson 4 Phonics

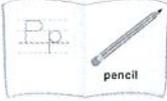
A Say and sing. 

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

B Listen, point, and say. 

1.  nose

2.  orange

3.  pencil

C Look and find. 

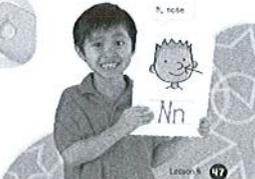


D Make the letters Nn, Oo, and Pp. 

1.  Nn

2.  Oo

3.  Pp



Student Book pages 46–47

Objectives

- Practicing the alphabet

Letters

- Nn, Oo, Pp

Vocabulary

nose, orange, pencil

Materials

Picture Cards 13–16, 25–27, 36–38, 49–51, and 68–70; Class CD2 Tracks 12–13; three blank cards and drawing supplies for each student; sets of alphabet letter cards or scraps of paper with letters written on them

Student Book page 46

Warm up

1. Greet individual students: *Hi! How are you?* Elicit the response *Hi! I'm OK./I'm fine.* Students practice greetings with their classmates.
2. Review Unit 4 and 5 language patterns and vocabulary. Point to objects in the classroom and ask students *How many books?* Elicit the answer *4 books.*
3. **Order the Pictures** (Teacher's Book pages 22–25). Give small groups of students alphabet cards to put in order.

H, I, J, K,
L, M, N, O, P,
Q, R, S,
T, U, V,
W, X, Y, Z

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

A Say and sing.

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

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

CD2
12

The Alphabet

N! O! P!

The alphabet. The alphabet. The alphabet.

The alphabet. The alphabet. The alphabet.

A, B, C, D, E, F, G,

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

B Listen, point, and say.

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

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

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

CD2
13

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

Student Book page 47

C Look and find.



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

D Make the letters Nn, Oo, and Pp.



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

Student Book page 47

C Look and find.



Games and Activities

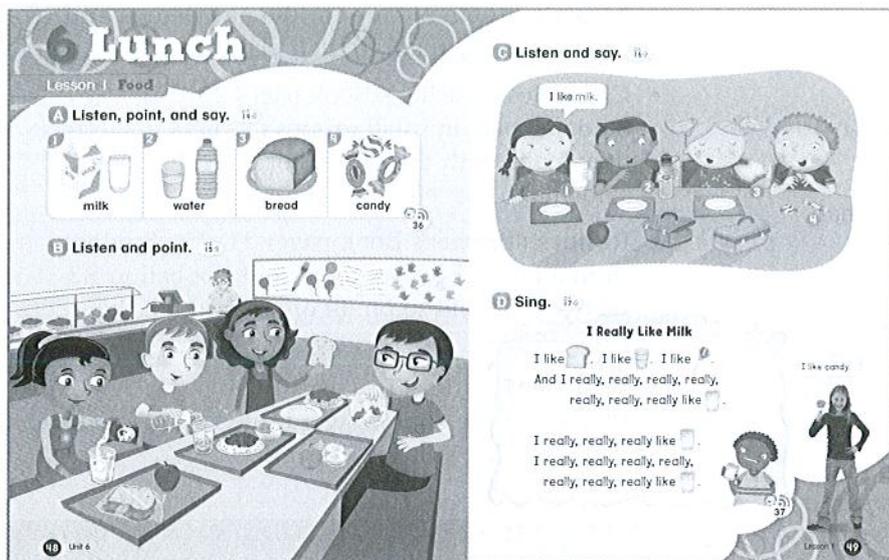
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 47: *N, n, nose*. Distribute paper and drawing supplies. Students draw their own picture for the new letters and practice saying them to their classmates.
- **Charades** (Teacher's Book pages 22–25). Students play in small groups to guess the letters they make with their hands or body. Encourage students to use letters *Aa–Pp*.
- **Rollers** (Teacher's Book pages 22–25). Students sit in a circle. S1 says *A* and rolls the ball to S2 who says *B*, and so on, in order, through the letter *P*.
- **What's Missing?** (Teacher's Book pages 22–25). Play using the phonics word cards. Students have to guess what word is missing.

Extra Practice

- Workbook pages 46–47. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 35
- Unit 5, Lesson 4 Worksheet, Teacher's Book page 123. See Teacher's Book page 113 for instructions.
- Unit 5 Test, Teacher's Book pages 144–145. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key.
- **Test Center**
- iTools
- Log in for **Online Practice**

Unit 6 Lunch

Lesson 1 Food



Student Book pages 48–49

Objectives

- Expressing likes about food

Grammar

- Simple present statements (1st person singular)

I like milk.

Vocabulary

Food: milk, water, bread, candy

Materials

Picture Cards 05–12, 17–24, 28–35, 52–67, and 71–74; Class CD2 Tracks 14–17; paper and drawing supplies; pictures or realia of groups of 1–10 animals; specially prepared dice or real dice (1 die per group)

Student Book page 48

Warm up

1. Greet the class. Greet individual students and ask *How are you?* Elicit *I'm fine. Thank you. How are you?* Students greet their classmates.
2. Review the Unit 5 grammar and vocabulary. Show pictures of groups of animals and ask students *How many cows?* Elicit the response *10 cows.*
3. Play **Charades** (Teacher's Book pages 22–25). In small groups, students act out the animals from Unit 5.

A Listen, point, and say.

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

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

CD2
14

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

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

B Listen and point.

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

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

CD2
15

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

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

Student Book page 49

C Listen and say.

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

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

CD2
16

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

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

D Sing.

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

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

CD2
17

I Really Like Milk

I like bread. I like water. I like candy.

I like bread. I like water. I like candy.

And I really, really, really, really,
really, really, really like milk.

I really, really, really, like milk.

I really, really, really, really,

really, really, really like milk.

I like bread. I like water. I like candy.

I like bread. I like water. I like candy

And I really, really, really, really,

really, really, really like milk.

I really, really, really, like milk.

I really, really, really, really,

really, really, really like milk.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 49: *I like candy*. Students create their own Everybody Up Expressions and then practice saying them to their classmates. If students use the article *a* with a non-count noun (*bread*), explain the difference between count and non-count nouns.
- **Word Roll** (Teacher's Book pages 22–25). Play in small groups. Prepare a special die with food pictures on each side. Alternatively, use a regular die, line up 6 picture cards and assign each a number. Students roll the die and say *I like (milk)* about the card that corresponds to the number they rolled.
- **Down the Line** (Teacher's Book pages 22–25). Use Picture Cards 17–24 (toys), 52–67 (animals), and 71–74 (food). Students look at the card and say *I like (water)*. For a challenge question ask *What do you have?* or *What is it?* and show one of the cards to elicit *I have a (cow)*. When students answer, explain the difference between count and non-count nouns: *I have (bread)* vs. *I have a (car)*.
- **Station Stop** (Teacher's Book pages 22–25). This version combines **Categories** with **Station Stop**. Each station corresponds to a category: School Supplies, Toys, Colors, Animals, Food. Students say *I like (purple)* or any of the words in that category to earn a ticket. Display picture cards at each stop if necessary to aid students.

Extra Practice

- Workbook pages 48–49. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 36–37
- iTools
- Log in for  **Online Practice**

Unit 6 Lunch

Lesson 2 Food

Lesson 2 Food

A Listen, point, and say.

B Listen, ask, and answer.

C Sing.

Chicken, Fish, Rice, and Beans

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

D Ask your classmates.

Do you like bread? No, I don't.

Do you like chicken?

Student Book pages 50–51

Objectives

- Answering questions and expressing likes about food

Grammar

- Questions with *do*

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

Vocabulary

Food: rice, beans, chicken, fish

Materials

Picture Cards 17–24, 52–67, and 71–78;
Class CD2 Tracks 18–20; paper and drawing supplies; sets of picture cards or student-made picture cards for toys, animals, and food

Student Book page 50

Warm up

1. Greet the class. Students circulate and greet each other by name and ask *How are you?*
2. Play **Pop Up** (Teacher's Book pages 22–25) to review Unit 6, Lesson 1 language using Picture Cards 71–74. Divide the class into 4 groups, one for each new word. Show a picture card. That group pops up and says *I like (candy)*.
3. Play **Teacher's Mistake** (Teacher's Book pages 22–25) using picture cards for toys, food, and animals. Elicit questions from students: *What do you have? What is it? What color is it? How many?* Answer using correct statements *It's a (bird). It's (green).* and an incorrect statement: *I like (yo-yos)*.

A Listen, point, and say.

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

1. Use Picture Cards 75–78 to introduce the food words. Continue until students can produce the words on their own.
2. Link the language. Use the grammar pattern from Unit 6, Lesson 1 with the new vocabulary. Display a picture card for a new food item. Say *I like (rice)*. Elicit similar statements from students.

3. Play Class CD2 Track 18. Students listen, point, and say along with the CD.

CD2
18

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

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

B Listen, ask, and answer.



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

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

CD2
19

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

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

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

Student Book page 51

Sing.

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

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

CD 2
20

Chicken, Fish, Rice, and Beans

Chicken, fish, rice, and beans.

Chicken, fish, rice, and beans.

Do you like chicken?

Yes, I do. I do.

Do you like fish?

Yes, I do. I do.

Do you like rice?

YES!

Do you like beans?

YES!

Yes, I do. I do.

Chicken, fish, rice, and beans.

Chicken, fish, rice, and beans.

Do you like chicken?

Yes, I do. I do.

Do you like fish?

Yes, I do. I do.

Do you like rice?

YES!

Do you like beans?

YES!

Yes, I do. I do.

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

Ask your classmates.



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

Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 51: *Do you like chicken?* Students create their own Everybody Up Expressions and then practice asking and answering with their neighbors.
- Card Grab** (Teacher's Book pages 22–25). Use food Picture Cards 71–78. Say *I like (chicken).* Students race to grab that card.
- Happy Families** (Teacher's Book pages 22–25). Play in small groups using picture cards or student-made picture cards. S1 asks S2 *I like cats. Do you like cats?* If S2 has a cat card, S2 answers *Yes, I do.* and gives the card to S1. If S2 doesn't have the card, she says *No, I don't.* Then it's S2's turn to ask. The first student to find pairs for all her cards wins.
- Two Truths and a Lie** (Teacher's Book pages 22–25). Students play in small groups. S1 gets 3 picture cards of food, silently picks one that he or she doesn't like, for example *milk*, and says two truths: *I like (rice), I like (beans),* and a lie: *I like (milk).* To determine which statement is the lie, the other students in the group ask *Do you like milk?* S1 must answer *No, I don't.* The other students then ask what food S1 does like. *Do you like beans? Yes, I do. Do you like rice? Yes, I do.* The first time you play, demonstrate how to play by acting as S1 and showing the class your cards.

Extra Practice

- Workbook pages 50–51. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 38–39
- iTools
- Log in for  **Online Practice**

Unit 6 Lunch

Lesson 3 Story

Lesson 3 Story

A Look and listen. Read along.

Here You Are

Do you like water? Yes, I do.

What is it? It's a sandwich.

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

Thank you! You're welcome.

Be fair.

B Sing.

Here You Are

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

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

C Say and act.

Thank you! You're welcome.

Here you are.

Student Book pages 52–53

Objectives

- Building reading and listening skills

Conversation

- Giving and receiving

What is it? It's a sandwich.

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

Value

Be fair.

Materials

Picture Cards 71–78; Class CD2 Tracks 21–23; school supply realia; word and picture cards for small groups

Student Book page 52

Warm up

1. Greet the class. Greet individual students and ask how they are. Students circulate and ask and answer how other students are.
2. Play **Guess the Next Card** (Teacher's Book pages 22–25) to review food words from Unit 6 Lessons 1 and 2.
3. Play **Toss and Tell** (Teacher's Book pages 22–25) S1 asks *Do you like (rice)?* and tosses a beanbag or ball to S2, who answers *Yes, I do./ No, I don't.*

Julie: Here you are.

Danny: Thank you!

Julie: You're welcome.

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

Student Book page 53

B Sing.

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

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

CD2
22

Here You Are

Here you are.

Thank you!

You're welcome.

Here you are.

Thank you.

You're welcome.

Here you are.

A Look and listen. Read along.

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

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

CD2
21

Here You Are

Emma: Do you like water?

Mike: Yes, I do.

Emma: What is it?

Mike: It's a sandwich.

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

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

Say and act.



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

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

CD2
23

Thank you!
 You're welcome.

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 53: *Here you are*. Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- **Down the Line** (Teacher's Book pages 22–25). Use classroom supplies instead of cards. Students form two lines. S2 has a marker. S1 says *Do you have a marker?* S2 answers *Yes, I do. Here you are*. And hands the marker to S1, who says *Thank you*. S2: *You're welcome*. Continue down the line. The first team to reach the end of their line wins a point. You can ask a challenge question for that team to win an extra point. Change school supplies after a round.
- **A New Story** (Teacher's Book pages 22–25). Students act out the story on page 52 using a different food item.
- **Picture Sentences** (Teacher's Book pages 22–25). Play in small groups. Students put words and pictures in order to build a conversation: *Do you have a pen?/Yes, I do. Here you are./Thank you./You're welcome*.

Extra Practice

- Workbook pages 52–53. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 40
- Unit 6, Lesson 3 Worksheet, Teacher's Book page 124. See Teacher's Book page 113 for instructions.
- iTools
- Log in for  **Online Practice**

Unit 6 Lunch

Lesson 4 Phonics

Lesson 4 Phonics

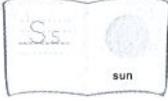
A Say and sing.

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

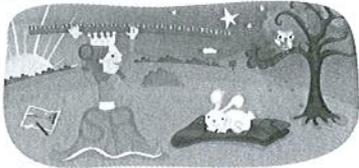
B Listen, point, and say.

1.  queen

2.  ring

3.  sun

C Look and find.



D Make the letters Qq, Rr, and Ss.

1.  Q  q

2.  R  r

3.  S  s



Student Book pages 54–55

Objectives

- Practicing the alphabet

Letters

Qq, Rr, Ss

Vocabulary

queen, ring, sun

Materials

Picture Cards 13–16, 25–27, 36–38, 49–51, and 79–81; Class CD2 Tracks 24–25; three blank cards and drawing supplies for each student

Student Book page 54

Warm up

1. Greet the class. Ask individual students *How are you?* Elicit the answer *I'm fine*. Students circulate and practice greetings with their classmates.
2. Play **Down the Line** (Teacher's Book pages 22–25). Students form two lines. S2 has a picture card of a food item. S1 asks S2 *Do you like (fish)?* S2 answers *Yes, I do* or *No, I don't. Here you are*. And hands the card to S1, who says *Thank you*. S2 says *You're welcome*. Continue down the line. Change food items after a round.
3. Play **Guess the Next Card** (Teacher's Book pages 22–25). Review the alphabet and vocabulary words, in order, from *A–P* using Picture Cards 13–16, 25–27, 36–38, and 49–51. Elicit the letter names and phonics words.

A Say and sing.

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

1. Students look at the picture and name the letters they know.
2. Introduce the new letters using Picture Cards 79–81. Continue until students can produce the letter names on their own.

3. Play Class CD2 Track 24. Students listen and then sing along with the CD.

CD2
24

The Alphabet

Q! R! S!

The alphabet. The alphabet. The alphabet.

The alphabet. The alphabet. The alphabet.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P,

Q, R, S, T, U, V, W, X, Y, Z

The alphabet. The alphabet. The alphabet.

The alphabet. The alphabet. The alphabet.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P,

Q, R, S, T, U, V, W, X, Y, Z

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

B Listen, point, and say.

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

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

CD 2
25

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

Student Book page 55

C Look and find.

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

D Make the letters Qq, Rr, and Ss.

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

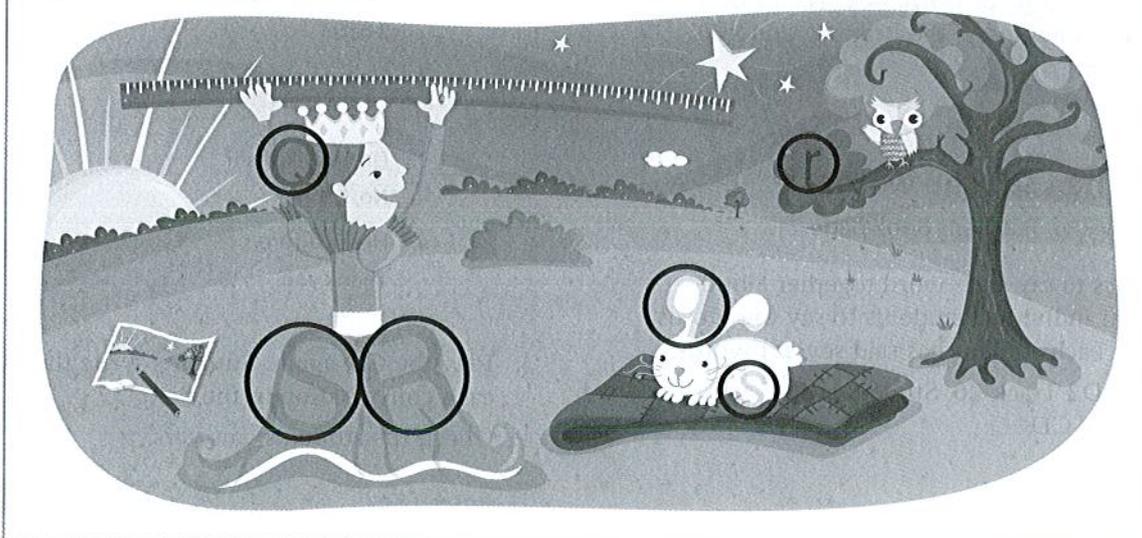
Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 55: *Q, q, queen*. Students draw their own picture for the new letters and practice saying it to their classmates.
- **Simon Says** (Teacher's Book pages 22–25). Students arrange their hands or bodies into the letter shapes when you say *Simon Says*.
- **Picture Pieces** (Teacher's Book pages 22–25). Review the phonics words for this unit and previously learned phonics words.
- **Buzzers** (Teacher's Book pages 22–25). You say a letter and students compete to say a word that starts with that letter. The words can be phonics words or vocabulary words.

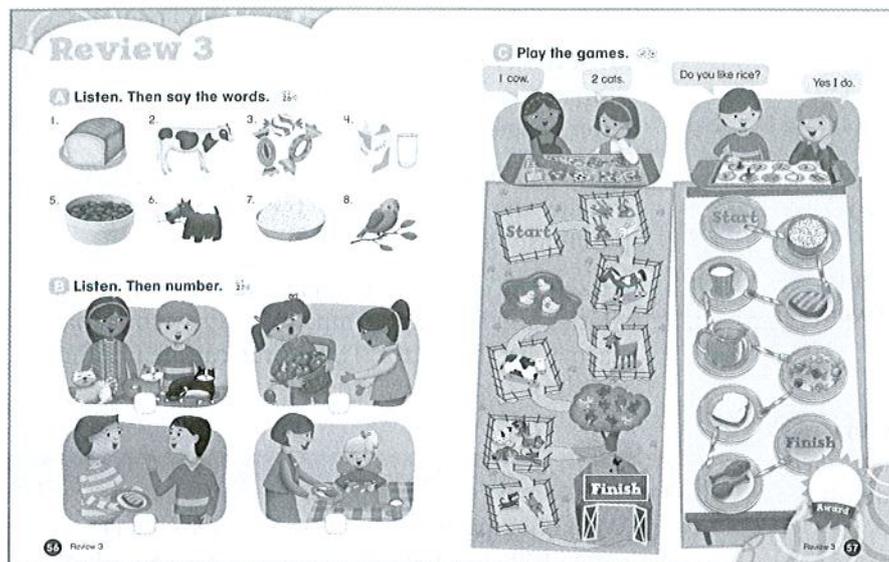
Extra Practice

- Workbook pages 54–55. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 41
- Unit 6, Lesson 4 Worksheet, Teacher's Book page 121. See Teacher's Book page 113 for instructions.
- Unit 6 Test, Teacher's Book page 146–147. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key. **Test Center**
- iTools
- Log in for **Online Practice**

Student Book page 55

C Look and find.

Review 3



Student Book pages 56–57

Review Language

• Units 5 and 6 grammar and vocabulary

Materials

Picture Cards 13–16, 25–27, 36–38, 49–51, and 79–81; Class CD2 Tracks 26–27; multiple sets of words and pictures of food and animals

Student Book page 56

Warm up

1. Greet the class and sing **The Alphabet** (Class CD2 Track 24) with students.
2. Play **Pop Up** (Teacher's Book pages 22–25) to review vocabulary from Units 5 and 6. Hand out animal, food, and phonics word picture cards to students. When you say *I like (cats)* or *I have a (horse)*, the student with that card must pop up and say *I like (cats)*.
3. **Beanbag Toss** (Teacher's Book pages 22–25). Use picture cards for animals and food. S1 tosses a beanbag and asks a question such as *How many (cats)?* or *Do you like (fish)?* S2 answers and then tosses the beanbag and asks S3 and so on.

A Listen. Then say the words.

See *Teaching 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. Play Class CD2 Track 26. Students listen and say along with the CD.

CD2
26

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

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

B Listen. Then number.

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

CD2
27

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

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

Answer Key

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

Student Book page 57

C Play the games.



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

Answer Key 1

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

Answer Key 2

(Answers will vary)

1. rice
2. fish
3. milk
4. water
5. candy
6. bread
7. chicken

Games and Activities

- **BINGO** (Teacher's Book pages 22–25) Students make cards with food and animals.
- **Picture Sentences** (Teacher's Book pages 22–25) Play in pairs or small groups. Groups race to put the words and pictures in order to match the sentence you say, such as *I like (rice) or 5 cats.*
- **Buzzers** (Teacher's Book pages 22–25) Use animal and food cards. Show a card and ask *How many (goats)? or Do you like (rice)?* Students compete to be the first to answer.

