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LET'S GO

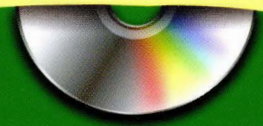
5th Edition

TEACHER'S PACK

Classroom Presentation Tool

Teacher's Guide

Teacher's Resource Center

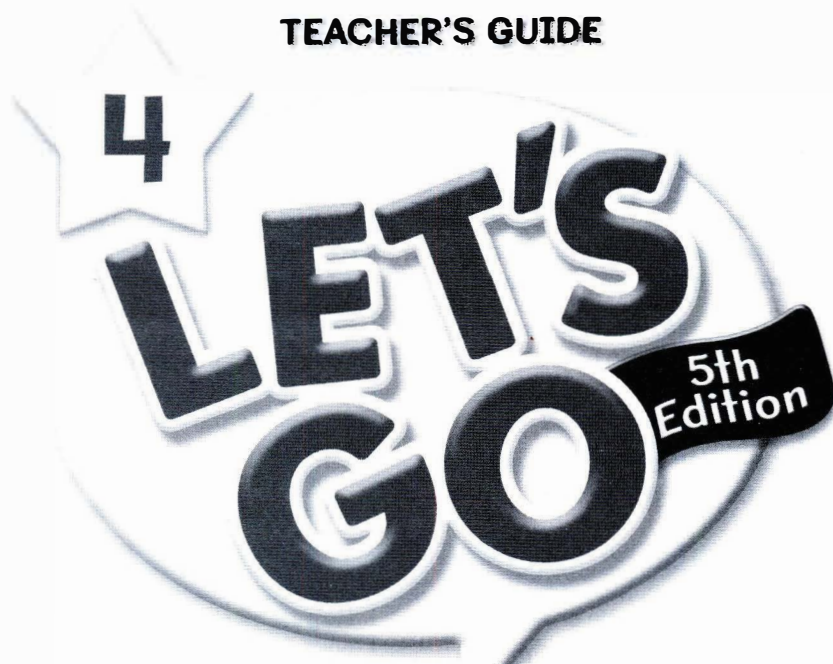


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TEACHER'S GUIDE



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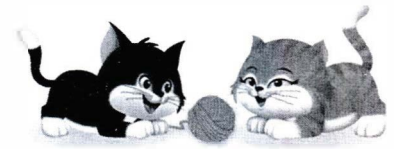
این مجموعه با لوگوی مرجع زبان ایرانیان به صورت نشر بر خط و حامل به ثبت رسیده است. به ثبت رسیده است. کپی برداری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیری خواهد شد.

Let's Go 4 Syllabus

Let's Remember

Where's he going? Let's go to the music store. Where is it?
 Which hat do you like? It's next to the bookstore.
 I like the blue one.

Let's Talk	Let's Learn	Let's Learn More	Let's Read
Unit 1 The Great Outdoors			
<p>Conversation: We're going to go camping tomorrow. I'm really excited! How's the weather going to be? It's going to be cold. Is it going to rain? I'm not sure. I hope not.</p> <p>Weather: cool, cold, warm, hot, humid, foggy</p> <p>Chant: The Weather Chant</p>	<p>Sports: a mitt, a bat, a skateboard, a helmet, a tennis ball, a tennis racket, a fishing rod, a bucket</p> <p>Language: What are you going to do? I'm going to go skateboarding. I have a skateboard and a helmet. What's he going to do?</p> <p>Chant: What Are You Going to Do After School?</p>	<p>Outdoor Items: a towel, a hat, a swimsuit, a tent, a flashlight, a sleeping bag, sunglasses, sunscreen</p> <p>Language: I'm going to go to the mountains. What do I need? You need a flashlight. What does she need? What do they need? Does he need an umbrella?</p>	<p>Phonics</p> <p>ch chicken, cheese, chocolate</p> <p>sh sheep, shorts, shirt</p> <p>Phonics Chant: My Sheep Wears Shorts</p> <p>Photo Essay: Meet Chad from Chile</p>
Unit 2 Hopes and Dreams			
<p>Conversation: What do you want to be? I want to be a singer. What about you? I want to be a dancer. Let's sing and dance together... In the school show! Fantastic!</p> <p>Occupations: an astronaut, a singer, a musician, a news reporter, a writer, a scientist</p> <p>Chant: What Do You Want to Be?</p>	<p>Occupations: an engineer, a movie star, a truck driver, an architect, a tour guide, a delivery person</p> <p>Language: What does he want to be? He wants to be a tour guide. Does she want to be a movie star?</p> <p>Song: She Wants to Be an Engineer</p>	<p>Hopes: climb a mountain, build a house, sail a boat, travel around the world, design a video game, drive a car</p> <p>Language: What does he want to do? He wants to drive a car. Does she want to design a video game?</p>	<p>Phonics</p> <p>ph photo, phone, dolphin</p> <p>wh whale, white, whistle</p> <p>Phonics Chant: Whales and Dolphins</p> <p>Article: Meet Anna and Teri from Hawaii</p>
Let's Review Units 1 and 2		Reading: Chris and Cindy's Treasure Hunt – Part One	
Unit 3 Birthdays			
<p>Conversation: What's the date today? It's the 1st. Yesterday was my birthday. Oh, I'm sorry. I forgot! That's OK. When's your birthday? It's on September 9th.</p> <p>Ordinal Numbers: 1st to 31st</p> <p>Chant: January First</p>	<p>Activities: had a party, went to the mall, slept late, took a test, flew a kite, won a race</p> <p>Language: What did you do yesterday? I flew a kite. What did she do yesterday?</p> <p>Chant: When's Your Birthday?</p>	<p>Happenings: met a rock star, broke a window, got a present, found some money, lost his cell phone, ate too much chocolate</p> <p>Language: What happened? She won a race. They found some money.</p>	<p>Phonics</p> <p>th thin, thirteen, Thursday</p> <p>th father, mother, they</p> <p>Phonics Chant: When's Your Birthday Party?</p> <p>Article: Meet Sama from Egypt</p>
Unit 4 School			
<p>Conversation: What's your favorite subject? I like science best. Why do you like science? I think it's easy. Which subject do you like best? I like English. It's easier than science.</p> <p>Subjects: history, science, English, literature, geography, P.E.</p> <p>Song: History Is Easier than Math</p>	<p>Seasons: spring, summer, fall, winter, rainy, snowy, windy, cloudy</p> <p>Language: Which season do you like best? I like fall. It's cool in the fall. I think rainy days are better/worse than hot days.</p> <p>Song: Winter, Spring, Summer, Fall</p>	<p>Opposites: big, small, heavy, light, long, short, old, new</p> <p>Language: Which book is heavier? The red book is heavier. Which pencil is the longest? The yellow pencil is the longest.</p>	<p>Phonics</p> <p>ck duck, sock, black</p> <p>nk skunk, think, stink</p> <p>Phonics Chant: My Duck and My Skunk</p> <p>Photo Essay: Ducks and Skunks Stay Safe</p>
Let's Review Units 3 and 4		Reading: Chris and Cindy's Treasure Hunt – Part Two	



Let's Talk	Let's Learn	Let's Learn More	Let's Read
Unit 5 Outdoors and Indoors			
<p>Conversation: Hi, Scott. Where are you? We're at the roller coaster. Can you wait for us? Sure, but hurry! Thanks for waiting for us. No problem! I'm so excited!</p> <p>Feelings: excited, worried, interested, surprised, bored, embarrassed</p> <p>Song: He's Very Worried</p>	<p>Directions: around, through, over, under, into, out of</p> <p>Language: Kate went under a bridge and up a hill. Where did she go? She went through the tunnel.</p> <p>Chant: Jogging Up and Down</p>	<p>Activities: downloaded pictures, practiced the violin, watched a baseball game, listened to music, played a board game, visited my grandparents</p> <p>Language: What did you do on Sunday? I watched a baseball game. What did he do on Sunday?</p>	<p>Phonics</p> <p>lk milk, talk, walk st first, last, toast</p> <p>Phonics Chant: Walk and Talk</p> <p>Article: Happy French Toast Day!</p>
Unit 6 People			
<p>Conversation: Can I help you? I'm looking for someone. Who are you looking for? I'm looking for my aunt. What does she look like? She has short red hair.</p> <p>Family: grandma, grandpa, aunt, uncle, mom, dad, cousin, younger sister</p> <p>Chant: Can I Help You?</p>	<p>Hair/Eyes: long, short, curly, straight, a ponytail, bangs, a beard, a moustache, blond, red, brown, gray, black, blue, green</p> <p>Language: What does your cousin look like? He has curly brown hair. What does Dan's dad look like?</p> <p>Song: The Ponytail Song</p>	<p>Clothes: a vest, a baseball cap, a blouse, a tie, a suit, sandals, sneakers, glasses</p> <p>Language: Which one is your uncle? He's the one in a suit and a tie. Which one is Jim's mom? She's the one with short curly hair. She's the one in a red dress.</p>	<p>Phonics</p> <p>nd blond, hand, band ng bangs, sing, ring</p> <p>Phonics Chant: Clap Your Hands for Wanda!</p> <p>Description: Emily Goes to France/Alex Goes to India</p>
Let's Review Units 5 and 6 Reading: Chris and Cindy's Treasure Hunt – Part Three			
Unit 7 Future Plans			
<p>Conversation: What are you going to do this weekend? I'm going to stay home. What about you? I'm going to play in a tournament.</p> <p>Plans: see a play, plant flowers, play ice hockey, go shopping, go horseback riding, play softball</p> <p>Chant: What Are You Going to Do This Weekend?</p>	<p>Activities: rent a DVD, borrow some books, go backpacking, go on vacation, mail a letter, read a novel</p> <p>Language: Are you going to read a novel tonight? When is he going to go backpacking? He's going to go backpacking this summer.</p> <p>Chant: Is He Going to Go?</p>	<p>Places: department store, barber shop, beauty salon, supermarket, drugstore, gift shop</p> <p>Language: Where are you going to go? We're going to go to the gift shop. Where's he going to go? Where are they going to go?</p>	<p>Phonics</p> <p>qu quilt, question, queen tw twins, twelve, twenty</p> <p>Phonics Chant: The Twirling Twins</p> <p>Article: Meet Astrid from Denmark</p>
Unit 8 Work and Play			
<p>Conversation: Do you want to come to the park? I can't. Why not? Because I'm sick. What's the matter? I have a stomachache. I hope you feel better!</p> <p>Illnesses: a cold, a fever, a headache, a sore throat, an earache, a stomachache, a toothache, a cough</p> <p>Chant: What's the Matter?</p>	<p>Play: send messages, surf the Internet, watch DVDs, collect baseball cards, play soccer, play badminton</p> <p>Language: What do you like to do? I like to send messages. What does he like to do? He likes to surf the Internet. What do they like to do?</p> <p>Song: Do You Like to Go Camping?</p>	<p>Work: clear the table, wash the dishes, dry the dishes, vacuum the carpet, take out the trash, sweep the floor</p> <p>Language: What do you have to do? I have to wash the dishes. He has to sweep the floor. They have to go to the supermarket.</p>	<p>Phonics</p> <p>nt tent, paint, plant rt cart, dirt, smart</p> <p>Phonics Chant: Get Smart! Find a Cart!</p> <p>Journal: Bart's Farm</p>
Let's Review Units 7 and 8 Reading: Chris and Cindy's Treasure Hunt – Part Four			

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 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 4

Each of the eight units in Level 4 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 listen to a song that practices the dialogue. Finally, students are given the opportunity to personalize the language they have learned in Ask and answer.

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.

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

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, followed by a graphic novel that introduces world locations and reinforces critical thinking skills.

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

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Class Audio



Drum Track



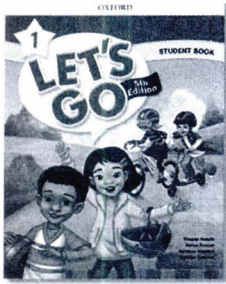
Songs and Chants



Video

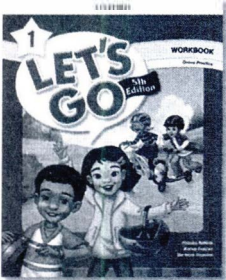


Can-Do Activity



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 and 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 and Word List
- How-to guides for teaching techniques
- Animated conversation, song, and chant videos
- Song, chant, and video scripts
- Class audio
- Syllabus
- Certificates

Online Practice for Students and Teachers

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

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

Classroom Presentation Tool

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

The screenshot displays the Classroom Presentation Tool interface. The main lesson page is titled "Lesson 3 A Spider! Help!". It features a "Watch or listen" section with a video player and a "Listen and point. Say." section with a grid of images (ant, bee, butterfly, spider) and a "Look and write." section with a garden scene. A zoomed-in view of the "Look and write." section is shown, highlighting the garden scene and the text: "1 It's a butterfly", "2 It's o", "3 It's o", "4 It's on". Below the zoomed-in view is a video player with a play button and a volume icon. A text box on the right says "Zoom in to focus your students' attention on a single activity." Another text box on the right says "Play audio and video at the touch of a button." A third text box on the right says "Speed up or slow down the audio to tailor lessons to your students' listening level." A fourth text box on the right says "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." A fifth text box on the right says "Work on pronunciation in class: record your students speaking, and compare their voices to the course audio." The interface also includes a sidebar with navigation icons, a search bar, and a bottom bar with a "Practice" button and a page number "128 / 128".

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.

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

The image shows two pages from a student book. The left page is titled "Unit 2 Hopes and Dreams Let's Talk" and features a dialogue between two characters. The right page is titled "Practice the words. Ask and answer." and "Listen and chant." It includes a list of professions and a chant about career aspirations.

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 12–13

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.

C Practice the words. Ask and answer.

1. an astronaut
2. a singer
3. a musician
4. a news reporter
5. a writer
6. a scientist

What do you want to be?
I want to be an astronaut.

D Listen and chant.

What Do You Want to Be?

What do you want to be?
What do you want to be?
I want to be an astronaut.
An astronaut? Not me!
I don't want to be an astronaut.
Oh, no. Not me, not me!

What do you want to be?
What do you want to be?
I want to be a movie star.
A movie star? Not me!
I don't want to be a movie star.
Oh, no. Not me, not me!

I can do this lesson.

2. **Practice the words with the pattern.** Place Teacher Cards at the front of the class. Point to the cards and say the questions. Have students repeat.

D Listen and chant.

1. **Play and listen.** 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. **Say the chant.** Play the chant and have students chant along.

I can do this lesson.

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

Games and Activities

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

Additional Resources

- 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 are modeled in scenes

Rhythm and intonation practice

Songs and chants reinforce vocabulary

Student Book pages 14–15

Warm up

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

Pre-teach Language

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

A Learn the words.

- Listen to the words.** Have students listen to the audio and point to the pictures in their books. Then have them listen and repeat.
- Check comprehension.** Say the words in random order and have students point to the pictures. Start slowly, and then increase your speaking speed.

B Ask and answer.

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

C Ask and answer.

Repeat the steps for Activity B with a different question-and-answer pattern.

D Listen and sing.

- Listen to the song.** Have students identify familiar words they hear and familiar items in the illustration. Have them listen for lines or words that are repeated.
- Listen and point.** Play the song again and have students point to and name the objects in the picture.
- Listen and list.** Review the vocabulary with students.
- Sing the song.** 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 16–17

Warm up

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

Pre-teach Language

Introduce vocabulary and language patterns before students open their books so that they become familiar with the target language orally before seeing it 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.
2. **Check comprehension.** Say the words in random order as students point to the appropriate pictures.

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. Then have them take turns asking and answering questions about the objects in the scene.
3. **Focus on rhythm and intonation.** Have students listen, clap, and chant along with the drum track.

C Play a game.

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.

D What about you?

1. **Discuss in small groups.** Have students go around a circle and make statements about themselves.
2. **Listen to the sentences.** Have students listen to the statements and tell a partner what another student said.
3. **Write the answers.** Ask students to use the sentence starters to write their own statements about what they want to do in the future and what they don't want to do.
4. **Say and do the actions.** Have students say and do the actions.

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

Let's Read

Phonics

A Listen, point, and say.

ph photo phone dolphin

wh whale white whistle

B Listen, point, and chant.

Whales and Dolphins

Whales and dolphins, dolphins and whales.
Whales whistle. Listen to the whales.
Photograph the dolphins. Photograph the whales.
Whales and dolphins, dolphins and whales.

Whistle to the dolphins. Listen to the whales.
Photograph the waves on the dolphin's tail.
White waves on the dolphin's tail.
Whales and dolphins, dolphins and whales.

C Listen and read along.

NEWS FROM HAWAII

Meet Anna and Teri from Hawaii

Aloha! My name is Anna. My sister and I live in Hawaii. I'm a volunteer at an aquarium. I like to watch the dolphins. They spin and flip in the air. Each one has its own whistle sound. I want to teach people about these beautiful creatures.

My sister Teri is a volunteer at the aquarium, too. She wants to be a photographer. She wants to take photos of the white whales. They swim from Canada to Hawaii in winter.

New Words
volunteer
aquarium
creatures

D Choose the correct answer.

1. What are Anna and Teri? a. at the aquarium b. at the beach
2. What do dolphins do? a. spin and whistle b. run and call
3. What does Teri want to be? a. a teacher b. a photographer

I can do this lesson.

Delightful stories use key phonics words to teach reading

Student Book pages 18–19

Warm up

Start the lesson with a song or activity to review the alphabet. Review the phonics letters and sounds from the previous unit. Saying the Phonics Chant from that unit together will start the class on a positive note.

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.** Use Teacher Cards to introduce the consonant blends.

B Listen, point, and chant.

- Listen and point.** Have students listen to the Phonics Chant and point to the words. Then play the audio again, and ask students to join in when they hear words that begin with either consonant blend.
- Listen and chant.** Play the audio again and have students do the chant with pencil beats. Repeat the chant several times as a class, in small groups, and in pairs.

C Listen and read along.

- Preview the story.** Have students look at the photos and identify words they know. Read the title of the story aloud. Point out the phonics words.

- Read along.** Have students listen to the story and follow along in their books. Then have them read along with the audio, matching the intonation and rhythm.
- Paired reading.** Have students take turns reading the story in small groups or pairs.
- Act it out.** Student pairs act out the story.

D Choose the correct answer.

Have students read the questions and choose the correct answers 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

Graphic novels introduce world locations in an ongoing treasure hunt

Clues reinforce critical thinking skills

Deductive reasoning helps solve the clue and anticipate the next location

Writing prompts offer additional practice

Student Book pages 20–21

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

- Review the songs and chants to reinforce language.
- Use games and activities to review the language.

Let's Read

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

A Listen and circle.

