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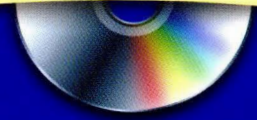
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LET'S GO

5th Edition

TEACHER'S PACK

Classroom Presentation Tool
Teacher's Guide
Teacher's Resource Center



مرجع آموزش زبان ایرانیان
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www.irLanguage.com

TEACHER'S GUIDE

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LET'S GO

5th Edition



مرجع آموزش زبان ایرانیان



Ritsuko Nakata Karen Frazier Barbara Hoskins

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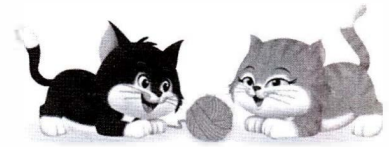
این مجموعه با لوگوی مرجع زبان ایرانیان به صورت نشر بر خط و حامل به ثبت رسیده است. به ثبت رسیده است. کپی برداری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیری خواهد شد.

Let's Go 3 Syllabus

Let's Remember

What time is it? I have a new game! These are my favorite cookies.
 It's 12:30. This is Kate's umbrella. It's a sunny day!
 She's my doctor. He's going to the park. See you later.

Let's Talk	Let's Learn	Let's Learn More	Let's Read
Unit 1 At School			
<p>Conversation: I don't have any potato chips! I think I have some. Can I have some? Sure. Help yourself! Thanks! Do you want some grapes? Yes, please.</p> <p>Snacks: popcorn, candy, peanuts, crackers, potato chips</p> <p>Song: No Popcorn</p>	<p>School Items: chalk, paint, tape, scissors, glue, paper, ribbon, string</p> <p>Language: What does he/she have? He/She has some chalk. He/She doesn't have any glue.</p> <p>Song: Sue Doesn't Have Any Glue</p>	<p>School Items: magnets, scissors, calculators, colored pencils, rubber bands, push pins, paint brushes, staplers</p> <p>Language: Does he/she have any magnets? Do they have any chalk?</p>	<p>Phonics</p> <p>Bb bl black, blue gl glass, glue pl plate, plant</p> <p>Phonics Chant: Big Black Butterfly</p> <p>Story: Sam's Plant</p>
Unit 2 Clothing			
<p>Conversation: Which hat do you like? I like the red one. I don't know. What about this one? Wow! I like that one! We want these hats, please!</p> <p>Patterns: striped, polka-dot, plaid, checked</p> <p>Chant: Red Plaid Hat</p>	<p>Clothing: a blouse, a skirt, a dress, a shirt, pants, shorts, shoes, socks</p> <p>Language: What's she wearing? She's wearing a dress. He's wearing a shirt. He's not wearing a skirt. They're wearing pants. They're not wearing shorts.</p> <p>Song: Cowboy Boots</p>	<p>Clothing: a T-shirt, a jacket, a sweater, a sweatshirt, jeans, pajamas, slippers, boots</p> <p>Language: Whose jacket is this? It's Scott's jacket. Whose jeans are these? They're Jenny's jeans. It's her jacket. They're her boots. Is his sweater green? Are her boots blue and white?</p>	<p>Phonics</p> <p>br brown, bread gr green, grapes pr pretty, prune</p> <p>Phonics Chant: Brown Bread for Breakfast</p> <p>Story: A New Shirt</p>
Let's Review Units 1 and 2			
Unit 3 Places			
<p>Conversation: Excuse me. Where's the nurse's office? It's next to the gym. Follow me. Here's the nurse's office. Thanks for your help. You're welcome.</p> <p>Rooms: music room, classroom, gym, art room, lunchroom, office, across from, between, next to</p> <p>Song: Where's the Classroom?</p>	<p>Places: clinic, repair shop, office, factory, store, bakery</p> <p>Language: Where's he going? He's going to the store. Are they going to the office?</p> <p>Chant: Where Are You Going?</p>	<p>Transportation: by car, by bike, on foot, by bus, by taxi, by train</p> <p>Language: How's he going to school? He's going by bus. Where's he going? He's going to the factory. How's he going there? He's going by bus.</p>	<p>Phonics</p> <p>cl class, clock fl flower, fly sl sleep, slow</p> <p>Phonics Chant: Watch the Clock</p> <p>Story: At the Same Time</p>
Unit 4 Occupations			
<p>Conversation: What does your father do? He's a pilot. My mother's an office worker. Oh. What does an office worker do? I'm not sure!</p> <p>Occupations: a pilot, a zookeeper, an astronomer, a baseball player</p> <p>Song: What Does Your Father Do?</p>	<p>Occupations: a veterinarian, a mechanic, a salesclerk, a factory worker, a photographer, a baker</p> <p>Language: What's his job? He's a mechanic. Is she a zookeeper?</p> <p>Song: Jack's a Mechanic</p>	<p>What People Do: help animals, fix cars, sell things, make things, take pictures, use a computer</p> <p>Language: What does a veterinarian do? A veterinarian helps animals. He works on a farm. He grows food. Is he a farmer?</p>	<p>Phonics</p> <p>cr crab, crocodile fr friends, frog</p> <p>Phonics Chant: My Best Friend</p> <p>Story: Amazing Animals</p>
Let's Review Units 3 and 4			



Let's Talk	Let's Learn	Let's Learn More	Let's Read
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Unit 5 Activities

Conversation: Can you play tomorrow? Sorry, I can't. I'm busy on Saturday. What about Sunday? Can you play? Yes. I'm free. See you on Sunday!

Days of the Week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Song: Busy, Busy, Busy

Classes: art class, English class, music class, math class, swimming class, computer class

Language: What do you do on Monday? I go to art class. What does she do on Monday? She goes to computer class.

Chant: What Do You Do on Monday?

Activities: play outside, take a nap, watch TV, go shopping, play video games, practice the piano

Language: What does he do on the weekend? He plays outside. Does he ride a bike on the weekend?

Phonics

dr draw, drum
tr train, tree

Phonics Chant:
Play the Drum

Story: Drums Every Day

Unit 6 What Time Is It?

Conversation: I'm hungry. Me, too. When do you eat dinner? At 5:30. What time is it now? It's 5:45. Oh, no! I'm late. Bye! See you tomorrow! I'm sorry I'm late. That's OK.

Time: three fifteen/a quarter after three, three thirty/half past three, three forty-five/a quarter to four, four o'clock

Song: Three Fifteen

Routines: always, usually, sometimes, never

Language: What do you do on the weekend? I always watch TV. What does he do on the weekend? He sometimes watches TV.

Chant: Ben Rides His Bike to School

Activities: play tennis, read e-mail, do gymnastics, study English, do homework, practice karate

Language: When does she play tennis? She usually plays tennis after school. Do you ride your bike after school?

Phonics

sw swim, swings
st student, study

Phonics Chant:
She Loves to Study

Story: Stacy's Day

Let's Review Units 5 and 6

Unit 7 Yesterday and Today

Conversation: Where were you yesterday? I was at the beach. How was it? It was fun! How was the weather? It was sunny and warm. How about you? We were at the zoo!

Places: at the zoo, at the store, at the beach

Song: Where Were You at Two?

Weather: sunny, rainy, cloudy, snowy, breezy, stormy, chilly, foggy

Language: It was sunny on Sunday. It's cloudy today. How was the weather on Sunday? It was cloudy. How's the weather today? It's snowy.

Song: How Was the Weather Yesterday?

Places: restaurant, movie theater, mall, amusement park, circus, hospital, library, airport

Language: Where were you yesterday? I was at the circus. Where was she at 1:00? She was at the restaurant. Where is she now? She's at home. Was he in the lunchroom at 12:00?

Phonics

sk sky, skylark
sn snowflake, snake

Phonics Chant:
Snowflakes and Skylarks

Story: What Were They Before?

Unit 8 My Home

Conversation: What are you doing? I'm looking for my skateboard. Where was it yesterday? It was in my bedroom! It's not here. I hope we find it! Me, too!

Places: bedroom, living room, bathroom, dining room, kitchen, garage

Chant: Where's the Bed?

Sports: a skateboard, a scooter, a unicycle, a sled, a snowboard, skis, in-line skates, ice skates

Language: I can't find my skateboard. It was in the garage yesterday. Where was the snowboard? It was in the living room. Where were the skis? They were in the bedroom.

Song: Where's My Skateboard?

Activities: eat breakfast, do homework, watch TV, talk on the phone, play a video game, ride a bike

Language: What did you do yesterday? I ate breakfast. Did he practice the piano?

Phonics

sm small, smile
sc scary, scooter

Phonics Chant:
I'm a Small Scooter

Story: Last Saturday

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, after they have developed sufficient confidence and familiarity with the language. This pairwork is crucial, since it is here that students are really communicating 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 3

Each of the eight units in Level 3 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 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 practice the question-and-answer pattern in Ask and answer. Finally, students listen to a song or chant that practices the dialogue.

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 in a game format. Finally, students are given the opportunity to practice question-and-answer patterns and personalize the language they have learned.

Let's Read uses phonics to teach children phonemic awareness and how to read language they may have learned orally. In the Listen and read along sections, students read longer passages. All-new Workbook readings provide additional practice with each unit's language.

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

Lesson Planning Guidelines

A lesson plan should be developed for every lesson taught, with specific goals and objectives. 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 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 having to see 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, after presenting the new language, 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% of your time 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 approximately 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.

Let's Go Icons



Class Audio



Drum Track



Songs and Chants

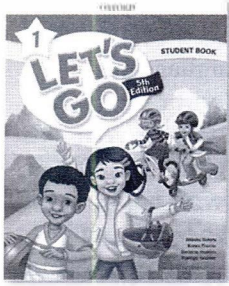


Video



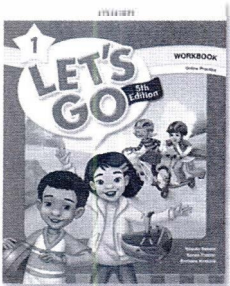
Can-Do Activity

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

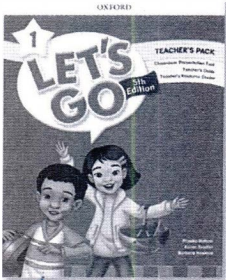
TEACHER'S PACK

NEW Classroom Presentation Tool

- Student Book Classroom Presentation Tool with embedded audio, videos, 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 www.irLanguage.com

- 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. A lesson page titled "Lesson 3 A Spider! Help!" is displayed. The page includes a "Watch or listen" section, an "Act it out" section, and a "Listen and point. Say" section. A zoomed-in view of the "Listen and point. Say" section is shown, featuring a garden scene with three potted plants. Below the scene are four numbered blanks for a listening exercise: 1 It's a butterfly, 2 It's a _____, 3 It's a _____, and 4 It's on _____. A playback control bar at the bottom shows a play button, a "10x Speed" slider, and a microphone icon.

Zoom in to focus your students' attention on a single activity.

Play audio and video at the touch of a button.

Speed up or slow down the audio to tailor lessons to your students' listening level.

The screenshot shows the Classroom Presentation Tool interface with a note-taking overlay. The lesson page is the same as in the previous screenshot. A "Done" button and a "www.oup.com" link are visible in the note-taking area. A playback control bar at the bottom shows a play button, a "10x Speed" slider, and a microphone icon.

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.

Work on pronunciation in class: record your students speaking, and compare their voices to the course audio.

Unit Walk-Through

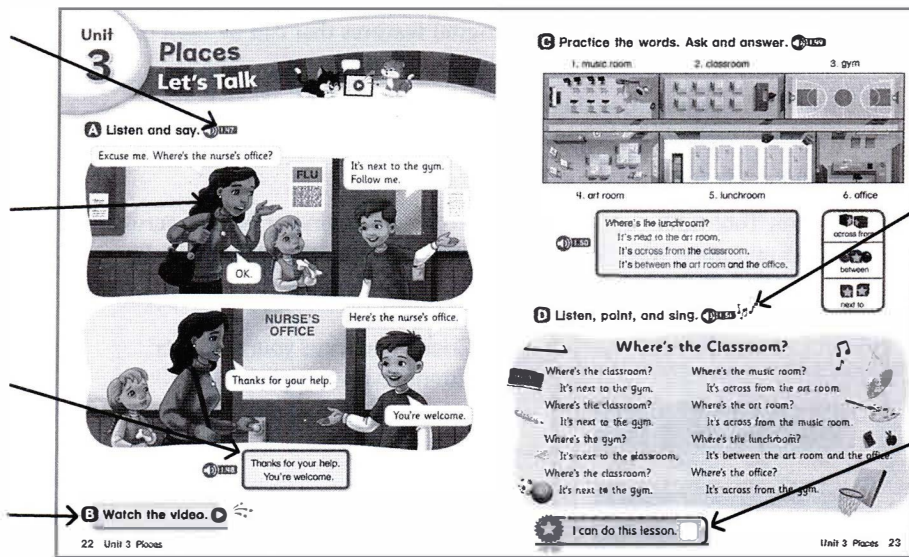
Let's Talk

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



Songs and chants reinforce language from the dialogue

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

Student Book pages 22–23

Warm up

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

A Listen and say.

1. **Introduce the conversation.** Model the conversation with student volunteers to provide a physical reminder that conversation is communication between people.
2. **Listen to the dialogue.** Students look at the scene to establish context, and then listen and repeat after the audio to reinforce natural pronunciation.
3. **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.

1. **Play the video.** Play the video. Then have students repeat familiar names and words.
2. **Repeat with gestures.** Play the video again, and help students repeat the gestures and extended conversation.
3. **Practice the conversation.** Move from group practice to pair practice. Encourage students to use the language and gestures from the video.

C Practice the words. Ask and answer.

1. **Introduce the words.** Use Teacher Cards to introduce the vocabulary.
2. **Practice the words with the pattern.** Place Teacher Cards at the front of the class. Point to the first card and

say the question. Have students repeat. Continue with all the new vocabulary.

D Listen, point, and sing.

1. **Play and listen.** Play the song or chant, and have students identify familiar words they hear and items they see in the illustration.
2. **Practice the rhythm.** Have students clap to keep the beat as you model the song line by line. Have students echo the lines after you. Demonstrate actions or movements that go with the song.
3. **Read the lyrics.** Have students point to and read words they recognize.
4. **Sing the song.** Play the song and have students sing along. Then divide the class into groups to sing the song.

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

Workbook
Worksheet (Teacher's Resource Center)
Online Practice

Let's Learn

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

Question-and-answer patterns modeled in scenes

Rhythm and intonation practice

Animated song and chant videos reinforce vocabulary

Student Book pages 24–25

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 they become familiar with the target language orally before seeing it on the page.

A Learn the words.

1. **Listen to the words.** Have students listen to the audio and point to the pictures in their books. Then have them listen and repeat. Focus on speaking with natural rhythm, pronunciation, and intonation.
2. **Check comprehension.** Say the words in random order and have students point to the appropriate pictures.

B Ask and answer.

1. **Listen to the question-and-answer pattern.** Students look at the scene and describe what they see. Then listen to the audio.
2. **Practice the question-and-answer pattern.** Students take turns asking and answering questions about the objects.
3. **Focus on rhythm and intonation.** Have students listen, clap, and chant along with the audio.

C Ask and answer.

1. **Listen to the question-and-answer pattern.** Have students identify the things they see. Play the audio and have students point to the pictures.
2. **Focus on rhythm and intonation.** Play the audio. Have students listen, tap, and ask the questions.
3. **Create new questions.** Have pairs of students take turns asking and answering questions about the pictures.

D Watch, point, and sing.

1. **Listen to the song.** Play the song and have students identify familiar words and items in the illustration.
2. **Watch and point.** Have students point to and name the objects.
3. **Sing the song.** Play the video again and have students sing 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

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

Interactive games practice the target language in a fun way

Personalize the practice

Student Book pages 26–27

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 they become familiar with the target language orally before seeing it on the page.

A Learn the words.

1. **Listen to the words.** Students listen to the audio and point to the pictures. Then they listen and repeat. Focus on speaking with natural pronunciation
2. **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 more fun.

B Ask and answer.

1. **Listen to the question-and-answer pattern.** Have students look at the scene in their books and describe what they see. Then listen to the audio.
2. **Practice the question-and-answer pattern.** Check that students understand and can use the question-and-answer pattern.
3. **Focus on rhythm and intonation.** Play the drum track. Students clap and chant along with the audio.

C Play a game. Ask your partner.

1. **Listen to the sentences.** Play the audio and have students listen and point to the pictures. Play it again and have students repeat the questions and answers.
2. **Practice the sentence patterns.** Have students play the game in pairs. Then invite students to create original sentences using the target pattern.

D What about you?

1. **Discuss in small groups.** Have students go around a circle and answer questions about themselves.
2. **Listen to the sentences.** Have students listen to the answers and tell a partner what another student said.
3. **Say and do the actions.** Have students say and do the actions that show the answers to the questions.

I can do this lesson.

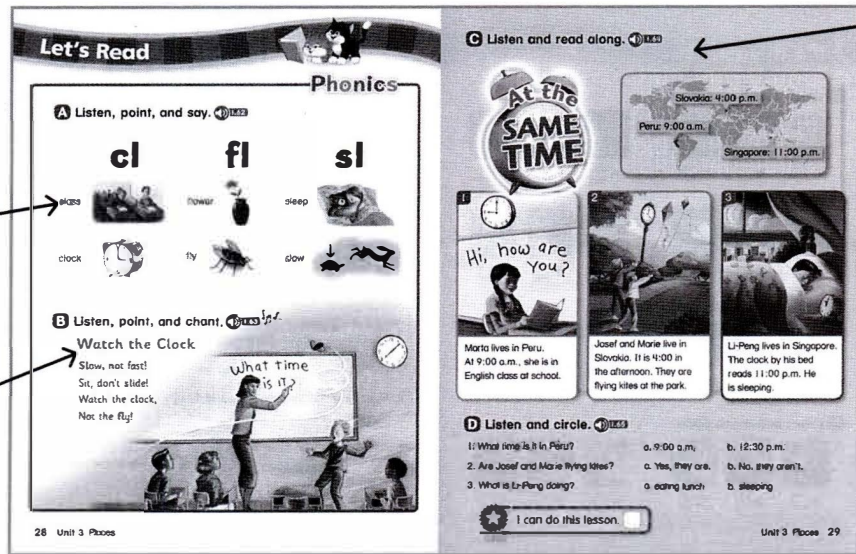
Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

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

Additional Resources

Workbook
Worksheet (Teacher's Resource Center)
Online Practice



Contrasting blends appear in pink 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 28–29

Warm up

Start the lesson with a song or activity to review the alphabet. Review the phonics from the previous unit.

Pre-teach Phonics

Use Teacher Cards to introduce the letter blends, sounds, and vocabulary.

A Listen, point, and say.

- Listen to the sounds.** Have students listen to the audio and point to the letters and words in their books.
- Practice the sounds.** Show Teacher Cards for words that start with each of the blends and say the words. Have students focus on the initial sounds in each word. Then say the words in random order and have students tell which blends they hear.

B Listen, point, and chant.

- Listen and point.** Have students listen to the Phonics Chant and point to the words in their books. Then play the audio again, and ask students to join in when they hear words that begin with the phonics blends.
- Listen and chant.** Play the audio again and have students do the chant along with the audio. 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 story title aloud. Point out the phonics words.

- Read along.** Have students listen to the story and follow along in their books. Then they read along with the audio, trying to match the intonation and rhythm.
- Paired reading.** Have students take turns reading the story in small groups or pairs.
- Act it out.** Have students work in pairs to get up and act out the story by pantomiming.

D Listen and circle.

Have students listen to and answer questions about the reading passage.

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, language patterns, 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

Extensive review of language and vocabulary

Test format provides practice for students planning to take standardized tests

A host child introduces another English-speaking country

Country spotlighted on globe

Questions call for personalized comparison

Writing prompts offer additional practice

Student Book pages 38–39

Let's Talk

- Sing the songs to review the conversations.
- Use games and activities to have students practice the language in 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.

Let's Read

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

A Listen and check.

1. **Practice the format.** Display three Teacher Cards on the board. Write *A* next to a box by the first card, *B* next to a box by the second card, and *C* next to a box by the third card. Identify each of the cards. Then use the vocabulary 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 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 Listen and number.

1. **Practice the format.** Display six Teacher Cards and place sticky notes on each card. Name or describe the object or person on one of the cards. Ask students to write the first number they hear on the sticky note on the correct Teacher Card. Repeat for the remaining five cards.

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 do the exercise as a written test.
4. **Correct the test together.** If time allows, have students create an original exercise by saying the family members in a different order.

C Listen and check.

1. **Anticipate the language.** Encourage students to anticipate the language they might hear on the audio.
2. **Take the test.** Have students do the exercise as a written test.
3. **Correct the test together.** Students can create original test questions using the same illustrations, and practice “testing” each other in pairs.

D Let's Read About (Shelly).

1. **Prepare to read.** Have students preview the selection and predict what it might be about. Encourage them to read any words they know.
2. **Read along.** Have students listen to the selection and follow along in their books.
3. **Choral reading.** Read the selection together as a class and then have students take turns reading it aloud.
4. **What about you?** Have a group discussion using these questions to get students talking.

E Your turn. Write.

Read the activity with students and ask them to share words they would use to complete the sentences. Then have them fill in the blanks to write to the child in the reading.

Teaching Techniques

Visit the Teacher's Resource Center for more teaching techniques and resources.

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 answer 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 (sentence, *Wh-* question, *Yes/No* question) 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 full 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, 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 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.

There are many kinds of drills to choose from. Brief descriptions of several kinds of drills and the procedures for doing them follow.

Repetition Drill

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

Teacher: *a window, a window.*

Students: *a window.*

Teacher: *clocks, clocks.*

Students: *clocks.*

or:

Teacher: *He has some tape.*

Students: *He has some tape.*

Teacher: *She doesn't have any paper*

Students: *She doesn't have any paper.*

Substitution Drill

T: *Where's the classroom? (Show a picture of gym.) It's next to the gym.*

Ss: *It's next to the gym.*

T: (Show a picture of the lunchroom.)

Ss: *It's next to the lunchroom.*

or:

T: (Show a picture of a gym.) *It's next to the gym.*

Ss: *It's next to the gym.*

T: (Show a picture of across from.) *It's across from the gym.*

Ss: *It's across from the gym.*

Chain Drill

In a chain drill, you should use objects or picture cards as cues. Show an object or picture card to the first student and ask a related question. The student answers and turns to the next student 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 picture of a bedroom.) *Is there a bed in your bedroom?*

S1: *Yes, there is.*

S1: (Show picture of a garage.) *Is there a bed in your garage?*

S2: *No, there isn't.*

Six-second Drill

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

Phrase drill: *at the bakery*

Ss: *At the bakery, at the bakery, at the bakery! Finished!*

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

Ss: *At the bakery, at the bakery, at the bakery! Finished!*
(Ss clap twice.)

T: *Again! (Add a task.) Say the sentences and stand up.*

Sentence pattern drill: *They were at the bakery.*

Ss: *They were at the bakery. They were at the bakery. They were at the bakery. Finished!* (Ss stand up.)

T: *Again! Can you say it faster this time? Say Finished! and stand up.*

Ss: *They were at the bakery. They were at the bakery. Finished!* (Ss stand up.) *They were at the bakery. Finished!* (Ss stand up.)

T: *Again! (Add a task.)*

Question pattern drill: *Where were they yesterday?*

Ss: *Where were they yesterday? Where were they yesterday? Where were they yesterday? Finished!*

T: *Again! Can you say it louder this time? Say Finished! and clap two times.*

Ss: *Where were they yesterday? Where were they yesterday? Where were they yesterday? Finished!*
(Ss clap twice.)

T: *Again! (Add a task.)*

GAMES

Games should not be considered simply entertainment and therefore unimportant to language learning; rather,

they serve to reinforce the material presented in the lesson in a way that engages students in a very effective manner. In most cases, games serve the same function as the drills listed above, 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 exploit both vocabulary and structures. Brief descriptions of some of the games used in Level 3 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. The students select nine of their word or picture 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 indicated on the card. 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 word or picture cards, students can simply write the vocabulary words in their grids.

Charades

There are several ways to do this activity, which involves using gestures to express meaning. In its basic form, begin by placing word or picture cards face down in a pile. One student takes a card from the top of the pile without showing it to the rest of the class. After looking at the card, the student acts out the word using gestures. The class must guess the action. Instead of using word or picture 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

two sets of picture cards to each group and place them face down in random order on the desk. One at a time, students turn over two cards and try to find two identical cards. As each student looks at the cards, he or she says the word or phrase that is shown. If the cards match, the student keeps them and gets a point.

Pictionary

This activity involves drawing pictures to express meaning, but more importantly it encourages guessing and recall of previously learned vocabulary. Divide the class into small groups (3–4 students). 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. When the representatives have heard the word, they return to their groups and draw a picture of the word. They cannot speak or gesture, only draw. The first team to guess the word correctly gets a point.

As a fun alternative, prepare a list of ten vocabulary items. Instead of whispering the word to the representatives, show them 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.

Scramble

This activity encourages vocabulary memorization and listening comprehension. It is also a good choice when the students need a chance to be active. Students sit in a circle (or several circles for large classes). There are two ways to play the game. One way is to 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. Another way you can play this game is to 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 second variation, give each student a word or picture card with the assigned

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

object written or drawn on it. The first time a student is left in the center of the circle, take away this student's object card. After that, any student going into the center will always give his or her object card to the student he or she is replacing.

Slap

Students enjoy the fast-paced challenge of this activity. Place students in small groups. Give each group a set of designated word or picture 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 would need two sets of cards.

Stand Up Game

Play a song or other audio track. When students hear assigned words, they have to stand up and then sit down quickly. This can also be played to practice *Yes/No* questions. In this case, the teacher asks a question, and students who can answer *Yes* to the question stand up and then sit back down.

Telephone

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 first student to say the word correctly wins. To make this more challenging, whisper 2–3 words or a sentence to S1.

That's Not Right

As you read the story with students, 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.

Vocabulary Race

Students place Student Cards face up in a row (or use the pictures in the **Practice the Words** exercises). S1 begins by touching the card at one end of the row and saying the word. S2 begins at the opposite end of the row. Students work their way toward their opponent's side, pointing to cards and saying the words shown. When students meet somewhere in the middle (both fingers touch the same card), they play **Rock, Paper, Scissors** (p. 20). The winner remains in place and the loser returns to the beginning of the vocabulary row. The first student to move from one end of the row to the other wins. Very young students can place Teacher Cards on the floor and hop from card to card as they say the words. This can also be done with students saying sentences as they touch each card.

Games for Drilling Structures

Beanbag Circle

Have the class form a circle. Toss a beanbag to S1 and ask a question. S1 responds, tosses the beanbag 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. Deal out one card to each student. Do not allow students to show their cards to one another. Have students walk around and look for another student holding the same card. To find their partners, students must ask appropriate questions related to the items on their cards. For example, a student who holds a card showing tape can ask, *Do you want tape?* When another 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 each find a match.

Living Sentences or Dialogues

This activity encourages students to think 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.

Make a Chant

Hand S1 a Teacher Card. Gesture to the student while you chant the questions and elicit the answers from the class. As you chant *Now it's (Maria's) turn*, hand another Teacher Card to S1. S1 runs to S2 (Maria) and hands her the card while the class yells *Go, go, go!*

Scrambled Sentences

This activity practices word order and sentence patterns. Have pairs of groups arrange Student 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.

Sentence Dictation

Read sentences aloud and have students write them on a piece of paper. Dictate longer sentences for advanced classes and short, simple sentences for lower-level classes. For variation, have students take turns dictating and writing sentences.

Games for Drilling Vocabulary and Structures

Find Someone Who

This activity allows students to practice language in a natural way. Give each student a card from the lesson to cue his or her own response (or allow students to answer personalized questions with true answers). Prepare a sheet for students to complete, listing the *Yes/No* questions in one column. Students stand and move around the room, asking each other questions. When they find someone who answers *Yes*, that student should sign his or her name.

Memory Chain

This can practice both sentence and question-and-answer patterns. To practice sentences, S1 provides the

first sentence. S2 repeats S1's sentence and adds either another item to the sentence (to make long sentences) or another sentence to the chain (to make multiple sentences). For example:

S1: *He's wearing shorts.*

S2: *He's wearing shorts and a T-shirt.*

S3: *He's wearing shorts, a T-shirt, and a hat.* etc.

To practice question-and-answer patterns, the entire group asks the question, and each student in the group repeats the answer and then builds on it.

Original Story

Have students use the Let's Read story as a model to write about a similar topic. For lower-level classes, do this as a group activity with the teacher writing the story on the board.

Reading Reinforcement

For reading reinforcement, have students underline the words in the song lyrics.

Say It!

This activity practices 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 zigzag line on the table. When you say *Go!* one student 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.

Back-to-Back/Screens Activity

This activity creates a situation where students must depend on each other to complete an assignment, thus encouraging communication. To begin, pair off students. Partners 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

Drills and Games (continued from p. 19)

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 to the members of the group. 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 card for the student asking the question. If a student is not holding the correct card, they should answer the question in the negative. Students must try to pair all the cards they hold. The first one to do so wins. For example:

S1 (holding card): *Were you at the library?*

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

S3 (holding card): *Were you at the library?*

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

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 of this game, leave a small pile of cards face down in the center after distributing an even number of cards among each group of students. 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.

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 *he* on three sides of the cube and *she* on the other three sides. Students throw the cube and make sentences or questions according to what is on the cube, *Who is (he)?* Cubes can be used with picture

cards, e.g., *He is my (brother)*. Other cube games can be played with *this/these*, etc.

Guessing Game

Divide the class into two teams. Put small classroom objects (pencil, eraser, pen, ruler, small book) in a bag or under a cloth. Have one student from Team A reach into the bag or under the cloth, 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.

Relay Race

There are many variations to this game. In each variation the class is divided 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 the word to the next student in the row (S2). The students continue in this manner until the information reaches the last student in the row. At this point, the last student either stands and says the information aloud or races to the board to write it. The first team to finish is the winner.

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 (stronger than rock, because paper covers the 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, but weaker than rock because a rock can break scissors)

Team Game

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 both students do this correctly, both teams earn a point.

Tic-Tac-Toe

This activity uses the competition of a Tic-Tac-Toe game to encourage student participation. Divide the class into teams. Draw a nine-square grid on the board. Each square should be numbered. 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 of both teams. The first team to earn three X's or O's in a row on the grid wins.

Walk and Talk

Place Student or Teacher Cards in pairs around the room (nonmatching cards). Have students walk around in pairs. At the signal *Stop!* each pair must stop at a pair of cards and exchange questions and answers, using the cards as cues.

S1: (points to the first card) *Where's the snowboard?*

S2: *It's in the kitchen.*

Students then switch roles.

S2: (points to the other card) *Where are the ice skates?*

S1: *They're in the garage.*

Step Away Lines may also be used for drilling structures. See description in the right column.

Games for Drilling Conversations

Back-to-Back

If possible, use toy telephones or old phones. Pair off students and give each student a phone. Have partners sit back-to-back and pretend they are talking on the phone. When facing away from each other, and since the rest of the class will be speaking, students must speak very clearly and concentrate on what their partners are saying. Have partners practice their dialogue twice, so that each student can practice both parts. Circulate and help as necessary.