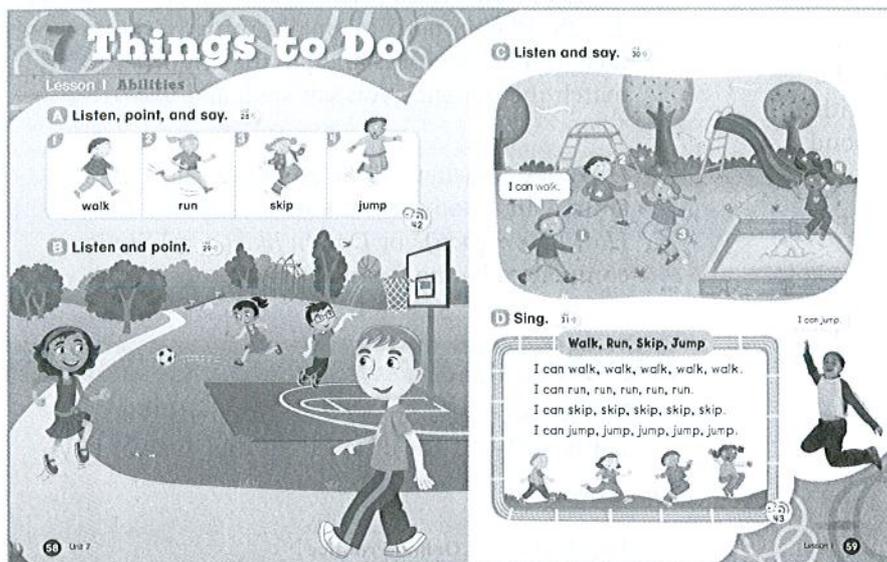
Extra Practice

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

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

Unit 7 Things to Do

Lesson 1 Abilities



Student Book pages 58–59

Objectives

- Expressing abilities

Grammar

- Statements with *can*

I can run.

Vocabulary

Verbs: walk, run, skip, jump

Materials

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

Student Book page 58

Warm up

1. Greet the class. Students circulate and greet each other.
2. Play **Card Grab** (Teacher's Book pages 22–25) to review Unit 6 language. Give small groups of students picture cards. Say *I like (rice)*.
3. **Circles** (Teacher's Book pages 22–25). The inner circle of students hold up a picture card and ask *Do you like (chicken)?* The outer circle of students answers *Yes, I do./No, I don't*.

A Listen, point, and say.

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

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

CD2
28

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

4. Play **Simon Says** (Teacher's Book pages 22–25) to practice the new verbs.

B Listen and point.

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

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

CD2
29

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

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

Student Book page 59

C Listen and say.

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

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

CD2
30

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

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

D Sing.

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

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

CD2
31

Walk, Run, Skip, Jump

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

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 59: *I can jump*. Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- **Pop Up** (Teacher's Book pages 22–25). Assign verbs to groups of children to act out when you say them. Include Welcome Unit verbs: *stand*, *sit*, *talk*, and *sing*.
- **Charades** (Teacher's Book pages 22–25). Include classroom commands *sit*, *stand*, *sing*, and *talk*, with the new Unit 7 verbs.
- **Station Stop** (Teacher's Book pages 22–25). When the train stops, say *run* to a student. The student must act out running and say *I can run* to earn a ticket.

Extra Practice

- Workbook pages 58–59. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 42–43
- iTools
- Log in for  [Online Practice](#)

Unit 7 Things to Do

Lesson 2 Abilities

Lesson 2 Abilities

A Listen, point, and say. 32

swim dance wink sing

B Listen, ask, and answer. 33

Can you swim? Yes, I can.
Can you wink? No, I can't.

C Sing. 34

Can You Wink?
Can you wink, wink, wink?
No, no, no, no, no, no.
No, I can't.
Can you swim, swim, swim?
No, no, no, no, no, no.
No, I can't.

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

D Play the game. 35

Can you run? Yes, I can.
Can you dance? Can you dance?

Student Book pages 60–61

Objectives

- Expressing ability and inability

Grammar

- Yes / No questions with *can*

Can you swim?

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

Vocabulary

Verbs: swim, dance, wink, sing

Materials

Picture Cards 82–85 and 86–89;

Class CD2 Tracks 32–34

Student Book page 60

Warm up

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

A Listen, point, and say.

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

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

CD2
32

- swim
- dance
- wink
- sing

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

B Listen, ask, and answer.

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

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

CD2
33

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

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

C Sing.

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

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

CD2
34

Can You Wink?

Can you wink, wink, wink?

Can you wink, wink, wink?

No, no, no, no, no, no.

No, I can't.

Can you swim, swim, swim?

Can you swim, swim, swim?

No, no, no, no, no, no.

No, I can't.

Can you dance, dance, dance?

Can you dance, dance, dance?

No, no, no, no, no, no.

No, I can't.

Can you sing, sing, sing?

Can you sing, sing, sing?

Yes, yes, yes.

Yes, I can!

Can you wink, wink, wink?

Can you wink, wink, wink?

No, no, no, no, no, no.

No, I can't.

Can you swim, swim, swim?

Can you swim, swim, swim?

No, no, no, no, no, no.

No, I can't.

Can you dance, dance, dance?

Can you dance, dance, dance?

No, no, no, no, no, no.

No, I can't.

Can you sing, sing, sing?

Can you sing, sing, sing?

Yes, yes, yes.

Yes, I can!

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

D Play the game.

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

Answer Key

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 61: *Can you dance?* Students circulate and practice their own Everybody Up Expressions.
- **Circles** (Teacher's Book pages 22–25). The inner circle of students asks the outer circle *Can you (swim)?* The outer circle answers as they act out the ability or inability to do the action.
- **Toss and Tell** (Teacher's Book pages 22–25). S1 asks *What can you do?* And tosses the ball to S2 who answers and acts out *I can (sing)* and then asks S3 *What can you do?*
- **Guess the Next Card** (Teacher's Book pages 22–25). Students stand up. You ask *What can you do?* Students act out the verb they think the next card will be. You turn the card over; and students who guessed correctly say *I can (wink)*. They remain standing for the next card. Students who guessed incorrectly or said the wrong answer sit down. The last student standing wins.

Extra Practice

- Workbook pages 60–61. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 44–45
- iTools
- Log in for **Online Practice**

Unit 7 Things to Do

Lesson 3 Story

Lesson 3 Story

A Look and listen. Read along. 

Let's Dance!

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

Can you dance? Yes, I can.
Can you sing? No, I can't.

OK! Let's dance!

Be friendly.

B Sing. 

Let's Swim!

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

C Say and act. 

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

Let's play.

Student Book pages 62–63

Objectives

- To build reading and listening skills

Conversation

- Inviting friends to play

Can you dance?

Yes, I can.

OK. Let's dance!

Value

Be friendly.

Materials

Picture Cards 82–89; Class CD2 Tracks 35–37

Student Book page 62

Warm up

1. Greet the class and sing **Can You Wink?** (Class CD2, Track 34) with your students.
2. **Rhythm Circle** (Teacher's Book pages 22–25) to review verbs.
3. Play **Simon Says** (Teacher's Book pages 22–25) to review verbs. Say *Can you wink?* Students do the action when you say, *Simon says, "Yes, I can."* And they don't do the action when you say *Yes, I can* or *Simon says, "No, I can't."*

CD2
35

Let's Dance.

Emma: Can you swim?
Mike: No, I can't.

Emma: Can you wink?
Julie: No, I can't.

Emma: Can you sing?
Danny: No, I can't.

Emma: Can you dance?
Mike, Danny, Julie: Yes, I can!
Emma: OK! Let's dance.

A Look and listen. Read along.



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

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

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

Student Book page 63

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

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

CD2
36

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

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

C Say and act.See *Teaching Conversations*, Teacher's Book page 21.

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

CD2
37

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

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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 63: *Let's play*. Students create Everybody Up Expressions and then practice saying them to their classmates.
- **Card Grab** (Teacher's Book pages 22–25). Read the story dialogue as a model, using different verbs. Students grab the correct picture card when you say *OK! Let's (wink)*.
- **Rollers** (Teacher's Book pages 22–25). Students roll the ball and ask *Can you (skip)?* If a student answers *OK! Let's skip!* both students stand and act out the verb. If the student says *No, I can't*, the student rolls the ball to another student.
- **A New Story** (Teacher's Book pages 22–25). Using the existing story as a model, groups of students act out a new story with different verbs. Groups perform their story for the class.

Extra Practice

- Workbook pages 62–63. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 46
- Unit 7, Lesson 3 Worksheet, Teacher's Book page 126. See Teacher's Book page 113 for instructions.
- iTools
- Log in for  **Online Practice**

Unit 7 Things to Do

Lesson 4 Phonics

Lesson 4 Phonics

A Say and sing.

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

B Listen, point, and say.

1. teacher

2. up

3. violin

C Look and find.

D Make the letters Tt, Uu, and Vv.

1. Tt

2. Uu

3. Vv

64 Unit 7

Student Book pages 64–65

Objectives

- Practicing the alphabet

Letters

- Tt, Uu, Vv

Vocabulary

teacher, up, violin

Materials

Picture Cards 13–16, 25–27, 36–38, 49–51, and 90–92; Class CD2 Tracks 38–39; three blank cards and drawing supplies for each student

Student Book page 64

Warm up

1. Greet the class. Ask individual students *How are you?* Elicit the answer *I'm fine*. Students circulate and practice greetings with their classmates.
2. Elicit the Everybody Up Expression from Unit 7, Lesson 3: *Let's play*. Students can practice the expression with their classmates, using their own verbs.
3. Play **Rhythm Circle** (Teacher's Book pages 22–25). Review the alphabet and vocabulary words, in order, from A–S.

CD2
38

The Alphabet

T! U! V!

The alphabet. The alphabet. The alphabet.

The alphabet. The alphabet. The alphabet.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P,

Q, R, S, T, U, V, W, X, Y, Z

The alphabet. The alphabet. The alphabet.

The alphabet. The alphabet. The alphabet.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P,

Q, R, S, T, U, V, W, X, Y, Z

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

B Listen, point, and say.

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

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

CD2
39

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

Student Book page 65

C Look and find.



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

D Make the letters Tt, Uu, and Vv.



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

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 65: *T, t, teacher*. Students draw their own picture for the new letters and practice saying them to their classmates.
- **Freeze** (Teacher's Book pages 22–25). Students arrange their hands or bodies into the letter shapes when you call out the letter.
- **Order the Pictures** (Teacher's Book pages 22–25). Use picture cards or student-made cards from Units 1–7 Phonics lessons. Small groups of students review the phonics words for this unit and previously learned phonics words by putting the cards in alphabetical order.
- **Buzzers** (Teacher's Book pages 22–25). You say a letter and students compete to say a word that starts with that letter. The words can be phonics words or vocabulary words.

Extra Practice

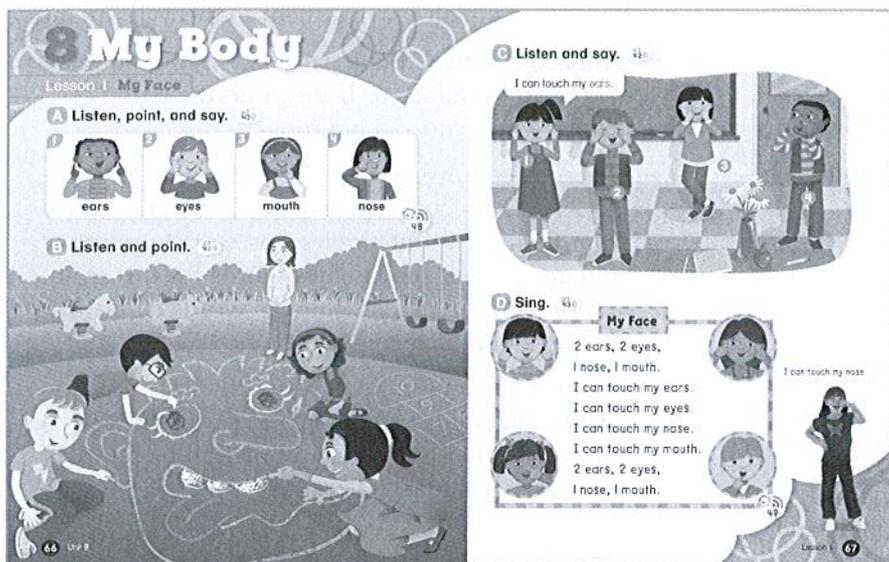
- Workbook pages 64–65. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 47
- Unit 7, Lesson 4 Worksheet, Teacher's Book page 127. See Teacher's Book page 113 for instructions.
- Unit 7 Test, Teacher's Book pages 148–149. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key. **Test Center**
- iTools
- Log in for **Online Practice**

Student Book page 65



Unit 8 My Body

Lesson 1 My Face



Student Book pages 66–67

Objectives

- Identifying parts of the body
- Expressing ability

Grammar

- Possessive pronoun *my*
I can touch my nose.

Vocabulary

Body: ears, eyes, mouth, nose

Materials

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

Student Book page 66

Warm up

1. Greet the class and sing *Let's Swim!* (Class CD2 Track 36). Encourage students to turn to their classmates as they sing and use appropriate gestures.
2. Review verbs vocabulary. Hold up Picture Cards 82–89, asking individual students *Can you (swim)?* Elicit *Yes, I can* or *No, I can't* and the appropriate gestures.
3. **Circles** (Teacher's Book pages 22–25). Students in the inner circle say the expression from Unit 7, Lesson 3: *Let's play*. Outer-circle students answer *OK! Let's (sing)*. Students all act out the verb before moving on.

A Listen, point, and say.

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

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

3. Play Class CD2 Track 40. Students listen, point, and say along with the CD.

CD2
40

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

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

B Listen and point.

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

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

CD2
41

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

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

Student Book page 67

C Listen and say.

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

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

CD2
42

- I can touch my ears.
- I can touch my eyes.
- I can touch my mouth.
- I can touch my nose.

- Students practice the sentences on their own, using their books.

D Sing.

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

- Have students look at the art and name the body parts they see.
- Read the song lyrics with the students.
- Play Class CD2 Track 43. Students listen and then sing along with the CD.

CD2
43

My Face

2 ears, 2 eyes, 1 nose, 1 mouth.
I can touch my ears.
I can touch my eyes.
I can touch my nose.
I can touch my mouth.
I can touch my ears.
I can touch my eyes.
I can touch my nose.
I can touch my mouth.
2 ears, 2 eyes, 1 nose, 1 mouth.

- Assign body parts to groups of students. Groups stand and act out their body parts as they sing.

Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 67: *I can touch my nose.* Students circulate and say their own Everybody Up Expressions as they demonstrate the actions.
- Pop Up** (Teacher's Book pages 22–25). Assign a body part to groups of students. When you say the word, *mouth*, that group pops up and says *I can touch my mouth.*
- Beanbag Toss** (Teacher's Book pages 22–25). Use Picture Cards 93–96. Students play in small groups. The first student throws the beanbag to a card and says *I can touch my (ears).*
- Down the Line** (Teacher's Book pages 22–25). Use Picture Cards 93–96. When players meet, for a challenge question, ask *Can you touch your (nose)?*

Extra Practice

- Workbook pages 66–67. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Tracks 48–49
- iTools
- Log in for  **Online Practice**

Unit 8 My Body

Lesson 2 My Body

Lesson 2 My Body

A Listen, point, and say.

1. clap my hands 2. stomp my feet 3. swing my arms 4. shake my legs

B Listen, ask, and answer.

What can you do? I can clap my hands.

C Sing.

What Can You Do?

What can you do?
I can stomp my feet. Stomp my feet.
What can you do?
I can clap my hands. Clap my hands.
I can swing my arms. Swing my arms.
I can shake my legs. Shake my legs.

D Ask your classmates.

What can you do? I can stomp my feet.
I can swing my arms.

Student Book pages 68–69

Objectives

- Asking about ability

Grammar

- Questions with *what*
What can you do?
I can clap my hands.

Vocabulary

Actions: clap my hands, stomp my feet, swing my arms, shake my legs

Materials

Picture Cards 93–96 and 97–100; Class CD2 Track 43, Class CD2 Tracks 44–46

Student Book page 68

Warm up

1. Greet the class *Hello! How are you?* Elicit *I'm fine. How are you?* Answer *I'm fine, thank you.* Students greet their classmates.
2. Sing *My Face* (Class CD2 Track 43).
3. Review the body parts from Unit 8 Lesson 1. Point to your ears and ask *How many ears?* To elicit: *Two ears.*

CD2
44

1. clap my hands
2. stomp my feet
3. swing my arms
4. shake my legs

5. Students say the words on their own, pointing to their books.

B Listen, ask, and answer.

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

1. Introduce the new patterns:
What can you do?
I can clap my hands.
2. Direct students' attention to the picture on page 68. Students describe what they see.
3. Play Class CD2 Track 45. Students listen, point to the items in the picture, and say along with the CD.

CD2
45

1. Danny: What can you do?
Emma: I can clap my hands.
2. Emma: What can you do?
Danny: I can stomp my feet.
3. Mike: What can you do?
Julie: I can swing my arms.
4. Julie: What can you do?
Mike: I can shake my legs.

- Students practice the conversations depicted in the book by asking and answering questions with a partner.

Student Book page 69

C Sing.

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

- Students look at the art and describe what they see.
- Read the song lyrics with the students.
- Play Class CD2 Track 46. Students listen and then sing along with the CD.

CD2
46

What Can You Do?

What can you do? What can you do?

I can stomp my feet.

What can you do? What can you do?

I can clap my hands.

I can swing my arms.

I can shake my legs.

What can you do?

Stomp my feet.

Clap my hands.

Swing my arms.

Shake my legs.

What can you do? What can you do?

I can stomp my feet.

What can you do? What can you do?

I can clap my hands.

I can swing my arms.

I can shake my legs.

What can you do?

Stomp my feet.

Clap my hands.

Swing my arms.

Shake my legs.

- Students sing the song again, pointing at pictures in the book.

D Ask your classmates.



- Direct students' attention to the conversation on page 69. Act it out with a student volunteer.
- Students practice the conversation with a partner.

Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 69: *I can swing my arms*. Students circulate and practice their own Everybody Up Expressions.
- Buzzers** (Teacher's Book pages 22–25). You perform one of the actions for the class, such as swinging your arms. Team members compete to be the first to name the gesture by saying *swing your arms*.
- Toss and Tell** (Teacher's Book pages 22–25). Students ask *What can you do?* when they toss the ball, and answer *I can (clap my hands)* when they catch it. Encourage students to use previously learned language, such as *I can touch my nose*.

Extra Practice

- Workbook pages 68–69. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 50–51
- iTools
- Log in for  **Online Practice**

Unit 8 My Body

Lesson 3 Story

Lesson 3 Story

A Look and listen. Read along.

Oops!

Ouch! My hand. Oops!

Ouch! My arm. Oops!

Ouch! My feet. Oops!

I'm sorry. That's OK.

Be polite.

B Sing.

Ouch! Ouch! Ouch! Ouch!

Ouch! Ouch! Ouch! Ouch!

Ouch! My hand. Ouch! My feet.

Ouch! My leg. Ouch! My arm.

Oops! I'm sorry.

That's OK.

C Say and act.

That's OK.

Oops! I'm sorry.

Oops! I'm sorry.

Student Book pages 70–71

Objectives

- Building reading and listening skills

Conversation

- Expressing concern

I'm sorry.

That's OK.

Value

Be polite.

Materials

Picture Cards 97–100; Class CD2 Tracks 46–49; four large pictures to represent the story

Student Book page 70

Warm up

1. Greet the class and ask students to sit in a circle. Model the language pattern for students: *I'm 7. How old are you?* Elicit a response: *I'm (8).* Call out two names and ask these students to practice saying this pattern. Then this pair calls out the names of two other students to continue this exchange. Repeat until everyone has had a turn.
2. Review actions by playing **Guess the Next Card** (Teacher's Book pages 22–25). Hold up Picture Cards 97–100, one by one. Elicit the words. Shuffle the cards and begin again. Students do the action as they try to guess which card you will show next.
3. Elicit the Everybody Up Expression from Unit 8, Lesson 2: *I can swing my arms.* Have students stand and practice saying and acting out their own Everybody Up Expressions with their classmates.
4. Sing **What Can You Do?** (Class CD2 Track 46). Students act out the song as they sing.

A Look and listen. Read along.



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

1. Students look at the art and name the characters, body parts, colors, and anything else they see.
2. Students say what they think could be happening in each picture.
3. Play Class CD2 Track 47. Students listen, point, and read along with the CD.

CD2
47

Oops!

Emma: Ouch! My hand

Danny: Oops!

Julie: Ouch! My arm.

Danny: Oops!

Mike: Ouch! My feet.

Danny: Oops!

Danny: I'm sorry.

All: That's OK.

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

Student Book page 71

B Sing.

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

1. Students look at the picture and talk about what they see.
2. Read the song lyrics with the students.
3. Play Class CD2 Track 48. Students listen and then sing along with the CD.

CD2
48

Ouch!
Ouch! Ouch! Ouch! Ouch!
Ouch! Ouch! Ouch! Ouch!
Ouch! My hand.
Ouch! My feet.
Ouch! My leg.
Ouch! My arm.
Oops! I'm sorry.
That's OK.

Ouch! Ouch! Ouch! Ouch!
Ouch! Ouch! Ouch! Ouch!
Ouch! My hand.
Ouch! My feet.
Ouch! My leg.
Ouch! My arm.
Oops! I'm sorry.
That's OK. That's OK. That's OK. That's OK!

4. Students sing the song again, turning to classmates and using gestures and facial expressions related to the song.

C Say and act.



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

1. Play Class CD2 Track 49. Students listen and say along with the CD, in pairs.

CD2
49

Oops! I'm sorry.
That's OK.