1. **Practice the format.** Place three Teacher Cards at the front of the class and place sticky notes with a, b, or c on each card. Name or describe one of the cards. Ask students to circle the letter that describes the description they hear. Repeat for the remaining two cards.
2. **Anticipate the language.** Have students look at the test in their books and identify the items they see. Encourage students to anticipate the language they might hear on the audio.
3. **Take the test.** Have students listen to the audio and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test.

B Listen and check.

1. **Practice the format.** Place three Teacher Cards at the front of the class to resemble the activity on the Let's Review page in the Student Book. Write an *A* next to a box by the first card, a *B* next to a box by the second card, and a *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. **Take the test.** Have students do the exercise as a written test.
3. **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.

C Let's Read about Chris and Cindy's Treasure Hunt.

1. **Prepare to read.** Have students preview the graphic novel and predict what it might be about. Encourage them to read any words they know and to guess what the photographs are.
2. **Read along.** Have students listen to the story and follow along in their books.
3. **Act it out.** Read the story together as a class and then ask individuals to play Chris and Cindy.

D Where are they going to go next?

Help students examine each picture, using the description in the story clue. Let the class choose the most likely destination.

E Write.

1. **Use the writing prompt.** Ask a student to read the prompt aloud. Then have other students fill in the blanks orally.
2. **Write.** Distribute paper to students and ask them to write their own answers to the prompt.

Teaching Conversation

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

Teaching Vocabulary

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

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

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

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

Teaching Grammar

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

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

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

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

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

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

Recycling Language

All language builds from a base sentence. For example, from the sentence *He likes cats*. students can build the question *What does he like?* In the early levels of *Let's Go*, these patterns (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: *sunscreen, sunscreen.*

Students: *sunscreen.*

or:

Teacher: *He should take sunscreen.*

Students: *He should take sunscreen.*

Teacher: *She shouldn't take a tent*

Students: *She shouldn't take a tent.*

Substitution Drill

T: *What else should he take?* (Show a picture of a watch.)

He should take a watch.

Ss: *He should take a watch.*

T: (Show a picture of an umbrella.)

Ss: *He should take an umbrella.*

or:

T: (Show a picture of a tent.) *She should take a tent.*

Ss: *She should take a tent.*

T: (Show an upside down picture of a flashlight.) *She shouldn't take a flashlight.*

Ss: *She shouldn't take a flashlight.*

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 an astronaut.) *Do you want to be an astronaut?*

S1: *Yes, I do. / No, I don't.*

S1: (Show picture of an astronaut.) *Do you want to be an astronaut?*

S2: *Yes, I do. / No, I don'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: *downloaded music*

Ss: *Downloaded music, downloaded music, downloaded music! Finished!*

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

Ss: *Downloaded music, downloaded music, downloaded music.*

T: *Again!* (add a task)

Sentence pattern drill: *He practiced the violin.*

Ss: *He practiced the violin. He practiced the violin. He practiced the violin. Finished!*

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

Ss: *He practiced the violin. He practiced the violin. He practiced the violin. Finished!*

T: *Again!* (add a task) *Clap three times and sit down.*

Question form drill: *What did she do yesterday?*

Ss: *What did she do yesterday? What did she do yesterday? What did she do yesterday? Finished!*

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

Ss: *What did she do yesterday? What did she do yesterday? What did she do yesterday? Finished!* (Students clap twice.)

T: *Again!* (add a task) *Tap your head three times and jump.*

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 4 and the procedures for doing them follow.

Games for Drilling Vocabulary

Bingo

This game encourages vocabulary memorization and listening comprehension. Give each student a nine-square grid with three rows of three squares each. The students select nine of their 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 facedown 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 facedown 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.

Picture Game

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 of the circle 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 faceup 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/Whisper Relay

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

Vocabulary Race

Students place Student Cards face up in a row. 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. The winner remains and continues to move toward his or her opponent's first card and the loser returns to the beginning of his vocabulary row and starts again. 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 or a ball 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.

Build a Sentence

Students practice making longer, more descriptive sentences about various items. Use objects that lend themselves to various descriptions. Brainstorm adjectives students can use to describe the objects and write those on the board or reference. For example:

S1: *It's a pen.*

S2: *It's a red pen.*

S3: *It's a long, red pen.*

S4: *It's a long, new, red pen.*

etc.

If you want to reinforce word order in sentences, you can also write the sentences on the board so that students can see how they build.

Find Your Partner

This activity provides a setting for students to use language in a meaningful way. Use word 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 the 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.

Guessing Game

One student volunteer stands at the front of the classroom with a Teacher Card or object hidden behind his or her back. Students take turns guessing what it is. To practice *he/she* (e.g., *Does he/she have a (bat)?*), have a boy and girl students stand at the front. S1 holds the card or object, and S2 answers the questions from the class (e.g., *Yes, he/she does.* or *No, he/she doesn't.*).

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.

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

1-2-3 Finished!

This game is nearly identical to **Six-second Drill** (p. 16). Divide the class into pairs or small groups. Have students say the vocabulary or sentence in a quick series of three and raise their hands and say *Finished!* Or have students take turns asking and answering three questions (for a total of six questions and answers between the pair), and then raise their hands and say *Finished!* Repeat

several times for each word, sentence, or question and answer. The winner is the first student (or pair or group) to say the target language.

Charades

Divide the class into teams. Cue S1 from Team A by showing a Teacher Card or by whispering a sentence in his or her ear. S1 pantomimes the action and the other students from Team A try to guess the verb or sentence pattern.

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 to *Yes/No* questions (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 Game

Give each student a card to represent a location (or other vocabulary to be practiced). Ask students present-tense questions (e.g., *Where did you go?*). Students answer according to the cards they hold (e.g., *I went under a bridge.*). Collect the cards, and then ask the class past-tense questions to test their memory (e.g., *Where did he go?*).

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 went up a hill.*

S2: *He went up a hill and through a pond.*

S3: *He went up a hill, through a pond, and over a bridge.*

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.

Drills and Games *(continued from p. 19)*

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

S1 (holding card): *Did you practice the violin?*

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

S3 (holding card): *Did you practice the violin?*

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

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, e.g., *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. This activity is good for classes that do not have space to move around but want to do exciting activities. Using different words, sentences, or question and answer

activities makes it more challenging. Vary the order of the relay by starting from the back of the class or along the sides of the room.

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

Find It Fast

This activity reinforces the reading skill of scanning for specific information. Write 8–10 vocabulary words on the board in a column. Repeat the same words in a second column, but in a different order. Have students from two teams stand in front of each column. As you call out each word, students find it as quickly as they can and circle it. You can do the same activity by creating a handout of the words for students. As you say the words, they find and circle the words quickly and then trace or write them again.

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 can indicate by stating the number. Alternate asking questions to both teams. The first team to earn three X's or O's in a row on the grid wins.

True Statements

Have students work in pairs or small groups to create true sentences using the language from the lesson. Set a time limit. Then have students share their sentences and evaluate the accuracy of their statements. If desired, have students write their sentences on the board or ask the class questions based on the statements.

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 are you going to go?*

S2: *I'm going to go to the supermarket.*

Students then switch roles.

S2: (points to the other card) *Where are you going to go?*

S1: *I'm going to go to the drug store.*

Step Away Lines may also be used for drilling structures. See description below.

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

S1: *What's your name?*

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

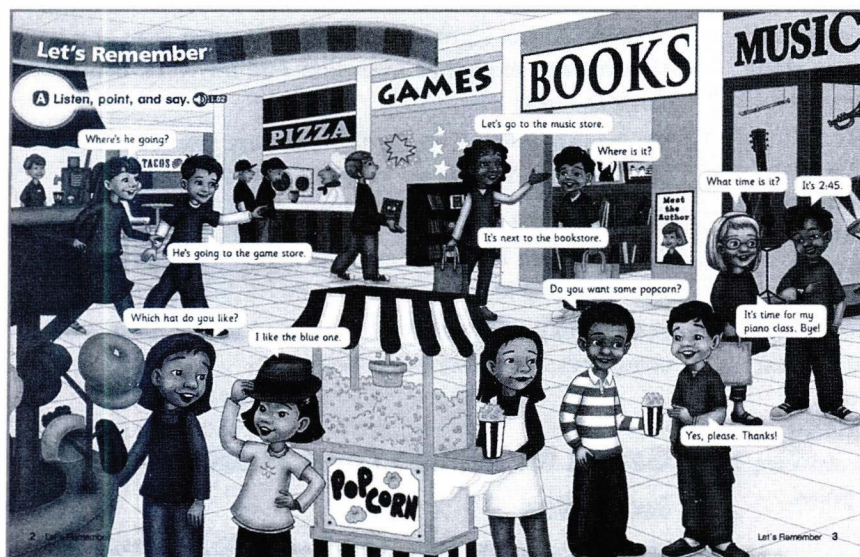
S1: *My name is (John).*

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

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

Topic:

- At the mall

Lesson Objective:

- Reviewing language from Level 3

Review Language:

Where's he going?

Which hat do you like?

I like the blue one.

Let's go to the music store.

Where is it?

It's next to the bookstore.

Materials:

CD1 Track 02

Let's Remember is a review of language patterns introduced in *Let's Go 3* that will be recycled and built upon in *Let's Go 4*.

- For students moving from Level 3 to Level 4, Let's Remember is a summary of what they have learned.
- For students beginning the *Let's Go* series with Level 4, 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 3</i> , students learned:	In <i>Let's Go 4</i> , students will learn:
Where's he going? He's going to the game store.	Where's he going to go? He's going to go to the mountains. What's he going to do? He has a fishing rod and a bucket. He's going to go fishing.
Which hat do you like? I like the blue one.	Which subject do you like best? I like science. Why do you like it? Because it's easier than English.
Let's go to the music store. Where is it? It's next to the bookstore.	Where did she go? She went under a bridge and up a hill.
What time is it? It's 2:45. It's time for my piano class. Bye!	When's your birthday? It's on September 9th.
Do you want some popcorn? Yes, please. Thanks!	What do you want to be? I want to be an astronaut. What do you want to do? I want to climb a mountain.

Let's Remember Activities

Use these activities to review language students need before beginning *Let's Go* Student Book 4.

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

- **Memory Game** (p. 19). Give each student a card to represent a location. Ask present continuous questions: *Where are you going?* Students look at their cards and answer *I'm going (to school)*. For a challenge, collect the cards, then ask *Where did (Sara) go?*
- **Beanbag Circle** (p. 18). Have the class form a circle. Place cards representing locations in the center for reference. Toss the beanbag to S1 and ask *Where's (Sandy) going?* S1 responds using the cards or his or her imagination. Then S1 tosses the beanbag to S2 and asks a question. Continue until all students have had a turn.

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

- **Board Race**. Display cards representing clothing at the front of the class. Student teams line up, and when you say *I like the (green dress)* S1 from each team races to touch the appropriate card. S1 agrees (*I do, too*) or disagrees (*I don't*) and returns to their team. Continue until all students have had a turn.
- **Guessing Game** (p. 19). S1 selects a piece of clothing (or a clothing card), shows it to the group, and thinks of a color. Students take turns guessing the color of the clothing: *Do you like the (red) (shirt)?* *Yes, I do./No, I don't.*

Let's go to the music store. Where is it? It's next to the bookstore.

- **Walk and Talk** (p. 21). Place sets of two location cards and a preposition card on desks around the class. Have student pairs walk around until you say *Stop!* When you say *Stop!* each pair stops at a set of cards and uses them as cues for the conversation.
S1: *Let's go to the (park).*
S2: *Where is it?*
S1: *It's (behind) the (school).*
Students then move to the next set of cards and switch roles.
- **True Statements** (p. 21). Have student pairs create true statements about places in their neighborhood (*Where) is (our school)? It's (next to) the (police station).* Set a time limit. Students share their sentences and evaluate their accuracy.

What time is it? It's 2:45. It's time for my piano class. Bye!

- **Sentence Dictation** (p. 19). Read short conversations aloud, varying the time and the activity. Have students write the sentences they hear.
- **Role-play**. With student help, write a model conversation on the board, leaving blanks for the time and activity. Practice the conversation. Then have student pairs practice the conversation, using different times and activities. Students may repeat with several partners.


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

- **Pass the Card**. Model the question-and-answer pattern *Do you want (some) (crackers)?* *Yes, please. Thanks!/No, thank you.* Give a food card to the first student in each row. Students pass the cards down the row, asking and answering questions about the items.
- **Concentration** (p. 17). Give two sets of food cards to student pairs or groups. S1 turns over the first card and asks *Do you want (some popcorn)?* If the second card matches, S2 answers *Yes, please. Thanks!* If the cards don't match, S2 answers *No, thank you.*

Student Book pages 2–3

A Listen, point, and say.

1. Play Class CD1 Track 02. Have students listen and point to the conversations in their books. Then students listen again, point, and repeat the sentences after the audio.

 1.02 Where's he going? He's going to the game store.
Which hat do you like? I like the blue one.
Let's go to the music store. Where is it? It's next to the bookstore.
What time is it? It's 2:45. It's time for my piano class.
Bye!
Do you want some popcorn? Yes, please. Thanks!

2. Have students use the question-and-answer patterns to create new sentences then practice them together.

Unit 1 The Great Outdoors

Let's Talk

Unit 1 The Great Outdoors Let's Talk

A Listen and say. (1.03)

We're going to go camping tomorrow. I'm really excited!
Me, too!
How's the weather going to be?
It's going to be cold.
Is it going to rain?
I'm not sure.
I hope not.
Me, too!
Is it going to rain?
I'm not sure. I hope not.

B Watch the video. (1.04)

C Practice the words. Ask and answer. (1.05)

1. cool 2. cold 3. warm
4. hot 5. humid 6. foggy

How's the weather going to be?
It's going to be cool.

D Listen and chant. (1.06)

The Weather Chant
How's the weather going to be tomorrow?
The newspaper says it's going to snow.
Do you think we need our umbrellas?
Ask the weatherman. I don't know.

I can do this lesson.

Unit 1 The Great Outdoors 5

Topic:

• Weather

Lesson Objective:

• Talking about future weather

Language:

cool, cold, warm, hot, humid, foggy

We're going to go camping tomorrow. I'm really excited! How's the weather going to be? It's going to be cold. Is it going to rain? I'm not sure. I hope not.

Materials:

Teacher Cards 1–6; CD1 Tracks 03–07; Student Cards 1–6 and Unit 1 Let's Talk Video (Teacher's Resource Center)

Student Book pages 4–5

Warm up

- Review weather vocabulary by playing **Charades** (p. 17).
- Introduce the new weather vocabulary using Teacher Cards 1–6. Show each card and have students repeat the word.

Student Book page 4

A Listen and say.

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

- Use puppets 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. Then play Class CD1 Track 03. Have students listen to the conversation several times.

1.03 We're going to go camping tomorrow. I'm really excited!
Me, too!
How's the weather going to be?
It's going to be cold.
Is it going to rain?

I'm not sure.

I hope not.

Me, too!

- Play Class CD1 Track 04. Have students repeat after the audio, focusing on natural intonation.

1.04 Is it going to rain? I'm not sure. I hope not.

B Watch the video.

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

- Play the video. Pause the video at the end, after Kate asks *How's the weather going to be tomorrow?* Have a few students respond. Explain *I don't know*, if necessary. Say *I don't know* and make the I-don't-know gesture. Have students repeat and copy the gesture. Ask a few students a question they do not know the answer to (e.g., *What's my mother's name?*) and have them reply.

Hi, Jenny! This is Kate! We're going camping tomorrow. I'm really excited!

Me, too!

How's the weather going to be?

It's going to be cold.

Great! We need jackets.

Great?

Yes! I have a new jacket!

Is it going to rain?
 I'm not sure.
 I hope not.
 Me, too! Do we need umbrellas?
 I don't know, but I have a new umbrella, too!
 See you tomorrow morning!
 See you!

How's the weather going to be tomorrow?


2. Play the video again. Have students raise their hands when they hear weather words they know. Play the video again, pausing it after each exchange. Have students repeat the extended conversation and copy the gestures, emotions, and actions, where appropriate.
3. Have students practice the exchange in two groups, one for Kate, the other for Jenny.
4. Have students role-play the conversation in pairs using gestures, emotions, and actions.

Student Book page 5


C Practice the words. 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 05 and have students listen. Students listen again and repeat the words.

 1.05 1. cool 2. cold 3. warm
 4. hot 5. humid 6. foggy

2. Say the weather words and have students point to the appropriate pictures in their books.
3. Direct students' attention to the language focus. Display a calendar. Point to the date and ask *How's the weather today?* Have students answer. Then point to tomorrow's date and model the question *How's the weather going to be tomorrow?* Elicit answers using a Teacher Card (1–6).
4. Play Class CD1 Track 06 and have students listen and point to the appropriate picture. Then play the audio again and have students listen and repeat.

 1.06 How's the weather going to be?
 It's going to be cool.

1. How's the weather going to be?
 It's going to be cool.
2. How's the weather going to be?
 It's going to be cold.
3. How's the weather going to be?
 It's going to be warm.

4. How's the weather going to be?
 It's going to be hot.
5. How's the weather going to be?
 It's going to be humid.
6. How's the weather going to be?
 It's going to be foggy.

D Listen and chant.

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

1. Play Class CD1 Track 07 and have students repeat words they recognize from the extended conversation.

1.07 The Weather Chant

How's the weather going to be tomorrow?
 The newspaper says it's going to snow.
 Do you think we need our umbrellas?
 Ask the weatherman. I don't know.

2. Students clap to keep the beat. Then model the chant, line by line, and students repeat after you.
3. Divide the class into two groups to do the chant. Encourage students to add gestures and actions.

I can do this lesson.

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

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

Games and Activities

- Play **Back-to-Back** (p. 21) to practice the conversation.
- **I'm Really Excited!** Put students into pairs. S1 makes a statement about one of the events, such as *We're having a test tomorrow.* S2 replies *I'm really worried* and S1 says *Me, too!* or *Not me!*
- **Find Your Partner** (p. 18). Give one Student Card 1–6 to each student. To find their partners, ask *How's the weather going to be tomorrow?*

Additional Resources

Workbook pages 2–3
 Online practice

Unit 1 The Great Outdoors

Let's Learn

Let's Learn

A Learn the words.

1. a mitt 2. a bat 3. a skateboard 4. a helmet
5. a tennis ball 6. a tennis racket 7. a fishing rod 8. a bucket

B Ask and answer.

What are you going to do? I'm going to go skateboarding.
I have a skateboard and a helmet.

What are you going to do?
I'm going to go skateboarding.
I have a skateboard and a helmet.

go skateboarding play tennis
play baseball go fishing

C Ask and answer.

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

What's he going to do?
He's going to play baseball.
He has a bat and a mitt.

D Listen and chant.

What Are You Going to Do After School?