Conversation Lines

Have 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?*

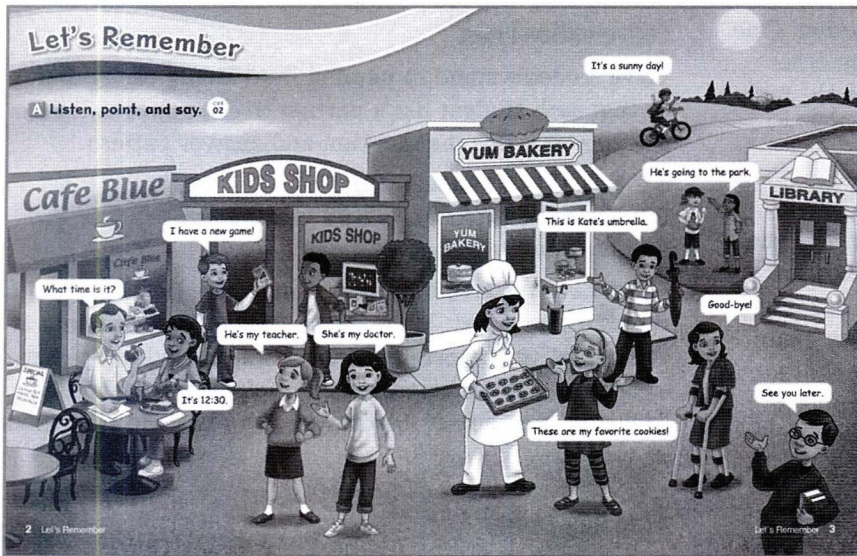
S1: *My name is (John).*

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.

Step Away Lines

This activity encourages children 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. Every time they do so, they will naturally need to speak louder in order to hear each other.

Let's Remember



Student Book pages 2-3

Lesson Objective:

- Reviewing language from *Let's Go 2*

Review Language:

What time is it?
 It's 12:30.
 She's my doctor.
 I have a new game!
 This is Kate's umbrella.
 He's going to the park.
 These are my favorite cookies!
 It's a sunny day!
 See you later.

Materials:

CD1 Track 02

Let's Remember is a review of language patterns introduced in *Let's Go 2* that will be recycled and built upon in *Let's Go 3*.

- For students moving from Level 2 to Level 3, Let's Remember is a summary of what they have learned.
- For students beginning the *Let's Go* series with Level 3, 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> and <i>2</i> , students learned:	In <i>Let's Go 3</i> , students will learn:
What time is it? It's 12:00 o'clock.	It's a quarter after three/half past three/a quarter to four.
I have a new game.	I have some potato chips. He/She has some chalk. They have some grapes.
He/She is my teacher/doctor.	What's his job? He's a mechanic. What does a veterinarian do? A veterinarian helps animals.
These are my favorite cookies.	Which hat do you like? I like the red one.
It's Kate's/her umbrella.	Whose jacket is this? It's Scott's jacket.
Where is he/she at? He's/She's at the park.	He's going to the store. He's going by car. Where were you yesterday? I was at the zoo.
It's a sunny day.	It was sunny on Sunday. It's cloudy today.

Let's Remember Activities

Choose among these activities to review language students need before beginning *Let's Go Student Book 3*.

What time is it? It's 12:00 o'clock.

- **Time Dictation.** Have students write various times on a piece of paper. Have them work in pairs, taking turns asking and answering questions about time. S1: *What time is it?* S2: *It's 5:00 o'clock.*

I have a new game.

- **What do you have?** Students talk in pairs about items in their bags or desks. They identify the objects as old or new, or by color. S1: *What do you have?* S2: *I have an old notebook.*

He's/She's my teacher/doctor.

- **Vocabulary Race** (p. 18). Put occupation cards in a line on the table or board. Have students work in pairs or small groups. Students point to each card and say the occupations shown as quickly as possible: *He's a teacher.* When the student is finished, the next student starts and says them as quickly as possible. The pair or group that finishes first or within a time limit is the winner.

These are my favorite cookies.

- **Favorites class survey.** Have students work in pairs or small groups. Write these questions on the board: What's your favorite color? What's your favorite food? What's your favorite animal? (Or use any other categories you want to review.) Students collect answers from their partner or from other members of their group. S1: *What's your favorite color?* S2: *I like red.* If time allows, have students report their answers and create a class chart. S1: *Jo likes red.*

This is Kate's umbrella.

- **Guessing Game** (p. 20). Have students get into groups. Each member of the group puts one of their belongings in a bag. Students take turns picking an object out of the bag and asking others to guess who it belongs to. S1: *Whose eraser is this?* S2: *It's Terry's eraser.* S3: *It's Ann's eraser.* When a student guesses correctly, S1 confirms: *Yes. This is Ann's eraser.*

Where is he/she going? He's/She's going to the park.

- **Make sentences.** Place Student Cards with family or occupation vocabulary face down in one pile and Student Cards with locations in another. Students

turn over one card from each pile and take turns asking and answering questions using the family member and location shown.

It's a sunny day.

- **Make sentences.** Have students work in pairs and use Student Cards to make sentences about the weather.

Goodbye. See you later.

- **Role-play.** With student help, write a simple conversation on the board, beginning with greetings and finishing with farewells. Read through the conversation as a group as you add each line (limit the conversation to 6–8 lines total). Have students practice the conversation in pairs. Then have students wander around the room until you signal by clapping hands, ringing a bell, or blowing a whistle. Students find a new partner and practice the conversation. For fun, change the setting at each signal. (T: *You're at the park/at school/at home, etc.*)

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 around the town. Then have them listen again, and point and repeat the sentences after the audio.



L.02 What time is it? It's 12:30.

I have a new game.

He's my teacher. She's my doctor.

These are my favorite cookies.

This is Kate's umbrella.


It's a sunny day.

He's going to the park.

Goodbye! See you later.

2. Challenge the students to create additional sentences, following each of the pattern models. 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. 


Oh, no! I don't have any potato chips. I think I have some.

Really? Can I have some? Sure. Help yourself!

Thanks! Do you want some grapes? Yes, please. Thanks!


Can I have some? Sure. Help yourself!

B Watch the video. 

C Practice the words. Make sentences. 

1. popcorn 2. candy 3. peanuts 4. crackers 5. potato chips

I have some popcorn. I don't have any candy.


D Listen and sing. 

No Popcorn

I have some candy, I have some grapes, but I don't have any popcorn. No popcorn, no popcorn. I don't have any popcorn!

Do you want some grapes? I have some, but I don't have any popcorn. Do you want some peanuts? I have some peanuts, but I don't have any popcorn.

No popcorn, no popcorn, I don't have any popcorn. I want some popcorn, yes, I do. I love popcorn! I do, too!

I can do this lesson. 

Unit 1 At School 5

Topic:
• Snacks

Lesson Objective:
• Talking about what students have and don't have, and asking for things they want

Language:
popcorn, candy, peanuts, crackers, potato chips
Can I have some? Sure. Help yourself! I have some popcorn. I don't have any candy.

Materials:
Teacher Cards 1–5; CD1 Tracks 03–07; Student Cards 1–5 and Unit 1 Let's Talk Video (Teacher's Resource Center)

Student Book pages 4–5

Warm up


- Hold up pictures of foods and review their names. Then select a picture, display it, and say *I have a (hamburger)*. Place the pictures in a paper bag. Have volunteers take turns picking a picture and keeping it hidden. Prompt the class to ask *Do you have a (hamburger)?* Model the answers *Yes, I do* and *No, I don't*.
- Review food with a game of **Scramble** (p. 17).

Student Book page 4


A Listen and say.

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

- Have students look at the pictures and name any objects they know. Use puppets or student volunteers to model the conversation. Have students repeat the lines after you. Have students take one role while you take the other and then switch.
- Play Class CD1 Track 03. 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.

 **1.03** Oh, no! I don't have any potato chips.
I think I have some.
Really? Can I have some?
Sure. Help yourself!
Thanks! Do you want some grapes?
Yes, please. Thanks!

- Play Class CD1 Track 04. Have students listen to the question-and-answer pattern as they listen to the audio. Then have students repeat this pattern after the audio, focusing on natural intonation, rhythm, and speed.

 **1.04** Can I have some?
Sure. Help yourself!

B Watch the video.

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

- Play the video. Encourage students to reply to Andy's question: *Do you want some grapes, or some potato chips?* Explain new language, if necessary.

I'm so hungry.
Me, too.
Oh, no! I have grapes, again. I don't have any potato chips.
Oh! I think I have some.
Really? Can I have some?

Sure. Help yourself!
 Thanks! I love potato chips!
 Do you want some grapes?
 Yes, please.
 Here! Have some.
 Thanks! Grapes are my favorite.
 Do you want some grapes or some potato chips?

2. Play the video again. Have students raise one hand when they hear a food word. Play the video again. Pause after each exchange and have students repeat the language and mimic the gestures.
3. Model the exchanges in the extended conversation with several students, using gestures. Have students take one role while you take the other, then switch.
4. Have students act out the extended conversation in two groups and then in pairs. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 5

C Practice the words. Make sentences.

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

1. Use Teacher Cards 1–5 to focus on the new vocabulary. Hold up each card, say the word, and have students repeat. Play Class CD1 Track 05 and have students listen and point.

1.05 1. popcorn 2. candy 3. peanuts
 4. crackers 5. potato chips

2. Focus on the sentences in the box. Play Class CD1 Track 06. Have students point to the pictures as they listen to the sentences. Then have them practice the sentences in pairs.

1.06 I have some popcorn. I don't have any candy.
 1. I have some popcorn. I don't have any candy.
 2. I have some candy. I don't have any peanuts.
 3. I have some peanuts. I don't have any crackers.
 4. I have some crackers. I don't have any potato chips.
 5. I have some potato chips. I don't have any popcorn.

D Listen and sing.

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

1. Play Class CD1 Track 07. Have students repeat the words they recognize from the conversation.

1.07 No Popcorn

I have some candy,
 I have some grapes,
 but I don't have any popcorn.
 No popcorn, no popcorn,
 I don't have any popcorn!

 Do you want some grapes?
 I have some, but I don't have any popcorn.
 Do you want some peanuts?
 I have some peanuts, but I don't have any popcorn.

 No popcorn, no popcorn,
 I don't have any popcorn.
 I want some popcorn, yes, I do.
 I love popcorn!
 I do, too!

2. Have students clap to the beat as you model the song, line by line, and echo the lines after 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 point to and read familiar words in the song. Help students recognize words and phrases that appear more than once.

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 **Beanbag Circle** (p. 18) to practice *I don't have any (candy)/I have some*.
- **Find Someone Who** (p. 19). Prepare a sheet for students to complete, with a question such as *Can I have some (popcorn)?* Give each student a copy of the sheet and a Student Card 1–5. Students move around the room, asking each other the questions. When they find someone who answers *I don't have any (popcorn)*, they move on. When they find someone who answers *Sure. Help yourself!* that student should sign his or her name.

Additional Resources

Workbook pages 2–3
 Online Practice

Let's Learn

A Learn the words.

1. chalk 2. paint 3. tape 4. scissors
5. glue 6. paper 7. ribbon 8. string

B Ask and answer.

What does he have? He has some chalk.

What does he/she have? He/She has some chalk.

C Make sentences.

She has some tape. He doesn't have any glue.

D Watch, point, and sing.

Sue Doesn't Have Any Glue

Sue doesn't have any glue.
Sue doesn't have any glue.
Sue has some paper.
Sue has some string.
Sue has a bird,
and it's learning to sing
Sue has some ribbon.
Sue has some chalk.
Sue has a dog,
and it's learning to talk.

But Sue isn't happy.
No, she's feeling blue.
Sue doesn't have any glue. (Boo hoo!)
Sue doesn't have any glue.

I can do this lesson.

Student Book pages 6-7

Topic:

- School items

Lesson Objective:

- Identifying school supplies and asking about the school supplies others have

Language:

chalk, paint, tape, scissors, glue, paper, ribbon, string

What does he/she have? He/She has some chalk. He/She doesn't have any glue.

Materials:

Teacher Cards 6-13; CD1 Tracks 08-13; Student Cards 6-13 and Unit 1 Song Video (Teacher's Resource Center)

Warm up

- Use **Memory Chain** (p. 19) to review *I have some (popcorn)*. You may give students Student Cards to hold up as cues, or have them play from memory for a bigger challenge.

Pre-teach Language

1. Use Teacher Cards 6-13 to introduce the new school supplies vocabulary. Hold up one card at a time as you name the object. Have students repeat each word with you several times.
2. Introduce the question-and-answer pattern. Say *What does she have? She has some glue*. Repeat several times. Then ask the question and have students answer.

Student Book page 6

A Learn the words.

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

1. Play Class CD1 Track 08. Have students listen and point to the objects as they hear them. Listen again and have students repeat the words. Check pronunciation and intonation.

1.08 1. chalk 2. paint 3. tape 4. scissors
5. glue 6. paper 7. ribbon 8. string

2. Slowly call out the items and have students point to or hold up the supplies they see in the classroom. Have the whole class say the name of each identified item.

B Ask and answer.

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

1. Have students look at the scene and describe what they see. Then play Class CD1 Track 09.

1.09 What does he have?
He has some chalk.

1. What does he have?
He has some chalk.
2. What does she have?
She has some paper.
3. What does she have?
She has some scissors.
4. What does she have?
She has some paint.
5. What does he have?
He has some glue.
6. What does he have?
He has some string.

- Give each student one Student Card (6–13) for the items named in the song or use realia. Gesture toward a student and ask *What does (she) have?* Students answer chorally (*She has some (chalk).*) Repeat with all the school supplies. Then divide the class into two groups. Have groups take turns asking and answering the question.
- Play Class CD1 Track 10. Have students listen, clap, and chant along with the drum track. Have students practice in pairs.



See the script for Track 09.

Student Book page 7

C Make sentences.

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

- Have students look at the pictures and identify the school supplies they see. Then play Class CD1 Track 11 and have students listen and point to the objects.



- She has some tape.
- She has some paper.
- He doesn't have any paint.
- He doesn't have any scissors.
- He doesn't have any glue.

- Point to the sentences on the page and model the rhythm and intonation for the positive and negative sentences *She has some tape. He doesn't have any glue.* Have students repeat each sentence after you.
- Play Class CD1 Track 12. Have students listen, clap, and chant along with the drum track.



See the script for Track 11.

- Have pairs of students use their Student Cards 6–13 to take turns talking about the school supplies.

D Watch, point, and sing.

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

- Have students look at the picture and name the objects they know.
- Play the video. Have students raise their hands when they hear the school supplies they know.



Sue Doesn't Have Any Glue

Sue doesn't have any glue. (repeat)
 Sue has some paper.
 Sue has some string.
 Sue has a bird, and it's learning to sing.
 Sue has some ribbon.
 Sue has some chalk.
 Sue has a dog, and it's learning to talk.
 But Sue isn't happy.
 No, she's feeling blue.
 Sue doesn't have any glue. (Boo hoo!)
 Sue doesn't have any glue.

- Model the song, line by line. Have students clap to keep the rhythm as they repeat after you.
- Play the video again. Have students sing along. Have students hold up Student Cards 6–13 for the vocabulary they hear. Check pronunciation.

Pronunciation note: Practice linking the final *s* in *has* and the initial *s* in *some*. Begin by drilling the two words separately, enunciating both consonant sounds clearly. Then gradually speed up until the pronunciation mimics natural speech.



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

- Guessing Game** (p. 20). Have two students at a time come to the front of the class and play the game using either Teacher Cards 6–13 or realia.
- Concentration** (p. 17). Divide students into small groups to play this game with two sets of Student Cards 6–13. Students say *I have some (chalk)* as they turn over each card.
- Vocabulary Race** (p. 18). Have students play the game with Student Cards 6–13.

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. magnets 2. scissors 3. calculators 4. colored pencils
5. rubber bands 6. push pins 7. paint brushes 8. staplers

B Ask and answer.

Does she have any magnets? Yes, she does.

Does she have any magnets? Yes, she does.
No, she doesn't.

C Play a game. Ask your partner.

Do they have any chalk? Yes, they do.
No, they don't.

D Make sentences.

He has some _____ They have some _____
She has some _____ They don't have any _____

I can do this lesson.

Unit 1 At School 9

Student Book pages 8–9

Topic:

- School items

Lesson Objectives:

- Talking about other people's school supplies
- Asking and answering Yes/No questions

Language:

magnets, scissors, calculators, colored pencils, rubber bands, push pins, paint brushes, staplers

Does he/she have any magnets? Yes, he/she does. No, she doesn't. Do they have any chalk?

Materials:

Teacher Cards 6–21; CD1 Tracks 14–17;
Student Cards 6–21 (Teacher's Resource Center)

Warm up

1. **Conversation Lines** (p. 21). Have students stand in two parallel lines facing each other to practice the conversation from Let's Talk.
2. Review the school supplies from Let's Learn. Give students Teacher Cards 6–13 or realia. Gesture to a student and have the class say what that student has: (*He*) *has some (scissors)*. Continue rapidly around the class.

Pre-teach Language

1. Introduce the new vocabulary. Hold up Teacher Cards 14–21 one by one, say each word, and have students repeat it chorally with you.
2. Introduce the question and answer. Say *Does he have any staplers? No, he doesn't*. Repeat several times. Then ask the question and have students answer.

Student Book page 8

A Learn the words.

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

1. Play Class CD1 Track 14. Have students listen to the vocabulary and point to the classroom objects

as they hear them. Play the audio again and have students repeat the words.

- 1.14** 1. magnets 2. scissors 3. calculators
4. colored pencils 5. rubber bands 6. push pins
7. paint brushes 8. staplers

2. Do a quick practice with the new words. Hold up Teacher Cards 14–21 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 of the classroom objects they see. Then play Class CD1 Track 15 and have students listen and point to the objects.

1.15 Does she have any magnets?

Yes, she does.

1. Does she have any magnets?
Yes, she does.
2. Does he have any colored pencils?
No, he doesn't.
3. Does she have any staplers?
Yes, she does.
4. Does he have any scissors?
Yes, he does.

5. Does she have any rubber bands?
No, she doesn't.
6. Does he have any paint brushes?
Yes, he does.

2. Divide the class into two groups. Play the audio again. Ask one group to repeat the questions and the other to repeat the answers. Play the audio again and have groups switch roles.
3. Play Class CD1 Track 16. Have students listen, clap, and chant along with the drum track.



See the script for Track 15.

4. Have pairs of students take turns asking and answering questions about the classroom objects in the picture. Then have students ask and answer questions about objects in their classroom.

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 question and answers. Read them again and have students repeat.
2. Give a pair of students Teacher Card 16 (calculators) and ask the class *Do they have any calculators?* Nod your head and say *Yes, they do.* Then give another pair Teacher Card 15 (scissors) and ask *Do they have any magnets?* Shake your head and say *No, they don't.* Exaggerate the head motions as you model the answers.
3. Play Class CD1 Track 17. Have students point to the question and answers they hear.



Do they have any chalk?
Yes, they do.
No, they don't.

4. Have students play the game in pairs. Students toss a game piece on a square, and ask and answer questions about the picture.

D Make sentences.

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

1. Display Teacher Cards 6–21. Practice spelling each word.
2. Have students look at the pictures and write words to make true sentences.

3. Have students take turns reading what they have written aloud. After each sentence, invite the class to spell the vocabulary word together. Then have students point to the picture(s) the sentence describes.
4. Have student pairs practice the sentences together.



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

- **Tic-Tac-Toe** (p. 21). Refer to the pictures in the game on page 9. Point to a picture and ask the first team *Do they have any (chalk)?* If the team answers correctly, they name a spot for an X or an O.
- **Telephone** (p. 18). Divide the class into three or four lines. Whisper a different sentence to the first student in each row. Say *Go!* and have the first student whisper the sentence to the student behind him or her, continuing to the last student in each line. The last student shouts out the sentence they heard. The first team to say the sentence correctly wins.
- **Make a Chant** (p. 19). Hand S1 a Teacher Card. Gesture to the student while you chant the questions and elicit the answers from the class. As you chant *Now it's (Maria)'s turn*, hand another Teacher Card to S1. S1 runs to S2 (Maria) and hands her the card while the class yells:
Go, go, go!
Does she have any (calculators)?
Yes, she does! Yes, she does!
Does she have any (magnets)?
No, she doesn't! No, she doesn't!
(Calculators)? Yes! (Magnets)? No!
Now it's (Maria)'s turn. Go, go, go!

Additional Resources

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

Let's Read

Phonics

A Listen, point, and say.

bl **gl** **pl**

black glass plate

blue glue plant

B Listen, point, and chant.

Big Black Butterfly

Quick! Look at the big black butterfly
Dancing on the little green plant!
Pick up your glass. Now he's on your plate!
He's on your blue gloves! He's beautiful!

C Listen and read along.

Sam's Plant

1. Sam has a little green plant. He has a glass pot and a blue plate.

2. He puts the plant in the glass pot. He puts the pot on the blue plate.

3. The plant is big. Oh, no! Sam doesn't have any glue!

4. Sam puts the plant in a black pot. The black pot is big!

D Listen and circle.

1. What color is the plate? a. blue b. black

2. Does Sam have any glue? a. Yes, he does b. No, he doesn't.

3. Is the black pot big or little? a. big b. little

I can do this lesson!

Student Book pages 10–11

Topic:

- Consonant blends /bl/, /gl/, and /pl/

Lesson Objectives:

- Learning words beginning with /bl/, /gl/, and /pl/
- Reading a story that recycles the phonics words and language from previous lessons

Language:

black, blue, glass, glue, plate, plant

Materials:

Teacher Cards 1–27; CD1 Tracks 18–21; Student Cards 1–27 (Teacher's Resource Center)

Warm up

- Tell students they will be learning about blends. Write *bl* on the board. Then hold up the Teacher Card (23) for blue and say *blue*. Have students repeat with you. Place the card next to the letters *bl*.

Pre-teach Phonics

1. Write *bl* on the board next to the *blue* Teacher Card (23). Add *ue* to the right of *bl*. Point to each sound as you say /bl/-ue, then run your hand under the whole word as you say *blue*. Ask students to repeat. Use the same procedure for *black*, *glass*, *glue*, *plate*, and *plant*.
2. Ask students to read the phonics words with you. Remove the Teacher Cards and ask students to read each word. Then invite students to place the Teacher Cards (22–27) next to the words.

Student Book page 10

A Listen, point, and say.

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

1. Play Class CD1 Track 18 and have students point to the blends and words as they hear them. Then have students listen and repeat the sounds and words.

1.18 /bl/ black blue

 /gl/ glass glue

 /pl/ plate plant

2. Show students Teacher Cards 22–27 and say the words. Have students concentrate on the initial blend in each word. Then ask students to say the words on the Teacher Cards. Practice the difficult sounds and words as necessary.

B Listen, point, and chant.

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

1. Play Class CD1 Track 19. Have students listen and ask them to run their fingers under the words as they listen. Play the chant again and have students join in. Ask them to say the words that begin with /bl/, /gl/, and /pl/.

1.19 **Big Black Butterfly**

Quick! Look at the big black butterfly
Dancing on the little green plant!
Pick up your glass. Now he's on your plate!
He's on your blue gloves! He's beautiful!

2. Play the audio again and have students do the chant with gestures. Repeat the chant several times, with students in two groups and then in pairs.
3. Provide students with extra practice distinguishing between the /pl/ and /bl/ sounds. Say the following words in random order and have students repeat:
black, blue, blame, blink, blob
plant, plate, plain, plan, play

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 read the words they know. Ask students to point to the words that begin with *bl*, *gl*, and *pl*.
2. Read the story title aloud. Tell students "Sam's Plant" is about a boy who has a plant. The plant grows too big for its pot.
3. **Read along.** Play Class CD1 Track 20. Have students listen to the story, and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.

1.20 Sam's Plant

1. Sam has a little green plant.
He has a glass pot and a blue plate.
2. He puts the plant in the glass pot.
He puts the pot on the blue plate.
3. The plant is big. Oh, no!
Sam doesn't have any glue!
4. Sam puts the plant in a black pot.
The black pot is big!

4. **Paired reading.** Have students take turns trying to read the story sentences in pairs.
5. **Act it out.** Have student pairs get up and act out the story. Have one student narrate the story while and the other acts it out. Students can pantomime the actions or draw pictures for props.

D Listen and circle.

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

1. Read the questions aloud and invite pairs of students to answer them. Give partners a few minutes to discuss all three questions. Then play Class CD1 Track 21 and have students circle the correct answers.

1. What color is the plate?
2. Does Sam have any glue?
3. Is the black pot big or little?

2. Review each item to make sure students circled the correct answers.



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

- **Board Race.** Divide the class into teams and give each team a set of Student Cards 1–27. On the board, draw a stick figure boy and girl for each team. Call out a list of items and have a student from each team race to put the correct cards under the correct person. For example, call out *She has popcorn, paper, and scissors*. S1 on each team races to place those cards under their team's girl stick figure. As students become better at the game, make the lists longer and include some "doesn't have" items so students have to listen to the entire sentence.
- **Scrambled Sentences** (p. 19). Write the sentences from "Sam's Plant" on a sheet of paper and cut them into strips. Divide the class into groups of three or four, and give each group a set of sentence strips. Have them read the sentences and put them in order. Ask groups to read their story to see if it makes sense. Play the audio and have students check their sentence order.
- **That's Not Right** (p. 18). Read the story, but change some of the words. When students hear a mistake they call out *That's not right!* and provide the correct sentence.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "The Beautiful Butterfly" on Workbook page 9. Then have students read the story for homework or in class.

Additional Resources

Unit 1 Test (Teacher's Resource Center)
Workbook pages 8–9
Online Practice

Unit 2 Clothing

Let's Talk

Unit 2 Clothing Let's Talk

A Listen and say.

Which hat do you like?
I like the red one.

Which hat do you like?
I don't know.

What about this one?
Wow! I like that one!

We want these hats, please!

Which hat do you like?
I like the red one.
I don't know.

B Watch the video.

C Practice the words. Ask and answer.

1. striped 2. polka-dot 3. plaid 4. checked

Which hat do you like?
I like the striped one.

D Listen and chant.

Red Plaid Hat

Which hat do you like?
I like the striped one.
Which one do you like?
I don't know.

Which hat do you like?
I like the checked one.
Which one do you like?
I don't know.

What about this one?
It's OK, but oh! Look at that!
Look at that red plaid hat! Wow!
Look at that red plaid hat!
Look at that red plaid hat!

What about this one?
It's OK, but oh! Look at that!
Look at that polka-dot hat! Wow!
Look at that pink polka-dot hat!
Look at that polka-dot hat!

I can do this lesson.

Unit 2 Clothing 13

Student Book pages 12–13

Topic:

- Patterns

Lesson Objective:

- Expressing preferences

Language:

striped, polka-dot, plaid, checked

Which hat do you like? I like the red one. I don't know.

Materials:

Teacher Cards 28–31; CD1 Tracks 22–26; Student Cards 28–31, Contraction Card (*don't*), and Unit 2 Let's Talk Video (Teacher's Resource Center)

Warm up

1. Use realia to review colors. Point to things around the room and ask *What color is it?*
2. Review *like* using realia. Students give a thumbs-up if they like something or a thumbs-down if they don't.

Student Book page 12

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 the lines after you. Have students take one role while you take the other, and then switch.
2. Have students look at the pictures and name any objects, colors, or patterns they can identify. Play Class CD1 Track 22 and have students listen to the audio. Have students listen again and point to the characters. Play the audio again and have students point to and repeat the words they can identify.

1-22 Which hat do you like? I like the red one.
Which hat do you like? I don't know.
What about this one? Wow! I like that one!
We want these hats, please!

3. Play Class CD1 Track 23. Have students listen to the question and answers. Have them repeat the question and answers after the audio, focusing on natural intonation, rhythm, and speed. Use the Contraction Card to reinforce that *do not* has the same meaning as *don't*.

1-23 Which hat do you like?
I like the red one. / I don't know.

B Watch the video.

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

1. Play the video. Encourage students to reply to Jenny's question: *Which hat do you like?* Explain new language, if necessary.

Look at all these hats! Which hat do you like?
I like the red one. Do you like it?
Yes, it's nice.
Which hat do you like?
They're all pretty. I don't know.
What about this one?
Wow! I like that one. It's red and purple.
Let's buy these hats!
We want these hats, please!

OK. That is \$11.98.
Here you go. Thanks.
I like our hats.
Which hat do you like?


2. Play the video again. Have students clap when they hear the word *like*. Play the video again. Pause after each exchange and have students repeat the language and mimic the gestures.
3. Model the exchanges in the extended conversation with several students, using gestures. Have students take one role while you take the other, then switch.
4. Have students act out the extended conversation in three groups and then in groups of three. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 13


C Practice the words. Ask and answer.

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

1. Use Teacher Cards 28–31 to focus on the new vocabulary. Hold up each card, say the word, and have students repeat. Gesture to students' clothing and say *striped*, *polka-dot*, *plaid*, or *checked*. Encourage the class to answer together, and then call on volunteers to answer individually. Help students focus on the /t/ sound at the end of *striped* and *checked*.
2. Play Class CD1 Track 24. Have students listen and point to the pictures. Play it again and have them repeat.

 I.24 1. striped 2. polka-dot 3. plaid 4. checked

3. Play Class CD1 Track 25. Have students listen, clap, and chant along to reinforce the natural intonation.

 I.25 Which hat do you like? I like the striped one.
1. Which hat do you like? I like the striped one.
2. Which hat do you like? I like the polka-dot one.
3. Which hat do you like? I like the plaid one.
4. Which hat do you like? I like the checked one.

D Listen and chant.

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

1. Play Class CD1 Track 26 and have students repeat words they recognize from the conversation.

I.26 Red Plaid Hat

Which hat do you like?
I like the striped one. Which one do you like?
I don't know.
What about this one?
It's OK, but oh! Look at that!
Look at that red plaid hat! Wow!
Look at that red plaid hat! (repeat)
Which hat do you like?
I like the checked one. Which one do you like?
I don't know.
What about this one?
It's OK, but oh! Look at that!
Look at that polka-dot hat! Wow!
Look at that pink polka-dot hat!
Look at that polka-dot hat!

2. Students clap to keep the beat as you model the chant, line by line. Have students echo the lines.
3. Divide the class into two groups to do the chant. Encourage students to add gestures and actions.
4. Have students point to and read familiar words in the chant. Read the lyrics and have students follow along in their books.

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

- **Back-to-Back Activity** (p. 19). S1 draws four hats (one with each pattern) in random order on a numbered grid. S2 asks *Number 1. Which hat do you like?* S1 responds *I like the (plaid) one.* S2 draws a (plaid) hat in square one on his or her blank grid. Then students switch roles.

Additional Resources

Unit 2 Worksheet A (Teacher's Resource Center)
Workbook pages 10–11
Online Practice

Unit 2 Clothing

Let's Learn

Let's Learn

A Learn the words.

1. a blouse 2. a skirt 3. a dress 4. a shirt
5. pants 6. shorts 7. shoes 8. socks

B Ask and answer.

What's she wearing? She's wearing a dress.

What's she wearing? She's wearing a dress.

C Make sentences.

1. 2. 3. 4. 5. 6.

He's wearing a shirt.
He's not wearing a skirt.

They're wearing pants.
They're not wearing shorts.

D Watch, point, and sing.

Cowboy Boots

Cowboy boots from Dallas, Texas.
Cowboy boots from Dallas, Texas.
Cowboy boots from Dallas, Texas.
Everybody's wearing cowboy boots.

What's she wearing?
Cowboy boots.
What's he wearing?
Cowboy boots.
What are they wearing?
Cowboy boots.
Cowboy boots from Dallas, Texas.

I can do this lesson.

Student Book pages 14-15

Topic:

• Clothing

Lesson Objective:

• Describing what someone is wearing

Language:

a blouse, a skirt, a dress, a shirt, pants, shorts, shoes, socks

*What's she wearing? She's wearing a dress.
He's wearing a shirt. He's not wearing a skirt.
They're wearing pants. They're not wearing shorts.*

Materials:

Teacher Cards 32-39; CD1 Tracks 27-32;
Student Cards 32-39 and Unit 2 Song Video
(Teacher's Resource Center)

Warm up

- Ask *What's (he) doing?* to review the present progressive. Invite volunteers to act out different activities. Ask the class *What's (he) doing?* Model the question-and-answer pattern as needed.