2. Students rehearse and act out the conversations, using props and gestures related to the situation in the picture.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 71: *Oops! I'm sorry*. Students can practice the expression with their classmates, pantomiming dropping objects.
- **Order the Pictures** (Teacher's Book pages 22–25). Prepare four large pictures to illustrate the Lesson 3 story. Groups hold the pictures and arrange themselves in order as you read the story aloud.
- Assign student pairs. Hand out four sticky notes to each pair. Instruct students to turn to the story pages from Units 1, 3, 5, and 8 and use a sticky note to cover up the value sticker at the end of each story. Then, write these four values on the board: *Be friendly. Be nice. Be helpful. Be polite*. Student pairs match each story with its value.
- **A New Story** (Teacher's Book pages 22–25). Small groups of students act out the story on page 70, substituting new body parts for the ones in the story.

Extra Practice

- Workbook pages 70–71. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 52
- Unit 8, Lesson 3 Worksheet, Teacher's Book page 128. See Teacher's Book page 113 for instructions.
- iTools
- Log in for  **Online Practice**

Unit 8 My Body

Lesson 4 Phonics

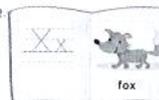
Lesson 4 Phonics

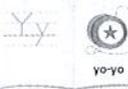
A Say and sing.

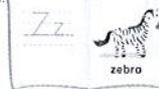
Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

B Listen, point, and say.

1.  woman

2.  fox

3.  yo-yo

4.  zebra

C Look and find.

D Make the letters Ww, Xx, Yy, and Zz.

1.  2. 

3.  4. 



Student Book pages 72–73

Objectives

- Practicing the alphabet

Letters

Ww, Xx, Yy, Zz

Vocabulary

woman, fox, yo-yo, zebra

Materials

Picture Cards 13–16, 25–27, 36–38, 49–51, 68–70, 79–81, 90–92, 101, and 104; Class CD2 Tracks 50–51; four blank cards and drawing supplies for each student

Student Book page 72

Warm up

1. Greet the class. Ask individual students *How are you?* Elicit the answer *I'm fine.* Students circulate and practice greetings with their classmates.
2. Play **Simon Says** (Teacher's Book pages 22–25). Ask *What can you do?* and answer *I can (clap my hands) or Simon says, "I can clap my hands."*
3. Play **Guess the Next Card** (Teacher's Book pages 22–25). Review the alphabet and vocabulary words, in order, from *A–V* using the phonics letter Picture Cards. Elicit the letter names and phonics words.

CD 2
50

The Alphabet

Children: W! X! Y! Z!

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

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

4. Divide the class into four groups: *W*, *X*, *Y*, *Z*. Play the song again. Groups stand when they sing their letter. Change roles.

A Say and sing.

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

1. Students look at the picture and name the letters they know.
2. Use Picture Cards 101–104 to introduce the new letters. Continue until students can produce the letters on their own.
3. Play Class CD2 Track 50. Students listen and then sing along with the CD.

B Listen, point, and say.

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

1. Use Picture Cards 101–104 to introduce the new words. Continue until students can produce the words on their own.
2. Play Class CD2 Track 51. Students listen, point, and say along with the CD.

CD2
51

1. W, w, woman
2. X, x, fox
3. Y, y, yo-yo
4. Z, z, zebra

Student Book page 73

C Look and find.



1. Students point to the picture and describe what they see. Encourage students to use previously learned language, as well.
2. Say the name of a letter or new word. Students point to the item in their books. See the answer key below.
3. Students do the activity in pairs.
4. Say the names of other items in the picture that have the letter sounds w, x, y, and z: *x-ray*, *yak*, *owl*. Students raise their hands and identify the letter name.

D Make the letters Ww, Xx, Yy, and Zz.



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

Student Book page 73



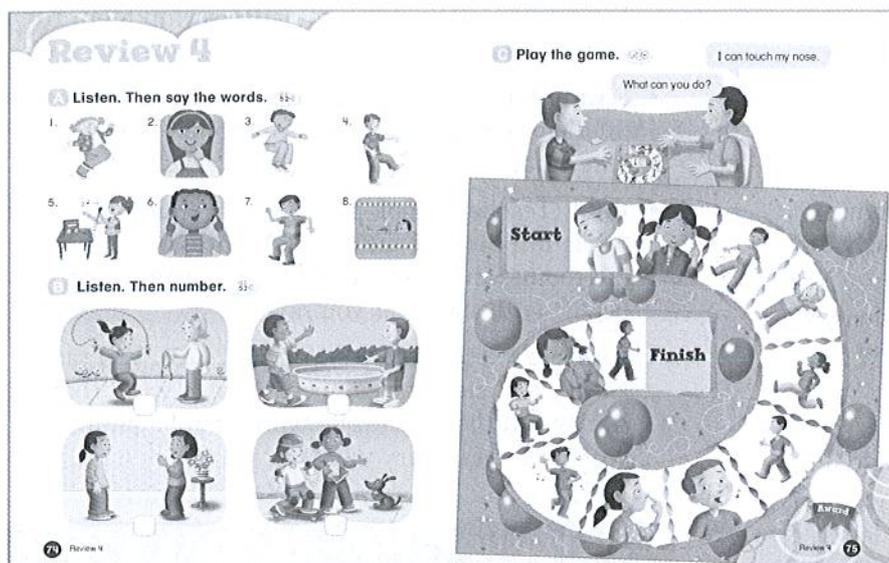
Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 73: *W, w, woman*. Students create their own Everybody Up Expressions and then practice saying them to their classmates.
- **Simon Says** (Teacher's Book pages 22–25). Students arrange their hands or bodies into the letter shapes when you say *Simon Says*.
- **Find** (Teacher's Book pages 22–25). Put pictures or picture cards of the phonics words around the room. Students race to touch a picture that begins with the letter you say.
- **Buzzers** (Teacher's Book pages 22–25). You say a letter and students compete to say a word that starts with that letter. The words can be phonics words or vocabulary words.

Extra Practice

- Workbook pages 72–73. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 53
- Unit 8, Lesson 4 Worksheet, Teacher's Book page 129. See Teacher's Book page 113 for instructions.
- Unit 8 Test, Teacher's Book page 150–151. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key.
- **Test Center**
- iTools
- Log in for **Online Practice**

Review 4



Student Book pages 74–75

Review Language

- Units 7 and 8 grammar and vocabulary

Phonics

- T-Z

Materials

- Picture Cards 82–89, 97–100; Class CD2 Tracks 52–53; dice or special die for Word Roll

Student Book page 74

Warm up

1. Greet the class and sing **The Alphabet** (Class CD2 Track 50) with students.
2. **Charades** (Teacher's Book pages 22–25). Review verbs and actions from Unit 7 and Unit 8.
3. Elicit the Everybody Up Expression from Unit 8, Lesson 2: *I can swing my arms*. Students can practice their own Everybody Up! expressions with their classmates, acting out the verbs.

A Listen. Then say the 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. Play Class CD2 Track 52. Students listen and say along with the CD.

CD2
52

- | | |
|------------------|------------------|
| 1. skip | 2. mouth |
| 3. jump | 4. shake my legs |
| 5. sing | 6. ears |
| 7. stomp my feet | 8. swim |

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

B Listen. Then number.

1. Students look at the pictures and say what they see.
2. Play Class CD2 Track 53. Students listen and point to the pictures.

CD2
53

1. Can you jump?
No, I can't
2. Let's play.
OK. Let's swim.
3. What can you do?
I can clap my hands.
4. Oops! I'm sorry.
That's OK.

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

Answer Key

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

Up-Starters

Student Book page 75

C Play the game.

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

Answer Key

1. wink	2. ears	3. shake my
4. swing my arms	5. run	6. walk leg
7. sing	8. touch my nose	9. dance
10. stomp my feet	11. clap my hands	12. walk

Games and Activities

- **Memory** (Teacher's Book pages 22–25). Students practice the new words. They say *I can* (*touch my nose*) when they make a correct match.
- **Word Roll** (Teacher's Book pages 22–25). Small groups of students play this game with the new vocabulary and phonics words. Prepare a special die with pictures of the vocabulary words on the sides, or use numbered pictures.
- **Categories** (Teacher's Book pages 22–25). Review language from Units 7 and 8.

Extra Practice

- Workbook pages 74–75. See Teacher's Book pages 100–111 for instructions and answer key.
- Final Test, Teacher's Book pages 152–155. See Teacher's Book pages 156–158 for instructions and answer key. **Test Center**
- iTools
- Log in for **Online Practice**

Workbook Answer Key

Welcome, pages 2–3.

A. Connect and say.

Students draw lines connecting the pictures, then say the sentences.

Answers

1. Hi! I'm Julie.
2. Hello! I'm Mike.
3. Hi! I'm Danny.
4. Hello! I'm Emma.

B. ✓ or X.

Students look at the pictures and write ✓ or X.

Answers

1. X ✓
2. ✓ X
3. X ✓
4. X ✓

Unit 1, Art Class

Lesson 1, School Supplies, pages 4–5.

A. Match.

Students draw lines matching the words to the pictures.

Answers

- | | |
|------------------|---------------|
| 1. [2nd picture] | [4th picture] |
| 2. [4th picture] | [1st picture] |
| 3. [1st picture] | [2nd picture] |
| 4. [3rd picture] | [3rd picture] |

B. Match.

Students draw lines matching the pictures to the sentences.

Answers

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

C. ✓ or X.

Students look at the pictures and write ✓ or X.

Answers

1. X ✓
2. ✓ X
3. ✓ X
4. X ✓

Lesson 2, School Supplies, pages 6–7.

A. Trace.

Students trace the pictures.

B. Match.

Students draw lines matching the sentences to the pictures.

Answers

1. [2nd picture]
2. [4th picture]
3. [3rd picture]
4. [1st picture]

C. Trace and match.

Students trace the pictures, then draw lines matching the pictures to the sentences.

1. I have a pencil.
2. I have a crayon.
3. I have a marker.
4. I have a pen.

Lesson 3, Story, pages 8–9.

A. Find.

Students draw lines matching the questions to the answers.

Answers

1. I'm Danny.
2. I'm Julie.
3. I'm Mike.
4. I'm Emma.

B. Circle.

Students circle the pictures.

Answers

1. [1st picture]
2. [2nd picture]
3. [1st picture]
4. [2nd picture]

C. Draw and write.

Students write their names and draw pictures of themselves.

Lesson 4, Phonics, pages 10–11.

A. Connect.

Students draw lines matching the uppercase and lowercase letters.

Answers

1. a – A – a – A – a
2. b – B – b – B – b
3. C – c – C – c – c
4. d – D – d – D – d

B. Match and say.

Students draw lines matching the letters to the pictures, then say the letter sounds.

Answers

1. [2nd picture] a
2. [1st picture] b
3. [3rd picture] c

C. Circle and say.

Students circle the pictures, then say the letter sounds.

Answers

1. [2nd picture]
2. [2nd picture]
3. [1st picture]
4. [1st picture]

D. Trace.

Students trace the letters.

Unit 2, Let's Play

Lesson 1, Toys, pages 12–13.

A. Circle.

Students circle the picture that matches the word and picture in the first column.

Answers

1. [2nd picture]
2. [1st picture]
3. [2nd picture]
4. [1st picture]

B. Trace.

Students trace the pictures.

C. Match and say.

Students draw lines matching the pictures to the words, then say the words.

Answers

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

D. Trace.

Students trace the pictures.

Lesson 2, Toys, pages 14–15.

A. Trace.

Students trace the pictures.

B. Circle.

Students circle the pictures.

Answers

1. [1st picture]
2. [2nd picture]
3. [2nd picture]
4. [1st picture]

C. Match and say.

Students draw lines matching the pictures to the sentences, then say the sentences.

Answers

1. It's a boat.
2. It's a train.
3. It's a jet.
4. It's a car.

Lesson 3, Story, pages 16–17.

A. Match.

Students draw lines matching the pictures to the sentences.

Answers

1. [2nd picture] Hello!
2. [4th picture] Bye!
3. [1st picture] Hello!
4. [3rd picture] Good-bye.

B. Circle.

Students circle the answers.

Answers

1. [1st picture] Hi!
2. [2nd picture] Hello!
3. [1st picture] Bye!
4. [2nd picture] Good-bye!

C. Match.

Students draw lines matching the words to the pictures.

Answers

1. [2nd picture]
2. [1st picture]
3. [3rd picture]

Lesson 4, Phonics, pages 18–19.

A. Circle and say.

Students circle the letters, then say the letter sounds.

Answers

- [1st picture] [3rd picture]
- [2nd picture] [4th picture]
- [3rd picture] [4th picture] [6th picture]

B. ✓ or X.

Students look at the pictures and write ✓ or X.

Answers

- ✓ ✓
- ✓ ✓
- ✓ ✓

C. Match and say.

Students draw lines matching the letters, pictures, and words, then say the letter sounds and words.

Answers

- e [2nd picture] egg
- f [1st picture] friend
- g [3rd picture] girl

D. Trace.

Students trace the letters.

Review 1, pages 20–21.

A. Match.

Students draw lines matching the pictures to the sentences.

Answers

- [row 1, 2nd picture] I have a balloon.
- [row 1, 3rd picture] I have a marker.
- [row 1, 1st picture] I have a car.
- [row 2, 3rd picture] I have a pen.
- [row 2, 1st picture] I have a jet.
- [row 2, 2nd picture] I have paper.

B. Trace.

Students trace the pictures.

Unit 3, Many Colors

Lesson 1, Colors, pages 22–23.

A. Color and say.

Students color the pictures in the appropriate colors, then say the colors.

Answers

- blue
- green
- yellow
- red

B. Match and color.

Students draw lines matching the pictures to the sentences, then color the pictures.

Answers

- [3rd picture] It's blue.
- [4th picture] It's yellow.
- [1st picture] It's red.
- [2nd picture] It's green.

Lesson 2, Colors, pages 24–25.

A. Color and say.

Students color the pictures in the appropriate colors, then say the colors.

Answers

- pink
- purple
- brown
- orange

B. Match and color.

Students trace lines matching the sentences to the pictures, then color the pictures.

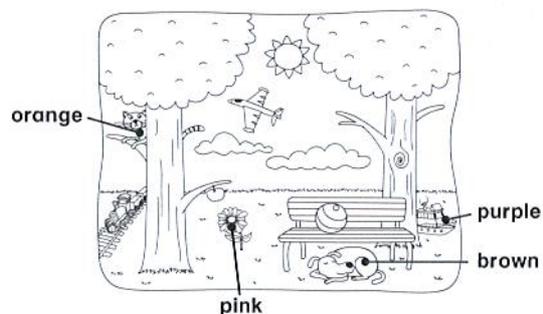
Answers

- [2nd picture]
- [4th picture]
- [1st picture]
- [3rd picture]

C. Find and color.

Students find objects within the picture and color them in the appropriate colors.

Answers



Lesson 4, Phonics, pages 10–11.

A. Connect.

Students draw lines matching the uppercase and lowercase letters.

Answers

1. a – A – a – A – a
2. b – B – b – B – b
3. C – c – C – c – c
4. d – D – d – D – d

B. Match and say.

Students draw lines matching the letters to the pictures, then say the letter sounds.

Answers

1. [2nd picture] a
2. [1st picture] b
3. [3rd picture] c

C. Circle and say.

Students circle the pictures, then say the letter sounds.

Answers

1. [2nd picture]
2. [2nd picture]
3. [1st picture]
4. [1st picture]

D. Trace.

Students trace the letters.

Unit 2, Let's Play

Lesson 1, Toys, pages 12–13.

A. Circle.

Students circle the picture that matches the word and picture in the first column.

Answers

1. [2nd picture]
2. [1st picture]
3. [2nd picture]
4. [1st picture]

B. Trace.

Students trace the pictures.

C. Match and say.

Students draw lines matching the pictures to the words, then say the words.

Answers

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

D. Trace.

Students trace the pictures.

Lesson 2, Toys, pages 14–15.

A. Trace.

Students trace the pictures.

B. Circle.

Students circle the pictures.

Answers

1. [1st picture]
2. [2nd picture]
3. [2nd picture]
4. [1st picture]

C. Match and say.

Students draw lines matching the pictures to the sentences, then say the sentences.

Answers

1. It's a boat.
2. It's a train.
3. It's a jet.
4. It's a car.

Lesson 3, Story, pages 16–17.

A. Match.

Students draw lines matching the pictures to the sentences.

Answers

- | | |
|------------------|-----------|
| 1. [2nd picture] | Hello! |
| 2. [4th picture] | Bye! |
| 3. [1st picture] | Hello! |
| 4. [3rd picture] | Good-bye. |

B. Circle.

Students circle the answers.

Answers

- | | |
|------------------|-----------|
| 1. [1st picture] | Hi! |
| 2. [2nd picture] | Hello! |
| 3. [1st picture] | Bye! |
| 4. [2nd picture] | Good-bye! |

C. Match.

Students draw lines matching the words to the pictures.

Answers

1. [2nd picture]
2. [1st picture]
3. [3rd picture]

Lesson 4, Phonics, pages 18–19.

A. Circle and say.

Students circle the letters, then say the letter sounds.

Answers

- [1st picture] [3rd picture]
- [2nd picture] [4th picture]
- [3rd picture] [4th picture] [6th picture]

B. ✓ or X.

Students look at the pictures and write ✓ or X.

Answers

- ✓ ✓
- ✓ ✓
- ✓ ✓

C. Match and say.

Students draw lines matching the letters, pictures, and words, then say the letter sounds and words.

Answers

- e [2nd picture] egg
- f [1st picture] friend
- g [3rd picture] girl

D. Trace.

Students trace the letters.

Review 1, pages 20–21.

A. Match.

Students draw lines matching the pictures to the sentences.

Answers

- [row 1, 2nd picture] I have a balloon.
- [row 1, 3rd picture] I have a marker.
- [row 1, 1st picture] I have a car.
- [row 2, 3rd picture] I have a pen.
- [row 2, 1st picture] I have a jet.
- [row 2, 2nd picture] I have paper.

B. Trace.

Students trace the pictures.

Unit 3, Many Colors

Lesson 1, Colors, pages 22–23.

A. Color and say.

Students color the pictures in the appropriate colors, then say the colors.

Answers

- blue
- green
- yellow
- red

B. Match and color.

Students draw lines matching the pictures to the sentences, then color the pictures.

Answers

- [3rd picture] It's blue.
- [4th picture] It's yellow.
- [1st picture] It's red.
- [2nd picture] It's green.

Lesson 2, Colors, pages 24–25.

A. Color and say.

Students color the pictures in the appropriate colors, then say the colors.

Answers

- pink
- purple
- brown
- orange

B. Match and color.

Students trace lines matching the sentences to the pictures, then color the pictures.

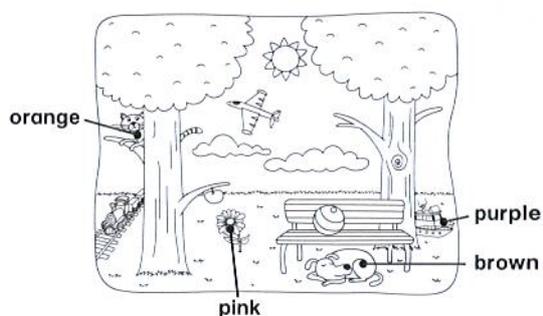
Answers

- [2nd picture]
- [4th picture]
- [1st picture]
- [3rd picture]

C. Find and color.

Students find objects within the picture and color them in the appropriate colors.

Answers



Lesson 3, Story, pages 26–27.

A. Find.

Students draw lines matching the pictures to the sentences.

Answers

1. I'm OK.
2. Thank you.
3. I'm fine. Thank you.

B. Match and say.

Students draw lines matching the pictures to the sentences, then say the sentences.

Answers

1. Thank you!
2. I'm fine. Thank you.

C. Circle and say.

Students circle the answers, then say the sentences.

Answers

1. I'm fine. Thank you.
2. Thank you!
3. I'm OK.

Lesson 4, Phonics, pages 28–29.

A. Color.

Students color the picture using the key.

B. Match and say.

Students draw lines matching the letters to the pictures, then say the letter sounds.

Answers

- | | |
|------------------|---|
| 1. [3rd picture] | h |
| 2. [1st picture] | i |
| 3. [2nd picture] | j |

C. Match and say.

Students draw lines matching the letters, pictures, and sentences, then say the sentences.

Answers

- | | |
|------------------|---------------------------|
| 1. [3rd picture] | It's a hat. It's brown. |
| 2. [1st picture] | It's an insect. It's red. |
| 3. [2nd picture] | It's jam. It's purple. |

D. Trace.

Students trace the letters.

Unit 4 Counting

Lesson 1, Numbers, pages 30–31.

A. Count.

Students draw lines matching the pictures to the numbers.

Answers

1. 1
2. 2
3. 3
4. 4
5. 5

B. Draw.

Students draw the correct number of fish.

Answers

1. Students trace outline of one fish.
2. Students draw two fish.
3. Students draw three fish.
4. Students draw four fish.
5. Students draw five fish.

C. Count.

Students count the objects in the picture and write the numbers.

Answers

1. 3
2. 2
3. 4
4. 5
5. 1

D. Count and circle.

Students look at the pictures and circle the answers.

Answers

1. 5
2. 4
3. 2
4. 3
5. 1

Lesson 2, Numbers, pages 32–33.

A. Match.

Students draw lines matching the numbers to the pictures.

Answers

1. [3rd picture]
2. [4th picture]
3. [1st picture]
4. [5th picture]
5. [2nd picture]

B. Count and circle.

Students circle the correct number of pictures.

Answers

1. Students circle 7 out of 10 pencils.
2. Students circle 8 out of 10 pieces of paper.
3. Students circle 9 out of 10 scissors.
4. Students circle 6 out of 10 markers.
5. Students circle 10 out of 10 tubes of paint.

B. Count and write.

Students count the pictures and write the numbers.

Answers

- 1
- 4
- 10
- 5
- 7
- 9

C. Match.

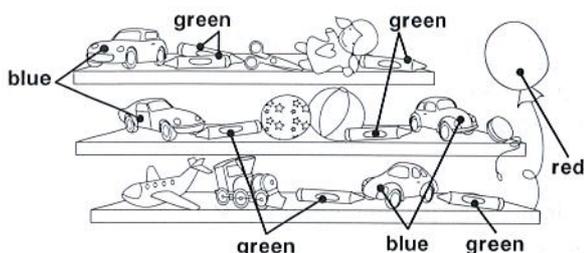
Students draw lines matching the pictures to the sentences.

