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LET'S GO

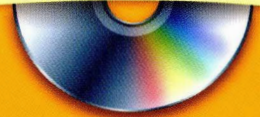
5th Edition

TEACHER'S PACK

Classroom Presentation Tool

Teacher's Guide

Teacher's Resource Center

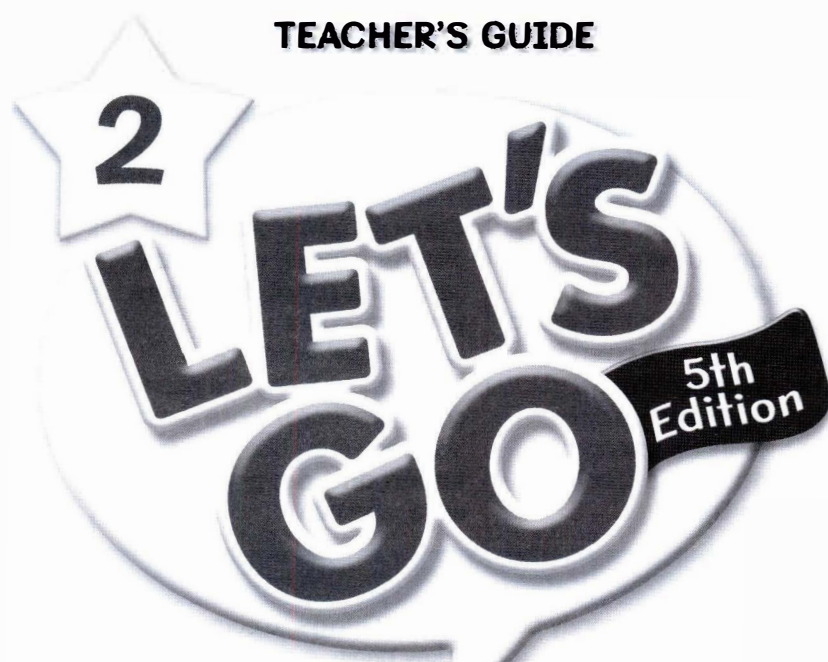


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TEACHER'S GUIDE



مرجع آموزش زبان ایرانیان



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این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر بر خط و حامل به ثبت رسیده است. به ثبت رسیده است.
کپی برداری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیری خواهد شد.

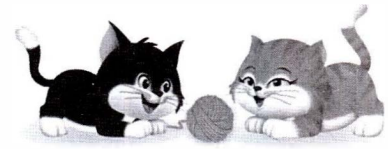
Let's Go 2 Syllabus

Let's Remember

there are, they're, this is, these are
I like. I want. I have. I can.

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

Let's Talk	Let's Learn	Let's Learn More	Let's Read
Unit 1 At School			
<p>Conversation: How are you? I'm OK. How about you? Pretty good! Goodbye! See you later! Song: The Hello and Goodbye Song</p>	<p>School Items: a picture, a window, a pencil sharpener, a workbook, a paper clip, a clock, a door, a calendar Language: What's this/that? It's a picture. Is this/that a calendar? Chant: What's This? What's That?</p>	<p>School Items: paper clips, pictures, clocks, workbooks, calendars, pencil sharpeners, windows, doors Language: What are these/those? They're paper clips. Are these/those doors? Yes, they are./No, they aren't. Listen and do: point, touch, write, sharpen</p>	<p>Phonics Mm mop, map, mug Nn notebook, nine, nut The M N Phonics Chant Story: The Moon Map</p>
Unit 2 My Things			
<p>Conversation: Whose bag is that? Is it Scott's bag? No, it isn't his bag. Is it Jenny's bag? Yes, it's her bag. Song: Whose Bag Is That?</p>	<p>Things: a key, a candy bar, a comic book, a comb, a coin, a brush, a tissue, a watch Language: What do you have? I have a key. Do you have a tissue? Chant: What Do You Have in Your Bag?</p>	<p>More Things: a camera, a key chain, a music player, a calculator, a train pass, an umbrella, a lunch box, a wallet Language: What does he/she have? He/She has a wallet. Does he/she have an umbrella? Listen and do: listen, eat, buy, take</p>	<p>Phonics Ff fan, five, fork Vv van, vest, violin The F V Phonics Chant Story: Five Is Fine!</p>
Let's Review Units 1 and 2			
Unit 3 Things I Can Do			
<p>Conversation: What's wrong, Andy? I can't find my book. Is it in your desk? It's under my chair. Song: What's Wrong?</p>	<p>Actions: ride a pony, play the piano, do a magic trick, play hopscotch, play with a yo-yo, do a cartwheel, do a somersault, jump rope Language: Look at him/her. He/She can do a magic trick. What can he/she do? Chant: Look at Me!</p>	<p>Actions: dance, swim, run, sing, skip, read, paint, color Language: They can read. Can they skip? Listen and do: play, ride, use, speak</p>	<p>Phonics Ll long, little, like Rr run, race, ride The L R Phonics Chant Story: Me, Too!</p>
Unit 4 Occupations			
<p>Conversation: What's the matter, Scott? I'm sick. Oh, no! That's too bad. Here's the nurse. I hope you feel better soon. Thanks. Song: What's the Matter?</p>	<p>Jobs: a cook, a nurse, a taxi driver, a doctor, a police officer, a teacher, a student, a farmer Language: He's/She's a cook. Who's he/she? Chant: Is He a Teacher?</p>	<p>Jobs: pilots, salesclerks, office workers, engineers, dentists, firefighters, teachers, students Language: Who are they? They're office workers. Are they dentists? Listen and do: drive, use, fly, climb</p>	<p>Phonics a_e game, make ai paint, rain ay play, today The Long A Phonics Chant Story: A Rainy Day</p>
Let's Review Units 3 and 4			



Let's Talk	Let's Learn	Let's Learn More	Let's Read
Unit 5 Things to Eat			
<p>Conversation: What's for lunch, Mom? Spaghetti. I like spaghetti. I do, too. Do you want spaghetti? Yes, please. No, thank you! Song: The Spaghetti Song</p>	<p>Food: an omelet, a peach, a pear, a pancake, yogurt, cereal, tea, hot chocolate Language: What does she want? She wants a peach. Does he want cereal? Chant: Hungry Boy Chant</p>	<p>Food: grapes, pancakes, peaches, hamburgers, stew, cheese, pasta, steak Language: What does she like? She likes pancakes. Does he like steak? Listen and do: count, eat, make, peel</p>	<p>Phonics e me, we ee tree, weed ea clean, leaf The Long E Phonics Chant Story: Weeds and Trees</p>
Unit 6 My House			
<p>Conversation: Where do you live? I live in Hillsdale. What's your address? It's 6 North Street. What's your cell phone number? It's (798) 555-2143. Song: Hillsdale</p>	<p>Household Items: a bed, a bathtub, a sofa, a stove, a lamp, a sink, a TV, a refrigerator Language: Where's the workbook? It's under/by/in/on the bed. Chant: Are There Books in the Bathtub?</p>	<p>Locations: next to, in front of, behind Language: There's a table in front of the sofa. Is there a stove next to the sink? Listen and do: wash, take, clean, make</p>	<p>Phonics i_e kite, ride y fly, my i climb, find The Long I Phonics Chant Story: Save that Kite!</p>
Let's Review Units 5 and 6			
Unit 7 Routines			
<p>Conversation: What time is it? It's six o'clock. It's time for dinner. It's seven o'clock. It's time for your bath. Is it time for bed? Yes, it is. Good night, Mom. Song: What Time Is It?</p>	<p>Morning Routines: get up, brush my teeth, wash my face, comb my hair, get dressed, eat breakfast Language: What do you do in the morning? I eat breakfast. Do you wash your face in the afternoon? Chant: What Do You Do in the Morning?</p>	<p>Evening Activities: eat dinner, talk on the phone, do homework, take a bath, watch TV, study English Language: What does he do in the evening? He watches TV. Does she watch TV at night? Listen and do: play, take, go</p>	<p>Phonics o_e home, rope oa goat, oats ow bowl, grow The Long O Phonics Chant Story: A Day on the Farm</p>
Unit 8 Doing Things			
<p>Conversation: Let's play a game! What are you doing? I'm riding a bicycle. We're swimming. Song: What Are You Doing?</p>	<p>Actions: dancing, swimming, sleeping, drawing, singing, running, walking, reading Language: What's he doing? He's drawing. Is she swimming? Song: Doing Things</p>	<p>Places: at home, at school, at the park, at the store, at the library, at the zoo Language: Where is she/he? She's/He's at the library. What's he doing? He's playing baseball. Listen and do: snap, stamp, open, close</p>	<p>Phonics u_e huge, tube ue blue, glue ew few, new The Long U Phonics Chant Story: Making Art</p>
Let's Review Units 7 and 8			

Introduction

The Philosophy Behind Let's Go

Let's Go is an eight-level course designed for children learning English for the first time. The themes and situations throughout the books are universal to children everywhere.

Let's Go emphasizes communication within a carefully controlled grammatical syllabus. Beginning with the first lesson, students are provided with a variety of activities that focus on interactive communication. The activities gradually increase in difficulty. Students are regularly presented with new vocabulary and structures so that they have adequate language to communicate with at each new level.

Students are encouraged to communicate with one another from the start, first in groups and then in pairs once they have developed sufficient confidence and familiarity with the language. This pairwork is crucial, since it is here that students really communicate with one another in situations most closely resembling life outside the classroom.

The lessons in *Let's Go* incorporate techniques from several methods that have been repeatedly proven successful in teaching English to children, including the MAT (Model, Action, Talk) Method, TPR (Total Physical Response), Functional Approach, Communicative Approach, Audio-Lingual Approach, and Grammatical/Structural Approach.

About the Series

Both the *Let's Begin* series and Student Book 1 are entry points to *Let's Go*. The *Let's Begin* series is for students with no formal English instruction. Student Book 1 is for students who may have had an introduction to some simple English vocabulary and English letters. Subsequent levels build on and recycle language and vocabulary from previous levels.

Organization of Let's Go Level 2

Each of the eight units in Level 2 is organized around a basic theme and is divided into four lessons, with a review lesson after every two units. Each lesson builds on previously learned language and introduces new vocabulary and structures. Both review and new language are clearly identified in the Teacher's Guide

lesson plans. The Can-Do Activity at the end of each lesson is a fun, collaborative activity focused on the lesson objectives and accessed on the Student Book Classroom Presentation Tool. After completing the activity successfully, students can check the box in their Student Books. The Can-Do Activity at the end of each review lesson helps students and teachers assess oral proficiency. The same titles are used in the Workbook to help teachers and students identify corresponding pages for homework and extra practice assignments. Additional tests and worksheets can be found on the Teacher's Resource Center.

Each lesson focuses on a specific purpose in language development:

Let's Talk builds functional fluency through a conversation relating to the topic of the unit, followed by a video that animates and extends the conversation. Students then listen to a song that practices the dialogue. Finally, students are given the opportunity to personalize the language they have learned in Say and act.

Let's Learn builds grammatical accuracy as students learn vocabulary relating to the unit theme, practice using it in the context of a sentence in a scene, and ask questions or make statements about it. An animated song or chant video helps bring the language to life.

Let's Learn More expands on the language introduced in Let's Learn by introducing additional thematic vocabulary, practice in the context of a scene, and practice in a game format. Students then learn classroom and functional language in Listen and do.

Let's Read uses phonics to teach children phonemic awareness and how to read language they may have learned orally. All new Workbook readings provide additional practice with each unit's language.

Let's Review provides a one-page listening assessment and a game to recycle language and vocabulary.

Lesson Planning Guidelines

A lesson plan with specific goals and objectives should be developed for every lesson taught. It is always better to over-plan and have more activities than you need, as the same activity will not always work equally well with all groups of students, and unexpected situations may call for flexibility in class. Use various types of

activities to appeal to the different learning styles of your students.

Every lesson activity, drill, or game in the *Let's Go* Teacher's Guide has a purpose in advancing language proficiency. For example, the warm-up activity at the beginning of each lesson serves two purposes — it helps activate students' English when coming from a non-English environment, and it reviews previously learned language that will be built on in the lesson.

The Teacher's Guide pages for each lesson contain suggested activities, explanations of potential problem areas, and tips for teaching each specific language point. Activities can be replaced with others from appropriate sections to suit the needs of your class.

Generally, students keep their books closed during the presentation of new language so they can focus on hearing and understanding the language before seeing it on a page. After the closed-book presentation, students open their books, listen to the audio, and do the exercises for that lesson. Finally, students close their books to focus on communicating with their classmates during the suggested games and activities.

Time Guidelines

In general, once the new language is presented, the majority of class time should be spent on practicing it in groups and in pairs. Approximately 10% of your time should be spent on warm-up activities, 30–40% on presenting the language with books closed, 20% practicing the language with books open, and another 30–40% on practicing the language with games and activities.

Pacing

The pacing of a language class for children must be lively. To maintain the students' interest, activities should be changed every five to seven minutes, or whenever the students' interest starts to wane. It is much better to stop an activity while the children are still involved in it than to wait until they are no longer interested. Favorite activities can always be used again later. This also holds true for drills and practices, which should be done at a challenging pace to establish natural English rhythm and intonation.

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Let's Go Icons



Class Audio



Video



Drum Track

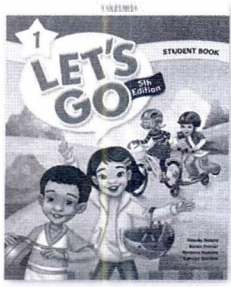


Can-Do Activity



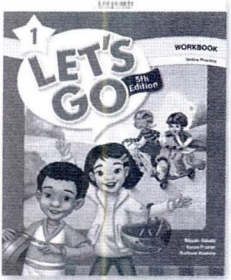
Songs and Chants

Components



Student Book

- Can-do statements provide lesson-by-lesson assessment for learning
- Songs, chants, and videos provide lively language learning



Workbook with Online Practice

- Reading and writing practice provide language reinforcement
- All-new readings provide additional practice with familiar language

NEW Online Play

- Fun and engaging games, videos, audio, and other resources for students to use at home
- www.oup.com/elt/letsgo



Teacher Cards

- Pictures, vocabulary words, and phrases for literacy learning
- Useful for presenting new vocabulary, assessing student knowledge, and playing group games



Class Audio CDs

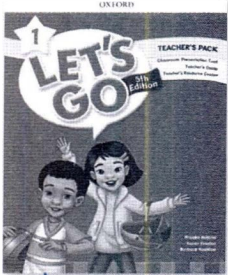
- The full audio program for the Student Book, including vocabulary substitutions with drum tracks, stories, songs, and chants

TEACHER'S PACK

NEW Classroom Presentation Tool

- Student Book Classroom Presentation Tool with embedded audio, video, and can-do activities to reinforce lessons and keep students engaged
- Workbook Classroom Presentation Tool for extra in-class practice

Teacher's Guide



- Easy-to-follow activities to present, practice, and reinforce new language
- Suggestions for class, small-group, or pair arrangements
- Audio scripts for language and conversations on videos and Class Audio CDs at point of use

NEW Teacher's Resource Center

- Online Practice
- Tests and worksheets
- Test audio and answer keys
- Cambridge English Qualifications practice tests
- Student Cards, Contraction Cards, and Word List
- How-to guides for teaching techniques
- Animated conversation, song, and chant videos
- Song, chant, and video scripts
- Class audio
- Syllabus
- Certificates

Online Practice for Students and Teachers

Access codes included in the Workbook with Online Practice and Teacher's Pack.
Visit <https://letsgo5e.oxfordonlinepractice.com>

- Interactive activities for every lesson
- Automatic scoring and gradebook
- New trophy room
- Assessment, video, audio, and other classroom resources

Classroom Presentation Tool

- Engage your students in a blended learning classroom with digital features that can be used on your tablet or computer and connected to an interactive whiteboard or projector.
- Play audio and video at the touch of a button. Use the highlight and zoom features to focus students' attention. These easy-to-use tools mean lessons run smoothly.
- Complete activities as a class, and grade the answers as you go.
- Take your Classroom Presentation Tool with you, and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page — all with one account.

The screenshot shows the Classroom Presentation Tool interface. The main content area displays a lesson page titled "Lesson 3 A Spider! Help!". The lesson includes a "Listen and point. Say." activity with images of an ant, a bee, a butterfly, and a spider. Below this is a "Look and write." activity with a large illustration of a garden. The activity asks students to identify insects: "1 It's a butterfly.", "2 It's a _____.", "3 It's a _____.", and "4 It's an _____." A zoomed-in view of the "Look and write." activity is shown in a separate window, highlighting the garden illustration and the questions. To the right of the zoomed-in view, there are two buttons: "Play audio and video at the touch of a button." and "Speed up or slow down the audio to tailor lessons to your students' listening level." Below these buttons is an audio control bar with a play button, a volume slider, and a speed control slider set to 1.0x.

The screenshot shows the Classroom Presentation Tool interface. The main content area displays a lesson page titled "Lesson 3 A Spider! Help!". The lesson includes a "Listen and point. Say." activity with images of an ant, a bee, a butterfly, and a spider. Below this is a "Look and write." activity with a large illustration of a garden. The activity asks students to identify insects: "1 It's a butterfly.", "2 It's a _____.", "3 It's a _____.", and "4 It's an _____." A zoomed-in view of the "Look and write." activity is shown in a separate window, highlighting the garden illustration and the questions. To the right of the zoomed-in view, there are two buttons: "Save your weblinks and other notes for quick access while teaching. Use one account across your devices so that you can plan your lessons wherever you are." and "Work on pronunciation in class: record your students speaking, and compare their voices to the course audio." Below these buttons is a note-taking window with a "Done" button and a "www.nup.com" link. At the bottom of the interface, there is a "Vocabulary: ant, bee, butterfly, spider" section and a "Practice" button.

Unit Walk-Through

Let's Talk

CD track numbers make finding the audio easy

Familiar characters model communication in context

Language focus boxes highlight key language patterns

Animated conversation videos motivate students to start speaking

Unit 2 My Things Let's Talk

A Listen and say. Whose bag is that? Is it Scott's bag? I don't know. No, it isn't his bag. Is it Jenny's bag? Yes, it's her bag.

B Watch the video. Whose bag is that? It's Jenny's bag. It's her bag. It's Scott's bag. It's his bag. Jenny's - her Scott's - his

C Listen and sing. **Whose Bag Is That?**
 Whose bag is that? I don't know. Is it Scott's bag? No, no, no. It isn't his bag. No, it isn't. No, it isn't Scott's bag.
 Is it Jenny's bag? Yes, it is. It's her bag. Yes, it is. It isn't his bag. It's her bag. It isn't Scott's bag.

D Say and act. Ask your friend.
 Whose bag is that? Is it _____'s bag? No, it isn't _____ bag. Yes, it's _____ bag.

I can do this lesson.

Songs and chants reinforce language from the dialogue

Role-playing activities give students a personalization opportunity

Can-Do Activities on the Student Book Classroom Presentation Tool help teachers evaluate progress and assess the need for further practice

Student Book pages 12-13

Warm up

Start the lesson with an activity, song, or chant to review previously learned language that will be built upon.

A Listen and say.

- Introduce the conversation.** Model the conversation to provide a physical reminder that conversation is communication between two or more people.
- Listen to the dialogue.** Students look at the scene to establish context, and then listen and repeat after the audio to reinforce natural pronunciation.
- Listen to the language focus.** Have students listen to the audio. Then have them repeat, focusing on natural intonation, rhythm, and speed.

B Watch the video.

- Play the video.** Have students repeat familiar words and phrases.
- Repeat with gestures.** Play the video again and help students repeat the gestures and extended conversation.
- Practice the conversation.** Have students use the video language and gestures in groups, then pairs.

C Listen and sing.

- Play and listen.** Play the song or chant and have students identify familiar words.
- Practice the rhythm.** Have students clap the beat as you model the song. Then have them echo the lines after you. Demonstrate possible actions or movements.

- Read the lyrics.** Have students point to and read words they recognize. Repeat the words of the song line by line. Invite students to repeat after you.
- Sing the song.** Play the song and have students sing along. Then have students sing in groups.

D Say and act.

- Personalize the conversation.** Use puppets or student volunteers to model the conversation.
- Practice the conversation.** Place students in pairs or groups. Ask them to personalize the conversation by filling in the blanks. Encourage students to express themselves with gestures as well as words.

I can do this lesson.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use the suggested games or activities to practice the new phrases, vocabulary, and language patterns.

Additional Resources

Worksheet (Teacher's Resource Center)
 Workbook
 Online Practice

Topic-based vocabulary

Familiar characters model vocabulary and language patterns in context

Drum tracks reinforce the rhythmic patterns of language

Language patterns show substitution vocabulary highlighted in pink

Interactive game practices the target language in a fun way

Animated song and chant videos reinforce vocabulary

Student Book pages 14–15

Warm up

Start the lesson with an activity to review the language that will be built upon in this lesson.

Pre-teach Language

Introduce vocabulary and language patterns before students open their books so that they become familiar with the target language orally before seeing it.

A Learn the words.

- Listen to the words.** Have students listen and point to the pictures in their books. Then have them listen and repeat. Focus on using natural pronunciation.
- Check comprehension.** Say the words in random order and have students point to the appropriate pictures in their books. Start slowly, but increase your speaking speed to challenge students and make the activity fun.

B Ask and answer.

- Listen to the question-and-answer pattern.** Have students look at the scene in their books and describe what they see. Then play the audio and have students point to the objects.
- Practice the question-and-answer pattern.** Check that students understand and can use the question-and-answer pattern. Then have them take turns asking and answering questions about the objects in the scene.
- Focus on rhythm and intonation.** Play the drum track. Have students listen, clap, and chant along.

C Play a game.

- Listen to the question-and-answer pattern.** Have students listen and point to the items. Play the audio again. Have students repeat the patterns in the box.
- Play the game.** Have student pairs play, then switch partners and play again. Invite students to create their own questions, pointing to objects in the classroom.

D Watch, point, and chant.

- Listen to the chant.** Have students identify familiar words and listen for repeated lines or words.
- Watch the video.** Play the video and have students listen for key words and phrases.
- Model the chant.** Students clap along as they repeat it.
- Watch the video again.** Students chant along.

I can do this lesson.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use the suggested games or activities to practice the new phrases, vocabulary, and language patterns.

Additional Resources

- Worksheet (Teacher's Resource Center)
- Workbook
- Online Practice

Let's Learn More

Additional topic-based vocabulary

Familiar characters model vocabulary and language patterns in context

Substitution vocabulary is highlighted and reinforced with a rhythmic drum track

Pattern practice

Essential action verbs combined with familiar language patterns

Student Book pages 16–17

Warm up

Start the lesson with an activity to review language that will be built upon in this lesson.

Pre-teach Language

Introduce vocabulary and language patterns before students open their books so that they become familiar with the target language orally before seeing it.

A Learn the words.

1. **Listen to the words.** Have students listen and point to the pictures in their books. Then have them listen and repeat. Focus on using natural pronunciation.
2. **Check comprehension.** Say the words in random order and have students point to the appropriate pictures. Start slowly, but increase your speaking speed to challenge students and make the activity fun.

B Ask and answer.

1. **Listen to the question-and-answer pattern.** Have students look at the scene and describe what they see. Then listen to the audio.
2. **Practice the question-and-answer pattern.** Have students take turns asking and answering questions about the objects in the scene.
3. **Focus on rhythm and intonation.** Play the drum track. Have students listen, clap, and chant along.
4. **Focus on the contraction.** Show that the contracted form has the same meaning as the two words.

C Ask your partner.

1. **Listen to the question-and-answer pattern.** Play the audio and have students listen and point to the items. Then have students repeat the patterns.
2. **Focus on rhythm and intonation.** Play the drum track. Have students listen, clap, and chant along.

D Listen and do.

1. **Introduce the sentences with actions.** Have students repeat the sentences and do the actions.
2. **Listen to the sentences.** Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students repeat.
3. **Say and do the actions.** Have students say and do the actions. Then have half of them say the sentences and the other half do the actions. Reverse roles and repeat.

I can do this lesson.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use the suggested games or activities to practice the new phrases, vocabulary, and language patterns.

Additional Resources

Worksheet (Teacher's Resource Center)
Workbook
Online Practice

Alphabet focus letters appear in the ABC strip in red

Contrasting letters and sounds appear in red at the beginning of key words

Fun phonics chants for phonemic awareness and pronunciation

Delightful stories use key phonics words to teach reading

Student Book pages 18–19

Warm up

Use an activity to review the alphabet or sing “The Alphabet Song” (*Let’s Go 1*, Class CD1 Track 02). Review the letters and sounds from the previous unit.

Pre-teach Phonics

Use Teacher Cards to introduce the sounds, letters, and vocabulary.

A Listen, point, and say.

- Listen to the sounds.** Ask students to find the lesson letters on the ABC chart. Then have them listen to the sounds and point to the letters and words in their books.
- Practice the sounds.** Show Teacher Cards and say the words. Have students listen for the phonics sound in each word. Repeat with words that begin with the other sound. Then randomly say the words and have students identify which sound they hear. Have them clap once for one sound and twice for the other.

B Listen, point, and chant.

- Listen and point.** Have students point to the letters on the ABC chart. Have students listen to the audio and point to the words. Then play the chant again, and ask students to clap once after lines with one set of phonics words and twice after lines with the other.
- Listen and chant.** Play the audio again and have students do the chant with claps. Repeat the chant several times as a class, in small groups, and then in pairs.

C Listen and read along.

- Preview the story.** Have students look at the illustrations and identify words they know. Read the title of the story aloud. Point out the phonics words.
- Read along.** Have students listen to the story and point to the words as they follow along. Then have them read along with the audio, matching intonation and rhythm.
- Paired reading.** Have students take turns trying to read the story sentences in small groups or pairs.
- Act it out.** Have student pairs act out the story, then switch roles. Ask volunteers to act as narrator.

I can do this lesson.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use the suggested games or activities to practice the vocabulary, letters, and sounds.
- All-new Workbook readings provide additional practice with familiar language, and can be read for homework or in class.

Additional Resources

Workbook
Worksheet (Teacher’s Resource Center)
Test (Teacher’s Resource Center)
Online Practice

Let's Review

Entire page focuses on listening

Test format provides practice for students planning to take standardized tests

Extensive review of language and vocabulary

Can-Do Activities help students and teachers assess oral proficiency

20 Units 1 and 2 Review

Units 1 and 2 Review 21

Student Book pages 20–21

Let's Talk

- Sing the songs to review the conversations.

Let's Learn/Let's Learn More

- Use Teacher Cards to review the vocabulary.
- Review the songs and chants to reinforce language patterns and pronunciation.
- Use games and activities to review the language patterns.
- Use pantomime and physical activities (like Do As I Say) to review the Listen and do sentences.

Let's Read

- Use games to review phonics sounds and words.
- Read the stories together.

A Listen and check.

1. **Practice the format.** Before students open their books, prepare them for the test procedure. Put three Teacher Cards on the chalk rail to resemble the activity. Write A, B, or C and draw a box next to each card. Use the words on one of the cards in a sentence and have a student point to the correct card and check the correct box.
2. **Anticipate the language.** Have students look at the test in their books and identify the items they see.
3. **Take the test.** Have students listen to the audio and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test.

4. **Correct the test together.** If time allows, encourage students to create original test questions using the same illustrations, and practice “testing” each other in pairs.

B Play a game.

1. **Prepare to play.** Check that students know the language they will need to play the game.
2. **Model the game before asking students to play.** Model the game with a pair of student volunteers. They play **Rock, Paper, Scissors** (p. 21) to determine who gets to play first.
3. **Play the game.** Have students play the game in pairs. If time allows, play the game again with new partners or with different rules.

I can talk about the units.

Read each question aloud and have students answer the questions together in pairs or small groups. Monitor their progress. Praise them for their accomplishments in English!

Teaching Conversation

In teaching conversation, the goal is for students first to become fluent using language, and then to focus on becoming accurate with it. *Let's Talk* introduces useful phrases (greetings, introductions, asking for and giving help, etc.) in functional conversations. First, students listen to the entire conversation, which introduces the language in context. Then they focus on the functional language in the language focus box. Students learn the intonation and rhythm of the language, first in an animated video of the extended conversation and then in a song or chant. This is the easiest way for children to remember the language as well. Finally, students personalize the language in *Say and act*.

Teaching Vocabulary

Use objects or Teacher Cards to present new key words. Hold up an object or card and say the word. Have students repeat the word several times. Then practice the word with drills, using familiar language whenever possible.

The Teacher's Guide describes a number of drills and activities designed to develop and reinforce the students' vocabulary knowledge. There are two types of vocabulary or language that all language learners develop — receptive language and productive language.

Receptive language is the language students understand but are not yet able to produce. To practice receptive language, students must recognize and physically respond to vocabulary words. For example, place several Teacher Cards at the front of the class and select two student volunteers. Say one of the vocabulary words and have the students race to touch the correct card. Whoever touches the card first is the winner.

Productive language is the language spoken by students. Productive language practice requires students to say the vocabulary words as they identify the objects. Play the game as described above, but have the students touch the correct cards and orally identify the objects.

Teaching Grammar

In *Let's Go*, grammar is taught in context so that students understand the meaning and conversational purpose. Students first learn new vocabulary words that relate to the unit theme. Next, students see and practice the language in a mini-conversation context. Then they practice the question and answer structures in

a video, game, activity, song, or chant. Students should understand that vocabulary and grammar patterns are productive, build on each other, and can be used with other patterns, so language is recycled in the units.

In teaching grammar, the goal is for students first to learn language accurately, and then to focus on becoming fluent in using it. For the most efficient use of class time, teach vocabulary first. Then introduce a new sentence pattern and recycle the vocabulary words as students practice the sentence.

Then when you introduce a *Wh-* question, students already know the answer to the question. In this way, students can accurately build a great deal of language in small steps, and they won't confuse the question with the answer.

Be sure that students understand the meaning of the new language and can pronounce the words clearly before moving on to practice. Correct pronunciation is introduced during the modeling by the teacher so that students can strive for accurate pronunciation as they are learning the meaning of new vocabulary.

When teaching *Yes/No* question-and-answer patterns, have children respond with answers that include the auxiliary verb from the question (*Do you like cats? Yes, I do. No, I don't.*). Not only does this help students remember the questions and answers grouped in a memory set, it also builds a grammar foundation that will help them learn to write English more easily. Separate the *Yes* and *No* answers in practice at first so that students don't confuse the meaning. Then mix *Yes* and *No* answers.

Recycling Language

All language builds from a base sentence. For example, from the sentence *He likes cats* students can build the question *What does he like?* In the early levels of *Let's Go*, these patterns (sentences, *Wh-* questions, *Yes/No* questions) are explicitly taught. However, later lessons and levels might only teach the sentence and *Wh-* question, or both questions but not the sentence. Teachers should remind students that they know how to build language even if it is not explicitly taught in every lesson. In the same way, once students have learned how verbs change with different pronouns, or how nouns change to become plural, they should be encouraged to practice the different forms, even if not specifically taught in a lesson.

Teaching Techniques *(continued from p. 13)*

Teaching Contractions

Learning how to use contractions like *isn't* and *I'm* helps students to sound more fluent and to better understand natural English, and gives them an advantage when they begin to read and write. Contractions are explicitly taught the first time they appear in *Let's Go* and should be reviewed, as needed, in the later lessons. Use the Contraction Cards on the Teacher's Resource Center to show students that contracted and non-contracted language are equivalent.

How to Practice Language in Pairs and Groups

Start with whole-class practice so that students don't feel shy or embarrassed. Be sure that students practice the language using natural speed, rhythm, and intonation. Then divide the class into two groups. One group asks the questions and the other answers. Even in a practice like this, try to give students a reason for asking and answering the questions. For example, if you're practicing the question *What do you like?* only show the Teacher Cards of animals to the answering group. This way, the questioning group has a real reason to ask because they don't know what the answer will be.

Then group students in pairs or small groups for additional practice with the question-and-answer pattern. By moving from the large group to the small, students build confidence by practicing before their voices become individually heard. As students work together, move around the room so that you can hear what problems students are having, and can address the problems with a mini-lesson later on for the entire class (rather than correcting just one student). Variety in grouping and activities also gives students a lot of practice opportunities that don't feel like practice. If the pace is quick and activities change frequently, students will pay close attention.

How to Use Songs and Chants

Adding rhythm to language is one of the easiest and most effective ways for students to learn and remember it. The songs and chants in *Let's Go* reinforce the natural rhythm, stress, and intonation of the language taught. To introduce a new song, teach it as a chant first. Begin a steady 4/4 beat by having students clap their hands. Say the lines from the song as you clap the beat. Then have

students repeat the lines after you. Build by adding lines until students can chant the entire song. Add the music and sing. Encourage students to personalize the songs and chants by choosing actions and gestures to go along with the lyrics, or by creating unique verses. If students have difficulty with longer lines in the lyrics, use the "backward build up" technique. Begin with the last word in the phrase and gradually add the words before it until the phrase is complete.

Author, singer, and composer Carolyn Graham urges teachers to write their own phonics chants. Chanting helps children memorize the sound(s) the letters stand for. Create silly or serious phrases with words that students enjoy saying, and put them into sentences that make up a four-line chant. Say each phrase of the chant before you put it all together. Then say the chant together.

Teaching with Video

Animated videos show language in context and provide models for pronunciation and body language. The animated videos in *Let's Talk* bring the *Let's Go* characters to life and extend the conversation students learn in Listen and say. The extended conversation includes new and familiar language, and is highlighted in blue in the video script. The animated song and chant videos in the *Let's Begin* series and Levels 1–3 use key vocabulary to engage students and motivate learning.