Pre-teach Language

1. Use Teacher Cards 32-39 to introduce the vocabulary. Show each card and say the word. Have students repeat each word several times.
2. Model the question and answer: *What's she wearing? She's wearing (socks).* Look around the room and ask individual students, *What's he/she wearing?*

Student Book page 14

A Learn the words.

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

1. Play Class CD1 Track 27. Have students listen and point to the objects as they hear them. Listen again and have students repeat the words. Check pronunciation and intonation.

- 1-27** 1. a blouse 2. a skirt 3. a dress 4. a shirt
5. pants 6. shorts 7. shoes 8. socks

2. Slowly call out the words and have students point to their own clothing. Have the whole class say the name of each item of clothing.

B Ask and answer.

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

1. Have students look at the scene and describe what they see. Then play Class CD1 Track 28.

- 1-28** What's she wearing?
She's wearing a dress.
1. What's she wearing?
She's wearing a dress.
 2. What's she wearing?
She's wearing a blouse.
 3. What's she wearing?
She's wearing a skirt.
 4. What's he wearing?
He's wearing a shirt.
 5. What's he wearing?
He's wearing shorts.
 6. What's he wearing?
He's wearing socks.

2. Display Teacher Cards 32-39. Point to a card and ask *What's (she) wearing?* Help students answer (*She's wearing (socks).*) Repeat with all the cards. Then divide the class into two groups. Have groups take turns asking and answering the question.

3. Play Class CD1 Track 29. Have students listen, clap, and chant along with the drum track. Have student pairs practice together.



See the script for Track 28.

Student Book page 15

C Make sentences.

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

1. Have students look at the pictures and identify the clothing, colors, and patterns they see. Then play Class CD1 Track 30 and have students listen and point to the clothing.



1. He's wearing a shirt. He's not wearing a skirt.
2. She's wearing a skirt. She's not wearing pants.
3. They're wearing pants. They're not wearing shorts.
4. She's wearing a dress. She's not wearing a blouse.
5. They're wearing shirts. They're not wearing hats.
6. He's wearing shoes. He's not wearing socks.

2. Model the positive and negative sentence patterns. Have students repeat the sentences. Continue with Teacher Cards 32–39 or by gesturing to students. Have student pairs practice together.
3. Play Class CD1 Track 31. Have students listen, clap, and chant along with the drum track.



See the script for Track 30.

D Watch, point, and sing.

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

1. Have students look at the picture and identify the clothing they know. Then point to the cowboy boots, say *cowboy boots*, and have students repeat.
2. Play the video. Have students watch, listen, and clap along with the rhythm.



L.32 Cowboy Boots

Cowboy boots from Dallas, Texas. (repeat x2)
Everybody's wearing cowboy boots.

What's she wearing?

Cowboy boots.

What's he wearing?

Cowboy boots.

What are they wearing?

Cowboy boots.

Cowboy boots from Dallas, Texas.

3. Model the song, line by line. Have students echo the lines after you. Play the video again and have students sing along.



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** (p. 19). Divide students into small groups to perform a chain drill with clothing. The whole group asks *What's (he) wearing?* S1 says (*He's*) *wearing (pants)*. The group asks again. S2 says (*He's*) *wearing (pants) and (a shirt)*. Give all students in each group a turn to add an item to the sentence.
- **Who Is It?** Display photos or magazine pictures of people wearing different clothing. Describe one of the people: (*She's*) *wearing (a skirt)*. Ask the class to identify the picture. Invite volunteers to describe pictures, as well.
- **Musical Chairs**. Play "Cowboy Boots" and have students walk around their chairs. For each round, ask the student who is "out" a question about what other students are wearing.

Additional Resources

Workbook pages 12–13
Online Practice

Unit 2 Clothing

Let's Learn More

Let's Learn More

A Learn the words.

1. a T-shirt 2. a jacket 3. a sweater 4. a sweatshirt
5. jeans 6. pajamas 7. slippers 8. boots

B Ask and answer.

Whose jacket is this?
It's Scott's jacket.

Whose jeans are these?
They're Jenny's jeans.

C Make sentences.

It's her jacket. They're her boots.

D Ask and answer.

1. Is his sweater green? Yes, it is. No, it isn't.
2. Are her boots blue and white? Yes, they are. No, they aren't.

I can do this lesson!

Unit 2 Clothing 16 Unit 2 Clothing 17

Student Book pages 16-17

Topic:

• Clothing

Lesson Objective:

• Identifying clothing and talking about who it belongs to

Language:

a T-shirt, a jacket, a sweater, a sweatshirt, jeans, pajamas, slippers, boots
Whose jacket is this? It's Scott's jacket.
Whose jeans are these? They're Jenny's jeans.
It's her jacket. They're her boots. Is his sweater green? Are her boots blue and white?

Materials:

Teacher Cards 32-47; CD1 Tracks 33-39; Student Cards 32-47 (Teacher's Resource Center)

Warm up

- Review the question *What's he/she wearing?* Ask a boy and a girl to go to the front of the class to represent *he* and *she*. Divide the rest of the class into two groups. Group A asks *What's she/he wearing?* Group B answers. Then have groups switch roles.

Pre-teach Language

1. Use Teacher Cards 40-47 to introduce the vocabulary. Show each card from this lesson and say the word. Have students repeat each word several times.
2. Use classroom objects to review possessives. Have each student contribute one object to the activity (book, pencil, eraser, etc.). Hold up each object: *Whose pencil is this? Whose erasers are these?* Students answer. Ask students to take turns holding up an object and asking a question.

Student Book page 16

A Learn the words.

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

1. Play Class CD1 Track 33. Have students listen to the vocabulary, and point to the clothing as they hear the words. Play the audio again and have students repeat the words.

1.33 1. a T-shirt 2. a jacket 3. a sweater 4. a sweatshirt
5. jeans 6. pajamas 7. slippers 8. boots

2. Do a quick practice with the new words. Hold up Teacher Cards 40-47 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 pictures and identify all of the clothing and patterns they see. Then play Class CD1 Track 34 and have students listen and point to the objects.

1.34 Whose jacket is this? It's Scott's jacket.
Whose jeans are these? They're Jenny's jeans.

1. Whose jacket is this? It's Scott's jacket.
2. Whose sweatshirt is this? It's Scott's sweatshirt.
3. Whose boots are these? They're Scott's boots.
4. Whose jeans are these? They're Jenny's jeans.
5. Whose sweater is this? It's Jenny's sweater.
6. Whose T-shirt is this? It's Jenny's T-shirt.

2. Play Class CD1 Track 35. Have students listen, clap, and chant along with the drum track.

1.35 See the script for Track 34.


- Have students work in pairs, and take turns asking and answering questions about the clothing in the picture. Then have students ask and answer questions about clothing that their classmates are wearing.

Student Book page 17


C Make sentences.

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

- Have students look at the picture and identify the clothes they see. Then play Class CD1 Track 36 and have students listen and repeat. Focus on proper pronunciation and intonation.

-  1.36
- It's her jacket.
 - They're his pajamas.
 - It's his sweatshirt.
 - They're her jeans.
 - They're his slippers.
 - It's his sweater.
 - It's her T-shirt.
 - They're her boots.


- Model the activity with a puppet. Say *It's her jacket*. The puppet responds *Number 1*. Then switch roles so the puppet says the sentence and you respond with the number. Have students play the game in pairs.
- Play Class CD1 Track 37. Have students listen, clap, and chant along with the drum track.

-  1.37
- See the script for Track 36.


D Ask and answer.

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

- Ask students to look at the pictures and name as many colors, patterns, and items of clothing as they can.
- Play Class CD1 Track 38 and have students point to the pictures. Play the audio again and have students repeat the questions and answers.

-  1.38
- Is his sweater green? Yes, it is.
 - Are her boots blue and white? Yes, they are.
 - Is her skirt red? No, it isn't.
 - Are his pajamas yellow? No, they aren't.

- Play Class CD1 Track 39. Have students listen, clap, and chant along with the drum track.

-  1.39
- See the script for Track 38.

- Have students follow the question-and-answer pattern to ask and answer other questions about the pictures.

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

- Do As I Say.** Give commands such as *Touch your (shirt)* as you model the action. Encourage active listening by occasionally touching an item of clothing other than the one you name.
- Whose Is It?** Divide students into small groups and give each group a set of Student Cards. Use only Student Cards 40–47 if students need extra practice with this new vocabulary; otherwise, use Student Cards 32–39. Have students put the cards face down in a pile between them. S1 turns over the top card and asks *Whose (jeans) are these?* S2 answers, using the name of someone else in the group. *They're (Jimmy)'s (jeans)*. S1 gives the card to (Jimmy) and S2 takes a turn.
- Make a Chant** (p. 19). Stand near a student and gesture to an item of clothing. Lead the class in chanting:
Whose jacket is this?
It's Eddie's jacket!
Whose jacket is this?
It's Eddie's jacket!
1, 2, 3, say it with me.
Eddie, Eddie, Eddie's jacket!
 Repeat with other students and items of clothing.

Additional Resources

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

Let's Read

Phonics

A Listen, point, and say.

br **gr** **pr**

brown green pretty

bread grapes prune

B Listen, point, and chant.

Brown Bread for Breakfast

Brown bread for breakfast!
Two green grapes for lunch!
Brown bread for breakfast!
Pretty little prunes for brunch!

C Listen and read along.

A NEW SHIRT

Greta is making a T-shirt for her brother. She is using tea, grapes, and leaves. They make pretty colors.

Tea makes brown, grapes make purple, and leaves make green.

The shirt is finished. Greta's brother says, "I love my new shirt!"

D Listen and circle.

1. Is Greta making a shirt?
a. Yes, she is. b. No, she isn't.

2. What does Greta use to make colors?
a. paint, pens, and glue b. tea, grapes, and leaves

3. What color is Greta's T-shirt?
a. It's purple, blue, and green. b. It's purple, brown, and green.

I can do this lesson.

Student Book pages 18–19

Topic:

- Blends /br/, /gr/, and /pr/

Lesson Objectives:

- Learning words beginning with /br/, /gr/, and /pr/
- Reading a story that recycles the phonics words and language from previous lessons

Language:

brown, bread, green, grapes, pretty, prune

Materials:

Teacher Cards 22–27, 48–53; CD1 Tracks 19, 40–43; Student Cards 22–27, 48–53 (Teacher's Resource Center)

Warm up

- Review the /bl/, /gl/ and /pl/ words by chanting "Big Black Butterfly" (Class CD1 Track 19) together. Write these blends on the board and place the Teacher Cards for words that begin with them under the letters.

Pre-teach Phonics

1. Tell students they will be learning more blends. Say /br/ and ask students to repeat. Hold up the Teacher Card for bread and say *bread*. Have students repeat. Display the Teacher Card. Do the same with *brown*, focusing first on the sound. Repeat the procedure for the /gr/ words *green* and *grapes* and the /pr/ words *pretty* and *prune*.
2. Write *br* on the board beside the Teacher Card for bread. Say /br/ while pointing to the letters. Ask students to repeat. Add *ead* to *br*. Say /br/ -*ead*, *bread*. Point to the two parts of the word and then the whole word. Ask students to repeat. Repeat the procedure for *brown*, *green*, *grapes*, *pretty*, and *prune*.

Student Book page 18

A Listen, point, and say.

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

1. Play Class CD1 Track 40. Have students point to the blends and words in their books as they hear them. Then have students listen and repeat the sounds and words.

1.40 /br/ brown bread

/gr/ green grapes

/pr/ pretty prune

2. Show students the Teacher Cards (48–49) for words that start with the /br/ blend and say the words. Have students concentrate on listening to the initial blend in each word. Do the same with the words that begin with /gr/ and /pr/ (50–51 and 52–53). Then say the words in random order and ask students to identify the initial blend.

B Listen, point, and chant.

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

1. Play Class CD1 Track 41. Have students listen to the chant. Ask students to point to the blends and words as they listen.



L.41 Brown Bread for Breakfast

Brown bread for breakfast!
 Two green grapes for lunch!
 Brown bread for breakfast!
 Pretty little prunes for brunch!

2. Play the audio again and have students chant along with it. Divide the class into three groups: *br*, *gr*, and *pr*. The *br* group raises their hands when they chant a word with *br*; the other groups do the same for *gr* and *pr* words. Have students switch roles twice so they all have a turn to listen for each sound.
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 preview it and read the words they know. Ask students to point to the words that begin with *br*, *gr*, and *pr*.
2. Read the story title aloud. Tell students "A New Shirt" is about how people make clothes different colors.
3. **Read along.** Play Class CD1 Track 42. Have students listen to the story and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, focusing on intonation and rhythm.



L.42 A New Shirt

1. Greta is making a T-shirt for her brother. She is using tea, grapes, and leaves. They make pretty colors.
2. Tea makes brown, grapes make purple, and leaves make green.
3. The shirt is finished. Greta's brother says, "I love my new shirt!"

4. **Paired reading.** Have students take turns reading the story sentences in pairs.
5. To check comprehension and how well students recall details from the story, call out an item (tea, grapes, leaves) and have students respond with the color each makes (brown, purple, green). For example, say *tea*. Students respond *brown!*

D Listen and circle.

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

1. Read the questions aloud and invite pairs of students to try to answer them. Give partners a few minutes to discuss all three questions. Then play Class CD1 Track 43 and have students circle the correct answers.



1. Is Greta making a shirt?
2. What does Greta use to make colors?
3. What color is Greg's T-shirt?

2. Review each item to make sure students circled the correct answers.



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** (p. 19). Have students use the pattern in "A New Shirt" to write another story about making something. This can be done as a group or an individual activity.
- Play **Concentration** (p. 17) using phonics Student Cards 22–27 and 48–53.
- **Sentence Dictation** (p. 19). Students can practice writing sentences with words that contain the initial blends *br*, *gr*, and *pr*. For example, *Is his sweater brown? Are her boots green? I like the pretty one.*
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "A Tea Party" on Workbook page 17. Then have students read the story for homework or in class.

Additional Resources

Unit 2 Test (Teacher's Resource Center)
 Workbook pages 16–17
 Online Practice

Let's Review Units 1 and 2

Let's Review

A Listen and check.

1. A B C

2. A B C

3. A B C

4. A B C

B Listen and number.

Let's Read About Tony

My name is Tony. I live in the United States. I go to a small school. There are twelve students in my class. We use computers in class.

What about you?
Where do you live?
How many students are in your class?

D Your turn. Write a letter to Tony.

Dear Tony:
My name is _____ I live in _____
I go to a _____ school.
There are _____ students in my class.
Your friend,

New Words
live
students
class
computers

Student Book pages 20–21

Lesson Objective:

- Students review language from Units 1 and 2, and practice test-taking skills.

Review Language:

Units 1 and 2 language and vocabulary

Materials:

Teacher Cards 1–13, 28–47; CD1 Tracks 07, 13, 20, 26, 32, 42, 44–46; Student Cards 1–13, 28–47 (Teacher's Resource Center)

Let's Talk

1. Sing "No Popcorn" (Class CD1 Track 07) and "Red Plaid Hat" (Class CD1 Track 26) in two groups or in pairs. Each group or partner sings one part of the conversation. Encourage students to use gestures as they sing.
2. Review the conversations from Units 1 and 2 with the class. Help students combine the language and use the extended conversations from the videos in Units 1 and 2. Then do a **Walk and Talk** activity (p. 21). At each station, display either a Teacher Card showing food (1–5) or a pattern (28–31). (You may also use magazine pictures for prompts.) When you say *Stop*, students talk about the pictures.

Let's Learn/Let's Learn More

1. Review the vocabulary and sentence patterns with a **Back-to-Back Activity** (p. 19). Students work with partners. Give each student a blank paper divided into three sections. Each section should have a stick figure of a girl, a boy, or two children. S1 draws school supplies in the grid and S2 tries to reproduce S1's grid by asking questions *Does (she) have any (chalk)?* Then students switch roles. Play again with clothing. S1 draws clothing on the stick figures and S2 asks questions. Then students switch roles.

2. Have a **Relay Race** (p. 20) to review the vocabulary and sentence patterns. Display Teacher Cards for clothing (32–47). Give each team a sentence that matches a Teacher Card. The students race to touch the correct card based on the sentence. For example, display Teacher Cards for *dress*, *skirt*, and *pants*. Whisper to the first student *What's she wearing?* *She's wearing a dress.* The student says the sentence and races to touch the dress card.
3. Have students review the songs. For "Sue Doesn't Have Any Glue" (Class CD1 Track 13) have students hold up Student Cards (6–13) and shake their heads yes or no as they sing. For "Cowboy Boots" (Class CD1 Track 32), have students clap and dance as they sing.

Let's Read

Phonics: *black, blue, glass, glue, plate, plant, brown, bread, green, grapes, pretty, prune*

1. Review phonics sounds with a **Board Race**. Write the blends *bl, gl, pl, br; gr, and pr* 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 "Sam's Plant" (Class CD1 Track 20) and "A New Shirt" (Class CD1 Track 42) along with the audio. Then have students show that they understand the stories by playing **That's Not Right** (p. 18). Reread each story aloud, but change some

of the details (*Sam has a little blue plant* instead of *Sam has a little green plant* when reading “Sam’s Plant”). When students hear a mistake they call out *That’s not right!* and provide 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 resemble the listening test on page 20 of the Student Book. Draw three boy stick figures with different classroom objects: *He has some (chalk)*, *He has some (glue)*, *He has some (paint)*. Draw a letter *A* under the first boy, a letter *B* under the second, and a letter *C* under the third. Have one student stand by the board and identify one of the pictures. T: *What does he have? He has some (chalk)*. The student points to the correct picture and checks the correct letter.
2. Have students look at the test in their books and identify the items in numbers 1–4. Encourage them to anticipate the language on the audio.
3. Play Class CD1 Track 44. Have students listen and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test. Note: If you want to do this as a formal test, have students do the written test only. Correct the test with students.

-  **L.44**
1. What does he have? He has some string.
 2. Does she have any paint? Yes, she does.
 3. What do they have? They have some staplers.
 4. Do they have any chalk? No, they don’t. They have some rubber bands.

B Listen and number.

1. Draw four stick figures wearing different outfits and a box under each one. Then say *Number one. What’s she wearing? She’s wearing a skirt and blouse.* Write the number *1* in the box under the stick figure with the skirt and blouse. Repeat as necessary.
2. Have students look at the test in their books and identify the clothing. Encourage them to anticipate the language they might hear on the audio.


3. Play Class CD1 Track 45. Have students listen and point to the pictures. Then play the audio again and have students do the exercise as a written test.

-  **L.45**
1. What are they wearing? They’re wearing skirts.
 2. Is he wearing jeans? Yes, he is.
 3. He’s wearing a shirt and a tie. He isn’t wearing a sweater.
 4. What are they wearing? They’re wearing pajamas.

Student Book page 21

C Let’s Read About Tony.

1. Have students preview the story and predict what it might be about. Ask them to read any words they know. Focus on the new words and pre-teach these as necessary.
2. Read the story title. Tell students that “Let’s Read About Tony” is about a boy who goes to a small school in the United States.
3. **Read along.** Play Class CD1 Track 46. Have students listen and follow along in their books. Then have them read along with the audio, focusing on intonation and rhythm.

 **L.46** **Let’s Read About Tony**
My name is Tony. I live in the United States. I go to a small school. There are twelve students in my class. We use computers in class.

4. **Echo reading.** Read each sentence and have students read after you, copying the pronunciation, rhythm, and intonation.
5. **What about you?** Invite students to ask and answer the questions with partners.


D Your turn. Write a letter to Tony.

1. Read the letter template with the class. Invite students to share the words they would use to complete the sentences.
2. Have students copy the letter onto a separate piece of paper and complete it with information about themselves.

Additional Resources


Unit 1 Test (Teacher’s Resource Center)
Unit 2 Test (Teacher’s Resource Center)
Workbook pages 18–19
Online Practice


Unit 3 Places Let's Talk

A Listen and say.  1.47

Excuse me. Where's the nurse's office?
It's next to the gym. Follow me.
OK.


NURSE'S OFFICE Here's the nurse's office.
Thanks for your help.
You're welcome.

B Watch the video. 

C Practice the words. Ask and answer.  1.48

1. music room 2. classroom 3. gym
4. art room 5. lunchroom 6. office

Where's the lunchroom?
It's next to the art room.
It's across from the classroom.
It's between the art room and the office.

D Listen, point, and sing.  1.49

Where's the Classroom?

Where's the classroom?
It's next to the gym.
Where's the classroom?
It's next to the gym.
Where's the gym?
It's next to the classroom.
Where's the classroom?
It's next to the gym.

Where's the music room?
It's across from the art room.
Where's the art room?
It's across from the music room.
Where's the lunchroom?
It's between the art room and the office.
Where's the office?
It's across from the gym.

I can do this lesson!

22 Unit 3 Places 23

Student Book pages 22–23

Topic:

- Rooms

Lesson Objective:

- Describing the location of places at school

Language:

music room, classroom, gym, art room, lunchroom, office, across from, between, next to

Excuse me. Where's the nurse's office? It's next to the gym. Follow me. Here's the nurse's office. Thanks for your help. You're welcome.


Materials:

Teacher Cards 54–62; CD1 Tracks 47–51; Student Cards 54–62 and Unit 3 Let's Talk Video (Teacher's Resource Center)

Warm up

1. Review prepositions (*in, on, under, by, in front of, and behind*) using a book. Ask *Where is the book?* Students answer *The book is under the desk.*
2. Use Teacher Cards 60–62 to teach the new prepositions *across from, between, next to.*

3. Play Class CD1 Track 48. Have students repeat after the audio, focusing on natural intonation, rhythm, and speed.


 1.48 Thanks for your help.
You're welcome.

Student Book page 22

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 the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch.
2. Play Class CD1 Track 47. Students look at the scene and identify the characters and objects they recognize. Then have them listen to the conversation several times. Explain new language, if necessary.

 1.47 Excuse me. Where's the nurse's office?
It's next to the gym. Follow me.
OK.
Here's the nurse's office.
Thanks for your help.
You're welcome.

B Watch the video.

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

1. Play the video. Encourage students to reply to Mom's question: *Where's the nurse's office at your school?* Explain new language, if necessary.

Excuse me. Where's the nurse's office? *I can't find it.*
It's next to the gym.
Oh, where's the gym?
It's across from the office.
Umm, where's the office?
OK. Please follow me.
Here's the nurse's office.
Thanks for your help.
You're welcome. *I hope you feel better soon!*
Thank you.
Where's the nurse's office at your school?


2. Play the video again. Have students clap when they hear the word *where*. Play the video again. Pause after each exchange and have students repeat the language and mimic the gestures.
3. Model the exchanges in the extended conversation with several students, using gestures. Have students take one role while you take the other, then switch.
4. Have students act out the extended conversation in three groups and then in groups of three. Encourage students to imitate — and even exaggerate — the actions and expressions of the characters in the video.

Student Book page 23


C Practice the words. Ask and answer.

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

1. Use Teacher Cards 54–59 to focus on the new vocabulary. Hold up each card, say the word, and have students repeat. Play Class CD1 Track 49 and have students listen and point. Play it again and have them repeat.

-  **L.49**
- | | | |
|---------------|--------------|-----------|
| 1. music room | 2. classroom | 3. gym |
| 4. art room | 5. lunchroom | 6. office |


2. Focus on the question-and-answer pattern in the box. Play Class CD1 Track 50. Have students point to the pictures as they listen to the audio. Then have them practice the pattern in pairs.

-  **L.50** Where's the lunchroom? It's next to the art room.
It's across from the classroom.
It's between the art room and the office.
across from, between, next to
1. Where's the music room? It's next to the classroom. It's across from the art room.
 2. Where's the classroom? It's across from the lunchroom. It's between the music room and the gym.
 3. Where's the gym? It's next to the classroom. It's across from the office.
 4. Where's the art room? It's next to the lunchroom. It's across from the music room.
 5. Where's the lunchroom? It's across from the classroom. It's between the art room and the office.
 6. Where's the office? It's next to the lunchroom. It's across from the gym.

D Listen, point, and sing.

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

1. Play Class CD1 Track 51 and have students repeat words they recognize from the conversation.

-  **L.51** **Where's the Classroom?**
- Where's the classroom? It's next to the gym. (repeat)
Where's the gym? It's next to the classroom.
Where's the classroom? It's next to the gym.
Where's the music room? It's across from the art room.
Where's the art room? It's across from the music room.
Where's the lunchroom? It's between the art room and the office.
Where's the office? It's across from the gym.

2. Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you and then practice the song as a chant.
3. Divide the class into two groups to sing the song.
4. Have students point to and read words they recognize in the song. Finally have students sing the song several times in pairs or groups.



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

- **Drawing Activity.** Distribute crayons and paper. Display Teacher Cards 54–62 as a reference. Have students draw a simple floor plan of a six-room school. Have students ask and answer questions about their drawings.
- Play **Stand Up Game** (p. 18) with the song “Where's the Classroom?”

Additional Resources

Unit 3 Worksheet A (Teacher's Resource Center)
Workbook pages 20–21
Online Practice

Unit 3 Places

Let's Learn

Let's Learn

A Learn the words. (I.52)

1. clinic 2. repair shop 3. office
4. factory 5. store 6. bakery

B Ask and answer. (I.53)

Where's he going?
He's going to the store.

C Ask and answer. (I.53)

1. 2. 3. 4.

Are they going to the office?
Yes, they are.
No, they aren't.

D Watch, point, and sing. (I.53)

Where Are You Going?

Where are you going?
I'm going to the park.
Are you going with Tom?
No, I'm going with Mark.

Where is Sue going?
She's going to the store.
Is she going at three?
No, she's going at four.

Where is Jack going?
He's going to Brazil.
Is he going with Bob?
No, he's going with Bill.

I can do this lesson!

24 Unit 3 Places Unit 3 Places 25

Student Book pages 24–25

Topic:

- Places

Lesson Objective:

- Talking about places in the neighborhood

Language:

clinic, repair shop, office, factory, store, bakery

Where's he going? He's going to the store. Are they going to the office?

Materials:

Teacher Cards 54–59, 63–68; CD1 Tracks 52–57; Student Cards 54–59, 63–68 and Unit 3 Song Video (Teacher's Resource Center)

Warm up

- Display Teacher Cards 54–59 to create the floor plan of a school. Have students use prepositions to ask and answer questions about the rooms' locations.

Pre-teach Language

1. Use Teacher Cards 54–59 to introduce the vocabulary. Show each card from this lesson and say the word. Have students repeat each word several times.
2. Draw a simple map on the board, showing places in the community. Then show a stick figure of a child walking to one of the places. Ask *Where's she going?* and model the answer *She's going to the store*. Invite students to take turns drawing a child going to each place. Ask *Where's he/she going?* and have students give the answer.

Student Book page 24

A Learn the words.

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

1. Play Class CD1 Track 52. Have students listen and point to the words as they hear them. Listen again and have students repeat the words. Check pronunciation and intonation.

- I.52** 1. clinic 2. repair shop 3. office
4. factory 5. store 6. bakery

2. Call out the words and have students point to pictures on the page. Students can check each other's answers.

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 CD1 Track 53.

I.53 Where's he going? He's going to the store.

1. Where's he going?
He's going to the store.
2. Where's she going?
She's going to the repair shop.
3. Where's he going?
He's going to the clinic.

2. Display Teacher Cards 63–68. Move a puppet close to one card and ask *Where's he going?* Students answer *He's going to the (clinic)*. Repeat with all the places. Then divide the class into two groups. Have groups take turns asking and answering the question.

3. Play Class CD1 Track 54. Have students listen, clap, and chant along with the drum track. Have students practice in pairs.



See the script for Track 53.

Student Book page 25

C Ask and answer.

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

1. Have students look at the pictures and identify the places they see. Then play Class CD1 Track 55 and have students listen and point to the pictures.



1. Are they going to the office?
Yes, they are.
2. Are they going to the bakery?
No, they aren't.
3. Are they going to the factory?
Yes, they are.
4. Are they going to the store?
No, they aren't.

2. Play Class CD1 Track 56. Have students listen, clap, and chant along with the drum track.



See the script for Track 55.

3. Have pairs of students take turns asking and answering questions about the pictures using the audio as a model. Encourage them to ask new questions about the pictures, as well.

D Watch, point, and sing.

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

1. Have students look at the picture and name the things they know. Introduce the vocabulary for the song as needed (*park, store, Brazil*).
2. Play the video. Have students raise their hands when they hear the places they know.



Where Are You Going?

Where are you going?
I'm going to the park.
Are you going with Tom?
No, I'm going with Mark.
Where is Sue going?
She's going to the store.

Is she going at three?
No, she's going at four.
Where is Jack going?
He's going to Brazil.
Is he going with Bob?
No, he's going with Bill.

3. Model the song, line by line. Have students clap to keep the beat and repeat after you. Explain that *three* and *four* are short for three o'clock and four o'clock.
4. Play the video again and have students sing along. Then divide the class into two groups and have them take turns singing each line.



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

- **Guessing Game** (p. 20). Place Teacher Cards 54–59 and 63–68 around the room. Have a volunteer stand and slowly walk to one of the cards. Ask *Where's (he) going?* and invite volunteers to guess (*He's going to the (lunchroom).*)
- **Card Game** (p. 20). Have partners place two sets of Student Cards 54–59 or 63–68 on a table. Draw two stick figures on the board for context. Model the game. Point to the stick figures, turn over one Student Card, and ask *Are they going to the (bakery)?* Turn over a second card. If it's the (bakery), say *Yes, they are*. If it's not, say *No, they aren't*.
- **Make a Chant** (p. 19). As a class, brainstorm names that rhyme with the places in Unit 3. Then have partners work together to create their own verses of "Where Are You Going?" For example, *Where are you going? I'm going to the clinic. Are you going with Tom? No, I'm going with Rick.*

Additional Resources

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

Unit 3 Places

Let's Learn More

Let's Learn More

A Learn the words.

1. by car 2. by bike 3. on foot
4. by bus 5. by taxi 6. by train

B Ask and answer.

How's he going to school?
He's going by bus.

How's he going to school?
He's going by bus.

C Play a game. Ask your partner.

Where's he going?
He's going to the factory.

How's he going there?
He's going by bus.

D What about you?

How do you go to school?
How do you go to the park?
How do you go to the store?

I can do this lesson.

Unit 3 Places 27

Student Book pages 26–27

Topic:

- Transportation

Lesson Objective:

- Identifying and asking about methods of transportation

Language:

by car, by bike, on foot, by bus, by taxi, by train

How's he going to school? He's going by bus.

Where's he going? He's going to the factory.

How's he going there? He's going by bus.

Materials:

Teacher Cards 54–74; CD Tracks 51, 58–61;
Student Cards 54–74 (Teacher's Resource Center)

Warm up

- Sing “Where’s the Classroom?” (Class CD1 Track 51). Give each student a Student Card (54–62). Have each student hold up the matching card when they hear the word in the song.

Pre-teach Language

1. Introduce the transportation vocabulary, using Teacher Cards 69–74. Show one Teacher Card and say the phrase. Have students repeat several times.
2. Draw a picture of a car and a stick figure. Model the question and answer *How's he going to school? He's going by car.* Have students repeat several times.

Student Book page 26

A Learn the words.

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

1. Play Class CD1 Track 58. Have students listen to the vocabulary and point to the phrases in their books as they hear them. Play the audio again and have students repeat the words.

- 1.58 1. by car 2. by bike 3. on foot
4. by bus 5. by taxi 6. by train

2. Do a quick practice with the vocabulary. Display Teacher Cards 69–74. Give each student a set of Student Cards 69–74. Call out a phrase, such as *by car* or *on foot* and have students hold up the Student Card. Point to the correct Teacher Card to confirm.



B Ask and answer.

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

1. Have students look at the picture and identify the characters and objects they recognize. Then play Class CD1 Track 59 and have students listen and point to the pictures.