Answers

- I'm six.
- I'm fine. Thank you.
- Thank you.

D. Find and color.

Students find objects within the picture and color them in the appropriate colors.

Answers**Unit 5 Animals****Lesson 1, Pets, pages 40–41.****A. Match.**

Students draw lines matching the pictures to the words.

Answers

- | | | |
|-----------|---------|---------------|
| 1. bird | birds | [6th picture] |
| 2. rabbit | rabbits | [8th picture] |
| 3. cat | cats | [5th picture] |
| 4. dog | dogs | [7th picture] |

B. ✓ or X.

Students look at the pictures and write ✓ or X.

Answers

- rabbit
 rabbits
- cat
 cats
- dog
 dogs
- bird
 birds

C. Count.

Students look at the picture and write the numbers.

Answers

- 3
- 3
- 3
- 8

D. Count and circle.

Students look at the pictures and circle the answers.

Answers

- 3 birds
- 6 cats
- 1 dog
- 8 rabbits

Lesson 2, Farm Animals, pages 42–43.**A. Count and write.**

Students look at the picture and write the numbers.

Answers

- 4 horses
- 6 goats
- 2 cows
- 6 ducks

B. Circle.

Students circle the correct number of pictures.

Answers

- Students circle 9 out of 10 goats.
- Students circle 6 out of 10 cows.
- Students circle 7 out of 10 horses.
- Students circle 8 out of 10 ducks.

C. Match and say.

Students draw lines matching the words to the pictures, count and write the numbers, then say the answers.

Answers

- [4th picture] 4 horses
- [2nd picture] 3 ducks
- [1st picture] 8 goats
- [3rd picture] 2 cows

Lesson 3, Story, pages 44–45.

A. ✓ or X.

Students read the sentences and write [check mark] or X.

Answers

1. Please help me. ✓
2. I'm 6. X
3. Sure. ✓
4. Good-bye! X
5. Thank you. ✓

B. Number.

Students number the pictures in the correct order.

Answers

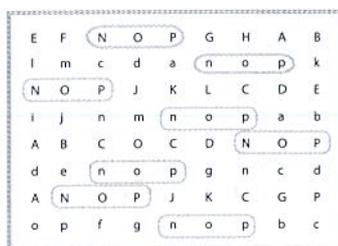
1. 2 Sure.
1 Please help me.
3 Thank you.
2. 3 Thank you.
2 Sure.
1 Please help me.
3. 1 Please help me.
3 Thank you.
2 Sure.

Lesson 4, Phonics, pages 46–47.

A. Circle.

Students find and circle the letters NOP and nop in the word search.

Answers



B. Match.

Students draw lines matching the letters to the words.

Answers

1. nose
2. orange
3. pencil

C. Count.

Students look at the picture and write the numbers.

Answers

1. N 2
2. O 2
3. P 2
4. n 3
5. o 3
6. p 3
7. [nose] 3
8. [orange] 5
9. [pencil] 7

D. Trace.

Students trace the letters.

Unit 6 Lunch

Lesson 1, Food, pages 48–49.

A. Match.

Students draw lines matching the sentences to the pictures.

Answers

1. [3rd picture]
2. [1st picture]
3. [2nd picture]
4. [4th picture]

B. ✓ or X.

Students look at the pictures and write ✓ or X.

Answers

1. X ✓ X
2. X X ✓
3. ✓ X X
4. X X ✓

C. Match and say.

Students draw lines matching the beginnings and endings of the sentences, then say the answers.

Answers

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

D. What about you? Circle ☺ or ☹.

Students circle ☺ or ☹.

Lesson 2, Food, pages 50–51.

A. Number and say.

Students look at the pictures and write the numbers, then say the words.

Answers

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

B. ✓ or X.

Students look at the pictures and write ✓ or X.

Answers

- X Yes, I do.
✓ No, I don't.
- ✓ Yes, I do.
X No, I don't.
- ✓ Yes, I do.
X No, I don't.
- X Yes, I do.
✓ No, I don't.

C. Match.

Students draw lines matching the pictures to the words and letters, then say the words.

Answers

- Do you like rice? [4th picture]
Yes, I do. [3rd picture]
- Do you like fish? [1st picture]
No, I don't. [1st picture]
- Do you like chicken? [2nd picture]
No, I don't. [2nd picture]
- Do you like beans? [3rd picture]
Yes, I do. [4th picture]

Lesson 3, Story, pages 52–53.

A. Match.

Students draw lines matching the pictures to the sentences.

Answers

- No, I don't.
- It's a sandwich.
- Thank you!
- Yes, I do.

B. Number.

Students number the pictures in the correct order.

Answers

- 4 Thank you.
2 What is it?
1 Here you are.
3 It's chicken.
- 4 You're welcome.
2 It's beans.
3 Thank you.
1 What is it?
- 2 It's fish.
3 Thank you.
4 You're welcome.
1 What is it?
- 2 What is it?
4 Thank you.
1 Here you are.
3 It's rice.

Lesson 4, Phonics, pages 54–55.

A. Connect.

Students draw lines matching the uppercase and lowercase letters.

Answers

- q – Q – q – Q – q
- r – R – r – R – r
- s – S – s – S – s

B. ✓ or X.

Students look at the pictures and write ✓ or X.

Answers

- | | | | |
|------|---|---|---|
| 1. q | ✓ | r | X |
| 2. s | X | r | ✓ |
| 3. s | ✓ | q | X |

C. Match and say.

Students draw lines matching the pictures to the words, then say the words.

Answers

- [2nd picture] queen
- [3rd picture] ring
- [1st picture] sun

D. Trace.

Students trace the letters.

Review 3, pages 56–57.**A. Count.**

Students look at the picture and write the numbers.

Answers

1. rabbits 3
2. cats 2
3. dogs 2
4. birds 3
5. horses 2
6. cows 2
7. ducks 3
8. goats 2

B. Circle.

Students look at the pictures and circle the answers.

Answers

1. [3rd picture]
2. [2nd picture]
3. [2nd picture]
4. [1st picture]

C. Match.

Students draw lines to the correct responses:

Answers

1. Sure. [5th picture]
2. What is it? [2nd picture]
3. You're welcome. [1st picture]
4. It's chicken. [4th picture]
5. Yes, I do. [3rd picture]

Unit 7, Things to Do**Lesson 1, Abilities, pages 58–59.****A. Match and say.**

Students say the words and point to the pictures.

Answers

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

B. ✓ or X.

Students look at the pictures and write ✓ or X.

Answers

1. X ✓
2. X ✓
3. X ✓
4. X ✓

C. Find and number.

Students match the sentences to the pictures by writing the correct numbers next to the pictures.

Answers

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

D. What about you? ✓ or X.

Students write ✓ or X next to the pictures.

Lesson 2, Abilities, pages 60–61.**A. Find and number.**

Students match the words to the pictures by writing the correct numbers next to the pictures.

Answers

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

B. Circle.

Students look at the pictures and circle the answers.

Answers

1. No, I can't.
2. Yes, I can.
3. Yes, I can.
4. No, I can't.

C. Match and say.

Students match the pictures, then say the questions and answers.

Answers

- | | |
|-------------------|-------------|
| 1. Can you wink? | Yes, I can. |
| 2. Can you sing? | Yes, I can. |
| 3. Can you dance? | Yes, I can. |
| 4. Can you swim? | Yes, I can. |

D. What about you? ✓ or X.

Students write ✓ or X next to the sentences.

Lesson 3, Story, pages 62–63.

A. Match and say.

Students draw lines matching the pictures to the sentences, then say the questions and answers.

Answers

1. Can you sing? [3rd picture]
No, I can't. [3rd picture]
2. Can you swim? [1st picture]
No, I can't. [2nd picture]
3. Can you wink? [2nd picture]
Yes, I can. [1st picture]
4. Can you dance? [4th picture]
OK! Let's dance. [4th picture]

B. Match.

Students draw lines matching the pictures to the sentences.

Answers

1. OK! Let's jump. [2nd picture]
2. OK! Let's run. [1st picture]
3. OK! Let's dance. [4th picture]
4. OK! Let's sing. [3rd picture]

Lesson 4, Phonics, pages 64–65.

A. Find and circle.

Students find and circle the upper or lower case letters Tt Uu Vv.

B. Circle.

Students circle the letters.

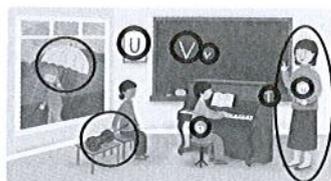
Answers

1. Students circle the t and the t in teacher.
2. Students circle the u and the u in umbrella.
3. Students circle the v and the v in violin.

C. Find.

Students look at the picture and find the letters and objects.

Answers



D. Trace.

Students trace the letters.

Unit 8, My Body

Lesson 1, My Face, pages 66–67.

A. Find and number.

Students match the words to the face by writing the correct numbers next to the parts of the face.

Answers

1. 2
2. 1
3. 1
4. 2
5. 3
6. 4

B. Circle.

Students look at the pictures and circle the answers.

Answers

1. [1st picture]
2. [3rd picture]
3. [2nd picture]
4. [2nd picture]

C. Trace.

Students trace the picture and complete the sentence.

Lesson 2, My Body, pages 68–69.

A. Match.

Students draw lines matching the pictures to the sentences.

Answers

1. shake my legs [2nd picture]
2. clap my hands [1st picture]
3. swing my arms [4th picture]
4. stomp my feet [3rd picture]

B. Number.

Students match the words to the pictures by writing the correct numbers next to the pictures.

Answers

1. 1 clap my hands
2. 2 stomp my feet
3. 4 swing my arms
4. 3 shake my legs

C. Match and say.

Students draw matching lines to complete the picture sequences, then say the phrases.

Answers

1. [2nd picture]
2. [1st picture]
3. [4th picture]
4. [3rd picture]

D. What about you? ✓ or X.

Students write ✓ or X next to the phrases.

Lesson 3, Story, pages 70–71.

A. Find and number.

Students match the sentences to the pictures by writing the correct numbers next to the pictures.

Answers

1. 1 Ouch! My feet.
2. 3 Ouch! My arm.
3. 2 Ouch! My hand.
4. 4 That's OK.

B. Number.

Students match the sentences to the pictures by writing the correct numbers next to the pictures.

Answers

1. 2 That's OK.
1 Oops! I'm sorry.
2. 1 Oops! I'm sorry.
2 That's OK.
3. 2 That's OK.
1 Oops! I'm sorry.
4. 2 That's OK.
1 Oops! I'm sorry.
5. 1 Oops! I'm sorry.
2 That's OK.

Lesson 4, Phonics, pages 72–73.

A. Find and circle.

Students find and circle the letters.

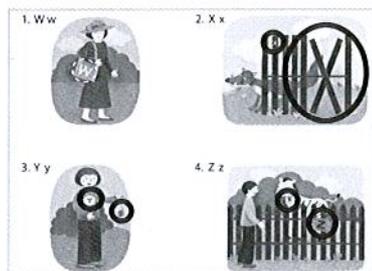
Answers

1. W w
2. X x
3. Y y
4. Z z

B. Find and circle.

Students look at the pictures and circle the letters.

Answers



C. Match and say.

Students draw lines matching the pictures to the words, then say the words.

Answers

1. [4th picture] woman
2. [2nd picture] fox
3. [1st picture] yo-yo
4. [3rd picture] zebra

D. Trace.

Students trace the letters.

Review 4, pages 74–75.

A. Find and number.

Students match the sentences to the pictures by writing the correct numbers next to the pictures.

Answers

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

B. Play the game.

Worksheet

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Unit 1 lesson 1 page 116

A 1 Write the names of the

countries in the correct column.

Country

Group 1: English speaking

Group 2: Spanish speaking

Group 3: Other

Group 4: Not speaking

any of these

Unit 1 lesson 2 page 117

A 1

Write the names of the

countries in the correct column.

Group 1: English speaking

Group 2: Spanish speaking

Group 3: Other

Group 4: Not speaking

any of these

Unit 1 lesson 3 page 118

A 1 Write the names of the

countries in the correct column.

Group 1: English speaking

Group 2: Spanish speaking

Group 3: Other

Group 4: Not speaking

any of these

Unit 1 lesson 4 page 119

A 1 Write the names of the

countries in the correct column.

Group 1: English speaking

Group 2: Spanish speaking

Group 3: Other

Group 4: Not speaking

any of these

Worksheet Instructions

Unit 1, Lesson 3, page 114.

A. Is it friendly? Look and check.

Students look at the pictures and check yes or no.

Answers

1. yes
2. no
3. yes

B. Look at **A**. Circle the hidden pictures.

Students look for the hidden pictures and circle them.

Answers

1. paper, scissors, glue
2. paint, crayon
3. (nothing)

Unit 1, Lesson 4, page 115.

A. Color.

Students color the letters and vocabulary items.

Unit 2, Lesson 3, page 116.

A. Do the puzzle. Then color.

Students cut out the puzzle pieces and complete the puzzle. When the puzzle is complete, they color the puzzle.

Unit 2, Lesson 4, page 117.

A. Cut and glue. Then color.

Students cut the letters from the bottom of the page and paste them onto the correct vocabulary items to complete the words. Hints are given by the shape and size of letter. Then students color the page.

Unit 3, Lesson 3, page 118.

A. Make finger puppets.

Students color and cut out finger puppets. Tape the tabs to secure the puppets to the student's fingers.

B. Read and act.

By themselves or in pairs, students use the finger puppets to act out the dialogue.

Unit 3, Lesson 4, page 119.

A. Read and color.

Students color the letters and vocabulary items.

Unit 4, Lesson 3, page 120.

A. Draw .

Students read the conversations and draw the correct number of candles on each cake.

Answers

1. 4
2. 8
3. 7
4. 6

B. Count the .

Students count the number of presents they see in A and write the number on the line.

Answers

1. 4
2. 3
3. 5
4. 6

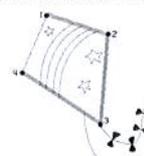
Unit 4, Lesson 4, page 121.

A. Connect the dots. What is it? Check.

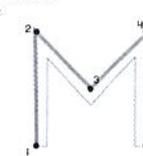
Students connect the dots. Then students check the correct letter to match the picture.

Answers

A Connect the dots. What is it? Check.

1. 

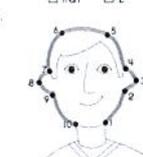
K kite
 man m

2. 

lion M
 man L

3. 

l lion
 L kite

4. 

kite lion
 man K

Unit 5, Lesson 3, page 122.

A. Is it helpful? ✓ or X.

Students look at the pictures and write a checkmark if the situation depicts someone being helpful or an X if the characters are not helpful.

Answers

1. ✓
2. ✓
3. X
4. X

B. Look at A. Count and write.

Students look for the animal depicted in A, count, and write the number.

Answers

1. 4 rabbits
2. 1 cat
3. 2 dogs
4. 6 ducks

Unit 5, Lesson 4, page 123.

A. Cut and glue.

Students cut the letters and vocabulary items and glue them into the puzzle above. Hints are given by the words and shapes.

Unit 6, Lesson 3, page 124.

A. Cut and glue.

Students cut the food items and glue them into the conversations above.

Answers

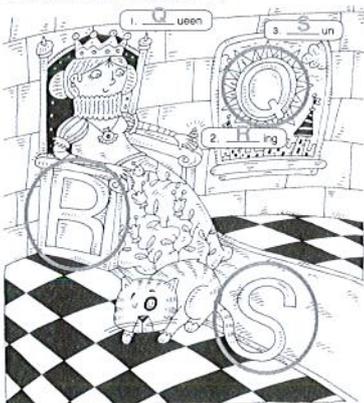
1. rice
2. water
3. sandwich
4. bread

Unit 6, Lesson 4, page 125.

A. Circle q, r, s. Write q, r, s.

Students circle the capital letters in the art. Then students write in the lower-case letters on the word labels.

A Circle Q, R, S. Write q, r, s.



Unit 7, Lesson 3, page 126.

A. Who's friendly? ✓ or X.

Students look at the numbered scenes and write a checkmark if the characters are friendly or an X if they are not.

Answers

1. ✓
2. X
3. X
4. ✓

B. Look at A. Then cut and label.

Students cut the words out and label the correct parts of the picture in A.

Answers

1. jump
2. run
3. swim
4. dance

Unit 7, Lesson 4, page 127.

A. Connect the dots. Then color.

Students connect the dots to form letters or vocabulary items. Then students color the pictures.

Answers

1. T
2. (an umbrella)
3. (a whiteboard)
4. V
5. U
6. (a violin)

B. Look at A. Cut and glue.

Students cut the words out and label the correct vocabulary items in A.

Answers

3. teacher
2. umbrella
6. violin

Unit 8, Lesson 3, page 128.

A. Make finger puppets.

Students color and cut out finger puppets. Tape the tabs to secure the puppets to the students' fingers.

B. Read and act.

By themselves or in pairs, students use the finger puppets to act out the dialogue. Students can use the extra items as props.

Unit 8, Lesson 4, page 129.

A. Match and color.

Students match the letters to the associated vocabulary items. Then students color the pictures.

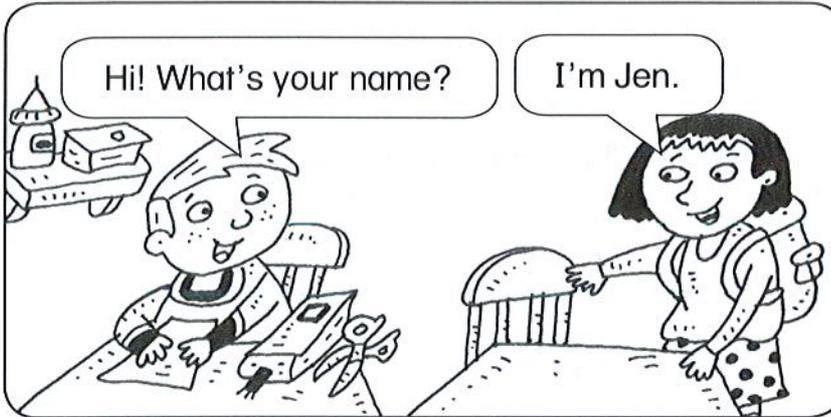
Unit 1 Lesson 3

Name: _____

Be friendly.

A Is it friendly? Look and check.

1.



Yes

No

2.



Yes

No

3.



Yes

No

B Look at **A**. Circle the hidden pictures.

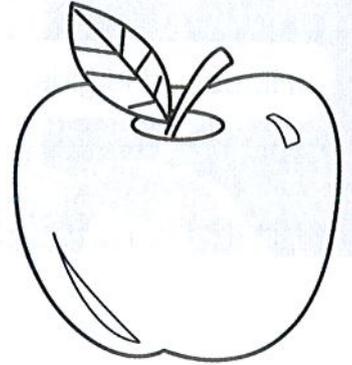
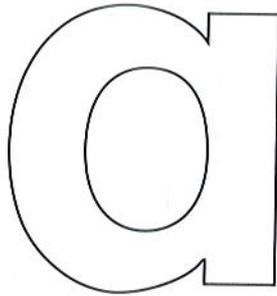
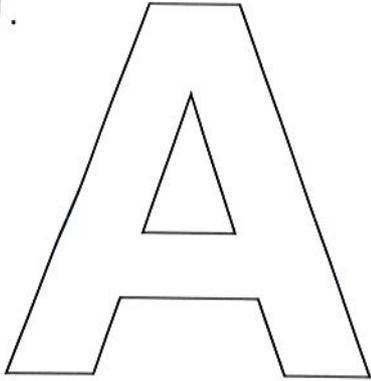
paper glue scissors paint crayon

Unit 1 Lesson 4

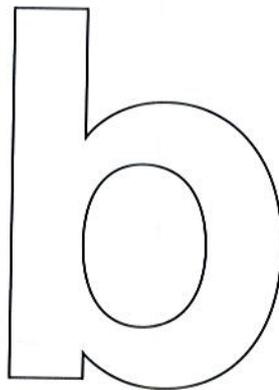
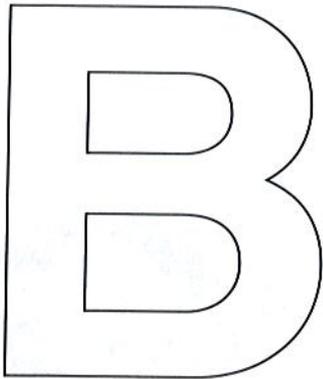
Name: _____

A Color.

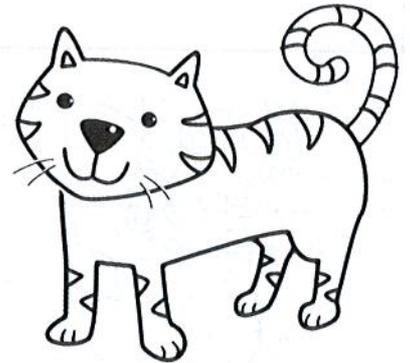
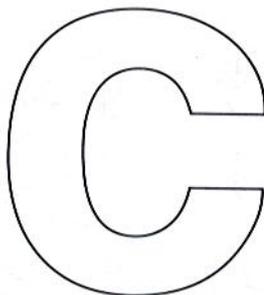
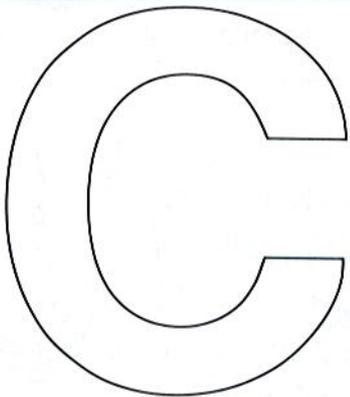
1.