When teaching with video, first play the video and have students watch. Encourage students to identify familiar language and respond to any speaking prompts. Next, assign students a simple task to complete as they watch the video a second time. For example, have students raise their hands when they hear key vocabulary. Pause the video after each exchange to give students an opportunity to repeat the language and act out the gestures. Then act out scenes from the video with one or more student volunteers. Finally, have students practice the extended conversation in small groups or pairs, using the gestures and actions from the video as appropriate.

Teaching with Can-Do Statements

Can-do statements allow both teachers and students to assess students' progress on a continuing basis. At the end of each lesson, students demonstrate understanding through a fun, collaborative Can-Do Activity on the Student Book Classroom Presentation Tool. Depending on the size of the class, the activity can be done in

groups or pairs. If students are able to complete the task, have them check the *I can do this lesson* box in the Student Book. If students are unable to complete the task, refer to the **Games and Activities** and **Additional Resources** sections for further support. Use the Workbook Classroom Presentation Tool for further teacher-led practice activities.

An oral Can-Do Activity accompanies Let's Review in *Let's Begin 2* and Levels 1–2. First as a class and then in groups or pairs, students are encouraged to use the language they have learned in previous units. Have students take turns asking and answering the questions. Monitor their progress. If students have successfully reviewed the units' language, praise them for their accomplishments in English!

Teaching Phonics and Reading

Students learning English as a foreign language need to develop an oral language base before beginning to assign sounds to letters for reading instruction. Students learn to decode, or read words, by connecting sounds to the letters of the alphabet in various combinations. *Let's Go* introduces key contrasting pairs of consonants, short vowels, long vowels, blends, digraphs, and diphthongs. Students hear the sounds in the context of the words, and then the pronunciation is reinforced by a fun phonics chant. Reading becomes the reward for learning new phonics patterns. The reading passages in *Let's Go* use the lesson's phonics focus words and familiar grammar in an enjoyable story that students can read along with the audio or independently. All new Workbook readings provide additional practice with the language, grammar, and unit themes.

Teaching Writing

The easiest way for students to gain confidence writing in a foreign language is to begin by following a clear model. Models allow students to express themselves creatively without being responsible for all of the grammar and spelling required in completely open writing exercises. Students can personalize the grammar patterns in Let's Learn and Let's Learn More by using the sentences as models to write about themselves. The Let's Read stories in Levels 1–6 can also be modified to become models for students to write their own similar stories.

The Let's Read About sections in Levels 3–6 always include writing personalization activities. A good writing

expansion activity is to have students work together to create a unique story incorporating familiar grammar and vocabulary, based on a picture or a shared class experience. You can write the story sentences on the board, and the class can work together to correct the language. Students can read what they've written and copy the story into their own notebooks and illustrate it. Activities like this allow students to write and read at their own skill level.

Teaching Content (CLIL)

Let's Go teaches high-frequency vocabulary and grammar in subject-related contexts that easily lend themselves to CLIL expansion for teachers who have more contact time with students. For example, a lesson talking about colors and shapes can easily become an art lesson about creating things using colors and shapes, or a lesson on how to mix colors. Let's Read and Let's Read About also include content connections as children use their developing skills in English to learn about the natural world, science, history, social studies, and geography. Teacher's Guide lessons include expansion ideas to build on content connections.

Drills and Games

DRILLS

Drilling is a time-efficient, enjoyable way to review or present material in a tightly organized manner. Be sure to keep drills short and rhythmic — several seconds each, then repeat as many times as necessary. Short, quick drills will keep the students' attention and they will learn faster as they concentrate on the drills. While doing drills, it is a good idea to alternate between choral and individual responses. When doing the latter, choosing students in random order and maintaining a quick pace will help keep their attention.

Chain Drill

Show an object or Student Card to S1 and ask a related question. S1 answers and turns to S2 to ask the same question with appropriate substitutions. Continue until all the students have had a chance to ask and answer the question. Divide larger classes into three or four small groups, and have each group do a chain drill.

T: (show a picture of a workbook to S1) *What's this?*
S1: *It's a workbook.* (show a picture of a calendar to S2)
What's this?
S2: *It's a calendar.*

Repetition Drill

Model vocabulary words or new language patterns for the class to repeat.

T: A window, a window.
Ss: A window.
T: Clocks, clocks.
Ss: Clocks.

OR

Teacher: *That's a window.*
Students: *That's a window.*
Teacher: *Those are clocks.*
Students: *Those are clocks.*

Six-Second Drill

To make drills fun and exciting, model several times and then have students say the vocabulary or sentence in a quick series of three, raise their hands, and say *Finished!* Repeat several times for each word. Doing these drills several times in a series of three will allow students to say the target language many times in one minute. They will talk at a natural speed (to be the first student to say *Finished!*), and drills become games.

Ss: *Picture, picture, picture! Finished!*
T: *Again! Can you say it better this time? Say Finished! and clap two times.*

Ss: *Picture, picture, picture! Finished!*
T: *Again! (add a task)*

Sentence pattern drill: *I like peaches.*

Ss: *I like peaches, I like peaches, I like peaches. Finished!*
T: *Again! Can you say it faster this time? Say Finished! and stand up.*

Ss: *I like peaches, I like peaches, I like peaches. Finished!*
T: *Again! (add a task)*

Question form: *What does he like?*

Ss: *What does he like? What does he like? What does he like? Finished!*

T: *Again! Can you say it louder this time? Say Finished! and tap your head.*

Ss: *What does he like? What does he like? What does he like? Finished!*

T: *Again! (add a task)*

Substitution Drill

To do a substitution drill, use Student Cards or actual objects as cues.

T: *Where are the cooks? (show a picture of cooks in a kitchen) They're in the kitchen.*

Ss: *They're in the kitchen.*

T: (show a picture of cooks in a bedroom)

Ss: *They're in the bedroom.*

OR

T: (show a picture of a peach) *This is a peach. I want a peach.*

Ss: *This is a peach. I want a peach.*

T: (show a picture of an omelet)

Ss: *This is an omelet. I want an omelet.*

GAMES

Games are not simply entertainment, and therefore unimportant to language learning; rather, they serve as a way to reinforce the material presented in a way that effectively engages students. In most cases, games serve the same function as the drills listed previously because they offer an organized and fun way to review or present material. Drills tend to be more repetitive and teacher-centered (which can be helpful when learning new structures and vocabulary), while games tend to be more open-ended and student-centered, which leads to creative use of the language.

There are many games to choose from. Some focus on vocabulary, some focus on structures, and some include both vocabulary and structures. Brief descriptions of some of the games used in Level 2 and the procedures for doing them follow.

Games for Drilling Vocabulary

Bingo

This game encourages vocabulary memorization and listening comprehension. Give each student a nine-square grid with three rows of three squares each. The students select nine of their Student Cards (based on the lesson vocabulary) and arrange them randomly on the grid. The caller (either you or a student) picks a card from a duplicate set of cards and calls out the word or phrase. If the students have that card on their grids, they turn the card over or cover it with a piece of paper. The first student to cover three squares across, down, or diagonally wins the game. Variations: Instead of using a grid, students can simply arrange their Student Cards in the shape of a grid (i.e., in columns and rows). Also, instead of using Student Cards, students can write the vocabulary words in their grids.

Board Race

There are many variations to this activity, all of which involve having the students compete to demonstrate their recall of new vocabulary. One variation is to divide the class into teams. Place a row of Student Cards along the chalk or marker rail. Say one of the words, and one student from each team races to the board to touch the correct card. Alternatively, have team representatives stand at the board. Whisper a word to them and have them compete to draw a picture of the word. The first student to call out the correct word wins a point for his or her team. The team with the most points wins.

Charades

There are several ways to do this activity, which involves using gestures to express meaning. Begin by placing Student Cards face down in a pile. S1 takes a card from the top of the pile without showing it to the class. Then S1 acts out the word using gestures. The first student to guess the action correctly picks the next card. Instead of using cards, you can also simply whisper the word or phrase to the student.

Concentration

This activity helps build memory skills. Separate the students into pairs or groups of three or four. Give each group two matching sets of Student Cards to place face down in random order. One at a time, students turn over two cards and try to find two matching cards. Student should say the word or phrase shown on each card. If the cards match, the student keeps them and gets a point.

File Grids

Place one nine-square grid (the squares should be numbered) inside a file folder for each student. Divide the class into pairs. S1 draws pictures of objects from previous units in each square of his or her grid. S2 must recreate S1's grid by asking questions. S2: *One. What is it?* S1: *It's a (bat).* After completing one grid, partners compare their pictures and then reverse roles.

Hidden Words

This game requires Student Cards as well as number cards that are large enough to cover them. Place the Student Cards along the chalk rail. Cover each card with a number card. Divide the class into two teams. S1 from Team A calls out a number. Reveal the Student Card that is under that number card. Give the student to the count of three to say the word. If the student says the word correctly or identifies the picture, give the team a point. If the student is incorrect, cover the word up again and allow S1 from Team B to call out a number. Play alternates back and forth between teams until all the words have been said.

Picture Game

This activity involves drawing pictures to express meaning, but it also encourages guessing and recall of previously learned vocabulary. Divide the class into small groups of three or four. Give scratch paper and pencils to each group. One student from each group comes up to the front of the class as a representative. Gather the representatives together and whisper a word to them. The representatives then return to their groups and draw a picture of the word without speaking or gesturing. The first team to guess the word correctly gets a point.

Drills and Games *(continued from p. 17)*

As a fun alternative, prepare a list of ten vocabulary items. Show the representatives the word at the top of the list. The representatives then return to their groups and draw a picture of the word. When one of the team members guesses the word, he or she comes up and whispers it to you. This student then becomes the new representative. Show this new representative the next word on the list. The activity continues as before. The first team to complete the list wins the game.

Rhythm

Form a circle with the students. Establish a one-two rhythm: slap your thighs twice, clap twice, snap fingers of your right hand once, snap fingers of your left hand once. Repeat until all can keep the rhythm. Begin by calling out your name on the right-hand snap, then a student's name on the left-hand snap. Continue until all have participated. For example:

All: (two slaps, two claps)

T: *Ms. Lee* (snap), *Ken* (snap)

All: (two slaps, two claps)

Ken: *Ken* (snap), *Mari* (snap)

All: (two slaps, two claps)

Mari: *Mari* (snap), *Jenny* (snap)

This game can be played with added vocabulary as you progress through the course.

Scramble

This activity encourages vocabulary memorization and listening comprehension. It is also a good choice when students need a chance to be active. Students sit in a circle (or several circles for large classes). Assign a different word to each student. Call out two words at random. Those two students stand and exchange seats. To cue all students to change seats, call out *Scramble!* The first time you call *Scramble!* remove one chair from the circle. Now one student will have to remain standing in the center of the circle. When two students exchange seats, they will have to race with the student in the center to get a seat. Alternatively, assign several students the same word. Call out only one word and take away a chair. All students assigned that word must switch places.

As an option, especially for the alternative variation, give each student a Student Card. The first time a student is left in the center of the circle, take away this

student's card. After that, any student going into the center of the circle will give his or her card to the student being replaced.

Show Me

Hold up a Teacher Card. Ask the students to identify the item and hold up the matching Student Cards.

T: (hold up a Teacher Card) *What are these?*

Ss: (hold up a Student Card) *They're (peaches).*

Have student volunteers ask some of the questions.

Slap

Students enjoy the fast-paced challenge of this activity. Place students in small groups. Give each group a set of designated Student Cards, placed face up on the table within reach of all the students. The caller (either you or a student volunteer) should have a duplicate set of cards piled in random order. The caller calls out the word or phrase pictured on the top card. The first student in each group to slap the correct card and produce the word or phrase shown on the card takes it. The student in each group holding the most cards is the winner. This can also be played with a caller in each group. In this case, each group needs two sets of cards.

Whisper Relay

This game practices listening skills and memorization. Divide the class into teams and have them stand or sit in a line looking at the back of the student in front of them. Whisper the same word to the first person in each row. Say *Go!* and have S1 whisper the word to S2, who whispers it to S3, etc., as fast as possible. The last student then runs to the front of the class and tells the teacher the word. The team with the first student to say the word correctly wins. For more challenge, whisper two to three words or a sentence.

Games for Drilling Structures

Beanbag Circle

Have the class form a circle. Toss a ball or a beanbag to S1 and ask a question. S1 responds, tosses the ball to another student (S2), and asks a question. Continue until all students have had a chance to participate. For large classes, play **Beanbag Circle** in groups so that more students can participate simultaneously.

Find Your Partner

This activity provides a setting for students to use language in a meaningful way. Use Student Cards in multiple sets so that all the students have cards and every card has at least one duplicate. Give one card to each student. Do not allow students to show their cards to one another. Have students walk around looking for another student with the same card. To find their partners, students must ask appropriate questions related to the items on their cards. For example, a student with a card showing tape can ask, *Do you want tape?* If a student answers, *Yes, I do*, it means he or she has a matching card. Students can also simply repeat the items on their cards until they find a match.

Living Sentences or Dialogues

This activity encourages thinking about sentence structure and word order. Select sentences from present or previous units. Divide the class into groups and assign one sentence to each group. Each student in the group is assigned one word in the sentence. Students are not allowed to speak except to repeat their words. They arrange themselves in the correct order. For dialogues, students are assigned sentences rather than words. When all groups are finished, choose one volunteer from each group to read the sentences in order.

Scrambled Sentences

This activity practices word order and sentence patterns. Have pairs or groups arrange teacher-made word cards into complete sentences. Set a time limit and have students see how many correct sentences they can make using the cards. Or, have students put entire sentences in order to make a complete conversation or song.

Games for Drilling Vocabulary and Structures

Step Away Lines (p. 21) may also be used for drilling structures.

Back-to-Back

This activity requires students to depend on each other to complete an assignment, thus encouraging communication. Have student pairs sit back-to-back, or with a screen between them, so that they cannot see each other's papers. An open file folder or notebook standing on its bottom edge works well as a screen.

In one variation, provide all students with blank grids (or partially filled-in grids, depending on the activity). S1 completes his or her grid in response to your instructions. S2 tries to reproduce S1's grid by asking S1 questions, or in some cases by listening to S1's description and asking questions for reinforcement whenever necessary. When finished, partners compare grids for accuracy and then reverse roles.

The second variation involves drawing. Provide students with blank pieces of paper (or partial drawings, depending on the activity). S1 draws a simple picture in response to your instructions. S1 then tells S2 what to draw in order to reproduce S1's picture as closely as possible. When finished, partners compare pictures for accuracy and then reverse roles.

Card Game/Go Fish

Divide the class into small groups of five or six students. Use a double set of Student Cards for each group. Have each group choose a dealer to shuffle and deal out all the cards. Have students ask for cards they hold in their hands by using the question and answer structure they just learned. A positive answer earns the asking student the answerer's card. If a student is not holding the correct card, he or she should answer the question in the negative form. Students must try to pair all the cards they hold. The first one to do so wins. For example:

S1 (holding card 62): *Can you do a magic trick?*

S2 (not holding card 62): *No, I can't.*

S3 (holding card 60): *Can you use chopsticks?*

S4 (holding card 60): *Yes, I can.* (S4 gives card to S3)

Model the game by playing one or two open hands (cards face up on the table) with one group while the other students watch.

For the **Go Fish** variation, leave a small pile of cards face down in the center after distributing an even number of cards among each group. If a negative answer is given, the student asking the question will "go fish" by choosing a card from the pile instead of receiving a card from another student.

Cube Game

Make cubes from milk cartons. Cut the bottoms of two milk cartons so that each side is the length of a square. Cover one bottom with the other to make a cube. Cover with two strips of paper the width of the cube. Write words or pictures to be practiced on each side. For example, to practice pronouns *he/she*, write

Drills and Games (continued from p. 19)

he on three sides of the cube and *she* on the other three sides. Students roll the cube and make sentences or questions according to what is on the cube, e.g., *Who is (he)?* Cubes can also be used with Student Cards, *this/these*, etc.

Guessing Game

Divide the class into two teams. Put small classroom objects (e.g., pencil, eraser, pen, ruler, small book) in a bag or under a cloth. Have one student from Team A choose an object, and ask *Is this an (eraser)?* A student from Team B must feel the object (without looking) and respond either *Yes, it is* or *No, it isn't. It's a (pen)*. Each team scores one point for a correct question or answer. Continue until all students have had a chance to participate.

Interview

This activity allows students to practice language in a natural way. Distribute interview forms (similar to Unit 2 Worksheet A on the Teacher's Resource Center) to each student. Have students circulate and interview each other, asking questions and writing the information they receive on their forms. When everyone is finished, call on individual students to report on what they learned about their partner or have students write out complete sentences with the information.

Pick Up

Place multiple sets of Student Cards face down on the floor or table. Student pairs do **Rock, Paper, Scissors** (p. 21). The winner picks up a Student Card and asks his or her partner a question. The partner answers, and then the pair repeats the process. The goal is for pairs to accumulate as many Student Cards as possible, continuing until all the cards have been picked up.

Relay Race

Divide the class into teams, with each team sitting in a row. Assign a word, phrase, or sentence to the first student in each row (S1), who then repeats it to the next student in the row (S2). The students continue in this manner until the information reaches the last student, who either stands and says the word, phrase, or sentence aloud or races to the board to write it. The first team to finish is the winner.

Say It!

With this activity, students practice saying vocabulary at random and spontaneously. Divide the class into several groups. Give each group a set of Student Cards. Put the cards in a zig-zag line on the table. When you say *Go!* S1 starts at one end of the cards and says a sentence for each card. S2 starts immediately after S1 and S3 follows S2 so that everyone is moving along the cards at the same time. When all the students have finished, rearrange the cards and start again.

Team Games

Vocabulary identification and question and answer practice can be done in teams. Many students enjoy the excitement of team competition, and the possibilities for activities are endless. For example, divide the class into two or more teams. Have one student from each team come up to the front of the room. Ask a question; the first student to respond correctly wins a point for his or her team. Alternately, two students face each other. One student asks a question from the lesson and the other student answers. If the students do this correctly, both teams earn a point.

Telegram

This activity practices listening skills and forming sentences with target language. Have students form rows. Give the first student a card in an envelope. S1 looks at the card and places it back in the envelope. Then S1 hands the envelope to S2 and whispers a sentence using the word on the card (*He has a calculator*). S2 does not look at the card, but passes it to S3 and whispers the sentence. Continue to the end of the row. The last student says the sentence out loud and then opens the envelope to see if the sentence matches the picture. The team decides whether the sentence spoken aloud is the same as spoken by S1.

Tic-Tac-Toe

This activity encourages student participation. Divide the class into teams. Draw a nine-square grid on the board and number each square. Ask a student from Team A a question. If the student answers correctly, the team can place an X or an O on the grid in the location of their choice, which they indicate by stating the number. Alternate asking questions to both teams. The first team to earn three X's or O's in a row on the grid wins.

Walk and Talk

Place pairs of nonmatching Student or Teacher Cards around the room. Have student pairs walk around. Say *Stop!* and have each pair stop at a pair of cards and exchange questions and answers using the cards as cues.

S1: (points to the first card) *What's this?*

S2: *It's a (pencil).*

S2: (points to the other card) *What's this?*

S1: *It's a (pen).*

Games for Drilling Conversations

Conversation Lines

Have the students stand in parallel lines facing each other so that each student has a partner in the opposite line. Partners practice the question-and-answer pattern.

S1: *What's your name?*

S2: *My name is (Kate). What's your name?*

S1: *My name is (John).*

Then have the two lines move one space (left or right) in opposite directions. Have the student with no partner at the end of the line come to the front of the line so that every student has a new partner. Repeat the dialogue. Listen to the pairs at the front of the lines and help them as necessary.

Dialogue Musical Chairs

Place chairs back-to-back in two rows or at random around the room. Have one chair less than the number of students in the class. Play a song or instrumental music. As the music plays, students move around to greet each other and practice dialogue. When the music stops, the students sit down. The student without a chair is out of the game. Continue until there is one student left. For variety, remove two chairs at a time instead of one. The two students who remain standing must say a dialogue together or ask each other questions.

Step Away Lines

This activity encourages students to speak loudly. Have students stand in two rows facing each other so that each student has a partner in the opposite line. Have each pair say a dialogue. Each time a pair completes the dialogue, both partners take a giant step back and repeat the

dialogue again. Every time they do so, they will naturally need to speak louder in order to hear each other.

Games for Drilling Commands

Command Chain

Have the class form circles of eight to ten students each. Give and perform a command. T: *Touch the ruler.* One student in each circle repeats the command, does the action, and adds another command. S1: *Touch the ruler. Point to the chair.* Continue, with each student adding a new command after repeating and doing the previous commands.

Do As I Say

Give commands while modeling the actions. Try to trick the students by occasionally modeling actions that do not match the commands. Use different voices and volumes as you say the commands in order to encourage attentive listening.

Please

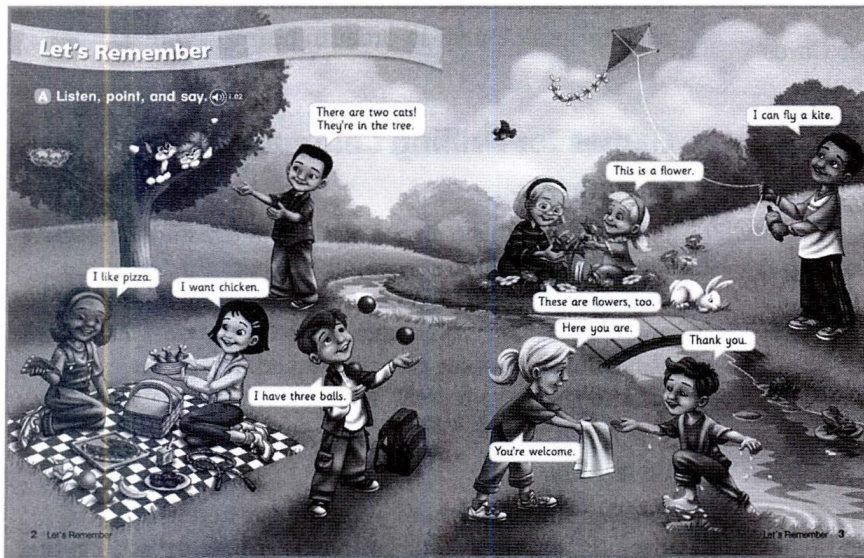
This is the same game as **Do As I Say**, except that it adds the word *Please*. Give the students commands at random. If you say *Please* before the command, the students should act out the command. If you do not say *Please*, students should remain still. This game becomes a stronger listening exercise if you perform the action at the same time you are giving the command. The students will tend to follow your action rather than listening for the word *Please*. Only the attentive listeners will remain standing at the end.

Rock, Paper, Scissors

This is a short, fun activity that students can do if time is limited. In pairs, students say, *Rock, Paper, Scissors!* and show one of three gestures:

- a fist to represent a rock (stronger than scissors, but weaker than paper because paper can cover a rock)
- an outspread hand to represent paper (stronger than a rock because it can cover a rock, but weaker than scissors because scissors can cut paper)
- a hand with the index and third finger out like a pair of scissors (stronger than paper because it can cut paper, but weaker than rock because a rock can break scissors)

Let's Remember



Student Book pages 2-3

Lesson Objective:

- Reviewing language from *Let's Go 1*

Review Language:

there are, they're, this is, these are

I like.

I want.

I have.

I can.

Here you are.

Thank you.

You're welcome.

Materials:

CD1 Track 02

Let's Remember is a review of language patterns introduced in *Let's Go 1* that will be recycled and built upon in *Let's Go 2*.

- For students moving from Level 1 to Level 2, Let's Remember is a summary of what they have learned.
- For students beginning the *Let's Go* series with Level 2, Let's Remember is an introductory lesson for language patterns students are expected to know before beginning this level.

You may also wish to use Let's Remember as an assessment of what students know when they enter your classroom. Observe them as they do the activities and play the games to assess their language knowledge.

In <i>Let's Go 1</i> , students learned:	In <i>Let's Go 2</i> , students will learn:
There are two cats.	There's a lamp behind the sofa. (prepositions: <i>next to, behind, in front of</i>)
They're in a tree. (prepositions: <i>in, on, under, by</i>)	
I like pizza.	He/She likes stew.
I want chicken.	He/She wants a peach.
I have three balls.	He/She has a camera.
What's this? This is a flower.	What's that? It's a window.
These are flowers.	What are those? They're pictures.
I can fly a kite.	He/She can play the piano. They can dance.
What's your favorite color?	Whose bag is that? Where do you live?

Let's Remember Activities

Choose among these activities to review the language students need before beginning *Let's Go Student Book 2*. Descriptions of these games and activities can also be found on pages 16–21.

There are two cats! They're in the tree.

- **Walk and Talk** (p. 21). As students move around the classroom, they point to and identify objects. *There are three erasers. They're on the desk.*
- **Pick Up** (p. 20). Put singular and plural Student Cards or teacher-made picture cards face down on the table. Student pairs play **Rock, Paper, Scissors** (p. 21) saying *There is* and *There are*. The winner turns over a card and makes a sentence using the item shown.

I like pizza. I want chicken.

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

- **Role Play**. Students pretend to be on a picnic in pairs or small groups. Place food cards from *Let's Go 1* or teacher-made food picture cards face up. Students take turns making statements about the items. If S1 says *I like pizza*, S2 agrees or disagrees. (*I do, too! I don't!*) If S1 says *I want pizza*, S2 picks up that card and hands it to S1. (*Here you are. Thank you. You're welcome.*)
- **Board Race** (p. 17). Display food cards from *Let's Go 1* or make food picture cards. Say *I like (pizza)* or *I want (pizza)*. S1 from each team races to touch the appropriate food card. If the teacher says *like*, S1 agrees or disagrees with the opinion (*I do, too! I don't.*) and returns the card to the board. If the teacher says *want*, S1 takes the card to the teacher. (*Here you are./Thank you./You're welcome.*)

I have three balls.

- In pairs or small groups, students empty a school bag and talk about the items inside.
S1: *I have (five) (pencils).*
S2: *I have (one) (eraser).*
Alternately, the teacher can provide the materials to talk about.
- S1 selects an object (or card) and hides it. Students take turns guessing the object. After each incorrect guess, S1 provides an additional clue.
S1: *What do I have?*
S2: *Do you have a pencil?*
S1: *No, I don't. It's round.*
S3: *Do you have a ball?*
S1: *Yes, I do!*

This is a flower. These are flowers, too.

- **Concentration** (p. 17). Place Student Cards (or teacher-made cards) for singular and plural objects face down on a table. Separate the cards so that students turn over one singular and one plural card on each turn. As students turn over the cards, looking for a singular/plural match, they make sentences about the objects shown. (*This is a pen. These are pens.*)
- Divide the class into teams. Place singular and plural Student Cards in random order in a row on the table. Students from each team take turns pointing to each card and making a sentence. (*This is a pencil. These are pencils.*) The team that finishes saying all the cards first is the winner.


I can fly a kite.

- **Charades** (p. 17). Whisper a verb phrase using *can* to a student. The student acts out the phrase using gestures. The rest of the students guess the phrase.

Student Book pages 2–3

A Listen, point, and say.

1. Play Class CD1 Track 02. Have students listen and point to the conversations and activities in the picture. Play the audio again and have students listen, point, and repeat the sentences they hear.

 **L.02** I like pizza.
I want chicken.
I have three balls.
There are two cats! They're in the tree.
I can fly a kite.
This is a flower.
These are flowers, too.
Here you are.
Thank you.
You're welcome.

2. Challenge students to create additional sentences following each of the conversation patterns. If desired, write student-generated sentences on the board and practice reading them together.

Unit 1 At School Let's Talk

A Listen and say.

Hi, Scott. How are you?
I'm OK, thanks. How about you?
Goodbye, Scott!
See you later!

B Listen and sing.

The Hello and Goodbye Song

Hi, Scott. How are you? Goodbye, Scott.
I'm fine, thank you. See you later, alligator!
Hi, Jenny. How are you? Goodbye, Jenny.
Pretty good, thank you. See you later, alligator!
Hi, Andy. How are you? Goodbye, Andy.
OK, thank you. See you later.
Hi, Kate. How are you? See you later, alligator!
I'm fine. Goodbye, Kate!

D Say and act. Say hello and goodbye.

Hi, _____ How are you?
I'm _____ How about you?
Goodbye, _____!
See you later!

Watch the video.

I can do this lesson.

Student Book pages 4-5

Topic:

- Greetings

Lesson Objective:

- Greeting each other and asking about each other

Language:

How are you?

I'm OK. How about you?

Pretty good!

Goodbye!

See you later!

Materials:

CD1 Tracks 03-05; Contraction Card (I'm) and Unit 1 Let's Talk Video (Teacher's Resource Center)

Warm up

- As students walk into class, greet them with a cheerful *Hello, (Ana)! or Hi, (Sam)!* Then walk out the door, turn back to students, and wave as you say *Goodbye, class.* Choose a student volunteer to leave the room, wave, and say *Goodbye, class.* Respond *See you later!*
- Greet the class as a whole. Say *Hello, class!* or *Hi, class!* *How are you?* several times. Be enthusiastic as you point to yourself, smile, and nod your head up and down while saying, *I'm OK, thanks.* Point to individual students, greet them by name, and ask *How are you?* Encourage students to respond with *I'm OK, thanks.*

Student Book page 4

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

- Use puppets or student volunteers to model the conversation. Students repeat each line. Ask the whole class to wave as they say chorally *Goodbye, Scott!*
- Have students look at the pictures. Ask students to name the characters. Play Class CD1 Track 03 and have students listen to the conversation. Play the audio again and have students point to and repeat the words they can identify.



1.03 Hi, Scott. How are you?

I'm OK, thanks. How about you?

Pretty good!

Goodbye, Scott!

See you later!

- Play Class CD1 Track 04 and have students repeat each line after the characters. Then have students practice the conversation in two groups. Ask groups to change roles. Use the Contraction Card to show that *I am* has the same meaning as *I'm*.



1.04 How about you?

I'm OK.

Pretty good!

Goodbye!

See you later!

I am, I'm

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

- Play the video and pause after Kate asks *How about you? How are you?* Students watch and respond. Play the rest of the video and prompt students to respond *See you later!* at the end. Use gestures, such as waving, to help students understand *Goodbye* and *See you later, alligator.*

Scott! Scott! Hi, Scott.	Let's play.
Oh! Hello, Kate.	OK.
How are you?	Look! There's Scott.
I'm OK, thanks. How about you?	Scott, let's play!
Pretty good!	Sorry. I can't.
How about you? How are you?	Oh, OK.
	Goodbye, Scott!
	See you later, alligator!

2. Play the video again. Ask students to use the gestures when they hear the greetings and goodbyes. Then play the video a third time. Pause after each exchange and have students repeat the extended conversation and copy the gestures.
3. Model short exchanges with different students. Encourage them to use gestures they know and shake their heads sadly for *Sorry. I can't*.
4. In groups of four, students practice the greeting and goodbye exchanges from the extended conversation using appropriate gestures.

Student Book page 5

C Listen and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD1 Track 05, and have students repeat any of the words they recognize from the extended conversation.

L.05 The Hello and Goodbye Song

Hi, Scott. How are you?	Goodbye, Scott.
I'm fine, thank you.	See you later, alligator!
Hi, Jenny. How are you?	Goodbye, Jenny.
Pretty good, thank you.	See you later, alligator!
Hi, Andy. How are you?	Goodbye, Andy.
OK, thank you.	See you later,
Hi, Kate. How are you?	See you later.
I'm fine.	See you later, alligator!
	Goodbye, Kate!

2. Play the song again. Have students clap to keep the beat as you model the song line by line. Ask students to echo read the lines after you. If students have difficulty with longer phrases, begin by saying the first word in the phrase and then gradually add the words. Use gestures to reinforce the language.

3. Play the song again and have students sing along, first in two groups, then in pairs. Encourage them to use gestures.
4. Have students point to and read the words they recognize in the lyrics. Then have pairs of students sing the song.

D Say and act. Say hello and goodbye.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use puppets or student volunteers to model the conversation. Have students repeat each line after you to practice pronunciation. Students take one role while you take the other, and then switch.
2. Pair students and have them greet each other and ask how they are. Encourage them to wave and walk away as they say *Goodbye, (Kate)*. See you later! Then have partners switch roles and repeat.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **How Are You?** Divide the class into groups of four or five students. Ask each student to write their name on a piece of paper and fold it in half. Each group puts their papers in the center. Play "The Hello and Goodbye Song." When you stop the music, one student in each group picks up a name, greets that student, and asks how he or she is. The other student replies. Have students return the name to the pile and play again.
- Use **Conversation Lines** (p. 21) to practice the conversation.
- Use **Beanbag Circle** (p. 18) to practice the greetings and goodbyes from the extended conversation.

Additional Resources

Workbook page 3
Online Practice

Let's Learn

A Learn the words.

- a picture
- a window
- a pencil sharpener
- a workbook
- a paper clip
- a clock
- a door
- a calendar

B Ask and answer.

What's this?
It's a picture.

What's that?
It's a window.

It is - It's
What is - What's

C Ask and answer.

Is this a calendar?
Yes, it is.
No, it isn't.

D Watch, point, and chant.

What's This? What's That?

What's this?
What's that?
This is a spider.
That's a cat.

What's this?
What's that?
This is a baseball.
That's a bat.

This is a spider.
That's a cat.
This is a baseball.
That's a bat.

I can do this lesson.

Student Book pages 6-7

Topic:

- School items

Lesson Objective:

- Using *this* and *that* to identify and ask about school items

Language:

a picture, a window, a pencil sharpener, a workbook, a paper clip, a clock, a door, a calendar

What's this/that?

It's a picture.

Is this/that a calendar?

Materials:

Teacher Cards 1-8; CD1 Tracks 06-11; Student Cards 1-8, Contraction Cards (*it's, what's, isn't*), and Unit 1 Chant Video (Teacher's Resource Center)

Warm up

- Play **Dialogue Musical Chairs** (p. 21) so students can practice greeting each other and asking how they are.