- 1.59 How's he going to school?
He's going by bus.
1. How's he going to school?
He's going by bus.
 2. How's she going to school?
She's going on foot.
 3. How's he going to school?
He's going by bike.
 4. How's she going to school?
She's going by car.

2. Play Class CD1 Track 60. Have students listen, clap, and chant along with the drum track.

 1.60  See the script for Track 59.


3. Hold up the Teacher Cards for *by train*, *by taxi*, and *on foot* (71, 73, 74) to continue practicing the question and answer. Then have student pairs practice the question-and-answer pattern.

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 questions and answers. Play Class CD1 Track 61 and have students point to the pictures in their books.

 1.61 Where's he going?
He's going to the factory.
How's he going there?
He's going by bus.

2. Have students play the game in pairs. One partner points to a picture and asks the questions. The other looks at the picture and gives the answers. Have students play **Rock, Paper, Scissors** (p. 20) to see who asks the question each turn.

D What about you?

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

1. Have students discuss the questions in small groups. Explain that students should listen carefully because they'll have to report what their classmates say.

2. Walk around the room to ensure students are able to answer the questions about themselves. Provide help as needed.
3. When groups have finished discussing the questions, ask students about their classmates. For example, ask *What about (Maria)? How's she going to school?* Challenge a student in (her) group to answer and then have (Maria) confirm.



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 **Slap** (p. 18) to practice the transportation phrases from this lesson.
- Do a **Beanbag Circle** (p. 18) focusing on only one question-and-answer pattern at a time.
 1. *Where's he going? He's going to the factory.*
 2. *How's he going there? He's going by bus.*
- **Memory Chain** (p. 19). Display Teacher Cards 54–59 and 63–68 for reference. Play the game using the sentence structure *I'm going to the (gym)*.

Additional Resources

Workbook pages 24–25
Online Practice

Unit 3 Places

Let's Read

Phonics

A Listen, point, and say.

cl **fl** **sl**

class flower sleep
clock fly slow

B Listen, point, and chant.

Watch the Clock

Slow, not fast!
Sit, don't stand!
Watch the clock,
Not the fly!

What time is it?

C Listen and read along.

At the SAME TIME

Slovakia: 4:00 p.m.
Peru: 9:00 a.m.
Singapore: 11:00 p.m.

1 Hi, how are you?
Marta lives in Peru. At 9:00 a.m., she is in English class at school.

2 Josef and Marie live in Slovakia. It is 4:00 in the afternoon. They are flying kites at the park.

3 Li-Ping lives in Singapore. The clock by his bed reads 11:00 p.m. He is sleeping.

D Listen and circle.

1. What time is it in Peru? a. 9:00 a.m. b. 12:30 p.m.
2. Are Josef and Marie flying kites? a. Yes, they are. b. No, they aren't.
3. What is Li-Ping doing? a. eating lunch b. sleeping

I can do this lesson.

Student Book pages 28–29

Topic:

- Consonant blends /cl/, /fl/, and /sl/

Lesson Objectives:

- Learning words beginning with /cl/, /fl/, and /sl/
- Reading a story that recycles the phonics words and language from previous lessons

Language:

class, clock, flower, fly, sleep, slow

Materials:

Teacher Cards 22–27, 48–53, 75–80; CD1 Tracks 19, 41, 62–65; Student Cards 22–27, 48–53, 75–80 (Teacher's Resource Center)

Warm up

- Review *l*-blends by having student chant “Big Black Butterfly” (Class CD1 Track 19) together. Write these blends on the board and place the Student Cards 22–27 under the letters.

Pre-teach Phonics

1. Tell students they will be learning more blends. Say /cl/ and ask students to repeat. Hold up the Teacher Card for class (75) and say *class*. Have students repeat. Display the Teacher Card. Do the same with *clock* (76), focusing first on the /cl/. Repeat the procedure for the /fl/ words and the /sl/ words.
2. Write *cl* beside the Teacher Card for class (75). Say /cl/ while pointing to the letters. Ask students to repeat. Add *ass* to *cl*. Say /cl/-*ass*, *class*. Point to the two parts of the word and then to the whole word. Ask students to repeat. Repeat the procedure for *clock*, *flower*, *fly*, *sleep*, and *slow* (76–80).

Pronunciation note: Students may insert a schwa between the consonants in blends, saying *cuh-lass* instead of *class*, for example. Try to isolate and focus on the pure consonant sounds so students can hear the difference.

Student Book page 28

A Listen, point, and say.

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

1. Play Class CD1 Track 62. Have students point to the blends and words as they hear them. Play the audio again and have students listen and repeat the sounds and words.

/cl/	class	clock
/fl/	flower	fly
/sl/	sleep	slow

2. Show students Teacher Cards (75, 76) for words that start with the /cl/ blend and say the words. Have students concentrate on listening to the initial blend in each word. Do the same with the words that begin with /fl/ and /sl/ (77–80). Then say the words in random order and ask students to identify the initial blend.

B Listen, point, and chant.

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

1. Play Class CD1 Track 63. Have students listen to the chant. Ask students to point to the blends and words in their books as they listen.

 **L.63 Watch the Clock**

Slow, not fast! Sit, don't slide!
Watch the clock, Not the fly!

2. Play the audio again and have students chant along with it. Divide the class into three groups: *cl*, *fl*, and *sl*. The *cl* group raises their hands when they chant a word with *cl*; the other groups do the same for *fl* and *sl* words. Have students switch roles twice so they all have a turn to listen for each sound.
3. Play the chant several times. 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 read the words they know. Ask students to point to the words that begin with *cl*, *fl*, and *sl*.
2. Read the story title aloud. Tell students "At the Same Time" is about time zones and shows what children around the world are doing "at the same time." Use a globe and a flashlight to show how it can be 9:00 a.m. in one place and 9:00 p.m. in another.
3. **Read along.** Play Class CD1 Track 64. Have students listen to the story and follow along in their books. Have students point to the words as they listen. Have them read along with the audio, focusing on the intonation and rhythm.

 **L.64 At the Same Time**


1. Marta lives in Peru. At 9:00 a.m., she is in English class at school.
2. Josef and Marie live in Slovakia. It is 4:00 in the afternoon. They are flying kites at the park.
3. Li-Peng lives in Singapore. The clock by his bed reads 11:00 p.m. He is sleeping.

4. **Choral reading.** Have students read the story with the audio so they can copy the pronunciation, intonation, and word stress. Then have the class read it together without the audio.
5. **Retell the story.** Ask for volunteers to tell what time it is in each place and what each child is doing.

D Listen and circle.

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

1. Read the questions aloud. Have student pairs try to answer them. Give partners a few minutes to discuss the questions. Then play Class CD1 Track 65 and have students circle the correct answers.

-  **L.65**
1. What time is it in Peru?
 2. Are Josef and Marie flying kites?
 3. What is Li-Peng doing?

2. Review each item to make sure students circled the correct answers.

 **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 Phonics **Concentration** (p. 17) with a double set of teacher-made word cards for the /cl/, /fl/, and /sl/ phonics words. Students turn over two cards and read the words as they try to collect pairs of identical words.
- **Timelines.** Create three 24-hour timelines on the board and label them *Marta*, *Josef and Marie*, and *Li-Peng*. Invite students to fill in other activities that the children might do at different times of the day. Then talk about what they are doing. *It's 10:00 p.m. in Peru. Marta is sleeping. It's 5:00 a.m. in Slovakia. Josef and Marie are sleeping, too! It's 12 noon in Singapore. Li-Peng is eating lunch.*
- **That's Not Right** (p. 18). Reread "At the Same Time" and play the game.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Going Places" on Workbook page 27. Have students read the story for homework or in class.

Additional Resources

Unit 3 Test (Teacher's Resource Center)
Workbook pages 26–27
Online Practice

Unit 4 Occupations

Let's Talk

Unit 4 Occupations Let's Talk

A Listen and say.

What does your father do? He's a pilot.

My mother's an office worker. I'm not sure!

Oh, What does an office worker do? What does an office worker do? I'm not sure!

B Watch the video.

C Practice the words. Ask and answer.

1. a pilot 2. a zookeeper 3. an astronomer 4. a baseball player

What does your mother do? She's a pilot.

D Listen, point, and sing.

What Does Your Father Do?

What does your father do? He's a pilot.
 What does your mother do? She's an astronomer.
 What does your brother do? He's an office worker.
 What does an office worker do? I'm not sure!

I can do this lesson.

Unit 4 Occupations 31

Topic:

- Occupations

Lesson Objective:

- Learning how to talk about jobs

Language:

a pilot, a zookeeper, an astronomer, a baseball player

What does your father do? He's a pilot.
 My mother's an office worker. Oh, What does an office worker do? I'm not sure!

Materials:

Teacher Cards 81–84; CD1 Tracks 66–70; Student Cards 81–84, Contraction Card (I'm), and Unit 4 Let's Talk Video (Teacher's Resource Center)

Student Book pages 30–31

Warm up

1. Review occupations with a quick drill. Have ready magazine pictures of people in different occupations that students know, including cook, nurse, taxi driver, doctor, police officer, teacher, student, farmer. Distribute the pictures to groups of students and give them a few minutes to agree on the names. Then call on a volunteer from each group to show a picture. Ask *Who's (she)?* and the volunteer answers *(She)'s a (teacher)*.
2. Collect the pictures. Hand one to a volunteer so nobody else can see it. That student pantomimes something the person might do. The class guesses. Ask *Who's (he)?* The class should answer *(He's) a (doctor)*.

Student Book page 30

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 the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch.

2. Have students look at the scene and identify the characters and any objects they recognize. Play Class CD1 Track 66. Have students listen to the conversation several times: listen with eyes closed, listen and point to the characters, listen and repeat familiar words. Explain new language, if necessary.

1.66 What does your father do?
 He's a pilot.
 My mother's an office worker.
 Oh, What does an office worker do?
 I'm not sure!

3. Play Class CD1 Track 67. Have students listen to the question-and-answer pattern. Then play the conversation again and have students repeat after the audio, focusing on natural intonation, rhythm, and speed. Use Contraction Cards to review that *I am* has the same meaning as *I'm*.

1.67 What does an office worker do?
 I'm not sure!

B Watch the video.

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

1. Play the video. Encourage students to reply to Andy's question: *What does Kate's father do?* Then play the rest of the video. Explain new language, if necessary.

What does your father do?
 What does Kate's father do?
 He's a pilot. What does your father do?
 He's an astronomer.
 Wow! Really?
 Yeah. He studies stars.
 What does your mother do?
 My mother's an office worker.
 Oh. What does an office worker do?
 I'm not sure!


2. Play the video again. Have students raise their hands when they hear the word *do*. Play the video again. Pause the video after each exchange and have students repeat the extended conversation and mimic the gestures.
3. Model the exchanges in the extended conversation with several students, using gestures. Have students take one role while you take the other, then switch.
4. Have students act out the extended conversation in two groups and then in pairs. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 31


C Practice the words. Ask and answer.

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

1. Use Teacher Cards 81–84 to focus on the new vocabulary. Hold up each card, say the word, and have students repeat. Play Class CD1 Track 68 and have students listen and point to the pictures in their books. Play it again and have them repeat.

 **I.68** 1. a pilot 2. a zookeeper
 3. an astronomer 4. a baseball player


2. Focus on the question-and-answer pattern in the box. Play Class CD1 Track 69. Have students point to the pictures in their books as they listen to the audio. Then have them practice the questions and answers in pairs.

 **I.69** What does your mother do?
 She's a pilot.
 1. What does your mother do?
 She's a pilot.
 2. What does your father do?
 He's a zookeeper.
 3. What does your mother do?
 She's an astronomer.
 4. What does your father do?
 He's a baseball player.

D Listen, point, and sing.

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

1. Play Class CD1 Track 70. Have students repeat words they recognize from the conversation.

 **I.70** What Does Your Father Do?
 What does your father do?
 He's a pilot.
 What does your mother do?
 She's an astronomer.
 What does your brother do?
 He's an office worker.
 What does an office worker do?
 I'm not sure!

2. Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you and then practice the song as a chant.
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 point to and read words they recognize in the song. Then have students sing the song several times together in pairs or groups.

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 **Beanbag Circle** (p. 18) with Student Cards 81–84 to practice asking and answering *What does your (father) do?*
- Use **Step Away Lines** (p. 21) to practice *What does (an office worker) do? I'm not sure!* Each time students take a step back, they switch parts.
- **Dialogue Musical Chairs.** Play “What Does Your Father Do?” as students move around the room. When the music stops, students find a partner and practice the conversation.

Additional Resources

Workbook pages 28–29
 Online Practice

Unit 4 Occupations

Let's Learn

Let's Learn

A Learn the words.

1. a veterinarian 2. a mechanic 3. a salesclerk
4. a factory worker 5. a photographer 6. a baker

B Ask and answer.

What's his job?
He's a mechanic.

What's her job?
She's a veterinarian.

What's his job? He's a mechanic.

C Ask and answer.

Is she a zookeeper?
Yes, she is.
No, she isn't.

D Watch and sing.

Jack's a Mechanic

Jack's a mechanic.
A very good mechanic.
He fixes cars all day
In the repair shop.

Jack fixes new ones,
Jack fixes blue ones.
He fixes old ones, too,
In the repair shop.

Jack's a mechanic.
A very good mechanic.
He fixes cars all day
In the repair shop.

Jack's a mechanic.
A very good mechanic.
He fixes cars all day.
He fixes cars all day.

I can do this lesson.

Student Book pages 32–33

Topic:

- Occupations

Lesson Objective:

- Learning how to talk about occupations

Language:

a veterinarian, a mechanic, a salesclerk, a factory worker, a photographer, a baker

What's his job? He's a mechanic. Is she a zookeeper?

Materials:

Teacher Cards 81–90; CD1 Tracks 70–76; Student Cards 81–90 and Unit 4 Song Video (Teacher's Resource Center)

Warm up

1. Use Teacher Cards 81–84 and do a quick drill to practice *What does (she) do?* (*She's*) (*a pilot*). Show the cards quickly as you ask the question. Have students answer quickly using complete sentences. Divide the class into two groups and practice the question-and-answer pattern using the Teacher Cards.
2. Play "What Does Your Father Do?" (Class CD1 Track 70) and have students sing along. Play the audio again. Divide the class into two groups and have them take turns singing the different parts.

Pre-teach Language

1. Use Teacher Cards 85–90 to introduce the vocabulary. Show each card and say the word. Have students repeat each word several times.
2. Show the occupations Teacher Cards (81–90) and ask *What's (his) job?* Model the answer and have students repeat.

Student Book page 32

A Learn the words.

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

1. Play Class CD1 Track 71. Have students listen and point to the words as they hear them. Listen again and have students repeat the words. Check pronunciation and intonation.

L.71 1. a veterinarian 2. a mechanic 3. a salesclerk
4. a factory worker 5. a photographer 6. a baker

2. Distribute Student Cards 85–90. Call out a word and have students hold up the correct Student Card. Then hold up the Teacher Card so they can confirm their choice.

B Ask and answer.

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

1. Have students look at the pictures and describe what they see. Then play Class CD1 Track 72.

L.72 What's his job? He's a mechanic.
What's her job? She's a veterinarian.
1. What's his job? He's a mechanic.
2. What's her job? She's a veterinarian.

2. Display Teacher Cards 85–90. Point to a card and ask *What's (his) job?* Model the question-and-answer pattern, if necessary. Repeat with all the cards. Then divide the class into two groups. Have groups take turns asking and answering the question.
3. Play Class CD1 Track 73. Have students listen, clap, and chant along with the drum track. Have students practice in pairs.



See the script for Track 72.

Student Book page 33

C Ask and answer.

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

1. Have students look at the pictures and identify the occupations and places they recognize. Invite pairs of students to ask and answer questions about the pictures. Then play Class CD1 Track 74 and have students listen and point to the people.



1. Is she a zookeeper? Yes, she is.
Is she a salesclerk? No, she isn't.
2. Is she a factory worker? Yes, she is.
Is she a pilot? No, she isn't.
3. Is he a salesclerk? Yes, he is.
Is he a zookeeper? No, he isn't.
4. Is he a pilot? Yes, he is.
Is he a factory worker? No, he isn't.

2. Play Class CD1 Track 75. Have students listen, clap, and chant along with the drum track.



See the script for Track 74.

3. Hold up Teacher Cards 81–90, one at a time and have pairs of students take turns asking and answering questions about them.

D Watch and sing.

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

1. Have students look at the picture and describe what they see. Introduce the vocabulary for the song as needed (*fix, repair shop*).
2. Play the video. Have students raise their hands when they hear occupation words they know.

1.76 Jack's a Mechanic

Jack's a mechanic,
A very good mechanic.
He fixes cars all day
In the repair shop. (repeat)

Jack fixes new ones.
Jack fixes blue ones.
He fixes old ones, too,
In the repair shop.

Jack's a mechanic.
A very good mechanic.
He fixes cars all day.
He fixes cars all day.

3. Model the song, line by line. Have students clap to keep the beat and repeat after you. Ask students what *new ones*, *blue ones*, and *old ones* refer to.
4. Play the video again and have students sing along.



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

- **Find Your Partner** (p. 18). Use two or three sets of Student Cards 81–90. Give each student a Student Card. Ask students to walk around the room trying to find another student with the same occupation. Students meet and ask *What's your job?* When they find their match, they sit down. If there is an odd number, students can approach pairs and make a trio.
- **Concentration** (p. 17). Have small groups of students play using Student Cards 81–90.
- **Musical Chairs**. Play a game of musical chairs to "Jack's a Mechanic." (Instead of chairs, you can tape pieces of paper to the floor. Pick up one piece of paper at the end of each round.) When a student is "out" show them a Teacher Card and ask *Is (she) a (baker)?* or *What's (his) job?*

Additional Resources

Workbook pages 30–31
Online Practice

Unit 4 Occupations

Let's Learn More

A Learn the words.

1. help animals
2. fix cars
3. sell things
4. make things
5. take pictures
6. use a computer

B Ask and answer.

What does a veterinarian do?
A veterinarian helps animals.

What does a veterinarian do?
A veterinarian helps animals.

help → helps
fix → fixes
sell → sells
make → makes
take → takes
use → uses

C Play a game. Guess the job.

He works on a farm. He grows food.
Is he a farmer?

D Answer the questions.

1. Does a doctor fix cars?
2. Does a student teach teachers?

I can do this lesson.

Unit 4 Occupations 35

Student Book pages 34–35

Topic:

- What people do

Lesson Objective:

- Learning how to talk about what someone does in their job

Language:

help animals, fix cars, sell things, make things, take pictures, use a computer

What does a veterinarian do? A veterinarian helps animals. He works on a farm. He grows food. Is he a farmer?

Materials:

Teacher Cards 81–96; CD1 Tracks 77–81;
Student Cards 81–96 (Teacher's Resource Center)

Warm up

1. Review *What's (her) job?* with a quick drill using Teacher Cards 81–90. Hold up a card and ask a student the question.
2. Review the third person conjugation for simple present verbs. Ask a volunteer *What do you like?* After he or she answers, say *(She) likes (pizza).* Focus on the *-s* in *likes* and say *I like pizza. She likes pizza.* Repeat with other regular verbs that students know, such as *want, eat, sleep, and read.*

Pre-teach Language

1. Use Teacher Cards 91–96 to introduce the vocabulary. Show each card from this lesson and say the word. Have students repeat each word several times.
2. Hold up Teacher Cards 81–90 and ask *What does a (veterinarian) do?* Model the answer and have students repeat.

Student Book page 34

A Learn the words.

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

1. Play Class CD1 Track 77. Have students listen to the vocabulary and point to the phrases as they hear them. Play the audio again and have students repeat the phrases.

1.77 1. help animals 2. fix cars 3. sell things
4. make things 5. take pictures 6. use a computer

2. Do a quick practice with the vocabulary. Display Teacher Cards 91–96. Call out a phrase. Have students point to the card and say the phrase. Repeat with each phrase.

B Ask and answer.

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


1. Have students look at the picture and identify the characters and objects they recognize. Then play Class CD1 Track 78 and have students listen and point to the people.



- 1.78** What does a veterinarian do?
A veterinarian helps animals.
1. What does a veterinarian do?
A veterinarian helps animals.
 2. What does a salesclerk do?
A salesclerk sells things.
 3. What does a mechanic do?
A mechanic fixes cars.
 4. What does an office worker do?
An office worker uses a computer.

2. Play Class CD1 Track 79. Have students listen, clap, and chant along with the drum track.



1.79
 See the script for Track 78.

3. Hold up the occupations Teacher Cards (81–90), one at a time, and have pairs of students take turns asking and answering questions about them.

Student Book page 35

C Play a game. Guess the job.

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

1. Use a puppet to model the game. Flip a coin and move your game marker to land on the farmer (heads moves one space, tails moves two). Read the clues and have the puppet guess *Is he a farmer?* Answer *Yes, he is.* Then flip the coin again and have the puppet give you clues.
2. Play Class CD1 Track 80 and have students repeat. Focus on pronunciation and intonation. Have the whole class say the answer together.



1.80 He works on a farm.
He grows food.
Is he a farmer?

3. Have students play the game in pairs. S1 gives two clues about the first occupation and S2 guesses. If the guess is correct, both students advance to that spot.

D Answer the questions.

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

1. Talk about the occupations using *Yes/No* questions with *Does*. Hold up one Teacher Card (81–96) at a time. For each card, ask *Does a (pilot) (take pictures)?* Alternate between questions with *Yes* and *No* answers.

2. Have students look at the pictures and say whether they make sense or not. Play Class CD1 Track 81 and have the class answer chorally.



- 1.81**
1. Does a doctor fix cars?
 2. Does a student teach teachers?

3. Have student pairs work together to draw two pictures modeled on these questions. Help them write the question under each picture. One question should be answered *Yes* and one should be answered *No*.
4. Collect the drawings with their questions. Show each drawing to the class and have students answer the questions chorally. Use these to create a bulletin board.



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

- **Act It Out.** Have one student pantomime one of the occupations. The others must guess what that student is doing by asking *Are you a (mechanic)?* Continue until all students have had a turn, if possible. This can also be done in teams.
- **Guess Who?** Divide the class into small groups. Give each student a Student Card (81–90) and ask them not to show anyone the card. Display the Teacher Cards for reference. Students take turns asking about one another's pictures using *yes/no* questions only, for example, *Is it a man? Does he make things? Does he help animals?* You can write some sample questions on the board for reference during the game.
- Have student groups play **Concentration** (p. 17) using two sets of Student Cards 91–96, placed face down in random order. Students turn over two cards at a time, looking for matches. As they turn over each card, students make sentences using the pictures.

Additional Resources

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

Unit 4 Occupations

Let's Read

Let's Read

Phonics

A Listen, point, and say.

cr **fr**

crab crocodile friends frog

B Listen, point, and chant.

My Best Friend
I like crabs and crocodiles.
But my best friend is a dog.
I don't like crabs or crocodiles.
My best friend is a frog!

C Listen and read along.

Amazing Animals

1 Mangrove Tree Crab
This crab doesn't live in water. It lives in trees! Its favorite food is leaves.

2 Wallace's Flying Frog
This frog lives in trees, too. It can't fly, but it can jump between trees. It eats insects.

3 African Dwarf Crocodile
This crocodile is very small. It eats fish, birds, insects, and crabs.

D Listen and circle.

1. Where does the crab live?
a. in water b. in trees

2. Can the frog fly?
a. Yes, it can. b. No, it can't.

3. What does the crocodile eat?
a. crabs and fish b. leaves and insects

I can do this lesson.

Unit 4 Occupations 37

Student Book pages 36–37

Topic:

- Consonant blends /cr/ and /fr/

Lesson Objectives:

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

Language:

crab, crocodile, friends, frog

Materials:

Teacher Cards 22–27, 48–53, 75–80, 97–100; CD1 Tracks 63, 82–85; Student Cards 22–27, 48–53, 75–80, 97–100 (Teacher's Resource Center)

Warm up

- Review the /cl/, /fl/, and /sl/ words by having students chant "Watch the Clock" (Class CD1 Track 63) together. Write these blends on the board and place the Student Cards (75–80) under the letters.

Pre-teach Phonics

1. Tell students they will be learning more blends. Say /cr/ and ask students to repeat. Hold up the Teacher Card for crab and say *crab*. Have students repeat. Display the Teacher Card. Do the same with *crocodile*, focusing on the /cr/. Repeat the procedure for the /fr/ words *friends* and *frog*.
2. Write *cr* on the board beside the Teacher Card for crab (97). Say /cr/ while pointing to the letters. Ask students to repeat. Add *ab* to *cr*. Say /cr/ -*ab*, *crab*. Point to the two parts of the word and then to the whole word. Ask students to repeat. Repeat the procedure for *crocodile*, *friends*, and *frog* (98–100).

Pronunciation note: Because *crocodile* is a Spanish cognate, students whose first language is Spanish may automatically use the Spanish pronunciation. Point out that in this word, the *e* at the end is silent. The silent *e* gives the letter *i* the long vowel sound.

Student Book page 36

A Listen, point, and say.

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

1. Play Class CD1 Track 82. Have students point to the blends and words as they hear them. Then play the audio again and have students listen and repeat the sounds and words.

1.82 /cr/ crab crocodile
/fr/ friends frog

2. Show the Teacher Cards (97–98) for words that start with the /cr/ blend and say the words. Have students focus on the initial blend in each word. Do the same with the words that begin with /fr/ (99–100). Then say the words in random order and ask students to identify the initial blend.

B Listen, point, and chant.

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

1. Play Class CD1 Track 83. Have students listen to the chant. Ask students to point to the blends and words as they listen.



1.83 My Best Friend

I like crabs and crocodiles,
 But my best friend is a dog.
 I don't like crabs or crocodiles.
 My best friend is a frog!

2. Play the audio again and have students chant along with it. Divide the class into two groups: *cr* and *fr*. The *cr* group raises their hands when they chant a word with *cr*; the other group does the same for *fr* words. Have students switch roles so they all have a turn to listen for each sound.
3. Play the chant again. Have students listen, clap, and chant along with the audio.

Student Book page 37

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 begin with *cr* and *fr*.
2. Read the story title aloud. Tell students that "Amazing Animals" is about some very unusual animals.
3. **Read along.** Play Class CD1 Track 84. Have students listen to the story and follow along in their books. Then have them read along with the audio, focusing on the intonation and rhythm.



1.84 Amazing Animals

1. **Mangrove Tree Crab**
This crab doesn't live in water. It lives in trees! Its favorite food is leaves.
2. **Wallace's Flying Frog**
This frog lives in trees, too. It can't fly, but it can jump between trees. It eats insects.
3. **African Dwarf Crocodile**
This crocodile is very small. It eats fish, birds, insects, and crabs.

4. **Silent reading.** Have students read the story silently. Once they've had a chance to read silently a few times, invite volunteers to read aloud to the class.
5. **Retell the story.** Invite volunteers to tell about the animals and what they eat.

D Listen and circle.

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

1. Read the questions aloud and invite pairs of students to answer them. Give student pairs a few minutes to discuss all three questions. Then play Class CD1 Track 85 and have students circle the correct answers.



- 1.85
 1. Where does the crab live?
 2. Can the frog fly?
 3. What does the crocodile eat?

2. Review each item to make sure students circled the correct answers.



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

- **Sentence Dictation** (p. 19). Dictate sentences and have students write them on a piece of paper. **Variation:** Put students into groups of three. Have them take turns dictating sentences to each other.
- **Rock, Paper, Scissors** (p. 20). Place Student Cards 97–100 face up on a table. In pairs, students play the game saying *What's this? 1, 2, 3!* The winner points to a picture and asks *What's this?* The other student answers. You may also review phonics words from previous units (see Student Cards 22–27, 48–53, 75–80).
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Animal Photographers" on Workbook page 35. Then have students read the story for homework or in class.

Additional Resources

Unit 4 Test (Teacher's Resource Center)
 Workbook pages 34–35
 Online Practice

Let's Review Units 3 and 4

Student Book pages 38–39

Lesson Objectives:

- Students review language from Units 3 and 4, and practice test-taking skills.

Review Language:

Units 3 and 4 language and vocabulary

Materials:

Teacher Cards 54–100; CD1 Tracks 51, 57, 64, 70, 76, 84, 86–89; Student Cards 54–100 (Teacher's Resource Center)

Let's Talk

1. Have students sing “Where’s the Classroom?” (Class CD1 Track 51) and “What Does Your Father Do?” (Class CD1 Track 70) in two groups or in pairs. Each group or partner sings one part of the conversation. Encourage students to use gestures or actions as they sing.
2. Review the conversations from Units 3 and 4 with the class. Help students combine the language and use the extended conversations from the videos in Units 3 and 4. Then do a **Walk and Talk** activity (p. 21). At each station, display either a Teacher Card showing a school room (54–59) or a card showing an occupation (81–90). (You may also use magazine pictures for prompts.) When you say *Stop*, student pairs talk about the pictures nearest them.

Let's Learn/Let's Learn More

1. Review the vocabulary and sentence patterns with a **Cube Game** (p. 20). Students work in groups with cubes that list occupations or rooms in the school. Write the different sentence patterns on the board for students to refer to during the activity.
2. Play **Say It!** (p. 19) to review the vocabulary and sentence patterns. Divide the class into several groups. Give each group a set of Student Cards (school rooms, places in the community,

- transportation, occupations, or job activities). After the groups have played with one set of cards for a while, have them switch sets with another group so everyone has a chance to practice different language.
3. Have students review the song from Unit 3 and the chant from Unit 4. For “Where Are You Going?” (Class CD1 Track 57) have students march in place. For “Jack’s a Mechanic” (Class CD1 Track 76) have students clap and chant without the music first and then sing with the audio.

Let's Read

Phonics: *class, clock, flower, fly, sleep, slow, crab, crocodile, friends, frog*


1. Review phonics sounds with a **Stand Up Game** (p. 18). Divide the class into five groups: *cl*, *fl*, *sl*, *cr*, and *fr*. Say one of the phonics words and the group with that initial blend stands up. Rotate groups so everyone has a chance to listen for different blends.
2. Have students read “At the Same Time” (Class CD1 Track 64) and “Amazing Animals” (Class CD Track 84) along with the audio. Then have small groups of students show that they understand the stories by using **Role-play** to act them out.

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. If necessary, set up a sample on the board to resemble the listening test on page 38 of the Student Book. Model with sample items.
2. Have students look at the test in their books. Have students talk about the pictures in numbers 1–4.
3. Play Class CD1 Track 86. Have students listen and point to the appropriate pictures in their books. Then play the audio again and have students do the exercise as a written test. Note: If you want to do this as a formal test, have students do the written test only. Correct the test with students.

-  **1.86**
1. Where's he going? He's going to the office.
 2. Is she going to the bakery? Yes, she is.
 3. How is he going to school today? He's going by bike.
 4. Where is she going? She's going to the store. How is she going there? She's going by taxi.


B Listen and number.

1. Prepare students for the test procedure. On the board, set up a sample to resemble the listening test on page 38 of the Student Book. Model the sample items.
2. Have students look at the test in their books and identify the occupations they see.
3. Play Class CD1 Track 87. Have students listen and point to the pictures. Then play the audio again and have students do the exercise as a written test.

-  **1.87**
1. What does your father do? He's a mechanic.
 2. Is he an office worker? No, he isn't. He's a baker.
 3. Is he a factory worker? Yes, he is.
 4. What does your mother do? She's a veterinarian.
 5. Does a salesclerk work in a store? Yes, she does.

C Listen and check.


1. Point out that the format is the same as Exercise A.
2. Play Class CD1 Track 88. Have students listen and point to the pictures. Then play the audio again and have students do the exercise as a written test.

-  **1.88**
1. What does a photographer do? A photographer takes pictures.
 2. What does a veterinarian do? A veterinarian helps animals.