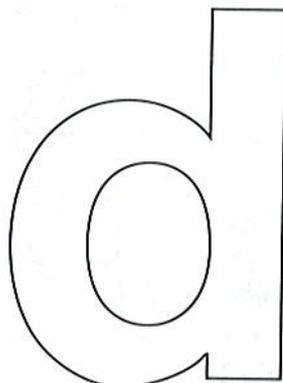
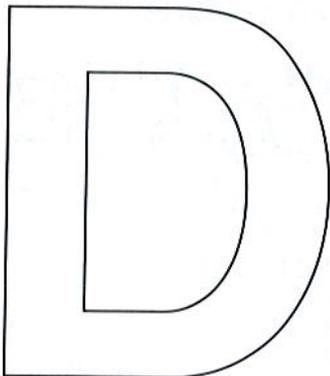
2.



3.



4.

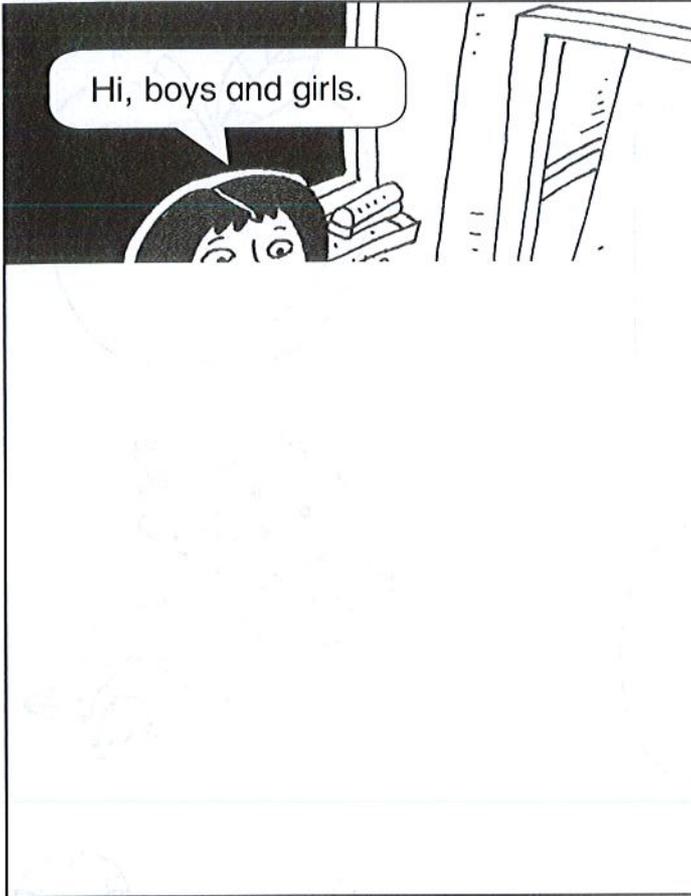


Unit 2 Lesson 3

Name: _____

Be polite.

A Do the puzzle. Then color.

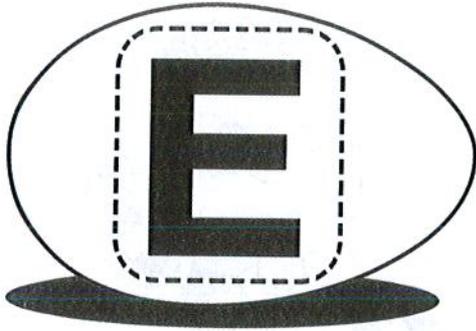


Unit 2 Lesson 4

Name: _____

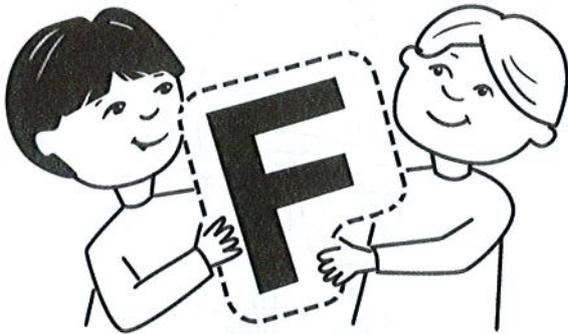
A Cut and glue. Then color.

1.



_____ gg

2.

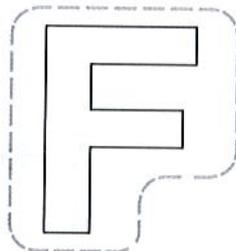
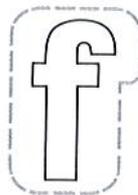
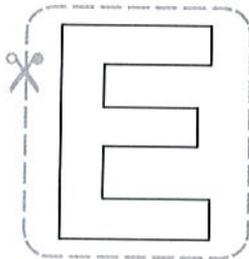


_____ riends

3.



_____ irl

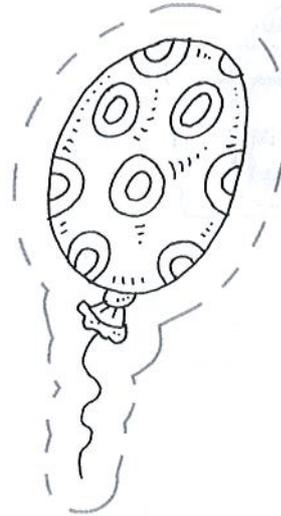
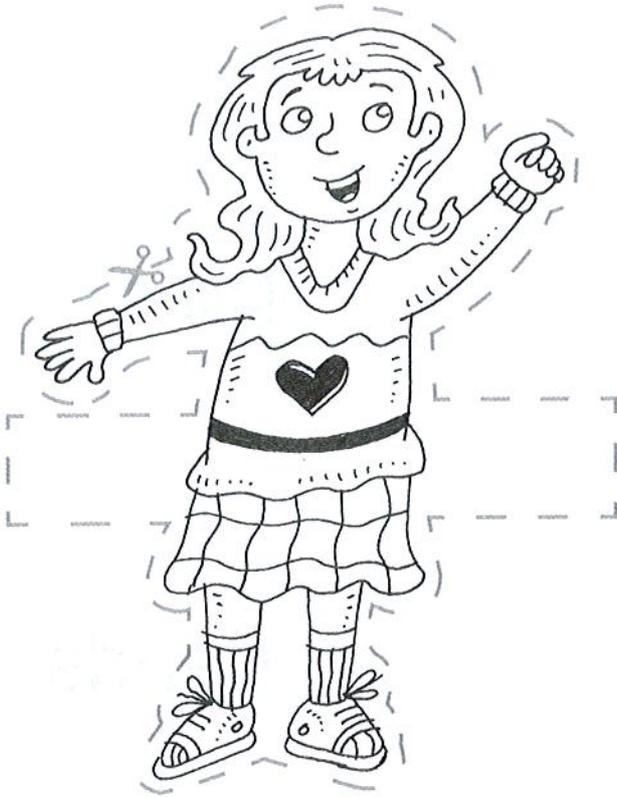


Unit 3 Lesson 3

Name: _____

Be nice.

A Make finger puppets.



B Read and act.

A. Hi. How are you?

B. I'm OK.

A. Here you are.

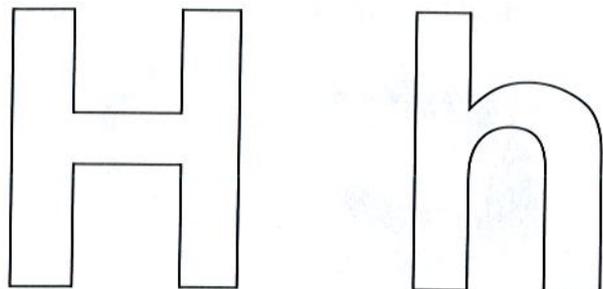
B. Thank you.

Unit 3 Lesson 4

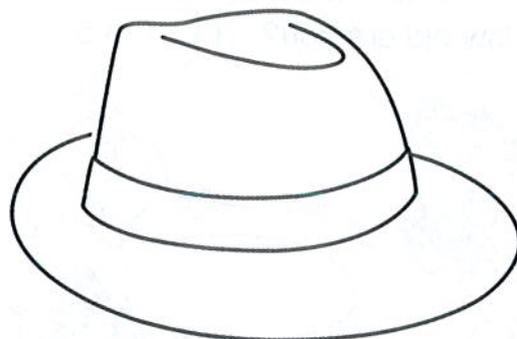
Name: _____

A Read and color.

1.

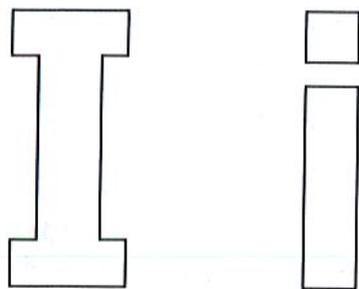


2.

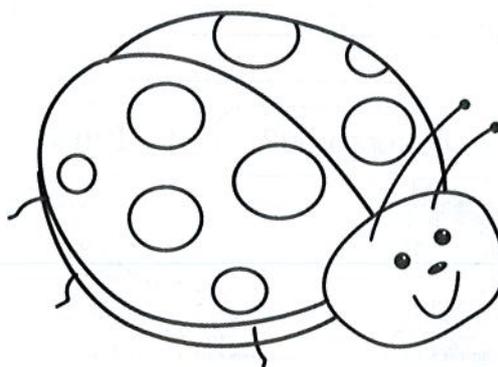


hat

3.

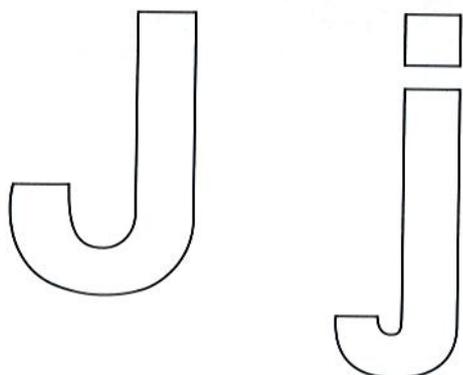


4.



insect

5.



6.



jam

Unit 4 Lesson 3

Name: _____

Be friendly.

A Draw



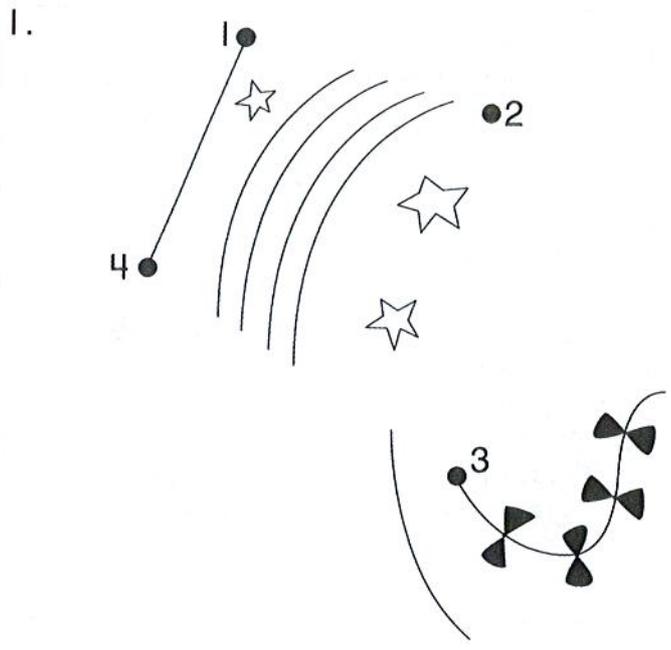
B Count the

1. _____ 2. _____ 3. _____ 4. _____

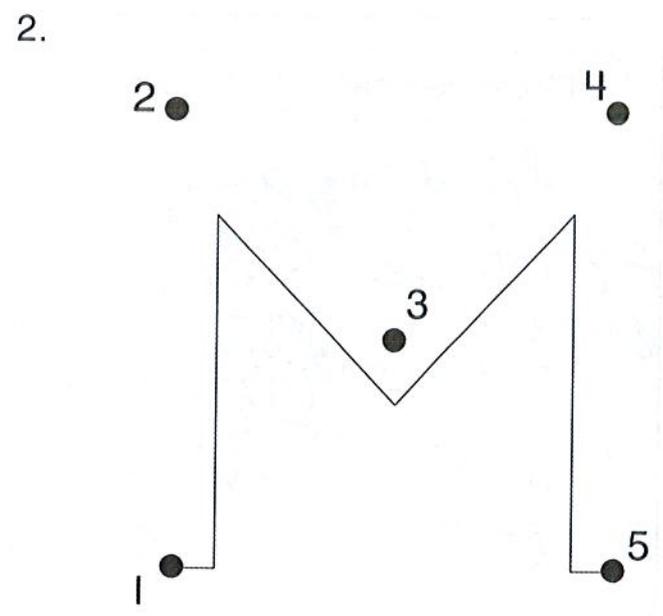
Unit 4 Lesson 4

Name: _____

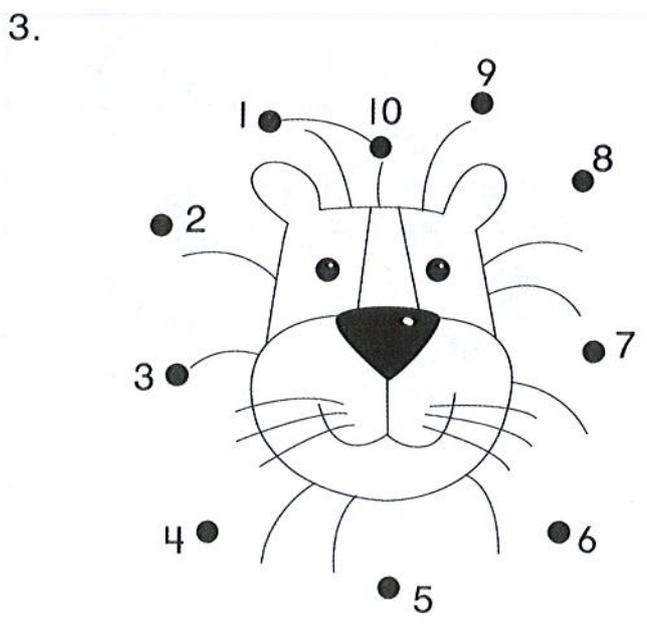
A Connect the dots. What is it? Check.



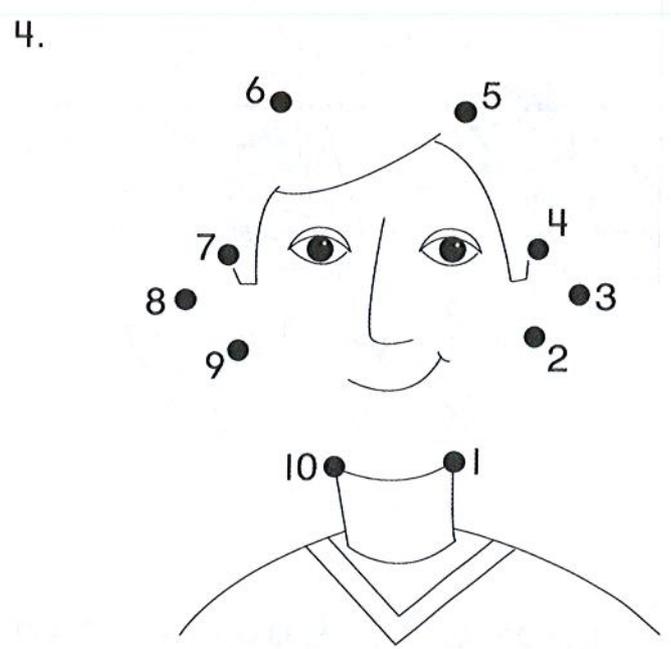
- K
- kite
- man
- m



- lion
- M
- man
- L



- I
- lion
- L
- kite



- kite
- lion
- man
- K

Unit 5 Lesson 3

Name: _____

Be helpful.

A Is it helpful? ✓ or X.



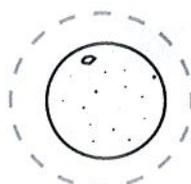
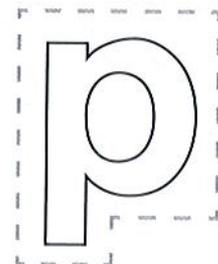
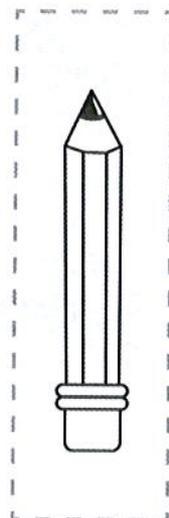
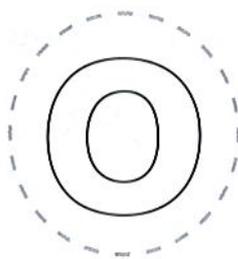
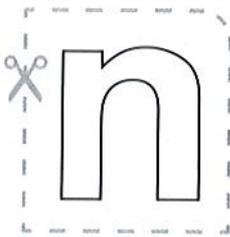
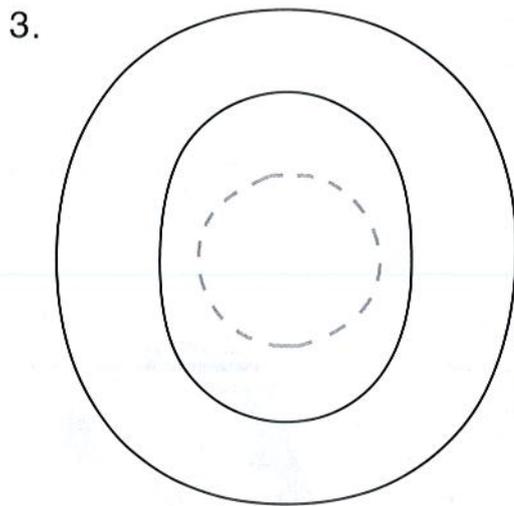
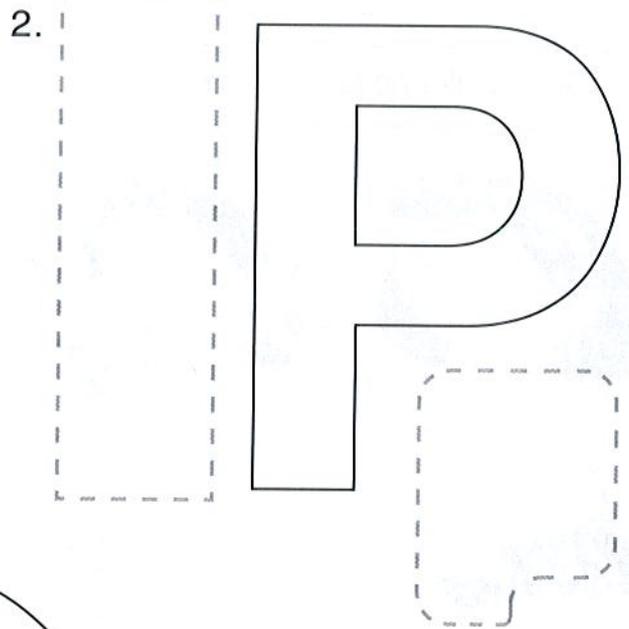
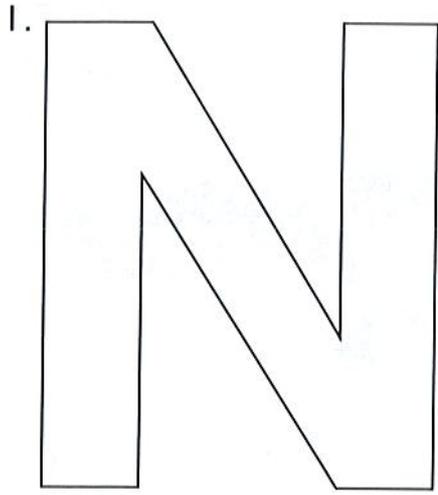
B Look at A. Count and write.

1. _____ 2. _____ 3. _____ 4. _____

Unit 5 Lesson 4

Name: _____

A Cut and glue.

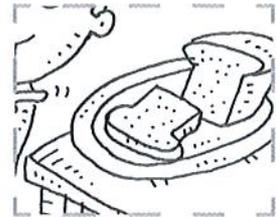


Unit 6 Lesson 3

Be fair.