Pre-teach Language

1. Use Teacher Cards 1-8 to introduce the school items vocabulary. Show one card at a time and say the name of the item. Have students repeat each word several times.
2. Point to classroom objects near and far in the room and ask *What's this?* and *What's that?*

Student Book page 6

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 06. Have students listen and point to the pictures of school items in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

1.06 1. a picture 2. a window 3. a pencil sharpener
4. a workbook 5. a paper clip 6. a clock
7. a door 8. a calendar

2. Display school items. Quickly point to each and say its name. Then name one item and have students hold it up or point to it. Have the whole class say the name of each school item chorally.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the scene and describe what they see. Play Class CD1 Track 07. Ask students to listen and point to the objects.

1.07 What's this? What's that?
It's a picture. It's a window.

1. What's this? It's a picture.
2. What's this? It's a workbook.
3. What's this? It's a paper clip.
4. What's this? It's a pencil sharpener.
5. What's that? It's a window.
6. What's that? It's a clock.
7. What's that? It's a calendar.
8. What's that? It's a door.

2. Use Teacher Cards 1-4 to practice the *Wh*-questions and answers. Ask *What's this?* as you show each card. Have students answer *It's (a picture)*. Ask students to point to their palms as they say *this*.

3. Display Teacher Cards 5–8 and stand a distance away to practice *What's that?* Ask students to point toward something in the distance as they say *that*.
4. Play the audio again and have students repeat the questions and answers as they point to the pictures in their book. Divide the class into two groups. Have groups take turns asking and answering the questions. Then ask pairs to point to the pictures as they ask and answer the questions.
5. Play Class CD1 Track 08. Have students listen, clap, and chant along with the audio. Use the Contraction Cards to show that *it is* has the same meaning as *it's* and *what is* has the same meaning as *what's*.

 1.08

See the script for Track 07.

Student Book page 7

C Ask and answer.

See *Recycling Language*, Teacher's Guide page 13.

1. Have students look at the picture and identify the classroom objects they know. Have them point to the objects and repeat *this* and *that* with you. Play Class CD1 Track 09. Have students listen and point to the objects.

 1.09

1. Is this a calendar? Yes, it is.
2. Is this a workbook? No, it isn't.
3. Is this a pencil sharpener? Yes, it is.
4. Is that a picture? Yes, it is.
5. Is that a window? No, it isn't.
6. Is that a clock? Yes, it is.

2. Have student pairs take turns asking and answering questions about the pictures. Ask students to find a new partner and use Student Cards 1–8 to ask and answer questions about classroom objects.
3. Play Class CD1 Track 10. Have students listen, clap, and chant along with the audio. Use the Contraction Card to show that *is not* has the same meaning as *isn't*.

 1.10

See the script for Track 09.

D Watch, point, and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the picture. Point to the ball from very close and ask *What's this?* Point at the cat from a distance and ask *What's that?* Say each word as you point to the spider, baseball, and bat. Have students point and repeat the words several times.
2. Play the video. Have students raise their hands when they hear *What's this?* or *What's that?*

1.11 What's This? What's That?

What's this?	This is a baseball.
What's that?	That's a bat.
This is a spider.	This is a spider.
That's a cat.	That's a cat.
What's this?	This is a baseball.
What's that?	That's a bat.

3. Model the chant, line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the video again and have students chant along. Check pronunciation.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Slap** (p. 18). Divide the class into small groups. Have students place Student Cards face up on the table in front of them. Call out words. Students slap the correct card and say the word.
- **Show Me** (p. 18). Hold up a Teacher Card and ask *What's this?* Have students hold up the matching Student Card and respond *It's (a clock)*.
- Play **Walk and Talk** (p. 21) using Student Cards to cue questions and answers: *What's this? It's a (calendar)*. *What's that? It's a (door)*.

Additional Resources

Unit 1 Worksheet A (Teacher's Resource Center)
 Workbook pages 4–5
 Online Practice

Unit 1 At School

Let's Learn More

Let's Learn More

A Learn the words.

1. paper clips 2. pictures 3. clocks 4. workbooks
5. calendars 6. pencil sharpeners 7. windows 8. doors

B Ask and answer.

What are these? They're paper clips. What are those? They're pictures.

What are these? They're paper clips. What are those? They're pictures. They are - They're

C Play a game. Ask your partner.

Are these doors? Yes, they are. No, they aren't. Are not - aren't?

D Listen and do.

1. Point to the clock. 2. Touch the picture.
3. Write your name. 4. Sharpen your pencil.

I can do this lesson.

Unit 1 At School 9

Student Book pages 8-9

Topic:

- School items

Lesson Objectives:

- Using *these* and *those* to identify and ask about school items
- Asking and answering *Yes/No* questions
- Learning classroom commands

Language:

paper clips, pictures, clocks, workbooks, calendars, pencil sharpeners, windows, doors
What are these/those? They're paper clips.
Are these doors? Yes, they are./No, they aren't.
point, touch, write, sharpen

Materials:

Teacher Cards 1-20; CD1 Tracks 05, 12-16; Student Cards 1-20 and Contraction Cards (*they're, aren't*) (Teacher's Resource Center)

Warm up

- Have students sing along with "The Hello and Goodbye Song" (Class CD1 Track 05). Then have small groups use each other's names to sing again.

Pre-teach Language

1. Have student pairs spread out Student Cards 1-8. Have partners ask each other *What's this?* for their own things and *What's that?* for their partner's things, pointing from the appropriate distance. For a variation, use *Yes/No* questions: *Is this/that (a clock)?*
2. Use Teacher Cards 1-16 to review the singular school items and introduce the plurals. Show an object and have students name it. Then show a card with two or three of the object and help students add an *-s* to form the plural.

Student Book page 8

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 12. Have students listen and point to the pictures of school items in their books. Play the audio again and have students repeat.

- 1.12 1. paper clips 2. pictures 3. clocks
4. workbooks 5. calendars 6. pencil sharpeners
7. windows 8. doors

2. Do a quick practice with the new words. Hold up Teacher Cards 9-16 one at a time and have students name the objects.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and identify all the school items they know. Play Class CD1 Track 13 and have students listen and point to the items.

- 1.13
- | | |
|--|--|
| What are these?
They're paper clips. | What are those?
They're pictures. |
| 1. What are these?
They're paper clips. | 2. What are these?
They're calendars. |
| 3. What are these?
They're workbooks. | 4. What are these?
They're pencil sharpeners. |
| 5. What are those?
They're windows. | 6. What are those?
They're pictures. |

2. Hold up Teacher Cards 9–16 one by one and ask *What are these?* Have students answer *They're (paper clips)* chorally. Divide students into two groups. Ask groups to take turns asking *What are these?* and answering. Use the Teacher Cards to cue the answers.
3. Display the Teacher Cards and step away. Point to a card and ask *What are those?* Have students answer *They're (clocks)*. Then ask them to say each question and answer twice.
4. Play the audio again and have students repeat the questions and answers as they point to the pictures in their book. Divide the class into two groups. Have groups take turns asking and answering the questions. Then have student pairs point to the pictures as they ask and answer the questions.
5. Play Class CD1 Track 14. Have students listen, clap, and chant along with the audio. Use the Contraction Card to show that *they are* has the same meaning as *they're*.



See the script for Track 13.

Student Book page 9

C Play a game. Ask your partner.

See *How to Practice Language in Pairs and Groups* Teacher's Guide page 14.

1. Read the model questions and answers. Read them again and have students repeat.
2. Hold up Teacher Card 11 and ask the class *Are these clocks?* Nod to indicate *yes* and say *Yes, they are*. Then hold up Teacher Card 10 and ask *Are these doors?* Shake your head to indicate *no*. Say *No, they aren't*. Exaggerate the head motions as you model the answers. Use the Contraction Card to show that *are not* has the same meaning as *aren't*. Play Class CD1 Track 15 and have students point to the question and answers they hear.



Are these doors?
Yes, they are.
Are those doors?
No, they aren't.
are not, aren't

3. Have student pairs play the board game. Students roll a die and move their marker that number of spaces. Have them ask and answer questions about the object(s) in the space.

D Listen and do.

See *How to Practice Language in Pairs and Groups* Teacher's Guide page 14.

1. Use gestures and movement to demonstrate each action as you say it aloud. Ask students to say the sentences and perform the actions with you.
2. Play Class CD1 Track 16. Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students repeat the sentences as they point to the pictures.



1. Point to the clock.
2. Touch the picture.
3. Write your name.
4. Sharpen your pencil.

3. Show Teacher Cards 17–20 and have students say and do the actions. Then have student pairs take turns saying the sentences and doing the actions.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

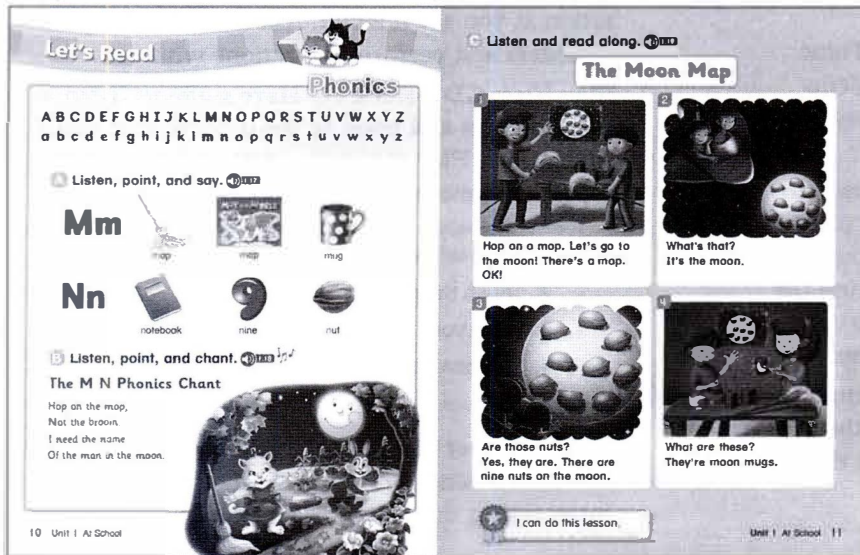
Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Concentration** (p. 17). Give student pairs each one set of Student Cards 1–16. Students turn over two cards to match the singular and plural cards.
- **Our Chant**. Display Teacher Cards 10, 12, and 15. Point to a card. Clap out a beat as you chant *What are those? They're (windows)*. Have students clap and chant with you. Help students use the other cards to make new chants.
- **Do As I Say** (p. 21). Give commands from the Listen and do activity while modeling the actions. Vary your tone, pace, and volume to encourage attentive listening.

Additional Resources

Unit 1 Worksheet B (Teacher's Resource Center)
Workbook pages 6–7
Online Practice



Student Book pages 10–11

Topic:

- Consonant sounds /m/ and /n/

Lesson Objectives:

- Learning words beginning with /m/ and /n/
- Reading a story that recycles the phonics words and language from previous lessons

Language:

mop, map, mug, notebook, nine, nut

Materials:

Teacher Cards 1–16, 21–26; *Let's Go 1*, Class CD1 Track 02; CD1 Tracks 17–19; Student Cards 1–16, 21–26 (Teacher's Resource Center)

Warm up

1. As a class, sing “The Alphabet Song” (*Let's Go 1*, Class CD1 Track 02) to review the letter names. Then have small groups sing the song together.
2. Using teacher-made letter cards, place the capital letter cards face up on a table. Hold up a lowercase letter card and have students name it chorally. Then ask a student volunteer to go to the table, pick up the capital letter, and say the letter name as they hold the card up for the class to see.

Pre-teach Phonics

1. Write *Mm* and *Nn* on the board. Display Teacher Cards 22 (*map*) and 26 (*nut*) below the letters. Have students say the words.
2. Write *m* on the board and say /m/ as you point to the letter. Ask students to repeat. Add *-ap* to the right of *m* and say /m/-ap, *map* as you point to the two parts of the word and then the whole word. Have students repeat. Do the same with *mop* and *mug*. Repeat for the /n/ words.

Pronunciation note: When students say /n/, ask them to touch the tips of their tongues to the roofs of their mouths just behind their front teeth. When they say /m/, they should place their lips together.

Student Book page 10

A Listen, point, and say.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Ask students to point to the letters *Mm* and *Nn* on the ABC Chart in their books. Play Class CD1 Track 17 and have students point to the letters and words as they hear them. Then have students listen and repeat the sounds and words.

1.17	M /m/	mop	map	mug
	N /n/	notebook	nine	nut

2. Show Teacher Cards 21–23 as you say each word that starts with the /m/ sound. Have students say the /m/ sound and repeat each word three times quickly. Then show Teacher Cards 24–26 and say each word that starts with the /n/ sound. Alternate saying the /m/ and /n/ sounds several times. Ask students to concentrate on the sounds, as they are very similar. Then say the phonics words in random order. Ask students to stand up when they hear a word with the /m/ sound and sit down when they hear a word with the /n/ sound.

B Listen, point, and chant.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Have students listen to Class CD1 Track 18. Have them point to the letters and words as they listen. Play it again, having students clap each time they hear a word that begins with /m/ or /n/.

L.1.8 The M N Phonics Chant

Hop on the mop,
Not the broom.
I need the name
Of the man in the moon.
(repeat 5x)

2. Use gestures (hop) and point to pictures (mop, broom, moon) to help students understand the meaning of the words. Play the audio again. Model gestures, such as hopping on a mop that students can use with the chant. Have them repeat the chant and gestures with you several times. Then divide the class into two groups and have groups take turns repeating the chant with gestures.
3. Play the audio again. Have students listen, clap, and chant along with the audio.

Student Book page 11

C Listen and read along.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before listening to the story, have students look at the pictures and identify words. Ask them to point to the words that begin with *m* and *n*.
2. Read the story title. Tell students they are going to read about things they see all around them.
3. **Read Along.** Play Class CD1 Track 19. Have students listen to the story and follow along in their books. Then have students read along with the audio, raising the tone of their voices as they read the questions.

L.1.9 The Moon Map

1. Hop on a mop. Let's go to the moon! There's a map. OK!
2. What's that? It's the moon.
3. Are those nuts? Yes, they are. There are nine nuts on the moon.
4. What are these? They're moon mugs.

4. **Paired Reading.** Ask students to say the words that are repeated on each page. Have student pairs take turns reading the story sentences.
5. Have student volunteers take turns reading aloud the questions with each picture. Point to familiar objects in the pictures and ask *What's this?* or *What are these?* Have students point to the objects and answer *It's a (mop)* or *They're (mugs)*.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Letter Game.** Place letter cards in a bag. Have students take turns picking a card, showing it to the class, naming the letter, and making the sound. Classmates should clap if they agree. Otherwise, have a student volunteer name the letter and make the sound.
- **Scramble** (p. 18). Assign one vocabulary word to each student. Call out the singular and plural of the same word. Those two students stand and exchange seats. Play the game several times. Then ask a student to call out the words.
- **Guessing Game** (p. 20). Divide the class into two teams and have them sit some distance apart. Put Teacher Cards 1–16 in a bag. Have a student from Team A take a card from the bag and ask Team B *What's this?* or *What are these?* Team B answers. Then Team A chooses another card from the bag and shows it to Team B for Team B to ask *What's that?* or *What are those?* Team A answers. Play several rounds with Team A choosing cards. Then switch roles and have Team B choose the cards.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "I Like Mugs!" on Workbook pages 9–10. Then have students read the story for homework or in class.

Additional Resources

Unit 1 Test (Teacher's Resource Center)
Workbook pages 8–10
Online Practice

Unit 2 My Things Let's Talk

1 Listen and say.

Whose bag is that? I don't know.

Is it Scott's bag? No, it isn't his bag.

Is it Jenny's bag? Yes, it's her bag.

Whose bag is that? It's Jenny's bag. It's her bag. It's Scott's bag. It's his bag.

Jenny's = her Scott's = his

2 Listen and sing.

Whose Bag Is That?

Whose bag is that? I don't know.
Is it Scott's bag? No, no, no. It isn't his bag. No, it isn't. No, it isn't Scott's bag.

Is it Jenny's bag? Yes, it is. It's her bag. Yes, it is. It isn't his bag. It's her bag. It isn't Scott's bag.

3 Say and act. Ask your friend.

Whose bag is that? Is it _____'s bag?
No, it isn't _____ bag. Yes, it's _____ bag.

I can do this lesson.

Topic:

- Personal possessions

Lesson Objective:

- Talking about personal possessions

Language:

Whose bag is that?

Is it Scott's bag?

No, it isn't his bag.

Is it Jenny's bag?

Yes, it's her bag.

Materials:

Teacher Cards 1–8; CD1 Tracks 05, 20–22;

Student Cards 1–8 and Unit 2 Let's Talk

Video (Teacher's Resource Center)

Student Book pages 12–13

Warm up

- Sing "The Hello and Goodbye Song" (Class CD1 Track 05) as a class. Have groups of four sing it again with their own names.

Pre-teach Language

1. Give student pairs a set of Student Cards 1–8, divided into two face-down piles. S1 turns over a card from either pile and asks *Is this/that (a workbook)?* S2 answers *Yes, it is* or *No, it isn't*.
2. Point to a student's bag and ask *What's that?* Elicit *It's a bag*. Hold a workbook over a female student and ask *Whose workbook is this?* Elicit *It's her workbook*. Repeat with a male student and *his*. Repeat again with other students.

Student Book page 12

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use student volunteers to model the conversation. Shrug as you say *I don't know*. Point to the picture of Scott when you ask *Is it Scott's bag?* Repeat with Jenny. Have students echo read the conversation with you.

2. Have students look at the pictures and name the characters. Play Class CD1 Track 20. Play it again and have students point to and repeat the words they can identify.

1.20 Whose bag is that? I don't know.
Is it Scott's bag? No, it isn't his bag.
Is it Jenny's bag? Yes, it's her bag.

3. Play Class CD1 Track 21 and have students repeat the questions and answers. Check for appropriate rhythm, speed, and intonation. Write *Jenny's = her* and *Scott's = his* on the board. Point to the words as students listen to the questions and answers.

1.21 Whose bag is that?
It's Jenny's bag. It's her bag.
It's Scott's bag. It's his bag.
Jenny's, her/Scott's, his

4. Have students practice the questions and answers in two groups and then in pairs.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video. Students watch and respond to Kate's question at the end (*No, it's not* or *No, it isn't my bag*). Explain new language, if necessary.

Hm. Whose bag is that?
The red bag? It's your bag!
No, not the red bag. The orange bag.
Oh, the orange bag? I don't know.
Is it Scott's bag?
No, it isn't his bag. His bag is blue.
Hm, whose bag is orange?
Ah, is it Jenny's bag?
Yes, it's her bag.
Hi, Andy! Hi, Kate!
Is this your bag?

2. Play the video. Ask students to raise their hands when they hear the word *bag*.
3. As Kate, model the conversation with different students. Say *Hm* and touch your chin to show uncertainty. Have students tilt their heads thoughtfully for *I don't know*. Play the video again, pausing for students to repeat the lines and gestures.
4. Have students act out the extended conversation in pairs and then switch roles. Encourage them to use the expressions and gestures from the video.

Student book page 13

C Listen and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD1 Track 22 and have students repeat words they recognize from the conversation.

1.22 Whose Bag Is That?	
Whose bag is that?	Is it Jenny's bag?
I don't know.	Yes, it is.
Is it Scott's bag?	It's her bag.
No, no, no.	Yes, it is.
It isn't his bag.	It isn't his bag.
No, it isn't.	It's her bag.
No, it isn't Scott's bag.	It isn't Scott's bag.

2. Play the song again. Model the song and have students echo the lines after you. Then they practice the song as a chant. Use gestures such as shrugging or nodding to reinforce comprehension.

3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions.
4. Read the lyrics and have students follow along in their books. Ask them to point to and read words that they recognize. Point out all the different ways the song says that it is Jenny's bag. Finish by having pairs of students sing the song.

D Say and act. Ask your friend.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use student volunteers to model the conversation. Ask students to repeat each line after you. Have students take one role while you take the other. Have two groups practice and then switch roles.
2. Ask students to put their bags on their desks. Have student pairs point to a classmate's bag as they ask and answer *Is it (Tina)'s bag? Yes, it is. It's her bag*. Then have students practice the extended conversation from the video, changing the colors and names as appropriate.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use **Step Away Lines** (p. 21) to practice the conversation.
- **Cube Game** (p. 19). Write *his* on three sides of a cube and *her* on the other three sides. Ask students to place their classroom objects on their desks. Have students take turns rolling the cube. S1 points to a classmate and uses *his* or *her* on the top of the cube to ask a question about an object, for example, *Is it (her) (book)?* S2 answers with a complete sentence, such as *Yes, it's her book* or *No, it isn't her book*.
- In small groups, have each student show a classroom object, say *This is my (pencil)*, and put it into a paper bag. Each student then takes an object out of the bag and asks *Whose (eraser) is this?* Another student answers *It's (Mia's) eraser*. Continue until all objects have been identified.

Additional Resources

Workbook page 11
Online Practice

Let's Learn

A Learn the words. 1. a key, 2. a candy bar, 3. a comic book, 4. a comb, 5. a coin, 6. a brush, 7. a tissue, 8. a watch.

B Ask and answer. What do you have? I have a key.

C Play a game. Do you have a key? Yes, I do. Do you have a tissue? No, I don't.

D Watch, point, and chant. What Do You Have in Your Bag? What do you have in your bag? Look and see. I have books! One, two, three. One for you, and two for me. I have books! One, two, three.

Student Book pages 14–15

Topic:

- Things

Lesson Objectives:

- Identifying and asking about personal possessions
- Asking and answering Yes/No questions

Language:

a key, a candy bar, a comic book, a comb, a coin, a brush, a tissue, a watch

What do you have? I have a key.

Do you have a tissue?

Materials:

Teacher Cards 27–34; CD1 Tracks 23–27; Student Cards 27–34 and Unit 2 Chant Video (Teacher's Resource Center)

Warm up

- Ask students to draw one personal item or classroom object on a sheet of paper and write their name beneath it. Have students place the drawings face up on their desks. Play **Walk and Talk** (p. 21) using the drawings. For example, *Whose (bag) is that? It's (Kara's) bag.*

Pre-teach Language

1. Use Teacher Cards 27–34 to introduce the “things” vocabulary. Show one card at a time and say the name of the item. Have students repeat each word several times.
2. Use the workbook to introduce *have*. T: *I have a workbook.*

Student Book page 14

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 23. Have students listen and point to the pictures of “things” in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

- 1.23 1. a key 2. a candy bar 3. a comic book
4. a comb 5. a coin 6. a brush
7. a tissue 8. a watch

2. Place Teacher Cards 27–34 around the classroom. Quickly, point and say the name of each card aloud. Then say a personal possession and have students look around and point to it. Have all students say the names chorally.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. While holding a key, say *I have a key. Have. Key.* Then play Class CD1 Track 24 and ask students to point to each object in the picture as they listen.

- 1.24 What do you have?
I have a key.
1. What do you have? I have a key.
 2. What do you have? I have a tissue.
 3. What do you have? I have a brush.
 4. What do you have? I have a watch.
 5. What do you have? I have a candy bar.
 6. What do you have? I have a comb.
 7. What do you have? I have a comic book.
 8. What do you have? I have a coin.

2. Play the audio again and have students repeat the questions and answers as they point to the pictures.
3. Divide the class into two groups. Have groups take turns asking and answering the questions. Then have groups change roles.
4. Students take turns asking and answering the questions in pairs.
5. Play Class CD1 Track 25. Have students listen, clap, and chant along with the audio.



See the script for Track 24.

Student Book page 15

C Play a game.

See *How to Practice Language in Pairs and Groups* Teacher's Guide page 14.

1. Hold a key in your hand and ask *Do you have a key?* Nod your head as you say *Yes, I do.* Then ask *Do you have a tissue?* and shake your head as you say *No, I don't.* Read the questions and answers again and have students repeat.
2. Play Class CD1 Track 26 and have students point to the questions and answers they hear.



Do you have a key?
Yes, I do.
Do you have a tissue?
No, I don't.

3. Have students play the board game in pairs. Students roll a die and move their marker that number of spaces. Have them ask and answer questions about the object they land on.

D Watch, point, and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the pictures. Point to the books in the boy's bag and ask *What are these? Let's count them.* Repeat this with the candy bars in the girl's bag. Ask students to point to the objects in the picture as they count them.
2. Play the video. Have students raise their hands when they hear "things" words they know.

I.27 What Do You Have in Your Bag?

What do you have in your bag?
Look and see. I have books! One, two, three.
One for you, and two for me.
I have books! One, two, three.

What do you have in your bag?
Look and see. I have candy bars! One, two, three.
One for you, and two for me.
I have candy bars! One, two, three.

What do you have in your bag?
Look and see. I have tissues! One, two, three.
One for you, and two for me.
I have tissues! One, two, three.

3. Model the sentences line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the video again, having students chant along and hold up fingers as they say *One, two, three.*

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Six-Second Drill** (p. 16). Use Teacher Cards 27–34.
- **Play Say It!** (p. 20) with Student Cards 27–34. For each card, have students say *I have a (key), I have...*
- Have students hide three cards in their desks from Student Cards 27–34. Divide the class into groups. Have each group try to guess what the others have hidden by asking, *Do you have (a brush)?* Students should answer *Yes, I do* or *No, I don't*. Play until all cards have been identified.

Additional Resources

Unit 2 Worksheet A (Teacher's Resource Center)
Workbook pages 12–13
Online Practice

Unit 2 My Things

Let's Learn More

Let's Learn More

A Learn the words.

1. a camera
2. a key chain
3. a music player
4. a calculator
5. a train pass
6. an umbrella
7. a lunch box
8. a wallet

B Ask and answer.

What does he have? He has a wallet.

What does she have? She has a key chain.

What does he/she have? He/She has a wallet.
Does he/she have an umbrella? Yes, she does. No, she doesn't.

C Ask your partner.

D Listen and do.

1. Listen to music.
2. Eat lunch.
3. Buy a comic book.
4. Take a picture.

I can do this lesson.

Student Book pages 16–17

Topic:

- More things

Lesson Objectives:

- Identifying and asking about possessions

Language:

a camera, a key chain, a music player, a calculator, a train pass, an umbrella, a lunch box, a wallet

What does he/she have? He/She has a wallet.

Does he/she have an umbrella?

listen, eat, buy, take

Materials:

Teacher Cards 17–20, 27–46; CD1 Tracks 27–33; Student Cards 17–20, 27–46, Contraction Card (*doesn't*), and Unit 2 Chant Video (Teacher's Resource Center)

Warm up

- Chant “What Do You Have in Your Bag?” (Class CD1 Track 27 or the Unit 2 Chant Video). Have students chant along, holding up their fingers as they chant *One, two, three*.

Pre-teach Language

1. Use Teacher Cards 35–42 to introduce the “more things” vocabulary. Hold up each Teacher Card as you say the word. Have students repeat each word three times quickly. Say *a, an*. Ask students to name a word that they can use with *a* or *an*.
2. Have a student hold up a desktop item, such as a pencil, to introduce *he/she has*. For example, (*She*) *has a pencil*.

Student Book page 16

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 28. Have students listen and point to the pictures of “more things” in their books. Play the audio again and have students repeat the words. Check students' pronunciation and intonation.

I.28

1. a camera
2. a key chain
3. a music player
4. a calculator
5. a train pass
6. an umbrella
7. a lunch box
8. a wallet

2. Do a quick practice with the new words. Hold up Teacher Cards 35–42 one at a time and have students name the objects.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and name all of the personal possessions they know. Then play Class CD1 Track 29 and have students listen and point to the objects.

I.29

What does he have? He has a wallet.
What does she have? She has a key chain.

1. What does he have? He has a wallet.
2. What does she have? She has a a key chain.
3. What does he have? He has a train pass.
4. What does she have? She has a camera.
5. What does he have? He has an umbrella.
6. What does she have? She has a music player.
7. What does he have? He has a calculator.
8. What does she have? She has a lunch box.

- Play the audio again and have students repeat. Divide the class into two groups and play the audio. Have one group repeat the questions and the other group repeat the answers.
- Ask students to work in pairs and take turns asking and answering the questions about the pictures.
- Play Class CD1 Track 30. Have students listen, clap, and chant along with the audio.



See the script for Track 29.

Student Book page 17

C Ask your partner.

See *Recycling Language*, Teacher's Guide page 13.

- Read the questions and answers. Read them again and have students repeat them with you chorally.
- Hold Teacher Card 37 over a male student's head and ask the class *Does he have a music player?* Nod your head and say *Yes, he does*. Then ask *Does he have a lunch box?* Shake your head and say *No, he doesn't*. Hold Teacher Card 29 over a female student's head and ask *Does she have a comic book?* Nod your head to elicit *Yes, she does*. Ask *Does she have a wallet?* Shake your head to elicit *No, she doesn't*. Use the Contraction Card to show that *doesn't* has the same meaning as *does not*. Play Class CD1 Track 31 and have students point to the objects they hear.



- Does she have an umbrella? Yes, she does.
- Does he have a music player? No, he doesn't.
- Does she have a train pass? Yes, she does.
- Does he have a calculator? No, he doesn't.
- Does he have a comic book? Yes, he does.
- Does she have a camera? No, she doesn't.
- Does he have a key chain? Yes, he does.
- Does she have a lunchbox? No, she doesn't.

- Have student pairs take turns asking and answering questions about the picture.
- Play Class CD1 Track 32. Have students listen, clap, and chant along with the audio.



See the script for Track 31.

D Listen and do.

See *How to Practice Language in Pairs and Groups* Teacher's Guide page 14.

- Use gestures and movement to demonstrate each action as you say it aloud. Ask students to say the sentences and perform the actions with you.
- Play Class CD1 Track 33. Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students point and repeat the sentences.



- Listen to music.
- Eat lunch.
- Buy a comic book.
- Take a picture.

- Show Teacher Cards 43–46 and have students say and do the actions.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Telegram** (p. 20). Use Student Cards 27–42. Give the first student in each row an envelope with a card in it. S1 looks at the card and returns it to the envelope. Then S1 hands the envelope to S2 and whispers (*He*) *has (a camera)*. The last student says the sentence aloud and then opens the envelope to confirm that the sentence matches.
- Command Chain** (p. 21). Use the commands from the Listen and do activities in Units 1 and 2 to play the game. Display Teacher Cards 17–20 and 43–46 and have students refer to them for ideas.
- Our Chant**. Display Teacher Cards 35, 36, 39, and 42. Point to a card. Clap out the beat as you chant *Does he have a (wallet)? Yes, he does. Yes, he does*. Have students clap and chant with you. Help students use the other cards to make new verses.

Additional Resources

Unit 2 Worksheet B (Teacher's Resource Center)
 Workbook pages 14–15
 Online Practice

Let's Read

Phonics

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

A Listen, point, and say.

Ff fan five fork
Vv van vest violin

B Listen, point, and chant.

The F V Phonics Chant

The fox feels fine
On his visit to the van.
The van's very hot
The fox loves the fan.

C Listen and read along.

Five Is Fine!

1 Faith loves five. She feels fine.

2 She has five vests and five foxes.

3 She has five fans, five forks, and five violins, too.

4 Faith has one van. But she wants five!

I can do this lesson.

Topic:

- Consonant sounds /f/ and /v/

Lesson Objectives:

- Learning words beginning with /f/ and /v/
- Reading a story that recycles the phonics words and language from previous lessons

Language:

fan, five, fork, fox, van, vest, violin

Materials:

Teacher Cards 47–52; *Let's Go 1*, Class CD1 Track 02; CD1 Tracks 34–36; Student Cards 47–52 (Teacher's Resource Center)

Student Book pages 18–19

www.irLanguage.com

Warm up

- Distribute teacher-made alphabet cards among students. Each student can have more than one letter. Have students sing "The Alphabet Song" (*Let's Go 1*, Class CD1 Track 02) to review the letters. Have students hold up their card when they hear one of the letters they are holding.

Pre-teach Phonics

1. Write the capital and lowercase letters *Ff* and *Vv* on the board. Display Teacher Cards 47 (*fan*) and 50 (*van*) below the letters. Have students say the words.
2. Write *f* on the board and say /f/ as you point to the letter. Ask students to repeat. Add *-an* to the right of the *f* and say /f/-an, *fan* as you point to the two parts of the word and then the whole word. Have students repeat. Do the same with *five* and *fork*. Repeat for the /v/ words.

Pronunciation note: When students say /f/, ask them to touch their lower lip to their upper front teeth and force air through the narrow opening. When they say /v/, have them do the same thing, but they will also need to vibrate their vocal cords.

Student Book page 18

A Listen, point, and say.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Ask students to point to the letters *Ff* and *Vv* on the ABC Chart in their books. Play Class CD1 Track 34 and have students point to the letters and words as they hear them. Then have students listen and repeat the sounds and words.

 1:34	F /f/	fan	five	fork
	V /v/	van	vest	violin

2. Show Teacher Cards 47–52 as you say each word that starts with /f/. Have students say the /f/ sound. Then ask them to repeat each word three times quickly and raise their arms in the air when they are finished. Then repeat this for the words with the /v/ sound. Alternate saying /f/ and /v/ sounds. Ask students to concentrate on the sounds as they are very similar. Then say the phonics words in random order. Ask students to wiggle their fingers when they hear a word that begins with /f/ and clap their hands when they hear a word that begins with /v/.

B Listen, point, and chant.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD1 Track 35. Have students point to the words as they listen. Play the chant again. Ask students to clap at the end of each sentence with the /f/ sound and stamp their feet at the end of each sentence with the /v/ sound.