Student Book page 39

D Let's Read About Shelly

1. Have students preview the story and predict what it might be about. Focus on the new words.
2. Read the story title. Tell students that "Let's Read About Shelly" is about how a girl in New Zealand spends her summer vacation.
3. **Read along.** Play Class CD1 Track 89. Have students follow along in their books. Then have them read along with the audio, focusing on the intonation and rhythm.

-  **1.89** **Let's Read About Shelly**
- My name is Shelly. I live in New Zealand. My summer vacation is in December and January. I go to the beach every day. Sometimes I can see whales. New Zealand is great!

4. **Choral reading.** Read the story chorally. Help students use the correct rhythm and intonation.
5. **What about you?** Invite students to ask and answer the questions with partners.

E Your turn. Write a postcard to Shelly.

1. Read the postcard with the class. Encourage students to suggest words to complete the sentences.
2. Have students copy the postcard onto a piece of paper and then fill in the blanks.

Additional Resources

Unit 3 Test (Teacher's Resource Center)
 Unit 4 Test (Teacher's Resource Center)
 Workbook pages 36–37
 Midterm Test (Teacher's Resource Center)
 Online Practice

Unit 5 Activities

Let's Talk

Unit 5 Activities Let's Talk

A Listen and say.

Can you play tomorrow? Sorry, I can't. I'm busy on Saturday.

Oh, What about Sunday? Can you play? Great! See you on Sunday!

Yes, I can. I'm free.

Can you play tomorrow? Sorry, I can't. I'm busy. Yes, I can. I'm free.

B Watch the video.

C Practice the words. Ask and answer.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7

Can you play on Sunday? Yes, I can. No, I can't.

D Listen and sing.

Busy, Busy, Busy

Busy, busy, busy every day. Busy, busy, busy I can't play. Are you busy Monday? Yes, I am. English classes, music classes Monday, Tuesday, Wednesday, Thursday. Are you busy Friday? Yes, I am. Friday is a busy day. Are you busy Saturday? Can you play? No! Saturday's a very, very busy day.

Busy, busy, busy, I can't play. I'm busy, busy every day, but not on Sunday! Sunday is my free day, and I can play!

I can do this lesson.

Student Book pages 40–41

Topic:

- Days of the week

Lesson Objective:

- Learning how to make plans

Language:

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Can you play tomorrow? Sorry, I can't. I'm busy on Saturday. What about Sunday? Can you play? Yes. I'm free. See you on Sunday!

Materials:

Teacher Cards 101–107; CD2 Tracks 02–06; Student Cards 101–107 and Unit 5 Let's Talk Video (Teacher's Resource Center)

Warm up

1. Write *can* on the board and remind students that sometimes *can* is used to talk about abilities. Ask students if they can walk, swim, dance, draw, read, and run.
2. Explain that sometimes we also use *can* to ask about plans.

Student Book page 40

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 the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch.
2. Have students look at the pictures and identify the characters and any objects they recognize. Then play Class CD2 Track 02 and have students listen to the conversation several times. Explain new language *free* and *busy*, if necessary.

2.02 Can you play tomorrow?
 Sorry, I can't. I'm busy on Saturday.
 Oh, What about Sunday? Can you play?
 Yes, I can. I'm free.
 Great! See you on Sunday!

3. Play Class CD2 Track 03. Have students listen to the question-and-answer pattern. Then play the audio again and have students repeat the question and answers, focusing on natural intonation, rhythm, and speed.

2.03 Can you play tomorrow?
 Sorry, I can't. I'm busy.
 Yes, I can. I'm free.

B Watch the video.

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

1. Play the video. Encourage volunteers to reply to Kate's question: *Can you play tomorrow?* with one of the two responses they have learned: *Yes, I can. I'm free* or *Sorry, I can't. I'm busy*. Explain new language, if necessary.

Can you play tomorrow?
 Hmm. Tomorrow... Tomorrow is Saturday. Sorry, I can't. I'm busy on Saturday. I wake up and clean my room in the morning. Then I practice the piano and have a piano lesson. In the afternoon, I study English, and...
 Oh. OK. OK. OK.

What about Sunday? Can you play?
 Yes, I can. I'm free on Sunday.
 Great! Let's ride our bikes to the park.
 OK!
 See you on Sunday.
 OK. Bye!
 What about you? Can you play tomorrow?


2. Play the video again. Have students raise one hand when they hear the response *Sorry, I can't* and two hands when they hear *Yes, I can*. Play the video again. Pause after each exchange and have students repeat the language and mimic the gestures.
3. Model the exchanges in the extended conversation with several students, using gestures. Have students take one role while you take the other, then switch.
4. Have students act out the extended conversation in two groups and then in pairs. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 41


C Practice the words. Ask and answer.

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

1. Use Teacher Cards 101–107 to focus on the new vocabulary. Hold up each card, say the word, and have students repeat. Point to a calendar to reinforce the days of the week. Play Class CD2 Track 04 and have students listen and point to the pictures. Play it again and have them repeat.

 **2.04** 1. Sunday 2. Monday 3. Tuesday 4. Wednesday
 5. Thursday 6. Friday 7. Saturday

2. Direct students' attention to the question-and-answer pattern. Play Class CD2 Track 05. Have students point to the pictures as they listen. Then have pairs practice the questions and answers.

 **2.05** Can you play on Sunday? Yes, I can. No, I can't.
 1. Can you play on Sunday? Yes, I can.
 2. Can you play on Monday? No, I can't.
 3. Can you play on Tuesday? No, I can't.
 4. Can you play on Wednesday? Yes, I can.
 5. Can you play on Thursday? No, I can't.
 6. Can you play on Friday? Yes, I can.
 7. Can you play on Saturday? Yes, I can.

D Listen and sing.

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

1. Play Class CD2 Track 06. Have students repeat the words they recognize from the conversation.

2.06 Busy, Busy, Busy

Busy, busy, busy every day.
 Busy, busy, busy, I can't play.
 Are you busy Monday? Yes, I am.
 English classes, music classes
 Monday, Tuesday, Wednesday, Thursday.
 Are you busy Friday? Yes, I am.
 Friday is a busy day.
 Are you busy Saturday? Can you play?
 No! Saturday's a very, very busy day.
 Busy, busy, busy, I can't play.
 I'm busy, busy every day, but not on Sunday!
 Sunday is my free day, and I can play!

2. Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you and then practice the song as a chant.
3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing.
4. Read the lyrics and have students follow along in their books. Finish by having students sing the song several times together in pairs or groups.



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

- **Calendar Game.** Distribute a set of Student Cards 101–107 to groups of seven. Play the song “Busy, Busy, Busy” and have each group race to line up in calendar order without talking. Once they're in line, they shout out their days in order.
- Use **Beanbag Circle** (p. 18) to practice *Can you play on Monday? Yes/No*.

Additional Resources

Workbook pages 38–39
 Online Practice

Unit 5 Activities

Let's Learn

Let's Learn

A Learn the words.

1. art class 2. English class 3. music class
4. math class 5. swimming class 6. computer class

B Ask and answer.

What do you do on Monday? I go to art class.

What do you do on Monday?
I go to art class.

C Ask and answer.

1	2	3	4	5
Monday	Tuesday	Wednesday	Thursday	Friday

What does she do on Monday?
She goes to computer class.

D Watch, point, and chant.

What Do You Do on Monday?

What do you do on Monday?
I go to art class.
I go to art class every Monday.
Every Monday I go to art class.
Every day I paint and draw.

What do you do on Friday?
I go to swimming class.
I go to swimming class every Friday.
Every Friday I go to swimming class.
Every day I swim in the pool.

What do you do on Wednesday?
I go to music class.
I go to music class every Wednesday.
Every Wednesday I go to music class.
I play the piano every day.

I can do this lesson.

Student Book pages 42–43

Topic:

- Classes

Lesson Objective:

- Talking about students' schedules

Language:

art class, English class, music class, math class, swimming class, computer class

*What do you do on Monday? I go to art class.
What does she do on Monday? She goes to computer class.*

Materials:

Teacher Cards 101–113; CD2 Tracks 07–12;
Student Cards 101–113 and Unit 5 Chant
Video (Teacher's Resource Center)

Warm up

- Use **Conversation Lines** (p. 21) to review the conversation from Let's Talk.

Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 108–113. Show one card and say the name of the class. Have students repeat the words several times.
2. Point to a weekly calendar. Model the question and answer, *What do you do on Monday? I go to English class.* Ask students *What do you do on Monday?* Have them say the answer and then repeat.

Student Book page 42

A Learn the words.

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

1. Play Class CD2 Track 07. Have students listen and point to the activities as they hear them. Listen again and have students repeat the words. Check pronunciation and intonation.

- 2.07**
- | | |
|-------------------|-------------------|
| 1. art class | 2. English class |
| 3. music class | 4. math class |
| 5. swimming class | 6. computer class |

2. Hand out Student Cards 108–113 so everyone has a card. Call out an activity and have students with that card hold it in the air. Hold up the Teacher Card to confirm.

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 08.

- 2.08**
- What do you do on Monday? I go to art class.
1. What do you do on Monday? I go to art class.
 2. What do you do on Wednesday? I go to music class.
 3. What do you do on Thursday? I go to English class.
 4. What do you do on Friday? I go to computer class.

2. Display Teacher Cards 108–113. Point to a card and ask *What do you do on (Monday)?* Students answer *I go to (art class).* Repeat with all the cards. Then divide the class into two groups. Have groups take turns asking and answering the question. Have student pairs practice together.
3. Play Class CD2 Track 09. Have students listen, clap, and chant along with the drum track.


- 2.09**
- See the script for Track 08.

Student Book page 43



C Ask and answer.

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

1. Have students look at the pictures and talk about what they see. Then play Class CD2 Track 10 and have students listen and point to the pictures.

-  **2.10**
1. Monday. What does she do on Monday?
She goes to computer class.
What does he do on Monday?
He goes to art class.
 2. Tuesday. What does she do on Tuesday?
She goes to math class.
What does he do on Tuesday?
He goes to English class.
 3. Wednesday. What does she do on Wednesday?
She goes to swimming class.
What does he do on Wednesday?
He goes to music class.
 4. Thursday. What does she do on Thursday?
She goes to English class.
What does he do on Thursday?
He goes to math class.
 5. Friday. What does she do on Friday?
She goes to music class.
What does he do on Friday?
He goes to computer class.

2. Say *He goes to art class*. Have students point to the picture and call out the day of the week: *Monday!* Continue in this way to review the other pictures.
3. Play Class CD2 Track 11. Have students listen, clap, and chant along with the drum track.


-  **2.11**
 See the script for Track 10.

4. Have pairs of students take turns asking and answering questions about the pictures on the page.

D Watch, point, and chant. 

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

1. Have students look at the pictures and talk about the activities shown. Introduce any new vocabulary for the song as needed.
2. Play the video. Have students raise their hands when they hear the days of the week they know.

-  **2.12** **What Do You Do on Monday?**
What do you do on Monday?
I go to art class.
I go to art class every Monday.

Every Monday I go to art class.

Every day I paint and draw.

What do you do on Wednesday?

I go to music class.

I go to music class every Wednesday.

Every Wednesday I go to music class.

I play the piano every day.

What do you do on Friday?

I go to swimming class.

I go to swimming class every Friday.

Every Friday I go to swimming class.

Every day I swim in the pool.

3. Model the chant, line by line. Have students clap to keep the beat and repeat after you.
4. Play the video again and have students chant along. Encourage students to add gestures and actions to accompany the 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

- **Make a Chant** (p. 19). Students can create more verses of the chant to tell about other days of the week. Choose a day and activity, and model creating a new verse. For example, *I go to English class on Tuesday*. Then have smaller groups work together to create other verses. After a set amount of time have the groups share their chants.
- Do a **Repetition Drill** (p. 16) to practice *I go/He goes/She goes to (math class) on (Monday)*.
- Have small groups play **Concentration** (p. 17) with two sets of Student Cards 101–113.

Additional Resources

Unit 5 Worksheet A (Teacher's Resource Center)
Workbook pages 40–41
Online Practice

Unit 5 Activities

Let's Learn More

Let's Learn More

A Learn the words.

- play outside
- take a nap
- watch TV
- go shopping
- play video games
- practice the piano

B Ask and answer.

What does he do on the weekend?
 Scott's Weekend
 Saturday
 1. play outside
 2. watch TV
 3. practice the piano
 Sunday
 4. go shopping
 5. take a nap
 6. play video games

He plays outside.

What does he do on the weekend?
 He plays outside.

play → plays
 watch → watches
 practice → practices
 go → goes
 take → takes

C Play a game. Yes or no?

Does he ride a bike on the weekend?
 Yes, he does.
 No, he doesn't.

D Ask your partner. Check (✓).

What do you do on the weekend?

Do you _____?

You				
Your partner				

I can do this lesson.

Student Book pages 44–45

Topic:

- Activities

Lesson Objective:

- Talking about students' schedules

Language:

play outside, take a nap, watch TV, go shopping, play video games, practice the piano

What does he do on the weekend? He plays outside. Does he ride a bike on the weekend?

Materials:

Teacher Cards 101–119; CD 2 Tracks 12–17; Student Cards 101–119 (Teacher's Resource Center)

Warm up

- Vocabulary Race** (p. 18). Use Student Cards 101–107 (days of the week) laid out in a row. Student pairs start with their fingers on cards at opposite ends of the row. Students touch each card and say the words or make a sentence, advancing toward the opposite end. When students meet on the same card, they do **Rock, Paper, Scissors** (p. 20). The winner stays in place and the loser returns to the start. The first student to reach the other end of the row wins.
- Have students sing "What Do You Do on Monday?" (Class CD2 Track 12). Have students use gestures or point to Teacher Cards 108–113 as they sing.

Pre-teach Language

- Introduce the new vocabulary using Teacher Cards 114–119. Show one Teacher Card and say the activity. Have students repeat the words several times.
- Point to a calendar and name the weekend days (Saturday and Sunday). Then ask students to point to the weekend days and say the word *weekend*. Have students use the new vocabulary to answer the question *What do you do on the weekend?*

Student Book page 44

A Learn the words.

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

- Play Class CD2 Track 13. Have students listen to the vocabulary and point to the words as they hear them. Play the audio again and have students repeat the words.


- 2.13**
- | | |
|---------------------|-----------------------|
| 1. play outside | 2. take a nap |
| 3. watch TV | 4. go shopping |
| 5. play video games | 6. practice the piano |

- Do a quick practice. Have the whole class practice a gesture for each activity (for example, moving their arms like they're running, resting their heads on their hands, changing the channel with a remote control, taking money out of a wallet, moving their thumbs to play a hand-held video game, playing the piano). Display Teacher Cards 114–119. Call out an activity. Have students make the gesture and then point to the card to confirm.

B Ask and answer.



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

- Have students look at the picture and name the characters and objects they recognize. Then play Class CD2 Track 14 and have students listen and point to the words on the bulletin board in the picture.

 **2.14** What does he do on the weekend?
He plays outside.

1. What does he do on the weekend? He plays outside.
2. What does he do on the weekend? He watches TV.
3. What does he do on the weekend? He practices the piano.
4. What does he do on the weekend? He goes shopping.
5. What does he do on the weekend? He takes a nap.
6. What does he do on the weekend? He plays video games.

2. Point to the grammar box at the bottom of the page. Remind students that we add an *-s* or *-es* to the end of a verb to change it to the third person (*he* and *she*).
3. Play Class CD2 Track 15. Have students listen, clap, and chant along with the drum track.

 **2.15**
 See the script for Track 14.


4. Have student pairs take turns asking and answering questions about the different activities listed on the bulletin board in the picture.
5. Personalize the activity by having students tell their partners what they do on the weekend. Then call on volunteers to tell about their partner's weekend activities: *My partner is (Lucas). He (plays outside).*

Student Book page 45

C Play a game. Yes or no?

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

1. Play Class CD2 Track 16. Have students repeat.

 **2.16** Does he ride a bike on the weekend?
Yes, he does. No, he doesn't.


2. Have students play the game in pairs. S1 flips a coin: heads moves one space and tails moves two spaces. S1 moves a game marker one or two spaces, and asks S2 about the picture. S2 answers and then flips the coin.

D Ask your partner. Check (✓).

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

1. Make copies of the chart and give one to each student. Have students look at the pictures in the chart and name each activity.

2. Play Class CD2 Track 17 and have students repeat, focusing on the intonation and pronunciation.

 **2.17** What do you do on the weekend?
Do you watch TV?
Do you ride a bike?
Do you read a book?
Do you go swimming?

3. Have student pairs ask each other the questions and complete their charts.



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

- **Personal Calendars.** Have students use Student Cards 101–119 to create calendars. Create some blank 7 × 5 grids making the squares the same size as the Student Cards. Students place the days of the week along the top and then glue or tape activity cards on the calendar. For recurring activities, they can glue the card down once and then copy the words into the remaining squares. Display students' calendars on a bulletin board and use as a discussion tool.
- **Scrambled Sentences** (p. 19). Create teacher-made word cards (one word per card) for several sentences, such as *What does he do on the weekend?* or *Does he ride a bike on the weekend?* Display the cards for one sentence. Have students work silently to unscramble the words. Then invite a volunteer to arrange the cards so students can check their work. You may also distribute the cards and have students work with partners to unscramble them.
- **Charades** (p. 17). Have students play in small groups using Student Cards 108–119.

Additional Resources

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

Unit 5 Activities

Let's Read

Let's Read

Phonics

A Listen, point, and say.

dr **tr**

B Listen, point, and chant.

Play the Drum

Play the drum.
Draw the tree.
Hop on the train.
Drive carefully.

C Listen and read along.

DRUMS EVERY DAY

1. Ting plays drums. She goes to drum class on Tuesday. She goes by train.

2. She practices every day. Ting's mother says, "Please practice outside. The drum is very loud!"

3. On the weekend, Ting and her classmates play their drums in the park. They play under the trees.

D Listen and circle.

1. What does Ting do on Tuesday?
a. She goes to English class. b. She goes to drum class.

2. Does Ting practice every day?
a. Yes, she does. b. No, she doesn't.

3. What does Ting do on the weekend?
a. She plays drums in the park. b. She draws in the park.

I can do this lesson.

Student Book pages 46–47

Topic:

- Consonant blends /dr/ and /tr/

Lesson Objectives:

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

Language:

draw, drum, train, tree

Materials:

Teacher Cards 120–123; CD1 Track 83, CD2 Tracks 18–21; Student Cards 120–123 (Teacher's Resource Center)

Warm up

- Review the /cr/ and /fr/ words by chanting "My Best Friend" (Class CD1 Track 83). Write these blends on the board and place the words that begin with them under the letters.

Pre-teach Language

- Tell students that they will be learning more blends. Say /dr/ and ask students to repeat. Hold up the Teacher Card (120) for draw and say *draw*. Have students repeat. Display the Teacher Card. Do the same with *drum* (121), focusing first on the /dr/. Repeat the procedure for the /tr/ words *train* and *tree* (122–123).
- Write *dr* beside the Teacher Card (120) for draw. Say /dr/ while pointing to the letters. Have students repeat. Add *aw* to *dr*. Say /dr/ -aw, *draw*. Run your hand under the whole word. Ask students to repeat. Repeat the procedure for *drum*, *train*, and *tree* (121–123).

Pronunciation note: Ask students to notice that their tongues are closer to their top front teeth when they make the /tr/ sounds, and farther back on the roof of the mouth when they make the /dr/ sound.

Student Book page 46

A Listen, point, and say.

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

- Play Class CD2 Track 18 and have students point to the blends and words as they hear them. Then have students listen again and repeat the sounds and words.

2.18 /dr/ draw drum
/tr/ train tree

- Show students Teacher Cards (120–121) for words that start with the /dr/ blend and say the words. Have students listen to the initial sound in each word. Do the same with the words that begin with the /tr/ blend (122–123). Then say the words in random order and ask students to indicate whether the initial sound is /dr/ or /tr/ by making a T or a D with their hands.

B Listen, point, and chant.

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

- Play Class CD2 Track 19. Ask students to point to the blends and words in their books they listen.

 **2.19** Play the Drum

- Play the drum.
- Draw the tree.
- Hop on the train.
- Drive carefully.

2. Play the chant again and have students perform the chant, adding gestures.
3. Have students repeat the chant several times, in two groups and then in pairs, alternating lines. Switch roles so everyone practices all the lines.

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 preview it and read the words they know. Ask students to point to the words that begin with *dr* and *tr*.
2. Read the story title aloud. Tell students that "Drums Every Day" is about a girl, Trina, who likes to play drums.
3. **Read along.** Play Class CD2 Track 20. Have students listen to the story, and follow along in their books. Have students point to the words in their books as they listen. Then have them read along with the audio, focusing on the intonation and rhythm.

 **2.20** Drums Every Day


1. Trina plays drums. She goes to drum class on Tuesday. She goes by train.
2. She practices every day. Trina's mother says, "Please practice outside. The drum is very loud!"
3. On the weekend, Trina and her classmates play their drums in the park. They play under the trees.

4. **Paired reading.** Have student pairs take turns reading the story sentences.
5. **Act it out.** Have students work in groups of four. One student narrates and holds up the correct day Teacher Card (101–107) while the others pantomime the actions.

D Listen and circle.

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

1. Read the questions aloud. Divide students into pairs and give each pair a few minutes to discuss all three questions. Then play Class CD2 Track 21 and have students circle the correct answers.

-  **2.21**
1. What does Trina do on Tuesday?
 2. Does Trina practice every day?
 3. What does Trina do on the weekend?

2. Review each item to make sure students circled the correct answers.

 **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

- **Daily Activities.** Use a graphic organizer to extend the lesson. Make a two-column chart on the board with the headings Every day and On the weekend. First have the class fill in the chart with information about Trina. Then have them copy a blank chart in their notebooks and fill it in with information about their friends or classmates.
- **Bingo** (p. 17). Review the *r*-blends students have learned so far (*br*, *gr*, *pr*, *cr*, *fr*, *dr*, *tr*). Distribute 3 × 3 grids and have students write a blend in each square. There are two extra squares, so students can write two of the blends twice. Say a word that begins with one of the blends, and have students place a marker on the square(s).
- **Find the Word.** Hold up a Student Card (121–123). Students look at the story and find the word. Then they read the sentence with that word.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Favorite Day" on Workbook page 45. Have them identify the grandmother. Then have students read the story for homework or in class.

Additional Resources

- Unit 5 Test (Teacher's Resource Center)
- Workbook pages 44–45
- Online Practice

Unit 6 What Time Is It?

Let's Talk

Unit 6 What Time Is It? Let's Talk

A Listen and say.

I'm hungry. Me, too. When do you eat dinner? At 5:30. What time is it now? It's 5:45.

Oh, no! I'm late. Bye! See you tomorrow! I'm sorry I'm late. That's OK.

B Watch the video.

C Practice the words. Ask and answer.

1. three fifteen a quarter after three
2. three thirty half past three
3. three forty five a quarter to four
4. four o'clock

What time is it?
It's three fifteen.
It's a quarter after three.

D Listen and sing.

Three Fifteen

3:15. A quarter after three.
3:15. A quarter after three.
A quarter after three.
What time is it?
Please tell me.
It's fifteen minutes after three.

8:15. A quarter after eight.
8:15. A quarter after eight.
A quarter after eight.
What time is it?
Are we late?
It's fifteen minutes after eight.

10:15. A quarter after ten.
10:15. A quarter after ten.
A quarter after ten.
Let's all sing this song again.
It's fifteen minutes after ten.

I can do this lesson.

Student Book pages 48–49

Topic:

- Time

Lesson Objective:

- Learning to talk about time

Language:

three fifteen, a quarter after three, three thirty, half past three, three forty-five, a quarter to four, four o'clock

I'm sorry I'm late. That's OK. What time is it? It's three fifteen. It's a quarter after three.

Materials:

Teacher Cards 124–127; CD2 Tracks 22–26; Student Cards 124–127 and Unit 6 Let's Talk Video (Teacher's Resource Center)

Warm up

1. Draw a clock on the board and set the time to 1:00. Say *What time is it? It's one o'clock.* Continue through the twelve hours.
2. Write the time school starts on the board. Then change your hand-drawn clock to show ten minutes after that time. Say *Oh, no! What time is it? I'm late!* and pretend to run out of the room.

Student Book page 48

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 the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch.
2. Have students talk about the pictures using language they know. Then play Class CD2 Track 22. Have students listen to the conversation several times. Explain new language, if necessary.

2.22 I'm hungry.
Me, too. When do you eat dinner?
At 5:30. What time is it now?
It's 5:45.

Oh, no! I'm late. Bye!
See you tomorrow!
I'm sorry I'm late.
That's OK.

3. Play Class CD2 Track 23. Have students listen to the sentences. Then have students repeat after the audio, focusing on natural intonation, rhythm, and speed.

2.23 I'm sorry I'm late.
That's OK.

B Watch the video.

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

1. Play the video. Encourage students to reply to Andy's question: *What time do you eat dinner?* Explain new language, if necessary.

Yay!
Good game.
Whew! I'm hungry.
Me, too. When do you eat dinner?
At 5:30. What time is it now?
It's 5:45.

Oh, no! I'm late. Bye!
 See you tomorrow!
 What time do you eat dinner?
 Hi, Mom. I'm sorry I'm late.
 It's OK.
 Ooops!! Sorry!
 That's OK. I made chicken!
 Chicken? That's my favorite. Thanks!


2. Play the video again. Have students clap when they hear a time (5:30, 5:45). Play the video again. Pause after each exchange and have students repeat the language and act out the gestures.
3. Model the exchanges in the extended conversation with several students, using gestures. Have students take one role while you take the other, then switch.
4. Students act out the extended conversation in groups of three. Have them imitate the actions and expressions of the characters in the video.

Student Book page 49


C Practice the words. Ask and answer.

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

1. Use Teacher Cards 124–127 to focus on the new vocabulary. Hold up each card, say the word, and have students repeat.
2. Play Class CD2 Track 24. Have students listen and point to the pictures. Play the audio again and have them repeat.

-  2.24
1. 3:15 (three fifteen) / a quarter after three
 2. 3:30 (three thirty) / half past three
 3. 3:45 (three forty-five) / a quarter to four
 4. 4:00 (four o'clock) / four o'clock

3. Play Class CD2 Track 25. Have students listen, clap, and chant along with the audio to reinforce the natural intonation and pronunciation.

-  2.25
- What time is it?
 It's three fifteen. / It's a quarter after three.
1. What time is it? It's three fifteen. / It's a quarter after three.
 2. What time is it? It's three thirty. / It's half past three.
 3. What time is it? It's three forty-five. / It's a quarter to four.
 4. What time is it? It's four o'clock.

D Listen and sing.

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

1. Play Class CD2 Track 26 and have students repeat words they recognize from the conversation.

2.26 Three Fifteen

3:15. A quarter after three. (repeat)
 What time is it? Please tell me.
 It's fifteen minutes after three.
 8:15. A quarter after eight. (repeat)
 What time is it? Are we late?
 It's fifteen minutes after eight.
 10:15. A quarter after ten. (repeat)
 Let's all sing this song again.
 It's fifteen minutes after ten.

2. Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you and then practice the song as a chant.
3. Divide the class into two groups to sing the song. Encourage students to use their arms to show the times as they sing.
4. Have students point to and read words they recognize in the song. Help students recognize words and phrases that appear more than once. You can read the lyrics and have students follow along in their books. Finish by having students sing the song several times together in pairs or groups.



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

- **Find Your Partner** (p. 18). Hand out Student Cards 124–127. Students ask and answer *What time is it?* based on their cards.
- **Dialogue Musical Chairs**. Play “Three Fifteen” as students move around the room. When the music stops, students practice the song.

Additional Resources

Unit 6 Worksheet A (Teacher's Resource Center)
 Workbook pages 46–47
 Online Practice

Unit 6 What Time Is It?

Let's Learn

Let's Learn

A Learn the words.

100%
M Tu W Th F
1. always

90%
M Tu W Th F
2. usually

40%
M Tu W Th F
3. sometimes

0%
M Tu W Th F
4. never

B Ask and answer.

What do you do on the weekend?
I always watch TV.

C Ask and answer.

1. 2. 3. 4. 5. 6.

What does he do on the weekend?
He sometimes watches TV.

D Watch and chant.

Ben Rides His Bike to School

Ben rides his bike to school.
Ben always rides.
He never walks. He always rides.
Ben always rides.

Wendy rides her bike to school.
Wendy usually rides.
Sometimes she walks or takes the bus,
but Wendy usually rides.

Amy usually walks to school.
Amy usually walks.
Sometimes she rides or takes the bus,
but Amy usually walks.

David always walks to school.
David never rides.
He always walks. He never rides.
David never rides.

I can do this lesson.

Student Book pages 50–51

Topic:

- Routines

Lesson Objective:

- Talking about what someone does on the weekend

Language:

always, usually, sometimes, never

What do you do on the weekend? I always watch TV. What does he do on the weekend? He sometimes watches TV.

Materials:

Teacher Cards 114–119, 128–131; CD2 Tracks 26–32; Student Cards 114–119, 128–131 and Unit 6 Chant Video (Teacher's Resource Center)

Warm up

- Have students sing “Three Fifteen” (Class CD2 Track 26). Then ask a student to draw 3:15 on a clock or demonstrate it to the class. Review other times by writing them on the board and having volunteers draw or show them on a clock or watch.

Pre-teach Language

1. Use Teacher Cards 128–131 to introduce the frequency vocabulary. Show each card and say the word. Have students repeat the word several times.
2. Use Teacher Cards 114–119 and do a quick drill to practice *What do you do on the weekend? I (watch TV)*. Show the cards quickly as you ask the question. Divide the class into two groups and practice the question-and-answer pattern using the Teacher Cards.

Student Book page 50

A Learn the words.

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

1. Play Class CD2 Track 27. Have students listen and point to the words in their books as they hear them. Listen again and have students repeat the words. Check pronunciation and intonation.

2.27 1. always 2. usually 3. sometimes 4. never

2. Point out how the days of the week are checked off to show frequency. Talk about your class's schedule using the adverbs of frequency. For example, *We always eat lunch at noon. We never play outside in the rain. We usually sing songs in music class. We sometimes have English homework.*

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 28.

2.28 What do you do on the weekend?
I always watch TV.

1. What do you do on the weekend?
I always watch TV.
2. What do you do on the weekend?
I usually practice the piano.
3. What do you do on the weekend?
I sometimes go shopping.
4. What do you do on the weekend?
I never take a nap.

2. Display Teacher Cards 128–131. Point to a word and say it (*always*). Repeat with all the words.

3. Play Class CD2 Track 29 and have students listen, clap, and chant with the drum track.



See the script for Track 28.

4. Have student pairs take turns asking and answering *What do you do on the weekend?* while pointing to the pictures.

Student Book page 51

C Ask and answer.

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

1. Have students look at the pictures and talk about what the children are doing. Then play Class CD2 Track 30 and have students listen and point to the pictures in their books.



1. What does he do on the weekend?
He sometimes watches TV.
2. What does she do on the weekend?
She usually takes a nap.
3. What does he do on the weekend?
He always uses the computer.
4. What does she do on the weekend?
She never takes pictures.
5. What does he do on the weekend?
He usually practices the piano.
6. What does she do on the weekend?
She sometimes goes shopping.

2. Point out how the boxes beneath the pictures are shaded to show frequency. Use a puppet to model. The puppet says *He watches TV*. Point to the boxes under the picture of the boy watching TV and say *Sometimes. He sometimes watches TV*.
3. Play Class CD2 Track 31. Have students listen, clap, and chant along with the drum track.



See the script for Track 30.

4. Have student pairs take turns talking about their activities, and then asking and answering questions about how often they do them.

D Watch and chant.

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

1. Have students look at the picture and tell what the boy is doing. Ask students where they think he is going.

2. Play the video. Have students raise their hands when they hear the adverbs of frequency they know.

2.32 Ben Rides His Bike to School

Ben rides his bike to school. Ben always rides.
He never walks. He always rides. Ben always rides.