Name: _____

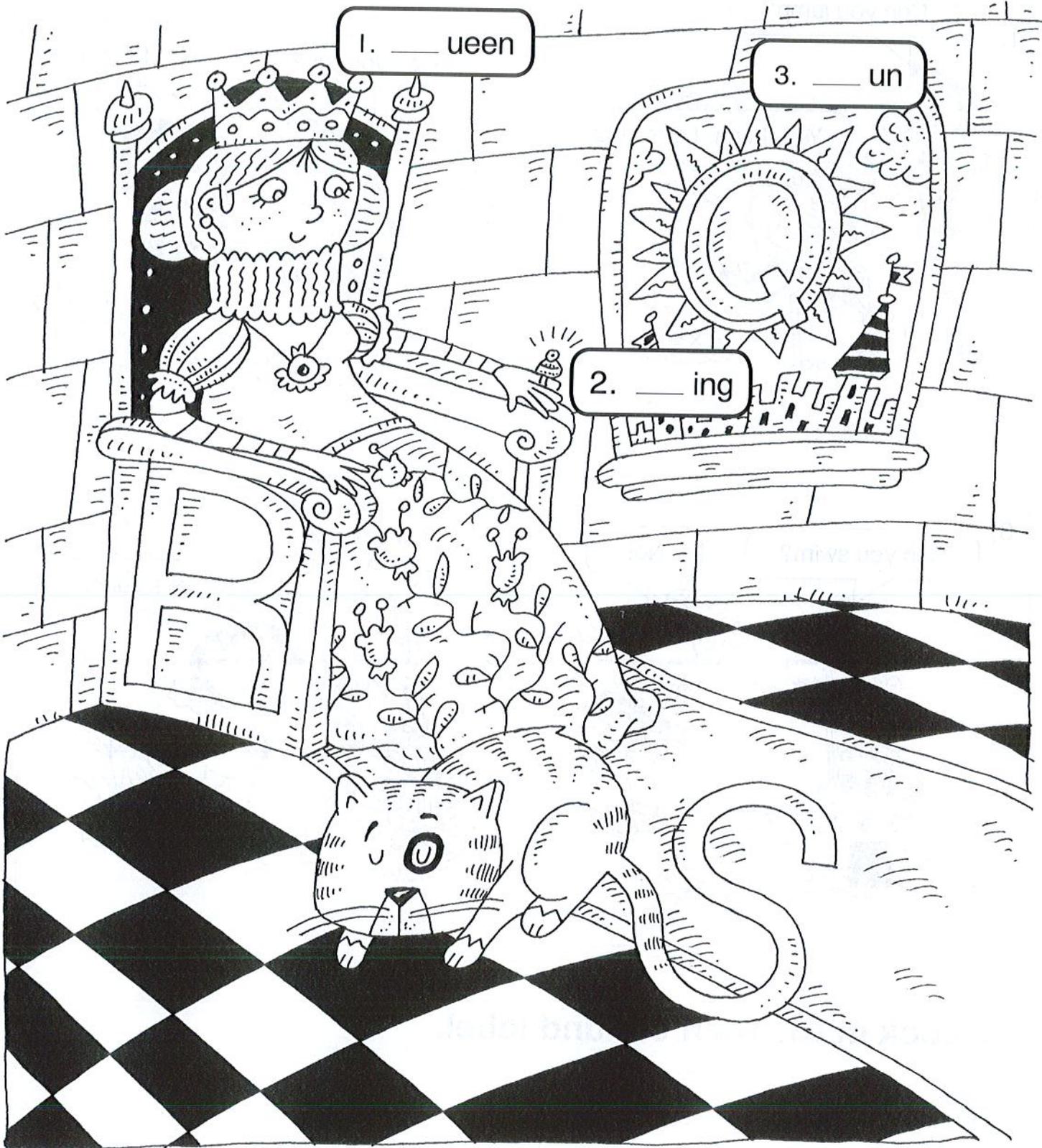
A Cut and glue.



Unit 6 Lesson 4

Name: _____

A Circle Q, R, S. Write q, r, s.

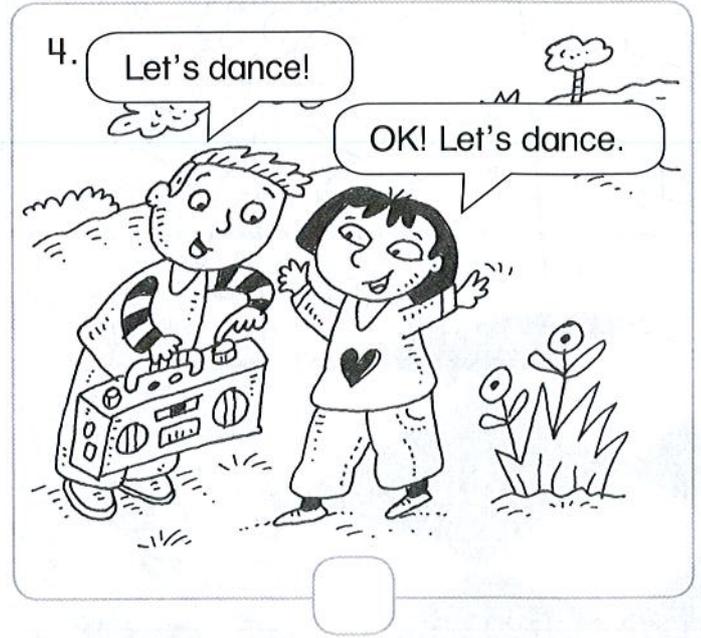


Unit 7 Lesson 3

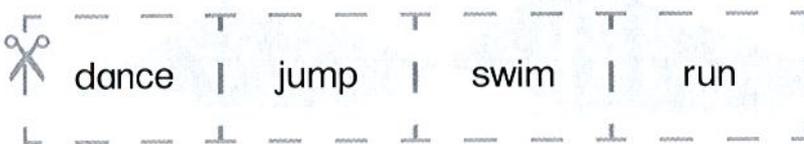
Name: _____

Be friendly.

A Who's friendly? Check.



B Look at **A**. Then cut and label.



Unit 7 Lesson 4

Name: _____

A Connect the dots. Then color.

1.

2.

3.

4.

5.

6.

B Look A. Then cut and label.

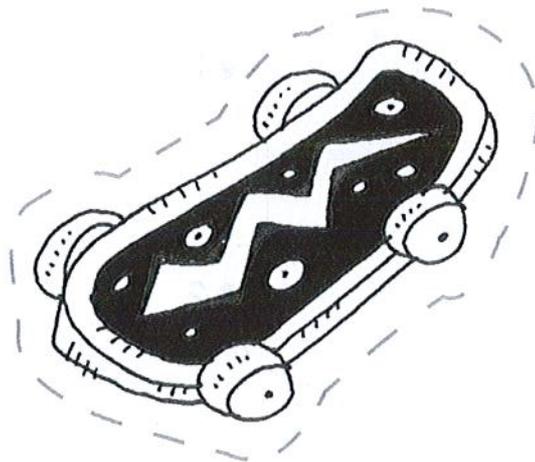
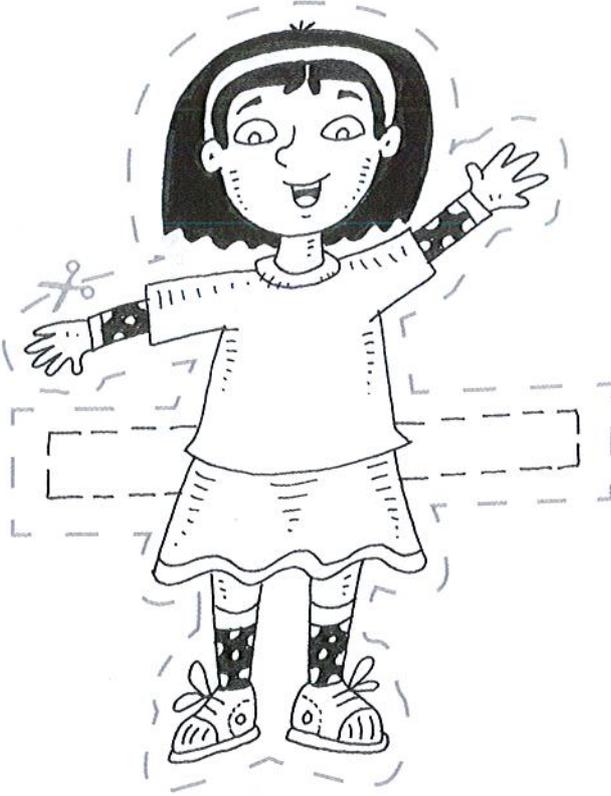

violin
umbrella
teacher

Unit 8 Lesson 3

Name: _____

Be polite.

A Make finger puppets.

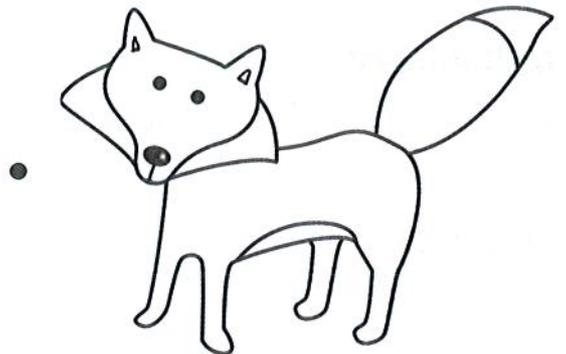
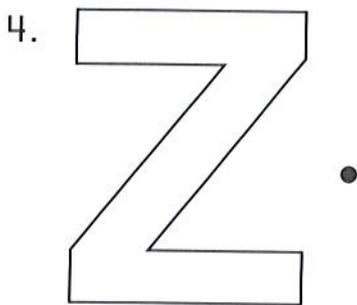
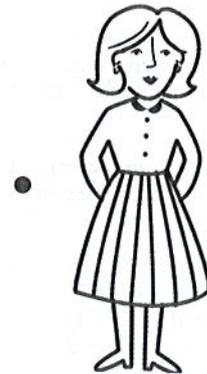
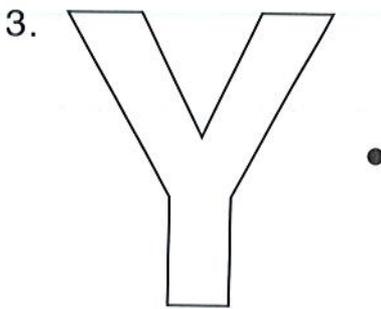
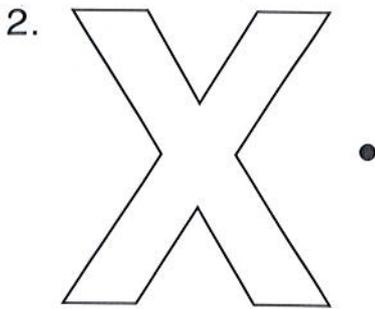
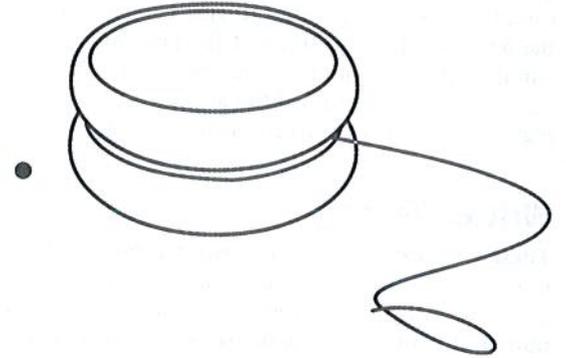


B Read and act.

- A. I'm sorry.
- B. That's OK.

Unit 8 Lesson 4

Name: _____

A Match and color.

Test Instructions

Test Center 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. The questions are listed in italics and suggested answers are 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 or realia for glue, scissors, pencil, marker

Give the child the cards or realia.

1. Point to the glue. *What do you have?* (I have glue.)
2. Point to the scissors. *What do you have?* (I have scissors.)
3. Point to the pencil. *What do you have?* (I have a pencil.)
4. Point to the marker. *What do you have?* (I have a marker.)

Now, I'm going to ask you some questions. Use a complete sentence to answer me.

5. *Hi, what's your name?* (I'm name.)
6. *Now you ask me.* (Hi, what's your name?)

Unit 2

Materials: Picture cards or realia for balloon, ball, car, train, jet

1. Hold up a picture of a balloon. *What is it?* (It's a balloon.)
2. Hold up a picture of a ball. *What is it?* (It's a ball.)
3. Hold up a picture of a car. *What is it?* (It's a car.)
4. Hold up a picture of a train. *What is it?* (It's a train.)
5. Hold up a picture of a jet. *What is it?* (It's a jet.)

Unit 3

Materials: Picture cards or realia for colors red, yellow, orange, purple, and from Unit 2: the green yo-yo and blue car

1. Show the red card. *What color is it?* (It's red.)
2. Show the yellow card. *What color is it?* (It's yellow.)
3. Show the orange card. *What color is it?* (It's orange.)
4. Show the purple card. *What color is it?* (It's purple.)
5. Show the green yo-yo card. *What color is it?* (It's green.)
6. Show the blue car card. *What color is it?* (It's blue.)

Unit 4

Materials: Realia of school supplies to count: 3 erasers, 5 pencils, 1 pen, 7 markers

Set the school supplies in groups in front of the student.

1. Point to the 3 erasers. *How many?* (3)
2. Point to the 5 pencils. *How many?* (5)
3. Point to 1 pen. *How many?* (1)
4. Point to 7 markers. *How many?* (7)
5. Group the 5 pencils with the 1 pen. *How many? Let's count.* (6)
6. Group the 7 markers with the 3 erasers. *How many? Let's count.* (10)

Unit 5

Materials: Picture cards for 3 horses, 5 ducks, 3 dogs, 6 birds, 2 cows, 5 rabbits, 4 goats, and 2 cats

1. Show a picture of 3 horses. *How many?* (3 horses)
2. Show a picture of 5 ducks. *How many?* (5 ducks)
3. Show a picture of 3 dogs. *How many?* (3 dogs)
4. Show a picture of 6 birds. *How many?* (6 birds)
5. Show both the 4 goats and 2 cows cards. *How many cows?* (2 cows)
6. Show both the 2 cats and 5 rabbits cards. *How many rabbits?* (5 rabbits)

Unit 6

Materials: Picture cards of milk, bread, chicken, candy, rice, beans

1. Show a picture of milk. *What is it?* (It's milk.) *Do you like milk?* (Yes, I do./No, I don't.)
2. Show a picture of bread. *What is it?* (It's bread.) *Do you like bread?* (Yes, I do./No, I don't.)
3. Show a picture of chicken. *What is it?* (It's chicken.) *Do you like chicken?* (Yes, I do./No, I don't.)
4. Offer the student the picture of candy. *Here you are.* (Thank you.)

5. Show a picture of rice. *Do you like rice?* (Yes, I do.) If yes, offer the student the picture. *Here you are.* (Thank you.) If no, say OK.)

6. Show a picture of beans. *Do you like beans?* (Yes, I do.) If yes, offer the student the picture. *Here you are.* (Thank you.) If no, say OK.)

Unit 7

1. Point to student's feet. *Can you walk?* (Yes, I can.) *Let's walk!* Prompt student to demonstrate walking. (Student walks.)
2. *Can you jump?* (Yes, I can.) *Let's jump!* (Student jumps.)
3. *Can you wink?* (Yes, I can./No, I can't.) If yes, *Let's wink!* (Student winks.)
4. *Can you swim?* (Yes, I can./No, I can't.) If yes, *Let's swim!* (Student pantomimes swimming.)
5. *Can you sing?* (Yes, I can./No, I can't.) If yes, *Let's sing!* (Student sings.)
6. *Can you dance?* (Yes, I can./No, I can't.) If yes, *Let's dance!* (Student dances.)

Unit 8

1. Point to your nose. *Can you touch your nose?* (Yes, I can.) Prompt student to demonstrate.
2. Don't point this time. *Can you touch your ears?* (Yes, I can.) Prompt student to do the action.
3. Don't point this time. *Can you touch your mouth?* (Yes, I can.) Prompt student to do the action.
4. Clap your hands a few times. Gesture for student to copy you. *What can you do?* (I can clap my hands.)
5. Swing your arms once or twice. Gesture for student to copy you. *What can you do?* (I can swing my arms.)
6. Stomp your feet. Gesture for student to copy you. *What can you do?* (I can stomp my feet.)

Unit 1 Test
page 1

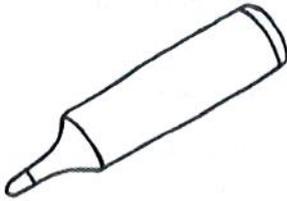
Name: _____

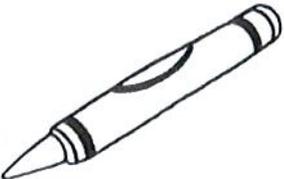
A Circle.

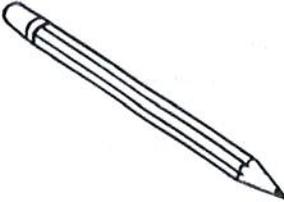
1.  (A) glue
(B) paint
(C) paper
(D) scissors

2.  (A) paper
(B) glue
(C) paint
(D) crayon

3.  (A) marker
(B) pencil
(C) scissors
(D) paper

4.  (A) marker
(B) paint
(C) paper
(D) scissors

5.  (A) glue
(B) crayon
(C) pencil
(D) paper

6.  (A) pencil
(B) pen
(C) paint
(D) paper

B ✓ or X.

What do you have?



1.  I have a pencil.

2.  I have glue.

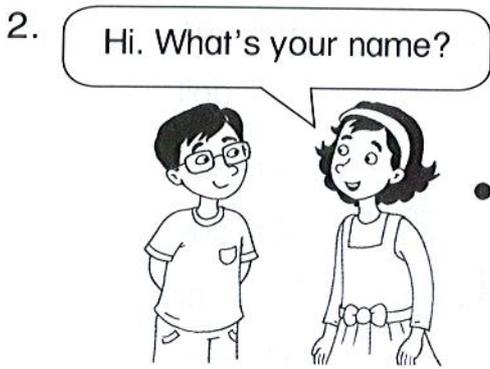
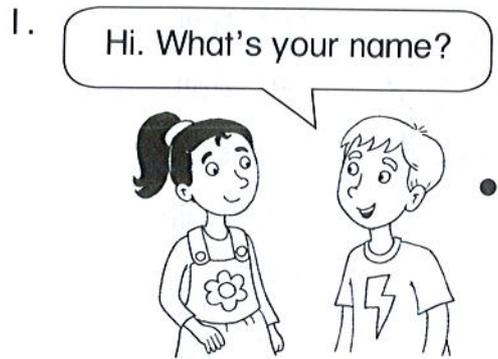
3.  I have paint.

4.  I have a marker.

Unit 1 Test
page 2

Name: _____

C Connect.



D Listen and circle.  02

- 1. Aa Bb Cc Dd
- 2. Aa Bb Cc Dd

E Connect.

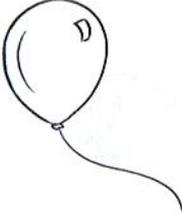
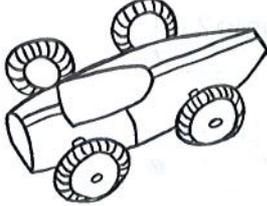
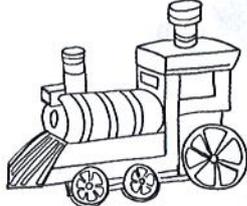
1. a ●	●  ●	● apples ●	● D
2. b ●	●  ●	● cat ●	● A
3. c ●	●  ●	● baby ●	● C
4. d ●	●  ●	● dog ●	● B

Unit 2 Test

page 1

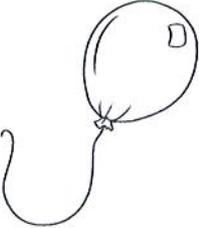
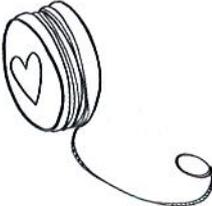
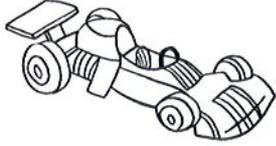
Name: _____

A Circle.

- | | | | |
|---|---|--|--|
| 1.  | (A) doll
(B) balloon
(C) car
(D) boat | 2.  | (A) ball
(B) doll
(C) car
(D) train |
| 3.  | (A) yo-yo
(B) jet
(C) train
(D) ball | 4.  | (A) boat
(B) ball
(C) car
(D) doll |
| 5.  | (A) boat
(B) jet
(C) balloon
(D) yo-yo | 6.  | (A) ball
(B) car
(C) train
(D) doll |

B Listen and circle.

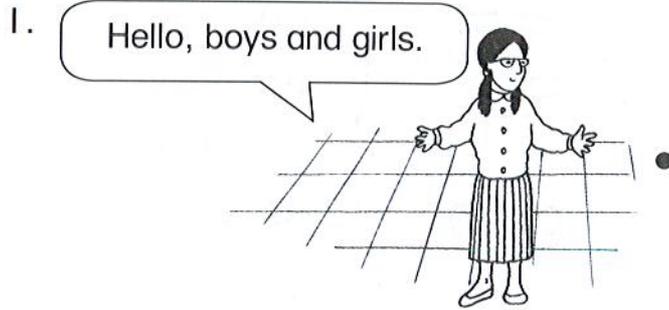
What is it? It's a _____.

- | | | | |
|--|---|---|---|
| 1.  |  | 2.  |  |
| doll | ball | jet | train |
| 3.  |  | 4.  |  |
| balloon | yo-yo | boat | car |

Unit 2 Test
page 2

Name: _____

C Connect



D Listen and ✓.

- | | | | | | |
|-------|--------------------------|----|--------------------------|----|--------------------------|
| 1. Ee | <input type="checkbox"/> | Ff | <input type="checkbox"/> | Gg | <input type="checkbox"/> |
| 2. Ee | <input type="checkbox"/> | Ff | <input type="checkbox"/> | Gg | <input type="checkbox"/> |
| 3. Ee | <input type="checkbox"/> | Ff | <input type="checkbox"/> | Gg | <input type="checkbox"/> |

E Connect.

- | | | | |
|--------|-------|--|----------|
| 1. E • | • g • | | • egg |
| 2. F • | • f • | | • girl |
| 3. G • | • e • | | • friend |

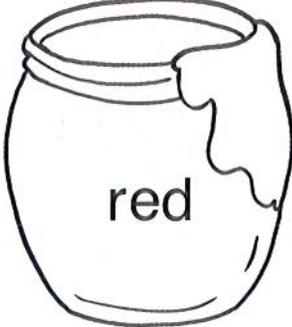
Unit 3 Test

page 1

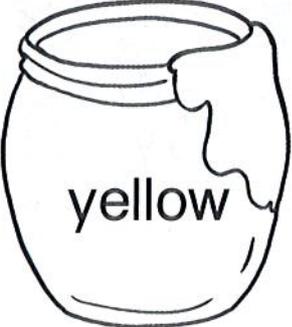
Name: _____

A Listen and circle. Then color.