I.35 The F V Phonics Chant

The fox feels fine
On his visit to the van.
The van's very hot.
The fox loves the fan.
(repeat 3x)

2. Use gestures (smile to show you feel fine, wipe your forehead with the back of your hand to show you are very hot) and point to pictures (fox, fan, van) to help students understand the meaning of the words. Play the audio again. Have students repeat the chant and gestures with you several times. Then divide the class into two groups and have groups take turns repeating the chant with gestures.
3. Play the chant again. Have students listen, clap, and chant along with the audio.

Student Book page 19

C Listen and read along.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before listening to the story, have students read the words they know. Ask students to underline the words that begin with *f* and *v*.
2. Read the story title aloud. Tell students they are going to read a story about a girl named Faith.
3. **Read Along.** Play Class CD1 Track 36. Have students listen to the story and follow along in their books. Encourage them to point to the words they hear. Then have them read along with the audio. Encourage them to imitate the rhythm, pace, and intonation.

I.36 Five Is Fine!

1. Faith loves five. She feels fine.
2. She has five vests and five foxes.
3. She has five fans, five forks, and five violins, too.
4. Faith has one van. But she wants five!

4. **Paired Reading.** Have students look at the story and echo read the words that begin with *f* and *v* with you. Then have students take turns reading the story sentences in pairs.
5. **That's Not Right.** As you read the story, change some of the words. Tell students that when they hear a mistake, they should shout *That's not right!* Then have them read the sentence correctly.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

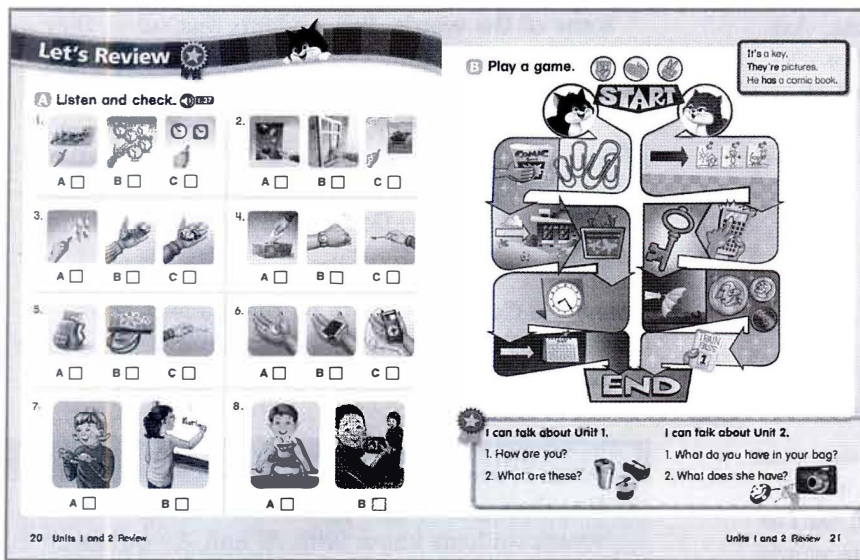
Games and Activities

- **Rhythm** (p. 18). List phonics words and other words students know with /f/ and /v/ on the board. During the chant, call out words that begin with /f/ or /v/ when snapping your fingers. Give students a turn to say words with initial /f/ or /v/, looking at the board for ideas.
- **Find Your Partner** (p. 19). Use teacher-made alphabet cards to match capital and lowercase letters that have sounds students have learned. Give each student a card. Ask students to walk around the room repeating their letter sound until they find another student with the same letter sound. Have them check that their cards match. Collect cards, redistribute, and play again.
- **What Do You Have?** Place the alphabet cards in a paper bag. Have students take turns standing in front of the class and picking a card. Have the class ask *What do you have?* chorally. The student answers *I have a big/small (b)*. Ask students to show their card to confirm the letter.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "A Great Bag!" on Workbook pages 17–18. Then have students read the story for homework or in class.

Additional Resources

Unit 2 Test (Teacher's Resource Center)
Workbook pages 16–18
Online Practice

Let's Review Units 1 and 2



Student Book pages 20–21

Lesson Objectives:

- Reviewing language from Units 1 and 2
- Practicing test-taking skills

Review Language:

Unit 1 and Unit 2 language and vocabulary

Materials:

Teacher Cards 3, 5, 8, 27–42; CD1 Tracks 05, 11, 19, 22, 27, 36, 37; Student Cards 3, 5, 8, 27–42 (Teacher's Resource Center)

Let's Talk

1. Sing "The Hello and Goodbye Song" (Class CD1 Track 05) and "Whose Bag Is That?" (Class CD1 Track 22) in two groups. Each group sings one part of the song using gestures or actions as they sing.
2. Review the conversation from Unit 1 with a **Timed Conversation** activity. Have students circulate around the classroom and practice one-minute conversations with different classmates.
3. Put students in small groups to practice exchanges that appear in the extended conversations from the videos in Units 1 and 2. Have students empty their bags and put the objects and their bags in the center of the group. Students take turns greeting another student in the group and asking *How are you?* Then they pick up an object (*this*) or point to it (*that*) and ask *Whose (pencil) is (this)?*
2. Have two teams play **Tic-Tac-Toe** (p. 20) to practice *What's this?* and *What's that?* Touch or point to classroom objects and personal possessions as you ask *What's this/that?* or *What are these/those?* Teams earn an X or an O when they provide a correct answer to the question.
3. Play **Go Fish** (p. 19) to practice questions and answers with *have*. Use a double set of Student Cards 27–42 for each group. S1 asks *Do you have (a key)?* S2 responds *Yes, I do. Here you are.* or *No, I don't. Go fish.*
4. Have students review the chants and songs. For "What's This? What's That?" (Class CD1 Track 11), have students point to the pictures in their books as they say the chant. For "What Do You Have in Your Bag?" (Class CD1 Track 27), have students hold up one, two, or three fingers as they chant the numbers.

Let's Learn/Let's Learn More

1. Play **Guessing Game** (p. 20) to review the vocabulary and the question-and-answer patterns. Use both small classroom objects and personal possessions. In addition to singular objects, use plural objects to have students ask *Are these (paper clips)?* Other students should answer *Yes, they are* or *No, they aren't.*
5. Have students review the Listen and do commands with a game of **Please** (p. 21). As students become better at following instructions, increase the number of actions they're asked to do in one sequence: *Please point to the clock, write your name, and take a picture.*

Let's Read

Phonics: *mop, map, mug, notebook, nine, nut, fan, five, fork, van, vest, violin*

1. Review phonics sounds with a **Board Race** (p. 17). Write the letters *f, m, n,* and *v* on the board. Divide students into teams. Say one of the phonics words. Students from each team race to the board to touch the initial sound they hear.
2. Have students read "The Moon Map" (Class CD1 Track 19) and "Five Is Fine" (Class CD1 Track 36) along with the audio. Then have students show that they understand the stories by playing **That's Not Right**. Reread each story aloud, but change some of the details. For example, say *Hop on a map* instead of *Hop on a mop*. Students should say *That's not right!* every time they hear a mistake. Then they supply the correct sentence.

Student Book page 20

Let's Review

The listening assessment provides practice for students planning to take standardized tests, such as the Cambridge English Qualifications.

A Listen and check.

1. Before students open their books, prepare them for the test procedure. On the board, set up a sample to model the listening test on page 20 of the Student Book. Tape Teacher Cards 3, 5, and 8 to the board. Write A below the first card, B below the second, and C below the third. Have a student volunteer stand beside the cards. Identify one of the cards *It's (a calendar)*. The student points to the correct card and writes a check mark by the correct letter. Repeat as necessary until all students understand the procedure.
2. Have students look at the test on page 20 of their books. Have them identify the objects in numbers 1–6 and the actions in numbers 7–8. Encourage students to anticipate the language they might hear on the audio.
3. Play Class CD1 Track 37. Have students listen and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test. Correct the test with students.
Note: If you want to do this as a formal test, have students do the written test without listening and pointing to the pictures first.

L.37 Listen and check.

1. What are those? They're clocks.
 2. Is that a picture? Yes, it is.
 3. What are these? They're paper clips.
 4. What does he have? He has a key.
 5. What does she have in her bag? She has a comic book in her bag.
 6. Does she have a music player? Yes, she does.
 7. Sharpen your pencil.
 8. Take a picture.
4. Ask students to use the pictures for further review. Working in pairs, students can create their own listening test questions for each other.

Student Book page 21

B Play a game.

1. Have students look at the sentences on page 21. Read each sentence aloud and have students echo read it after you. Check that students know how to name the objects in the game squares; for example, *It's a key. They're pictures. He has a comic book.*
2. Model the game with a pair of student volunteers. Each student selects a column and puts a marker at the start. Students play **Rock, Paper, Scissors** (p. 21) to determine who moves. The winner moves one space forward and makes a sentence with *It's a, They're,* or *He/She has*. If the student's sentence is correct, his or her marker remains in the space. If the student answers incorrectly, his or her marker returns to the prior space.
3. Have students play the game in pairs or small groups.



I can talk about Units 1 and 2.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Read each question aloud and have students answer the questions together in pairs or small groups. Monitor their progress. Praise them for their accomplishments in English!

Additional Resources

Unit 1 Test (Teacher's Resource Center)
Unit 2 Test (Teacher's Resource Center)
Workbook pages 19–20
Online Practice

Unit 3 Things I Can Do

Let's Talk

Unit 3 Things I Can Do Let's Talk

A Listen and say.

What's wrong, Andy?
I can't find my book.

Is it in your desk?
I don't know.

Oh, here it is. I can see it. It's under my chair.

Thanks, Mom.

What's wrong?
I can't find my book.

cannot - can't

B Watch the video.

22 Unit 3 Things I Can Do

C Listen and sing.

What's Wrong?

What's wrong, Andy?
I can't find my book.
What's wrong, Andy?
I can't find my book.

I can't hear the teacher.
I can't reach the bookshelf!
I can't find my pencil.
I can't see the board.
Oh, Andy!

He can't hear the teacher.
He can't reach the bookshelf.
He can't find his pencil.
He can't see the board.

D Say and act. Ask your friend.

What's wrong, _____?
Is it in your _____?
I can't find my _____.
I don't know.

Oh, here it is. It's in my _____. Thanks!

I can do this lesson.

Unit 3 Things I Can Do 23

Student Book pages 22–23

Topic:

- Belongings and where to find them

Lesson Objective:

- Talking about things students can't do

Language:

What's wrong, Andy?

I can't find my book.

Is it in your desk?

It's under my chair.

Materials:

CD1 Tracks 38–40; Contraction Card (*can't*) and Unit 3 Let's Talk Video (Teacher's Resource Center)

Warm up

1. Review the prepositions *in*, *on*, *under*, and *by*. Have students place classroom objects around the room. Then ask *Where's my (book)?* Elicit the response *It's (on) the (table)*.
2. Jump and say *I can jump*. Then pretend to fall. Shake your head and say *I can't jump*. Have students act out something that they can't do. Ask *What's wrong?* and elicit *I can't (swim)*.

Student Book page 22

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Model the conversation by having a student take one role while you take the other. Then switch.
2. Place a book under your chair. Look in your desk and say *I can't find my book*. Have a student ask *Is it in your desk?* Shrug and say *I don't know*. Nod and point to your eye as you say *I can see it*. Point to the book and say *It's under my chair*.
3. Have students look at the pictures and name any objects they know. Play Class CD1 Track 38. Play it again and have students point to and repeat the words they can identify. Then play the audio again, having students repeat each line.

1.38 What's wrong, Andy?

I can't find my book.

Is it in your desk?

I don't know.

Oh, here it is. I can see it. It's under my chair.

Thanks, Mom.

4. Have students listen to Class CD1 Track 39 and repeat. Model the appropriate rhythm, speed, and intonation. Point to the words as students listen. Use the Contraction Card to show that *cannot* has the same meaning as *can't*.

1.39 What's wrong? I can't find my book.

cannot, can't

5. Have students practice the question and answer in two groups and then in pairs.

B Watch the video

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video. Pause after *Do you see my book?* Call on students to respond *Yes, I do* or *Yes, it's under the chair*. Play the rest of the video and have students answer *You're welcome* at the end. Explain any new language, if necessary.

Oh, no. Where is it?
 What's wrong, Andy?
 I can't find my book. *It isn't on my bed.*
 Oh, Andy.
 Hm, is it in your desk?
 I don't know. *I can't find it.*
 Do you see my book?
 Is it under your desk?
 Oh, here it is. I can see it. It's under my chair.
 Thanks, Mom.
 You're welcome. *Have a good day!*
 Thank you!


2. Play the video and have students notice and copy the characters' gestures. Andy sighs and lets his shoulders down to show he's frustrated, and his mom shakes her head. Play the video again. Pause after each exchange and have students repeat the extended conversation and copy the gestures.
3. Take on the role of Andy and model the conversation with different students, using a real book, a desk, and a chair. Use gestures from the video.
4. Have students act out the extended conversation in pairs and then switch roles. Encourage them to use appropriate gestures as well as their books, desks, and chairs.

Student book page 23

C Listen and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD1 Track 40 and have students repeat words they recognize from the conversation.

 **L.40** What's Wrong?

What's wrong, Andy?	He can't hear the teacher.
I can't find my book.	He can't reach the bookshelf.
(repeat)	He can't find his pencil.
I can't hear the teacher.	He can't see the board.
I can't reach the bookshelf.	
I can't find my pencil.	
I can't see the board.	
Oh, Andy!	

2. Play the song again. Have students clap to keep the beat as you model the song line by line. Have students echo read the lines after you and then practice the song as a chant. Use gestures to illustrate the things that Andy can't do.
3. Divide the class into two groups to sing the song. Encourage students to add gestures.
4. Ask students to point to and read words that they recognize in the lyrics. Help students identify the phrases that appear more than once. Read the lyrics and have students follow along in their books. Finish by having pairs of students sing the song.

D Say and act. Ask your friend.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use student volunteers to model the conversation. Ask students to repeat each line. Have students take one role while you take the other and then switch. Then they practice in two groups.
2. Have student pairs practice the extended conversation, switching roles to repeat.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use **Conversation Lines** (p. 21) to have students practice the dialogue.
- Place familiar classroom objects around the room. Ask *Can you see a (clock)?* Have students look around. They should either shake their heads and say *I don't know* or nod as they point and say *I can see it*.
- Have small groups place five to ten classroom objects on and under their desks and chairs. Pair the groups. They take turns naming an object (*an eraser*) for the other group to ask *Is it (under) the (chair)?* If they are correct, they get a point.

Additional Resources

Workbook page 21
 Online Practice

Unit 3 Things I Can Do

Let's Learn

Let's Learn

A Learn the words.

1. ride a pony 2. play the piano 3. do a magic trick 4. play hopscotch
5. play with a yo-yo 6. do a cartwheel 7. do a somersault 8. jump rope

B Ask and answer.

1. 2. 3. 4.

What can she do?
She can jump rope.

C Watch, point, and chant.

Look at Me!

Look at me.
I can climb a tree.
Look at me.
Look at me.
Look at him. He can swim.
Look at him. He can swim.

Look at me.
I can climb a tree.
Look at me.
Look at me.
Look at her. She can run.
Look at her. She can run.

Look at me.
I can climb a tree.
Look at me.
Look at me.

Look at him! He can do a magic trick.
Look at her! She can play the piano.

Look at him/her!
He/She can do a magic trick.

I can do this lesson.

Student Book pages 24–25

Topic:

- Actions

Lesson Objective:

- Talking about things students can do

Language:

ride a pony, play the piano, do a magic trick, play hopscotch, play with a yo-yo, do a cartwheel, do a somersault, jump rope

Look at him/her.

He/She can do a magic trick.

What can he/she do?

Materials:

Teacher Cards 53–60; CD1 Tracks 40–46; Student Cards 53–60 and Unit 3 Chant Video (Teacher's Resource Center)

Warm up

1. Have students sing "What's Wrong?" (Class CD1 Track 40) along with the audio. Say *I can't hear the teacher* and ask students to act it out. Repeat with the other *I can't...* sentences.
2. **Six-Second Drill** (p. 16). Model one of the *I can't...* sentences from the song.



1. ride a pony
2. play the piano
3. do a magic trick
4. play hopscotch
5. play with a yo-yo
6. do a cartwheel
7. do a somersault
8. jump rope

2. Ask students to stand in a circle. Call out one of the new actions and have students act it out. Then have the whole class say the phrase chorally.

Pre-teach Language

1. Use Teacher Cards 53–60 to introduce the actions vocabulary. Show one card at a time and say the action. Have students repeat each phrase several times.
2. Invite several students to write their names on the board to introduce *Look at him/her. He/She can write his/her name.*

Student Book page 24

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 41. Have students listen and point to the pictures of actions in their books. Play the audio again and have students repeat the phrases. Check pronunciation and intonation.



- 1.42 Look at him! He can do a magic trick.
Look at her! She can play the piano.
1. Look at him! He can do a magic trick.
 2. Look at her! She can play the piano.
 3. Look at her! She can do a somersault.
 4. Look at him! He can do a cartwheel.

3. Play the audio again and have students repeat the sentences as they point to the pictures.
4. Hold up Teacher Cards 53–60 one by one and have students form sentences using the pictures.
5. Ask pairs of students to take turns practicing the sentences with each other.
6. Play Class CD1 Track 43. Have students listen, clap, and chant along with the audio.



See the script for Track 42.

Student Book page 25

C Ask and answer.

See *Recycling Language*, Teacher's Guide page 13.

1. Have students look at the pictures and identify the activities they see. Then play Class CD1 Track 44 and have the students listen and point to the pictures.



- | | |
|---------------------|---------------------------|
| 1. What can she do? | She can jump rope. |
| 2. What can he do? | He can play with a yo-yo. |
| 3. What can he do? | He can ride a pony. |
| 4. What can she do? | She can play hopscotch. |

2. Have student pairs take turns asking and answering the questions about the pictures. Ask students to change partners and use Student Cards 53–60 to ask and answer questions about abilities.
3. Play Class CD1 Track 45. Have students listen, clap, and chant along with the audio.



See the script for Track 44.

D Watch, point, and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the pictures. Point to the cat climbing a tree and say *He can climb a tree*. Point to the boy swimming and say *He can swim*. Point to the girl running and elicit *She can run*.
2. Play the video. Have students raise their hands when they hear action words they know.

I.46 Look at Me!

Look at me. I can climb a tree.
 Look at me. (repeat)
 Look at him. He can swim. (repeat)
 Look at me. I can climb a tree.
 Look at me. (repeat)
 Look at her. She can run. (repeat)
 Look at me. I can climb a tree.
 Look at me. (repeat)

3. Model the sentences in the chant line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the video again and have students chant along. Have students point to the pictures in their book for the vocabulary they hear. Check pronunciation.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Relay Race** (p. 20). Display Teacher Cards 53–60. Divide students into groups. To the first student in each group, whisper sentences such as *Look at (him)! (He) can (do a cartwheel)*. S1 repeats it to S2 and so on. The last student runs to the front of the class and takes the appropriate Teacher Card. The group with the most cards wins.
- Have students play **Please** (p. 21) to practice the new vocabulary.
- **True Statements**. Have small groups of students sit in a circle. Place a set of Student Cards 53–60 face down in the center. Have group members take turns picking a card and making a true statement about themselves: *I can (play the piano)*. *I can't (jump rope)*.

Additional Resources

Unit 3 Worksheet A (Teacher's Resource Center)
 Workbook pages 22–23
 Online Practice

Unit 3 Things I Can Do

Let's Learn More

Let's Learn More!

A Learn the words.

1. dance 2. swim 3. run 4. sing
5. skip 6. read 7. paint 8. color

B Make sentences.

They can read.
They can read.

C Play a game. Ask your partner.

Can they skip?
Yes, they can.
No, they can't.

D Listen and do.

1. Play baseball. 2. Ride a bicycle.
3. Use chopsticks. 4. Speak English.

I can do this lesson.

26 Unit 3 Things I Can Do 27

Student Book pages 26–27

Topic:

- Actions

Lesson Objectives:

- Identifying and talking about activities that others can do
- Asking and answering Yes/No questions

Language:

dance, swim, run, sing, skip, read, paint, color

They can read. Can they skip?

play, ride, use, speak

Materials:

Teacher Cards 17–20, 43–46, 53–72; CD1 Tracks 47–51; Student Cards 17–20, 43–46, 53–72 (Teacher's Resource Center)

Warm up

- Distribute Student Cards 53–60 randomly to students. Stand in front of the class and gesture toward a student. The student should stand and hold up his or her Student Card for the class to see. Have the whole class make complete statements using the card and correct pronouns as cues: *Look at (her)! (She) can (jump rope).*

Pre-teach Language

1. Use Teacher Cards 61–68 to introduce the actions vocabulary. Hold up each Teacher Card as you say the word. Have students repeat each word several times.
2. Ask two students to stand and act out running to introduce *They can run.*

Student Book page 26

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 47. Have students listen and point to the pictures of actions in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

- 1.47** 1. dance 2. swim 3. run 4. sing
5. skip 6. read 7. paint 8. color

2. Do a quick practice with the new words. Hold up each Teacher Card 61–68 and have students pantomime the actions as they say them chorally.

B Make sentences.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and describe what they see. Then play Class CD1 Track 48 and have students listen and point to the people performing each action.

- 1.48** They can read.
1. They can read.
 2. They can paint.
 3. They can color.

2. Play the audio again and have students repeat the statements as they point to the pictures.
3. Hold up each Teacher Card 61–68 and have students form sentences using the pictures.
4. Students take turns asking and answering the questions in pairs.

5. Play Class CD1 Track 49. Have students listen, clap, and chant along with the audio.



See the script for Track 48.

Student Book page 27

C Play a game. Ask your partner.

See *How to Practice Language in Pairs and Groups* Teacher's Guide page 14.

1. Read the question and answers. Read them again and have students repeat them with you.
2. Ask two student volunteers to stand up and act out swimming. Ask the class *Can they swim?* Elicit *Yes, they can.* Choose two other student volunteers to sing out of tune. Ask the class *Can they sing?* Elicit *No, they can't.* Remind students that *can't* has the same meaning as *cannot*.
3. Play Class CD1 Track 50 and have students point to the question and answers they hear.



Can they skip?

Yes, they can.

No, they can't.

4. Have students play the game in pairs. Students place the tip of a pencil through a paper clip and onto the center of the gameboard. They take turns spinning the paper clip. Then they ask and answer questions about the people in the space the paper clip points to.

D Listen and do.

See *How to Practice Language in Pairs and Groups* Teacher's Guide page 14.

1. Use gestures and movement to demonstrate each action as you say it aloud. Ask students to say the sentences and perform the actions with you.
2. Play Class CD1 Track 51. Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students point and repeat the sentences.



1. Play baseball.

2. Ride a bicycle.

3. Use chopsticks.

4. Speak English.

3. Show Teacher Cards 69–72 and have students say and do the actions. Then play **Charades** (p. 17) using Student Cards 17–20, 43–46, and 69–72.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Memory Chain.** Divide the class into groups of eight. Model a chain and have students add to it, using the vocabulary and structures from this unit: *I can dance. I can dance and sing.* You may repeat the activity using *He can, She can,* and/or *They can.*
- **Find Your Partner** (p. 19). Use duplicate sets of Student Cards 53–72. Give one card to each student. Ask students to walk around the room asking classmates *Can you (speak English)?* Students holding different cards answer, *No, I can't.* Students holding the same card answer *Yes, I can.*
- **Walk and Talk** (p. 21). Place pairs of matching Student Cards around the classroom. Have students walk around the room in pairs. When you say *Stop!* each pair stops at a set of cards and exchanges questions and answers: *Can they paint? Yes, they can.*

Additional Resources

Unit 3 Worksheet B (Teacher's Resource Center)
 Workbook pages 24–25
 Online Practice

Unit 3 Things I Can Do

Let's Read

Let's Read

Phonics

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

A Listen, point, and say.

Ll long little like

Rr run race ride

B Listen, point, and chant.

The L R Phonics Chant

The lion runs like the rabbit.
He loves to race at night.
Lions really love to run,
And stop at the red light.

C Listen and read along.

Me, Too!

1 I like to ride bicycles.
Me, too! Let's ride.

2 I can jump! I like long jump ropes.
Me, too! Let's jump.

3 I like little yo-yos.
Me, too! Let's play. Oops!

4 Look at me. I can run.
Me, too! Let's race!

I can do this lesson.

Student Book pages 28–29

Topic:

- Consonant sounds /l/ and /r/

Lesson Objectives:

- Learning words beginning with /l/ and /r/
- Reading a story that recycles the phonics words and language from previous lessons

Language:

long, little, like, run, race, ride

Materials:

Teacher Cards 73–78; CD1 Tracks 52–54;
Student Cards 73–78 (Teacher's Resource Center)

Warm up

- Use teacher-made alphabet cards to review letters. Hold up capital and lowercase alphabet cards at random. Have students name each letter chorally. Ask them to use their fingers to write the letter in the air.

Pre-teach Phonics

1. Write the capital and lowercase letters *Ll* and *Rr* on the board. Display Teacher Cards for *long* and *run* below the letters. Have students say the words.
2. Write *l* on the board and say /l/ as you point to the letter. Ask students to repeat. Add *-ong* to the right of *l* and say /l/-ong, *long* as you point to the two parts of the word and then the whole word. Have students repeat. Do the same for *little* and *like*. Repeat the procedure for the /r/ words.

Pronunciation note: Be sure students can pronounce the /l/ and /r/ sounds. To pronounce the /l/ sound, the tip of the tongue should point toward the middle of the front palate, while it points to the hard palate for the /r/ sound. Practice these sounds until students can pronounce both of them correctly.

Student Book page 28

A Listen, point, and say.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Ask students to point to the letters *Ll* and *Rr* on the ABC Chart at the top of the page. Play Class CD1 Track 52 and have students point to the letters and words as they hear them. Then have students listen and repeat the sounds and words.

I.52	L /l/	long	little	like
	R /r/	run	race	ride

2. Show Teacher Cards 73–75 as you say each word that starts with /l/. Have students say the /l/ sound. Then ask them to repeat each word three times quickly and clap when they are finished. Use Teacher Cards 76–78 to repeat this for the words with the /r/ sound and have students stamp their feet when they are finished. Alternate saying the /l/ and /r/ sounds. Ask students to concentrate on the sounds and repeat them with you. Say the phonics words in random order. Ask students to clap their hands when they hear a word that begins with /l/ and stamp their feet when they hear a word that begins with /r/.

B Listen, point, and chant.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD1 Track 53 and have students listen to the chant. Ask students to point to the words in their books as they listen. Play the chant again. Ask students to snap their fingers each time they hear a word that begins with the /l/ or /r/ sound.

1.53 The L R Phonics Chant

The lion runs like the rabbit.
He loves to race at night.
Lions really love to run,
And stop at the red light.
(repeat 3x)

2. Use gestures to show *run* and *stop*. Point to the pictures (lion, rabbit, red light) to help students understand the meaning of the words. Play the audio again. Have students repeat the chant and gestures with you several times. Then divide the class into two groups and have groups take turns repeating the chant with gestures.
3. Play the track again. Have students listen, clap, and chant along with the audio.

Student Book page 29

C Listen and read along.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before listening to the story, have students try to read the words they know. Ask students to point to the words that begin with *l* and *r*.
2. Read the story title aloud. Tell students they are going to read a story about what two children like to do at the park.
3. **Read Along.** Play Class CD1 Track 54. Have students follow along in their books. Encourage them to point to the words as they listen. Then have them read along with the audio. Encourage them to imitate the rhythm, pace, and intonation.

1.54 Me, Too!

- | | |
|--|----------------------------|
| 1. I like to ride bicycles. | Me, too! Let's ride. |
| 2. I can jump! I like long jump ropes. | Me, too! Let's jump. |
| 3. I like little yo-yos. | Me, too! Let's play. Oops! |
| 4. Look at me. I can run. | Me, too! Let's race! |

4. **Choral Reading.** Ask students to look at the story and read the words that begin with *l* and *r* chorally. Then have two groups take turns reading the sentences from the story.
5. **Act It Out.** Have pairs of students act out the story. One student can read the role of the boy while the other reads the role of the girl. Encourage them to use gestures. Then have students switch roles.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities


- Have students play **Slap** (p. 18) with Student Cards 73–78.
- **Run, Run, Stop.** Ask students to stand in a circle facing right while you stand in the center. When you say *Run, run, run*, they run slowly around in a circle. When you say *Stop*, they should stop. Hold up a Student Card from the lesson. The first student to raise his or her hand and say the word correctly takes your place. Then the student should repeat *Run, run, run...stop* and show another card.
- **Our Chant.** Display Teacher Cards 73–78. Point to the cards as you chant using a simple beat:
Run a race. Ride a bike.
Look at me! What do you like?

Clap a beat and have students clap with you. After each verse, have a student volunteer say what he or she likes.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in “Let’s Race!” on Workbook pages 27–28. Then have students read the story for homework or in class.


Additional Resources


Unit 3 Test (Teacher's Resource Center)
Workbook pages 26–28
Online Practice

Unit 4 Occupations Let's Talk

A Listen and say.  **1.53**

What's the matter, Scott?
I'm sick.
Oh, no! That's too bad.
Here's the nurse.
I hope you feel better soon.
Thanks.
I hope you feel better soon.
Thanks.

B Watch the video.  **1.54**

C Listen and sing.  **1.55**

What's the Matter?

What's the matter?
What's the matter?
What's the matter?
I am sick.

What's the matter?
Are you OK?
I am sick today.
Oh, no!

hot cold tired sad

D Say and act. What's the matter?

What's the matter, _____?
I'm _____
That's too bad.
I hope you feel better soon.

I can do this lesson.

Unit 4 Occupations 31

Student Book pages 30–31

Topic:

• Occupations

Lesson Objective:

• Talking about how students feel

Language:

What's the matter, Scott?

I'm sick.

That's too bad.

Here's the nurse.

I hope you feel better soon.

Thanks.

Materials:

Teacher Cards 53–72; CD1 Tracks 55–57;
Student Cards 53–72 and Unit 4 Let's Talk
Video (Teacher's Resource Center)

Warm up

- Greet a student and say *Hi, (Tina). How are you?* Elicit *I'm OK, thanks. How about you?* Hold your hand to your stomach as you respond *I'm sick.* Ask other students, eliciting different answers: *I'm OK, thanks; Pretty good; or I'm sick.*
- Use Student Cards 53–72 to review *I can* and *I can't*. Hold up a card as you point to a student. Have the student make a sentence using *I can* or *I can't* and the action on the card.
- Play **Team Games** (p. 20) to practice language from the first three units of this book.

Student Book page 30

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

- Use student volunteers to model the conversation. Put your hand on your stomach and say *I'm sick.* Students echo read the conversation with you.
- Have students look at the pictures. Point to the woman and say *Nurse. She's a nurse.* Play Class CD1 Track 55 and have students listen to the conversation. Then have them listen again and point to the characters as they speak. Play the audio again for students to repeat the words they can identify.



1.55 What's the matter, Scott?

I'm sick.

Oh, no! That's too bad.

Here's the nurse. I hope you feel better soon.

Thanks.

- Play the conversation again and have students repeat each line. Model the appropriate rhythm, speed, and intonation. Then have students practice the conversation in pairs. Have them change roles and repeat.
- Play Class CD1 Track 56. Have students point to the words as they listen to the sentences.



1.56 I hope you feel better soon.

Thanks.

- Have students practice the sentences in two groups and then in pairs.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

- Play the video. Pause after Kate asks *Is Scott OK?* Have students respond *No, he isn't.* Elicit ideas about what's wrong with him. Explain new language, if necessary.

What's the matter? Is Scott OK?

What's the matter, Scott?

I'm sick. Ugh!

Oh, no! That's too bad. Let's go and see the nurse.

OK. Thanks.

Here's the nurse. Scott is sick.

Come here, Scott. What's wrong?

I hope you feel better soon.

Thanks.


2. Play the video. Divide students into two groups. Ask one group to copy Scott's gestures (head down and hand on his stomach) and the other to copy Kate's gestures (extended hands, worried expression). Play the video again, pausing it after each line for students to repeat.
3. Take on the role of Scott and model the conversation with two students as Kate and the nurse. Use gestures from the video. Repeat with two different students, making sure they use the appropriate intonation, rhythm, and speed.
4. Students act out the extended conversation in groups of three. Encourage them to use the gestures of the characters in the video.

Student book page 31

C Listen and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD1 Track 57 and have students repeat words they recognize from the conversation.

 1:57 What's the Matter?

What's the matter?	What's the matter?
What's the matter?	I am very, very sick today.
What's the matter?	Oh, no!
I am sick.	I am very, very, very, very sick today.
What's the matter?	That's too bad!
Are you OK?	
I am sick today.	
Oh, no!	

2. Play the song again. Model the song and have students echo the lines after you. Then they practice the song as a chant. Put your hand to your head or hold your stomach as you say *I am sick*.

3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to go with the song lyrics.
4. Have students look at the song lyrics and read words that they recognize. Read the lyrics and have students follow along in their books. Then point to the pictures beneath the song and echo read the words with students. Invite them to repeat the song, singing these words instead of *sick*. Finish by having pairs of students sing the song.

D Say and act. What's the matter?

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use puppets or student volunteers to model the conversation. Have students repeat each line after you to practice fluency. Have them take one role while you take the other and then switch roles. Then they practice in two groups.
2. Pair the students and have them talk about how they feel. Then have them switch partners and repeat the extended conversation from the video.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Play **Living Sentences** (p. 19) with the sentences from the extended conversation.
- Use **Beanbag Circle** (p. 18) to practice *What's the matter?* and *sick, hot, cold, tired, sad*, and any other words for the answer.
- Use **Step Away Lines** (p. 21) to practice the extended conversation.

Additional Resources

Workbook page 29
Online Practice

Unit 4 Occupations

Let's Learn

Let's Learn

A Learn the words.