Wendy rides her bike to school. Wendy usually rides.
Sometimes she walks or takes the bus,
but Wendy usually rides.

Amy usually walks to school. Amy usually walks.
Sometimes she rides or takes the bus,
but Amy usually walks.

David always walks to school. David never rides.
He always walks. He never rides. David never rides.

3. Model the song, line by line. Have students clap to keep the beat and repeat after you.
4. Play the video again and have students sing along. Encourage students to create actions to go along with the song.



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

- **Living Sentences** (p. 18). Prepare sets of teacher-made word cards (one word per card) that make sentences, such as *What do you/does he do on the weekend?* or *I/He always watch/watches TV*. Divide the class into groups and give each group a set of cards. Then have students in each group arrange themselves in the correct order to create the sentences.
- **Cube Game** (p. 20). Prepare cubes with frequency words on each side. Students roll the cube and make sentences about themselves.
- **Make a Chant** (p. 19). Discuss how each student gets to school. Then have small groups make their own verses of the song to tell about themselves.

Additional Resources

Workbook pages 48–49
Online Practice

Unit 6 What Time Is It?

Let's Learn More

Let's Learn More

A Learn the words.

1. play tennis
2. read e-mail
3. do gymnastics
4. study English
5. do homework
6. practice karate

B Ask and answer.

When does she play tennis?

She usually plays tennis after school.

When does she play tennis?
She usually plays tennis after school.

read → reads
do → does
study → studies

C Ask your partner. Check (✓).

1. Do you ride your bike after school?
You: Always Usually Sometimes Never
Your Partner: _____
2. Do you read e-mail after school?
You: Always Usually Sometimes Never
Your Partner: _____
3. Do you take a nap after school?
You: Always Usually Sometimes Never
Your Partner: _____
4. Do you do homework after school?
You: Always Usually Sometimes Never
Your Partner: _____

D What about you?

Do you work on the weekends?
When do you study English?
What do you usually do after school?

Do you ride your bike after school?
Yes, I always ride my bike.
usually ride my bike.
sometimes ride my bike.
No, I never ride my bike.

I can do this lesson.

Unit 6 What Time Is It? 53

Student Book pages 52–53

Topic:

- Activities

Lesson Objective:

- Talking about what someone does before and after school

Language:

play tennis, read e-mail, do gymnastics, study English, do homework, practice karate

When does she play tennis? She usually plays tennis after school. Do you ride your bike after school?

Materials:

Teacher Cards 128–137; CD2 Tracks 33–37;
Student Cards 128–137 (Teacher's Resource Center)

Warm up

- Review *What do you do on the weekend?* with a quick activity. First have the class review the activities and frequency words shown on page 51 of the Student Book or use Student Cards 128–131. Then have student pairs practice the question-and-answer pattern together. *What do you do on the weekend? I (always) (watch TV).* Then invite volunteers to tell the class about their partners. *My partner is (Lucia). (She) (always) (watches TV) on the weekend.*

Pre-teach Language

1. Use Teacher Cards 132–137 to introduce the new activities. Show one Teacher Card and say the activities vocabulary. Have students repeat the phrases several times.
2. Introduce the question *When?* by asking students about their classmates. Model the question, *When does Lucia study English?* Invite the class to respond *She usually studies English after school.* Continue asking *when* questions, having students respond individually or as a group.

Student Book page 52

A Learn the words.

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

1. Play Class CD2 Track 33. Have students listen to the vocabulary and point to the phrases in their books as they hear them. Play the audio again and have students repeat the words.

2.33 1. play tennis 2. read e-mail 3. do gymnastics
4. study English 5. do homework 6. practice karate

2. Do a quick practice with the vocabulary. Hand out Student Cards 132–137 so everyone has one. Display Teacher Cards 132–137. Call out an activity. Have students hold up the card and say the activity. Repeat with each phrase. Point to the corresponding Teacher Card to confirm.

B Ask and answer.

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

1. Have students look at the picture and name the characters and objects they recognize. Then play Class CD2 Track 34 and have students listen and point to the pictures in their books.

2.34 When does she play tennis?
She usually plays tennis after school.

1. When does she play tennis? She usually plays tennis after school.

2. When does he practice karate? He usually practices karate after school.
3. When does she do gymnastics? She usually does gymnastics after school.
4. When does he do homework? He usually does his homework after school.

2. Show students how to build sentences using teacher-made word cards. *She plays tennis. She usually plays tennis. She usually plays tennis after school.*
3. Focus on the grammar box and point out the different spellings for the third person.
4. Play Class CD2 Track 35. Have students listen, clap, and chant along with the drum track.



See the script for Track 34.

5. Have pairs of students take turns making sentences about the people in the picture. Then ask volunteers *What do you do after school?* After they answer, lead the class in saying together *(She) usually (does homework) after school.*

Student Book page 53

C Ask your partner. Check (✓).

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

1. Have students copy the chart into their notebooks. Divide students into pairs to complete the chart with information about themselves and their partners. Point to the questions and the boxes that say *Always, Usually, Sometimes, and Never*. Make sure students understand where to fill in the information about themselves (*You*) and about their partners (*Your Partner*).
2. Play the first line of Class CD2 Track 36 and pause for students to fill in the information about themselves. Repeat with the other items.



1. Do you ride your bike after school?
2. Do you read e-mail after school?
3. Do you take a nap after school?
4. Do you do homework after school?

3. Play Class CD2 Track 37. Have students listen, clap, and chant with the drum track.



See the script for Track 36.

4. In pairs have students interview each other and fill in the rest of the chart. Help students use the correct intonation and pronunciation.

D What about you?

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

1. Read the questions aloud and have students answer the questions about themselves. Then invite a few volunteers to share their answers with the class. Divide the class into pairs and have them ask each other the same questions.
2. After a set amount of time have students tell the class about their partners.



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

- **Pass the Card.** As students pass Student Cards 132–137 down the row, S1 asks *When does (she) (play tennis)?* S2 answers *(She) (usually) (plays tennis) (after school).* S2 then asks S3 the same question and continues to pass the card down the row.
- **Beanbag Circle** (p. 18). Invite small groups to brainstorm other questions they could ask in the What about you? activity. Have them either write the questions on slips of paper or dictate them for you to write. In this version, you ask the questions, and students toss the beanbag to each other to determine who answers.
- Play **Find Your Partner** (p. 18) using Student Cards 132–137. Students should ask *Do you (ride your bike) after school?* If they find someone with the same card, that student answers *Yes, I always/sometimes/usually (ride my bike) after school.* If not, the student answers *No, I never (ride my bike) after school.*

Additional Resources

Unit 6 Worksheet B (Teacher's Resource Center)
 Workbook pages 50–51
 Online Practice

Unit 6 What Time Is It?

Let's Read

Let's Read **Phonics**

A Listen, point, and say.

sw **st**

swim swings student study

B Listen, point, and chant.

She Loves to Study

She's a strong student.
She loves to study.
He's a strong swimmer.
He loves to swim.

C Listen and read along.

Stacy's Day

1 Stacy is a busy student. She always reads e-mail before school. She goes to school at 8:00.

2 Stacy studies English at school. Sometimes she studies in her classroom. Sometimes she studies on the swings.

3 After school, Stacy usually goes to swim practice. She always does her homework at night. Then she watches TV.

D Listen and circle.

1. What time does Stacy go to school? a. at 7:45 b. at 8:00
2. Does Stacy study English on the swings? a. Yes, she does. b. No, she doesn't.
3. When does Stacy usually go to swim practice? a. before school b. after school

I can do this lesson.

54 Unit 6 What Time Is It? Unit 6 What Time Is It? 55

Student Book pages 54–55

Topic:

- Consonant blends /sw/ and /st/

Lesson Objectives:

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

Language:

swim, swings, student, study

Materials:

Teacher Cards 138–141; CD2 Tracks 19, 38–41; Student Cards 138–141 (Teacher's Resource Center)

Warm up

- Have the class review the /dr/ and /tr/ words by chanting "Play the Drum" (Class CD2 Track 19). Write these blends on the board and place the words that begin with them under the letters.

Pre-teach Phonics

- Tell students they will be learning more blends. Say /sw/ and ask students to repeat. Hold up the Teacher Card (138) for swim and say *swim*. Have students repeat. Display the Teacher Card. Do the same with *swings* (139), focusing first on the /sw/. Repeat the procedure for the /st/ words *student* and *study* (140–141).
- Write *sw* beside the Teacher Card (138) for swim. Say /sw/ while pointing to the letters. Ask students to repeat. Add *im* to *sw*. Say /sw/ -*im*, *swim*. Run your hand under the whole word. Ask students to repeat. Repeat the procedure for *swings*, *student*, and *study* (139–141).

Student Book page 54

A Listen, point, and say.

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

- Play Class CD2 Track 38 and have students point to the blends and words in their books as they hear them. Then have students listen and repeat the sounds and words.


2.38 /sw/ swim swings
/st/ student study

- Show students Teacher Cards (138–139) for words that start with the /sw/ blend and say the words. Have students focus on the initial blend in each word. Do the same with the words that begin with /st/ (140–141). Then say the words in random order and ask students to identify the initial blend.

B Listen, point, and chant.

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

- Play Class CD2 Track 39. Have students listen to the chant. Ask students to point to the blends and words in their books as they listen.

 **2.39** She Loves to Study

She's a strong student.
She loves to study.
He's a strong swimmer.
He loves to swim.

2. Play the chant again and have students chant along with the audio. Divide the class into two groups: *sw* and *st*. The *sw* group raises their hands when they chant a word with *sw*; the other group does the same for *st* words. Have students switch roles so they all have a turn to listen for each sound.
3. Play the chant again. Have students listen, clap, and chant along with the audio.

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 preview it and read the words they know. Ask students to point to the words that begin with *sw* and *st*.
2. Read the story title aloud. Tell students that "Stacy's Day" is a story about a busy girl's daily schedule.
3. **Read along.** Play Class CD2 Track 40. Have students listen and follow along in their books, pointing to the words as they listen. Then have them read along with the audio, focusing on intonation and rhythm.

 **2.40** Stacy's Day

1. Stacy is a busy student. She always reads e-mail before school. She goes to school at 8:00.
2. Stacy studies English at school. Sometimes she studies in her classroom. Sometimes she studies on the swings.
3. After school, Stacy usually goes to swim practice. She always does her homework at night. Then she watches TV.


4. **Paired reading.** Have students take turns reading the story sentences in pairs.
5. **Act it out.** Invite pairs of students to act out the story. One student is the narrator and the other pretends to be Stacy.

D Listen and circle.

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

1. Read the questions aloud. Divide the class into pairs and give them a few minutes to discuss all

three questions. Then play Class CD2 Track 41 and have students circle the correct answers.

-  **2.41**
1. What time does Stacy go to school?
 2. Does Stacy study English on the swings?
 3. When does Stacy usually go to swim practice?

2. Review each item to make sure students circled the correct answers.

 **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

- **Sentence Strips.** Write each sentence from the story on a separate sentence strip. On the board, create a three-column chart: *Before School*, *At School*, *After School*. Hold up a sentence strip. Have the class read it chorally. Then, based on the story, have the class say in which column the sentence strip belongs. Once all the strips are in the correct columns, invite volunteers to rearrange them so they are in the correct order.
- **Original Story** (p. 19). Have students use "Stacy's Day" as a model to write another story about a student with a different schedule. This can be done as a group or an individual activity.
- **Sentence Dictation** (p. 19). Dictate sentences from the story and have students write them on a piece of paper.
- **Workbook Activity.** Have students look at the illustrations and say what the two boys are doing in "Busy Brothers" on Workbook page 53. Have them identify the words they know. Then have students read the story for homework or in class.

Additional Resources

Unit 6 Test (Teacher's Resource Center)
Workbook pages 52–53
Online Practice

Let's Review Units 5 and 6

Let's Review

A Listen and check.

1. A B C

2. A B C

3. A B C

4. A B C

5. A B C

6. A B C

7. A B

8. A B

B Let's Read About Kevin

My name is Kevin. I live in Ireland. My family likes music. My father plays the guitar. My mother plays the flute. I play the violin. My sister dances. We usually practice every day.

What about you?
Do you like music?
Do you usually practice after school?

C Your turn. Write an e-mail to Kevin.

Hi, Kevin!
My name is _____ I live in _____
I like _____ I play the _____
I usually practice _____
Bye!

New Words
guitar
flute

Units 5 and 6 Review 57

Student Book pages 56–57

Lesson Objective:

- Students review language from Units 5 and 6, and practice test-taking skills.

Review Language:

Units 5 and 6 language and vocabulary

Materials:

Teacher Cards 101–141; CD2 Tracks 06, 12, 20, 26, 32, 40, 42–43; Student Cards 101–141 (Teacher's Resource Center)



Let's Talk

1. Sing "Busy, Busy, Busy" (Class CD2 Track 06) and "Three Fifteen" (Class CD2 Track 26) in two groups or in pairs. Each group or partner sings one part of the conversation. Encourage students to use gestures or actions as they sing.
2. Review the conversations from Units 5 and 6 with the class. Help students combine the language and use the extended conversations from the videos in Units 5 and 6. Then do a **Walk and Talk** activity (p. 21). At each station, display a Teacher Card showing a day of the week (101–107) or a time (124–127). When you say *Stop*, students look at the prompts and ask and answer questions, such as *Can you play on (Monday)?* or *What time is it?*

Let's Learn/Let's Learn More

1. Review the vocabulary and sentence patterns by playing a version of **Find Someone Who** (p. 19). Give each student a Student Card (school activities 108–113, weekend activities 114–119, or after-school activities 132–137). On each Student Card, put a sticky note with an appropriate time marker. (*on (Monday)*, *on the weekend*, or *always/sometimes/usually after school*). Prepare a 3-column sheet for students to complete. In the first column, write a question relating to each of the 18 Student

Cards (for example, *What do you do on Monday?* *What do you do on the weekend?* *Do you (play tennis) after school?*). In the second column, write the activities shown on Student Cards and the adverbs (*always, sometimes, usually, never*) from the sticky notes you placed on the Student Cards. Give each student a Student Card and a question sheet. Students walk around and ask each other the questions in column 1. When they find a question and answer that matches their Student Card, students write their names in the third column next to it. If you have more than 18 students, make duplicates of some of the Student Cards.

2. Have a **Relay Race** (p. 20) to review the vocabulary and sentence patterns. Display Teacher Cards 110, 111, and 113. Give each team a question and answer that matches one of the cards, for example, *What does she do on Monday?* *She goes to computer class.* The first student whispers the information to the next student and so on. The last student says the sentences and then races to the board to touch the correct card. Repeat this with other Teacher Cards and sentence patterns.
3. Have students review the chants. Give them Student Cards 108, 110, and 112 for "What Do You Do on Monday?" (Class CD2 Track 12) and Student Cards 128–131 for "Ben Rides His Bike to School" (Class CD2 Track 32). Ask students to hold up the appropriate Student Cards as they sing.

Let's Read

Phonics: *draw, drum, train, tree, swim, swings, student, study*

1. Review phonics sounds with a **Board Race**. Write the blends *dr*, *tr*, *sw*, and *st* on the board. Divide students into teams. Say one of the phonics words. One student from each team races to the board to touch the initial sound they hear.
2. Have students read "Favorite Days" (Class CD2 Track 20) and "Stacy's Day" (Class CD2 Track 40) along with the audio. Then have students show that they understand the stories by playing **That's Not Right** (p. 18). Reread each story aloud, but change some of the details. When students hear a mistake they call out *That's not right!* and provide 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. If necessary, set up a sample on the board to resemble the listening test on page 56 of the Student Book. Model with sample items until all students understand the procedure.
2. Have students look at the test in their books. Have students identify the activities in numbers 1–8. Encourage students to anticipate the language they might hear on the audio.
3. Play Class CD2 Track 42. Have students listen and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test. Note: If you want to do this as a formal test, have students do the written test only. Correct the test with students.

-  2.42
1. What does she do on Monday?
She goes to math class.
 2. What does he do on Monday?
He goes to English class.
 3. What does she do on the weekend?
She plays outside.
 4. What does he do on the weekend?
He usually takes a nap.
 5. What does he do on the weekend?
He always studies English.

6. What does she do on the weekend?
She sometimes plays tennis.
7. When does he do homework?
He always does homework before school.
8. When does she practice karate?
She usually practices karate after school.

Student Book page 57

B Let's Read About Kevin.

1. Have students preview the story and predict what it might be about. Ask them to read any words they know. Focus on the new words and pre-teach these as necessary.
2. Tell students that "Let's Read About Kevin" is about a boy who lives in Ireland. His family likes music.
3. **Read along.** Play Class CD2 Track 43. Have students listen and follow along, pointing to the words in their books. Then have them read along with the audio, focusing on the intonation and rhythm.

 2.43 Let's Read About Kevin

My name is Kevin. I live in Ireland. My family likes music. My father plays the guitar. My mother plays the flute. I play the violin. My sister dances. We usually practice every day.

4. **Paired reading.** Have student pairs take turns reading the story sentences.
5. **What about you?** Invite students to ask and answer the questions with partners.

C Your turn. Write an e-mail to Kevin.

1. Read the e-mail template with the class. Have students share the words they would use to complete the sentences.
2. Have students copy the e-mail onto a separate piece of paper and complete it with information about themselves.

Additional Resources

Unit 5 Test (Teacher's Resource Center)
Unit 6 Test (Teacher's Resource Center)
Workbook pages 54–55
Online Practice

Unit 7 Yesterday and Today

Let's Talk

Unit 7 Yesterday and Today Let's Talk

A Listen and say.

Where were you yesterday?
I was at the beach.

How was it?
It was fun!

How was the weather?
It was sunny and warm.

How about you?
We were at the zoo!

How was it?
It was fun!

B Watch the video.

C Practice the words. Ask and answer.

1. at the zoo 2. at the store 3. at the beach

Where were you yesterday?
I was at the zoo.

D Listen and sing.

Where Were You at Two?

Where were you at two?
I was at the zoo.

Where were you at three?
I was in a tree.

Where were you at four?
We were at the store.

Where were you at five o'clock?
I was on a great big rack.

Where was he at two?
He was at the zoo.

Where was she at three?
She was in a tree.

Where were they at four?
They were at the store.

Where was Jack? Where was Ray?
They were here all day.

I can do this lesson.

58 Unit 7 Yesterday and Today Unit 7 Yesterday and Today 59

Topic:

- Places

Lesson Objective:

- Asking about the past

Language:

at the zoo, at the store, at the beach

Where were you yesterday? I was at the beach.
How was it? It was fun! How was the weather?
It was sunny and warm. How about you? We were at the zoo!

Materials:

Teacher Cards 142–144; CD2 Tracks 44–48;
Student Cards 142–144 and Unit 7 Let's Talk
Video (Teacher's Resource Center)

Student Book pages 58–59

Warm up

1. Review *What do you do on the weekend?* Ask volunteers to answer using *always, usually, sometimes, and never*.
2. Write *Today* and *Yesterday* on the board. Show students a calendar, point to today and say *today*. Point to yesterday and say *yesterday*. Say *We are at school today*. Ask *Where were you yesterday?* Model the correct answer *I was at home. / I was at school*.

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 the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch.
2. Have students look at and talk about the pictures. Then play Class CD2 Track 44. Have students listen to the conversation several times: listen with eyes closed, listen and point to the characters, listen and repeat familiar words.

2.44 Where were you yesterday? It was sunny and warm.
I was at the beach. How about you?
How was it? We were at the zoo!
It was fun!
How was the weather?

3. Have students listen to the question-and-answer pattern. Then have students repeat after the audio, focusing on natural intonation, rhythm, and speed.

2.45 How was it?
It was fun!

B Watch the video.

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

1. Play the video. Encourage students to reply to Scott's question: *Where were you yesterday?* Explain new language, if necessary.

Hi Jenny.
Hi, Andy. Hi, Scott.
How was your weekend?
Saturday was OK. Yesterday was great!

Where were you yesterday?
 I was at the beach.
 Wow! Lucky you! How was it?
 It was fun!
 How was the weather?
 It was sunny and warm. *It was beautiful.*
 How about you?
 We were at the zoo!
 The zoo was great.
 Where were you yesterday?


2. Play the video again. Have students clap when they hear *was* and raise a hand when they hear *were*. Play the video again. Pause after each exchange and have students repeat the language and mimic the gestures.
3. Model the exchanges in the extended conversation with several students, using gestures. Have students take one role while you take the other, then switch.
4. Have students act out the extended conversation in three groups and then in groups of three. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 59


C Practice the words. Ask and answer.

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

1. Use Teacher Cards 142–144 to focus on the new vocabulary. Hold up each card, say the phrase, and have students repeat.
2. Play Class CD2 Track 46 and have students listen and point to the pictures in their books. Play it again and have them repeat.

 2.46 1. at the zoo 2. at the store 3. at the beach

3. Play Class CD2 Track 47. Have students listen, clap, and chant along with the audio to reinforce the natural intonation and pronunciation.

 2.47 Where were you yesterday?
 I was at the zoo.
 1. Where were you yesterday?
 I was at the zoo.
 2. Where were you yesterday?
 I was at the store.
 3. Where were you yesterday?
 I was at the beach.

D Listen and sing.

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

1. Look at the pictures together and ask students where each of the children are. Then read the song title aloud. Make sure students understand that *two* refers to two o'clock.
2. Play Class CD2 Track 48 and have students repeat the words they recognize from the conversation.

2.48 Where Were You at Two?

Where were you at two?	Where was he at two?
I was at the zoo.	He was at the zoo.
Where were you at three?	Where was she at three?
I was in a tree.	She was in a tree.
Where were you at four?	Where were they at four?
We were at the store.	They were at the store.
Where were you at five o'clock?	Where was Jack? Where was Ray?
I was on a great big rock.	They were here all day.

3. Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you and then practice the song as a chant.
4. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing.
5. Have students point to and read familiar words in the song. Help them notice that the second verse is almost identical to the first, except the subject changes from you/I to he/she/they. Read the lyrics and have students follow along in their books.

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 *Where were you yesterday? I was at the (beach)*. Each time students take one step back, they switch parts.
- **Scrambled Sentences** (p. 19). Prepare sets of Student Cards (142–144) for the conversation in the Listen and say activity.

Additional Resources


Workbook pages 56–57
 Online Practice

Unit 7 Yesterday and Today

Let's Learn

Let's Learn


A Learn the words. (CD2)



1. sunny 2. rainy 3. cloudy 4. snowy
5. breezy 6. stormy 7. chilly 8. foggy

B Make sentences. (CD2)


It was sunny on Sunday.



It's cloudy today.

It was sunny on Sunday. It's cloudy today. is → was

C Ask your partner. (CD2)



How was the weather on Sunday? It was cloudy.
How is the weather today? It's snowy.

D Watch, point, and sing. (CD2)

How Was the Weather Yesterday?

How was the weather yesterday? How was the weather yesterday?
Raining, it was raining. Snowy, it was snowy.
How is the weather today? How is the weather today?
It's sunny today. Hooray! It's sunny today. Hooray!

How was the weather yesterday? How was the weather yesterday?
Stormy, it was stormy. Foggy, it was foggy.
How is the weather today? How is the weather today?
It's sunny today. Hooray! It's sunny today. Hooray!

I can do this lesson.

60 Unit 7 Yesterday and Today Unit 7 Yesterday and Today 61

Student Book pages 60–61

Topic:

• Weather

Lesson Objective:

• Identifying and asking about weather

Language:

sunny, rainy, cloudy, snowy, breezy, stormy, chilly, foggy

It was sunny on Sunday. It's cloudy today. How was the weather on Sunday? It was cloudy. How's the weather today? It's snowy.

Materials:

Teacher Cards 145–152; CD2 Tracks 47, 49–54; Student Cards 145–152 and Unit 7 Song Video (Teacher's Resource Center)

Warm up

- Review *Where were you yesterday?* (Class CD2 Track 47). Use a calendar as needed to help students distinguish between the past and the present. Expand by asking *Where were you last weekend? Where were you yesterday before school?* and so on.

Pre-teach Language

- Use Teacher Cards 145–152 to introduce the weather vocabulary. Show one card and say the word. Have students repeat the word several times.
- Using a calendar, point to the days of last week and describe each one. (*It was sunny on Sunday. It was rainy on Monday*). Then describe the weather today (*It's cloudy today*). Invite students to describe other days of the week and then today.

Student Book page 60

A Learn the words.

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

- Play Class CD2 Track 49. Have students listen and point to the weather as they hear the words. Listen again and have students repeat the words. Check pronunciation and intonation.

- 2.49 1. sunny 2. rainy 3. cloudy 4. snowy
5. breezy 6. stormy 7. chilly 8. foggy

- Give each student a set of Student Cards 145–152. Call out a word and have students hold up the correct Student Card.

B Make sentences.

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

- Have students look at the picture and describe what they see. Then play Class CD2 Track 50.

- 2.50 It was sunny on Sunday.
It's cloudy today.
- It was sunny on Sunday. It's cloudy today.
 - It was stormy on Monday. It's cloudy today.
 - It was rainy on Tuesday. It's cloudy today.
 - It was breezy on Wednesday. It's cloudy today.
 - It was foggy on Thursday. It's cloudy today.

- Display Teacher Cards 145–152. Write *yesterday* and *today* on the board. Place Teacher Card 145 (sunny) under *yesterday* and Teacher Card 146 (rainy) under *today*. Say *It was sunny yesterday. It's rainy today*. Switch the cards and have students make new sentences. Repeat the activity with other cards.

- Direct students' attention to the grammar box to review the change from present (*is*) to past (*was*).
- Play Class CD2 Track 51. Have students listen, clap, and chant with the drum track.

2.51



See the script for Track 50.

Student Book page 61

C Ask your partner.

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

- Have students look at the pictures and identify the weather in each one. Then play Class CD2 Track 52 and have students listen and point to the days in their books.

2.52



- How was the weather on Sunday? It was cloudy.
How's the weather today? It's snowy.
- How was the weather on Monday? It was rainy.
How's the weather today? It's snowy.
- How was the weather on Tuesday? It was stormy.
How's the weather today? It's snowy.
- How was the weather on Wednesday? It was foggy.
How's the weather today? It's snowy.
- How was the weather on Thursday? It was breezy.
How's the weather today? It's snowy.
- How was the weather on Friday? It was sunny.
How's the weather today? It's snowy.

- Point to the calendar and ask *How was the weather on (Monday)?* Encourage volunteers to answer. Then ask *How's the weather today?* Encourage other students to answer.
- Play Class CD2 Track 53. Have students listen, clap, and chant along with the drum track.

2.53



See the script for Track 52.

- Have pairs of students take turns talking about the weather using Teacher Cards 145–152 as prompts.

D Watch, point, and sing.

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

- Have students look at the pictures and identify the different types of weather shown.
- Play the video. Have students raise their hands when they hear weather words they know.

2.54 How Was the Weather Yesterday?

How was the weather yesterday?

Rainy, it was rainy.

How is the weather today?

It's sunny today. Hooray!

How was the weather yesterday?

Stormy, it was stormy.

How is the weather today?

It's sunny today. Hooray!

How was the weather yesterday?

Snowy, it was snowy.

How is the weather today?

It's sunny today. Hooray!

How was the weather yesterday?

Foggy, it was foggy.

How is the weather today?

It's sunny today. Hooray!

- Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you and then practice the song as a chant. Display the Teacher Cards (145–152) to help cue the lyrics.
- Play the video again and have students sing along. Encourage students to use facial expressions to show disappointment or happiness.

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

- Weather Chart.** Create a class weather chart like the one shown in the Make sentences activity. Update it daily and use it to talk about the weather.
- Concentration** (p. 17). Have students play with two sets of Student Cards 145–152.
- Do a **Reading Reinforcement** (p. 19).

Additional Resources

Unit 7 Worksheet A (Teacher's Resource Center)
Workbook pages 58–59
Online Practice

Unit 7 Yesterday and Today

Let's Learn More

Let's Learn More

A Learn the words. (CD2 55)

1. restaurant 2. movie theater 3. mall 4. amusement park
5. circus 6. hospital 7. library 8. airport

B Ask and answer. (CD2 55)

Where were you yesterday?
I was at the circus.

Where were you yesterday?
I was at the airport.

Where were you yesterday?
I was at the circus.

C Play a game. Ask your partner. (CD2 55)

Where was she at 1:00? She was at the restaurant.
Where is she now? She's at home.

D Ask and answer. (CD2 55)

1 gym 9:45 ✓	2 music room 11:15 ✗	3 lunchroom 12:30 ✓	4 art room 1:45 ✓
5 art room 9:30 ✓	6 computer room 11:00 ✓	7 lunchroom 12:00 ✗	8 library 2:30 ✓

Was he in the lunchroom at 12:00?
Yes, he was.
No, he wasn't.

I can do this lesson.

62 Unit 7 Yesterday and Today Unit 7 Yesterday and Today 63

Topic:

- Places

Lesson Objective:

- Talking about where students were

Language:

restaurant, movie theater, mall, amusement park, circus, hospital, library, airport

Where were you yesterday? I was at the circus.

Was he in the lunchroom at 12:00? Yes, he was. No, he wasn't.

Materials:

Teacher Cards 142–144, 153–160;
CD2 Tracks 48, 55–60; Student Cards 142–144, 153–160 (Teacher's Resource Center)

Student Book pages 62–63

Warm up

1. **Stand Up Game** (p. 18). Use “Where Were You at Two?” (Class CD2 Track 48) to play the game.
2. Use Teacher Cards 142–144 to review *Where were you yesterday?* Then explain that students will learn more place words.

Pre-teach Language

1. Introduce the new vocabulary using Teacher Cards 153–160. Hold up each card, say the word, and have the class repeat.
2. Model the question-and-answer pattern *Where were you yesterday? I was at the restaurant.* Repeat with Teacher Cards 153–160.

Student Book page 62

A Learn the words.

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

1. Play Class CD2 Track 55. Have students listen to the vocabulary and point to the places as they hear them. Play the audio again and have students repeat the words.

- 2.55**
- | | | |
|-------------------|------------------|-------------|
| 1. restaurant | 2. movie theater | 3. mall |
| 4. amusement park | 5. circus | 6. hospital |
| 7. library | 8. airport | |

2. Do a quick practice with the new vocabulary. Display Teacher Cards 153–160. Call out a place. Have students point to the card and say its name. Repeat with other cards.

B Ask and answer.

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

1. Have students look at the pictures and name the people and objects they recognize. Then play Class CD2 Track 56 and have students listen and point to the pictures.

- 2.56**
- Where were you yesterday?
I was at the circus.
- Where were you yesterday?
I was at the airport.
1. Where were you yesterday?
I was at the circus.

2. Where were you yesterday?
I was at the amusement park.
3. Where were you yesterday?
I was at a restaurant.
4. Where were you yesterday?
I was at the airport.

2. Play Class CD2 Track 57. Have students listen, clap, and chant along with the drum track.



See the script for Track 56.

3. Have student pairs take turns making sentences about the pictures. Then have students ask and answer about themselves.

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 questions and answers. Play Class CD2 Track 58 and have students repeat.



Where was she at 1:00?
She was at the restaurant.
Where is she now?
She's at home.

2. Have students play the game in pairs. S1 flips a coin. Heads moves one space, tails moves two. S1 moves a marker that number of spaces and asks about the picture it lands on. S2 answers the question. Then S2 flips a coin, moves a marker, and asks a question about the space it lands on. The first student to reach "home" asks *Where is (she) now?*

D Ask and answer.

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

1. Direct students' attention to the chart and model the question-and-answer pattern. Ask *Was he in the gym at 9:45?* Point to the checkmark and answer *Yes, he was*. Then point to the next box and ask *Was he in the music room at 11:15?* Point to the X and shake your head. Say *No, he wasn't*.
2. Play Class CD2 Track 59. Have students listen to the question-and-answer pattern while they point to the chart in their books. Play the audio again and have students repeat the questions and answers.