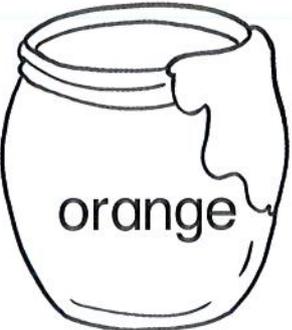


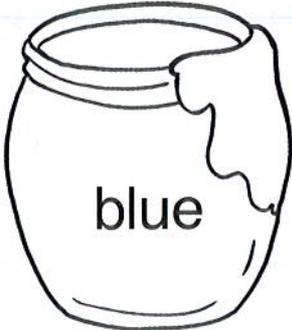
1.  (A) red
(B) blue
(C) yellow
(D) green

2.  (A) blue
(B) green
(C) brown
(D) pink

3.  (A) pink
(B) orange
(C) purple
(D) yellow

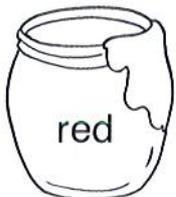
4.  (A) blue
(B) pink
(C) yellow
(D) purple

5.  (A) yellow
(B) orange
(C) red
(D) brown

6.  (A) yellow
(B) green
(C) blue
(D) purple

B Read and ✓.

What color is it?

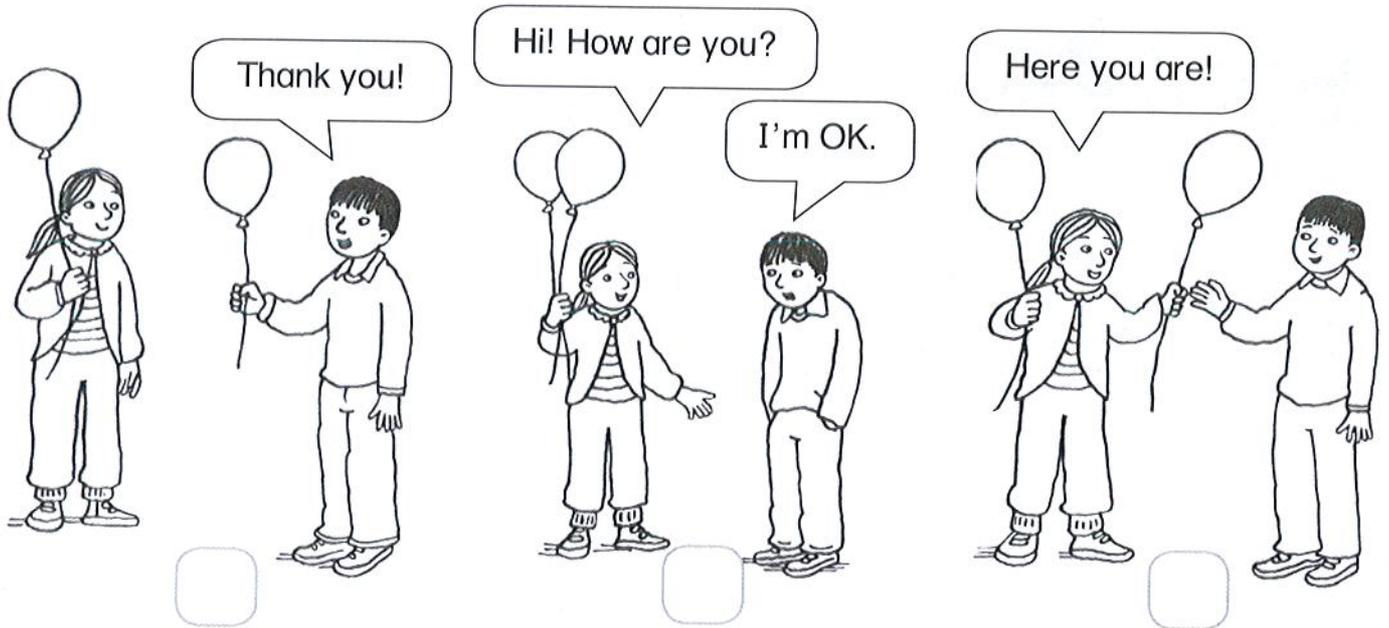
1.  It's blue.
 It's red.

2.  It's green.
 It's purple.

Unit 3 Test
page 2

Name: _____

C Number.



D Write.

1. H _____ J

2. H I _____

3. _____ I J

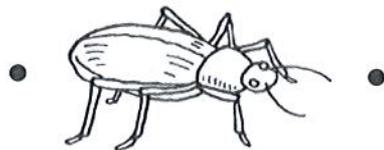
4. _____ i j

5. h i _____

6. h _____ j

E Connect.

1. hat •



• i •

• J

2. insect •



• h •

• H

3. jam •



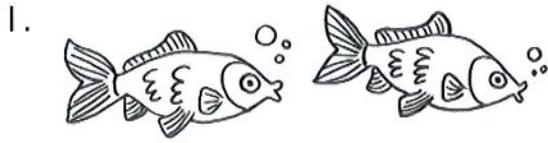
• j •

• I

Unit 4 Test
page 1

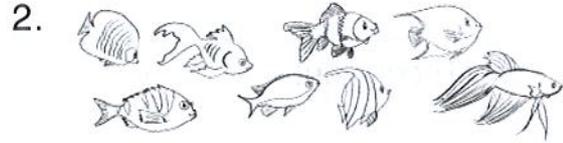
Name: _____

A Count and write.

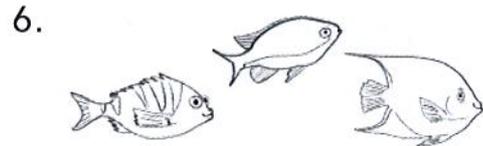












B Read and connect.

How many?

1. 5 •

2. 7 •

3. 1 •

4. 9 •



Unit 4 Test

page 2

Name: _____

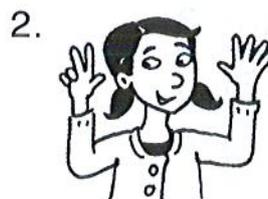
C Listen and write.



How old are you?



I'm _____.



I'm _____.



I'm _____.



I'm _____.

D Number.

1. L M K

2. k m l

E Write X.

1. k m K

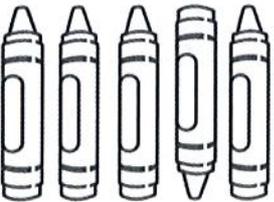
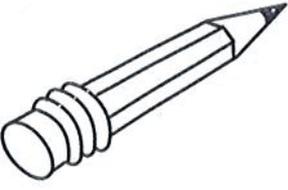
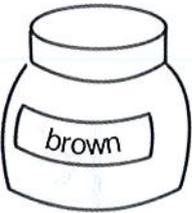
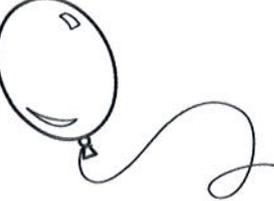
2. L l K

3. m l M

Midterm Test
page 1

Name: _____

A Circle.

- | | | | |
|--|---|--|--|
| 1.  | (A) ball
(B) balloon
(C) car
(D) train | 2.  | (A) red
(B) yellow
(C) pink
(D) purple |
| 3.  | (A) 3
(B) 6
(C) 8
(D) 9 | 4.  | (A) paper
(B) pen
(C) scissors
(D) glue |
| 5.  | (A) 5
(B) 7
(C) 8
(D) scissors | 6.  | (A) paint
(B) pencil
(C) 6
(D) blue |
| 7.  | (A) boat
(B) jet
(C) blue
(D) marker | 8.  | (A) glue
(B) 2
(C) doll
(D) brown |
| 9.  | (A) 1
(B) 2
(C) 3
(D) 4 | 10.  | (A) red
(B) ball
(C) crayon
(D) boat |

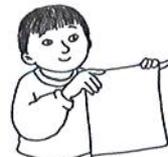
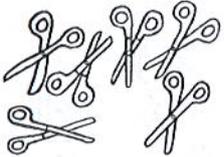
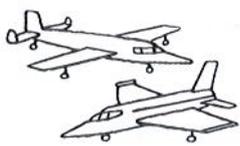
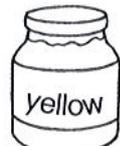
B Count and write.

- | | | | | | |
|--|--|--|---|--|--|
| 1.  | 2.  | 3.  | 4.  | 5.  | 6.  |
| _____ | _____ | _____ | _____ | _____ | _____ |

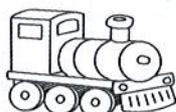
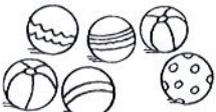
Midterm Test
page 2

Name: _____

C Read and ✓.

<p>1.  <input type="checkbox"/> It's a train. <input type="checkbox"/> It's a doll.</p>	<p>2.  <input type="checkbox"/> It's a boat. <input type="checkbox"/> It's a marker.</p>
<p>3.  <input type="checkbox"/> I have a crayon. <input type="checkbox"/> I have paint.</p>	<p>4.  <input type="checkbox"/> I have glue. <input type="checkbox"/> I have paper.</p>
<p>5.  <input type="checkbox"/> 5 <input type="checkbox"/> 6</p>	<p>6.  <input type="checkbox"/> 2 <input type="checkbox"/> 4</p>
<p>7.  <input type="checkbox"/> It's blue. <input type="checkbox"/> It's green.</p>	<p>8.  <input type="checkbox"/> It's brown. <input type="checkbox"/> It's yellow.</p>

D Listen and ✓.  07

<p>1. What is it?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="checkbox"/> train </div> <div style="text-align: center;">  <input type="checkbox"/> boat </div> </div>	<p>2. What color is it?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="checkbox"/> brown </div> <div style="text-align: center;">  <input type="checkbox"/> pink </div> </div>
<p>3. How many?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="checkbox"/> 5 </div> <div style="text-align: center;">  <input type="checkbox"/> 6 </div> </div>	<p>4. What do you have?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="checkbox"/> pen </div> <div style="text-align: center;">  <input type="checkbox"/> marker </div> </div>

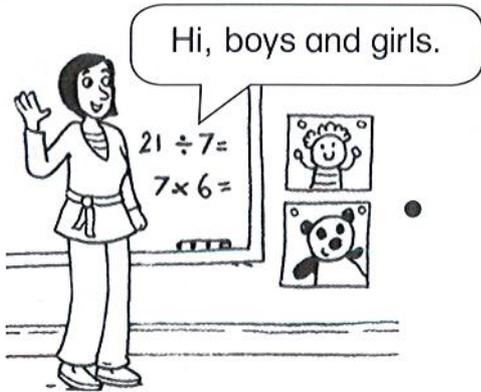
Midterm Test

page 3

Name: _____

E Connect.

1.



I'm fine, thank you.



2.



I'm 7!



3.



Hello, Mrs. Adams.



4.



Good-bye!



Midterm Test

page 4

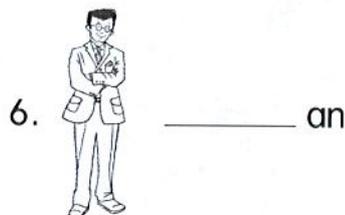
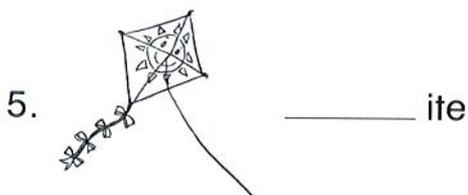
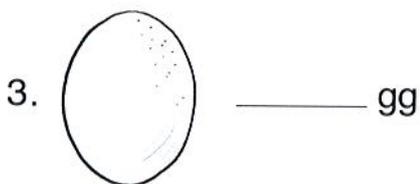
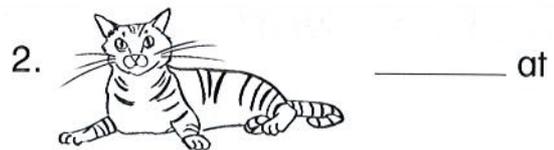
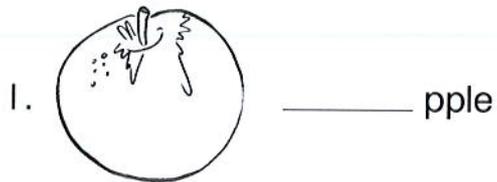
Name: _____

F Listen and circle.



1. A B C D
2. E F G
3. H I J
4. K L M
5. a b c d
6. e f g
7. h i j
8. k l m

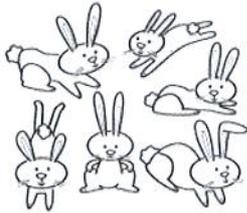
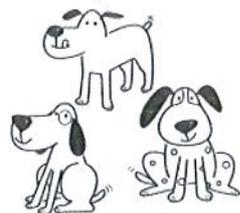
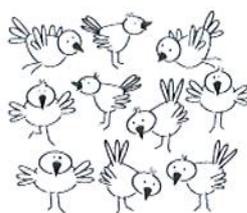
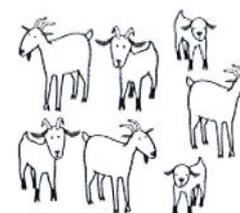
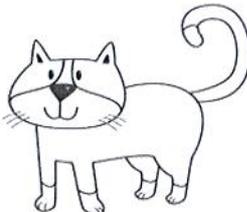
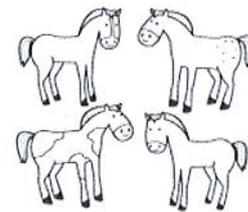
G Write.



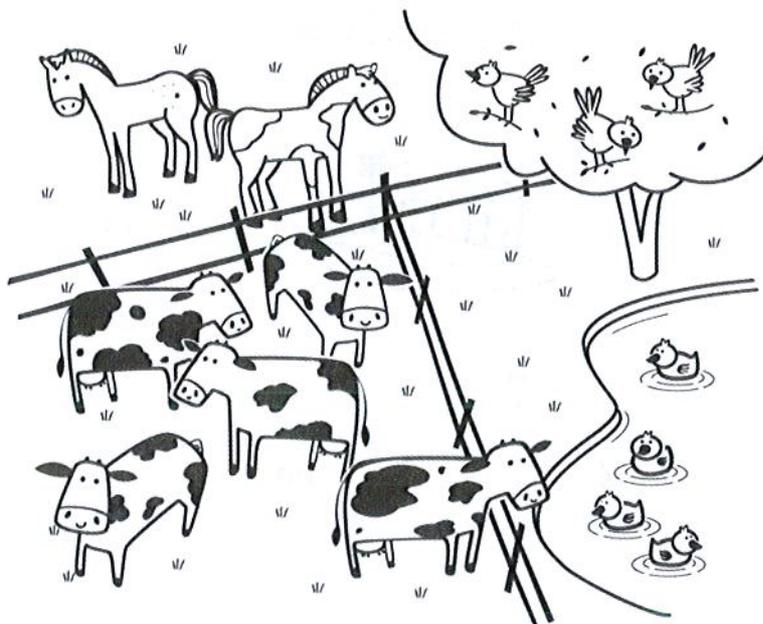
Unit 5 Test
page 1

Name: _____

A Count and circle.

- | | |
|---|---|
| <p>1.  (A) 4 cows
(B) 5 cats
(C) 6 rabbits
(D) 6 goats</p> | <p>2.  (A) 2 ducks
(B) 3 birds
(C) 3 dogs
(D) 4 horses</p> |
| <p>3.  (A) 8 dogs
(B) 9 rabbits
(C) 10 horses
(D) 10 birds</p> | <p>4.  (A) 6 birds
(B) 7 goats
(C) 8 goats
(D) 9 cows</p> |
| <p>5.  (A) 2 goats
(B) 2 rabbits
(C) 1 cat
(D) 1 dog</p> | <p>6.  (A) 3 ducks
(B) 3 goats
(C) 4 cows
(D) 4 horses</p> |

B Count and write.



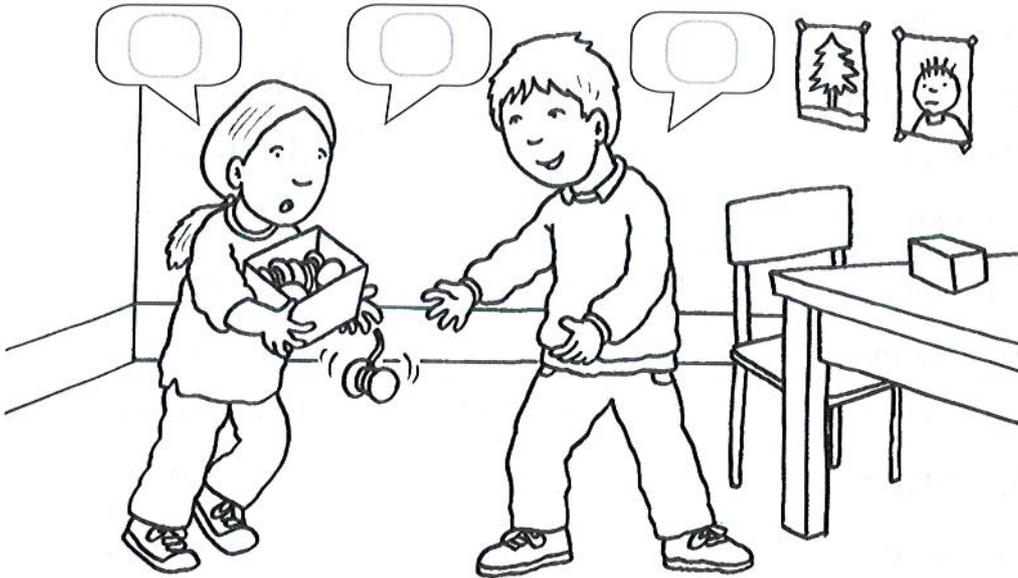
How many?

1. _____ horses
2. _____ birds
3. _____ ducks
4. _____ cows

Unit 5 Test
page 2

Name: _____

C Listen and number. 



1. Please help me!
2. Sure.
3. Thank you.

D Write.

1. Nn N _____ _____ n
2. Oo _____ o O _____
3. Pp P _____ _____ p

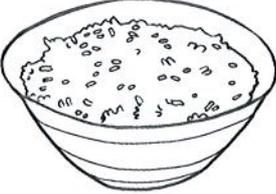
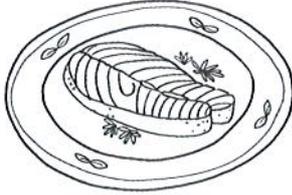
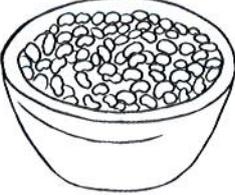
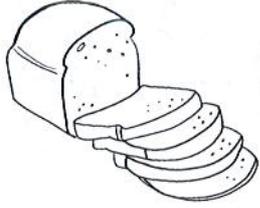
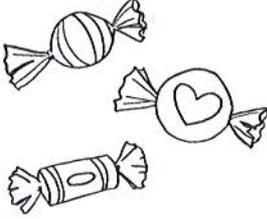
E Connect.

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

Unit 6 Test
page 1

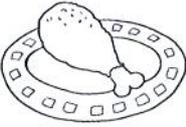
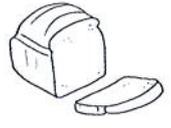
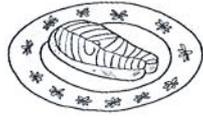
Name: _____

A Circle.

<p>1. </p>	<p>(A) milk (B) bread (C) rice (D) fish</p>	<p>2. </p>	<p>(A) candy (B) fish (C) chicken (D) beans</p>
<p>3. </p>	<p>(A) milk (B) candy (C) water (D) beans</p>	<p>4. </p>	<p>(A) beans (B) bread (C) chicken (D) rice</p>
<p>5. </p>	<p>(A) water (B) chicken (C) fish (D) beans</p>	<p>6. </p>	<p>(A) chicken (B) milk (C) bread (D) candy</p>

B Listen and ✓. 

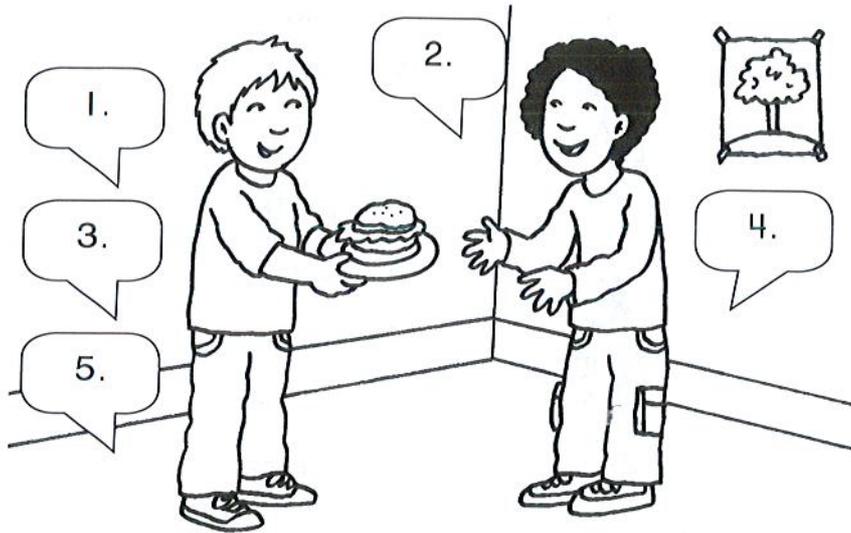
Do you like _____?

<p>1. </p> <p><input type="checkbox"/> Yes, I do. <input type="checkbox"/> No, I don't.</p>	<p>2. </p> <p><input type="checkbox"/> Yes, I do. <input type="checkbox"/> No, I don't.</p>	<p>3. </p> <p><input type="checkbox"/> Yes, I do. <input type="checkbox"/> No, I don't.</p>
<p>4. </p> <p><input type="checkbox"/> Yes, I do. <input type="checkbox"/> No, I don't.</p>	<p>5. </p> <p><input type="checkbox"/> Yes, I do. <input type="checkbox"/> No, I don't.</p>	<p>6. </p> <p><input type="checkbox"/> Yes, I do. <input type="checkbox"/> No, I don't.</p>

Unit 6 Test
page 2

Name: _____

C Listen and number. 

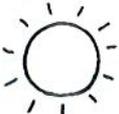


- _____ You're welcome.
- _____ What is it?
- _____ Here you are.
- _____ Thank you.
- _____ It's a sandwich.

D Write.

1. Q q _____ q Q _____
2. R r R _____ _____ r
3. S s _____ S s

E Connect.