1. a cook 2. a nurse 3. a taxi driver 4. a doctor
5. a police officer 6. a teacher 7. a student 8. a farmer

B Make sentences.

He's a cook. She's a teacher.

Occupations

He's She's

He's a cook. She's a student.

C Ask and answer.

Who's he? He's a student. Who is - Who's

D Watch, point, and chant.

Is He a Teacher?

Is he a teacher? Yes, he is.
Is she a student? Yes, she is.
Are they nurses? No, they aren't.
They're doctors.

Is he a farmer? No, he isn't.
Is she a cook? No, she isn't.
Are they teachers? No, they aren't.
They're students.

I can do this lesson.

Student Book pages 32-33

Topic:

• Jobs

Lesson Objective:

• Identifying and asking about jobs using *he* and *she*

Language:

a cook, a nurse, a taxi driver, a doctor, a police officer, a teacher, a student, a farmer,

He's/She's a cook.

Who's he/she?

Materials:

Teacher Cards 79-86; CD1 Tracks 58-63; Student Cards 79-86, Contraction Cards (*he's, she's, who's*), and Unit 4 Chant Video (Teacher's Resource Center)

Warm up

- **He's Willy.** Gesture toward a student. Use puppets or student volunteers to model the question *Who's (he)?* and the answer *(He's) (Willy)*. Then gesture toward different students as you ask the class *Who's (she)?* Choose student volunteers to answer the questions and have the class answer.

Pre-teach Language

1. Use Teacher Cards 79-86 to introduce the jobs vocabulary. Show each card and say the job. Have students repeat each word several times.
2. Use Teacher Card 85 (*a student*) to introduce *She's a student*. Point to individual students in the room and have the class say along with you *He's/She's a student*.

Student Book page 32

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 58. Have students listen and point to the pictures of jobs in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

1.58 1. a cook 2. a nurse 3. a taxi driver
4. a doctor 5. a police officer 6. a teacher
7. a student 8. a farmer

2. Do a quick practice with the new words. Hold up Teacher Cards 79-86 one at a time and have students name the jobs. Gradually pick up speed as students get used to naming the jobs.

B Make sentences.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and identify the occupations of each of the people they see. Play Class CD1 Track 59 and have students listen and point to the people.

1.59 He's a cook.
She's a teacher.

1. He's a cook. 2. She's a teacher.
3. He's a police officer. 4. He's a doctor.
5. She's a nurse. 6. He's a student.

2. Play the audio again and have students repeat the sentences as they point to the people in the picture.
3. Hold up the Teacher Cards one by one and have students form sentences using the pictures.

- Students take turns practicing the sentences in pairs.
- Play Class CD1 Track 60. Have students listen, clap, and chant along with the audio. Use the Contraction Cards to show that *he is* has the same meaning as *he's* and *she is* has the same meaning as *she's*.



See the script for Track 59.

Student Book page 33

C Ask and answer.

See *Recycling Language*, Teacher's Guide page 13.

- Have students look at the picture and describe what they see. Then play Class CD1 Track 61.



- Who's he?
He's a student.
- Who's he?
He's a farmer.
- Who's she?
She's a police officer.
- Who's she?
She's a nurse.
- Who's he?
He's a doctor.
- Who's she?
She's a taxi driver.

- Model the question-and-answer pattern. Have students repeat the questions and answers. Hold up a Teacher Card and have students ask and answer.
- Have student pairs take turns asking and answering questions about the picture.
- Play Class CD1 Track 62. Have students listen, clap, and chant along with the audio. Use the Contraction Card to show that *who is* has the same meaning as *who's*.



See the script for Track 61.

D Watch, point, and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

- Have students look at the pictures. Point to the teacher and ask *Who's he?* Repeat this with the student and the doctors.

- Play the video. Have students raise their hands when they hear job words they know.

1.63 Is He a Teacher?

Is he a teacher?	Is he a farmer?
Yes, he is.	No, he isn't.
Is she a student?	Is she a cook?
Yes, she is.	No, she isn't.
Are they nurses?	Are they teachers?
No, they aren't.	No, they aren't.
They're doctors.	They're students.

- Model the sentences line by line. Have students clap to keep the rhythm as they repeat after you.
- Play the video again and have students chant along. Ask students to hold up the corresponding Student Card as they chant each occupation.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Six-Second Drill** (p. 16). Use Teacher Cards 79–86. Hold up a card and have students say the word three times quickly. When they finish they should raise their hands and say *Finished!*
- Charades** (p. 17). Place Teacher Cards 79–86 face down on your desk. Have one student take a card from the top of the pile without showing it to the class. The student uses gestures to act out the occupation. Ask the class *Who's (she)?* and have them use a complete sentence to guess the occupation: *(She)'s a (nurse)*.
- Whisper Relay** (p. 18). Divide the class into groups of five or six students. Have each group sit in a circle. Whisper a sentence from the unit to S1: *(He)'s a (farmer)*. S1 whispers the sentence to S2. Continue around the circle to the last student. Then ask the last student in each group to call out the sentence.

Additional Resources

Unit 4 Worksheet A (Teacher's Resource Center)
Workbook pages 30–31
Online Practice

Unit 4 Occupations

Let's Learn More

Let's Learn More

A Learn the words.

1. pilots 2. salesclerks 3. office workers 4. engineers
5. dentists 6. firefighters 7. teachers 8. students

B Ask and answer.

Who are they?
They're office workers.

Who are they?
They're office workers.

C Ask and answer.

Are they dentists?
Yes, they are. No, they aren't.

D Listen and do.

1. Drive a taxi. 2. Use a computer.
3. Fly a plane. 4. Climb a ladder.

I can do this lesson.

34 Unit 4 Occupations Unit 4 Occupations 35

Student Book pages 34–35

Topic:

- Jobs

Lesson Objectives:

- Identifying and asking about jobs using *they*
- Asking and answering *Yes/No* questions

Language:

pilots, salesclerks, office workers, engineers, dentists, firefighters, teachers, students

Who are they? They're office workers.

Are they dentists?

drive, use, fly, climb

Materials:

Teacher Cards 79–98; CD1 Tracks 63–69; Student Cards 79–98 and Unit 4 Chant Video (Teacher's Resource Center)

Warm up

1. Play "Is He a Teacher?" (Class CD1 Track 63 or the Unit 4 Chant Video) and have students practice chanting the lyrics along with the video. Ask students to place Student Cards 79–86 face up in front of them. Have students point to each occupation and nod their heads *yes* or shake their heads *no* as they repeat the chant.
2. **Who's She/He?** Give student pairs a set of Student Cards 79–86. Have partners ask each other *Who's (he)?* while pointing to one of the cards. Then have students switch so they both have a turn to ask and answer.

Pre-teach Language

1. Use Teacher Cards 87–94 to introduce the jobs vocabulary. Hold up each Teacher Card as you say the word. Have students repeat each word three times using the plural and once using the singular: *Pilots, pilots, pilots, pilot!*
2. Use Teacher Card 94 (*students*) to introduce the language *Who are they? They're students.* Have students repeat the question and answer with you several times.

Student Book page 34

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 64. Have students listen and point to the pictures of jobs in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

-
- | | | |
|--------------|----------------|-------------------|
| 1. pilots | 2. salesclerks | 3. office workers |
| 4. engineers | 5. dentists | 6. firefighters |
| 7. teachers | 8. students | |

2. Gesture toward two or three students and elicit *students*. Then do a quick practice with the new words. Hold up the Teacher Cards one at a time and have students name the occupations. Point to groups of students and have them say *students*.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and identify all of the jobs they see. Then play Class CD1 Track 65 and have students listen and point to the people.



1.69

Who are they?

They're office workers.

1. Who are they?

They're office workers.

2. Who are they?

They're firefighters.

3. Who are they?

They're salesclerks.

2. Play the audio again and have students repeat the question and answers. Divide the class into two groups and play the audio. Have one group repeat the question and the other group repeat the answers. Then have the groups switch roles.
3. Ask students to work in pairs and take turns asking and answering the questions.
4. Play Class CD1 Track 66. Have students listen, clap, and chant along with the audio.



1.66



See the script for Track 65.

Student Book page 35

C Ask and answer.See *Recycling Language*, Teacher's Guide page 13.

1. Read the questions and answers. Read them again and have students repeat them with you chorally.
2. Hold up Teacher Card 91 and ask *Are they dentists?* Nod and say *Yes, they are.* Hold up Teacher Card 93 and ask *Are they students?* Shake your head and say *No, they aren't.* Hold up each Teacher Card, ask *Yes/No* questions, and have students answer chorally. Play Class CD1 Track 67 and have students point to the questions and answers they hear.



1.67

1. Are they dentists?

Yes, they are.

2. Are they firefighters?

No, they aren't.

3. Are they office workers?

Yes, they are.

4. Are they teachers?

No, they aren't.

3. Encourage pairs of students to take turns asking and answering questions about the pictures.
4. Play Class CD1 Track 68. Have students listen, clap, and chant along with the audio.



1.68



See the script for Track 67.

D Listen and do.See *How to Practice Language in Pairs and Groups* Teacher's Guide page 14.

1. Say the commands aloud, using gestures and movement to demonstrate each action. Ask students to say the sentences and perform the actions with you.
2. Play Class CD1 Track 69. Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students point and repeat the sentences.



1.69

1. Drive a taxi.

2. Use a computer.

3. Fly a plane.

4. Climb a ladder.

3. Show Teacher Cards 95–98 and have students say and do the actions. Then hold up each Teacher Card again and ask students to name the people who do each action. (1. taxi drivers, 2. office workers, 3. pilots, 4. firefighters)

**I can do this lesson.**See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Are They...?** Divide students into pairs. Each pair should open one Student Book to pages 34–35. Students play **Rock, Paper, Scissors** (p. 21) with *Are they, are they, 1, 2, 3!* The winner asks a *Yes/No* question about one of the pictures and their partner has to answer it correctly.
- Use **Scramble** (p. 18) and Student Cards 79–94 to practice the jobs.
- Students use one set of Student Cards 79–94 and play in pairs. S1 holds up a card and names the occupation. If the word is singular, S2 says the plural. If it's plural, he or she says the singular. Students take turns picking cards and naming the occupations.

Additional Resources

Unit 4 Worksheet B (Teacher's Resource Center)
 Workbook pages 32–33
 Online Practice

Unit 4 Occupations

Let's Read

Let's Read

Phonics

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

A Listen, point, and say. **a_e ai ay**

game make paint rain play today

B Listen, point, and chant. **The Long A Phonics Chant**

Play today!
Paint the rain
Make a cake
Paint a wave

A Rainy Day

C Listen and read along.

1 Oh, no! Look at the rain. We can't play today.

2 I can make a cake. I'm a cook!

3 Let's play a game. No, let's paint.

4 I can point pictures. Look at my pictures!

I can do this lesson.

36 Unit 4 Occupations 37 Unit 4 Occupations

Student Book pages 36–37

Topic:

- Long /a/ spelled *a_e*, *ai*, and *ay*

Lesson Objectives:

- Learning words with long /a/ spelled *a_e*, *ai*, and *ay*
- Reading a story that recycles the phonics words and language from previous lessons

Language:

game, make, paint, rain, play, today

Materials:

Teacher Cards 21–26, 47–52, 73–78, 95–104; CD1 Tracks 70–72; Student Cards 21–26, 47–52, 73–78, 95–104 (Teacher's Resource Center)

Warm up

- Use teacher-made alphabet cards to review sounds and letters. Hold up capital and lowercase cards at random. Have a student name the letter and make the sound. Then ask another student to say a word that begins with that sound.

Pre-teach Phonics

- Say *Let's play a game*. Ask students to name the sound they hear in *play* and *game* (long /a/). Play **Do As I Say** (p. 21) using the Listen and do commands from the first four units.

Pronunciation note: Tell students that the long /a/ sound is the same as the letter's name. Have students watch your mouth and say the long /a/ sound with you.

Student Book page 36

A Listen, point, and say.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD1 Track 70. Have students point to the letters and words as they hear them. Then have students listen and repeat the sounds and words.

	70	a_e /a/	game	make
		ai /a/	paint	rain
		ay /a/	play	today

2. Show Teacher Cards 99–104 as you say each word with long /a/. Have students say the long /a/ sound. Then ask them to repeat each word three times quickly and stand up when they are finished. Then say the phonics words in random order and have them repeat.
3. Write *game* and *make* on the board. Say each word as you point to the letters that make the long /a/ sound. Ask a volunteer to go to the front of the room and underline the letters that make the long /a/ sound. Repeat this with the other phonics words.

B Listen, point, and chant.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD1 Track 71. Have students point to the words as they listen. Play the chant again. Ask students to clap every time they hear a word with a long /a/ sound.



L.7.1 The Long A Phonics Chant

Play today!
 Paint the rain.
 Make a cake.
 Paint a wave.
 (repeat 5x)

- Use gestures to act out *Play today!* and point to the pictures as you read aloud the phrases they illustrate. Play the audio again. Have students repeat the chant and gestures with you several times. Then divide the class into two groups and have the groups take turns repeating the chant with gestures.
- Play the audio again. Have students listen, clap, and chant along.

Student Book page 37

C Listen and read along.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

- Before listening to the story, have students look at the pictures and identify the words they know. Ask students to point to words with long /a/.
- Read the story title aloud. Tell students they are going to read a story about what two children do on a rainy day.
- Read Along.** Play Class CD1 Track 72. Have students listen to the story and follow along in their books. Encourage them to point to the words as they listen. Then have them read along with the audio. Encourage them to imitate the rhythm, pace, and intonation.



L.7.2 A Rainy Day

- Oh, no! Look at the rain. We can't play today.
- I can make a cake. I'm a cook!
- Let's play a game. No, let's paint.
- I can paint pictures. Look at my pictures!

- Silent Reading.** Have students look at the story and echo read the words with long /a/ with you. Then have students read the story silently. Tell them that they should try to "hear" the words in their heads, but they should not move their lips when they read.

- Act It Out.** Have student pairs act out the story. One student reads each page aloud while the other student acts it out. Then have students switch roles. Have pairs perform for the class.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

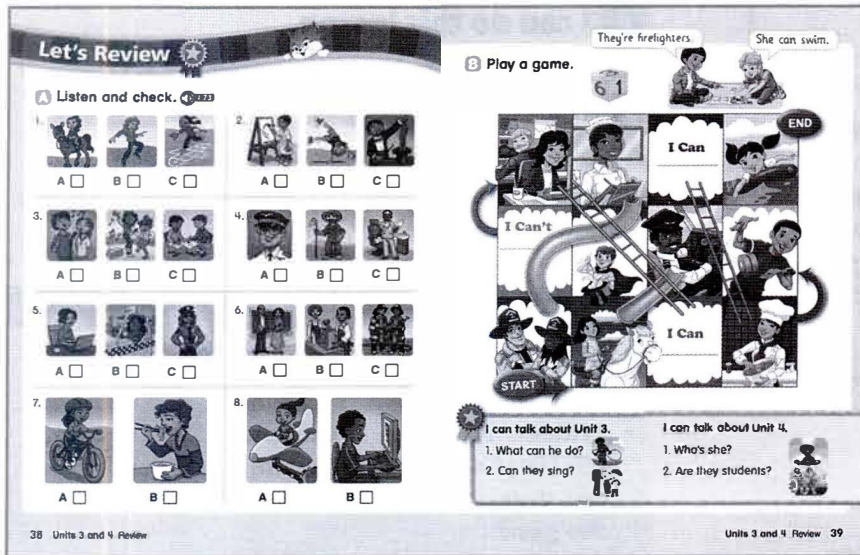
Games and Activities

- Say It!** (p. 20). Use sets of Student Cards for the phonics words from the first four units.
- Hidden Words** (p. 17). Display Teacher Cards 99–104. Cover each card with a number card and then divide the class into two teams to play the game.
- Our Chant.** Place Teacher Cards 95–98 along the chalk rail. Point to Teacher Card 97 (*Fly a plane.*) and use a simple beat to chant:
Fly, fly, fly a plane.
He's a pilot.
Fly a plane.
 Clap a beat and have students clap along. Have students repeat the chant several times with you. Then point to another card and have students make new verses.
- Workbook Activity.** Have students look at the illustrations and identify the words they know in "Who Are They?" on Workbook pages 35–36. Then have students read the story for homework or in class.

Additional Resources

Unit 4 Test (Teacher's Resource Center)
 Workbook pages 34–36
 Online Practice

Let's Review Units 3 and 4



Student Book pages 38–39

Lesson Objectives:

- Reviewing language from Units 3 and 4
- Practicing test-taking skills

Review Language:

Unit 3 and Unit 4 language and vocabulary

Materials:

Teacher Cards 53–104; CD1 Tracks 40, 54, 57, 72, 73; Student Cards 53–104 and Unit 3 and Unit 4 Let's Talk video scripts (Teacher's Resource Center)

Let's Talk

1. Sing "What's Wrong?" (Class CD1 Track 40) and "What's the Matter?" (Class CD1 Track 57) in two groups. Each group sings one part of the song. Encourage students to use gestures or actions as they sing. Ask them to make new verses for "What's the Matter?" using *hot*, *cold*, *tired*, and *sad*.
2. **Find the Conversation.** Give each group of students copies of the extended conversations from the videos for Units 3 and 4 cut into strips and mixed together. Students read the sentences from the conversations and separate them into two conversations: one about Andy, who can't find his book, and the other about Scott, who feels sick. Then have students take the strips from each conversation and arrange them in order. Encourage students to use the ordered sentence strips to practice the extended conversations.

Let's Learn/Let's Learn More

1. Divide the class into small groups to play **Categories**. Give each group a set of Student Cards with the vocabulary from Units 3 and 4. Have them work together to separate the items into two categories: abilities and occupations.
2. **Interview** (p. 20). Have student pairs interview each other about their abilities. Display Teacher Cards 53–72 for students to use as a reference. S1 asks *Can you (swim)?* S2 answers *Yes, I can* or *No, I can't*. Give the partners a few minutes to interview each other. Then ask students in one pair to tell another pair about their partners' abilities: *(She) can (dance)*. Challenge each pair of students to tell what the other pair can do: *They can (jump rope)*.
3. **File Grids** (p. 17). Divide students into pairs and give each one a nine-square grid inside a file folder. S1 places nine Student Cards (79–94) on his or her grid. S2 asks questions, for example, *Is (he) a (teacher)? Are they (engineers)?* in order to arrange the cards in the same order on his or her grid.
4. Have students review the chants and songs. For the "Look at Me!" chant have students act out what each person can do as they repeat the chant. For "Is He a Teacher?" have students stand up each time they chant *Yes, he/she is*.
5. Have students review the Listen and do commands with a game of **Charades** (p. 17). Shuffle Student Cards 69–72 and 95–98 together and place them face down in a pile. One student takes a card and acts out the command. The first student to guess the action correctly picks the next card.

Let's Read

Phonics: *long, little, like, run, race, ride, game, make, paint, rain, play, today*

1. Review phonics sounds with **Pop Up and Clap**. Divide the class into three groups and assign one phonics sound to each: /l/, /r/, or long /a/. Say one of the phonics words at random and have the group with that sound pop up and clap. Then reassign the phonics sounds and play again.
2. Have students read "Me, Too!" (Class CD1 Track 54) and "A Rainy Day" (Class CD1 Track 72) along with the audio. Then have small groups of students show that they understand the stories by using **Role Play** to act them out. If all the students in your class speak the same language, assign them roles and have them act out the story in their first language. Students who speak different languages will have to do the role play in English.

Student Book page 38

Let's Review

The listening assessment provides practice for students planning to take standardized tests, such as the Cambridge English Qualifications.

A Listen and check.

1. Before students open their books, prepare them for the test procedure. On the board, set up a sample to model the listening test on page 38 of the Student Book. Tape Teacher Cards 53, 56, and 65 to the board. Write A below the first card, B below the second, and C below the third. Have a student volunteer stand beside the cards. Identify one of the cards by saying *Look at her! She can ride a pony*. The student points to the correct card and writes a check mark by the correct letter.
2. Have students look at the test in their books. Ask them to identify the abilities in numbers 1–6 and the actions in numbers 7–8. Encourage students to anticipate the language they might hear on the audio.
3. Play Class CD1 Track 73. Have students listen and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test. Correct the test with students.
Note: If you want to do this as a formal test, have students do the written test without listening and pointing to the pictures first.



1. Look at her! She can ride a pony.
 2. What can he do? He can do a magic trick.
 3. Can they sing? Yes, they can.
 4. Who's he? He's a farmer.
 5. Who's she? She's a taxi driver.
 6. Are they dentists? No, they aren't. They're firefighters.
 7. Ride a bicycle.
 8. Use a computer.
4. Have students use the pictures on page 38 for more review. Working in pairs, students can create their own listening test questions for each other.

Student Book page 39

B Play a game.

1. Have students look at the sentences in the speech bubbles. Read each sentence aloud and have students echo read it after you. Check that students can name the abilities and occupations: *They're firefighters. She can swim.*
2. Model the game with a pair of student volunteers. Students roll a die to determine who goes first. Then the winner rolls the die, moves that number of spaces, and makes a sentence about the picture: *(They're) (firefighters)*. If the student answers incorrectly, his or her marker returns to the prior space. If the student answers correctly, his or her marker remains on the space. If students land at the bottom of a ladder, they climb their marker up it; if they land on a snake, they slide down it.
3. Have students play in pairs or small groups.



I can talk about Units 3 and 4.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Read each question aloud and have students answer the questions together in pairs or small groups. Monitor their progress. Praise them for their accomplishments in English!

Additional Resources

Unit 3 Test (Teacher's Resource Center)
Unit 4 Test (Teacher's Resource Center)
Midterm Test (Teacher's Resource Center)
Workbook pages 37–38
Online Practice

Unit 5 Things to Eat

Let's Talk

Unit 5 Things to Eat Let's Talk

A Listen and say.

What's for lunch, Mom? Spaghetti

Mmm. That's good. I like spaghetti.

Do you want spaghetti? Yes, please. No, thank you!

Do you want spaghetti? Yes, please. No, thank you!

B Watch the video.

C Listen and sing.

The Spaghetti Song

Do you like spaghetti? Yes, I do.
I do, too. I do, too.

Do you want spaghetti? Yes, I do.
I do, too. I do, too.

Do you like spaghetti? Yes, I do.
I like spaghetti, too!

Do you want spaghetti? Yes, I do.
I want spaghetti, too!

D Say and act. Talk about food.

What's for lunch?
Do you want _____?

I can do this lesson.

Student Book pages 40–41

Topic:
• Food

Lesson Objective:
• Learning how to accept and refuse food politely

Language:
What's for lunch, Mom?

Spaghetti.

I like spaghetti.

I do, too.

Do you want spaghetti?

Yes, please./No, thank you!

Materials:

Teacher Cards 27–42, 53–72; CD2 Tracks 02–04; Student Cards 27–42, 53–72 and Unit 5 Let's Talk Video (Teacher's Resource Center)

Warm up

- Greetings.** Divide the class into pairs. Ask students to pretend they are someone famous. They take turns asking and answering questions about who they are and how they feel.
- I Can, He Can, She Can.** Put Student Cards 53–72 face down on the table. Divide the class into two groups. A student in Group 1 picks a card and says *I can (speak English)*. A student in Group 2 gestures toward the first student and says *(He) can (speak English)*, then picks a card and the game continues with the next student using *he/she*.

Student Book page 40

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

- Use student volunteers to model the conversation. Have students repeat each line after you.
- Ask students to look at the pictures and name the characters. Point to the plate of spaghetti and say *Spaghetti. This is spaghetti*. Play Class CD2 Track 02 and have students listen to the conversation. Then have them listen again and point to the characters as they speak. Play the audio again and have students repeat the words they can identify.

2.02 What's for lunch, Mom?

Spaghetti.

Mmm. That's good. I like spaghetti.

I do, too.

Do you want spaghetti?

Yes, please.

No, thank you!

- Play the audio again, having students repeat each line. Then, students practice in groups of four.
- Play Class CD2 Track 03. Have students listen and repeat. Model the appropriate rhythm, speed, and intonation. Point to the words as students listen.

2.03 Do you want spaghetti?

Yes, please. No, thank you!

- Have students practice the conversation in two groups and then in pairs.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

- Play the video. Call on students to respond to Jenny's mom (*Yes, I do* or *No, I don't*) at the end of the video. Explain new language, if necessary.

Hi! What's for lunch, Mom?
 Spaghetti.
 Mmm. That's good. I like spaghetti.
 I do, too.
 No! No! No, thank you.
 Please sit down.
 OK.
 Thanks!
 Do you want spaghetti?
 Yes!
 Yes, please.
 Here you are.
 Yum! Thank you.
 Do you want spaghetti?
 No, thank you!
 Do you want spaghetti?


2. Play the video. Every time students hear *spaghetti*, have them either rub their tummies (if they like it) or make awful faces (if they don't). Play the video again, pausing after each exchange. Have students repeat the extended conversation and gestures.
3. As Jenny's mom, model the conversation with different students. Point out and explain the "Mom look" that makes the baby behave again. Pretend to offer spaghetti for *Here you are* and have students rub their tummies for *Yum!*
4. Groups of four act out the extended conversation using gestures. They change roles and repeat.

Student book page 41

C Listen and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD2 Track 04 and have students repeat words they recognize from the conversation.

 2.04 The Spaghetti Song

Do you like spaghetti?	Do you want spaghetti?
Yes, I do.	Yes, I do.
I do, too. (repeat)	I do, too. (repeat)
Do you like spaghetti?	Do you want spaghetti?
Yes, I do.	Yes, I do.
I like spaghetti, too!	I want spaghetti, too!
(repeat)	

2. Play the song again. Model and have students echo the lines after you. Then have them practice the song as a chant. Use gestures such as smiling and nodding to show that you like spaghetti.
3. Sing the song in two groups. Have students add gestures and actions to go with the song lyrics.
4. Have students read words that they recognize in the lyrics. Read the lyrics and have students follow along. Then have student pairs sing the song.
5. Gesture toward different students as you ask *Do you want spaghetti?* Encourage them to answer *Yes, please* or *No, thank you*.

D Say and act. Talk about food.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use puppets or student volunteers to model the conversation. Point to each of the foods in the picture and say *This is (chicken)*. *Do you want (chicken)?* Have students answer chorally.
2. Have students repeat each line. Have them take one role while you take the other, and then switch. Have students practice in two groups.
3. Have student pairs ask and answer questions about what they want for lunch. Then they practice the extended conversation in groups of four.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use **Step Away Lines** (p. 21) to practice the extended conversation from the video.
- Use **Scrambled Sentences** (p. 19) to practice the extended conversation from the video.
- Review the vocabulary by holding up Teacher Cards 27–42 and having students say the words. Then hold up a card as you ask a student *Do you want (a camera)?* The student should say *Yes, please* or *No, thank you*. If the student answers positively, give the student the card. Have him or her choose the next card and ask a question.

Additional Resources


Workbook page 39


Online Practice

Unit 5 Things to Eat


Let's Learn


Let's Learn

A Learn the words. 




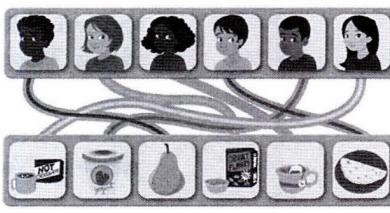
1. an omelet 2. a peach 3. a pear 4. a pancake
5. yogurt 6. cereal 7. tea 8. hot chocolate



B Ask and answer. 



What does she want?
She wants a peach.

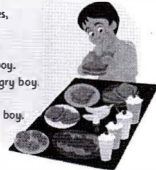
C Play a game.  Does he want cereal?
Yes, he does. No, he doesn't.



D Watch, point, and chant.  

Hungry Boy Chant

What does he want?	Four milk shakes,
What does he want?	Five cookies,
Listen carefully.	Six sandwiches.
He wants	He's a hungry boy.
One egg.	He's a very hungry boy.
Two bananas,	He's a hungry boy.
Three pancakes,	He's a very hungry boy.



I can do this lesson.

Student Book pages 42–43

Topic:

- Food

Lesson Objectives:

- Talking about *wants* using *he* and *she*
- Asking and answering *Yes/No* questions

Language:

an omelet, a peach, a pear, a pancake, yogurt, cereal, tea, hot chocolate

What does she want? She wants a peach.

Does he want cereal?

Materials:

Teacher Cards 105–112; CD2 Tracks 05–09; Student Cards 105–112 and Unit 5 Chant Video (Teacher's Resource Center)

Warm up

- Play **Dialogue Musical Chairs** (p. 21), so students can practice asking each other if they like spaghetti and if they want spaghetti.

Pre-teach Language


1. Use Teacher Cards 105–112 to introduce the food vocabulary. Show one card at a time and say the name of the food. Have students repeat each word several times. When you introduce *an omelet*, emphasize *an*, and have students repeat it several times. Say *a, an*. Ask students to name a word that they can use with each article.
2. **Do You Want...?** Display Teacher Cards 105–112 one by one as you ask *Do you want (cereal)?* Gesture toward a student and elicit *Yes, please* or *No, thank you*.

Student Book page 42

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 05. Have students listen and point to the pictures of food in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.


-  2.05 1. an omelet 2. a peach 3. a pear 4. a pancake
5. yogurt 6. cereal 7. tea 8. hot chocolate

2. Display Teacher Cards 105–112. Slowly call out each food and have students point to the correct card. Have the whole class say the name of each food. Then ask a student *Do you want (cereal)?* Have the student point to the correct card and answer *Yes, please* or *No, thank you*.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the the picture and describe what they see. Then play the Class CD2 Track 06 and ask students to point to each object in the picture as they listen.

 2.06 What does she want? She wants a peach.

1. What does she want? She wants a peach.
2. What does she want? She wants an omelet.
3. What does he want? He wants cereal.
4. What does he want? He wants a pancake.

2. Play the audio again and have students repeat the questions and answers as they point to the pictures.
3. Divide the class into two groups. Have groups take turns asking and answering the questions. Then have groups switch roles.
4. Have students practice asking and answering the questions in pairs.
5. Play Class CD2 Track 07. Have students listen, clap, and chant along with the audio.



See the script for Track 06.

Student Book page 43

C Play a game.

See *How to Practice Language in Pairs and Groups* Teacher's Guide page 14.

1. Model the question and answers. Read them again and have students repeat.
2. Point to the boy in the first picture and ask *What does he want?* Trace your finger along the red line to the pear. Hold up Teacher Card 107 (*a pear*) and have students name the food. Then ask *Does he want a pear?* Nod your head to elicit *Yes, (he) does.* Then ask *Does he want (tea)?* Shake your head to elicit *No, he doesn't.*
3. Play Class CD2 Track 08 and have students point to the question and answers they hear.



Does he want cereal?

Yes, he does./No, he doesn't.

4. Ask students to play the game in pairs. Have them ask and answer questions about the people in the pictures.

D Watch, point, and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the pictures. Point to the foods on the table as you name them: *Egg. This is an egg.* Ask students to count *One egg.* Repeat this with the other foods. Ask students to point to the foods in the picture as they count them.
2. Play the video. Have students raise their hands when they hear food words they know.

2.09 Hungry Boy Chant

What does he want?	Four milk shakes,
What does he want?	Five cookies,
Listen carefully.	Six sandwiches.
He wants	He's a hungry boy.
One egg,	He's a very hungry boy.
Two bananas,	He's a hungry boy.
Three pancakes,	He's a very hungry boy.

3. Model the conversation line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the video again and have students chant along. Ask them to hold up their fingers as they sing *One egg, two bananas*, etc.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Cube Game** (p. 19). Write *he* on three sides of a cube and *she* on three sides. Put one set of Student Cards 105–112 under a teacher-made *he* card and one set under a teacher-made *she* card. Divide the class into two teams. Teams take turns rolling the cube. Team A uses the word on the top of the cube to ask *What does (he) want?* Team B picks a card from the (*he*) pile and answers (*He*) *wants (a peach).* *What about you?* Team A picks a card from the other pile and says *I do, too* if it matches or *I want (tea)* if it doesn't.
- **Say It!** (p. 20). Have students play in small groups using Student Cards 105–112. When all students have finished, rearrange the cards and start again.
- **Memory Chain.** Divide the class into groups of eight. Model a chain and have students add to it, using the vocabulary and structures from this lesson: *He wants (an omelet).* *He wants (an omelet) and (a pear).*

Additional Resources

Workbook pages 40–41
Online Practice

Unit 5 Things to Eat

Let's Learn More

Let's Learn More

A Learn the words.

1. grapes 2. pancakes 3. peaches 4. hamburgers
5. stew 6. cheese 7. pasta 8. steak

B Ask and answer.

What does she like?
She likes pancakes.

What does she like?
She likes pancakes.

C Ask your partner.

Does he like steak?
Yes, he does.
No, he doesn't.

D Listen and do.

1. Count the grapes. 2. Eat a hamburger.
3. Make pancakes. 4. Peel peaches.

I can do this lesson.

Unit 5 Things to Eat 45

Student Book pages 44–45

Topic:

- Food

Lesson Objectives:

- Talking about things students *like* using plural and uncountable foods
- Asking and answering *Yes/No* questions

Language:

grapes, pancakes, peaches, hamburgers, stew, cheese, pasta, steak

What does she like? She likes pancakes.

Does he like steak?

count, eat, make, peel

Materials:

Teacher Cards 105–124; CD2 Tracks 10–15; Student Cards 105–124 (Teacher's Resource Center)

Warm up

- Use Student Cards 105–112 to practice *What does (she) want?* Divide the class into groups of three. S1 picks a card. S2 gestures toward S1 and asks S3 *What does (he) want?* S3 looks at the card and answers *(He) wants (cereal)*. Ask students to repeat this with all of the cards.