What are you going to do after school today?
Are you going to play tennis with Gus?
Are you going to do your homework with Sue today?
Or are you going to eat pizza with us?

I'm not going to play after school today.
I'm not going to study with Sue.
I'm not going to do my homework today.
I'm going to eat pizza with you.

I can do this lesson.

Student Book pages 6-7

Topic:

- Sports

Lesson Objective:

- Talking about activities that are going to happen in the future

Language:

a mitt, a bat, a skateboard, a helmet, a tennis ball, a tennis racket, a fishing rod, a bucket

What are you going to do? I'm going to go skateboarding. I have a skateboard and a helmet. What's he going to do?

Materials:

Teacher Cards 7-14; CD1 Tracks 08-13; Student Cards 7-14 (Teacher's Resource Center)

Warm up

- Play **Picture Game** (p. 17) to review activities. Prepare a list of six activities: *play baseball, play tennis, ride a bicycle, go fishing, go hiking, go swimming*. Have students play in teams. Show S1 from each team an item from the list. S1 draws a picture of the activity. The team member who guesses the activity whispers it to you. Show S2 a different list item and have them draw it for their team.

Pre-teach Language

1. Use Teacher Cards 7-14 to introduce the new vocabulary. Show each card and say the word. Have students repeat each word several times.
2. Write the question *What are you going to do?* on the board. Have students say it aloud a few times. Then hold up the *a skateboard* Teacher Card (9) and answer *I'm going to go skateboarding*.

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. Play the audio again and have students repeat the words.

- 1.08** 1. a mitt 2. a bat 3. a skateboard
4. a helmet 5. a tennis ball 6. a tennis racket
7. a fishing rod 8. a bucket

2. Call out the objects in random order and have students repeat the words and point to the pictures.

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 09.

- 1.09** What are you going to do?
I'm going to go skateboarding. I have a skateboard and a helmet.
1. What are you going to do? I'm going to go skateboarding. I have a skateboard and a helmet.
 2. What are you going to do? I'm going to play baseball. I have a mitt and a bat.
 3. What are you going to do? I'm going to play tennis. I have a tennis ball and a tennis racket.
 4. What are you going to do? I'm going to go fishing. I have a fishing rod and a bucket.

2. Read the grammar box aloud. Give one of Teacher Cards 7–14 to eight volunteers. Point to each volunteer and have the class ask *What are you going to do?* Each volunteer looks at his or her card and answers *I'm going to (go fishing). I have a (fishing rod).*
3. Play Class CD1 Track 10. Have students listen, clap, and chant along with the drum track.



See the script for Track 09.

4. Have student pairs take turns asking and answering the question.

Student Book page 7

C Ask and answer.

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

1. Have students look at the pictures and identify the objects and activities they see. Then direct students' attention to the question-and-answer pattern in the language focus. Play Class CD1 Track 11. Point to the words as students listen.



1. What's he going to do? He's going to play baseball. He has a bat and a mitt.
2. What's she going to do? She's going to go skateboarding. She has a skateboard and a helmet.
3. What's he going to do? He's going to go fishing. He has a fishing rod and a bucket.
4. What's she going to do? She's going to play tennis. She has a tennis racket and a tennis ball.

2. Give one of Teacher Cards 7–14 to eight volunteers. Point to each volunteer and ask the class *What's he/she going to do?* The volunteer shows his or her card, and students reply *He's/She's going to (play baseball). He/She has a (bat).*
3. Play Class CD1 Track 12. Have students listen, clap, and chant along with the drum track.



See the script for Track 11.

4. Have student pairs take turns asking and answering the questions.

D Listen and chant.

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

1. Have students look at the pictures and name the objects that they know.

2. Play Class CD1 Track 13. Have students listen and chant.



What Are You Going to Do After School?

What are you going to do after school today?

Are you going to play tennis with Gus?

Are you going to do your homework with Sue today?

Or are you going to eat pizza with us?

I'm not going to play after school today.

I'm not going to study with Sue.

I'm not going to do my homework today.

I'm going to eat pizza with you.

3. Model the chant, line by line. Have students clap to keep the beat and repeat after you.



I can do this lesson.

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

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

Games and Activities

- **Say It!** (p. 20). Have students work in small groups using Student Cards 7–14.
- **Walk and Talk** (p. 21). Place nonmatching pairs of Student Cards 7–14 around the room. When you say *Stop!* student pairs stop at a set of cards and exchange questions and answers, such as *What are you going to do? I'm going to (go fishing). I have (a bucket).* Students then switch roles.
- **True Statements** (p. 21). Have student pairs take turns asking and answering *What are you going to do after school today?* Then have students form new pairs to tell each other about their original partner.

Additional Resources

Workbook pages 4–5

Unit 1 Worksheet A (Teacher's Resource Center)

Online practice

Unit 1 The Great Outdoors

Let's Learn More

Let's Learn More

A Learn the words. (LISTEN)

1. a towel 2. a hat 3. a swimsuit 4. a tent
5. a flashlight 6. a sleeping bag 7. sunglasses 8. sunscreen

B Ask and answer. (LISTEN)

I'm going to go to the mountains. What do I need?
You need a flashlight.

I'm going to go to the beach. What do I need?
You need a towel.

I'm going to go to the mountains. What do I need?
You need a flashlight.

C Play a game. Ask your partner. (LISTEN)

What does she need? She needs a hat. What do they need? They need helmets.

D Ask your partner. (LISTEN)

Does he need an umbrella? Yes, he does. No, he doesn't.

I can do this lesson.

Topic:

- Outdoor items

Lesson Objective:

- Asking and giving advice using *need*

Language:

a towel, a hat, a swimsuit, a tent, a flashlight, a sleeping bag, sunglasses, sunscreen

I'm going to go to the mountains. What do I need? You need a flashlight. What does she need? What do they need? Does he need an umbrella?

Materials:

Teacher Cards 7–22; CD1 Tracks 14–18; Student Cards 7–22 (Teacher's Resource Center)

Student Book pages 8–9

Warm up

- Use a **Beanbag Circle** (p. 18) to have small groups practice *What are you going to do after school today?* When every member has answered, toss the beanbag to a student in each group and ask *What is (Tony) going to do after school today?* Students continue asking and answering about the members of their group.

Pre-teach Language

1. Use Teacher Cards 15–22 to introduce the new vocabulary. Show each card and say the word. Have students repeat each word several times.
2. Introduce the language by placing a pair of sunglasses on a desktop along with a pen and other classroom objects. Say *I'm going to go to the beach. What do I need?* Pick up the sunglasses and say *I need sunglasses.*

Student Book page 8

A Learn the words.

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

1. Play Class CD1 Track 14. Have students point to the objects in their books as they hear them. Play the audio again and have students repeat the words.

- 1.14**
- | | | |
|---------------|-----------------|-------------------|
| 1. a towel | 2. a hat | 3. a swimsuit |
| 4. a tent | 5. a flashlight | 6. a sleeping bag |
| 7. sunglasses | 8. sunscreen | |

2. Do a quick practice with the vocabulary. Display Teacher Cards 15–22. Name an object. Have students point to the object and say its name. Repeat with each object.

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 15.

- 1.15**
- I'm going to go to the mountains. What do I need?
You need a flashlight.
- I'm going to go to the beach. What do I need?
You need a towel.
1. I'm going to go to the mountains. What do I need?
You need a flashlight.
 2. I'm going to go to the mountains. What do I need?
You need a tent.
 3. I'm going to go to the mountains. What do I need?
You need a sleeping bag.
 4. I'm going to go to the beach. What do I need?
You need sunglasses.

5. I'm going to go to the beach. What do I need?
You need a hat.
6. I'm going to go to the beach. What do I need?
You need a towel.
7. I'm going to go to the beach. What do I need?
You need sunscreen.
8. I'm going to go to the beach. What do I need?
You need a swimsuit.

2. Review *mountains* and *beach* by drawing simple pictures on the board. Point to each picture and say *I'm going to go to the (mountains)*. Students repeat. Then introduce the question *What do I need?* and have students practice saying it several times.
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 student pairs take turns asking and answering about the objects and places.

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 questions and answers. Read them again and have students repeat. Write the question-and-answer patterns on the board. Play Class CD1 Track 17. Point to the words as students listen to the audio. Then have students repeat.



What does she need? She needs a hat.
What do they need? They need helmets.

2. Have students play the game in pairs.

D Ask your partner.

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

1. Use puppets to model the question and answers. Have students repeat after you.
2. Have students look at the pictures and identify any objects they recognize. Play Class CD1 Track 18. Have students listen to the audio several times: listen with eyes closed, listen and point to the picture, listen and repeat.



Does he need an umbrella?
Yes, he does./No, he doesn't.
Does he need an umbrella? No, he doesn't.
Does he need a sleeping bag? No, he doesn't.
Does he need a hat? Yes, he does.
Does he need a jacket? No, he doesn't.
Does she need a jacket? Yes, she does.
Does she need an umbrella? Yes, she does.
Does she need a sleeping bag? No, she doesn't.
Does she need a hat? No, she doesn't.

3. Divide the class into two groups and play the audio again. Each group repeats either the question or the answer, then groups switch roles.



I can do this lesson.

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

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

Games and Activities

- **Slap** (p. 18). Divide students into small groups. Have each group place Student Cards 7–22 face up on a desk. Say *I'm going to (go skateboarding)*. *What do I need?* Students race to touch the correct picture(s) and say *You need (a helmet)*. Include examples with *he/she* and *they*.
- **Tic-Tac-Toe** (p. 21). Students earn an X or an O by providing an appropriate question for your answer. T: *It's going to be foggy*. S1: *How's the weather going to be tomorrow?* T: *I'm going to play tennis*. S2: *What are you going to do?*
- **Find It Fast** (p. 21). On the board, write 8–10 of the vocabulary items from the unit in a column. Write the same words in a second column, in a different order. Student teams stand in front of each column. Call out each word and have students race to circle it.

Additional Resources

Workbook pages 6–7

Unit 1 Worksheet B (Teacher's Resource Center)

Online practice

Unit 1 The Great Outdoors

Let's Read

Let's Read

Phonics

A Listen, point, and say. (L19)

ch chicken cheese chocolate

sh sheep shorts shirt

B Listen, point, and chant. (L20)

My Sheep Wears Shorts

My sheep wears shorts and a jacket.
My chicken wears a shirt and a tie.
I shop for my sheep and my chicken.
Buying shorts, shirts, and ties.

My sheep eats cheese with chopsticks.
My chicken eats chocolate in a tie.
I shop for chocolate, cheese, and jackets.
Shorts, shirts, and ties.

C Listen and read along. (L21)

MEET CHAD FROM CHILE

Hi! My name is Chad. I live in Chile.

I like empanadas with chicken and cheese. I eat them for lunch. I like chocolate, too!

Tomorrow I'm going to visit my cousins. They live on a sheep farm. It's going to be hot! I need shorts and a T-shirt.

I'm going to play soccer with my cousins.

New Words
Chile
empanadas
cousins
play soccer

D Choose the correct answer. (L22)

1. Where does Chad live? a. Chile b. Empanadas
2. What does Chad need? a. He needs a T-shirt. b. He needs chocolate.
3. What's Chad going to do tomorrow? a. go to a sheep farm. b. eat chicken

I can do this lesson!

Student Book pages 10–11

Topic:

- Consonant sounds /ch/ and /sh/

Lesson Objectives:

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

Language:

chicken, cheese, chocolate, sheep, shorts, shirt

Materials:

Teacher Cards 23–28; Level 1 CD1 Track 02; CD1 Tracks 19–22; Student Cards 23–28 (Teacher's Resource Center)

Warm up

- Sing “The Alphabet Song” (Level 1 Class CD1 Track 02) if your students need to review the letter names.

Pre-teach Phonics

- Write *ch* and *sh* on the board. Display Teacher Cards 23 (*chicken*) and 26 (*sheep*). Say the words, stressing the initial sounds: /ch/icken and /sh/EEP. Ask students to repeat the words and place the cards under the correct letters.

Student Book page 10

A Listen, point, and say.

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

1. Ask students to point to *ch* and *sh* in their books. Play Class CD1 Track 19 and have students listen and point to the letters and words as they hear them. Then have students listen and repeat the sounds and words.

L19 /ch/	chicken	cheese	chocolate
/sh/	sheep	shorts	shirt

2. Show students the Teacher Cards 23–28 for words that start with the /ch/ sound (chicken, cheese, chocolate), and say the words. Have students concentrate on listening to the initial sound in each word. Do the same with the words that begin with the /sh/ sound (sheep, shorts, shirt). Then say the words in random order, and ask students to decide whether the initial sound is /ch/ or /sh/. Have students clap once for /ch/ sounds and twice for /sh/ sounds.

B Listen, point, and chant.

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

1. Play Class CD1 Track 20. Have students listen for the /ch/ words and the /sh/ words.

L20 My Sheep Wears Shorts

My sheep wears shorts and a jacket.

My chicken wears a shirt and a tie.

I shop for my sheep and my chicken,

Buying shorts, shirts, and ties.

My sheep eats cheese with chopsticks.

My chicken eats chocolate in a tie.

I shop for chocolate, cheese, and jackets,

Shorts, shirts, and ties.

2. Play the audio again and have students chant along. Have students repeat the chant several times, in two groups and then in pairs. Invite students to act out the descriptions of the animals' eating habits as they chant.

Student Book page 11

C Listen and read along.

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

1. Before students listen to the story, have them look at the pictures and identify the words they know. Read the story title aloud.
2. Write the new words on the board, or draw students' attention to the word box on the page.
3. **Read along.** Play Class CD1 Track 21. 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.
4. Discuss the story, asking students *What does Chad like? When does he eat it/them? What are Chad and his cousins going to do tomorrow?*

1.21 Meet Chad from Chile

Hola! My name is Chad. I live in Chile.

I like empanadas with chicken and cheese. I eat them for lunch. I like chocolate, too!

Tomorrow I'm going to visit my cousins. They live on a sheep farm. It's going to be hot. I need shorts and a T-shirt.

I'm going to play soccer with my cousins.


5. **Paired reading.** Have students take turns reading the story sentences in small groups or pairs.

D Choose the correct answer.

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

1. Talk about the story with the students. Point to one of the pictures, and have student volunteers say anything they can about what is happening in the picture.

2. Play Class CD1 Track 22 and have students read along. Then have student pairs take turns asking and answering the comprehension questions. Finally, help students understand why answer *a* is the correct one in each of the items.

-  1.22
1. Where does Chad live?
 2. What does Chad need?
 3. What's Chad going to do tomorrow?



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 **Concentration** (p. 17) with a double set of teacher-made word cards for the *ch* and *sh* phonics words from the story "Meet Chad from Chile." Students turn over two cards and read the words as they try to collect pairs of matching cards.
- **That's Not Right!** As you read the story, change some of the words. When students hear a mistake, they shout *That's not right!* then supply the correct word.
- **Find the Word.** Hold up a Student Card (23–28). Students find the word in the story, then read the sentence where they found the word.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Camping with Sheep" on Workbook page 9. Then have students read the story for homework or in class. In the next class, greet students saying *Halló*.

Additional Resources

Workbook pages 8–9

Unit 1 Test (Teacher's Resource Center)

Online practice

Unit 2 Hopes and Dreams

Let's Talk

Unit 2 Hopes and Dreams Let's Talk

A Listen and say.

What do you want to be?
I want to be a singer.
What about you?
I want to be a dancer.

I have a great idea!
What is it?
Let's sing and dance together.
In the school show! Fantastic!

I have a great idea!
What is it?

B Watch the video.

12 Unit 2 Hopes and Dreams

C Practice the words. Ask and answer.

1. an astronaut 2. a singer 3. a musician
4. a news reporter 5. a writer 6. a scientist

What do you want to be?
I want to be an astronaut.

D Listen and chant.

What Do You Want to Be?

What do you want to be?
What do you want to be?
I want to be an astronaut.
An astronaut? Not me!
I don't want to be an astronaut.
Oh, no. Not me, not me!

What do you want to be?
What do you want to be?
I want to be a movie star.
A movie star? Not me!
I don't want to be a movie star.
Oh, no. Not me, not me!

I can do this lesson.

Unit 2 Hopes and Dreams 13

Topic:

- Future dreams

Lesson Objective:

- Talking about what students want to be in the future

Language:

an astronaut, a singer, a musician, a news reporter, a writer, a scientist

What do you want to be? I want to be a singer. What about you? I want to be a dancer. Let's sing and dance together... In the school show! Fantastic!

Materials:

Teacher Cards 29–34; CD1 Tracks 23–27; Student Cards 29–34 and Unit 2 Let's Talk Video (Teacher's Resource Center)

Student Book pages 12–13

Warm up

1. Use **Conversation Lines** (p. 21) to practice *I'm (a teacher)* with different occupations.
2. Use Teacher Cards 29–34 to introduce the occupations. Show each card and say the occupation. Have students repeat.

3. Play Class CD1 Track 24 and have students listen to the audio. Play the audio again and have students repeat focusing on natural intonation. Draw students' attention to the language focus, and play the audio again. Students listen and then repeat.

1.24 I have a great idea!
What is it?

Student Book page 12

A Listen and say.

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

1. Use puppets to model the conversation. Have students repeat the lines after you to practice pronunciation and intonation. Have students take one role while you take the other, and then switch.
2. Have students look at the pictures and identify the characters they recognize. Then play Class CD1 Track 23 and have students listen to the audio.

1.23 What do you want to be?
I want to be a singer. What about you?
I want to be a dancer.
I have a great idea!
What is it?
Let's sing and dance together...
In the school show! Fantastic!

B Watch the video.

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

1. Play the video. Pause the video at the end after Scott asks *What do you want to be?* Have a few students respond. Explain new language, if necessary. Have a student give an idea on how to remember vocabulary. Respond with *That's a good idea!* Then have a student tell you when the next school vacation is. Respond enthusiastically with *I can't wait!*

What do you want to be, Scott?
Hmm. I don't know. A dentist? A musician? Wait! I know. I want to be a singer.
That's a good idea! You're a good singer!
What about you?
I love to dance! I want to be a dancer.

What do you want to be?

Scott, I have a great idea!

What is it?

Let's sing and dance together...

In the school show! Fantastic!

I can't wait!


2. Play the video and have students raise their hands when they hear occupation words. Play the video again, pausing it after each exchange. Have students repeat the extended conversation and copy the gestures and intonation.
3. Have students practice the exchange in two groups.
4. Have students role-play the conversation in pairs using gestures, emotions, and actions.

Student Book page 13


C Practice the words. Ask and answer.

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

1. Play Class CD1 Track 25. Have students listen and point to the occupations as they hear them. Students listen again and repeat the words.
2. Use Teacher Cards 29–34 to conduct a drill of the occupations. Do not speak as you hold up a card.