1. Was he in the gym at 9:45? Yes, he was.
2. Was he in the music room at 11:15? No, he wasn't.
3. Was he in the lunchroom at 12:30? Yes, he was.
4. Was he in the art room at 1:45? Yes, he was.
5. Was she in the art room at 9:30? Yes, she was.
6. Was she in the computer room at eleven o'clock? Yes, she was.
7. Was she in the lunchroom at twelve o'clock? No, she wasn't.
8. Was she in the library at 2:30? Yes, she was.

3. Play Class CD2 Track 60. Have students listen, clap, and chant along with the drum track.



See the script for Track 59.

4. Ask the questions in random order without saying the item number. *Was she in the lunchroom at 12:00?* Encourage students to listen carefully, read the chart on their own, and answer 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

- **Memory Chain** (p. 19). Ask *Where were you yesterday?* S1 says *I was at the (circus)*. S2 repeats and adds another place: *I was at the (circus) and the (zoo)*.
- **Clock Time**. Create teacher-made cards to show a different clock or time. Divide students into groups and give each group a set of time cards and a set of Student Cards 142–144 and 153–160. The first student picks a time card and asks *Where were you at (1:30)?* The next student chooses a Student Card and answers *I was at the (zoo)*.
- Play **Pictionary** (p. 17) to practice vocabulary.

Additional Resources

Unit 7 Worksheet B (Teacher's Resource Center)
Workbook pages 60–61
Online Practice

Unit 7 Yesterday and Today

Let's Read

Let's Read

Phonics

A Listen, point, and say.

sk **sn**

sky skylark snowflake snake

B Listen, point, and chant.

Snowflakes and Skylarks
 Snowflakes falling, snow in the sky!
 Skylarks flying, look at them fly!
 Fall, snowflakes! Fly, skylarks!
 Snowflakes, skylarks, look at the sky!

C Listen and read along.

WHAT WERE THEY BEFORE?

The sky is cloudy, and it is snowing. These are snowflakes. What were they before? They were water!

This is a skylark. It sometimes sings pretty songs. What was it before? It was an egg!

This is a snake. It is long and lives in trees. What was it before? It was an egg, too!

D Listen and circle.

1. Were snowflakes water? a. Yes. b. No.
 2. Can a skylark sing? a. No, it can't. b. Yes, it can.
 3. Where does a snake live? a. in a tree b. on a rock

I can do this lesson.

64 Unit 7 Yesterday and Today Unit 7 Yesterday and Today 65

Topic:

- Consonant blends /sk/ and /sn/

Lesson Objectives:

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

Language:

sky, skylark, snowflake, snake

Materials:

Teacher Cards 138–141, 161–164; CD2 Tracks 39, 61–64; Student Cards 138–141, 161–164 (Teacher's Resource Center)

Student Book pages 64–65

Warm up

- Have students review the /sw/ and /st/ words by chanting "She Loves to Study" (Class CD2 Track 39). Write these blends on the board and place Teacher Cards (138–141) for the words that begin with them under the letters.

Pre-teach Phonics

1. Tell students they will be learning more blends. Say /sk/ and ask students to repeat. Hold up the Teacher Card (161) for sky and say *sky*. Have students repeat. Display the Teacher Card. Do the same with *skylark* (162), focusing first on the /sk/. Repeat the procedure for the /sn/ words *snowflake* and *snake* (163–164).
2. Write *sk* beside the Teacher Card (161) for sky. Say /sk/ while pointing to the letters. Ask students to repeat. Add *y* to *sk*. Say /sk/ -y, *sky*. Run your hand under the whole word. Ask students to repeat. Repeat the procedure for *skylark*, *snowflake*, and *snake* (162–164).

Student Book page 64

A Listen, point, and say.

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

1. Play Class CD2 Track 61 and have students point to the blends and words in their books as they hear them. Then have students listen and repeat.

2.61 /sk/ sky skylark
 /sn/ snowflake snake

2. Show students Teacher Cards (161–162) for words that start with the /sk/ sound and say the words. Have students focus on the initial blend in each word. Do the same with the words that begin with /sn/ (163–164). Then say the words in random order and have students identify the initial blend.

B Listen, point, and chant.

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

1. Play Class CD2 Track 62. Have students point to the blends and words in their books as they listen.

 2.62 **Snowflakes and Skylarks**

Snowflakes falling, snow in the sky!
 Skylarks flying, look at them fly!
 Fall, snowflakes! Fly, skylarks!
 Snowflakes, skylarks, look at the sky!

2. Play the audio again and have students chant along with it. Divide the class into two groups: *sk* and *sn*. The *sk* group raises their hands when they chant a word with *sk*; the other group does the same for *sn* words. Have students switch roles so they all have a turn to listen for each sound.
3. Play the chant again. Have students listen, clap, and chant along with the audio.

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 preview it and read the words they know. Ask students to point to the words that begin with *sn* and *sk*.
2. Read the story title aloud. Tell students *What Were They Before?* is about how different things change form.
3. **Read along.** Play Class CD2 Track 63. Have students listen to the story and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.

 2.63 **What Were They Before?**


1. The sky is cloudy, and it is snowing. These are snowflakes. What were they before? They were water!
2. This is a skylark. It sometimes sings pretty songs. What was it before? It was an egg!
3. This is a snake. It is long and lives in trees. What was it before? It was an egg, too!

4. **Silent reading.** Have students read the story silently. Encourage them to hear the words in their minds without saying the words aloud. Once they've had a chance to read silently a few times, invite volunteers to read aloud on their own.
5. **That's Not Right** (p. 18). Reread the story, but change some of the words. When students hear a mistake they call out *That's not right!* and provide the correct sentence.

D Listen and circle.

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

1. Read the questions aloud. Divide the class into pairs and give them a few minutes to discuss all three questions. Then play Class CD2 Track 64 and have students circle the correct answers.

- 
- 2.64
1. Were snowflakes water?
 2. Can a skylark sing?
 3. Where does a snake live?

2. Review each item to make sure students circled the correct answers.

 **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

- **Things that Change.** Have students write their own pages for "What Were They Before?" As a class, brainstorm other things that change. Then have students write another page of the story using the same format.
- **Rock, Paper, Scissors** (p. 20). Place Student Cards 161–164 for the phonics vocabulary face up on a table. Have students play in pairs, saying *What's this? 1,2,3!* The winner points to a picture and asks *What's this?* Their partner answers. Encourage students to answer with both noun and color (*It's a white snowflake*).
- **Find the Word.** Hold up a Student Card (161–164). Students look at page 65 and find the word in the story. Then they read the sentence where they found the word.
- **Workbook Activity.** Have students look at the illustrations and guess what the girl and boy are talking about in "A Snowy Weekend" on Workbook page 63. Have them identify the words they know. Then have students read the story for homework or in class.

Additional Resources

Unit 7 Test (Teacher's Resource Center)
 Workbook pages 62–63
 Online Practice

Unit 8 My Home

Unit 8 My Home Let's Talk

A Listen and say. 2.23

What are you doing? I'm looking for my skateboard.
Where was it yesterday? It was in my bedroom!

It's not here.
I don't see it. I hope we find it! Me, too!
Is it in the garage? I hope we find it! Me, too!

B Watch the video. 2.24

C Practice the words. Ask and answer. 2.25

1. bedroom 2. living room 3. bathroom
4. dining room 5. kitchen 6. garage

Where's the skateboard?
It's in the bedroom.

D Listen, point, and chant. 2.26

Where's the Bed?

Where's the bed?
It's in the bedroom.
Is this the bedroom?
Yes, it is.

Where's the bathtub?
It's in the bathroom.
Is this the bathroom?
Yes, it is.

Where's the sofa?
It's in the living room.
Is this the living room?
Yes, it is.

Where's the stove?
It's in the kitchen.
Is this the kitchen?
Yes, it is.

I can do this lesson.

Unit 8 My Home 67

Topic:
• Places

Lesson Objective:
• Talking about the location of items in a house

Language:
bedroom, living room, bathroom, dining room, kitchen, garage

I hope we find it! Me, too! Where's the skateboard? It's in the bedroom.

Materials:
Teacher Cards 165–170; CD2 Tracks 65–69; Student Cards 165–170 and Unit 8 Let's Talk Video (Teacher's Resource Center)

Student Book pages 66–67

Warm up

- Review prepositions with classroom objects. Ask *Where's the book?* *It's on the desk.*
- Hide a pencil, then pretend to look for it. Ask *What are you doing?* Answer *I'm looking for my pencil.* Use some of the language in the conversation as you continue to look for it. Then ask *Where was it yesterday?* Answer *It was under the book.*

Student Book page 66

A Listen and say.

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

- Use puppets or student volunteers to model the conversation. Have students repeat the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch.
- Have students look at the pictures and identify the characters and objects they recognize. Play Class CD2 Track 65. Have students listen to the conversation several times: listen with eyes closed, listen and point to the characters, listen and repeat familiar words. Explain new language, if necessary.

2.65 What are you doing?
I'm looking for my skateboard.
Where was it yesterday?

It was in my bedroom!
It's not here.
Is it in the garage?
I don't see it.
I hope we find it!
Me, too!

- Play Class CD2 Track 66. Have students repeat the sentences after the audio, focusing on natural intonation, rhythm, and speed.

2.66 I hope we find it!
Me, too!

B Watch the video.

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

- Play the video. Encourage students to reply when Kate asks *Do you see it?* Explain new language, if necessary.

What are you doing?
I'm looking for my skateboard.
What color is it?
It's yellow.

Where was it yesterday?
 Oh! I know! It was in my bedroom!
 Noooo! It's not here. Where is it?
 Is it in the garage?
 I don't know. Let's look.
 I don't see it. I hope we find it!
 Me, too!
 Do you see it?
 Is that your skateboard?
 Ahhh! Kel-ly! I want my skateboard.

2. Play the video again. Have students stand up when they hear the name of a place (*bedroom, garage*). Play the video again. Pause after each exchange and have students repeat the language and mimic the gestures.
3. Model the exchanges in the extended conversation with several students, using gestures. Have students take one role while you take the other, then switch.
4. Have students act out the extended conversation in two groups and then in pairs. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 67


C Practice the words. Ask and answer.

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

1. Use Teacher Cards 165–170 to focus on the new vocabulary. Hold up a card, say the word, and have students repeat. Then play Class CD2 Track 67 and have students point to the pictures in their books. Can they find the skateboard in each picture?

 2.67 1. bedroom 2. living room 3. bathroom
 4. dining room 5. kitchen 6. garage


2. Direct students' attention to the question-and-answer pattern. Play Class CD2 Track 68. Have students point to the pictures in their books. Then have pairs practice the questions and answers.

 2.68 Where's the skateboard? It's in the bedroom.
 1. Where's the skateboard? It's in the bedroom.
 2. Where's the skateboard? It's in the living room.
 3. Where's the skateboard? It's in the bathroom.
 4. Where's the skateboard? It's in the dining room.
 5. Where's the skateboard? It's in the kitchen.
 6. Where's the skateboard? It's in the garage.

D Listen, point, and chant.

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

1. Play Class CD2 Track 69. Have students repeat the words they recognize from the conversation.

 2.69 Where's the Bed?
 Where's the bed? Where's the stove?
 It's in the bedroom. It's in the kitchen.
 Is this the bedroom? Is this the kitchen?
 Yes, it is. Yes, it is.
 Where's the bathtub? Where's the sofa?
 It's in the bathroom. It's in the living room.
 Is this the bathroom? Is this the living room?
 Yes, it is. Yes, it is.

2. Have students clap to keep the beat as you model the chant, line by line. Have students echo the lines after you and then chant on their own with the audio.
3. Divide the class into two groups to do the chant. Encourage students to add gestures and actions.
4. Have students point to and read the words they recognize in the song. Explain the meaning of any words they don't know.

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

- **Make a Chant** (p. 19). Invite volunteers to create two more verses of the chant using *dining room* and *garage*.
- **Cube Game** (p. 20). Write a room on each side of the cube. Have students practice *Where's the skateboard? It's in the (bedroom)*.
- **Dialogue Musical Chairs**. Play "Where's the Bed?" as students move around the room. When the music stops, students find a partner and practice the conversation.

Additional Resources

Workbook pages 64–65
 Online Practice

Unit 8 My Home

Let's Learn

Let's Learn

A Learn the words.

1. a skateboard 2. a scooter 3. a unicycle 4. a sled
5. a snowboard 6. skis 7. in-line skates 8. ice skates

B Make sentences.

I can't find my skateboard. It was in the garage yesterday.

I can't find my skateboard. It was in the garage yesterday.

C Ask and answer.

Yesterday

Where was the snowboard? It was in the living room. Where were the skis? They were in the bedroom.

Today

D Watch and sing.

Where's My Skateboard?

Skateboard, scooter, In-line skates
Skateboard, scooter, In-line skates.

Where's my skateboard? I can't find it. It was in the living room yesterday.

Is it in the kitchen? No, it isn't.
Is it in the bedroom? No, it isn't.
Was it in the living room? Yes, it was, but it's not in the living room now!

I can do this lesson.

Student Book pages 68–69

Topic:

- Sports

Lesson Objective:

- Describing the location of items in a house

Language:

a skateboard, a scooter, a unicycle, a sled, a snowboard, skis, in-line skates, ice skates

I can't find my skateboard. It was in the garage yesterday. Where was the snowboard? It was in the living room. Where were the skis? They were in the bedroom.

Materials:

Teacher Cards 165–178; CD2 Tracks 69–75; Student Cards 165–178 and Unit 8 Song Video (Teacher's Resource Center)

Warm up

1. Use **Conversation Lines** (p. 21) to review the lyrics from "Where's the Bed?" (Class CD2 Track 69).
2. Play **Charades** (p. 17) using Student Cards 165–170 to practice the rooms in a house.

Pre-teach Language

1. Use Teacher Cards 171–178 to introduce the sports equipment vocabulary. Show one card and say the words. Have students repeat the words several times.
2. Introduce *I can't find my (pencil)* by pretending to look for your pencil all around the room. Have students practice the sentence *I can't find my (name of sports equipment)* as they point to the Teacher Cards 171–178.

Student Book page 68

A Learn the words.

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

1. Play Class CD2 Track 70. Have students point to the sports equipment in their books as they hear the words. Listen again and have students repeat the words. Check pronunciation and intonation.

- 2.70** 1. a skateboard 2. a scooter 3. a unicycle
4. a sled 5. a snowboard 6. skis
7. in-line skates 8. ice skates

2. Hand out Student Cards 171–178. Call out words and have students hold up the card and say the words. Show the Teacher Card to confirm.

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 CD2 Track 71.

- 2.71** I can't find my skateboard. It was in the garage yesterday.
1. I can't find my skateboard. It was in the garage yesterday.
 2. I can't find my sled. It was in the garage yesterday.
 3. I can't find my unicycle. It was in the garage yesterday.

2. Display Teacher Cards 171–178. Point to an item and say *I can't find my (sled)*. Then hold up one of the Teacher Cards 165–170 and prompt the class to answer chorally *It was in the (bedroom) yesterday*. Once you've practiced this several times, have student pairs take turns practicing the sentences.

3. Play Class CD2 Track 72 and have students listen, clap, and chant along with the drum track.



See the script for Track 71.

Student Book page 69

C Ask and answer.

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

1. Have students look at the pictures and describe what they see. Then play Class CD2 Track 73 and have students listen and point to the objects.



1. Where was the snowboard? It was in the living room.
2. Where were the in-line skates? They were in the living room.
3. Where was the skateboard? It was in the bedroom.
4. Where were the skis? They were in the bedroom.
5. Where was the scooter? It was in the kitchen.
6. Where were the ice skates? They were in the garage.
7. Where was the sled? It was in the garage.

2. Play Class CD2 Track 74. Have students listen, clap, and chant along with the drum track.



See the script for Track 73.

3. Have student pairs take turns making sentences about the sports equipment in the pictures.

D Watch and sing.

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

1. Have students look at the picture and describe what they see. Distribute the Student Cards (165, 166, 169, 171, 172, 177) for bedroom, livingroom, kitchen, a skateboard, a scooter, and in-line skates so that each student has at least two cards.
2. Play the video. Have students raise their hands when they hear sports equipment words they know.



2.75 Where's My Skateboard?

Skateboard, scooter, in-line skates.

Skateboard, scooter, in-line skates.

Where's my skateboard? I can't find it.

It was in the living room yesterday.

Is it in the kitchen? No, it isn't.

Is it in the bedroom? No, it isn't.

Was it in the living room?

Yes, it was, but it's not in the living room now!

3. Play the video again. Have students clap to keep the beat and repeat the song, line by line.
4. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing.
5. Have students point to and read familiar words in the song. Read the lyrics and have students follow along in their books.



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

- **Information Relay.** Divide the class into teams of three. Give each team a labeled house outline and a set of sports-equipment Student Cards 171–178. S1 sits with the outline and cards on one side of the room; S2 sits with another outline on the opposite side of the room. S1 arranges the cards on the outline. S1 tells S3 about the outline: *The (unicycle) is in the (garage)*. S3 relays the information to S2, who places the cards on his or her outline. They continue until all the cards are placed. Then have students switch roles twice, so all three practice each role.
- **Find Your Partner** (p. 18). Play with Student Cards 165–170 or 171–178.
- **Reading Reinforcement** (p. 19). Have students underline specific words in the song lyrics. Focus on current vocabulary and phonics targets.

Additional Resources

Unit 8 Worksheet A (Teacher's Resource Center)

Workbook pages 66–67

Online Practice

Unit 8 My Home

Let's Learn More

Let's Learn More

A Learn the words.

1. eat breakfast
2. do homework
3. watch TV
4. talk on the phone
5. play a video game
6. ride a bike

B Make sentences.

What did you do yesterday?
I ate breakfast.

What did you do yesterday?
I ate breakfast.

eat → ate talk → talked
do → did play → played
watch → watched ride → rode

C Play a game. Ask your partner.

Did he practice the piano?
Yes, he did.
No, he didn't.

watch TV talk on the phone
eat breakfast do homework use a computer
take pictures take a nap practice the piano
play a video game ride a bike practice karate

D What about you?

What did you eat yesterday?
What did you do on Sunday?
Did you do homework this weekend?
I can do this lesson.

Unit 8 My Home 71

Student Book pages 70-71

Topic:

- Activities

Lesson Objective:

- Talking about what students do at home

Language:

eat breakfast, do homework, watch TV, talk on the phone, play a video game, ride a bike

*What did you do yesterday? I ate breakfast.
Did he practice the piano?*

Materials:

Teacher Cards 171-184; CD2 Tracks 75-79;
Student Cards 171-184 (Teacher's Resource Center)

Warm up

1. **Vocabulary Race** (p. 18). Use the vocabulary on page 68, or Student Cards 171-178 placed in a row. Students start with their fingers on cards at opposite ends of the row. Students touch each card and say the words or make a sentence, advancing toward the opposite end. When students meet on the same card, they play **Rock, Paper, Scissors** (p. 20). The winner stays in place and other student returns to the start. The first student to reach the opposite end of the row wins.
2. Play "Where's My Skateboard?" (Class CD2 Track 75). Have students use gestures and clap as they sing.
3. **Pass the Card**. As students pass Student Cards 171-178 down the row, S1 asks *Where (was) the (snowboard)?* S2 answers *It was in the (bedroom)*. Then S2 asks S3 the question and continues to pass the card down the row.
4. Recycle the vocabulary using the familiar sentence patterns *What do you do (in the morning)? I (always) (eat breakfast)*.

Pre-teach Language

1. Use Teacher Cards 179-184 to introduce the activity vocabulary. Show one Teacher Card and say the phrase. Have students repeat several times.
2. Introduce *What did you do yesterday?* by pointing at the calendar to the day before today. Ask a student to ask you the question and respond by pointing to one of the Teacher Cards and saying *I (watched TV)*.

Student Book page 70

A Learn the words.

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

1. Play Class CD2 Track 76. Have students listen to the vocabulary and point to the activities in their books. Play the audio again and have students repeat the words.


- 2.76**
- | | |
|----------------------|----------------------|
| 1. eat breakfast | 2. do homework |
| 3. watch TV | 4. talk on the phone |
| 5. play a video game | 6. ride a bike |

2. Do a quick practice with the vocabulary. Display Teacher Cards 179-184. Call out an activity. Have students pantomime the activity. Repeat with other activities.

B Make sentences.



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

1. Have students look at the picture and identify the activities they see. Then play Class CD2 Track 77 and have students listen and point to the pictures.

 **2.77** What did you do yesterday?
I ate breakfast.

1. What did you do yesterday?
I ate breakfast.
2. What did you do yesterday?
I did homework.
3. What did you do yesterday?
I played a video game.

2. Direct students' attention to the grammar box. Read the verbs aloud, pointing out how they change from present tense to past tense. Do a quick drill. Call out a verb in the present tense and have the class call out the past tense.
3. Play Class CD2 Track 78. Have students listen, clap, and chant along with the drum track.

 **2.78**  See the script for Track 77.


4. Have student pairs take turns asking and answering questions about the pictures on the page. Encourage students to use other activities that they know when answering the question.

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 model question and answers. Read them again, and have students repeat. Write *did not* and *didn't* on the board and explain that they have the same meaning.
2. Play Class CD2 Track 79 and have students focus on pronunciation and intonation.

 **2.79** Did he practice the piano?
Yes, he did. No, he didn't.

3. Have students play the game in pairs. S1 points to a picture and asks the question. S2 answers. Then they switch.

D What about you?

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

1. Read the questions at the bottom of the page and have the class repeat after you.
2. Have student pairs practice asking and answering the questions. After a set amount of time invite volunteers to ask and answer the questions in front of the class.
3. For a math extension, you can tally students' answers on the board and count how many ate or did the same thing over the weekend.

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 **Beanbag Circle** (p. 18). Students ask each other *What did you do yesterday?*
- **Find Someone Who** (p. 19). Hand out Student Cards 179–184 and an answer sheet listing all the activities. Students ask each other *Did you (watch TV)?* Then they mark off each activity when they find someone with that card.
- **Tic-Tac-Toe** (p. 21). Create a 9-box grid on the board. Divide the class into two teams and have them play against each other. Practice the past tense by saying a verb in the present tense and having the team answer in unison with the past-tense form. If they are correct, they can choose a box for an X or O.

Additional Resources

Unit 8 Worksheet B (Teacher's Resource Center)
Workbook pages 68–69
Online Practice

Let's Read

Phonics

A Listen, point, and say.

sm **sc**

B Listen, point, and chant.

I'm a Small Scooter

I'm a small scooter, not a big bike
I love small scooters, not scary bikes.
I like small burritos. Hop on, let's go!
Come on, little bunny, smile!

C Listen and read along.

LAST SATURDAY

Last Saturday Rob went to Ali's house. They played outside. They rode their scooters.

Last Saturday Monica and Lee ate lunch at the park. They ate big sandwiches and small scones.

Last Saturday Lynn and Hal played video games. They like scary games!

D Listen and circle.

1. Where did Rob go last Saturday?
a. to the zoo b. to Ali's house

2. Were the scones big or small?
a. big b. small

3. Did Lynn and Hal play a scary game?
a. Yes, they did. b. No, they didn't.

I can do this lesson.

Student Book pages 72-73

Topic:

- Consonant blends /sm/ and /sc/

Lesson Objectives:

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

Language:

small, smile, scary, scooter

Materials:

Teacher Cards 170, 172, 185-188; CD2 Tracks 62, 80-83; Student Cards 170, 172, 185-188 (Teacher's Resource Center)

Warm up

- Have students review the /sk/ and /sn/ words by chanting "Snowflakes and Skylarks" (Class CD2 Track 62). Write these blends on the board and place the words that begin with them under the letters.

Pre-teach Phonics

1. Tell students they will be learning more blends. Say /sm/ and ask students to repeat. Hold up the Teacher Card (185) for small and say *small*. Have students repeat. Display the Teacher Card. Do the same with *smile* (186), focusing first on the /sm/. Repeat the procedure for the /sk/ words *scary* and *scooter* (187-188).
2. Write *sm* beside the Teacher Card (185) for *small*. Say /sm/ while pointing to the letters. Ask students to repeat. Add *all* to *sm*. Say /sm/ -all, *small*. Point to the two parts of the word and then to the whole word. Ask students to repeat. Repeat the procedure for *smile*, *scary*, and *scooter* (186-188).

Pronunciation note: The hard /c/ sound is written as /k/. Tell students that both *sk* and *sc* make the /sk/ sound in the words *sky*, *skylark*, *scooter*, and *scary*. Ask students to name words they've learned in this unit that start with the same sound (*skate*, *skateboard*, and *skis*).

Student Book page 72

A Listen, point, and say.

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

1. Play Class CD2 Track 80 and have students point to the blends and words in their books. Then have students listen and repeat the sounds and words.


2.80 /sm/ small smile
 /sk/ scary scooter

2. Show students Teacher Cards (185-186) for words that start with the /sm/ blend and say the words. Have students focus on the initial blend in each word. Do the same with the words that begin with /sk/ (187-188). Then say the words in random order and ask students to identify the initial blend.

B Listen, point, and chant.

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

1. Play Class CD2 Track 81. Have students listen to the chant. Ask students to point to the blends and words in their books as they listen.

 **2.81 I'm a Small Scooter**

I'm a small scooter, not a big bike.
I love small scooters, not scary bikes.
I like small bunnies. Hop on, let's go!
Come on, little bunny, smile!

2. Play the audio again and have students chant along with the audio. Divide the class into two groups: *sc* and *sm*. The *sc* group raises their hands when they chant a word with *sc* and the *sm* group raises their hands for words with *sm*. Have students switch roles so they all have a turn to listen for each sound.
3. Play the chant again. Have students listen, clap, and chant along with the audio.

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 preview it and read the words they know. Ask students to point to the words that begin with *sm* and *sc*.
2. Read the story title aloud. Tell students "Last Saturday" is about what some children did last weekend.
3. **Read along.** Play Class CD2 Track 82. Have students listen to the story and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, focusing on the intonation and rhythm.

 **2.82 Last Saturday**


1. Last Saturday Rob went to Ali's house. They played outside. They rode their scooters.
2. Last Saturday Monica and Lee ate lunch at the park. They ate big sandwiches and small scones.
3. Last Saturday Lynn and Hal played video games. They like scary games!

4. **Paired reading.** Have student pairs take turns reading the story sentences.
5. **That's Not Right** (p. 18). As you reread the story, change some of the words. When students hear a mistake, they shout *That's not right!* then supply the correct sentence.

D Listen and circle.

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

1. Read the questions aloud. Divide the class into pairs and give them a few minutes to discuss all three questions. Then play Class CD2 Track 83 and have students circle the correct answers.

-  **2.83**
1. Where did Rob go last Saturday?
 2. Were the scones big or small?
 3. Did Lynn and Hal play a scary game?

2. Review each item to make sure students circled the correct answers.

 **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 Bingo** (p. 17) with all the blends students have learned: *bl, gl, pl, br, gr, pr, cl, fl, sl, cr, fr, dr, tr, sw, st, sk, sn, sm, and sc*. Write these on the board. For each one, say the letters, say the sound, and say a word that begins with that sound. Give each student a blank Bingo grid. Students write one blend in each box. Say a word. Students mark off the box with the correct blend. Continue until someone gets Bingo.
- **Readers Theater.** The narrator tells the story and pairs of students act out the children doing different activities.
- **Find the Word.** Hold up a Student Card (185–188). Students look at page 73 in their books and find the word in the story. Then they read the sentence where they found the word.
- **Workbook Activity.** Have students look at the illustrations in "The Smile Scooter" on Workbook page 71. Have them identify the words they know. Then have students read the story for homework or in class.

Additional Resources

Unit 8 Test (Teacher's Resource Center)
Workbook pages 70–71
Online Practice

Let's Review Units 7 and 8

Let's Review

A Listen and check.

1. A B C

2. A B C

3. A B C

4. A B C

5. A B C

6. A B C

B Listen and number.

74 Units 7 and 8 Review

C Let's Read About Melissa

My name is Melissa. I live in Canada. My mother is a tour guide. She helps tourists see our country. Sometimes I help my mother. I like to help tourists, too.

tourists

What about you?
Do you help your mother and father?
Do you help tourists?

D Your turn. Write a letter to Melissa.

Dear Melissa,
My name is _____ I live in _____
My _____ is a _____
_____ Sometimes I help, too.
Your friend,

75 Units 7 and 8 Review

Student Book pages 74–75

Lesson Objective:

- Students review language from Units 7 and 8, and practice test-taking skills.

Review Language:

- Units 7 and 8 language and vocabulary

Materials:

Teacher Cards 142–188; CD2 Tracks 48, 54, 63, 69, 75, 81, 84–86; Student Cards 142–188 (Teacher's Resource Center)

Let's Talk

1. Have students sing “Where Were You at Two?” (Class CD2 Track 48) and chant “Where’s the Bed?” (Class CD2 Track 69) in two groups or in pairs. Each group or partner sings one part of the conversation. Encourage students to use gestures or actions as they sing.
2. Review the conversations from Units 7 and 8 with the class. Help students combine the language and use the extended conversations from the videos in Units 7 and 8. Then do a **Walk and Talk** activity (p. 21). At each station, display either a Teacher Card showing a place (142–144 and 153–160) or a room (165–170). When you say *Stop* students talk about the pictures.

2. Play **Say It!** (p. 19) to review the vocabulary and sentence patterns. Divide the class into several groups. Give each group a set of Student Cards (weather 145–152, places 153–160, sports equipment 171–178, activities 179–184). After the groups have played with one set of cards for a while, have them switch sets with another group so everyone has a chance to practice different language.
3. Have students review the chant and the song. For “How Was the Weather Yesterday?” (Class CD2 Track 54) and “Where’s My Skateboard?” (Class CD2 Track 75), have students hold up Student Cards 145–152 and 171–178 as they chant and sing.

Let's Learn/Let's Learn More

1. Review the vocabulary and sentence patterns with a **Cube Game** (p. 20). Students work in groups with cubes that list weather, places in the community, sports equipment, or activities. Write the different sentence patterns on the board for students to refer to during the activity: *How was the weather on (Sunday)? It was (sunny).* *How's the weather today? It's (cloudy).* *Where were you yesterday? I was at the (circus).* *Where was the (snowboard)? It was in the (living room).* *Where were the (ice skates)? They were in the (kitchen).* *What did you do yesterday? I (watched TV).*

Let's Read

Phonics: *sky, skylark, snowflake, snake, small, smile, scary, scooter*


1. Review phonics sounds with a **Stand Up Game** (p. 18). Divide the class into four groups: *sk, sn, sm,* and *sc*. Say one of the phonics words and the group with that initial blend stands up. Rotate groups so everyone has a chance to listen for different blends.
2. Have students read “What Were They Before?” (Class CD2 Track 63) and “Last Saturday” (Class CD2 Track 82) along with the audio. Then have small groups of students show that they understand the stories by using **Role-play** to act them out.

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. If necessary, set up a sample on the board to resemble the listening test on page 74 of the Student Book. Model with sample items until all students understand the procedure.
2. Have students look at the test in their books. Have students talk about the pictures in numbers 1–6. Encourage students to anticipate the language they might hear on the audio.
3. Play Class CD2 Track 84. Have students listen and point to the appropriate pictures in their books. Then play the audio again and have students do the exercise as a written test. Note: If you want to do this as a formal test, have students do the written test only.

-  2.84
1. How was the weather on Monday?
It was rainy.
 2. How was the weather on Wednesday?
It was foggy.
 3. Where was he at 11:00?
He was at a movie.
 4. Where was she at 2:00?
She was at the library.
 5. What did he do?
He talked on the telephone.
 6. Did she play a video game?
Yes, she did.