Pre-teach Language

1. Use Teacher Cards 113–120 to introduce the food vocabulary. Hold up each card as you say the word and have students repeat it three times quickly.
2. Hand the *hamburgers* and *pasta* Teacher Cards to a boy and a girl in the classroom to introduce *He/She likes pasta.* and *He/She likes hamburgers.*

Student Book page 44

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 10. Have students listen and point to the pictures of food in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

- 2.10 1. grapes 2. pancakes 3. peaches 4. hamburgers
5. stew 6. cheese 7. pasta 8. steak

2. Point to the foods in the top row. Explain that these words are plural. Have students point to the *-s* at the end of each word. Do a quick practice drill, asking students to say each plural word three times and then say the singular word once: *Grapes, grapes, grapes, grape!* Then point to the foods in the bottom row. Explain that words like *stew* refer to something that cannot be counted. Have them chant with you *Stew, stew, stew, stew!*

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and identify all of the foods they see. Then play Class CD2 Track 11 and have students listen and point to the objects.

- 2.11 What does she like? She likes pancakes.
1. What does she like? She likes pancakes.
 2. What does she like? She likes grapes.
 3. What does he like? He likes stew.
 4. What does he like? He likes cheese.
 5. What does he like? He likes hamburgers.
 6. What does he like? He likes peaches.

2. Play the audio again and have students repeat the questions and answers. Divide the class into two groups and play the audio. Have one group repeat the questions and the other group repeat the answers. Then have the groups switch roles.
3. Have student pairs take turns asking and answering questions about the pictures.
4. Play Class CD2 Track 12. Have students listen, clap, and chant along with the audio.



See the script for Track 11.

Student Book page 45

C Ask your partner.

See *How to Practice Language in Pairs and Groups* Teacher's Guide page 14.

1. Read the questions and answers. Read them again and have students repeat them with you chorally.
2. Give a boy Teacher Card 120 (*steak*) and ask the class *Does he like steak?* Nod your head and say *Yes, he does*. Then ask *Does he like cheese?* Shake your head and say *No, he doesn't*. Give a girl Teacher Card 118 (*cheese*) and ask *Does she like cheese?* Nod your head to elicit *Yes, she does*. Ask *Does she like pancakes?* Shake your head to elicit *No, she doesn't*. Play Class CD2 Track 13 and have students point to the questions and answers they hear.



1. Does he like steak? Yes, he does.
2. Does he like pasta? Yes, he does.
3. Does he like pancakes? No, he doesn't.
4. Does she like steak? No, she doesn't.
5. Does she like hamburgers? Yes, she does.
6. Does she like peaches? Yes, she does.

3. Have student pairs take turns asking and answering questions about the pictures.
4. Play Class CD2 Track 14. Have students listen, clap, and chant along with the audio.



See the script for Track 13.

D Listen and do.

See *How to Practice Language in Pairs and Groups* Teacher's Guide page 14.

1. Use gestures and movement to demonstrate each action as you say it aloud. Ask students to say the sentences and perform the actions with you.
2. Play Class CD2 Track 15. Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students point and repeat the sentences.



1. Count the grapes.
2. Eat a hamburger.
3. Make pancakes.
4. Peel peaches.

3. Show Teacher Cards 121–124 and have students say and do the actions. Then ask students to use Student Cards 121–124 to practice saying and acting out the sentences with a partner.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Draw It.** Divide the class into two teams and draw a line down the center of the board. Have one student from each team choose a Teacher Card 105–120. Each student draws a picture of the food on the board for their team to identify. The first team to guess correctly gets a point.
- Play **Telegram** (p. 20) with Student Cards 105–120.
- **Back-to-Back** (p. 19). Give student pairs two or three cards from Student Cards 105–120. S1 says a word from one of the cards and S2 draws it (or two items if the word is plural). Then have pairs switch roles.

Additional Resources

Unit 5 Worksheet A (Teacher's Resource Center)
 Unit 5 Worksheet B (Teacher's Resource Center)
 Workbook pages 42–43
 Online Practice

Unit 5 Things to Eat

Student Book pages 46–47

Topic:

- Long /e/ spelled *e*, *ee*, and *ea*

Lesson Objectives:

- Learning words with long /e/ spelled *e*, *ee*, and *ea*
- Reading a story that recycles the phonics words and language from previous lessons

Language:

me, we, tree, weed, clean, leaf

Materials:

Teacher Cards 99–104, 125–130; *Let's Go 1*, Class CD1 Track 02; CD2 Tracks 16–18; Student Cards 99–104, 125–130 (Teacher's Resource Center)

Warm up

- Sing "The Alphabet Song" (*Let's Go 1*, Class CD1 Track 02) with the class to help students review the letter names. Give each student a teacher-made letter card. Ask them to line up facing you from left to right in alphabetical order.

Pre-teach Phonics

1. Say *he, she, me, we*. Ask students to name the sound they hear at the end of each word (long /e/). Say the phonics words with long /e/ and long /a/ at random. Ask students to raise their hands every time they hear a word with long /e/.
2. Write *e* on the board and say the long /e/ sound as you point to the letter. Ask students to repeat. Add *m* to the left of the *e* and say *m- /e/, me* as you point to the two parts of the word and then the whole word. Have students repeat. Do the same with *we*. Repeat the procedure for the words with *ee* and *ea*.

Pronunciation note: Tell students that the long /e/ sound is the same as the letter's name. Have students watch your mouth and say the long /e/ sound with you.

Student Book page 46

A Listen, point, and say.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD2 Track 16. Have students point to the letters and words as they hear them. Then have students listen and repeat the sounds and words.

▶ 2.16	e /e/	me	we
	ee /e/	tree	weed
	ea /e/	clean	leaf

2. Show Teacher Cards 125–130 as you say each word with long /e/. Have students say the long /e/ sound. Ask them to clap and say each word three times quickly. Then say the phonics words at random and have them repeat.
3. Write *me* and *we* on the board. Say each word as you point to the letter that makes the long /e/ sound. Ask a student volunteer to underline the letter that makes the long /e/ sound. Repeat this with the other phonics words.

B Listen, point, and chant.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD2 Track 17 and have students listen to the chant. Ask students to point to the words as they listen. Play the chant again. Ask students to stamp their feet every time they hear a word with the long /e/ sound.

2.17 The Long E Phonics Chant

He eats weeds.
So does she.
She loves weeds.
Not me!
(repeat 5x)

2. Point to the picture of the weed. Say *weed* and have students repeat with you. Use gestures to act out *eats weeds* and shake your head when you say *Not me!* Play the audio again. Have students repeat the chant and gestures with you several times. Then divide the class into two groups and have groups take turns repeating the chant with gestures.
3. Play the track again. Have students listen, clap, and chant along with the audio.

Student Book page 47

C Listen and read along.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before listening to the story, have students try to read the words they know. Ask students to point to the words that have the long /e/ sound.
2. Read the story title aloud. Tell students they are going to read a story about children who clean up the weeds and leaves in their park.
3. **Read Along.** Play Class CD2 Track 18. Have students listen to the story and follow along in their books. Encourage them to point to the words as they listen. Then play the audio again and have them read along. Encourage them to imitate the rhythm, pace, and intonation.

2.18 Weeds and Trees

1. We like trees. We don't like weeds.
2. Look at me! I have a green and yellow leaf.
3. Look at the park. It's clean!
4. I'm hungry. Can we eat weeds?

4. **Choral Reading.** Ask students to look at the story and read the words with long /e/ chorally. Play the audio and have students read the story chorally. Then ask them to read the story again chorally, but this time without the audio.
5. **That's Not Right.** As you read the story, change some of the words. Tell students that when they hear a mistake, they should shout *That's not right!* Then have them read the sentence correctly.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Show Me** (p. 18). Hold up a Teacher Card 125–130. Ask students to say the word and hold up the matching Student Card.
- **Bingo** (p. 17). Use Student Cards 99–104 and 125–130 to practice words that have the long /a/ and long /e/ sounds. Ask the student who says *Bingo!* first to read the words for you to check.
- Use **Whisper Relay** (p. 18) with sentences from the story.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in “Two Hungry Girls” on Workbook pages 45–46. Then have students read the story for homework or in class.

Additional Resources

Unit 5 Test (Teacher's Resource Center)
Workbook pages 44–46
Online Practice

Unit 6 My House

Let's Talk

Unit 6 My House Let's Talk

A Listen and say.
Where do you live, Jenny?
I live in Hillsdale.
What's your address?
It's 6 North Street.
What's your cell phone number?
It's (798) 555-2143.

B Watch the video.

C Listen and sing.
Hillsdale
Where do you live?
In Hillsdale.
Where do you live?
In Hillsdale.
I live in Hillsdale.
How about you?
I live in Hillsdale, too.
What's your address in Hillsdale?
What's your address in Hillsdale?
It's North Street.
Number forty-two.
I live next to you!

D Say and act. Tell where you live.
Where do you live?
I live in _____
What's your address?
It's _____
I can do this lesson.

Student Book pages 48–49

Topic:

- Addresses and cell phone numbers

Lesson Objective:

- Talking about where students live and their cell phone number

Language:

Where do you live?

I live in Hillsdale.

What's your address?

It's 6 North Street.

What's your cell phone number?

It's (798) 555-2143.

Materials:

CD2 Tracks 19–21; Unit 6 Let's Talk Video (Teacher's Resource Center)

Warm up

1. Use **Beanbag Circle** (p. 18) to practice asking and answering *What's your name?*, *How old are you?*, and *How are you?*
2. Use **Ping-Pong** to review numbers 1 to 10. Ask students to sit in a circle. Say three numbers in a row and have the student to your right repeat them. Then have the student to his or her right repeat them, and so on around the circle.

Student Book page 48

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use student volunteers to model the conversation. Have students repeat each line after you to practice pronunciation. Ask students to take one role while you take the other. Then switch roles.
2. Ask students to look at the pictures and name the characters. Point to the computer and say *Computer. This is a computer.* Play Class CD2 Track 19 and have students listen to the conversation. Then have students listen again and point to the characters as they speak. Play the audio again and have students point to and repeat the words they can identify. Explain new language as needed.

2.19 Where do you live, Jenny?

I live in Hillsdale.

What's your address?

It's 6 North Street.

What's your cell phone number?

It's (798) 555-2143.

3. Play the conversation again and have students repeat each line. Then they practice in pairs.
4. Play Class CD2 Track 20. Have students listen and repeat. Model the appropriate rhythm, speed, and intonation. Point to the words as students listen.

2.20 Where do you live? I live in Hillsdale.
What's your address? It's 6 North Street.

5. Have students practice the questions and answers in two groups and then in pairs.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video. Call on different students to answer Kate's question at the end of the video by saying *I live in...* and their address. Explain new language, if necessary.

Hey, I'm doing homework. Can I ask you a question?

Sure.

Where do you live, Jenny?

Oh, Kate, you know! I live in Hillsdale.

Yes, I know. It's homework. What's your address?

You know my address! It's 6 North Street. I live next to you.

I know.

What's your cell phone number?

You know my cell phone number. It's (798) 555-2143.

I know. Thanks, Jenny.

What about you? Where do you live?

2. Play the video and pause it before Jenny gives her phone number. Model Jenny's reaction: she looks at the phone, looks puzzled, and shrugs her shoulders. Repeat it with the students. Play the video again, pausing after each line for students to copy the gestures and intonation.
3. Act as Jenny and use her gestures to model the extended conversation with different students.
4. Students act out the extended conversation in pairs using appropriate gestures and intonation. Have them switch roles and repeat.

Student book page 49

C Listen and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD2 Track 21 and have students repeat words they recognize from the conversation.

2.21 Hillsdale

Where do you live?

In Hillsdale.

(repeat)

I live in Hillsdale. How about you?

I live in Hillsdale, too.

What's your address in Hillsdale? (repeat)

It's North Street. Number forty-two.

I live next to you!

2. Play the song again. Model it and have students echo the lines. Then they practice the song as a chant. If students struggle with longer phrases, say the first word and gradually add words until students can easily repeat the entire phrase. Use gestures to show *next to you*.

3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing.
4. Have students look at the song lyrics and read words that they recognize. Read the lyrics and have students follow along in their books. Finish by having pairs of students sing the song.

D Say and act. Tell where you live.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use puppets or student volunteers to model the conversation. Then ask students to repeat each line after you to practice fluency. Have students take one role while you take the other. Have students practice in two groups and then in pairs.
2. Give students a few minutes to walk around and ask different classmates where they live and what their address is. Pairs then practice the extended conversation from the video.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use **Scrambled Sentences** (p. 19) to practice the lyrics to "Hillsdale." Play the audio so students can check their arrangement. Play the song again and have students sing along.
- **Walk and Talk** (p. 21). Pairs must introduce each other to other pairs and ask for their addresses and cell phone numbers. Challenge students to use greetings they learned previously, for example:
S1: *Hi, I'm (Alice).*
S2: *Hello, I'm (Ben). This is my friend (June).*
S1: *Where do you live?*
S3: *I live in (Westfield). Where do you live?*
S1: *I live in (Lakewood).*
- Play **Back-to-Back** (p. 19) with students dictating telephone numbers.

Additional Resources

Unit 6 Worksheet A (Teacher's Resource Center)
Workbook page 47
Online Practice

Unit 6 My House

Let's Learn

Let's Learn

A Learn the words.

1. a bed 2. a bathtub 3. a sofa 4. a stove
5. a lamp 6. a sink 7. a TV 8. a refrigerator

B Ask and answer.

Where's the workbook?
It's under the bed.

Where's the key chain?
It's by the stove.

Where is - Where is in under
on by

C Make sentences.

There's an umbrella in the bathtub.
There are balls under the TV.
There is - There's

D Watch, point, and chant.

Are There Books in the Bathtub?

Are there books in the bathtub? No, there aren't.
Are there books in the sink? No, there aren't.
Are there books in the refrigerator? No, there aren't.

Is there a bird on the bed? Yes, there is.
Is there a spider on the sofa? Yes, there is.
Is there a baby in the bathtub? Yes, there is.

I can do this lesson.

50 Unit 6 My House

Student Book pages 50-51

Topic:

- Household items

Lesson Objective:

- Identifying and asking about things found in a house

Language:

a bed, a bathtub, a sofa, a stove, a lamp, a sink, a TV, a refrigerator

Where's the workbook?

It's under/by/in/on the bed.

Materials:

Teacher Cards 131-138; CD2 Tracks 22-27; Student Cards 131-138, Contraction Cards (where's, there's), and Unit 6 Chant Video (Teacher's Resource Center)

Warm up

- Have student pairs sit back-to-back and pretend to talk on the phone. (Use toy phones if available.) Using the conversation from Let's Talk as a guide, have them take turns asking and answering questions about where they live and what their phone number is.

Pre-teach Language

- Use Teacher Cards 131-138 to introduce the household items vocabulary. Show one card at a time and say the name of the object. Have students repeat each word several times.
- Place classroom objects around the room so students can see them. Place them in, on, under, and by other familiar objects. Then ask *Where's the (workbook)?* Elicit *It's (on) the (desk).*

Student Book page 50

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

- Play Class CD2 Track 22. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

- 2.23 1. a bed 2. a bathtub 3. a sofa 4. a stove
5. a lamp 6. a sink 7. a TV 8. a refrigerator

- Do a quick practice with the new words. Hold up Teacher Cards 131-138 one at a time and have students name the objects. Gradually pick up speed as students get used to naming the objects.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

- Have students look at the pictures and describe what they see. Then play Class CD2 Track 23.

- 2.23 Where's the workbook? It's under the bed.
Where's the key chain? It's by the stove.
- Where's the workbook? It's under the bed.
 - Where's the music player? It's by the lamp.
 - Where's the brush? It's in the sink.
 - Where's the key chain? It's by the stove.
 - Where's the picture? It's on the refrigerator.

- Play the audio again and have students repeat the questions, answers, and prepositions as they point to the pictures and the words.

3. Divide the class into two groups. Groups take turns asking and answering the questions. Then have student pairs practice together.
4. Play Class CD2 Track 24. Have students listen, clap, and chant along with the audio. Use the Contraction Card to show that *where is* has the same meaning as *where's*.

 2.24



See the script for Track 23.

Student Book page 51

C Make sentences.

See *Recycling Language*, Teacher's Guide page 13.

1. Have students look at the picture and identify the household items they know. Then play Class CD2 Track 25. Students listen and point to the items.

 2.25

1. There's an umbrella in the bathtub.
2. There's a rabbit by the bathtub.
3. There's a lion on the bed.
4. There's a clock under the bed.
5. There's a lunch box in the sink.
6. There's a book in the refrigerator.
7. There are balls under the TV.
8. There are cameras by the lamp.

2. Play the audio again and have students repeat the sentences as they point to the pictures.
3. Play Class CD2 Track 26. Have students listen, clap, and chant along with the audio.

 2.26



See the script for Track 25.

4. Have student pairs take turns making sentences about the picture or objects in the classroom. Use the Contraction Card to show that *there is* has the same meaning as *there's*.

D Watch, point, and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the picture. Ask *Where are the books?* Elicit *They're by the bathtub*. Review song vocabulary (e.g., *bird*, *spider*, *baby*) as needed.

2. Play the video. Have students raise their hands when they hear household items they know.

2.27 Are There Books in the Bathtub?

Are there books in the bathtub?	Is there a bird on the bed?
No, there aren't.	Yes, there is.
Are there books in the sink?	Is there a spider on the sofa?
No, there aren't.	Yes, there is.
Are there books in the refrigerator?	Is there a baby in the bathtub?
No, there aren't.	Yes, there is.
No, there aren't.	Yes, there is.
No, there aren't.	Yes, there is.

3. Model the chant line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the video again and have students chant along. Display Teacher Cards 131–138 as they chant.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Whisper Relay** (p. 18). Have small groups of students stand in lines. Whisper a true sentence to the first person in each group, for example *There's a ball under the window*. Say *Go!* S1 whispers the sentence to S2 and so on. The last student must go and pick up the object and hand it to the teacher.
- **Draw and Tell**. Have each student draw a silly picture using the household items vocabulary. Then students take turns showing their pictures and describing them (e.g., *There's a clock under the bed.*).

Additional Resources

Workbook pages 48–49
Online Practice

Unit 6 My House

Let's Learn More

Let's Learn More

A Learn the words.

1. next to 2. in front of 3. behind

B Make sentences.

There's a table in front of the sofa.

C Play a game. Ask your partner.

Is there a stove next to the sink?
Yes, there is.
No, there isn't.

in front of
on
under
behind
next to

D Listen and do.

1. Wash the dishes. 2. Take a bath.

3. Clean the room. 4. Make the bed.

I can do this lesson.

52 Unit 6 My House Unit 6 My House 53

Student Book pages 52–53

Topic:

- Locations

Lesson Objectives:

- Identifying and asking about the location of objects in a house
- Asking and answering Yes/No questions

Language:

next to, in front of, behind

There's a table in front of the sofa.

Is there a stove next to the sink?

wash, take, clean, make

Materials:

Teacher Cards 95–98, 121–124, 131–145;
CD2 Tracks 28–32; Student Cards 95–98,
121–124, 131–145 (Teacher's Resource
Center)

Warm up

1. Play **Slap** (p. 18) with Student Cards 131–138.
2. Play **Please** (p. 21) to review commands from prior Listen and do lessons.

Pre-teach Language

1. Use Teacher Cards 139–141 to introduce the preposition vocabulary. Hold up each card as you say the word or phrase. Ask students to put their hands next to, in front of, or behind themselves as they repeat each word or phrase three times quickly.
2. Use desktop items to introduce the prepositions showing location.

Student Book page 52

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 28. Have students listen and point to the appropriate pictures in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

2.28 1. next to 2. in front of 3. behind

2. Do a quick practice with the new vocabulary. Ask students to stand up and hold their books in their hands. As you say *next to*, *in front of*, or *behind*, students should repeat the word or phrase and hold their books in the correct position. Gradually pick up speed as students get used to saying the prepositional phrases.

B Make sentences.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and identify all of the objects they know. Then play Class CD2 Track 29 and have students listen and point to the objects.

2.29 There's a table in front of the sofa.

1. There's a table in front of the sofa.
2. There's a book on the table.
3. There's a camera on the table.
4. There's a lamp behind the sofa.
5. There's a table next to the sofa.
6. There's a phone in front of the lamp.

2. Play the audio again and have students repeat the sentences as they point to the picture.
3. Hold up Teacher Cards 139–141 and have students form sentences using the prepositions.
4. Students practice the statements in pairs.
5. Play Class CD2 Track 30. Have students listen, clap, and chant along with the audio.



See the script for Track 29.

Student Book page 53

C Play a game. Ask your partner.

See *How to Practice Language in Pairs and Groups* Teacher's Guide page 14.

1. Read the question and answers. Read them again and have students repeat them with you chorally.
2. Play Class CD2 Track 31 and have students point to the question and answers and the prepositions they hear.



Is there a stove next to the sink?

Yes, there is.
No, there isn't.
in
on
under
in front of
behind
next to

3. Point to the picture at the start of the game and ask *Is there a stove next to the sink?* Help students choose the correct answer.
4. Have students play the game in pairs. Students roll a die and move their markers that number of spaces. Have them ask and answer questions about the objects in the space.

D Listen and do.

See *How to Practice Language in Pairs and Groups* Teacher's Guide page 14.

1. Use gestures and movement to demonstrate each action as you say it aloud. Ask students to say the sentences and perform the actions with you.

2. Play Class CD2 Track 32. Have students listen to the sentences and point to the picture that shows each action. Play the audio again and have students point and repeat the sentences.



1. Wash the dishes.
2. Take a bath.
3. Clean the room.
4. Make the bed.

3. Show Teacher Cards 142–145 and have students say and do the actions. Then divide students into small groups and use Student Cards 95–98, 121–124, and 142–145 to play **Charades** (p. 17).



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **What's Different?** Ask students to close their eyes. Change the arrangement of classroom furniture and objects. Tell students to open their eyes and identify what has changed. For example, *There's a chair in front of the desk.*
- **Preposition Game.** Have student pairs use Student Cards 131–141 to practice prepositions and vocabulary. Have pairs place cards 131–138 face down in one pile and cards 139–141 face down in another. S1 picks two object cards and one preposition card. S1 should place the cards next to, in front of, or behind each other and ask S2 *Is the (bed) (next to) the (sink)?* If S2 answers correctly, he or she keeps the object cards and asks the next question.
- **Command Chain** (p. 21). Begin the chain by saying *Make the bed.* One student in each circle repeats the command, does the action, and adds another command. Have students use Listen and do commands from prior units as well as this one.

Additional Resources

Unit 6 Worksheet B (Teacher's Resource Center)
Workbook pages 50–51
Online Practice

Let's Read

Phonics

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

A Listen, point, and say.

i_e y i

kite ride fly my climb find

B Listen, point, and chant.

The Long I Phonics Chant
I like to fly my kite.
I like to ride my bike.
I don't like bikes I like to hike.
I hate to hike I like bikes.

C Listen and read along.

Save that Kite!

1 What's wrong?
I can't find my kite.

2 Look! There are five kites
In the tree.
My kite is red and white.

3 Cat, please climb this tree.
My kite is red and white.
Grab that line!

4 Thank you, Cat!
Now I can fly my kite!

I can do this lesson.

Unit 6 My House 54

Topic:

- Long /i/ spelled *i_e, y, and i*

Lesson Objectives:

- Learning words with long /i/ spelled *i_e, y, and i*
- Reading a story that recycles the phonics words and language from previous lessons

Language:

kite, ride, fly, my, climb, find

Materials:

Teacher Cards 146–151; CD2 Tracks 33–35; Student Cards 146–151 (Teacher's Resource Center)

Student Book pages 54–55

Warm up

- Use teacher-made alphabet cards to review sounds and letters. Hold up capital and lowercase letter cards at random. Choose student volunteers to name the letter and make the sound. Then ask another student to name a word that begins with that sound.

Pre-teach Language

1. Say *fly* and *my*. Ask students to name the sound they hear at the end of each word (long /i/). Say the phonics words with long /i/, long /a/, and long /e/ at random. Ask students to raise their hands when they hear a word with long /i/.
2. Write *y* on the board and say the long /i/ sound as you point to the letter. Ask students to repeat. Add *m* to the left of the *y* and say *m-/i/, my* as you point to the two parts of the word and then the whole word. Have students repeat. Do the same with *fly*. Repeat the procedure for words with *i_e* and *i*.

Pronunciation note: Tell students that the long /i/ sound is the same as the letter's name. Have students watch your mouth and say the long /i/ sound with you.

Student Book page 54

A Listen, point, and say.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD2 Track 33 and have students point to the letters and words as they hear them. Then play the audio again. Have students listen and repeat the sounds and words.

2.33 i_e /i/ kite ride
y /i/ fly my
i /i/ climb find

2. Show Teacher Cards 146–151 as you say each word with long /i/. Ask students to say the long /i/ sound as they point to their eyes. Then have them say each word three times quickly. Say the phonics words at random and have them repeat.
3. Write *my* and *fly* on the board. Say each word as you point to the letter that makes the long /i/ sound. Ask a student volunteer to underline the letter in each word that makes the long /i/ sound. Repeat with the other phonics words.

B Listen, point, and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD2 Track 34. Have students listen and point to the words in their books. Play the chant again. Ask students to raise their hands every time they hear a word with long /i/.

2.34 The Long I Phonics Chant

I like to fly my kite.
I like to ride my bike.
I don't like bikes. I like to hike.
I hate to hike. I like bikes.
(repeat 3x)

2. Use gestures to act out each line of the chant. Smile when you say *I like*, and shake your head when you say *I don't like*. Play the audio again. Have students repeat the chant and gestures with you several times. Then divide the class into two groups and have them practice the chant and gestures again.
3. Play the audio two more times. Have students listen, clap, and chant along.

Student Book page 55

C Listen and read along.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before listening to the story, have students look at the pictures and read the words they know. Have them point to words that have long /i/.
2. Read the story title aloud. Tell students they are going to read a story about a boy who loses his kite in a tree and how he gets it back.
3. **Read Along.** Play Class CD2 Track 35, having students follow along in their books. Ask them to point to the words as they listen. Then have them read along with the audio. Encourage them to imitate the rhythm, pace, and intonation.

2.35 Save That Kite!

1. What's wrong? I can't find my kite.
2. Look! There are five kites in the tree.
My kite is red and white.
3. Cat, please climb this tree.
My kite is red and white. Grab that line!
4. Thank you, Cat! Now I can fly my kite!

4. **Paired Reading.** Ask students to look at the story and echo read the words with long /i/ with you. Then have students take turns reading the story sentences in pairs.
5. **Role Play.** Divide students into groups of three and assign one role (older boy, younger boy, Cat) to each student. Have groups prepare a role play, acting out the story and using their own language. Encourage students to retell the story instead of reciting it verbatim.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use **Picture Game** (p. 17) to practice the phonics words from the lesson.
- **Our Chant.** Display Teacher Cards 146–149. Point to the cards and chant using a simple beat:
Ride my bike.
Fly my kite.
Hike, hike, hike.
Clap a beat and have students clap with you. Have them repeat the chant several times with you. Ask them to do the chant with gestures.
- **Memory Chain.** Divide the class into groups of eight. Model a chain and have students add to it, using words with long vowel sounds: *I like to fly my kite. I like to ride my bike. I like...*
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in “Where’s My Kite?” on Workbook pages 53–54. Then have students read the story for homework or in class.

Additional Resources

Unit 6 Test (Teacher's Resource Center)
Workbook pages 52–54
Online Practice

Let's Review Units 5 and 6

Student Book pages 56–57

Lesson Objectives:

- Reviewing language from Units 5 and 6
- Practicing test-taking skills

Review Language:

Unit 5 and Unit 6 language and vocabulary

Materials:

Teacher Cards 105–120, 125–138, 146–151;
CD2 Tracks 04, 09, 18, 21, 27, 35, 36, 37;
Student Cards 105–120, 125–138, 146–151
(Teacher's Resource Center)



Let's Talk

1. Sing "The Spaghetti Song" (Class CD2 Track 04) and "Hillsdale" (Class CD2 Track 21) in two groups. Have each group sing one part of the song. Encourage students to use gestures or actions to accompany their singing.
2. Review the extended conversation from the video in Unit 6 with **Conversation Lines** (p. 21). Students stand in parallel lines facing each other. Pairs of students practice the conversation. Then both lines move two spaces in opposite directions. The new pairs practice the conversation again.

Let's Learn/Let's Learn More

1. Divide students into groups of four and have them use Student Cards 105–120 to practice the vocabulary and question-and-answer patterns *Do you want (spaghetti)?* and *Does he/she want (a peach)?* S1 picks a card and asks *Do you want (an omelet)?* S2 responds *Yes, please* or *No, thank you*. If S2 replies *Yes*, he or she takes the card. Then S3 gestures toward S2 and asks S4 *Does (he) want (an omelet)?* S4 answers *Yes, (he) does* or *No, (he) doesn't*. S2 picks a card and begins again.
2. **Interview** (p. 20). Have student pairs interview each other about their likes and dislikes. Display Teacher Cards 105–120. S1 asks *Do you like (grapes)?* S2 answers *Yes, I do* or *No, I don't*. Give partners a few minutes to interview each other. Then ask students in one pair to tell another pair about things their partner likes: *(She) likes (pancakes)*.
3. Have students play **Listen and Move** to review the vocabulary and sentence patterns in Unit 6. Divide students into groups of eight and give each student a Student Card 131–138. Call out sentences and have students arrange themselves according to your instructions: *There's a (sink) (next to) the (bathtub)*. *There's a (lamp) (next to) the (bed)*.
4. Have students review the chants and songs. For the "Hungry Boy Chant" (Class CD2 Track 09) ask students to hold up their fingers as they chant the numbers. For "Are There Books in the Bathtub?" (Class CD2 Track 27) have students nod their heads *yes* or shake their heads *no* as they chant *Yes, there are* and *No, there aren't*.
5. Have students review the Listen and do language with a **Command Chain** (p. 21). Have groups of eight to ten students form a circle. Students say the command, do the action, and then add another command.

Let's Read

Phonics: *me, we, tree, weed, clean, leaf, kite, ride, fly, my, climb, find*

1. Review phonics sounds by playing **Slap** (p. 18) with Student Cards 125–130 and 146–151. The student who slaps the correct card must say the word and identify the long vowel sound.
2. Have students read “Weeds and Trees” (Class CD2 Track 18) and “Save That Kite!” (Class CD2 Track 35) along with the audio. Then have students show that they understand the stories by playing **That's Not Right**. Reread each story aloud, but change some of the details. For example, say *Dog, please climb this tree*. Students should say *That's not right!* every time they hear a mistake. Then they supply the correct sentence.


Student Book page 56

Let's Review

The listening assessment provides practice for students planning to take standardized tests, such as the Cambridge English Qualifications.


A Listen and check.

1. Before students open their books, prepare them for the test procedure. Use the board to model the listening test on page 56 of the Student Book. Tape Teacher Cards 109–111 to the board. Write A below the first card, B below the second, and C below the third. Have a student volunteer stand beside the cards. Say *What does he want? He wants cereal*. The student points to the correct card and writes a check mark by the letter. Repeat until all students understand the procedure.
2. Have students look at the test in their books. Have them identify the objects in numbers 1–4 and the actions in numbers 5–6. Encourage students to anticipate the language they might hear on the audio.
3. Play Class CD2 Track 36. Have students listen and point to the appropriate pictures.

-  2.36
1. What does he want?
He wants cereal.
 2. Does she want yogurt?
No, she doesn't. She wants hot chocolate.
 3. What does she like?
She likes pancakes.
 4. Does he like steak?
No, he doesn't. He likes hamburgers.
 5. Eat a hamburger.
 6. Wash the dishes.

B Listen and number.

1. Play Class CD2 Track 37. Have students listen and point to the correct boxes.

 2.37 Listen and number.

1. Where's the sofa? It's next to the table.
 2. Where's the TV? It's next to the window.
 3. Is there a cat under the table? No, there isn't.
 4. Is there a lamp on the table? Yes, there is.
2. Play Tracks 36 and 37 again and have students do the exercises as a written test. Correct the test with students. **Note:** If you want to do this as a formal test, have students do the written test only.
 3. Ask students to use the pictures on page 56 for further review. Student pairs can create their own listening test questions for each other.

Student Book page 57

C Play a game. Make sentences.

1. Read the sentences aloud and have students echo read them after you. Check that students know how to make statements about the objects and people in the game circles: *The yogurt is by the peaches and pears*.
2. Model the game before having students play in pairs or small groups. Students roll a die to determine who moves first. S1 rolls the die and moves that number of spaces. Then he or she makes a statement about the picture. If the statement is correct, the student leaves the marker on the space. If it is not correct, the student returns the marker to the prior space.

I can talk about Units 5 and 6.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Read each question aloud and have students answer the questions together in pairs or small groups. Monitor their progress. Praise them for their accomplishments in English!

Additional Resources

- Unit 5 Test (Teacher's Resource Center)
- Unit 6 Test (Teacher's Resource Center)
- Workbook pages 55–56
- Online Practice

Unit 7 Routines Let's Talk

A Listen and say.

What time is it?
It's six o'clock. It's time for dinner.

What time is it?
It's seven o'clock. It's time for your bath, Scott. OK.

Is it time for bed?
Yes, it is.

Good night, Mom.

What time is it?
It's six o'clock.

B Watch the video.

C Listen and sing.

What Time Is It?

What time is it?
It's eight o'clock.
It's time for school. Let's go!
Come on, let's go!
It's time for school.
It's eight o'clock. Let's go!

What time is it?
It's twelve o'clock.
It's time for lunch. Let's go!
Come on, let's go!
It's time for lunch.
It's twelve o'clock. Let's go!