 I.25 1. an astronaut 2. a singer 3. a musician
4. a news reporter 5. a writer 6. a scientist

3. Draw students' attention to the language focus, and write the question-and-answer pattern on the board. Then play Class CD1 Track 26.


 I.26 What do you want to be?
I want to be an astronaut.
1. What do you want to be? I want to be an astronaut.
2. What do you want to be? I want to be a singer.
3. What do you want to be? I want to be a musician.
4. What do you want to be? I want to be a news reporter.
5. What do you want to be? I want to be a writer.
6. What do you want to be? I want to be a scientist.

4. Display Teacher Cards 29–34. Point to an occupation and ask *What do you want to be?* Students answer *I want to be (a singer)*. Repeat with all the occupations.

D Listen and chant.

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

1. Have students look at the pictures and name the occupations. Introduce *movie star*, if necessary.
2. Play Class CD1 Track 27. Have students listen and point to the occupations.

 I.27 What Do You Want to Be?
What do you want to be? (repeat)
I want to be an astronaut.
An astronaut? Not me!
I don't want to be an astronaut.
Oh, no. Not me, not me!
What do you want to be? (repeat)
I want to be a movie star.
A movie star? Not me!
I don't want to be a movie star.
Oh, no. Not me, not me!

3. Have students clap to keep the beat as you model the chant, line by line. Have students echo the lines.
4. Divide the class into two groups to do the chant, encouraging students to add gestures and actions.

I can do this lesson.

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

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

Games and Activities

- **Conversation Lines** (p. 21). Use Student Card 29–34 to practice *What do you want to be?*
- **Say a Name**. Students say an occupation and the name of a famous person in that occupation.
- **I Want to Be Me**. Give student pairs each a set of Student Cards 29–34. Place the cards face down on the desk. S1 asks *What do you want to be?* S2 draws a card and answers *I want to be (a writer)*. S2 then asks a question.

Additional Resources

Workbook pages 10–11
Online practice

Unit 2 Hopes and Dreams

Let's Learn

Let's Learn

A Learn the words.

1. an engineer
2. a movie star
3. a truck driver
4. an architect
5. a tour guide
6. a delivery person

B Ask and answer.

What does he want to be?
He wants to be a tour guide.

C Ask and answer.

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

Does she want to be a movie star?
Yes, she does. No, she doesn't.

D Listen and sing.

She Wants to Be an Engineer

She wants to be an engineer.
She wants to be an engineer.
Her mother was an engineer.
Her father was one, too.
She wants to be an engineer.

She doesn't want to be a nurse.
She doesn't want to be a pilot.
She doesn't want to be an English teacher.
She wants to be an engineer.

She wants to be an engineer.
She doesn't want to be a salesclerk.
She doesn't want to be an office worker.
She wants to be an engineer.
Just like her mama.
She wants to be an engineer.

I can do this lesson.

Unit 2 Hopes and Dreams 15

Student Book pages 14–15

Topic:

- Occupations

Lesson Objective:

- Talking about what people want to be in the future

Language:

an engineer, a movie star, a truck driver, an architect, a tour guide, a delivery person
What does he want to be? He wants to be a tour guide. Does she want to be a movie star?

Materials:

Teacher Cards 29–40; CD1 Tracks 28–33;
Student Cards 29–40 (Teacher's Resource Center)

Warm up

- **Walk and Talk** (p. 21). Use Student Cards 29–34 to review *What do you want to be? I want to be (a musician)*.

Pre-teach Language

1. Use Teacher Cards 35–40 to introduce the new vocabulary. Show each card and say the words. Have students repeat each occupation several times.
2. Use Teacher Cards 35–40 to introduce the language. Walk among the students and hold a card above the head of one student at a time. Say *What does (he) want to be? (He) wants to be (an engineer)*.

Student Book page 14

A Learn the words.

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

1. Play Class CD1 Track 28. Students point to the occupations as they hear them. Play the audio again and have students repeat the words. Check pronunciation.

1.28 1. an engineer 2. a movie star 3. a truck driver
4. an architect 5. a tour guide 6. a delivery person

2. Do a quick practice with the vocabulary. Display Teacher Cards 35–40. Name an occupation. Have students point to the occupation and say its name. Repeat with each occupation.

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 29.

1.29 What does he want to be?
He wants to be a tour guide.

1. What does he want to be?
He wants to be a tour guide.
2. What does she want to be?
She wants to be an architect.
3. What does he want to be?
He wants to be a movie star.

2. Write the question-and-answer pattern on the board. Play the audio again, and have students point to the words in their books. Have students repeat after the audio.
3. Play Class CD1 Track 30. Have students listen, clap, and chant along with the drum track.

▶ 1.30

See the script for Track 29.

4. Have student pairs take turns asking and answering the questions, then switch roles.

Student Book page 15

C Ask and answer.

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

1. Students look at the pictures and identify the occupations that they see. Play Class CD1 Track 31 and have students listen and point to the occupations.

▶ 1.31

1. Does she want to be a movie star? Yes, she does.
2. Does she want to be a singer? No, she doesn't.
3. Does he want to be a tour guide? Yes, he does.
4. Does he want to be a delivery person? Yes, he does.
5. Does he want to be a truck driver? No, he doesn't.
6. Does she want to be an architect? No, she doesn't.

2. Write the *Yes/No* question-and-answer pattern on the board.
3. Play Class CD1 Track 32. Have students listen, clap, and chant along with the drum track.

▶ 1.32

See the script for Track 31.

4. Have student pairs take turns asking and answering questions about the pictures.

D Listen and sing.

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

1. Have students look at the picture and the title of the song. Introduce or review the vocabulary for the song by asking *Does she want to be a nurse? Does she want to be a pilot? What does she want to be?* Then play Class CD1 Track 33.

▶ 1.33

She Wants to Be an Engineer

She wants to be an engineer. (repeat)
Her mother was an engineer.
Her father was one, too.
She wants to be an engineer.
She doesn't want to be a nurse.
She doesn't want to be a pilot.
She doesn't want to be an English teacher.
She wants to be an engineer. (repeat)
She doesn't want to be a salesclerk.
She doesn't want to be an office worker.
She wants to be an engineer,
Just like her mama.
She wants to be an engineer.

2. Play the song again and have the class sing along. Encourage students to create actions.
3. Have students sing the song several times together. Ask them to act out the girl's feelings by nodding their heads for *She wants to be an engineer* and shaking their heads for the negative sentences.



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

- **Substitution Drill** (p. 16). Use Teacher Cards 29–40 to practice *Do you want to be (a news reporter)? Yes, I do./No, I don't.*
- **Beanbag Circle** (p. 18). Have students practice asking and answering *What do you want to be?* When every student has answered, toss the beanbag to a student and ask *What does (Sonia) want to be?*
- **Chain Drill** (p. 16). Use Teacher Cards 35–40 to practice the question-and-answer pattern.

Additional Resources

Workbook pages 12–13

Unit 2 Worksheet A (Teacher's Resource Center)

Online practice

Unit 2 Hopes and Dreams

Let's Learn More

Let's Learn More

A Learn the words.

- climb a mountain
- build a house
- sail a boat
- travel around the world
- design a video game
- drive a car

B Ask and answer.

What does he want to do?
He wants to drive a car.

What does she want to do?
Yes, she does. No, she doesn't.

C Play a game.

Start

End

D What about you?

I want to _____ I don't want to _____
I can do this lesson.

16 Unit 2 Hopes and Dreams

Student Book pages 16–17

Topic:

- Hopes

Lesson Objective:

- Talking about activities and things that students want to do

Language:

climb a mountain, build a house, sail a boat, travel around the world, design a video game, drive a car

What does he want to do? He wants to drive a car. Does she want to design a video game?

Materials:

Teacher Cards 29–46; CD1 Tracks 34–37; Student Cards 29–46 (Teacher's Resource Center)

Warm up

- Concentration** (p. 17). For each pair or small group, use a double set of Student Cards 29–40 to review occupations vocabulary. Place the cards face down in random order for each group. Students turn over two cards at a time, looking for matching occupations. When students find a match, they make a sentence about the occupation.
- Use familiar verb phrases to review the contrast between *be* and *do*. Write some phrases on the board, such as *play tag, read a book, take a walk, watch TV*. Ask *What do you want to do after school?* Students answer *I want to (play tag)*.

Pre-teach Language

- Use Teacher Cards 41–46 to introduce the new vocabulary. Show each card and say the phrases. Have students repeat each phrase several times.
- Introduce the language by holding up the *drive a car* Teacher Card (46). Say *What does he/she want to do? He/She wants to drive a car*. Have students repeat the pattern with you several times.

Student Book page 16

A Learn the words.

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

- Play Class CD1 Track 34. Have students listen and point to the activities as they hear them. Play the audio again and have students repeat the phrases.


- 1.34
- | | |
|------------------------|----------------------------|
| 1. climb a mountain | 2. build a house |
| 3. sail a boat | 4. travel around the world |
| 5. design a video game | 6. drive a car |

- Do a quick practice with the vocabulary. Display Teacher Cards 41–46. Say each phrase. Have students point to the phrase and say it aloud.

B Ask and answer.

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

- Use puppets to present the question-and-answer pattern *What does he want to do? He wants to drive a car*.
- Have students look at the picture and identify the activities they see. Then play Class CD1 Track 35 and have students listen and point to the activities.

 **1.35** What does he want to do?
He wants to drive a car.

1. What does he want to do?
He wants to drive a car.
2. What does she want to do?
She wants to climb a mountain.
3. What does he want to do?
He wants to sail a boat.

3. Place Teacher Cards 41–46 in a pile. Have a student volunteer take one of the cards and show it to the other students. Ask *What does he/she want to do?* Have students answer *He/She wants to (drive a car)*. Continue with the rest of the cards and other students.
4. Play Class CD1 Track 36. Have students listen, clap, and chant along with the drum track.



See the script for Track 35.


5. Have student pairs take turns asking and answering the questions.

Student Book page 17

C Play a game.

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

1. Use puppets to model the language focus. Have students repeat the lines after you to practice pronunciation and intonation. Have students take one role while you take the other, and then switch.
2. Have students look at the pictures and identify the activities. Play Class CD1 Track 37 and have students listen several times.

 **1.37** Does she want to design a video game?
Yes, she does.
No, she doesn't.

3. Have students play the game in pairs.

D What about you?

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

1. Model the question-and-answer pattern *What do you want to do? I want to (build a house). I don't want to (climb a mountain)*. Ask each student in the class to answer the question. For a challenge, put students in rows. Have S1 ask S2 the question. S2 answers and then asks S3. Continue until everyone has asked and answered the question.

2. Ask a few volunteer students to make statements about their classmates: *Tommy wants to drive a car. He doesn't want to sail a boat. Cassie wants to climb a mountain. She doesn't want to build a house.*



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). Display Teacher Cards 41–46 or assign a verb phrase to each student. S1 says an affirmative sentence or a negative sentence using one of the cards. S2 repeats S1's sentence and adds another. S3 repeats S1's and S2's sentences and adds another. Students work together to see how long a chain they can make without errors.
- **Charades** (p. 19). Divide the class into two teams. Place Teacher Cards 41–46 face down on a desk. S1 from Team A picks up a card and pantomimes the action shown. After S1 is finished, Team A asks *What does he/she want to do?* Team B guesses. For variety and added challenge, include the verb phrases used for review at the beginning of the class.
- **True Statements** (p. 21). Have students work in small groups to create sentences — both true and false — about themselves and their classmates using the language from the lesson. Then have students share their sentences and evaluate the accuracy of their statements.

Additional Resources

Workbook pages 14–15

Unit 2 Worksheet B (Teacher's Resource Center)

Online practice

Unit 2 Hopes and Dreams

Let's Read

Let's Read

Phonics

A Listen, point, and say.

ph photo phone dolphin
wh whale white whistle

B Listen, point, and chant.

Whales and Dolphins
 Whales and dolphins, dolphins and whales.
 Whales whistle. Listen to the whales.
 Photograph the dolphins. Photograph the whales.
 Whales and dolphins, dolphins and whales.

Whistle to the dolphins. Listen to the whales.
 Photograph the waves on the dolphin's tail.
 White waves on the dolphin's tail.
 Whales and dolphins, dolphins and whales.

C Listen and read along.

NEWS FROM HAWAII

Meet Anna and Teri from Hawaii

Aloha! My name is Anna. My sister and I live in Hawaii. I'm a volunteer at an aquarium. I like to watch the dolphins. They spin and flip in the air. Each one has its own whistle sound. I want to teach people about these beautiful creatures.

My sister Teri is a volunteer at the aquarium, too. She wants to be a photographer. She wants to take photos of the white whales. They swim from Canada to Hawaii in winter.

aloha = hello

New Words
volunteer
aquarium
creatures

D Choose the correct answer.

1. Where are Anna and Teri?
 a. at the aquarium b. at the beach

2. What do dolphins do?
 a. spin and whistle b. run and call

3. What does Teri want to be?
 a. a teacher b. a photographer

I can do this lesson.

Student Book pages 18–19

Topic:

- Consonant sounds /ph/ and /wh/

Lesson Objectives:

- Learning words containing the sounds /ph/ and /wh/
- Reading a story that recycles the phonics words and language from previous lessons

Language:

photo, phone, dolphin, whale, white, whistle

Materials:

Teacher Cards 23–28, 47–52; CD1 Tracks 38–41; Student Cards 23–28, 47–52 (Teacher's Resource Center)

Warm up

- Review the /sh/ and /ch/ phonic sounds using Teacher Cards 23–28. Flash the cards and ask students to say the words as quickly as possible.

Pre-teach Phonics

- Write *ph* and *wh* on the board. Display Teacher Cards 47 (*photo*) and 50 (*whale*). Say the words, stressing the /ph/ and /wh/ sounds: /ph/oto and /wh/ale. Ask students to repeat the words and place the cards under the correct letters.

Pronunciation note: Ask students to put a hand on their throats when they say the sounds. Their throat will vibrate, or move, when they say /wh/ but not when they say /ph/.

Student Book page 18

A Listen, point, and say.

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

1. Play Class CD1 Track 38. Have students listen and point to the letters and words as they hear them. Play the audio again and have students listen and repeat.

1.38 /ph/ photo phone dolphin
/wh/ whale white whistle

2. Show students the Teacher Cards (47–52) for the words with the /ph/ sound (*photo*, *phone*, *dolphin*), and say the words. Have students concentrate on listening to the target sound in each word. Do the same for the words with the /wh/ sound (*whale*, *white*, *whistle*). Then say the words in random order and ask students to decide whether the sound is /ph/ or /wh/. Have students clap once for the /ph/ sound and twice for the /wh/ sound.

B Listen, point, and chant.

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

1. Play Class CD1 Track 39. Have students listen for the /ph/ sound and words and for the /wh/ sound and words.

1.39 Whales and Dolphins

Whales and dolphins, dolphins and whales.
 Whales whistle. Listen to the whales.
 Photograph the dolphins. Photograph the whales.
 Whales and dolphins, dolphins and whales.

Whistle to the dolphins. Listen to the whales.
Photograph the waves on the dolphin's tail,
White waves on the dolphin's tail.
Whales and dolphins, dolphins and whales.

2. Play the audio again and have students chant along. Have students repeat the chant several times, in two groups and then in pairs. Encourage students to act out some of the actions as they chant and sing (e.g., *listen to*, *photograph*).

Student Book page 19

C Listen and read along.

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

1. Before students listen to the story, have them preview it by looking at the pictures and pointing to the words they know. Read the story title aloud.
2. Write the new words on the board. Point to the words as you read them aloud, and have students listen and repeat. Help students use the language they already know to guess what the words might mean.
3. **Read along.** Play Class CD1 Track 40. 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.
4. Discuss the story, asking *Where do the sisters live? What does Anna want to be? Where do the white whales travel?*

1.40 Meet Anna and Teri from Hawaii

Aloha! My name is Anna. My sister and I live in Hawaii. I'm a volunteer at an aquarium. I like to watch the dolphins. They spin and flip in the air. Each one has its own whistle sound. I want to teach people about these beautiful creatures.

My sister Teri is a volunteer at the aquarium, too. She wants to be a photographer. She wants to take photos of the white whales. They swim from Canada to Hawaii in winter.

5. **Paired reading.** Have students take turns reading the story in pairs or small groups.

D Choose the correct answer.

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

1. Play Class CD1 Track 41 and have students read along silently.

1. Where are Anna and Teri?
2. What do dolphins do?
3. What does Teri want to be?

2. Have student pairs take turns reading and answering the comprehension questions. Then help students understand why *a*, *a*, and *b* are the correct choices.

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

- **Playing Scrambled Sentences** (p. 19) gives students practice with using context clues to put sentences in the correct order. Write each line of the story "Meet Anna and Teri from Hawaii" on a separate piece of paper (or copy the page and cut it into strips). Divide the class into groups of three or four and have them put the sentences in order. Then have them read their stories to see if they make sense. Play the story again so that students can check their work.
- **Sentence Dictation** (p. 19). Choose five or six sentences from the story. Read the sentences aloud and have students write them on a piece of paper.
- **Stand Up Game** (p. 18). Choose some words from the "Whales and Dolphins" chant and write them on the board. Have students listen to the chant (Class CD1 Track 39). Tell them to stand up and then sit down quickly when they hear each of the words on the board.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Meet Olivia from Canada" on page 17 of the Workbook. Then have students read the story for homework or in class. In the next class, greet students saying *Hi!*

Additional Resources

Workbook pages 16–17

Unit 2 Test (Teacher's Resource Center)

Online practice

Let's Review Units 1 and 2

Let's Review

A Listen and circle. (1:32)

1. a b c

2. a b c

3. a b c

4. a b c

B Listen and check. (1:52)

1. A B C

2. A B C

3. A B C

4. A B C

20 Units 1 and 2 Review

C Let's read about: (2:05)

Chris and Cindy's Treasure Hunt

Part 1

We're going to go on a treasure hunt. We're going to take an airplane.

Wow!

I think I know!

Aunt Angie had the first clue for the treasure hunt. Chris and Cindy read it.

It's not a beach, but there's a lot of sand. You need some hats and sunscreen. Look! It's hidden in our next clue in front of a big triangle.

D Where are they going to go next?

a. b. c. d. e. f.

E Write an e-mail to Chris.

Hi Chris,
I think I know! Here are some clues.
It's not _____, but there's _____.