B Listen and number.

1. On the board, set up a sample to resemble the listening test on page 74 of the Student Book. Model with sample items until all students understand.
2. Have students look at the test in their books and identify the rooms they see and anticipate the language they might hear on the audio.
3. Play Class CD2 Track 85. Have students listen and point to the appropriate pictures in their books. Then play the audio again and have students do the exercise as a written test.

-  2.85
1. The skis were in the bathroom.
 2. The skateboard was in the bedroom.
 3. The unicycle was in the kitchen.
 4. The in-line skates were in the living room.

C Let's Read About Melissa.

1. Have students preview the story and predict what it might be about. Ask them to read any words they know. Focus on the new words and pre-teach these as necessary.
2. "Let's Read About Melissa" is about a girl in Canada whose mother is a tour guide.
3. **Read along.** Play Class CD2 Track 86. Have students listen to the story, and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, focusing on the intonation and rhythm.

 2.86 **Let's Read About Melissa**

My name is Melissa. I live in Canada. My mother is a tour guide. She helps tourists see our country. Sometimes I help my mother. I like to help tourists, too.

4. **Silent reading.** Have students read silently, focusing on meaning.
5. **What about you?** Encourage students to ask and answer the questions in pairs.

D Your turn. Write a letter to Melissa.

1. Read the letter template with the class. Invite the class to share the words they would use to complete the sentences.
2. Have students copy the letter onto a separate piece of paper and complete it with information about themselves.

Additional Resources

Unit 7 Test (Teacher's Resource Center)
 Unit 8 Test (Teacher's Resource Center)
 Workbook pages 72–73
 Final Test (Teacher's Resource Center)
 Online Practice

Workbook Answer Key

Unit 1 Let's Talk, pages 2–3.

A. Write and match.

Students complete the conversation using the words in the box and then match the sentences.

- Oh, no! I don't have any potato chips. / I think I have some.
- Really? Can I have some? / Sure. Help yourself!
- Thanks! Do you want some grapes? / Yes, please. Thanks!

B. Unscramble and write.

Students unscramble and write the correct words.

- peanuts
- crackers
- candy
- popcorn
- potato chips

C. Write.

Students write sentences based on the pictures.

- I have some popcorn.
- I don't have any candy.
- I don't have any crackers.
- I have some peanuts.

D. Write and match.

Students complete the sentences with the correct words and then match the sentences.

- Do you want some potato chips? / No, I don't.
- I don't have any candy. / I have some candy.
- I have some grapes. / I don't have any grapes.

Unit 1 Let's Learn, pages 4–5.

A. Look and write.

Students look at the pictures and fill in the puzzle with the correct words from the box.

- | | |
|-----------|-------------|
| Down: | Across: |
| 1. tape | 2. paper |
| 2. paint | 3. scissors |
| 4. chalk | 6. ribbon |
| 5. string | 7. glue |

B. Write.

Students write sentences based on the pictures.

- She has some chalk.
- He doesn't have any tape.
- He has some scissors.
- She doesn't have any glue.

C. Look and write.

Students write questions and answers based on the picture.

- She has some tape.
- He has some scissors.
- What does she have? / She has some ribbon and paper.
- What does he have? / He has some string.
- What does she have? / She has some glue.

D. Write.

Students write questions and answers based on the pictures.

- What does he have? / He has some string.
- What does she have? / She has some glue.
- What does she have? / She has some scissors.
- What does he have? / He has some paint.

Unit 1 Let's Learn More, pages 6–7.

A. Look and write.

Students write the correct words using the words from the box.

- magnets
- push pins
- staplers
- calculators
- rubber bands
- scissors
- paint brushes
- colored pencils

B. Write.

Students write the questions and answers based on the pictures.

- Does she have any staplers? / No, she doesn't.
- Does he have any scissors? / Yes, he does.
- Does she have any push pins? / No, she doesn't.

C. Write.

Students write sentences based on the pictures.

- What do they have? / They have some paint brushes.
- What do they have? / They have some scissors.
- What do they have? / They have some magnets.
- What do they have? / They have some push pins.

D. Read and circle.

Students read the questions, look at the pictures, and circle the correct answers.

- No, they don't.
- Yes, they do.
- Yes, they do.
- No, they don't.

Unit 1 Let's Read, pages 8–9.

A. Match.

Students match the pictures with the words and then to the letter blends.

- picture of glue / glue / gl
- picture of black paint / black / bl
- picture of plant / plant / pl
- picture of blue paint / blue / bl
- picture of a plate / plate / pl
- picture of a glass / glass / gl

B. Write.

Students write the words from A under each blend.

- black, blue
- glue, glass
- plate, plant

C. Read.

Students read the story.

D. Answer the questions.

Students answer questions based on the story in C.

1. She wants green paper.
2. It's on the plant.
3. It's green.

Unit 2 Let's Talk, pages 10–11.

A. Look and write.

Students complete the conversation using the words in the box.

1. Which hat do you like? / I like the red one.
2. Which hat do you like? / I don't know.
3. What about this one? / Wow! I like this one.

B. Look and match.

Students match the words to the pictures.

1. line drawn to plaid hat (bottom right)
2. line drawn to striped hat (bottom left)
3. line drawn to polka-dot hat (top left)
4. line drawn to checked hat (top right)

C. Read and circle.

Students read the sentences and circle the correct picture.

1. circle around first picture
2. circle around second picture
3. circle around first picture
4. circle around second picture

D. Write and match.

Students write the words for the pictures and then match them to similar pictures.

1. polka-dot / shirt matched to pencil case
2. striped / cap matched to cat
3. plaid / coat matched to book
4. checked / hat matched to car

Unit 2 Let's Learn, pages 12–13.

A. Look and check.

Students look at the pictures and check the clothes that each child is wearing.

Lisa: blouse, skirt, shoes, socks

Chris: shirt, pants, shoes

Meg: dress, shoes

Stan: shirt, shorts, shoes, socks

B. Look at A. Write.

Students look at the chart in A and write sentences based on the checked items.

1. She's wearing a skirt. She's not wearing pants.
2. She's wearing a dress/shoes. She's not wearing a blouse/a skirt/a shirt/pants/shorts/socks.
3. He's wearing a shirt/pants/shoes. He's not wearing shorts/socks/a blouse/a skirt/a dress.
4. He's wearing a shirt/shorts/socks/shoes. He's not wearing pants/a blouse/a skirt/a dress.

C. Look, read, and check.

Students look at the pictures, read the questions, and check the correct answer.

1. She's wearing socks.
2. He's wearing a shirt.
3. She's wearing a dress.
4. He's wearing shorts.

D. Write and match.

Students write questions and then match the pictures to the answers.

1. What's she wearing? / She's wearing a blouse.
2. What's she wearing? / She's wearing a dress.
3. What's he wearing? / He's wearing socks.
4. What's he wearing? / He's wearing pants.

Unit 2 Let's Learn More, pages 14–15.

A. Match.

Students match the words to the pictures.

1. line drawn to sweater (bottom right)
2. line drawn to boots (bottom left)

3. line drawn to sweatshirt (top left)

4. line drawn to jeans (top right)

B. Connect and write.

Students follow the connectors and write the answers.

1. They're Mike's slippers.
2. They're Amy's pajamas.
3. It's Ben's sweatshirt.
4. It's Kumi's T-shirt.

C. Look and write.

Students look at the picture and write the correct answers to the questions.

1. Yes, it is. It's her jacket.
2. No, it isn't. It's his T-shirt.
3. Yes, they are. They're her boots.
4. Yes, they are. They're his shoes.

D. Write.

Students complete the questions and write the answers based on the pictures.

1. Is Susan's sweater white? / Yes, it is.
2. Is Jim's sweatshirt blue? / No, it isn't. It's black.
3. Are Kate's boots orange? / No, they aren't. They're brown.
4. Are Jessica's slippers pink? / Yes, they are.

Unit 2 Let's Read, pages 16–17.

A. Match.

Students match the words in the first column with the letter blends in the second column and with the pictures in the third column.

1. brown / br / picture of brown paint (5th picture)
2. prune / pr / picture of prune
3. green / gr / picture of green paint (3rd picture)
4. bread / br / picture of bread
5. grapes / gr / picture of grapes
6. pretty / pr / picture of woman

B. Write.

Students write the words from A under each blend.

1. brown, bread
2. green, grapes
3. prune, pretty

C. Read.

Students read the story.

D. Answer the questions.

Students answer questions based on the story in C.

1. She likes the green polka-dot skirt.
2. Brenda has new boots.
3. Greg is wearing a new plaid hat.

Units 1–2 Let's Review, pages 18–19.

A. Read and match.

Students match the questions with the answers.

1. Do they have any calculators? / No, they don't.
2. Is his jacket black? / Yes, it is.
3. What's she wearing? / She's wearing a red skirt.
4. Whose boots are these? / They're her boots.
5. Does he have any glue? / Yes, he does.
6. What does he have? / He has some string.

B. Write.

Students complete the sentences based on the pictures.

1. Whose pajamas are these?
2. They don't have any scissors.
3. Does Mary have any ribbon?
4. I like the plaid hat.
5. He has some markers.
6. Can I have some popcorn?

C. Complete the story.

Students fill in the blanks with the correct words from the box.

My name is Tony. I live in the United States. I go to a small school. There are twelve students in my class. We use computers in class.

D. What about you? Write.

Students answer questions about themselves.

Unit 3 Let's Talk, pages 20–21.

A. Read and number.

Students number the sentences in the correct order to form a conversation.

1. Excuse me. Where's the nurse's office?
2. It's next to the gym. Follow me.
3. OK.
4. Here's the nurse's office.
5. Thanks for your help.
6. You're welcome.

B. Write.

Students fill in the blanks with the correct words from the box.

(top row, left to right) art room, music room, classroom

(bottom row, left to right) gym, lunchroom, office

C. Write.

Students fill in the blanks with the correct words from the box.

1. next to
2. between
3. across from

D. Look and write.

Students look at the pictures and write answers to the questions.

1. It's next to the art room.
2. It's across from the office.
3. It's between the gym and the office.
4. It's next to the classroom.

Unit 3 Let's Learn, pages 22–23.

A. Look and match.

Students match the pictures to the correct words.

1. airport
2. factory
3. store
4. repair shop
5. bakery
6. clinic

B. Look, match, and write.

Students match the pictures and answer the questions.

1. line drawn to 3rd picture / He's going to the bakery.

2. line drawn to 1st picture / She's going to the office.
3. line drawn to 2nd picture / He's going to the store.

C. Write and circle.

Students complete the sentences and circle the correct picture.

1. Where's he going? / He's going to the store. / circle 2nd picture
2. Where's she going? / She's going to the bakery. / circle 1st picture
3. Where's he going? / He's going to the repair shop. / circle 2nd picture
4. Where's she going? / She's going to the factory. / circle 1st picture

D. Look and check.

Students read the questions and check the correct answer.

1. No, they aren't.
2. Yes, he is.
3. No, she isn't.
4. No, they aren't.

Unit 3 Let's Learn More, pages 24–25.

A. Look and circle.

Students look at the pictures and circle the correct phrase.

1. by bus
2. by bike
3. by car
4. on foot

B. Connect and write.

Students follow the connectors and write answers to the questions.

1. She's going by car.
2. He's going by bus.
3. She's going by taxi.
4. He's going by bike.

C. Look and write.

Students look at the pictures and write answers to the questions.

1. She's going to the store. / She's going by bus.
2. He's going to school. / He's going by bike.
3. He's going to the repair shop. / He's going by car.
4. She's going to the clinic. / She's going by taxi.
5. He's going to the office. / He's going by train.
6. She's going to the bakery. / She's going on foot.

Unit 3 Let's Read, pages 26–27.

A. Match.

Students match the letter blends with the pictures and then to the words.

- cl / picture of clock / clock
cl / picture of classroom / class
- fl / picture of flower / flower
fl / picture of fly / fly
- sl / picture of sleeping girl / sleep
sl / picture of turtle with hare / slow

B. Write.

Students write the words from A under each blend.

- clock, class
- flower, fly
- slow, sleep

C. Read.

Students read the story.

D. Answer the questions.

Students answer questions based on the story in C.

- She's going by bike.
- They are going to class.
- He wants a new clock.

Unit 4 Let's Talk, pages 28–29.

A. Read and number.

Students number the sentences in the correct order to form a conversation.

- What does your father do?
- He's a pilot.
- My mother's an office worker.
- Oh. What does an office worker do?
- I'm not sure!

B. Look and write.

Students write sentences based on the pictures.

- My mother is a zookeeper.
- My father is a baseball player.
- My mother is an astronomer.
- My father is a pilot.

C. Look and write.

Students look at the pictures and answer the questions.

- She's an office worker.
- He's a pilot.
- He's a baseball player.
- She's an astronomer.

D. Read and check.

Students read the sentences and check the correct picture.

- 1st picture
- 2nd picture
- 1st picture

Unit 4 Let's Learn, pages 30–31.

A. Look, unscramble, and write.

Students unscramble the words. Then write sentences with the words from the box.

- He's a veterinarian.
- She's a photographer.
- She's a salesclerk.
- He's a baker.
- She's a factory worker.
- He's a mechanic.

B. Write.

Students look at the pictures and write the questions and answers.

- He's a factory worker.
- She's a veterinarian.
- What's her job? / She's a salesclerk.
- What's his job? / He's a photographer.

C. Look and circle.

Students read the questions, look at the pictures, and circle the correct answers.

- Yes, he is.
- No, he isn't.
- No, she isn't.
- Yes, she is.

Unit 4 Let's Learn More, pages 32–33.

A. Read and connect.

Students connect sentence parts to form sentences.

- A veterinarian / helps animals.
- A mechanic / fixes cars.

- A salesclerk / sells things.
- A factory worker / makes things.
- A photographer / takes pictures.
- An office worker / uses a computer.

B. Look and write.

Students look at the pictures and write sentences.

- A veterinarian helps animals.
- A salesclerk sells things.
- A photographer takes pictures.
- A factory worker makes things.

C. Write.

Students write questions and answers based on the pictures.

- What does a factory worker do? / A factory worker makes things.
- What does a mechanic do? / A mechanic fixes cars.
- What does a salesclerk do? / A salesclerk sells things.
- What does an office worker do? / An office worker uses a computer.
- What does a veterinarian do? / A veterinarian helps animals.
- What does a photographer do? / A photographer takes pictures.

Unit 4 Let's Read, pages 34–35.

A. Write.

Students write the correct word in the blank using the words from the box.

- friend
- crab
- frog
- crocodile

B. Look and check.

Students look at the picture and check the correct word.

- frog
- crocodile
- friend
- crab

C. Read.

Students read the story.

D. Answer the questions.

Students answer questions based on the story in C.

- He uses a camera.
- She uses a computer.
- They take pictures at the zoo.

Units 3–4 Let's Review, pages 36–37.

A. Read and match.

Students match the questions with the answers.

1. How's she going to school? / She's going by bus.
2. Is she a baseball player? / No, she isn't.
3. Where's he going? / He's going to the store.
4. What does your mother do? / She's an office worker.
5. Where's the lunchroom? / It's next to the music room.
6. What's his job? / He's a factory worker.

B. Look and check.

Students read the sentences and check the correct picture.

1. 1st picture
2. 2nd picture
3. 2nd picture
4. 1st picture

C. Read, number, and match.

Students read the sentences, number them in story order, and match them to the correct pictures.

1. My name is Shelly. / 3rd picture
2. I live in New Zealand. / 2nd picture
3. I go to the beach every day. / 1st picture
4. Sometimes I can see whales. / 4th picture

D. Match.

Students match the questions to the correct answers.

1. What's her name? / Her name is Shelly.
2. When is summer vacation? / Summer vacation is in December and January.
3. What does Shelly like? / Shelly likes the beach.
4. Where does Shelly live? / Shelly lives in New Zealand.

Unit 5 Let's Talk, pages 38–39.

A. Write and number.

Students complete the conversation with the words in the box and then number the sentences in sentences order.

1. Can you play with us tomorrow?
2. Sorry, I can't. I'm busy on Saturday.
3. Oh. What about Sunday? Can you play?
4. Yes, I can. I'm free.
5. Great! See you on Sunday!

B. Look at A. Write the conversation.

Students write the conversation from A in order.

C. Look and circle.

Students look at the chart and circle the correct answer.

1. No, I can't.
2. No, I can't.
3. Yes, I can.
4. Yes, I can.

D. Unscramble, write, and put in order.

Students unscramble the day words, write them on the blanks, and then put them in week order.

1. Friday
2. Sunday
3. Tuesday
4. Thursday
5. Monday
6. Saturday
7. Wednesday

Week order: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Unit 5 Let's Learn, pages 40–41.

A. Match.

Students match the phrases to the pictures.

1. line drawn to the swimming pool
2. line drawn to the painter's palette
3. line drawn to the whiteboard
4. line drawn to the computer
5. line drawn to the equation
6. line drawn to the music staff

B. Look and write.

Students complete the sentences using the words in the box.

1. What do you do on Wednesday? / I go to math class.
2. What do you do on Monday? / I go to art class.
3. What do you do on Friday? / I go to swimming class.
4. What do you do on Thursday? / I go to music class.

C. Write.

Students look at the pictures and answer the questions.

1. He goes to math class.
2. He goes to computer class.
3. He goes to English class.
4. He goes to art class.
5. Yes, he is.
6. Yes, he is.
7. No, he isn't.
8. No, he isn't.

Unit 5 Let's Learn More, pages 42–43.

A. Write.

Students fill in the blanks using the words in the box.

1. play video games
2. practice the piano
3. take a nap
4. go shopping
5. watch TV
6. play outside

B. Look and check.

Students look at the pictures and check the correct answer.

1. Yes, he does.
2. No, she doesn't.
3. Yes, she does.
4. No, he doesn't.

C. Look and write.

Students look at the pictures and complete the sentences.

1. What does he do on the weekend? / He plays outside.
2. What does she do on the weekend? / She takes a nap.
3. What does she do on the weekend? / She practices the piano.
4. What does he do on the weekend? / He plays video games.
5. What does he do on the weekend? / He goes shopping.
6. What does she do on the weekend? / She watches TV.

Unit 5 Let's Read, pages 44–45.

A. Circle.

Students circle the correct letters to form the word for the picture.

1. d-r-u-m
2. t-r-e-e
3. d-r-a-w

B. Match.

Students match the words to the pictures.

1. line drawn to the 2nd picture
2. line drawn to the 4th picture
3. line drawn to the 1st picture
4. line drawn to the 3rd picture

C. Read.

Students read the story.

D. Answer the questions.

Students answer questions based on the story in C.

1. He goes to his grandmother's house.
2. He goes by train.
3. He plays his drum / sits under a big tree and plays his drum.

Unit 6 Let's Talk, pages 46–47.

A. Unscramble and write.

Students unscramble the words in the boxes and write the sentences on the blanks.

1. When do you eat dinner?
2. What time is it now?
3. Oh, no! I'm late. Bye!
4. I'm sorry I'm late.

B. Match.

Students match the pictures to the correct sentences.

1. It's eleven thirty.
2. It's eight forty-five.
3. It's one fifteen.
4. It's four forty-five.
5. It's three thirty.
6. It's three fifteen.

C. Look and write.

Students look at the clocks and write questions and answers.

1. What time is it? / It's half past two.
2. What time is it? / It's four fifteen.
3. What time is it? / It's five forty-five.
4. What time is it? / It's seven thirty.

Unit 6 Let's Learn, pages 48–49.

A. Match.

Students match the words to the correct circle.

1. 3rd circle
2. 4th circle
3. 1st circle
4. 2nd circle

B. Write.

Students write adverbs of frequency based on the percentages below the pictures.

1. usually
2. sometimes
3. always
4. never

C. Look and write.

Students look at the pictures and write the answers to the questions using the phrases in the box.

1. He usually does homework.
2. She usually uses the computer.
3. She usually rides a bike.
4. He usually takes a nap.

D. Circle and write.

Students look at the picture, circle the correct word, and fill in the blank.

1. I usually watch TV.
2. I always take pictures.
3. I never use the computer.
4. I sometimes talk on the telephone.

Unit 6 Let's Learn More, pages 50–51.

A. Write.

Students write the third person singular forms of the verb phrases.

1. practices karate
2. does homework
3. studies English
4. plays tennis
5. reads e-mail

B. Match.

Students match the verb phrases to the correct pictures.

1. 4th picture
2. 1st picture
3. 3rd picture
4. 5th picture
5. 2nd picture

C. Write.

Students complete the sentences using the information in the box.

1. When does he read e-mail? / He usually reads e-mail after school.
2. When does she do homework? / She sometimes does homework after school.
3. When does he study English? / He always studies English after school.
4. When does she practice karate? / She never practices karate after school.

D. Read and circle.

Students read the questions, look at the charts, and circle the correct adverb of frequency.

1. always
2. usually
3. never

Unit 6 Let's Read, pages 52–53.

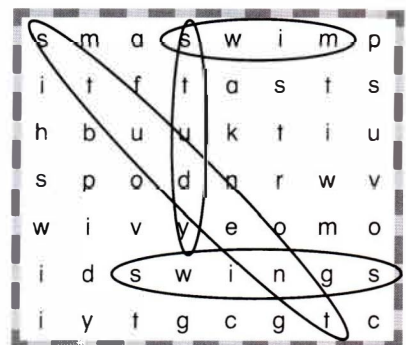
A. Match and write.

Students match the pictures to the words and fill in the missing letters. Then they match the words to the letter blends.

1. student / st
2. swim / sw
3. study / st
4. swings / sw

B. Find and circle.

Students circle the words from A in the word puzzle.



C. Read.

Students read the story.

D. Answer the questions.

Students answer questions based on the story in C.

1. Steve practices the piano.
2. He always goes to swim class.
3. He does gymnastics on Sunday.

Units 5–6 Let's Review, pages 54–55.

A. Read and match.

Students match the questions with the answers.

1. Do you watch TV after school? / No, I don't.
2. When does she practice karate? / She usually practices karate after school.
3. What does he do on the weekend? / He plays tennis on the weekend.
4. What time is it? / It's 3:15.
5. What do you do on Tuesday? / I go to art class.
6. Does she do homework on the weekend? / No, she doesn't.

B. Unscramble and write.

Students unscramble the questions and write the answers.

1. What do you do on Thursday? / I go to swimming class.
2. What does she do on the weekend? / She watches TV.
3. When does she do gymnastics? / She does gymnastics at 5:00/after school.
4. Does he practice karate after school? / No, he doesn't.

C. Complete the story.

Students complete the story with the words in the box.

My name is Kevin. I live in Ireland. My family likes music. My father plays the guitar. My mother plays the flute. I play the violin. My sister dances. We usually practice every day.

D. Match and write.

Students match the family members with the pictures and then write the correct word.

1. Kevin / violin
2. sister / dances
3. mother / flute
4. father / guitar

Unit 7 Let's Talk, pages 56–57.

A. Write and match.

Students fill in the blanks using the words in the box and then match the questions and answers.

1. Where were you yesterday? / We were at the zoo.

2. How was it? / It was fun!
3. How about you? / I was at the beach.
4. How was the weather? / It was sunny and warm.

B. Match.

Students match the pictures to the prepositional phrases.

1. at the store
2. at the zoo
3. at the beach

C. Look and write.

Students look at the pictures and complete the sentences.

1. Where were you yesterday? / I was at the beach.
2. Where were you yesterday? / I was at the zoo.
3. Where were you yesterday? / I was at the store.

Unit 7 Let's Learn, pages 58–59.

A. Match.

Students match the weather pictures to the words.

1. foggy
2. sunny
3. snowy
4. chilly
5. rainy
6. stormy

B. Write.

Students look at the pictures and write sentences using the words in the box.

1. It was sunny yesterday.
2. It was breezy yesterday.
3. It was snowy yesterday.
4. It's rainy today.
5. It's cloudy today.
6. It's stormy today.

C. Write.

Students look at the pictures and write the sentences.

1. How was the weather on Monday? / It was snowy.
How's the weather today? / It's cloudy.
2. How was the weather on Wednesday? / It was cloudy.
How's the weather today? / It's sunny.

3. How was the weather on Tuesday? / It was breezy.
How's the weather today? / It's foggy.
4. How was the weather on Friday? / It was stormy.
How's the weather today? / It's sunny.

D. Look and write.

Students look at the charts and fill in the blanks.

1. It was sunny on Tuesday. / It's cloudy today.
2. It was breezy on Friday. / It's rainy today.
3. It was rainy on Thursday. / It's snowy today.

Unit 7 Let's Learn More, pages 60–61.

A. Unscramble and write.

Students unscramble the words and write them on the blanks.

1. mall
2. hospital
3. circus
4. library
5. airport
6. amusement park
7. restaurant
8. movie theater

B. Look and write.

Students look at the pictures and write the answers to the questions.

1. I was at the circus.
2. I was at the airport.
3. I was at the amusement park.
4. I was at the library.

C. Write.

Students complete the sentences.

1. Where was she at 10:30? / She was at the library.
Where is she now? / She's at the restaurant.
2. Where was he at 9:00? / He was at school.
Where is he now? / He's at the movie theater.
3. Where was she at 11:15? / She was at the restaurant.
Where is she now? / She's at the hospital.
4. Where was he at 2:30? / He was at the airport.
Where is he now? / He's at home.

D. Read and check.

Students read the questions and check the correct answer.

1. No, he wasn't.
2. No, she wasn't.
3. Yes, she was.
4. Yes, he was.

Unit 7 Let's Read, pages 62–63.

A. Match and write.

Students match the pictures to the words and fill in the missing letters. Then they match the words to the letter blends.

1. snake / sn
2. sky / sk
3. snowflake / sn
4. skylark / sk

B. Look and check.

Students look at the picture and check the correct word.

1. sky
2. snowflake
3. snake
4. skylark

C. Read.

Students read the story.

D. Answer the questions.

Students answer questions based on the story in C.

1. He was at the park.
2. He saw skylarks.
3. It was snowy.

Unit 8 Let's Talk, pages 64–65.

A. Unscramble and write.

Students unscramble the words in the boxes and write the sentences.

1. I'm looking for my skateboard.
2. Where was it yesterday?
3. Is it in the garage?
4. I don't see it. I hope we find it!

B. Write.

Students write the names of the rooms using the words in the box.

1. dining room
2. bedroom
3. bathroom
4. kitchen
5. garage
6. living room

C. Look and write.

Students look at the pictures and write the answers.

1. It's in the bedroom.
2. It's in the garage.
3. It's in the living room.
4. It's in the kitchen.

Unit 8 Let's Learn, pages 66–67.

A. Look and write.

Students look at the pictures and fill in the blanks with the correct words and phrases from the box.

1. a snowboard
2. a scooter
3. a sled
4. in-line skates
5. a unicycle
6. a skateboard
7. ice skates
8. skis

B. Write.

Students look at the pictures and complete the sentences.

1. I can't find my scooter. / It was in the kitchen yesterday.
2. I can't find my sled. / It was in the garage yesterday.

C. Write and number.

Students complete the sentences and then number the pictures.

1. Where was the snowboard? / It was in the bedroom.
2. Where was the scooter? / It was in the kitchen.
3. Where were the skis? / They were in the garage.
4. Where were the ice skates? / They were in the bathroom.
5. Where were the in-line skates? / They were in the living room.
6. Where was the unicycle? / It was in the bedroom.

Unit 8 Let's Learn More, pages 68–69.

A. Write.

Students write the verb phrases in the past tense.

1. ate breakfast
2. talked on the telephone
3. played a video game

4. did homework
5. watched TV
6. rode a bike

B. Connect and write.

Students follow the connectors and write answers based on the pictures.

1. I watched TV.
2. I rode a bike.
3. I did homework.
4. I played a video game.

C. Write.

Students write sentences based on the pictures.

1. Did she use a computer? / No, she didn't.
2. Did he take a picture? / Yes, he did.
3. Did she eat breakfast? / No, she didn't.
4. Did he take a nap? / No, he didn't.
5. Did she watch TV? / No, she didn't.
6. Did she talk on the telephone? / Yes, she did.

Unit 8 Let's Read, pages 70–71.

A. Match and write.

Students match the pictures to the words and fill in the missing letters. Then they match the words to the letter blends.

1. scooter / sc
2. smile / sm
3. scary / sc
4. small / sm

B. Circle.

Students circle the correct letters to form the word for the picture.

1. s-m-i-l-e
2. s-c-a-r-y
3. s-m-a-l-l

C. Read.

Students read the story.

D. Answer the questions.

Students answer questions based on the story in C.

1. The garage is scary.
2. It was in the kitchen yesterday.
3. A small smile is on the scooter.

Units 7–8 Let's Review, pages 72–73.

A. Read and match.

Students match the questions with the answers.

1. Where's the snowboard? / It's in the garage.
2. Where were you yesterday? / I was at the beach.
3. How was the weather on Saturday? / It was cloudy.
4. Where was Jim at 5:00? / He was at home.
5. Did she do homework yesterday? / Yes, she did.
6. Was she at the library at 3:30? / No, she wasn't.

B. Write.

Students look at the pictures and write the answers to the questions.

1. It was in the kitchen.
2. It's in the bathroom.
3. They were in the bedroom.
4. They're in the kitchen.

C. Complete the story.

Students complete the story with the words in the box.

My name is Melissa. I live in Canada. My mother is a tour guide. She helps tourists. Sometimes I help my mother. I like to help tourists, too.

D. Read and match.

Students match the questions and answers.

1. Where does Melissa live? / She lives in Canada.
2. What does her mother do? / She's a tour guide.
3. What does a tour guide do? / A tour guide helps tourists.
4. What does Melissa sometimes do? / Sometimes she helps her mother.
5. What does Melissa like? / She likes to help tourists.

Extra Practice. My Desk, page 74.

A. Look and write.

Students look at the pictures and complete the sentences using the words in the box.

1. She has a stapler.
2. They have some scissors.
3. They don't have any magnets.
4. They have some paper.
5. They have some paint.
6. She has a calculator.
7. They have some paint brushes.
8. They don't have any rubber bands.

B. What about you? Draw and write.

Students draw their own objects on the desktop and write about them.

My School, page 75.

A. Read and write.

Students read the sentences and fill in the blanks.

(top row) art room, classroom, library, music room

(bottom row) office, lunchroom, gym

B. What about you? Write.

Students write about the rooms in their school.

My Clothes, page 76.

A. Look and write.

Students look at the picture and complete the sentences using the words in the box.

1. Kate is wearing a shirt, a dress, and shoes.
2. Kate isn't wearing socks/jeans/sneakers/a hat.
3. Jenny is wearing a shirt, socks, jeans, and sneakers.
4. Jenny isn't wearing a dress/shoes/a hat.

B. What about you? Write.

Students complete sentences about what they and their friends are wearing and not wearing.

The Weather, page 77.

A. Read and write.

Students read the sentences and complete the chart.

snowy, rainy, rainy, cloudy, windy, windy, sunny

B. Look and write.

Students look at the pictures and write sentences.

1. It was snowy yesterday.
2. It's cloudy/chilly today.

In Town, page 78.

A. Read and write the letter.

Students look at the pictures and fill in the letters.

1. C
2. D
3. A
4. B

B. What about you? Write.

Students complete sentences about things they do.

My Schedule, page 79.

A. Read and write.

Students look at the chart and write answers to the questions.

1. She goes to computer class.
2. She goes to swimming class.
3. She goes to soccer practice.
4. She plays.

B. What about you? Write.

Students write sentences about their schedule on Monday, Tuesday, Thursday, and Sunday.

My Home, page 80.

Look and write.

Students look at the pictures and write answers to the questions.

1. It was in the kitchen. / It's in the living room.
2. They were in the bedroom. / They're in the bathroom.
3. They were in the living room. / They're in the kitchen.
4. It was in the bedroom. / It's in the garage.

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