What time is it?
It's nine o'clock.
It's time for bed. Let's go!
Come on, let's go!
It's time for bed.
It's nine o'clock. Let's go!

D Say and act. Tell time.

What time is it? It's _____.

It's time for _____. It's time for _____.

I can do this lesson.

58 Unit 7 Routines 59

Student Book pages 58–59

Topic:

- Telling the time

Lesson Objectives:

- Learning to tell the time
- Talking about what students do at specific times

Language:

What time is it?

It's six o'clock.

It's time for dinner.

It's seven o'clock.

It's time for your bath.

Is it time for bed?

Yes, it is.

Good night, Mom.

Materials:

CD2 Tracks 38–40; Unit 7 Let's Talk Video (Teacher's Resource Center)

Warm up

1. **Greetings.** Have student pairs ask and answer questions about their names, ages, addresses, and cell phone numbers. Use a puppet or student volunteer to model a sample conversation.
2. **What Time Is It?** On the board, draw a large clock showing six o'clock. Say *It's six o'clock*. Erase the hand on the six and redraw it on the nine. Say *It's nine o'clock*. Ask a student volunteer *What time is it?* Point to the nine and elicit *It's nine o'clock*. Repeat with other times.

Student Book page 58

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use puppets or student volunteers to model the conversation. Have students repeat after you.
2. Ask students to look at the pictures and name the characters. Point to the clock and ask *What time is it?* Have students answer chorally *It's six o'clock*. Play Class CD2 Track 38 and have students listen. Play the audio again and have students point to and repeat the words they can identify.

2.38 What time is it?

It's six o'clock. It's time for dinner.

What time is it?

It's seven o'clock. It's time for your bath, Scott.

OK.

Is it time for bed?

Yes, it is.

Good night, Mom.

3. Play the audio again, having students repeat each line. Have groups of three practice the conversation.

4. Play Class CD2 Track 39, having students repeat. Model the appropriate rhythm, speed, and intonation. Point to the words as students listen.

2.39 What time is it? It's six o'clock.

5. Have students practice the question-and-answer pattern in two groups and then in pairs.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video. Have students copy the *Sh* gesture at the end. Explain new language, if necessary.

What time is it?
 It's six o'clock. It's time for dinner.
 Great! I'm hungry.
 What time is it?
 Hmm. It's seven o'clock.
 Really?
 Yes, really.
 It's time for your bath, Scott.
 OK.
 Is it time for bed?
 Yes, it is.
 Aw, Mom...
 It's nine o'clock.
 OK. Good night, Mom.
 Good night, Scott. Shhhh.


2. Play the video. Have students point to a watch or clock when they hear *time* or *o'clock*. Play it again, pausing so students can repeat and gesture.
3. Take on the role of Scott's mom and model the conversation with two students as Scott and Dad. Copy the gestures and intonation from the video and encourage students to do the same.
4. Have groups of three act out the extended conversation. Encourage them to use gestures from the video. Have them change roles and repeat.

Student book page 59

C Listen and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD2 Track 40 and have students repeat words they recognize from the conversation.

 2.40 **What Time Is It?**

What time is it?
 It's eight o'clock. It's time for school. Let's go!
 Come on, let's go. It's time for school.
 It's eight o'clock. Let's go!

What time is it?
 It's twelve o'clock. It's time for lunch. Let's go!
 Come on, let's go! It's time for lunch.
 It's twelve o'clock. Let's go!

What time is it?
 It's nine o'clock. It's time for bed. Let's go!
 Come on, let's go! It's time for bed.
 It's nine o'clock. Let's go!

2. Play the song again. Model the song and have students echo the lines after you. Then have them practice the song as a chant. Use gestures to show *time for lunch* and *time for bed*.
3. Divide the class into two groups to sing the song. Encourage students to add gestures.
4. Point to each clock in the picture and ask *What time is it?* Elicit *It's (eight) o'clock*. Then ask them to point to and read words that they recognize. Read the lyrics and have students follow along. Finish by having pairs of students sing the song.

D Say and act. Tell time.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use puppets or student volunteers to model the conversation. Ask students to repeat each line after you. Have students take one role while you take the other and then switch roles. Have students practice in two groups and then switch roles.
2. On the board, draw a few clocks showing different times. Have students use the clocks to ask and answer questions. Then they practice the extended conversation from the video in groups of three.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use **Living Dialogues** (p. 19) with groups of ten. When finished, choose one volunteer from each group to read the sentences in order.
- Use **Find Your Partner** (p. 19) with two sets of teacher-made time cards with one clock per card. Students ask *What time is it?* and respond *It's (six) o'clock* until they find a match.
- Name a time (hours only) and an action. Have students hold up to indicate whether the action is appropriate at that time.

Additional Resources

Unit 7 Worksheet A (Teacher's Resource Center)
 Workbook page 57
 Online Practice

Unit 7 Routines

Let's Learn

Let's Learn

A Learn the words. (CD2.41)

1. get up 2. brush my teeth 3. wash my face
4. comb my hair 5. get dressed 6. eat breakfast

B Ask and answer. (CD2.42)

What do you do in the morning?

I eat breakfast.

What do you do in the morning?
I eat breakfast.

C Ask and answer. (CD2.43)

1. wash my face 2. comb my hair 3. get dressed
4. eat breakfast 5. brush my teeth 6. get up

Do you wash your face in the afternoon?
Yes, I do.
No, I don't.

D Watch, point, and chant. (CD2.44)

What Do You Do in the Morning?

What do you do in the morning? I get up and brush my teeth.
What do you do in the morning? Wash my face, and comb my hair.
What do you do? I get up and brush my teeth.
What do you do? Wash my face, and comb my hair.

What do you do? I brush my teeth.
What do you do? I wash my face.
What do you do? I comb my hair.
What do you do? I comb my hair in the morning.

I can do this lesson.

Unit 7 Routines 61

Student Book pages 60–61

Topic:

- Morning routines

Lesson Objectives:

- Talking about daily routines
- Asking and answering Yes/No questions

Language:

get up, brush my teeth, wash my face, comb my hair, get dressed, eat breakfast

What do you do in the morning?

I eat breakfast.

Do you wash your face in the afternoon?

Materials:

Teacher Cards 152–157; CD2 Tracks 41–46; Student Cards 152–157 and Unit 7 Chant Video (Teacher's Resource Center)

Warm up

- Draw clocks showing different times (hours only). Have volunteers take turns pointing to a clock and telling the time: *It's (eight) o'clock.*

Pre-teach Language

1. Use Teacher Cards 152–157 to introduce the morning routines vocabulary. Show a card, say the action, and act it out. Have students repeat each word several times as they act it out.
2. Display a picture that shows morning and say *morning*. Repeat with *afternoon*. Randomly point to the pictures and have students say *morning* or *afternoon*. Gradually pick up speed as students learn the words. Point out the window and have students say the time of day.

Student Book page 60

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 41. Have students listen and point to the pictures of morning routines. Play the audio again and have students repeat the words. Check pronunciation and intonation.

- (CD2.41) 1. get up 2. brush my teeth 3. wash my face
4. comb my hair 5. get dressed 6. eat breakfast

2. Display Teacher Cards 152–157. Slowly call out the actions and have students point to the correct card. Have the whole class name the action as they act it out.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and describe what they see. Then play Class CD2 Track 42 and have students point to the appropriate part of the picture as they listen.

- (CD2.42) What do you do in the morning? I eat breakfast.
1. What do you do in the morning? I eat breakfast.
 2. What do you do in the morning? I brush my teeth.
 3. What do you do in the morning? I comb my hair.

2. Play the audio again and have students repeat the question and answers as they point to the pictures.

3. Divide the class into two groups. Have groups take turns asking and answering the questions. Then have student pairs practice asking and answering the questions.
4. Play CD2 Track 43. Have students listen, clap, and chant along with the audio.



See the script for Track 42.

Student Book page 61

C Ask and answer.

See *Recycling Language*, Teacher's Guide page 13.

1. Have students look at the pictures and identify the actions they see. Then play Class CD2 Track 44 and have the students listen and point to the actions.



1. Do you wash your face in the afternoon? No, I don't.
2. Do you ride your bicycle in the afternoon? Yes, I do.
3. Do you get up in the afternoon? No, I don't.
4. Do you play baseball in the afternoon? Yes, I do.
5. Do you listen to music in the afternoon? Yes, I do.
6. Do you get dressed in the afternoon? No, I don't.

2. Have student pairs ask and answer questions about the pictures. Remind them to switch roles so both students have a turn to ask questions.
3. Play Class CD2 Track 45. Have students listen, clap, and chant along with the audio.



See the script for Track 44.

D Watch, point, and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the picture. Ask *Do you brush your teeth in the morning?*
2. Play the video. Have students raise their hands when they hear daily routine words they know.

2.46 What Do You Do in the Morning?

What do you do in the morning? (repeat)
 What do you do? What do you do?
 What do you do in the morning?

I get up and brush my teeth,
 Wash my face, and comb my hair.
 (repeat)

What do you do? I brush my teeth.
 What do you do? I wash my face.
 What do you do? I comb my hair.
 I comb my hair in the morning.

3. Model the chant line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the video again and have students chant along. Ask them to act out the routines as they chant.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Charades** (p. 17). Place two or three sets of Student Cards 152–157 face down in a pile. One student takes a card and acts out the word. The first student to guess the action correctly picks the next card.
- **Interview** (p. 20). Make a six-column chart on the board with one routine at the top of each column. Have pairs of students interview each other, asking *What do you do in the morning?* Write the students' names in the correct columns. Then repeat with another pair.
- **Yes/No Questions**. Student pairs look at the chart and use the information to ask each other Yes/No questions, such as *Do you (get up) in the morning?* Walk around the room and provide help as needed.

Additional Resources

Workbook pages 58–59
 Online Practice

Let's Learn More

A Learn the words.

- eat dinner
- talk on the phone
- do homework
- take a bath
- watch TV
- study English

B Ask and answer.

What does he do in the evening?

Scott
Jenny
Maria

He watches TV.

What does he do in the evening?
He watches TV.

watches
eats
loves
does
studies
sits

C Play a game. Ask your partner.

Does she watch TV at night?
Yes, she does.
No, she doesn't.

D Listen and do.

- Play the violin.
- Take a shower.
- Play video games.
- Go to bed.

I can do this lesson.

62 Unit 7 Routines

Student Book pages 62–63

Topic:

- Evening activities

Lesson Objectives:

- Talking about daily routines using *he* and *she*
- Asking and answering Yes/No questions

Language:

eat dinner, talk on the phone, do homework, take a bath, watch TV, study English

What does he do in the evening? He watches TV. Does she watch TV at night?

play, take, go

Materials:

Teacher Cards 121–124, 142–145, 152–167; CD2 Tracks 47–51; Student Cards 121–124, 142–145, 152–167 (Teacher's Resource Center)

Warm up

- Play **Conversation Lines** (p. 21) with the question-and-answer pattern *What do you do in the (morning)? I (eat breakfast).*

Pre-teach Language

1. Use Teacher Cards 158–163 to introduce the evening activities vocabulary. Hold up each card and say the phrase. Have students use gestures to act out each routine as they repeat the phrase after you.
2. **Evening/Night.** Show students a picture that shows evening as you say *evening*. Repeat this with a picture of night. Then point to each picture in random order quickly and have students say *evening* or *night*. As students get used to saying the words, add pictures of morning and afternoon.

Student Book page 62

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 47. Have students listen and point to the pictures of evening activities in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.



2.47

1. eat dinner
2. talk on the phone
3. do homework
4. take a bath
5. watch TV
6. study English

2. Do a quick practice drill with the new words. Hold up Teacher Cards 158–163 one at a time and have students say each action.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture. Explain that the icons represent routines. Help students identify all of the routines they see. Then play Class CD2 Track 48 and have students listen and point to the corresponding icons.



2.48

- What does he do in the evening? He watches TV.
1. What does he do in the evening? He watches TV.
 2. What does he do in the evening? He takes a bath.
 3. What does she do in the evening? She talks on the phone.
 4. What does she do in the evening? She does homework.
 5. What does she do in the evening? She studies English.
 6. What does she do in the evening? She eats dinner.

2. Play the audio again and have students repeat the questions and answers, and the verbs. Divide the class into two groups and play the audio. Have one group repeat the questions and the other group repeat the answers. Then have groups switch roles.
3. Have student pairs take turns asking and answering questions about the pictures.
4. Play Class CD2 Track 49. Have students listen, clap, and chant along with the audio.

 2.49



See the script for Track 48.

Student Book page 63

C Play a game. Ask your partner.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Read the question and answers. Read them again and have students repeat them with you chorally.
2. Hold up the picture that shows night and have students say *night*. Point to the picture and say *At night. Do you watch TV at night?* Elicit *yes* or *no*.
3. Play Class CD2 Track 50 and have students point to the question and answers they hear.

 2.50

Does she watch TV at night?

Yes, she does./No, she doesn't.

4. Have students play the game in pairs. Students spin a pencil on the wheel, and ask and answer questions about the actions.

D Listen and do.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Use gestures and movement to demonstrate each action as you say it aloud. Ask students to say the sentences and perform the actions with you.
2. Play Class CD2 Track 51. Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students point and repeat the sentences.

 2.51

- | | |
|----------------------|-------------------|
| 1. Play the violin. | 2. Take a shower. |
| 3. Play video games. | 4. Go to bed. |

3. Show Teacher Cards 164–167 and have students say and do the actions. Then have small groups of students use two sets of Student Cards 121–124, 142–145, and 164–167 to play a game of **Concentration** (p. 17).

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **My Daily Routine.** Have students place Student Cards 152–163 face up on their desks. Describe your daily routine using the vocabulary from the cards. As students hear each phrase, have them turn over the corresponding card. When you finish, all of the cards should be face down.
- Play **Card Game** (p. 19) with two sets of Student Cards 152–163. One student in each group shuffles the cards and deals them all out. Students take turns asking for cards they hold in their hand by asking *Do you (eat dinner) (at night)?* If the student does not hold the card, he or she answers *No, I don't*. If the student does hold the card, he or she answers *Yes, I do* and gives the card to the student who asked the question.
- **Team Games** (p. 20). Divide the class into two or more teams. Have one student from each team go to the front of the room. Ask a question using *in the morning, afternoon, evening, or at night*. The first student to answer correctly wins a point for his or her team.

Additional Resources

Unit 7 Worksheet B (Teacher's Resource Center)
Workbook pages 60–61
Online Practice

Unit 7 Routines

Let's Read

Let's Read

Phonics

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

A Listen, point, and say.

o_e oa ow

home

rope

goat

oats

bowl

grow

B Listen, point, and chant.

The Long O Phonics Chant

My goat loves oats,
Chicken bones,
Roses in a bowl,
And ice cream cones.

C Listen and read along.

A Day on the Farm

1 This is my home. I live on a farm. Where do you live?

2 The goats eat oats in the morning. What do you eat?

3 I grow peaches. Do you eat peaches in the afternoon? Yes, we do!

4 Can we ride the pony? Yes. Hold the rope.

I can do this lesson.

Topic:

- Long /o/ spelled o_e, oa, and ow

Lesson Objectives:

- Learning words with long /o/ spelled o_e, oa, and ow
- Reading a story that recycles the phonics words and language from previous lessons

Language:

home, rope, goat, oats, bowl, grow

Materials:

Teacher Cards 99–104, 125–130, 146–151, 168–173; CD2 Tracks 52–54; Student Cards 99–104, 125–130, 146–151, 168–173 (Teacher's Resource Center)

Student Book pages 64–65

Warm up

- Write *a_e* on the board, point to the letters, and say *A blank E. The sound is /a/. What letters fit in the blanks?* Have students say the long /a/ sound three times quickly. Write *name, game, and make* below *a_e* and have students read them. Repeat with *i_e* and *like, bike, and ride*.

Pre-teach Language

1. Say *home, rope*. Ask students to say the sound they hear in the middle of each word (long /o/). Say the phonics words with long /o/ and long /i/ at random. Ask students to clap every time they hear a long /o/ word.
2. Write *ow* on the board, say the long /o/ sound as you point to it, and have students repeat. Add *gr* to the left of *ow* and say *gr-ow*, *grow* as you point to the word parts and then the whole word. Have students repeat. Repeat with *bow*. Then write *l* to the right of *bow*. Say *b-ow-l*, *bowl*. Have students repeat. Repeat for words with *o_e* and *oa*.

Pronunciation note: Tell students that the long /o/ sound is the same as the letter's name. Have students watch your mouth and say the long /o/ sound with you.

Student Book page 64

A Listen, point, and say.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD2 Track 52 and have students point to the letters and words as they hear them. Then have students listen and repeat the sounds and words.

▶ 2.52	o_e /o/	home	rope
	oa /o/	goat	oats
	ow /o/	bowl	grow

2. Show Teacher Cards 168–173 as you say each word with long /o/. Have students say each word three times quickly and stand up when they are finished. Say the phonics words at random and have students repeat.
3. Write *home* and *rope* on the board. Say each word as you point to the letters that makes the long /o/ sound. Ask a student volunteer to go to the front of the room and underline the letters that make the long /o/ sound. Repeat the procedure with the other phonics words.

B Listen, point, and chant.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD2 Track 53. Ask students to point to the words in their books as they hear them. Play the chant again. Model how to make an *o* with your thumb and index finger. Ask students to make an *o* every time they hear a word with long /o/.

2.53 The Long O Phonics Chant

My goat loves oats,
Chicken bones,
Roses in a bowl,
And ice cream cones.
(repeat 5x)

2. Point to the pictures (goat, rose, bone, cone) to help students understand the meaning of the words. Play the audio again. Have students repeat the chant with you several times. Divide the class into two groups and have them take turns repeating the chant.
3. Play the audio again. Have students listen, clap, and chant along.

Student Book page 65

C Listen and read along.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before listening to the story, have students read the words they know. Ask students to point to the words that have the long /o/ sound.
2. Read the story title aloud. Tell students they are going to read a story about two children who visit a farm.
3. **Read Along.** Play Class CD2 Track 54. Have students follow along in their books. Encourage them to point to the words as they listen. Then have them read along with the audio. Encourage them to imitate the rhythm, pace, and intonation.

2.54 A Day on the Farm

1. This is my home. I live on a farm.
Where do you live?
2. The goats eat oats in the morning.
What do you eat?
3. I grow peaches.
Do you eat peaches in the afternoon? Yes, we do!
4. Can we ride the pony? Yes. Hold the rope.

4. **Silent Reading.** Have students look at the story and echo read the words with long /o/ with you. Then have students read the story silently.
5. **That's Not Right.** As you read the story with students, change some of the words. When students hear a mistake, they should shout *That's not right!* Then have them read the sentence correctly.

**I can do this lesson.**

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities


- **Show Me** (p. 18). Hold up a Teacher Card 168–173. Say *Show, show, show me*. Students say the word and hold up the matching Student Card.
- Play **Say It!** (p. 20) with Student Cards 99–104, 125–130, 146–151, and 168–173.
- **Our Chant.** Show students a picture of a boat and say *Boat. This is a boat*. Use gestures to act out *row a boat*. Ask students what sound they hear in *row* and *boat* (long /o/). Display the boat picture and Teacher Cards 170 (*goat*) and 173 (*grow*). Point to the pictures and using a simple beat chant:
Go, goat, go.
Row, boat, row.
Grow, plant, grow.
Go, row, grow!
Clap a beat with the students. Have them repeat the chant several times with you using gestures.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Breakfast in the Afternoon" on Workbook pages 63–64. Then have students read the story for homework or in class.

Additional Resources


Unit 7 Test (Teacher's Resource Center)
Workbook pages 62–64
Online Practice


Unit 8 Doing Things

Unit 8 Doing Things Let's Talk

A Listen and say.  **2.55**

Let's play a game! What are you doing? I'm riding a bicycle. We're swimming.

B Watch the video.  **2.56**

C Listen and sing.  **2.57**

What Are You Doing?

What are you doing?
I'm playing a game.
Watch what I do,
And then do the same.

Clap your hands.
Count to three.
Wiggle your toes.
Smile at me.

Nod your head.
Bend your knees.
Stamp your feet.
Now say "Please."

Snap your fingers.
Climb a tree.
Raise your arms.
Wave at me.

D Say and act. Play a guessing game.

What are you doing?
I'm _____

What are you doing?
We're _____

I can do this lesson.

Unit 8 Doing Things 67

Student Book pages 66-67

Topic:

- Activities

Lesson Objective:

- Learning to talk about what students are doing

Language:

- Let's play a game!*
- What are you doing?*
- I'm riding a bicycle.*
- We're swimming.*

Materials:

- CD2 Tracks 55-57; Contraction Card (*we're*) and Unit 8 Let's Talk Video (Teacher's Resource Center)

Warm up


1. Use **Whisper Relay** (p. 18) to have students practice different times.
2. **Interview** (p. 20). Have students ask each other *What do you do in the (morning)?* Have them use words or pictures to write their classmates' names and activities. Ask individual students to report on what they learned.
3. Say *Let's play a game!* Ask a student to stand up and pretend he or she is swimming. Ask *What are you doing?* Have students repeat the question three times quickly. Model the answer *I'm swimming.* Ask the whole class to stand and act out swimming. Gesture toward individual students and ask *What are you doing?*

Student Book page 66

A Listen and say.


See *Teaching Conversation*, Teacher's Guide page 13.

1. Use puppets or student volunteers to model the conversation. Have students repeat each line.
2. Have students name the characters in the pictures. Play Class CD2 Track 55 and have students listen. Play the audio again and have students point to and repeat the words they can identify.

 **2.55** Let's play a game!

What are you doing? I'm riding a bicycle.
What are you doing? We're swimming.

3. Play the conversation again and have students repeat. Then they practice in groups of three.
4. Play CD2 Track 56. Have students listen to the audio and repeat the question and answers. Model the appropriate rhythm, speed, and intonation. Use the Contraction Card to show that *we are* has the same meaning as *we're*.

 **2.56** What are you doing?

I'm riding a bicycle. We're swimming.
We are, We're

5. Have students practice the question and answers in two groups and then in pairs.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video. Pause after Jenny asks *What is he doing?* Call on different students to respond with their ideas. Play the rest of the video and invite students to act out an action for the rest of the class to guess. Explain new language, if necessary.

Let's play a game!

OK.

What are you doing?

Guess!

Hmmm.

What is he doing?

Oh! Are you riding a bicycle?

Yes! I'm riding a bicycle.

What are you doing? Wait. Are you swimming?

Yes! We're swimming. Good guess!

How about you? What are you doing?

2. Play the video and have students copy Scott's miming. Then play the video again. Pause the video after each exchange and have students repeat the extended conversation. Encourage them to act out the pantomimes and copy Kate's gestures when she says *Hm...* and *Wait*.
3. Take on the role of Scott and model the conversation with two students. Use gestures from the video to show you are becoming frustrated.
4. Have groups of three act out the extended conversation. Encourage them to use gestures from the video. They can act out the conversation again, changing roles and using different actions.

Student book page 67

C Listen and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD2 Track 57, and have students repeat words they recognize from the song.

2.57 What Are You Doing?

What are you doing?	Snap your fingers.
I'm playing a game.	Climb a tree.
Watch what I do,	Raise your arms.
And then do the same. (repeat)	Wave at me.
Nod your head.	What are you doing?
Bend your knees.	I'm playing a game.
Stamp your feet.	Watch what I do,
Now say "Please."	And then do the same. (repeat)
Clap your hands.	Cover your ears.
Count to three.	Count to four.
Wiggle your toes.	Cross your legs.
Smile at me.	Touch the floor.

Touch your nose.

Blink your eyes.

Open your mouth.

Shout "Surprise!"

Stretch your neck.

Brush your hair.

Straighten your shoulders.

Sit on your chair.

What are you doing?

I'm playing a game.

Watch what I do,

And then do the same.

(repeat)

2. Play the song again. Model and have students echo the lines. Then they practice the song as a chant. Use exaggerated gestures to perform the actions.
3. Divide the class into two groups to sing the song. Encourage students to copy your actions.
4. Have students look at the lyrics and read words they recognize. Read the lyrics and have students follow along. Have student pairs sing the song.
5. Point to each picture beside the song lyrics and ask *What are you doing?* Have students answer using *I*.

D Say and act. Play a guessing game.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Use volunteers to model the conversation. Have students repeat each line after you. Have them take one role while you take the other, and then switch.
2. In a group of three, two students ask *What are you doing?* The third student acts out getting up, says *I'm getting up*, and then asks *What are you doing?* The others act out hiking and answer *We're hiking*. Then they practice the extended conversation again.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use **Step Away Lines** (p. 21) to practice the conversation.
- Play **Do As I Say** (p. 21) with actions from "What Are You Doing?"

Additional Resources

Workbook page 65
Online Practice

Unit 8 Doing Things

Let's Learn

Let's Learn

A Learn the words.

1. dancing 2. swimming 3. sleeping 4. drawing
5. singing 6. running 7. walking 8. reading

B Ask and answer.

What's he doing?
He's drawing.

What's he doing?
He's drawing.

C Ask and answer.

1. 2. 3. 4. 5. 6.

Is she swimming?
Yes, she is.
No, she isn't.

D Watch, point, and sing.

Doing Things

What's he doing? Reading. He's reading. He's reading.	What's she doing? Eating. She's eating. She's eating.	What are you doing? Cooking. I'm cooking. I'm cooking.
What's he reading? He's reading a comic book and talking on the telephone.	What's she eating? She's eating spaghetti and talking on the telephone.	What are you cooking? I'm cooking breakfast and talking on the telephone.

I can do this lesson.

68 Unit 8 Doing Things

Student Book pages 68–69

Topic:

- Actions

Lesson Objectives:

- Asking what others are doing using *he* and *she*
- Asking and answering Yes/No questions

Language:

dancing, swimming, sleeping, drawing, singing, running, walking, reading

What's he doing?

He's drawing.

Is she swimming?

Materials:

Teacher Cards 174–181; CD2 Tracks 57–63; Student Cards 174–181 and Unit 8 Song Video (Teacher's Resource Center)

Warm up

- Sing "What Are You Doing?" (Class CD2 Track 57). Have students sing the lyrics along with the audio. Play the audio again. Ask students to perform the actions as they sing the song.

Pre-teach Language

1. Use Teacher Cards 174–181 to introduce the activities vocabulary. Show one card at a time. Use gestures to perform the activity as you say *Dancing. I'm dancing.* Have students repeat each word and sentence several times.
2. Ask a student to draw a picture of a tree on the board. Model the language for students. *What's he/she doing? He's/She's drawing.*

Student Book page 68

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 58. Have students listen and point to the pictures of actions in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

- 2.58** 1. dancing 2. swimming 3. sleeping 4. drawing
5. singing 6. running 7. walking 8. reading

2. Display Teacher Cards 174–181. Slowly call out the actions and have students point to the correct card. Choose a student volunteer to perform the action and say *I'm (reading).*

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and describe what they see. Play Class CD2 Track 59 and ask students to point to each action in the picture as they listen.

- 2.59** What's he doing? He's drawing.
1. What's he doing? He's drawing.
 2. What's he doing? He's walking.
 3. What's she doing? She's dancing.
 4. What's she doing? She's singing.

2. Play the audio again and have students repeat the question and answers as they point to the pictures.
3. Divide the class into two groups. Have groups take turns asking and answering the question. Then have student pairs practice together.

4. Play Class CD2 Track 60. Have students listen, clap, and chant along with the audio.



See the script for Track 59.

Student Book page 69

C Ask and answer.

See *Recycling Language*, Teacher's Guide page 13.

1. Have students look at the pictures and identify each of the actions: *She's swimming. He's dancing.* Then play Class CD2 Track 61 and have the students listen and point to the actions.



1. Is she swimming? Yes, she is.
2. Is he singing? No, he isn't.
3. Is she sleeping? Yes, she is.
4. Is she walking? No, she isn't.
5. Is she running? Yes, she is.
6. Is he dancing? No, he isn't.

2. Have student pairs take turns asking and answering questions about the pictures. Ask students to change partners and use Student Cards 174–181 to ask and answer questions about actions.
3. Play Class CD2 Track 62. Have students listen, clap, and chant along with the audio.



See the script for Track 61.

D Watch, point, and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the pictures. Use gestures to act out reading. Say *I'm reading.* Repeat this with the plate of spaghetti (*I'm eating*) and the pan with the egg (*I'm cooking*).
2. Play the video. Have students raise their hands when they hear action words they know.

2.63 Doing Things

What's he doing?

Reading. He's reading. He's reading.

What's he reading?

He's reading a comic book and talking on the telephone.

What's she doing?

Eating. She's eating. She's eating.

What's she eating?

She's eating spaghetti and talking on the telephone.

What are you doing?

Cooking. I'm cooking. I'm cooking.

What are you cooking?

I'm cooking breakfast and talking on the telephone.

3. Model the song line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the video again and have students sing along. Ask them to use gestures as they sing.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Cube Game** (p. 19). Write *he* on two sides of a cube, *she* on two sides, *I* on one side, and *we* on one side. Divide the class into two teams and have them play using Student Cards 174–181 face down on the floor.
- Play **Pick Up** (p. 20) with Student Cards 174–181. Each pair plays **Rock, Paper, Scissors**, (p. 21) chanting *Is he, is she, 1, 2, 3!* The winner picks up a card and asks *Is (she) (dancing)?* The partner answers *Yes, (she) is* or *No, (she) isn't*.
- Play **Charades** (p. 17) with Student Cards 174–181. Ask *What's (he) doing?* Students should guess the action using the pattern *(He's) (sleeping)*.

Additional Resources

Unit 8 Worksheet A (Teacher's Resource Center)
 Workbook pages 66–67
 Online Practice

Unit 8 Doing Things

Let's Learn More

Let's Learn More

A Learn the words.

1. at home 2. at school 3. at the park
4. at the store 5. at the library 6. at the zoo

B Ask and answer.

Where is Kate?
She's at the library.

Where is Kate?
She's at the library.

C Play a game. Ask your partner.

Where is he?
He's at the park.

What's he doing?
He's playing baseball.

study → studying buy → buying
eat → eating take → taking

D Listen and do.

1. Snap your fingers. 2. Stamp your feet.
3. Open your mouth. 4. Close your eyes.

I can do this lesson.

70 Unit 8 Doing Things Unit 8 Doing Things 71

Student Book pages 70–71

Topic:

- Places

Lesson Objectives:

- Talking about location using *he* and *she*
- Asking what others are doing using *he* and *she*

Language:

at home, at school, at the park, at the store, at the library, at the zoo

Where is she/he? She's/He's at the library

What's he doing? He's playing baseball.

snap, stamp, open, close

Materials:

Teacher Cards 121–124, 142–145, 164–167, 174–191; CD2 Tracks 64–68; Student Cards 121–124, 142–145, 164–167, 174–191 (Teacher's Resource Center)

Warm up

- Play **Slap** (p. 18) with Student Cards 174–181. Call out a sentence with *he*: *He's (drawing)*. Students race to slap the card and say the sentence with *she*: *She's (drawing)*. Repeat several times, then choose a student to be the caller.

Pre-teach Language

1. Use Teacher Cards 182–187 to introduce the places words. Hold up each card as you say the places. Have students repeat it three times quickly and clap when they are finished.
2. **Where's the...?** Place classroom objects around the room where students can see them. Ask *Where's the (chair)?* The first student to locate the object and answer correctly *It's (behind) (the table)* asks the next question.

Student Book page 70

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 64. Have students listen and point to the pictures of places in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.



1. at home 2. at school 3. at the park
4. at the store 5. at the library 6. at the zoo

2. Point to the picture of the boy in his house and say *Home, at home*. Repeat this with the other locations. Do a quick practice drill with the new words. Hold up the Teacher Cards one at a time and have students name the locations.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and identify the locations. Then play Class CD2 Track 65 and have students listen and point to the locations.



- Where is Kate? She's at the library.
1. Where is Kate? She's at the library.
 2. Where is Andy? He's at the zoo.
 3. Where is Scott? He's at the store.
 4. Where is Jenny? She's at home.

2. Play the audio and have students repeat the questions and answers. Divide the class into two groups and play the audio again. Have one group repeat the questions and the other group repeat the answers. Then have groups switch roles.

3. Have student pairs take turns asking and answering questions about the pictures.
4. Play Class CD2 Track 66. Have students listen, clap, and chant along with the audio.



See the script for Track 65.

Student Book page 71

C Play a game. Ask your partner.

See *How to Practice Language in Pairs and Groups* Teacher's Guide page 14.

1. Read the questions and answers. Read them again and have students repeat them with you chorally.
2. Point to the first picture. Ask *Where is he?* Elicit *He's at the park.* If students answer *park*, say *Yes, he's at the park.* Then ask *What's he doing?* Use gestures to act out holding a baseball bat and swinging. Elicit *He's playing baseball.*
3. Play Class CD2 Track 67 and have students point to the questions, answers, and verbs they hear.



Where is he? He's at the park.

What's he doing? He's playing baseball.

study	studying
eat	eating
buy	buying
take	taking

4. Have student pairs take turns dropping a marker on the grid and asking and answering questions about what the person is doing and where he or she is.

D Listen and do.

See *How to Practice Language in Pairs and Groups* Teacher's Guide page 14.

1. Use gestures and movement to demonstrate each action as you say it aloud. Ask students to say the sentences and perform the actions with you.
2. Play Class CD2 Track 68. Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students point and repeat the sentences.