New Words
treasure hunt
clue
sand
hiding

Units 1 and 2 Review 21

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 29-40; CD1 Tracks 21, 40, 42-44; Student Cards 29-40 (Teacher's Resource Center)



Let's Talk

1. Play **Back-to-Back** (p. 21) to review the conversation and weather vocabulary from Unit 1. Then help students do the same using the extended conversation from the video in Unit 1. Write the conversation on the board for support, if necessary.
2. Use **Living Dialogues** (p. 19) to review the Unit 2 conversation. Students put themselves in order by reading their lines aloud.
3. **Find Someone Who** (p. 19). Display Teacher Cards 29-40 and have each student write four occupations on a piece of paper. Students circulate, asking each other *What do you want to be?* When they find someone with a matching job on their list (*I want to be a scientist*) they write each other's names next to the occupation. Each student name can appear only once on each list, ensuring that students talk to at least four classmates. As a follow-up, have students do the same using the extended conversation in the Unit 2 video and an occupation of their choice. Write the conversation on the board for support, if necessary.

Let's Learn/Let's Learn More

- Have students in pairs ask and answer questions about jobs and activities. S1: *What do you want to do?* S2: *I want to travel around the world.*

Let's Read

Phonics: *chicken, cheese, chocolate, sheep, shorts, shirt, photo, phone, dolphin, whale, white, whistle*

1. Review the phonics sounds with a **Board Race**. Write the letters *ch, sh, ph,* and *wh* on the board and say one of the phonics words. Students from each team race to the board to touch the sound they hear.
2. **Read along.** Have students read "Meet Chad from Chile" (Class CD1 Track 21) and "Meet Anna and Teri from Hawaii" (Class CD1 Track 40) along with the audio. Then have students show that they understand the stories by playing **That's Not Right!** Reread each story aloud, but change some of the details. Students should correct you each time they hear a mistake, saying *That's not right!* and providing the correct word or words.
3. Use Workbook page 9 "Camping with Sheep" or Workbook page 17 "Meet Olivia from Canada." In pairs students choose one of the readings. They change some of the words to create an original reading. Volunteer pairs then read their original stories to the class.


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 circle.

1. Before students open their books, prepare them for the test procedure. On the board, set up a sample to resemble activity A, using three of Teacher Cards 1–6 (weather). Have a student stand by the cards. Say *It's going to be (hot)*. The student points to the correct card and circles the correct letter. Then set up a sample to resemble activity B. Say *It's going to be cool*. The student points to the correct card and puts a checkmark in the correct box.
2. Have students look at the test in the book. Have students identify the occupations and activities in A and the activities, objects, and weather conditions in B. 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 exercises as a written test. Note: If you want to do this as a formal test, have students do the written test only.

-  1.42
1. She wants to be a singer.
 2. He wants to be a tour guide.
 3. He wants to go hiking.
 4. She wants to travel around the world.

B Listen and check.

1. Play Class CD1 Track 43. Have students listen and point to the appropriate pictures.


-  1.43
1. He's going to go fishing.
 2. She needs a towel.
 3. It's going to be foggy.
 4. He wants to climb a mountain.

2. Play Class CD1 Track 43 again and have students do the exercises as a written test.
3. Have students use the pictures on page 20 for further review. Have students work in pairs, creating their own listening test items for each other.

Student Book page 21

C Let's read about: Chris and Cindy's Treasure Hunt, Part 1

1. Ask students if they know what a treasure hunt is. Have students look at the pictures. Tell them that Chris and Cindy are brother and sister, and the woman is their Aunt Angie.
2. Have students look at the sentences, identify the words they know, and try to read the sentences.
3. Teach the new words and have students point to the pictures to show they understand.
4. Play Class CD1 Track 44 and have students listen.

 1.44 We're going to go on a treasure hunt. We're going to take an airplane.
Yay!
Aunt Angie had the first clue for the treasure hunt. Chris and Cindy read it.
It's not a beach, but there's a lot of sand. You need your hats and sunscreen. Uncle Al is holding your next clue in front of a big triangle.
I think I know!

D Where are they going to go next?

Have students examine the three pictures, applying the description in the story clue. Allow the class to choose the most likely destination. Students' answers may vary, but encourage them to give reasons for their guesses. Show students why *c* is the most likely destination (it has both sand and a triangular building).

E Write an e-mail to Chris.

1. Review the vocabulary and structures in the story.
2. Have students write their e-mails. Then have student pairs read each other's writing.

Additional Resources

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

Unit 3 Birthdays

Let's Talk

Unit 3 Birthdays Let's Talk

A Listen and say. What's the date today?
Really? Oh, I'm sorry. I forgot!
That's OK.
It's the 1st. Yesterday was my birthday.
When's your birthday?
That's next week. Let's have a party!
It's on September 9th.
Good idea!
I'm sorry. I forgot!
That's OK.

B Watch the video.

C Practice the words. Ask and answer.
1st 2nd 3rd 4th 5th 6th 7th 8th 9th
10th 11th 12th 13th 14th 15th 16th 17th
18th 19th 20th 21st 22nd 23rd 24th
25th 26th 27th 28th 29th 30th 31st

D Listen and chant.
When's your birthday?
It's on the 3rd. It's on May 3rd. It's on Tuesday, May 3rd.

E Listen and chant.
January first
January first.
February second.
February second.
March third. March third.
April first.
April first.
May second.
May second.
June third. June third.
July first.
July first.
August second.
August second.
September third. September third.
October first.
October first.
November second.
November second.
December third. December third.

I can do this lesson.

Unit 3 Birthdays 23

Student Book pages 22–23

Topic:

- Dates

Lesson Objective:

- Using ordinal numbers to talk about past, present, and future dates

Language:

ordinal numbers 1st–31st

What's the date today? It's the 1st. Yesterday was my birthday. Really? Oh, I'm sorry. I forgot. That's OK. When's your birthday? It's on September 9th.

Materials:

CD1 Tracks 45–49; Unit 2 Let's Talk Video (Teacher's Resource Center)

Warm up

1. Introduce ordinal numbers 1st–10th by playing **Slap** (p. 18) using teacher-made number cards for 1–10 and 1st–10th.
2. Review months with **Find It Fast** (p. 21). Give each student a handout with the twelve months written in random order. Name each month. Have students find it as quickly as possible.

Student Book page 22

A Listen and say.

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

1. Use puppets to model the conversation. Students repeat the lines after you to practice pronunciation. Students take one role while you take the other, and then switch. Call attention to the stress on *your* in Jenny's question *When's your birthday?*
2. Have students look at the pictures and describe what they see. Play Class CD1 Track 45. Have students listen to the conversation several times.

1.45 What's the date today?
It's the 1st. Yesterday was my birthday.
Really? Oh, I'm sorry. I forgot!
That's OK. When's your birthday?

It's on September 9th.
That's next week. Let's have a party!
Good idea!

3. Play Class CD1 Track 46. Have students read along. Then play the audio again and have students repeat after the audio.

1.46 I'm sorry. I forgot!
That's OK.

B Watch the video.

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

1. Play the video. Pause the video at the end, after Jenny asks *When's your birthday?* Have a few students respond. Explain new language, if necessary.

Pssst. Jenny? Jenny!
What?
What's the date today?
It's the 1st. Yesterday was my birthday.
Really? Oh, I'm sorry. I forgot!

That's OK. I'm going to have a party on Saturday.
Can you come?

I'm not sure. I'm going to have a party, too.

When's your birthday?

It's on September 9th.

Wow! That's next week. I know! Let's have a party together!

That's a good idea!

When's your birthday?


2. Play the video again. Have students raise their hands when they hear dates. Play the video again, pausing it after each exchange. Have students repeat the extended conversation and copy the gestures, emotions, and actions, where appropriate.
3. Have students practice the exchange in two groups.
4. Have students role-play the conversation in pairs using gestures, emotions, and actions.

Student Book page 23


C Practice the words. Ask and answer.

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

1. Play Class CD1 Track 47 and have students listen and repeat the ordinal numbers.

 I.47 first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, twenty-second, twenty-third, twenty-fourth, twenty-fifth, twenty-sixth, twenty-seventh, twenty-eighth, twenty-ninth, thirtieth, thirty-first

2. Say the ordinal numbers and have students point to them in their books. Then display a calendar and have students point to the appropriate calendar square when you say each number.
3. Direct students' attention to the language focus. Play Class CD1 Track 48 and point to May 3rd on the calendar. Then play the audio again, and have students listen and repeat.


 I.48 When's your birthday?
It's on the third.
It's on May third.
It's on Tuesday, May third.

4. Write the question-and-answer pattern on the board. Play the audio again and point to the words as students listen.

D Listen and chant.

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

1. Play Class CD1 Track 49 and have students repeat the months of the year.

 I.49	January First	
	January first.	July first.
	February second.	August second.
	March third. (repeat)	September third. (repeat)
	April first.	October first.
	May second.	November second.
	June third. (repeat)	December third. (repeat)

2. Have students clap to keep the beat. Then model the chant, line by line, and have students repeat after you.
3. Divide the class into two groups to do the chant. Encourage students to add gestures and actions.
4. Have students work in groups to create an original chant by using different ordinal numbers.



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 a **Repetition Drill** (p. 16) to review months and ordinal numbers in complete sentences.
- **Class Birthday Calendar.** Have students write a list of classmates' names and then ask each other *When's your birthday?* They write the date next to the name.
- **Birthday Sequencing.** Say a month and have students arrange themselves in the order their birthdays occur in that month and say their birthday using ordinals.

Additional Resources

Workbook pages 20–21
Online practice

Unit 3 Birthdays

Let's Learn

Let's Learn

A Learn the words.

1. had a party 2. went to the mall 3. slept late
4. took a test 5. flew a kite 6. won a race

B Ask and answer.

What did you do yesterday?
I flew a kite.

What did you do yesterday?
I flew a kite.

have → had go → went
sleep → slept take → took
fly → flew win → won

C Ask and answer.

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

What did she do yesterday?
She took a test.

D Listen and chant.

When's Your Birthday?
When's your birthday?
It was the day before yesterday.
What did you do?
I had a party.
What happened?
We had a race.
Did you win?
Yes, I won. I came in 1st place.

I can do this lesson.

Student Book pages 24–25

Topic:

- Activities

Lesson Objective:

- Asking about what people did yesterday

Language:

had a party, went to the mall, slept late, took a test, flew a kite, won a race

What did you do yesterday? I flew a kite. What did she do yesterday?

Materials:

Teacher Cards 53–58; CD1 Tracks 50–55; Student Cards 53–58 (Teacher's Resource Center)

Warm up

1. Review the present tense verbs *have, go, sleep, fly, take, win*. Write the words on the board, and have students brainstorm verb phrases (*have fun, go to school, sleep all day, take a picture, fly a plane, win a contest*). Finally, have students make sentences.
2. Ask a student volunteer *What are you going to do tomorrow?* Elicit an answer with *Let's: Let's (go to the park)!* Then small groups take turns asking the question and making suggestions with *Let's*.

Pre-teach Language

1. Use Teacher Cards 53–58 to introduce the new vocabulary. Show one card and say the phrase. Have students repeat each phrase several times.
2. Using a calendar, point to the previous day and explain that this day was *yesterday*. Ask *What did you do yesterday?* Have students repeat.

Student Book page 24

A Learn the words.

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

1. Play Class CD1 Track 50. Have students point to the activities as they hear them. Play the audio

again and have students repeat the phrases. Check pronunciation.

- L.50** 1. had a party 2. went to the mall 3. slept late
4. took a test 5. flew a kite 6. won a race

2. Call out the past activities in random order, and have students repeat and point to the pictures.

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 51.

- L.51** What did you do yesterday?
I flew a kite.
1. What did you do yesterday? I flew a kite.
 2. What did you do yesterday? I slept late.
 3. What did you do yesterday? I took a test.

2. Give one of Teacher Cards 53–58 to six volunteers. Point to each volunteer and have the class ask *What did you do yesterday?* Each volunteer looks at his or her card and answers *I (slept late)*.
3. Play Class CD1 Track 52. Have students listen, clap, and chant along with the drum track.



See the script for Track 51.

- Use the grammar box to present the present and past verb forms. Emphasize the difference between present and past. For example, point to the floor in front of you when you say *I fly a kite every Saturday*. Point over your shoulder when you say *I flew a kite yesterday*. Encourage students to use the same gestures when they practice. Have student pairs take turns.

Student Book page 25

C Ask and answer.

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

- Have students look at the pictures and identify the activities they see. Then direct students' attention to the pattern in the language focus. Finally, play Class CD1 Track 53. Point to the words as students listen. Have students repeat after the audio.



- What did she do yesterday? She took a test.
- What did she do yesterday? She flew a kite.
- What did he do yesterday? He had a party.
- What did he do yesterday? He won a race.
- What did she do yesterday? She slept late.
- What did she do yesterday? She went to the mall.

- Give one of Teacher Cards 53–58 to six volunteers. Point to each volunteer and ask the class *What did he/she do yesterday?* The volunteer shows his or her card, and students reply *He/She (went to the mall)*.
- Play Class CD1 Track 54. Have students listen, clap, and chant along with the drum track.



See the script for Track 53.

- Have student pairs take turns asking and answering about the pictures.

D Listen and chant.

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

- Have students look at the pictures and name the objects that they know.
- Play Class CD1 Track 55. Have students listen to the chant.



When's Your Birthday?

When's your birthday?

It was the day before yesterday.

What did you do?

I had a party.

What happened?

We had a race.

Did you win?

Yes, I won. I came in first place.

- Model the chant line by line. Have students clap to keep the beat and repeat after you. Have them listen for words where they can hear voices rise, and for words where they can hear voices fall.
- Divide the class into two groups. One asks the questions and the other chants the answers. Encourage students to incorporate gestures to match 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

- Walk and Talk** (p. 21). Place pairs of nonmatching Student Cards 53–58 around the room. When you say *Stop!* students stop at a pair of cards and exchange questions and answers. Students then switch roles.
- Memory Game** (p. 19). Using Student Cards 53–58, ask students *What did you do yesterday, (Sue)?* Students answer according to the cards they hold (e.g., *I went to the mall*). Collect the cards and then ask the class questions to test their memories. (e.g., *What did (Sue) do yesterday?*)
- Back-to-Back** (p. 20). Each student should have a set of Student Cards 53–58 and teacher-made name cards. Have students sit back-to-back. S1 arranges the cards so that each name is paired with an activity. S2 asks S1 questions to replicate the order.

Additional Resources

Workbook pages 22–23

Unit 3 Worksheet A (Teacher's Resource Center)

Online practice

Unit 3 Birthdays

Let's Learn More

Let's Learn More

A Learn the words.

- met a rock star
- broke a window
- got a present
- found some money
- lost his cell phone
- ate too much chocolate

B Ask and answer.

What happened? She won a race.

What happened? They found some money.

He took a test at 9:30.

What happened? They found some money.

What happened? She won a race.

break → broke
eat → ate
got → got

find → found
lose → lost
meet → met

I can do this lesson.

Topic:

- Happenings

Lesson Objective:

- Talking about activities that happened in the past

Language:

met a rock star, broke a window, got a present, found some money, lost his cell phone, ate too much chocolate

What happened? She won a race. They found some money.

Materials:

Teacher Cards 53–64; CD1 Tracks 56–60; Student Cards 53–64 (Teacher's Resource Center)

Student Book pages 26–27

Warm up

- Play **Charades** (p. 19) to review the verb phrases from the previous lesson. Have students use the past tense of the verbs and *yesterday* (e.g., *You went to a party yesterday.*). Use Teacher Cards 53–58.

Pre-teach Language

1. Use Teacher Cards 59–64 to introduce the new vocabulary. Show each card and say the phrase. Have students repeat each phrase several times.
2. Use Teacher Cards 53–58 and ask one student at a time to mime an action (*won a race, flew a kite, slept late*). Then ask the class *What happened?* and elicit the answer (*He won a race.*) Have students practice asking the question aloud several times.

Student Book page 26

A Learn the words.

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

1. Play Class CD1 Track 56. Have students point to the activities as they hear them. Play the audio again and have students repeat the verb phrases.



1. met a rock star
2. broke a window
3. got a present
4. found some money
5. lost his cell phone
6. ate too much chocolate

2. Do a quick practice with the vocabulary. Display Teacher Cards 59–64. Name an activity. Have students point to the activity and repeat the verb phrase. Then ask students to repeat each phrase again, adding *He/She* to form complete sentences: (*He*) (*met a rock star*).

B Ask and answer.

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

1. Have students look at the picture and describe what they see. Ask *What did these friends do yesterday?* Have students reply *They had a party.* Then play Class CD1 Track 57.



What happened?

She won a race.

1. What happened?
She won a race.
2. What happened?
He got a present.
3. What happened?
They ate too much chocolate.
4. What happened?
They broke a window.

2. Draw students' attention to the grammar box. Say each verb aloud and have students repeat.
3. Play Class CD1 Track 58. Have students listen, clap, and chant along with the drum track.



See the script for Track 57.

4. Have student pairs take turns asking and answering about the events in the picture.

Student Book page 27

C Play a game. Ask and answer.

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

1. Use puppets to present the language focus. Read the question and answer again, and have students repeat. Write the pattern on the board. Play Class CD1 Track 59. Point to the words as students listen to the audio. Then have students repeat after the audio.



What happened?

They found some money.

2. Have students play the game in pairs.

D 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 any objects and activities they recognize. Then play Class CD1 Track 60. Have students listen to the audio several times: listen with eyes closed, listen and point to the picture, listen and repeat. Explain any new vocabulary, if necessary.



He took a test at 9:30.

He went shopping at one o'clock.

He had a party at 4:30.

He won a game at 7:00.

2. Have student pairs take turns making sentences 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

- **Memory Chain** (p. 19). Display Teacher Cards 59–64 for reference, or assign a verb phrase to each student. S1 says a sentence using one of the verb phrases. S2 repeats S1's sentence and adds another. S3 repeats S1's and S2's sentences and adds another. Students work together to see how long a chain they can make without mistakes.
- **Tic-Tac-Toe** (p. 21). Students earn an X or an O by providing an appropriate question for your answer: T: *She broke a window.* S1: *What happened?* T: *He took a test.* S2: *What did he do yesterday?*
- Play **Fix the Sentence** to practice past-tense verbs. Write a sentence pattern on the board, but include one error (*I win a race yesterday. What did you did yesterday?*). Ask students to read the sentence, find the error, and correct it. (*I won a race yesterday. What did you do yesterday?*)

Additional Resources

Workbook pages 24–25

Unit 3 Worksheet B (Teacher's Resource Center)

Online practice

Let's Read

Phonics

A Listen, point, and say. (65-67)

th thin thirteen Thursday

th father mother they

B Listen, point, and chant. (68-69)

When's Your Birthday Party?

When's your birthday party?
It's the third Thursday in June.
I'll be thirteen on Thursday.
That's the third Thursday in June.

But June thirteenth is not a Thursday.
It's the second Sunday in June.
Ask my mother or father.
They said it was a Thursday in June.