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

Unit 7 Test
page 1

Name: _____

A Circle.

1.  (A) jump
(B) skip
(C) walk
(D) wink

2.  (A) sing
(B) jump
(C) walk
(D) swim

3.  (A) run
(B) swim
(C) sing
(D) dance

4.  (A) walk
(B) run
(C) jump
(D) dance

5.  (A) sing
(B) wink
(C) swim
(D) dance

6.  (A) dance
(B) wink
(C) sing
(D) swim

B Read and ✓.

1.  I can dance.



dance



jump



wink

2.  I can sing.



swim



sing



walk

Unit 7 Test
page 2

Name: _____

C Listen and ✓. 

1. Can you swim?



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

2. Can you wink?



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

3. Can you skip?



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

4. Can you run?



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

D Write X.

1. Tt Tt tu Tt Tt
2. Uu Uu UU uV uu
3. Vv Vv vV uV Vv

E Connect.

1. t ● ● teacher ●



2. u ● ● violin ●



3. v ● ● umbrella ●

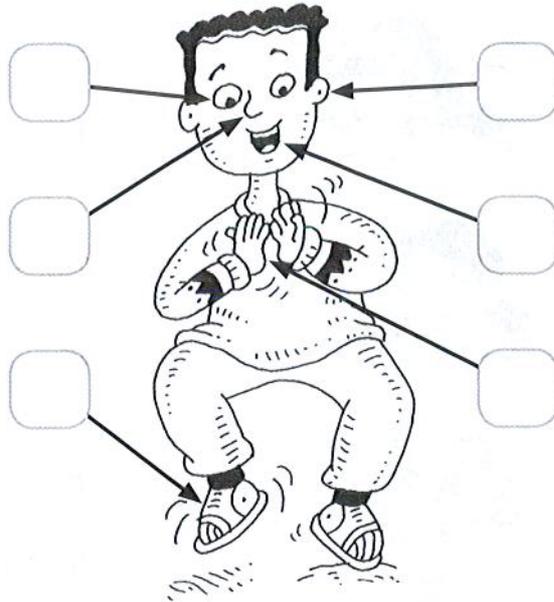


Unit 8 Test
page 1

Name: _____

A Number.

- 1. mouth
- 2. eyes
- 3. stomp my feet



- 4. nose
- 5. clap my hands
- 6. ears

B Connect.



What can you do?

- 1.  swing my arms •
- 2.  touch my ears •
- 3.  touch my mouth •
- 4.  shake my legs •

• I can shake my legs.

• I can touch my mouth.

• I can touch my ears.

• I can swing my arms.

Unit 8 Test

page 2

Name: _____

C Connect.

1. Ouch! My feet.



That's OK.



2.

Oops! I'm sorry.



Sorry!



D Connect.

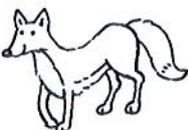
- | | |
|--------|-----|
| 1. W • | • X |
| 2. X • | • Y |
| 3. Y • | • Z |
| 4. Z • | • W |

E Listen and circle.



1.  w x

2.  y z

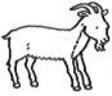
3.  x z

4.  w y

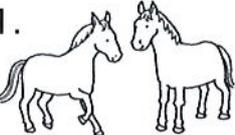
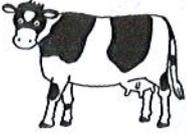
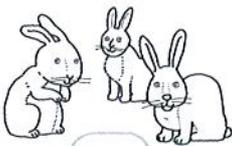
Final Test
page 1

Name: _____

A Listen and circle. 

<p>1.</p> <p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>	<p>2.</p> <p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>	<p>3.</p> <p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>	<p>4.</p> <p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>
<p>5.</p> <p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>	<p>6.</p> <p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>	<p>7.</p> <p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>	<p>8.</p> <p>(A) </p> <p>(B) </p> <p>(C) </p> <p>(D) </p>

B Look at A. Number.

<p>1. </p> <p><input type="text"/></p>	<p>2. </p> <p><input type="text"/></p>	<p>3. </p> <p><input type="text"/></p>	<p>4. </p> <p><input type="text"/></p>
<p>5. </p> <p><input type="text"/></p>	<p>6. </p> <p><input type="text"/></p>	<p>7. </p> <p><input type="text"/></p>	<p>8. </p> <p><input type="text"/></p>

Final Test

page 2

Name: _____

C Circle.

1. I can _____.



- (A) jump
- (B) run
- (C) skip
- (D) walk

2. I can _____.



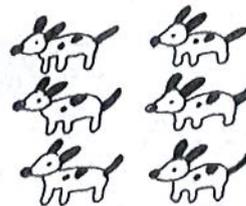
- (A) touch my ears
- (B) touch my mouth
- (C) touch my nose
- (D) touch my eyes

3. I like _____.



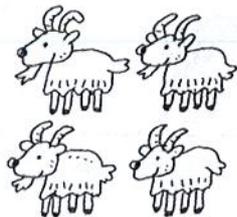
- (A) milk
- (B) bread
- (C) candy
- (D) rice

4. Count the dogs.



- (A) four
- (B) five
- (C) six
- (D) seven

5. How many goats?



- (A) 4 goats
- (B) ducks
- (C) 4 cats
- (D) beans

6. Can you wink?



- (A) I can swim.
- (B) I can shake my legs.
- (C) Yes, I can.
- (D) No, I can't.

7. Do you like candy?



- (A) three
- (B) I can touch my nose.
- (C) Yes, I do.
- (D) No, I don't.

8. What can you do?



- (A) I can shake my legs.
- (B) I can swing my arms.
- (C) I can stomp my feet.
- (D) I can clap my hands.

Final Test

page 3

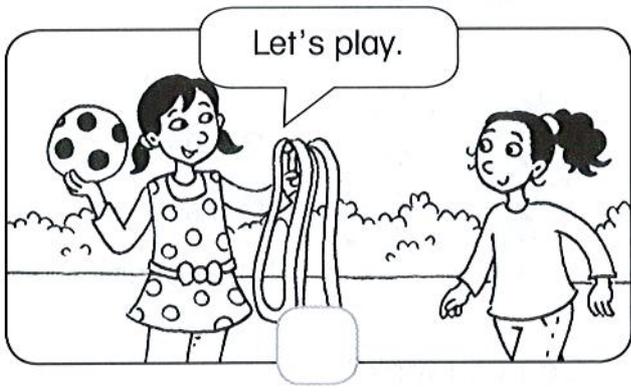
Name: _____

D Listen and ✓. 15

1.



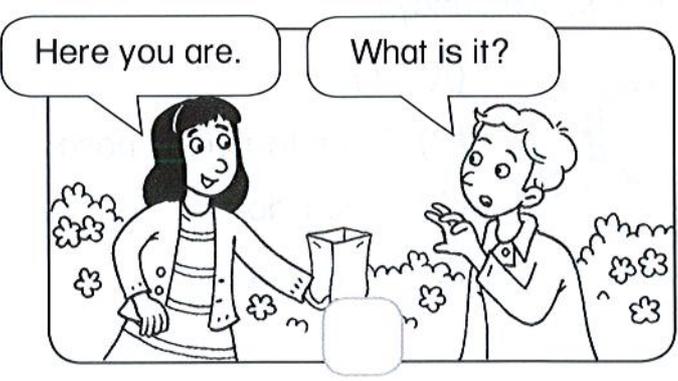
2.



3.



4.



Final Test

page 4

Name: _____

E Listen and circle.



1. N O P
2. Q R S
3. T U V
4. W X Y Z

F Write.

1. n _____ p
2. q _____ s
3. _____ u v
4. _____ x y _____

G Connect.

1.  •
 2.  •
 3.  •
 4.  •
 5.  •
 6.  •
- sun
 - fox
 - zebra
 - nose
 - yo-yo
 - violin

Test Answer Key

Play or download the test audio from the Test Center.

Unit 1

A. Circle.

Students look at the picture and circle the correct answer.

1. B paint 2. B glue
3. C scissors 4. A marker
5. B crayon 6. A pencil

B. ✓ or X.

Students write ✓ if the speech bubble is correct or X if it isn't.

1. ✓ 2. ✓
3. X 4. X

C. Connect.

Students draw a line to connect the two halves of the conversation.

1. Hi. What's your name? – I'm Julie.
2. Hi. What's your name? – I'm Mike.

D. Listen and circle.

Read the script. Students circle the letter they hear.

1. B /b/ [repeat]
2. C /c/ [repeat]

E. Connect.

Students draw lines to connect matching letters and vocabulary items.

1. a – [apple] – apples – A
2. b – [baby] – baby – B
3. c – [cat] – cat – C
4. d – [dog] – dog – D

Unit 2

A. Circle.

Students look at the picture and circle the correct answer.

1. B balloon 2. C car
3. A yo-yo 4. D doll
5. B jet 6. C train

B. Listen and circle.

Read the script. Students circle the word they hear.

1. What is it? It's a doll.
2. What is it? It's a jet.

3. What is it? It's a yo-yo.
4. What is it? It's a boat.

C. Connect.

Students draw a line to connect the two halves of the conversation.

1. Hello, boys and girls. – Hi!
2. Bye! – Good-bye!

D. Listen and ✓.

Read the script. Students check the letter they hear.

1. E /e/
2. F /f/
3. G /g/

E. Connect.

Students draw lines to connect matching letters and vocabulary items.

1. E – e – [egg] – egg
2. F – f – [friend] – friend
3. G – g – [girl] – girl

Unit 3

A. Listen and circle. Then color.

Read the color words below. Students circle the correct answer.

1. A red 2. B green
3. D yellow 4. B pink
5. B orange 6. C blue

B. Read and ✓.

Students look at the picture and check the correct answer and write X on the incorrect answer.

1. ✓ It's red.
2. ✓ It's green.

C. Number.

Students look at the conversation and number the pictures in order.

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

D. Write.

Students write in the missing letter.

1. I 2. J
3. H 4. h
5. j 6. i

E. Connect.

Students draw lines to connect matching letters and vocabulary items.

1. hat – [hat] – h – H
2. insect – [insect] – i – I
3. jam – [jam] – j – J

Unit 4

A. Count and write.

Students count the fish and write the number.

1. 2 2. 8
3. 4 4. 6
5. 10 6. 3

B. Read and connect.

Students connect the number to the correct group of objects.

1. 5 – 5 markers
2. 7 – 7 pens
3. 1 – 1 paper
4. 9 – 9 pencils

C. Listen and write.

Read the following script. Students write the number they hear.

How old are you?

1. I'm 6. 2. I'm 8.
3. I'm 7. 4. I'm 5.

D. Number.

Students number the letters of the alphabet in order.

1. (2) L (3) M (1) K
2. (1) k (3) m (2) l

E. Write X.

Students write an X over the item that doesn't belong.

1. k ~~X~~ K 2. L l ~~X~~
3. m ~~X~~ M

Midterm Test

A. Circle.

Students look at the picture and circle the correct word.

- | | |
|-----------|-------------|
| 1. C car | 2. D purple |
| 3. D 9 | 4. B pen |
| 5. A 5 | 6. B pencil |
| 7. A boat | 8. D brown |
| 9. A 1 | 10. B ball |

B. Count and write.

Students count the items and write the numbers on the line.

- 2
- 4
- 1
- 6
- 3
- 5

C. Read and ✓.

Students look at the picture. They check the correct answer and write X under the wrong answer.

- ✓ It's a doll.
- ✓ It's a boat.
- ✓ I have paint.
- ✓ I have paper.
- ✓ 6
- ✓ 2
- ✓ It's blue.
- ✓ It's yellow.

D. Listen and ✓. 07

Students check the box by the word (and picture) they hear.

- What is it? It's a boat.
- What color is it? It's pink.
- How many? 5.
- What do you have? I have a marker.

E. Connect.

Students draw lines to connect the two halves of the conversation.

- Hi, boys and girls. – Hello, Mrs. Adams.
- How are you? – I'm fine, thank you.
- Bye! – Good-bye!
- How old are you? – I'm 7!

F. Listen and circle. 08

Read the letters below. Students circle the letter they hear in each row.

- | | |
|------|------|
| 1. B | 2. G |
| 3. I | 4. L |
| 5. c | 6. f |
| 7. h | 8. m |

G. Write.

Students write the missing letter.

- | | |
|----------------|---------------|
| 1. apple | 2. <u>cat</u> |
| 3. <u>egg</u> | 4. <u>hat</u> |
| 5. <u>kite</u> | 6. <u>man</u> |

Unit 5

A. Count and circle.

Students count the animals and circle the correct answer.

- C 6 rabbits
- C 3 dogs
- D 10 birds
- B 7 goats
- C 1 cat
- D 4 horses

B. Count and write.

Students count the animals in the picture and write the answer.

- 2 horses
- 3 birds
- 4 ducks
- 5 cows

C. Listen and number. 09

Students number the conversation. From left to right, numbers in speech bubbles should be:

- Please help me!
- Thank you.
- Sure.

D. Write.

Students look at the pattern of letter pairs and write the missing letters.

- Nn Nn Nn
- Oo Oo Oo
- Pp Pp Pp

E. Connect.

Students draw lines to connect matching letters and vocabulary items.

- N – (nose) – nose – n
- O – (orange) – orange – o
- P – (pencil) – pencil – p

Unit 6

A. Circle.

Students circle the correct name of the food item.

- C rice
- B fish
- D beans
- B bread
- A water
- D candy

B. Listen and ✓. 10

Students check the sentence they hear.

- Do you like chicken? No, I don't.
- Do you like beans? Yes, I do.
- Do you like rice? Yes, I do.
- Do you like milk? No, I don't.
- Do you like bread? No, I don't.
- Do you like fish? Yes, I do.

C. Listen and number. 11

Read the conversation. Students look at the picture and number the conversation in order.

- Here you are.
- What is it?
- It's a sandwich.
- Thank you.
- You're welcome.

D. Write.

Students write the missing letter.

- Q q Q q Q q
- R r R r R r
- S s S s S s

E. Connect.

Students draw lines to connect matching letters and vocabulary items.

- (queen) – queen – q – Q
- (ring) – ring – r – R
- (sun) – sun – s – S

Unit 7 Test

A. Circle.

Students look at the picture and circle the correct word.

1. D wink 2. B jump
3. B swim 4. A walk
5. D dance 6. C sing

B. Read and ✓.

Students check the matching picture and write an X under the actions that don't match.

1. dance
2. sing

C. Listen and ✓. 12

Students listen and check what they hear.

1. Can you swim? Yes, I can.
2. Can you wink? No, I can't.
3. Can you skip? No, I can't.
4. Can you run? Yes, I can.

D. Write X.

Students write an X over the letter that does not belong.

1. T t T t t ~~X~~ T t T t
2. U u U u U U u ~~X~~ u u
3. V v V v v V ~~X~~ V v v

E. Connect.

Students draw lines connecting matching letters, words and images.

1. t – teacher – (teacher) – T
2. u – umbrella – (umbrella) – U
3. v – violin – (violin) – V

Unit 8 Test

A. Number.

Students write the number of the body part in the box.

From left to right: 2, 6, 4, 1, 3, 5

B. Connect.

Students draw a line connecting the picture to the correct speech bubble.

1. swing my arms – I can swing my arms.
2. touch my ears – I can touch my ears
3. touch my mouth – I can touch my mouth.
4. shake my legs – I can shake my legs.

C. Connect.

Students draw a line to connect the two halves of the conversations.

1. Ouch! My feet. – Sorry!
2. Oops! I'm sorry. – That's OK.

D. Connect.

Students draw a line to connect the upper case to lower case letters.

1. W – w
2. X – x
3. Y – y
4. Z – z

E. Listen and circle. 13

Students circle what they hear.

1. w 2. z
3. x 4. y

Final Test

A. Listen and circle. 14

Read the words below. Students circle the correct letter.

1. D eyes 2. C rice
3. D horses 4. A run
5. B bread 6. D rabbits
7. A sing 8. C cow

B. Look at . Number.

Students look at the pictures and write the number for the correct word from exercise A.

1. 3D 2. 5B
3. 1D 4. 7A
5. 4A 6. 8C
7. 2C 8. 6D

C. Circle.

Students circle the correct word(s) to complete the sentence.

1. I can _____. B run
2. I can _____. C touch my nose
3. I like _____. C candy
4. C six
5. A 4 goats
6. Can you wink? C Yes, I can.
7. Do you like candy? D No, I don't.
8. What can you do? C I can stomp my feet.

D. Listen and ✓. 15

Students check the picture they hear.

1. I'm sorry.
2. Let's play.
3. Please help me.
4. It's candy. Thank you.

E. Listen and circle. 16

Read the letters below. Students circle the letter(s) they hear.

1. P
2. S
3. V
4. W Z

F. Write.

Students write the missing letter.

1. n o p
2. q r s
3. t u v
4. w x y z

G. Connect.

Students draw a line to connect the picture to the word.

1. nose 2. sun
3. violin 4. fox
5. yo-yo 6. zebra

Picture Card List

- | | | |
|--------------|---------------|-------------------|
| 1 Sing. | 46 eight | 91 Uu up |
| 2 Talk. | 47 nine | 92 Vv violin |
| 3 Sit. | 48 ten | 93 ears |
| 4 Stand. | 49 Kk kite | 94 eyes |
| 5 paper | 50 Ll lion | 95 mouth |
| 6 glue | 51 Mm man | 96 nose |
| 7 scissors | 52 cat | 97 clap my hands |
| 8 paint | 53 cats | 98 stomp my feet |
| 9 pencil | 54 dog | 99 swing my arms |
| 10 pen | 55 dogs | 100 shake my legs |
| 11 crayon | 56 bird | 101 Ww woman |
| 12 marker | 57 birds | 102 Xx fox |
| 13 Aa apple | 58 rabbit | 103 Yy yo-yo |
| 14 Bb baby | 59 rabbits | 104 Zz zebra |
| 15 Cc cat | 60 goat | |
| 16 Dd dog | 61 goats | |
| 17 balloon | 62 duck | |
| 18 ball | 63 ducks | |
| 19 doll | 64 cow | |
| 20 yo-yo | 65 cows | |
| 21 train | 66 horse | |
| 22 boat | 67 horses | |
| 23 jet | 68 Nn nose | |
| 24 car | 69 Oo orange | |
| 25 Ee egg | 70 Pp pencil | |
| 26 Ff friend | 71 milk | |
| 27 Gg girl | 72 water | |
| 28 red | 73 bread | |
| 29 blue | 74 candy | |
| 30 yellow | 75 rice | |
| 31 green | 76 beans | |
| 32 orange | 77 chicken | |
| 33 purple | 78 fish | |
| 34 pink | 79 Qq queen | |
| 35 brown | 80 Rr ring | |
| 36 Hh hat | 81 Ss sun | |
| 37 Ii insect | 82 walk | |
| 38 Jj jam | 83 run | |
| 39 one | 84 skip | |
| 40 two | 85 jump | |
| 41 three | 86 swim | |
| 42 four | 87 dance | |
| 43 five | 88 wink | |
| 44 six | 89 sing | |
| 45 seven | 90 Tt teacher | |

Word List

A	E	J	P	to 58
a 6	e 18	j 28	p 46	touch 67
A 10	E 18	J 28	P 46	toys 12
Adams 16	ears 66	jam 28	paint 4	train 14
and 16	egg 18	Jen 9	paper 4	two 30
animals 42	eight 32	jet 14	pen 6	U
apple 10	Emma 2	Julie 2	pencil 6	u 64
are 26	eyes 66	jump 58	pets 40	U 64
arm 70	F	K	phonics 10	up 64
arms 69	f 18	k 36	pink 24	V
B	F 18	K 36	please 44	v 64
b 10	face 66	Kim 3	purple 24	V 64
B 10	farm 42	kite 36	Q	violin 64
baby 10	feet 69	L	q 54	W
ball 12	fine 26	l 36	Q 54	w 72
balloon 12	fish 50	L 36	queen 54	W 72
beans 50	five 30	let's 31	R	walk 58
bird 40	food 48	like 49	r 54	water 48
birds 40	four 30	lion 36	R 54	welcome 52
blue 22	fox 72	M	rabbit 40	what 6
boat 14	friend 17	m 36	rabbits 40	what's 8
boys 16	G	M 36	red 22	wink 60
bread 48	g 18	man 36	rice 50	woman 72
brown 24	G 18	many 32	ring 54	woof 34
bye 16	girl 18	marker 6	run 58	X
C	girls 16	me 44	S	x 72
c 10	glue 4	Mike 2	s 54	X 72
C 10	goat 42	milk 48	S 54	Y
can 59	goats 42	mouth 66	sandwich 52	y 72
candy 48	good-bye 16	Mrs 16	school 4	Y 72
can't 62	green 22	my 66	scissors 4	yellow 22
car 14	H	N	seven 32	yes 50
cat 10	h 28	n 46	shake my legs 68	you 6
cats 40	H 28	N 46	sing 60	your 8
chicken 50	hand 70	name 8	six 32	you're 52
children 16	hands 68	nine 32	skip 58	yo-yo 12
clap 68	hat 28	no 51	sorry 70	Z
clap my hands 68	have 5	nose 46	stomp 69	z 72
color 24	hello 2	numbers 30	stomp my feet 68	Z 72
colors 22	help 44	O	story 8	zebra 22z
count 31	here 26	o 46	sun 54	
cow 42	hi 2	O 46	sure 44	
cows 42	horse 42	OK 26	swim 60	
crayon 6	horses 42	old 34	swing 69	
D	how 26	one 30	swing my arms 68	
d 10	I	oops 70	T	
D 10	i 28	orange (color) 24	t 64	
dance 60	I 5	orange (fruit) 46	T 64	
Danny 2	I'm 2	ouch 70	teacher 64	
do 6	insect 28		ten 32	
dog 10	is 14		thank 26	
dogs 40	it 14		that's 70	
doll 12	it's 13		the 41	
don't 51			things 58	
duck 42			three 30	
ducks 42				