1. Snap your fingers.
2. Stamp your feet.
3. Open your mouth.
4. Close your eyes.

3. Show Teacher Cards 188–191 and have students say and do the actions. Then use two sets of Student Cards 142–145, 164–167, and 188–191 to play **Find Your Partner** (p. 19). Students should say the command and act it out.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Locations.** Display Teacher Cards 182–184. Then hold up a Teacher Card for an activity (174–181) and ask students to name the activity and tell you if it's something they would do at home, at school, or at the park. Place the card near the appropriate location.
- **Walk and Talk** (p. 21). Place pairs of Student Cards — one activity and one location — around the room. Have students walk around in pairs. When you say *Stop!* each pair must stop at a pair of cards and exchange questions and answers, using the cards as cues. For example: *Where is (he)? (He)'s (at the library).* *What's (he) doing? (He's) (reading).*
- **Concentration** (p. 17). Use Student Cards 121–124, 142–145, 164–167, and 188–191. As the student looks at the cards, have him or her say the command.

Additional Resources

Unit 8 Worksheet B (Teacher's Resource Center)
 Workbook pages 68–69
 Online Practice

Unit 8 Doing Things

Let's Read

Let's Read

Phonics

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

A Listen, point, and say.

u_e **ue** **ew**

huge tube blue glue few new

B Listen, point, and chant.

The Long U Phonics Chant

My mule is cute.
Her name is June.
She loves sugar cubes
And new blue balloons.

C Listen and read along.

Making Art

1 Do you have glue?
Yes, I do. It's new.

2 Is that blue?
Yes, it is. I like blue.

3 Do you have a few tubes?
No, I don't. Ask Sue.

4 Look at it.
It's huge! It's singing!

I can do this lesson.

Unit 8 Doing Things 73

Student Book pages 72-73

Topic:

- Long /u/ spelled *u_e*, *ue*, and *ew*

Lesson Objectives:

- Learning words with long /u/ spelled *u_e*, *ue*, and *ew*
- Reading a story that recycles the phonics words and language from previous lessons

Language:

huge, tube, blue, glue, few, new

Materials:

Teacher Cards 168-173, 192-197; CD2 Tracks 69-71; Student Cards 168-173, 192-197 (Teacher's Resource Center)

Warm up

- Write *o_e* on the board to review the pattern. Point to the letters and say *O blank E*. The sound is /o/. What letters fit in the blanks? Have students say /o/ three times quickly as they finger trace the letter in the air. Write *rope, home, rose, and cone* in a list below *o_e*. Have students take turns reading the words.

Pre-teach Phonics

1. Say *blue, glue*. Have students name the sound they hear at the end of each word (long /u/). Say the phonics words with long /u/ and long /o/ at random. Have students stamp their feet every time they hear a word with long /u/.
2. Write *ue* on the board and say the long /u/ sound as you point to the letters. Ask students to repeat. Add *bl* to the left of the *ue* and say *bl-/u/, blue* as you point to the two parts of the word and then the whole word. Have students repeat. Do the same with *glue*. Repeat the procedure for words with *u_e* and *ew*.

Pronunciation note: Tell students that the long /u/ sound is the same as the letter's name. Have students watch your mouth and say the long /u/ sound with you.

Student Book page 72

A Listen, point, and say.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD2 Track 69. Have students point to the letters and words as they hear them. Then have students listen and repeat the sounds and words.

2.69	u_e /u/	huge	tube
	ue /u/	blue	glue
	ew /u/	few	new

2. Show Teacher Cards 192-197 as you say each word with long /u/. Have students say the long /u/ sound. Ask them to snap their fingers and say each word three times quickly. Then point to a Teacher Card and have students say the phonics word.
3. Write *blue* and *glue* on the board. Say each word as you point to the letters that make the long /u/ sound. Ask a student volunteer to underline the letters that make the long /u/ sound. Repeat this with the other phonics words.

B Listen, point, and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD2 Track 70. Have students listen to the chant. Ask students to point to the words as they listen. Play the chant again. Have students raise their hands every time they hear a word with the long /u/ sound.

2.70 The Long U Phonics Chant

My mule is cute.
Her name is June.
She loves sugar cubes
And new blue balloons.
(repeat 3x)

2. Point to the pictures (mule, sugar cube, balloon) to help students understand the meanings of the words. Say *Point to something blue*. Play the audio again. Have students repeat the chant with you several times. Then divide the class into two groups and have groups take turns repeating the chant as they point to the words in the pictures.
3. Play the audio again. Have students listen, clap, and chant along.

Student Book page 73

C Listen and read along.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before listening to the story, have students read the words they know. Ask students to point to the words that have the long /u/ sound.
2. Read the story title aloud. Tell students they are going to read a story about a class that works together to make an art project.
3. **Read Along.** Play Class CD2 Track 71. Have students listen to the story and follow along in their books. Encourage them to point to the words as they listen. Then have them read along with the audio. Encourage them to imitate the rhythm, pace, and intonation.

2.71 Making Art

1. Do you have glue? Yes, I do. It's new.
2. Is that blue? Yes, it is. I like blue.
3. Do you have a few tubes? No, I don't. Ask Sue.
4. Look at it. It's huge! It's singing!

4. **Choral Reading.** Have students look at the story and read the words with long /u/ chorally. Then have two groups take turns trying to read the story sentences aloud expressively.
5. **Role Play.** Divide students into groups of five and assign one role to each student. Have groups prepare a role play, acting out the story and using their own language. Tell students that the point of this activity is to retell the story, not to recite it verbatim. If time permits, have groups act out their role plays for the class.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- **Original Story.** Divide students into groups of four. Give each student crayons and paper. Have students use "Making Art" as a model to illustrate another story about a class art project. After discussing the new story, each student in the group should draw a page. Then groups take turns showing their pictures and telling the story.
- Play **Tic-Tac-Toe** (p. 20) by asking students to say words with long /u/. For variety, ask for words with other long vowel sounds as well.
- Play **Guess the Word** using Student Cards 168–173 and 192–197.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Where Are You?" on Workbook pages 71–72. Then have students read the story for homework or in class.

Additional Resources

Unit 8 Test (Teacher's Resource Center)
Workbook pages 70–72
Online Practice

Let's Review Units 7 and 8

Student Book pages 74–75

Lesson Objectives:

- Reviewing language from Units 7 and 8
- Practicing test-taking skills

Review Language:

Unit 7 and Unit 8 language and vocabulary

Materials:

Teacher Cards 152–163, 174–187; CD2 Tracks 40, 46, 54, 57, 63, 71, 72; Student Cards 152–163, 174–187 (Teacher's Resource Center)

Let's Talk

1. Ask students to stand and sing "What Time Is It?" (Class CD2 Track 40) in two groups. Have them hold their right arms up in the air and use their left arms to indicate the hour in each verse. Have students stand in a circle to sing "What Are You Doing?" (Class CD2 Track 57) Choose a leader to stand in the center and perform the actions for the rest of the students to follow. Change the leader and sing the song again.
2. Review the extended conversations from the videos in Units 7 and 8 with **Timed Conversations**. Have groups of three walk around and practice the conversations, one minute per conversation. Then have them change partners and repeat. When practicing the extended conversation from Unit 8, have students act out the activities.
2. Have students play **Charades** (p. 17) with Student Cards 174–181 to practice *What's (he) doing?* *Is (he) (swimming)?* and *(He)'s (swimming)*. Ask the class *Is (he) (swimming)? Is (he) (sleeping)? What's (he) doing?* Students should guess the activity using the pattern *(He)'s (singing)*. Repeat this several times and then choose a student volunteer to ask the questions.
3. Play **Pass the Card** to practice locations. Have small groups stand in lines. Give the first student in each group a set of Student Cards 182–187. S1 says *He's (at school)* and passes the card to S2 who repeats the sentence. Each row continues to pass cards until all have been used.
4. Have students review the chants and songs. Have students use gestures to perform the routines as they chant "What Do You Do in the Morning?" (Class CD2 Track 46) Before chanting "Doing Things" (Class CD2 Track 63), divide the class into two groups and have each group chant one part. Then have groups switch parts and chant again.
5. Play **Do As I Say** (p. 21) to review the Listen and do commands. Give commands while modeling the actions for students.

Let's Learn/Let's Learn More

1. Give small groups one set of Student Cards 152–163. Have them take turns asking and answering questions using the pattern *Do you (wash your face) (in the morning)?* The student should answer *Yes, I do* or *No, I don't. I (get up) (in the morning)*. After students use each card, they place it face down on the desk. The first group to place all their cards on the desk wins.

Let's Read

Phonics: *home, rope, goat, oats, bowl, grow, huge, tube, blue, glue, few, new*

1. Review phonics sounds with **Stand and Stamp**. Divide the class into two groups and assign long /o/ to one group and long /u/ to the other. Say one of the phonics words at random and have the group with that sound stand and stamp. Repeat this with other words. Then reassign the phonics sounds and play again.
2. Have students read "A Day on the Farm" (Class CD2 Track 54) and "Making Art" (Class CD2 Track 71) along with the audio. Then have small groups of students show that they understand the stories by using a **Role Play** to act them out.

Student Book page 74

Let's Review

The listening assessment provides practice for students planning to take standardized tests, such as the Cambridge English Qualifications.

A Listen and check.

1. Before students open their books, prepare them for the test procedure. On the board, set up a sample to resemble the listening test on page 74. Tape Teacher Cards 153, 154, and 160 to the board. Write A below the first card, B below the second, and C below the third. Have a student stand beside the cards. Identify one of the cards *What does he do in the morning? He does homework*. The student points to the correct card and writes a check mark by the correct letter. Repeat as necessary until all students understand the procedure.
2. Have students look at the test in their books. Have students identify the routines and activities in numbers 1–6 and the actions in numbers 7–8. Encourage students to anticipate the language they might hear on the audio.
3. Play Class CD2 Track 72. Have students listen and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test. Correct the test with students.
Note: If you want to do this as a formal test, have students do the written test only.



2.72

1. What does he do in the morning?
He does homework.
2. What does she do at night? She watches TV.
3. Does she get dressed in the morning?
Yes, she does.
4. What's he doing? He's reading.
5. Is she dancing? No, she isn't. She's sleeping.
6. Where is he? He's at the store.
What's he doing? He's buying a candy bar.
7. Play video games.
8. Snap your fingers.

4. Working in pairs, have students use the pictures on page 74 to create questions for each other.

Student Book page 75

B Play a game.

1. Read aloud the question and answer in the speech bubbles. Have students repeat. Check that students can ask and answer questions about the activities in the game: *Is (he) (running)? Yes, (he) is. What's (she) doing? (She's) (eating)*.
2. Model the game. Then have student pairs roll a die to determine who goes first. S1 rolls the die and moves that number of spaces. S2 asks a question about the picture (e.g., *Is he jumping?*). If S1 answers correctly, his or her marker stays there. If S1 does not answer correctly, his or her marker returns to where it was before. Students switch roles and repeat.



I can talk about Units 7 and 8.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Read each question aloud and have students answer the questions together in pairs or small groups. Monitor their progress. Praise them for their accomplishments in English!

Additional Resources

Unit 7 Test (Teacher's Resource Center)
Unit 8 Test (Teacher's Resource Center)
Final Test (Teacher's Resource Center)
Workbook pages 73–74
Online Practice

Workbook Answer Key

Unit 1 Let's Talk, page 3.

A. Read, trace, and write.

Students read the conversation, trace the words in grey, and write the words.

Answers

- Hi, Kate. How are you?
I'm OK, thanks.
- Goodbye, Kate.
See you later!
- Hi, Andy. How are you?
Pretty good, thanks. How about you?
I'm OK.
- Goodbye, Andy.
See you later!

Unit 1 Let's Learn, pages 4–5.

A. Write and match.

Students write the words and draw a line to the picture that matches.

Answers

- clock (first column, second picture)
- calendar (first column, third picture)
- picture (first column, first picture)
- workbook (second column, second picture)
- door (second column, third picture)
- window (second column, first picture)

B. Read and circle.

Students read the sentences, look at the pictures, and circle the correct answer.

Answers

- first picture
- first picture
- second picture
- first picture

C. Trace and write.

Students trace and write the questions and answers.

Answers

- What's this?
It's a paper clip.

2. What's that?

It's a picture.

3. What's that?

It's a door.

4. What's this?

It's a calendar.

D. Read, trace, and write.

Students read the questions and trace or write the answers.

Answers

1. Yes, it is.
2. No, it isn't.
3. No, it isn't.
4. Yes, it is.

Unit 1 Let's Learn More, pages 6–7.

A. Read and match.

Students read the words and draw a line to the picture that matches.

Answers

1. line drawn to sixth picture
2. line drawn to third picture
3. line drawn to first picture
4. line drawn to seventh picture
5. line drawn to second picture
6. line drawn to last picture
7. line drawn to fourth picture
8. line drawn to fifth picture

B. Trace and write.

Students trace the words and write sentences based on the pictures.

Answers

1. What are these?
They're calendars.
2. What are those?
They're windows.
3. What are these?
They're paper clips.
4. What are those?
They're pictures.

C. Connect, trace, and write.

Students trace the sentences, connect them to the corresponding pictures, and write in the missing words.

Answers

1. Are those windows?
No, they aren't.
2. Are these paper clips?
Yes, they are.
3. Are these pencil sharpeners?
Yes, they are.

D. Trace, check, and write.

Students trace the words and match the pictures on the left with the sentences on the right. Then they check the correct box and write in the missing words in the sentences.

Answers

1. Are these pictures?
No, they aren't.
2. Are those workbooks?
Yes, they are.
3. Are those doors?
Yes, they are.
4. Are these pictures?
Yes, they are.

Unit 1 Let's Read, pages 8–10.

A. Match and trace.

Students match the pictures in the first column with the letters in the second column. Then they match the letters in the second column to the words in the third column, and trace the words.

Answers

1. picture of mop / Mm / mop
2. picture of map / Mm / map
3. picture of notebook / Nn / notebook
4. picture of mug / Mm / mug
5. picture of nine / Nn / nine
6. picture of nut / Nn / nut

B. Find and write.

Students trace the words and then write the Mm and Nn phonics words.

Answers

1. mug, mop, map
2. notebook, nine, nut

I Like Mugs! reading pages

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

Unit 2 Let's Talk, page 11.

A. Read and trace.

Students read the conversation and trace the words.

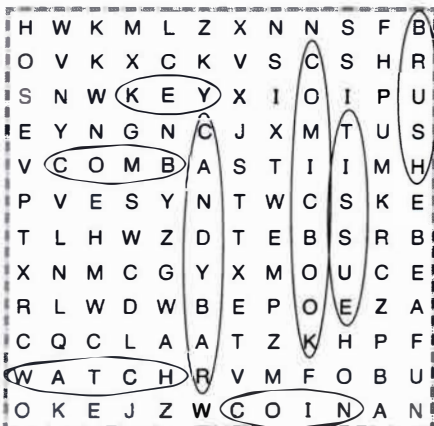
Answers

- Whose bag is that?
I don't know.
- Is it Scott's bag?
No, it isn't his bag.
- Is it Jenny's bag?
Yes, it is. It's her bag.

Unit 2 Let's Learn, pages 12–13.

A. Find and circle.

Students find the words in the puzzle and circle them.



B. Draw and write.

Students look at the picture on the left and draw their answer in the box on the right. Then they write what they have on the blank below.

Answers

Answers may vary.

C. Read and circle.

Students look at the picture and read the question. Then they circle the correct answer to the question.

Answers

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

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

D. Trace and write.

Students look at the pictures, trace the words, and write sentences.

Answers

A.

- I have a candy bar.
- I have a tissue.
- I have a comb.

B.

- I have a coin.
- I have a picture.
- I have a brush.

Unit 2 Let's Learn More, pages 14–15.

A. Match.

Students read the words and draw a line to the picture that matches.

Answers

- calculator (second column, third picture)
- key chain (first column, second picture)
- train pass (first column, third picture)
- wallet (second column, first picture)
- camera (second column, second picture)
- lunch box (first column, first picture)

B. Trace and write.

Students look at the pictures and trace the words. Then they write the questions and answers.

Answers

- What does she have?
She has a lunch box.
- What does he have?
He has a wallet.
- What does she have?
She has a train pass.

C. Trace, write, and check.

Students look at the pictures and trace the words. Then they write the questions and check the correct answers.

Answers

- Does he have a lunch box?
Yes, he does.
- Does she have a comb?
No, she doesn't.

- Does he have a music player?
No, he doesn't.
- Does she have a calculator?
Yes, she does.

D. Look and check.

Students look at the picture and check the correct answers.

Answers

- a camera
- a lunch box
- an umbrella
- a wallet

Unit 2 Let's Read, pages 16–18.

A. Trace and match.

Students trace the words and match the words in the first column with the letters in the second column. Then they match the letters to the pictures in the third column.

Answers

- five / Ff / 5
- violin / Vv / picture of violin
- fork / Ff / picture of fork
- van / Vv / picture of van
- vest / Vv / picture of vest
- fan / Ff / picture of fan

B. Trace and circle.

Students trace the words. Then they circle the corresponding pictures.

Answers

- fan, first picture
- fork, second picture

A Great Bag! reading pages

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

Units 1 and 2 Let's Review, pages 19–20.

A. Trace and write.

Students trace the words. Then they look at the pictures on the left and write the correct answers on the right.

Answers

- What are these?
They're workbooks.

2. What are those?
They're pictures.
3. What's that?
That's a comic book.

B. Trace and write.

Students look at the pictures on the left and then trace and write the correct answers on the right.

Answers

1. He has a watch.
2. She has a camera.
3. He has a comic book.
4. She has an umbrella.

C. Read and write.

Students look at pictures on the left and then trace and write the correct answers on the right.

Answers

1. What's this?
It's a comb.
2. What does she have in her bag?
She has a brush.
3. What are these?
They're paper clips.
4. Does she have a key chain?
Yes, she does.

D. Read and match.

Students match the questions in the first column with the pictures in the second column. Then they match the pictures to the answers in the third column.

Answers

1. What are those? / third picture /
They're windows.
2. What does he have? / first picture /
He has a train pass.
3. Does she have a watch? / second
picture / Yes, she does.

Unit 3 Let's Talk, page 21.

A. Trace and write.

Students trace the sentences and complete them using the words in the box at the bottom of the page.

Answers

What's wrong?

1. I can't find my notebook.
2. I can't find my brush.
3. I can't find my book.
4. I can't find my key.

Unit 3 Let's Learn, pages 22–23.

A. Trace and write.

Students write the correct words for the pictures using the words in the box.

Answers

1. Look at him!
2. Look at her!
3. Look at me!

B. Trace and write.

Students trace and write the correct words for the pictures using the words in the box.

Answers

1. He can ride a pony.
2. She can play the piano.
3. He can jump rope.

C. Trace and write.

Students trace and write the correct words for the pictures.

Answers

1. What can he do?
He can do a magic trick.
2. What can she do?
She can do a cartwheel.
3. What can he do?
He can play with a yo-yo.
4. What can she do?
She can play hopscotch.
5. What can he do?
He can do a somersault.
6. What can she do?
She can jump rope.

Unit 3 Let's Learn More, pages 24–25.

A. Look and write.

Students look at the pictures and trace the model word. Then they write the corresponding words.

Answers

1. color
2. play hopscotch
3. swim
4. sing
5. paint
6. run
7. read
8. dance

B. Look and write.

Students look at the pictures, trace the words, and write the sentences.

Answers

1. They can color.
2. They can run.
3. They can read.
4. They can sing.

C. Trace and write.

Students look at the pictures on the left. Then they trace and write the corresponding sentences on the right.

Answers

1. Can they sing?
Yes, they can.
2. Can they read?
No, they can't.
3. Can they swim?
Yes, they can.
4. Can they dance?
Yes, they can.
5. Can they paint?
Yes, they can.
6. Can they skip?
Yes, they can.

Unit 3 Let's Read, pages 26–28.

A. Unscramble and write.

Students look at the pictures, unscramble the words, and write them in the blanks.

Answers

1. run
2. ride
3. race
4. like
5. little
6. long

B. Look and check.

Students look at the pictures and check the correct answers.

Answers

1. little
2. race
3. like

Let's Race! reading pages

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

Unit 4 Let's Talk, page 29.

A. Read and trace.

Students read the conversation and trace the words.

Answers

1. What's the matter, Kate?
I'm sick.
2. Oh, no! That's too bad! I hope you feel better soon.
Thanks.

Unit 4 Let's Learn, pages 30–31.

A. Find and circle.

Students find the words from the box and circle them in the puzzle.



B. Trace and write.

Students look at the picture and trace the words. Then they write in the correct words from the box.

Answers

1. He's a cook.
2. She's a nurse.
3. She's a teacher.
4. He's a taxi driver.

C. Look and write.

Students look at the pictures and write the sentences using the words from the box.

Answers

1. She's a nurse.
2. She's a police officer.
3. He's a cook.
4. He's a taxi driver.

D. Read and match.

Students read the sentences and draw lines to the corresponding pictures.

Answers

1. line drawn to middle picture
2. line drawn to top picture
3. line drawn to bottom picture

Unit 4 Let's Learn More, pages 32–33.

A. Look and write.

Students look at the pictures and fill in the correct words from the box.

Answers

1. firefighters
2. engineers
3. students
4. salesclerks
5. dentists
6. teachers
7. pilots
8. office workers

B. Read, write, and say.

Students look at the pictures, read the questions, and write the answers.

Answers

1. Who are they?
They're office workers.
2. Who are they?
They're firefighters.
3. Who are they?
They're salesclerks.

C. Read and circle.

Students look at the pictures, read the questions, and circle the answers.

Answers

1. No, they aren't.
2. Yes, they are.
3. No, they aren't.
4. No, they aren't.

Unit 4 Let's Read, pages 34–36.

A. Trace and match.

Students match the pictures in the first column with the letters in the second column. Then they match the letters in the second column to the words in the third column and trace the words.

Answers

1. picture of a game / a_e / game
2. picture of painting / ai / paint
3. picture of play / ay / play
4. picture of rain / ai / rain
5. picture of today / ay / today
6. picture of make / a_e / make

B. Find and write.

Students find the phonics words and write them in below.

Answers

1. game, make
2. rain, paint
3. today, play

Who Are They? reading pages

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

Units 3 and 4 Let's Review, pages 37–38.

A. Trace and write.

Students look at the pictures. Then they trace and write the sentences.

Answers

1. He can play the piano.
2. She can jump rope.
3. He can paint.
4. She can do a magic trick.

B. Read and match.

Students read the questions, look at the pictures, and draw a line to the correct sentences on the right.

Answers

1. She's a nurse.
2. He's a farmer.
3. They're office workers.
4. No, they aren't. They're firefighters.

C. Trace and write.

Students look at the pictures and trace and write sentences using the words in the box.

Answers

1. Look at her!
She can play with a yo-yo.
2. Look at him!
He can sing.
3. Look at her!
She can play the piano.

D. Circle and write.

Students look at the pictures and trace the words. Then they circle the missing word and write the sentences.

Answers

1. He's a cook.
2. They're dentists.

Unit 5 Let's Talk, page 39.

A. Read and trace.

Students read the conversations and trace the words.

Answers

1. What's for lunch, Mom?
Spaghetti.
2. Mmm. That's good. I like spaghetti.
I do, too.
3. Do you want spaghetti?
Yes, please.
No, thank you.

B. Look, read, and check.

Students look at the pictures, read the questions, and check the correct answers.

Answers

1. Yes, please.
2. No, thank you.
3. Yes, please.
4. No, thank you.

Unit 5 Let's Learn, pages 40–41.

A. Look and write.

Students look at the pictures and write the corresponding words from the box.

Answers

1. hot chocolate
2. tea

3. a peach
4. cereal
5. yogurt
6. an omelet
7. a pancake
8. a pear

B. Unscramble and write.

Students unscramble and write the words in the correct order.

Answers

1. He wants a pear.
2. She wants an omelet.
3. He wants cereal.
4. She wants a pancake.

C. Look and check.

Students look at the pictures and read the questions. Then they check the correct answers.

Answers

1. No, she doesn't.
2. Yes, he does.
3. Yes, she does.
4. No, he doesn't.

D. Read, connect, and write.

Students read the questions, connect them to the correct picture, and write the answers.

Answers

1. What does she want?
She wants tea.
2. What does he want?
He wants a pancake.
3. What does she want?
She wants an omelet.
4. What does he want?
He wants hot chocolate.

Unit 5 Let's Learn More, pages 42–43.

A. Look and write.

Students look at the pictures. Then they write the correct words in the puzzle using the words from the box.

Answers

1. grapes
2. hamburgers
3. stew
4. pancakes

5. peaches
6. steak
7. cheese
8. pasta

B. Read and write.

Students look at the pictures, trace the sentences, and write the words.

Answers

1. What does she like?
She likes hamburgers.
2. What does he like?
He likes grapes.

C. Look, read, and write.

Students look at the pictures and trace the words. Then they write the questions and answers.

Answers

1. Does she like pancakes?
Yes, she does.
2. Does he like cheese?
No, he doesn't.
3. Does she like pasta?
No, she doesn't.
4. Does he like steak?
Yes, he does.

D. Read and match.

Students read the sentences and match them to the corresponding pictures.

Answers

1. line drawn to third picture
2. line drawn to second picture
3. line drawn to fourth picture
4. line drawn to first picture

Unit 5 Let's Read, pages 44–46.

A. Trace and circle.

Students trace the words and circle the correspond pictures.

Answers

1. leaf. circle around the leaf
2. we. circle around the two children pointing to themselves
3. me. circle around the girl pointing to herself
4. clean. circle around the kitchen sink

B. Write and match.

Students match the words from the box to the pictures and then write them.

Answers

1. line drawn to the w. we.
2. line drawn to the l. leaf.
3. line drawn to the t. tree.
4. line drawn to the m. me.

Two Hungry Girls reading pages

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

Unit 6 Let's Talk, page 47.

A. Trace and write.

Students look at the pictures, trace the words, and write the sentences.

Answers

1. Where do you live?
I live in Hillsdale.
2. What's your address?
It's 6 North Street.
3. What's your phone number?
It's (798) 555-2143.

B. Write.

Answers will vary.

Unit 6 Let's Learn, pages 48–49.

A. Write the letter.

Students look at the pictures and write the correct letter from the box.

Answers

1. B
2. G
3. D
4. E
5. F
6. H
7. C
8. A

B. Read and write.

Students read the questions and write the correct answers using the words from the box.

Answers

1. It's on the table.
2. It's in the sink.
3. It's by the sofa.
4. It's under the bed.

C. Read and circle.

Students look at the pictures, read the sentences, and circle the correct words.

Answers

1. by
2. under
3. on
4. in

D. Unscramble and write.

Students look at the picture and unscramble the sentences. Then they write the words in the correct order.

Answers

1. Where's the book?
It's under the table.
2. Where's the cat?
It's on the sofa.

Unit 6 Let's Learn More, pages 50–51.

A. Write.

Students write the preposition that matches the picture.

Answers

1. next to
2. in front of
3. behind

B. Read and check.

Students read the sentences and check the correct pictures.

Answers

1. second picture
2. first picture
3. first picture
4. first picture

C. Look, read, and write.

Students look at the pictures, read the questions, and write the answers.

Answers

1. Is there a bathtub next to the sink?
Yes, there is.
2. Is there a lamp behind the TV?
No, there isn't.
3. Is there a telephone next to the sink?
Yes, there is.
4. Is there a TV behind the bed?
No, there isn't.

D. Look, read, and check.

Students look at the picture and read the questions. Then they check the correct answers.

Answers

1. Yes, there are.
2. Yes, there are.
3. No, there aren't.

Unit 6 Let's Read, pages 52–54.

A. Circle and write.

Students circle letters in each block of letters to form the word for the picture.

Answers

1. m – y
2. k – i – t – e
3. f – i – n – d

B. Trace and match.

Students trace the words and match them to the pictures.

Answers

1. ride (second column, second picture)
2. fly (first column, second picture)
3. climb (second column, first picture)
4. kite (first column, first picture)

Where's My Kite? reading pages

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

Units 5 and 6 Let's Review, pages 55–56.

A. Read and write.

Students read the questions and write the answers using the sentences in the box.

Answers

1. It's in front of the sofa.
2. He likes grapes.
3. It's next to the refrigerator.
4. No, he doesn't.

B. Look and write the question.

Students look at the pictures, read the answers, and write the questions.

Answers

1. Where's the bed?
It's under the window.
2. What does she want?
She wants an omelet.
3. What does he like?
He likes hamburgers.
4. Where's the table?
It's behind the sofa.

C. Write.

Students find the cat in the pictures and write the answers using the words in the box.

Answers

1. behind
2. in front of
3. in
4. under
5. next to
6. on

D. Connect, trace, and write.

Students connect the pictures and trace the words. Then they write the corresponding sentences.

Answers

1. He likes cheese.
2. She likes pancakes.
3. He likes pasta.

Unit 7 Let's Talk, page 57.

A. Trace and write.

Students look at the pictures, trace the words, and write the sentences using the words in the box.

Answers

1. What time is it?
It's six o'clock.
2. It's seven o'clock.
It's time for your bath.
3. Is it time for bed?
Yes, it is.

B. Draw and write.

Students draw hands on the clock and write the answer.

Answers

Answers will vary.

Unit 7 Let's Learn, pages 58–59.

A. Write.

Students look at the pictures and write the sentences.

Answers

1. I get up.
2. I get dressed.
3. I brush my teeth.
4. I wash my face.
5. I comb my hair.
6. I eat breakfast.

B. Check and write.

Students check the answer to the first question and then write answers to the rest of the sentences.

Answers

Answers will vary between *Yes, I do* and *No, I don't*.

Unit 7 Let's Learn More, pages 60–61.

A. Trace and write.

Students look at the chart, trace the words, and write the answers.

Answers

1. He eats breakfast.
2. She gets up.
3. She talks on the phone.
4. He does homework.

B. Look at A. Check and write.

Students look at exercise A and check and write the answers.

Answers

1. No, she doesn't.
2. Yes, he does.
3. No, she doesn't.
4. Yes, he does.
5. No, she doesn't.
6. Yes, he does.

Unit 7 Let's Read, pages 62–64.

A. Unscramble and write.

Students look at the pictures and unscramble the words. Then they write the words.

Answers

1. bowl
2. oats
3. rope
4. home
5. goat
6. grow

B. Find and write.

Students find the words that correspond to the phonics sound and write them in the blanks.

Answers

1. home, rope
2. oats, goat
3. bowl, grow

Breakfast in the Afternoon reading pages

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

Unit 8 Let's Talk, page 65.

A. Write.

Students look at the pictures and write the sentences using the words and phrases in the box.

Answers

1. Let's play a game.
2. What are you doing?
I'm riding a bicycle.
3. What are you doing?
We're swimming.

B. Look and write.

Students look at the pictures and then trace and write the answers.

Answers

1. What are you doing?
We're playing baseball.
2. What are you doing?
I'm doing a cartwheel.

Unit 8 Let's Learn, pages 66–67.

A. Read and number.

Students read the words and number the pictures.

Answers

1. first column, fourth picture
2. first column, third picture
3. first column, second picture
4. first column, first picture
5. second column, first picture
6. second column, fourth picture
7. second column, second picture
8. second column, third picture

B. Read and write.

Students read the questions, look at the pictures, and write the answers.

Answers

1. He's sleeping.
2. He's reading.
3. She's drawing.
4. She's running.

C. Connect and write.

Students trace the lines to connect the questions with the pictures. Then they trace and write the answers.

Answers

1. Is he swimming?
Yes, he is.
2. Is he dancing?
No, he isn't.
3. Is she singing?
Yes, she is.
4. Is she reading?
No, she isn't.

D. Look, read, and check.

Students look at the pictures, read the questions, and check the answers.

Answers

1. Yes, she is.
2. No, he isn't.
3. No, she isn't.
4. Yes, he is.

Unit 8 Let's Learn More, pages 68–69.

A. Look and write.

Students look at the picture and write the answers using the phrases from the box.

Answers

1. at school
2. at home
3. at the store
4. at the zoo
5. at the park
6. at the library

B. Read and write.

Students read the questions, look at the pictures, and trace and write the answers.

Answers

1. Where is he?
He's at the library.
2. Where is she?
She's at the zoo.

C. Read and write.

Students trace the words, look at the pictures, and write the conversations.

Answers

1. Where is she?
She's at the store.
What's she doing?
She's buying a candy bar.
2. Where is he?
He's at the park.
What's he doing?
He's playing baseball.
3. Where is she?
She's at the library.
What's she doing?
She's reading a book.
4. Where is he?
He's at home.
What's he doing?
He's eating.

Unit 8 Let's Read, pages 70–72.

A. Circle and write.

Students circle letters in each block of letters to form the word for the picture. Then they trace or write the word.

Answers

1. b – l – u – e
2. t – u – b – e
3. f – e – w

B. Look and check.

Students look at the pictures and check the corresponding word.

Answers

1. glue
2. huge
3. tube

Where Are You? reading pages

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

Units 7 and 8 Let's Review, pages 73–74.

A. Trace and write.

Students trace the questions, look at the pictures, and write the answers.

Answers

1. What does she do in the afternoon?
She plays baseball.
2. What does he do at night?
He takes a bath.
3. What does she do in the morning?
She gets up.

B. Read and match.

Students read the sentences and match them to the pictures.

Answers

1. line drawn to first column, second picture
2. line drawn to first column, first picture
3. line drawn to second column, first picture
4. line drawn to second column, second picture

C. Circle, trace, and write.

Students look at the pictures and circle the answers. Then they trace the words and write the sentences.

Answers

1. What's she doing?
She's eating.
2. What's he doing?
He's drawing.
3. What's he doing?
He's studying.
4. What's she doing?
She's sleeping.
5. What's he doing?
He's singing.
6. What's she doing?
She's playing baseball.

Number Practice, pages 75–80.

A. Draw, trace, and write.

Students draw the pictures, trace the words, and write the answers.

Answers

- one
two
three
four
five
six
seven
eight
nine

- ten
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

B. Count, trace, and write.

Students count the objects and write the answers.

Answers

- thirty
forty
fifty
sixty
seventy
eighty
ninety
one hundred

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