C Listen and read along. (70-73)

Meet Samia from Egypt

Alman wa Soliman! My name is Samia, and I live in Egypt.

My brother's first birthday was on Thursday. My mother and father had a big party! They made a lot of food.

We played music. Then we danced and sang. It was fun!

Our friends came to the party. There were two large cakes and thirteen small cakes. There were cookies and ten sandwiches, too.

Alman wa Soliman + hello

New Words
Egypt
food

D Choose the correct answer. (74-75)

1. What happened on Thursday?
a. Her brother had a birthday party. b. Her friends made a lot of food.

2. How many small cakes were there?
a. two b. thirteen

3. What did they do at the party?
a. They got presents. b. They danced.

I can do this lesson.

Unit 3 Birthdays 29

Student Book pages 28–29

Topic:

- The two consonant sounds of /th/

Lesson Objectives:

- Learning words with the two sounds of /th/
- Reading a story that recycles the phonics words and language from previous lessons

Language:

thin, thirteen, Thursday, father, mother, they

Materials:

Teacher Cards 65–70; CD1 Tracks 61–64; Student Cards 65–70 (Teacher's Resource Center)

Warm up

- Introduce the /th/ sounds using Teacher Cards 65–70. Flash the cards and ask students to say the words as quickly as possible.

Pre-teach Phonics

- Display Teacher Cards 65 (*thin*) and 68 (*father*). Say the words, stressing the two different /th/ sounds. Ask students to repeat the words and tell you which list they belong to.

Student Book page 28

A Listen, point, and say.

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

1. Play Class CD1 Track 61 and have students listen and point to the two different /th/ sounds as they hear them. Then have students listen and repeat the sounds and words.

L.61 /th/ thin thirteen Thursday
/th/ father mother they

2. Show students the Teacher Cards (65–70) for words that contain the first /th/ sound (*thin*, *thirteen*, *Thursday*), and say the words. Have

students concentrate on listening to the /th/ sound in each word. Repeat with the words that contain the second /th/ sound (*father*, *mother*, *they*). Then say the words in random order, and ask students to decide which /th/ sound they hear, the first or the second. Ask students to clap once for the first /th/ sound and twice for the second /th/ sound.

B Listen, point, and chant.

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

1. Play Class CD1 Track 62. Have students listen for the words with the two different /th/ sounds.

L.62 **When's Your Birthday Party?**

When's your birthday party?
It's the third Thursday in June.
I'll be thirteen on Thursday.
That's the third Thursday in June.

But June thirteenth is not a Thursday.
It's the second Sunday in June.
Ask my mother or father.
They said it was a Thursday in June.

2. Play the audio again and have students chant along. Have students repeat the chant several times, in two groups and then in pairs. Invite students to use gestures as they say the chant.

C Listen and read along.

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

1. Before students listen to the story, have them preview it by looking at the pictures and pointing to the words they know. Read the story title aloud.
2. Write the new words on the board, or draw students' attention to the word box.
3. **Read along.** Play Class CD1 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.
4. Discuss the story, asking students *Who came to the party? What did they eat?*

L.63 Meet Sama from Egypt

Ahlan wa Sahlan! My name is Sama, and I live in Egypt.

My brother's first birthday was on Thursday. My mother and father had a big party! They made a lot of food.

Our friends came to the party. There were two large cakes and thirteen small cakes. There were cookies and thin sandwiches, too.


We played music. Then we danced and sang. It was fun!

5. **Paired reading.** Have students take turns reading the story sentences in small groups or pairs.

D Choose the correct answer.

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

1. Talk about the story with the students. Point to one of the pictures, and have student volunteers say anything they can about what is happening.
2. Play Class CD1 Track 64 and have students read along. Then have student pairs take turns asking and answering the comprehension questions. Finally, help students understand why answers *a*, *b*, and *b* are the correct ones.

-  L.64
1. What happened on Thursday?
 2. How many small cakes were there?
 3. What did they do at the party?

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 **Concentration** (p. 17) with a double set of teacher-made word cards for all the /th/ sounds phonics words from the story "Meet Sama from Egypt." Students turn over two cards and read the words as they try to collect pairs of matching cards.
- **That's Not Right!** As you read the story to the students, introduce errors by changing some of the words. When students hear a mistake, they shout out *That's not right!* Then have them supply the correct word or words.
- **Find the Word.** Hold up a Student Card (65–70). Students 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 identify the words they know in "Meet Bruno from Brazil" on page 27 of the Workbook. Then have students read the story for homework or in class. In the next class, greet students saying *Olá*.

Additional Resources

Workbook pages 26–27

Unit 3 Test (Teacher's Resource Center)

Online practice

Unit 4 School Let's Talk

A Listen and say.

What's your favorite subject?
I like science best.

Really? Why do you like science?
I think it's easy.

I don't think so. I think it's hard.
I like English. It's easier than science.

Which subject do you like best?
I like English, too. Wow!

Why do you like science?
I think it's easy.

B Watch the video.

C Practice the words. Ask and answer.

1. history
2. science
3. English
4. literature
5. geography
6. P.E. (physical education)

What's your favorite subject?
I like history.

D Listen and sing.

History Is Easier than Math

History is easier than math for me.
History is easier than art.
History is easier than geography.
History is easier than art.

Science is harder than history for me.
Science is harder than art.
Science is harder than geography.
Science is harder than art.

Music is easier than history for me.
Music is easier than art.
Music is easier than geography.
Music is easier than art.

I can do this lesson.

Student Book pages 30–31

Topic:

- Favorite school subjects

Lesson Objective:

- Talking about school subjects that students like and why they like them

Language:

history, science, English, literature, geography, P.E. (physical education)

What's your favorite subject? I like science best. Why do you like science? I think it's easy. Which subject do you like best? I like English. It's easier than science.

Materials:

Teacher Cards 71–76; CD1 Tracks 65–69; Student Cards 71–76 and Unit 4 Let's Talk Video (Teacher's Resource Center)

Warm up

1. Use **Beanbag Circle** (p. 18) to practice the question-and-answer patterns from Unit 3.
2. Introduce the new vocabulary, using Teacher Cards 71–76. Show each card and say the school subject. Have students repeat several times.

Student Book page 30

A Listen and say.

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

1. Use puppets to model the conversation. Have students repeat the lines after you to practice pronunciation and intonation. Have students take one role while you take the other, and then switch.
2. Have students look at the pictures and identify the characters they recognize. Then play Class CD1 Track 65. Have students listen to the conversation several times.

1.65 What's your favorite subject?
I like science best.
Really? Why do you like science?
I think it's easy.
I don't think so. I think it's hard.

Which subject do you like best?

I like English. It's easier than science.

I like English, too. Wow!

3. Play Class CD1 Track 66. Then have students repeat after the audio. Draw students' attention to the language focus, and play the audio again. Students listen and then repeat.

1.66 Why do you like science?
I think it's easy.

B Watch the video.

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

1. Play the video. Pause the video at the end, after Andy asks *Ready?* Have a few students respond.

What's your favorite subject?
I like science best.
Really? Why do you like science?
I think it's easy.
I don't think so. I think it's hard.
Really? Is this hard?
This? This isn't hard. This is fun!
This is science.
OK. OK. Science is fun.

Which subject do you like best?

I like English. It's easier than science.

I like English, too. Wow!

That's a surprise! You like science and English! Now I know.

Ready? Watch this!

2. Play the video again. Have students raise their hands when they hear school subjects they know. Play the video again, pausing it after each exchange. Have students repeat the extended conversation and copy the gestures, emotions, and actions, where appropriate.
3. Have students practice the exchange in two groups, one for Scott, the other for Andy.
4. Have students role-play the conversation in pairs using gestures, emotions, and actions.

Student Book page 31

C Practice the words. Ask and answer.

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

1. Play Class CD1 Track 67. Have students listen and point to the school subjects as they hear them. Play the audio again and students repeat the words.



1. history 2. science
3. English 4. literature
5. geography 6. P.E. (physical education)

2. Use Teacher Cards 71–76 to conduct a quick drill of the school subjects. Do not speak as you hold up a card. Gradually pick up speed as students get used to saying the subjects.
3. Draw students' attention to the language focus, and write the question-and-answer pattern on the board. Then play Class CD1 Track 68.



1.68 What's your favorite subject?

I like history.

1. What's your favorite subject? I like history.
2. What's your favorite subject? I like science.
3. What's your favorite subject? I like English.
4. What's your favorite subject? I like literature.
5. What's your favorite subject? I like geography.
6. What's your favorite subject? I like P.E.

4. Display Teacher Cards 71–76. Point to a subject and ask *What's your favorite subject?* Students answer *I like (history)*. Repeat with all the subjects. Then have student pairs take turns asking and answering the question.

D Listen and sing.

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

1. Have students look at the pictures and name the subjects shown. Introduce *art*, *math*, and *music*.
2. Play Class CD1 Track 69. Have students listen to the song and point to the school subjects.



1.69 History Is Easier than Math

History is easier than math for me.

History is easier than art.

History is easier than geography.

History is easier than art.

Science is harder than history for me.

Science is harder than art.

Science is harder than geography.

Science is harder than art.

Music is easier than history for me.

Music is easier than art.

Music is easier than geography.

Music is easier than art. (repeat)

3. Have students clap to keep the beat as you model the song line by line. Have students echo the lines after you.
4. Divide the class into two groups to sing the song.
5. In small groups students write their own songs.



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

- **Conversation Lines** (p. 21). Give a Student Card 71–76 to each student. Have the two groups line up to ask and answer *What's your favorite subject?*
- **Giving Reasons**. List possible reasons for liking a subject: *It's easy. It's fun*. Then have students stand and ask as many classmates as possible *What's your favorite subject? Why do you like it?*

Additional Resources

Workbook pages 28–29

Online practice

Let's Learn

A Learn the words.

1. spring
2. summer
3. fall
4. winter

B Ask and answer.

Which season do you like best?
I like fall. It's cool in the fall.

C Make sentences.

1. rainy hot
2. snowy warm
3. humid cool
4. windy cloudy

I think rainy days are better/worse than hot days.
I like hot days.

D Listen and sing.

Winter, Spring, Summer, Fall
Winter, spring, summer, fall,
I like winter best of all.
Silver sky, snowflakes fall,
I like winter best of all.

Winter, spring, summer, fall,
I like spring best of all.
Flowers bloom, rabbits play,
I like spring best of all.

good → better → best
bad → worse → worst

I can do this lesson.

Student Book pages 32–33

Topic:

- Seasons

Lesson Objective:

- Comparing seasons and weather conditions

Language:

spring, summer, fall, winter

Which season do you like best? I like fall. It's cool in the fall. I think rainy days are better/worse than hot days.

Materials:

Teacher Cards 1–6, 77–88; CD1 Tracks 70–75; Student Cards 1–6, 77–88 (Teacher's Resource Center)

Warm up

1. Use **Walk and Talk** (p. 21) to review the weather words. Place nonmatching pairs of Student Cards 1–6 around the room. When you say *Stop!* student pairs stop and use the cards to cue questions and answers.
2. Review language from the previous lesson by writing on the board *I think _____ is easier than _____*. Have individual students share their ideas with the class.

Pre-teach Language

1. Introduce seasons vocabulary, using Teacher Cards 77–80. Show each Teacher Card and say the word. Have students repeat each word several times.
2. Write the word *season* on the board. Continue using the Teacher Cards 77–80 by explaining that spring, summer, fall, and winter are seasons. Ask *Which season do you like best?* and have students repeat the question with you several times.

Student Book page 32

A Learn the words.

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

1. Play Class CD1 Track 70. Have students listen and point to the seasons as they hear them. Play the audio again and have students repeat the words. Check pronunciation.

1.70 1. spring 2. summer 3. fall 4. winter

2. Do a quick practice with the vocabulary. Display Teacher Cards 77–80. Call out a word. Have students point to the season and say its name. Repeat with each season.

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 71.

1.71 Which season do you like best?
I like fall. It's cool in the fall.

1. Which season do you like best? I like fall. It's cool in the fall.
2. Which season do you like best? I like winter. It's cold in the winter.
3. Which season do you like best? I like summer. It's hot in the summer.

- Write the question-and-answer pattern on the board. Play the audio again and point to the words. Have students repeat after the audio.
- Play Class CD1 Track 72. Have students listen, clap, and chant along with the drum track.



See the script for Track 71.

- Have student pairs take turns looking at the picture and asking and answering the question.

Student Book page 33

C Make sentences.

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

- Have students look at the pictures and identify as many weather conditions as they can. Then show Teacher Cards 81–88 and say each of the words. Have students repeat each word several times. Then draw students' attention to the grammar box and say the adjectives. Have students listen and repeat. Finally, play Class CD1 Track 73 and have students listen and point to the pictures.



- I think rainy days are better than hot days. I think rainy days are worse than hot days.
- I think snowy days are better than warm days. I think snowy days are worse than warm days.
- I think humid days are better than cool days. I think humid days are worse than cool days.
- I think windy days are better than cloudy days. I think windy days are worse than cloudy days.

- Write the pattern for the comparative sentences on the board. Then say the irregular forms in the grammar box. Have students listen and repeat.
- Play Class CD1 Track 74. Have students listen, clap, and chant along with the drum track.



See the script for Track 73.

- Have student pairs take turns making sentences about weather conditions. Encourage them to give their own opinions.

D Listen and sing.

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

- Have students look at the pictures and the title of the song. Have students guess which two seasons the pictures represent. Introduce *silver*, *snowflakes*,

and *raindrops*, if necessary. Then play Class CD1 Track 75 and have students listen and sing along.

1.75 Winter, Spring, Summer, Fall

Winter, spring, summer, fall,
I like winter best of all.
Silver sky, snowflakes fall,
I like winter best of all.

Winter, spring, summer, fall,
I like spring best of all.
Flowers bloom, raindrops fall,
I like spring best of all.

- Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing. Help students recognize that some words and phrases appear more than once. You can read the words and have students follow along in their books.
- Put students into small groups to write their own songs, following the pattern of the one in the lesson. Encourage them to substitute the other two seasons in the third line of each stanza.



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

- True Statements** (p. 21). Have student pairs take turns creating true sentences about their favorite seasons and their opinions about the weather conditions on page 33. Have students write their sentences on the board.
- Bingo** (p. 17). Have students choose nine of Student Cards 77–88 and arrange them in a grid. Have a student pick a card from his or her set and call out the word. If students have that word on their grid, they turn the card over. The first student to turn over three cards in a row is the winner.

Additional Resources

Workbook pages 30–31
Online practice

Let's Learn More

A Learn the words.

1. big, small
2. heavy, light
3. long, short
4. old, new

B Ask and answer.

Which book is heavier? The red book is heavier.
Which book is lighter? The blue book is lighter.

Which book is heavier? The red book is heavier.
Which book is lighter? The blue book is lighter.

heavier, lighter, longer, shorter, bigger, smaller

C Play a game. Ask and answer.

Which pencil is the longest? The yellow pencil is the longest.

D Ask your partner.

Is the brown book older than the blue one? Yes, it is. No, it isn't.

1. 2. 3. 4.

I can do this lesson.

heavy → heavier → the heaviest
light → lighter → the lightest
old → older → the oldest
tall → taller → the tallest
new → newer → the newest

34 Unit 4 School

Student Book pages 34–35

Topic:

- Opposites

Lesson Objective:

- Comparing sizes of objects

Language:

big, small, heavy, light, long, short, old, new

Which book is heavier? The red book is heavier. Which pencil is the longest? The yellow pencil is the longest.

Materials:

Teacher Cards 59–64, 71–80, 89–96; CD1 Tracks 69, 76–80; Student Cards 59–64, 71–80, 89–96 (Teacher's Resource Center)

Warm up

1. Play **Slap** (p. 18) to review weather adjective vocabulary. Place Teacher Cards 81–88 face up on a table in random order. Call out an adjective. Students race to touch the card and use the adjective in a sentence.
2. Sing “History Is Easier than Math” (Class CD1 Track 69). Have students use gestures as they sing; encourage students to use facial expressions as well — especially for the words *easier* and *harder*.

Pre-teach Language

1. Use Teacher Cards 89–96 to introduce the vocabulary. Show each card from this lesson and say the word. Have students repeat each word several times.
2. Use a large, heavy book and a small, light book from your classroom to introduce the language. Exaggerate the heaviness and lightness to get your point across. Ask *Which book is heavier? Which book is lighter?* Have students repeat the questions several times.

Student Book page 34

A Learn the words.

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

1. Have students look at the pictures and identify each of the animals and objects. Then play Class CD1 Track 76. Have students listen to the vocabulary and point to the pictures as they hear the adjectives. Play the audio again and have students repeat the adjectives.

L.76 1. big, small 2. heavy, light
3. long, short 4. old, new


2. Do a quick practice with the vocabulary. Display Teacher Cards 89 (big), 91 (heavy), 93 (long), and 95 (old). Call out an adjective. Have students point to the word. Repeat with each of the four adjectives. Then display Teacher Cards 90 (small), 92 (light), 94 (short), and 96 (new); repeat the above procedure. Finally, call out an adjective and have students repeat it and then say its opposite.

B Ask and answer.

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

1. Use puppets to model the question-and-answer pattern *Which book is heavier? The red book is heavier. Which book is lighter? The blue book is lighter.*

- Have students look at the picture and identify the objects they see on the table, and the colors of the objects. Then play Class CD1 Track 77 and have students listen and point to the objects.

 **I.77** Which book is heavier?

The red book is heavier.

Which book is lighter?

The blue book is lighter.

- Which book is heavier? The red book is heavier. Which book is lighter? The blue book is lighter.
- Which ruler is shorter? The green ruler is shorter. Which ruler is longer? The red ruler is longer.
- Which box is smaller? The pink box is smaller. Which box is bigger? The purple box is bigger.
- Which pencil is longer? The green pencil is longer. Which pencil is shorter? The yellow pencil is shorter.

- Play Class CD1 Track 78. Have students listen, clap, and chant along with the drum track.

 **I.78**



See the script for Track 77.


- Have student pairs take turns asking and answering the questions.

Student Book page 35

C Play a game. Ask and answer.

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

- Use puppets to model the language focus. Have students repeat the lines after you to practice pronunciation and intonation.
- Have students look at the pictures and identify the objects. Then draw students' attention to the grammar box, and model the three forms of the adjectives. Have students listen and repeat several times. Play Class CD1 Track 79.

 **I.79** Which pencil is the longest?

The yellow pencil is the longest.

- Have students play the game in pairs.

D Ask your partner.

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

- Model the question and the two answers. Then play Class CD1 Track 80 and have students listen and repeat. Check for correct pronunciation and intonation.

 **I.80** Is the brown book older than the blue one?

Yes, it is./No, it isn't.

- Is the brown book older than the blue one? Yes, it is.
- Is the green tree shorter than the red one? No, it isn't.
- Is the yellow flower taller than the purple one? Yes, it is.
- Is the green pencil bigger than the yellow one? No, it isn't.



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

- Class Superlative Survey.** List the adjectives from the lesson on the board. Either as a class or in groups, have students come up with sentences using each of the adjectives. For example, *Miki has the heaviest bag. Ronda's hair is the longest. Eric's eraser is the smallest.*
- Play a **Team Game** (p. 21). Divide the class into teams. Hold up Teacher Cards for vocabulary you want to review, such as school subjects (71–76) and seasons (77–80). First, hold up two cards at a time and ask *Which subject is easier, history or English?* Students compete to answer. Then hold up a third card and ask *Which one is the hardest?* The team with the most points wins.
- Play **Slap** (p. 18). Place Student Cards 89–96 face up on a table in random order. Call out an adjective. Students race to touch the card, repeat the adjective, and say its comparative (*short/shorter*). To make this more challenging, have students use the comparative adjective in a sentence.

Additional Resources

Workbook pages 32–33

Unit 4 Worksheet A (Teacher's Resource Center)

Unit 4 Worksheet B (Teacher's Resource Center)

Online practice

Let's Read

Phonics

A Listen, point, and say.

ck duck sock black

nk skunk think stink

B Listen, point, and chant.

My Duck and My Skunk
 My white duck wears black socks.
 He thinks white socks are bad luck.
 He loves my dear little black skunk.
 But he thinks my little skunk stinks.

My black skunk doesn't wear socks.
 He thinks all socks are bad luck.
 He loves my dear little white duck.
 But he thinks my little duck stinks.

C Listen and read along.

Ducks and Skunks Stay Safe

Why do ducks fly in groups?
 Ducks are not the fastest birds. A group of ducks is safer than one duck. The group protects them.

Why do skunks stink?
 Skunks don't live in groups. They're small and slow, but skunks can stink! Their black and white stripes warn bigger animals to stop. The stink protects the skunk.

New Words
 fast → faster → the fastest
 safe → safer
 group
 protect
 warn

D Choose the correct answer.

1. Are ducks the fastest birds?
 a. Yes, they are. b. No, they aren't.

2. Which animal likes big groups?
 a. a duck b. a skunk

3. What protects the skunk?
 a. the stink b. the stripes

I can do this lesson.

Student Book pages 36–37

Topic:

- Consonant sounds /ck/ and /nk/

Lesson Objectives:

- Learning words ending in /ck/ and /nk/
- Reading a story that recycles the phonics words and language from previous lessons

Language:

duck, sock, black, skunk, think, stink

Materials:

Teacher Cards 65–70, 97–102; CD1 Tracks 81–84; Student Cards 65–70, 97–102 (Teacher's Resource Center)

Warm up

- Review /th/ phonics sounds using Teacher Cards 65–70. Flash the cards and ask students to say the words as quickly as possible.

Pre-teach Phonics

- Write *ck* and *nk* on the board. Display Teacher Cards 97 (*duck*) and 100 (*skunk*). Say the words, stressing the /ck/ and /nk/ sounds: *du/ck/* and *sku/nk/*. Ask students to repeat the words and match the cards with the correct sounds.

Student Book page 36

A Listen, point, and say.

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

1. Play Class CD1 Track 81. Have students point to the letters and words as they hear them. Play the audio again and have students listen and repeat.

1.81 /ck/ duck sock black
 /nk/ skunk think stink

2. Show the Teacher Cards (97–102) for the words ending in *ck* (*duck*, *sock*, *black*), and say the words.

Have students concentrate on listening to the target sound in each word. Do the same for the words ending in *nk* (*skunk*, *think*, *stink*). Then say the words in random order, and ask students to decide whether the final sound is /ck/ or /nk/. Ask students to clap once for words ending in /ck/ and twice for words ending in /nk/.

B Listen, point, and chant.

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

1. Play Class CD1 Track 82. Have students listen for words that end in /ck/ and for words that end in /nk/.

1.82 My Duck and My Skunk

My white duck wears black socks.
 He thinks white socks are bad luck.
 He loves my dear little black skunk.
 But he thinks my little skunk stinks.

My black skunk doesn't wear socks.
 He thinks all socks are bad luck.
 He loves my dear little white duck.
 But he thinks my little duck stinks.

2. Play the audio again and have students chant along. Have students repeat the chant several times, in two groups and then in pairs. Encourage students to act out some of the verbs as they chant.

Student Book page 37

C Listen and read along.

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

1. Before students listen to the story, have them preview it by looking at the pictures and pointing to words they know. Read the story title aloud.
2. Write the new words on the board or draw students' attention to the word box in their books. Point to the words as you read them aloud, and have students listen and repeat. Help students use the language they already know to guess what the words might mean.
3. **Read along.** Play Class CD1 Track 83. Have students 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.
4. Discuss the story, asking students *Ducks move in groups. What other animals move in groups? Skunks stink. What other things can stink?*

1.83 Ducks and Skunks Stay Safe

Why do ducks fly in groups?

Ducks are not the fastest birds. A group of ducks is safer than one duck. The group protects them.

Why do skunks stink?

Skunks don't live in groups. They're small and slow, but skunks can stink! Their black and white stripes warn bigger animals to stop. The stink protects the skunk.

5. **Paired reading.** Have students take turns reading the story in pairs or small groups.

D Choose the correct answer.

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

1. Play Class CD1 Track 84 and have students read along silently.

1. Are ducks the fastest birds?
2. Which animal likes big groups?
3. What protects the skunk?

2. Have student pairs take turns reading and answering the comprehension questions. Then help students understand why *b*, *a*, and *a* are the correct choices.

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

- **Stand Up Game** (p. 18). Choose some words from the "My Duck and My Skunk" chant and write them on the board. Have students listen to the chant. Tell them to stand up and then sit down quickly when they hear each of the words on the board.
- **Living Sentences** (p. 19). Divide the class into pairs or small groups, and assign one or two sentences from the story "Ducks and Skunks Stay Safe" to each group. Students are not allowed to speak except to repeat their sentences. They arrange themselves in the correct story order.
- **Original Story** (p. 19). Have students use the Let's Read story as a model to write about a similar topic. Brainstorm other animals and other comparisons that can be made.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Free Socks Day!" on page 35 of the Workbook. Then have students read the story for homework or in class.

Additional Resources

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

Let's Review Units 3 and 4

Let's Review

A Listen and number.

B Listen and check.

C Let's read about: Chris and Cindy's Treasure Hunt

D Where are they going to go next?

E Write a description of Egypt.

New Words
Great Pyramids
kids
waterfall

38 Units 3 and 4 Review

Units 3 and 4 Review 39

Student Book pages 38–39

Lesson Objective:

- 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 23, 26, 50, 53–64, 71–80;
CD1 Tracks 63, 69, 75, 83, 85–87; Student
Cards 23, 26, 50, 53–64, 71–80 (Teacher's
Resource Center)

Let's Talk

1. Review the conversation in Unit 3 with **Living Dialogues** (p. 19). When students believe they have their conversation in the correct order, have them repeat it. The class decides if it's correct. As a follow-up, have students do the same again using the first part of the extended conversation in the Unit 3 video.
2. Practice the Unit 4 and extended conversation with **Back-to-Back** (p. 21). Students sit back-to-back and have the conversation using a school subject of their choice. Write the conversation on the board for support, if necessary. Make sure all students practice both parts of the conversation.
3. Use **Living Calendar** to randomly assign each student an ordinal number from 1st to 31st. On your cue, students arrange themselves in number order. For small classes, students will represent more than one number and will change their order each time you call out a group of numbers.

Let's Learn/Let's Learn More

1. **Slap** (p. 18). Use Student Cards 53–64. Ask a question and call out a verb phrase. Students touch the words and use them in their answers.
2. **Object Hunt** reviews superlative language from Unit 4. Have students stand and move to objects

around the room in answer to the questions.

T: *Which (desk) is the (heaviest)?* Students move to the object they think is heaviest. Ss: *This (desk) is the (heaviest).*

3. Have students review the chants and songs. For "History Is Easier than Math" (Class CD1 Track 69), have students hold up the school subject cards (Student Cards 71–76) as they sing. Use the season cards (Student Cards 77–80) with "Winter, Spring, Summer, Fall" (Class CD1 Track 75).

Let's Read

Phonics: *thin, thirteen, Thursday, father, mother, they, duck, sock, black, skunk, think, stink*

1. Review the phonics sounds /th/ (think), /th/ (this), /ck/, and /nk/ with a **Board Race**. Divide students into teams. Say one of the phonics words. Students race to the board to touch the sound.
2. **Read along.** Have students read "Meet Sama from Egypt" (Class CD1 Track 63) and "Ducks and Skunks Stay Safe" (Class CD1 Track 83) along with the audio. Then have students show that they understand the stories by playing **That's Not Right!** Reread each story aloud, but change some of the details. Students should correct you each time they hear a mistake, saying *That's not right!* and providing the correct word or words.

- Use Workbook page 27 “Meet Bruno from Brazil” or Workbook page 35 “Free Socks Day!” In pairs students choose one of the readings. They change some of the words to create an original reading. Volunteer pairs then read their original story to the class.


Student Book page 38

Let's Review

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


A Listen and number.

- Prepare students for the test procedure. On the board, set up a sample activity A. Draw a simple picture of a girl standing next to a broken window with a ball on the ground. Say *Number one. What happened? She broke a window.* Write the number 1 in the box. Repeat as necessary until all students understand.
- On the board, set up a sample activity B, using Teacher Cards 23 (chicken), 26 (sheep), 50 (whale). Have a student stand by the cards. Say *Which animal is the biggest?* The student answers *The whale is the biggest* and puts a checkmark in the appropriate box.
- Have students look at the test in the book and identify the activities in A and B.
- Play Class CD1 Track 85. Have students listen and point to the appropriate pictures.

-  **L.85**
- What happened? She ate too much chocolate.
 - What happened? They found some money.
 - What did you do yesterday? I flew a kite.
 - What did they do yesterday? They went to the mall.
 - What did you do yesterday? I had a party.
 - What happened? He lost his cell phone.

B Listen and check.

- Play Class CD1 Track 86. Have students listen and check the appropriate boxes.


-  **L.86**
- Which building is the tallest?
The gray building is the tallest.
 - Which ball is the smallest?
The white ball is the smallest.
 - Which train is the fastest?
The black train is the fastest.
 - Which test is better, Lisa's or Sam's?
Lisa's test is better.
 - Which days are better, snowy days or sunny days?
I think snowy days are better than sunny days.

- Play Class CD1 Tracks 85 and 86 again and have students do the exercises 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.
- Have students use the pictures on page 38 for further review. Have students work in pairs, creating their own listening test items for each other.

Student Book page 39

C Let's read about: Chris and Cindy's Treasure Hunt, Part 2

- Ask students to predict what's going to happen in Part 2.
- Have students look at the sentences, identify the words they know, and try to read the sentences.
- Teach the new words and have students point to the picture to show they understand.
- Play Class CD1 Track 87 and have students listen.

 **L.87** Egypt is hot!
Look! There's the Great Pyramid!
And there's Uncle Al with three water bottles.
Hi, kids!
Hi, Uncle Al. Do you have our next clue?
Yes, I do. Here it is.
Find the biggest waterfall and ride a boat in front of it.
This clue is harder.
I think I know!

D Where are they going to go next?

Help students examine each picture, using the description in the story clue. Let the class choose the most likely destination.

E Write a description of Egypt.

- Review the words and grammar in the story.
- Have students write their descriptions. Then have student pairs read each other's writing.

Additional Resources

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

Unit 5 Outdoors and Indoors

Let's Talk

Unit 5 Outdoors and Indoors Let's Talk

A Listen and say. 2.02

Hi, Scott. Where are you? We're at the roller coaster. Can you wait for us? Sure, but hurry!

Thanks for waiting for us. No problem! I'm so excited! Me, too!

B Watch the video. 2.03

40 Unit 5 Outdoors and Indoors

C Practice the words. Make sentences. 2.02

1. excited 2. worried 3. interested
4. surprised 5. bored 6. embarrassed

He's excited. They're interested.

D Listen and sing. 2.03

He's Very Worried
He's very worried.
So is she.
She's excited.
So are we.
We're surprised.
So are they.
Our teacher gave a test today.

I can do this lesson.

Unit 5 Outdoors and Indoors 41

Topic:

- Feelings

Lesson Objective:

- Using adjectives to describe personal feelings

Language:

excited, worried, interested, surprised, bored, embarrassed

Hi, Scott. Where are you? We're at the roller coaster. Can you wait for us? Sure, but hurry! Thanks for waiting for us. No problem! I'm so excited!

Materials:

Teacher Cards 103–108; CD2 Tracks 02–06; Student Cards 103–108 and Unit 5 Let's Talk Video (Teacher's Resource Center)

Student Book pages 40–41

Warm up

1. Review vocabulary for feelings (*happy, sad, angry, tired, sick, scared*) by playing **Charades** (p. 17).
2. Introduce the new feelings vocabulary using Teacher Cards 103–108. Show one card at a time, say the word, and students repeat it several times.

Student Book page 40

A Listen and say.

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

1. Use puppets to model the conversation. Have students repeat the lines after you to practice pronunciation. Have students take two of the roles while you take the other, and then switch. Help students understand the meaning of *No problem!*
2. Have students look at the pictures and identify the characters they recognize. Play Class CD2 Track 02. Have students listen to the conversation several times.

2.02 Hi, Scott. Where are you?
We're at the roller coaster.
Can you wait for us?
Sure, but hurry!
Thanks for waiting for us.
No problem!
I'm so excited!
Me, too!

3. Play Class CD2 Track 03. Then have students repeat after the audio, focusing on natural intonation, rhythm, and speed.

2.03 Thanks for waiting for us.
No problem!

B Watch the video.

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

1. Play the video. Pause the video after Kate asks *Is Scott at the roller coaster or playing a game?* Have a few students respond. Explain *We made it!* if necessary. Say *We made it!* sounding relieved. Have students repeat and copy the emotion. Write the time that class starts on the board. Go out of the classroom, look in, and tell students it is now one minute before that time. Run in, look at your watch, and say *I made it!*

Hello.

Hi, Scott. Where are you?

Listen! Is Scott at the roller coaster or playing a game?

We're at the roller coaster.

Can you wait for us?

Sure, but hurry!

We are hurrying!

Come on, Kate! Run faster!

We made it. Thanks for waiting for us.

No problem! The line didn't move very fast.

I'm so excited!

Me, too!


2. Play the video again. Have students raise their hands when they hear *roller coaster*. Play the video again, pausing it after each exchange. Have students repeat the extended conversation and copy the gestures, emotions, and actions, where appropriate.
3. Have students practice the exchange in three groups, one for Scott, one for Kate, and one for Jenny.
4. Have students role-play the conversation in groups of three using gestures, emotions, and actions.

Student Book page 41

C Practice the words. Make sentences.

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

1. Have students look at the pictures and describe what they see. Then play Class CD2 Track 04 and have students listen and repeat the words.

 2.04 1. excited 2. worried 3. interested
4. surprised 5. bored 6. embarrassed

2. Say each feeling word and have students point to the appropriate picture.
3. Direct students' attention to the language focus. Play Class CD2 Track 05 and have students listen and point to the appropriate pictures. Then play the audio again and have students listen and repeat.

 2.05 He's excited.
They're interested.
1. He's excited. 2. She's worried.
3. They're interested. 4. They're surprised.
5. He's bored. 6. She's embarrassed.

4. Display Teacher Cards 103–108. Point to the first adjective and ask *How does he feel?* Students reply *He's (excited)*. Repeat with all the adjectives.

D Listen and sing.

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

1. Play Class CD2 Track 06 and have students repeat words they recognize from the extended conversation.

2.06 He's Very Worried

He's very worried.

So is she.

She's excited.

So are we.

We're surprised.

So are they.

Our teacher gave a test today.

2. Have students clap to keep the beat. Then model the song line by line, and have students repeat after you.
3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions.
4. Have students work in groups to create an original chant or 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

- Use **Back-to-Back** (p. 21) to practice the extended conversation.
- **Role-Play**. With students' help, create a new conversation based on the language in *Let's Talk*, but with a new context. For example, at the ice-cream store. Have groups of three students perform it for the class.
- **Go Fish** (p. 20). Give small groups of students each a double set of Student Cards 103–108. Students try to collect pairs of cards by asking other players *Are you (worried)?*

Additional Resources

Workbook pages 38–39
Online practice

Let's Learn

A Learn the words.

1. around 2. through 3. over 4. under 5. into 6. out of

B Listen and say.

1. Kate went under a bridge and up a hill.
2. Scott went into the woods and out of the woods.
3. Jenny went around a hill and over a bridge.
4. Andy went through a tunnel and down a hill.

C Ask and answer.

D Listen and chant.

Jogging Up and Down
Jogging, jogging, up and down.
Up and down and all around.
Jogging, jogging, up and down.
Up and down and all around.

Under the bridge,
Into the town,
Jogging, jogging, up and down.

Through the tunnel,
Down the hill,
There goes Bob. There goes Bill.

Out of the woods,
Into the street,
Here comes Patty.
Here comes Pete

Jogging up, jogging down.
Jogging, jogging all around.

I can do this lesson.

42 Unit 5 Outdoors and Indoors Unit 5 Outdoors and Indoors 43

Topic:

- Directions

Lesson Objective:

- Using prepositions to describe direction of movement

Language:

around, through, over, under, into, out of
Kate went under a bridge and up a hill. Where did she go? She went through the tunnel.

Materials:

Teacher Cards 53–64, 109–114; CD2 Tracks 07–12; Student Cards 53–64, 109–114 (Teacher's Resource Center)

Student Book pages 42–43

Warm up

- Memory Chain** (p. 19). Review the past-tense forms of irregular verbs using Teacher Cards 53–64. Students build a chain of events, trying not to repeat a verb phrase. S1: *I took a test.* S2: *I took a test. Then I ate too much chocolate.*
- Use classroom objects to review prepositions. Students work in pairs or small groups. S1 arranges the objects on a desk and asks S2 three to five questions about their position. S1: *Where's the (book)?* S2: *It's (in) the (bag).* Then S2 makes a new arrangement and asks the questions.

Pre-teach Language

- Use Teacher Cards 109–114 to introduce the new prepositions. Show each card and say the word. Have students repeat the word several times.
- Use classroom objects and gestures to demonstrate the direction of movement. Say each word aloud as you demonstrate and have students repeat the words several times.

Student Book page 42

A Learn the words.

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

- Play Class CD2 Track 07. Have students listen and point to the arrows in the pictures as they hear the words. Play the audio again and have students repeat the words. Check pronunciation.

2.07 1. around 2. through 3. over
4. under 5. into 6. out of

- Call out the prepositions in random order, and have students repeat the words and point to the pictures.

B Listen and say.

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

- Have students look at the pictures and describe what they see. Then play Class CD2 Track 08 and have students follow the arrows.

2.08 1. Kate went under a bridge and up a hill.
2. Scott went into the woods and out of the woods.
3. Jenny went around a hill and over a bridge.
4. Andy went through a tunnel and down a hill.

2. Draw students' attention to the language focus, and play the audio again. Point out that when items are joined by *and* in a sentence, they use rising intonation for the word(s) before *and*, and falling intonation for the item that follows.
3. Play Class CD2 Track 09. Have students listen, clap, and chant along with the drum track.



See the script for Track 08.

4. Have student pairs take turns saying the four sentences.

Student Book page 43

C Ask and answer.

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

1. Have students look at the picture and identify the objects and directions they see. Then direct students' attention to the question-and-answer pattern in the language focus. Finally, play Class CD2 Track 10. Point to the words as students listen. Have students repeat after the audio.



1. Where did she go? She went through the tunnel.
2. Where did she go? She went into the house.
3. Where did she go? She went out of the house.
4. Where did she go? She went around the table.
5. Where did he go? He went up the hill.
6. Where did he go? He went down the hill.
7. Where did he go? He went over the bridge.
8. Where did he go? He went under the table.

2. Play Class CD2 Track 11. Have students listen, clap, and chant along with the drum track.



See the script for Track 10.

3. Have student pairs take turns asking and answering the questions about the children.

D Listen and chant.

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

1. Have students look at the picture and describe what they see. Play Class CD2 Track 12.



Jogging Up and Down

Jogging, jogging, up and down.
Up and down and all around. (repeat)
Under the bridge,

Into the town,
Jogging, jogging, up and down.
Through the tunnel,
Down the hill,
There goes Bob. There goes Bill.
Out of the woods,
Into the street,
Here comes Patty.
Here comes Pete.
Jogging up, jogging down.
Jogging, jogging all around.

2. Divide the class into two groups, and have groups alternate lines. Encourage students to use gestures. Switch parts and repeat.



I can do this lesson.

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

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

Games and Activities

- **Sentence Charades.** Write sentences of varying difficulty (one, two, or three prepositional phrases) on pieces of paper. Divide the class into teams. S1 from Team A silently reads one sentence and does what it says. The other students from Team A describe S1's path: (*He went (over) the (chair) and (around) the (desk).*)
- **Walk and Talk** (p. 21). Place pairs of nonmatching Student Cards 109–114 around the room. Students take turns using the prepositions as cues for questions and answers: *Where did you go? I went (into) the (woods).*
- **How Many Prepositions?** Draw a scene on the board that includes the locations taught in the lesson. Have student pairs or small groups work together to create sentences using as many prepositions as possible for each location: *The boy went under/over/down/up the bridge, but not through/into/out of the bridge.* Have students act out their sentences to test the logic.

Additional Resources

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

Unit 5 Outdoors and Indoors Let's Learn More

Let's Learn More

A Learn the words.

- downloaded pictures
- practiced the violin
- watched a baseball game
- listened to music
- played a board game
- visited my grandparents

B Ask and answer.

What did you do on Sunday? I watched a baseball game.

What did he do on Sunday? He downloaded pictures.

C Ask your partner.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

D What about you?

I studied English on Tuesday.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

I can do this lesson.

44 Unit 5 Outdoors and Indoors Unit 5 Outdoors and Indoors 45

Topic:

- Activities

Lesson Objective:

- Talking about past activities

Language:

downloaded pictures, practiced the violin, watched a baseball game, listened to music, played a board game, visited my grandparents

What did you do on Sunday? I watched a baseball game. What did he do on Sunday?

Materials:

Teacher Cards 53–64, 115–120; CD2 Tracks 13–17; Student Cards 53–64, 115–120 (Teacher's Resource Center)

Student Book pages 44–45

Warm up

- Word Prediction.** Write the conversation from Unit 5, Let's Talk on the board, replacing a few words with blanks. Have students use the context around the blanks to predict the missing words.
- Good News.** Review verb phrases by dividing the class into pairs, and give each pair six different Student Cards 53–64. Have students take turns picking a card, saying a sentence, and responding *Really? That's good* or *Really? That's too bad*.

Pre-teach Language

- Use Teacher Cards 115–120 to introduce the new vocabulary. Show each card and say the phrase. Have students repeat each phrase several times.
- Hold up a monthly calendar and point to the previous week. Ask *What did you do on Sunday?* Have students repeat the question for each day of the week.

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


- 2.13
- downloaded pictures
 - practiced the violin
 - watched a baseball game
 - listened to music
 - played a board game
 - visited my grandparents

- Do a quick practice with the vocabulary. Display Teacher Cards 115–120. Say a verb phrase. Have students point to the card and say the phrase. Do this with the rest of the phrases.

B Ask and answer.

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

- Have students look at the picture and describe what they see. Then play Class CD2 Track 14.

 **2.14** What did you do on Sunday?
I watched a baseball game.

1. What did you do on Sunday?
I watched a baseball game.
2. What did you do on Sunday?
I visited my grandparents.
3. What did you do on Sunday?
I listened to music.
4. What did you do on Sunday?
I downloaded pictures.

2. Use puppets to present the question-and-answer pattern, ask *What did you do yesterday?* and answer *I (watched a baseball game)*. Have students repeat several times.
3. Play Class CD2 Track 15. Have students listen, clap, and chant along with the drum track.



See the script for Track 14.

4. Have student pairs take turns asking and answering about Scott's and Andy's activities on Sunday.

Student Book page 45

C Ask your partner.

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

1. Read the question and answer in the language focus. Read them again and have students repeat. Write the pattern on the board or direct students' attention to their books. Play Class CD2 Track 16. Point to the pictures as students listen to the audio. Then have students repeat after the audio.



2.16 What did he do on Sunday?
He downloaded pictures.

2. Play Class CD2 Track 17. Have students listen, clap, and chant along with the drum track.



See the script for Track 16.

3. Have student pairs practice asking and answering the questions about the children in the chart. You may want to point out the pronoun for each row in the chart: *he, she, they*.

D What about you?

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

1. Use a puppet to model the question *What did you do on Sunday?* and have a student volunteer answer. Do the same for the rest of the days.
2. Have students look at the chart and fill it in using words or drawings. Help students with vocabulary as necessary. Then ask each student in the class *What did you do on (Tuesday)?* For more of a challenge, put students in rows and have S1 in each row ask S2 a question. S2 answers and asks S3, and so on. Have students continue around the class until everyone has answered at least one question.



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

- To practice regular past-tense verbs, write various past-tense sentences on the board with blanks where the verbs belong. Have students fill in an appropriate verb; for example, *He played video games on Friday*. Check for pronunciation, especially on the *-ed* endings.
- **True Statements** (p. 21). Have students sit in groups around desks or on the floor. Place Student Cards 53–64 and 115–120 face up in the middle of each group. S1 asks S2 *What did you do on Saturday?* S2 looks through the cards and finds one that will allow him or her to reply truthfully. S1 asks the group *What did he/she do on Saturday?* and the group answers. Continue until all students have participated. Encourage students to vary the days of the week.
- **Find It Fast** (p. 21). On the board, write 8–10 of the vocabulary items from the unit in a column. Repeat the same words in a second column, but in a different order. Students from two teams stand in front of each column. Call out each word and have students find and circle it as quickly as possible.

Additional Resources

Workbook pages 42–43

Unit 5 Worksheet B (Teacher's Resource Center)

Online practice

Unit 5 Outdoors and Indoors

Let's Read

Let's Read

Phonics

A Listen, point, and say.

lk
milk, talk, walk

st
first, last, toast

B Listen, point, and chant.

Walk and Talk
Come on, let's walk.
Walk and talk.
Walk a little, talk a little,
Walk and talk.

First drink some milk
and have some toast.
Then walk a little, talk a little,
Walk and talk.

46 Unit 5 Outdoors and Indoors

C Listen and read along.

Happy French Toast Day!

On Monday, it was French Toast Day in the United States. I made French toast in cooking class. I was very excited!

First, the teacher talked about French Toast Day. Then, we cooked. We put the bread into milk and eggs. Then we fried the bread.

I poured syrup over my French toast and ate it. It was delicious! It's my favorite food!

New Words
French fry → fried
pour → poured
syrup
delicious

D Choose the correct answer.

1. When was French Toast Day?
a. yesterday b. on Monday

2. What do you use to make French toast?
a. bread, milk, and eggs b. bread, bananas, and milk

3. What did he pour over the French toast?
a. syrup b. bread

I can do this lesson! Unit 5 Outdoors and Indoors 47

Topic:

- Consonant sounds /lk/ and /st/

Lesson Objectives:

- Learning words ending in /lk/ and /st/
- Reading a story that recycles the phonics words and language from previous lessons

Language:

milk, talk, walk, first, last, toast

Materials:

Teacher Cards 97–102, 121–126; CD2 Tracks 18–21; Student Cards 97–102, 121–126 (Teacher's Resource Center)

Student Book pages 46–47

www.irLanguage.com

Warm up

- Review the /ck/ and /nk/ sounds using Teacher Cards 97–102. Flash the cards and ask students to say the words as quickly as possible.

Pre-teach Phonics

1. Write *lk* and *st* on the board. Help students brainstorm at least one word with each pattern.
2. Write *lk* and *st* on the board. Display Teacher Cards 121 (*milk*) and 124 (*first*). Say the words, stressing the final sounds: *mi/lk/* and *fir/st/*. Ask students to repeat the words and match the cards with the correct sound.

Student Book page 46

A Listen, point, and say.

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

1. Ask students to point to the letters *lk* and *st* in their books. Play Class CD2 Track 18. Have students listen and point to the letters and words as they hear them. Then have students listen again and repeat the words.

2.18 /lk/ milk talk walk
/st/ first last toast

2. Show students the Teacher Cards (121–126) for words that end in *lk* (*milk, talk, walk*), and say the words. Have students concentrate on listening to each word. Point out that the *l* in *talk* and *walk* is silent (not pronounced), whereas the *l* in *milk* is very clear. Do the same for the words ending in *st* (*first, last, toast*). Then say the words in random order, and ask students to decide whether the final letters are *lk* or *st*. Ask students to clap once for /lk/ and twice for /st/.

B Listen, point, and chant.

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

1. Play Class CD2 Track 19. Have students listen for the words that end in *lk* and *st*.

2.19 **Walk and Talk**
Come on, let's walk.
Walk and talk.
Walk a little, talk a little,
Walk and talk.

First drink some milk and have some toast.
Then walk a little, talk a little,
Walk and talk.

2. Play the audio again and have students chant along. Have students repeat the chant several times, in two groups and then in pairs. Invite students to act out the actions as they chant.

Student Book page 47

C Listen and read along.

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

1. Before students listen to the story, have them preview it by looking at the pictures and identifying words they know. Read the story title aloud.
2. **Read along.** Play Class CD2 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.
3. Discuss the story, asking students *What did the students make in cooking class? What food has a special day in the United States? What other delicious foods can we make in cooking class? What is the writer's favorite food?*

2:20 Happy French Toast Day!

On Monday, it was French Toast Day in the United States. I made French toast in cooking class. I was very excited!

First, the teacher talked about French Toast Day. Then we cooked. We put the bread into milk and eggs. Then we fried the bread.

I poured syrup over my French toast and ate it. It was delicious! It's my favorite food!


4. **Paired reading.** Have students take turns reading the story sentences in small groups or pairs.

D Choose the correct answer.

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

1. Talk about the story with the students. Point to one of the pictures, and have student volunteers say anything they can about what is happening in the picture.

2. Play Class CD2 Track 21 and have students read along. Then have student pairs take turns asking and answering the questions. Finally, help students understand why the answers *b*, *a*, and *a* are correct.

-  2:21
1. When was French Toast Day?
 2. What do you use to make French toast?
 3. What did he pour over the French toast?

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 **Concentration** (p. 17). Give pairs or small groups of students each a double set of teacher-made word cards for the *lk* and *st* phonics words from the story "Happy French Toast Day!" Students turn over two cards and read the words as they try to collect pairs of matching cards.
- **That's Not Right!** As you read the story to the students, introduce errors by changing some of the words. When students hear a mistake, they shout out *That's not right!* Then have them supply the correct word.
- **Find the Word.** Hold up one of the teacher-made word cards. Students find the word in the story. Then they read the sentence where they found the word. Do the same with all the cards.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Joey's Family Drive" on page 45 of the Workbook. Then have students read the story for homework or in class.

Additional Resources

Workbook pages 44–45

Unit 5 Test (Teacher's Resource Center)

Online practice

Unit 6 People

Let's Talk

Unit 6 People Let's Talk

A Listen and say.

Can I help you?
Yes, thanks. I'm looking for someone.

Who are you looking for?
I'm looking for my aunt.

What does she look like?
She has short red hair.

Is that her over there?
Yes, it is. Thanks!

Can I help you?
Yes, thanks.
No, thanks. I'm OK.

B Watch the video.

C Practice the words. Ask and answer.

Kate's Family
1. grandma
2. grandpa
3. aunt
4. uncle
5. mom
6. dad
7. cousin
8. younger sister

Who are you looking for?
I'm looking for my grandma.

D Listen and chant.

Can I Help You?
What's the matter? Can I help you?
I can't find my sister anywhere.
Is she very tall with long black hair?
Yes!
Look! She's right over there.
That's my sister. What a surprise!
Long black hair and beautiful eyes!

I can do this lesson.

Student Book pages 48–49

Topic:

- Trying to find someone

Lesson Objective:

- Talking about the appearance of family members

Language:

grandma, grandpa, aunt, uncle, mom, dad, cousin, younger sister

Can I help you? I'm looking for someone. Who are you looking for? I'm looking for my aunt. What does she look like? She has short red hair.

Materials:

Teacher Cards 89–96, 127–134; CD2 Tracks 22–26; Student Cards 89–96, 127–134 and Unit 6 Let's Talk Video (Teacher's Resource Center)

Warm up

1. Review adjectives using Teacher Cards 89–96. Hold up each card and have students use them to describe people and objects in the room.
2. Introduce the new family vocabulary using Teacher Cards 127–134.

Student Book page 48

A Listen and say.

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

1. Use puppets to model the conversation. Have students repeat the lines after you to practice pronunciation and intonation. Have students take one role while you take the other, and then switch.
2. Have students look at the pictures and identify familiar objects. Play Class CD2 Track 22. Have students listen to the conversation several times.

2.22 Can I help you?
Yes, thanks. I'm looking for someone.
Who are you looking for?
I'm looking for my aunt.
What does she look like?
She has short red hair.
Is that her over there?
Yes, it is. Thanks!

3. Play Class CD2 Track 23. Have students listen and repeat the language focus.

2.23 Can I help you?
Yes, thanks.
No, thanks. I'm OK.

B Watch the video.

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

1. Play the video. Pause the video after the conductor asks *Do you see Kate's aunt?* Have a few students respond. Explain new language, if necessary.

Can I help you?
Oh, yes, thanks. I'm looking for someone.
Who are you looking for?
I'm looking for my aunt.
What does she look like?
She has short red hair.
Do you see Kate's aunt?
Is that her over there?
No. My aunt is taller.
How about her? She's wearing a green shirt and has a purple bag. Is that her?
Yes, it is. Thanks! My aunt is here for my birthday!
That's nice.
Hi, Aunt Jean!

- Play the video. Have students raise their hands when they hear clothing words. Play the video again, pausing it after each exchange. Have students repeat the extended conversation and copy the gestures, emotions, and actions.
- Have students practice the exchange in two groups, one for the conductor, the other for Kate.
- Have students role-play the conversation in pairs using gestures, emotions, and actions.

Student Book page 49

C Practice the words. Ask and answer.

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

- Play Class CD2 Track 24. Have students listen and point to the family words. Students listen again and repeat the words.
- Use Teacher Cards 127–134 to conduct a quick drill of the family vocabulary.

2.24 Kate's Family

- grandma
- grandpa
- aunt
- uncle
- mom
- dad
- cousin
- younger sister

- Draw students' attention to the language focus, and write the question-and-answer pattern on the board. Then play Class CD2 Track 25 and have students read along with the audio.

2.25 Who are you looking for?

I'm looking for my grandma.

- Who are you looking for?
I'm looking for my grandma.
- Who are you looking for?
I'm looking for my grandpa.
- Who are you looking for? I'm looking for my aunt.
- Who are you looking for? I'm looking for my uncle.
- Who are you looking for? I'm looking for my mom.
- Who are you looking for? I'm looking for my dad.
- Who are you looking for?
I'm looking for my cousin.
- Who are you looking for?
I'm looking for my younger sister.

- Display Teacher Cards 127–134. Point to a word and ask *Who are you looking for?* Students answer *I'm looking for my (cousin)*. Repeat with all the cards.

D Listen and chant.

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

- Have students look at the picture and guess what the chant is about.
- Play Class CD2 Track 26. Have students listen to the chant and point to the speakers in the picture.

2.26 Can I Help You?

What's the matter? Can I help you?

I can't find my sister anywhere.

Is she very tall with long black hair?

Yes!

Look! She's right over there.

That's my sister. What a surprise!

Long black hair and beautiful eyes!

- Have students clap to keep the beat as you model the chant, line by line, then echo the lines after you.
- Divide the class into two groups to do the chant.
- Put students into small groups to write their own chants, following the pattern of *Can I help you?*



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

- Conversation Lines** (p. 21). Use Student Cards 127–134 to practice *Who are you looking for?*
- Board Race**. Put students into two teams. Describe someone. One student from each team races to the board and draws the person you described.

Additional Resources

Workbook pages 46–47

Online practice

Unit 6 People

Let's Learn

Let's Learn

A Learn the words.

Hair styles

 long short curly straight a ponytail bangs a beard a moustache

Hair color

 blond red brown gray black

Eye color

 brown blue green black

B Ask and answer.

What does your cousin look like?

 He has curly brown hair.

C Ask and answer.

Dan's Family
 1. dad
 2. mom
 3. uncle
 4. aunt
 5. cousin
 6. older sister
 7. grandpa
 8. grandma

What does Dan's dad look like?
 He has short brown hair and a moustache.

D Listen and sing.

The Ponytail Song

Barbie has braids, long braids. Penny has a ponytail. Dorrie has braids, long braids. Penny has a ponytail.	Kathy has short, red, curly hair. Penny has a ponytail. Auntie has short, red, curly hair. Penny has a ponytail.
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I can do this lesson.

Topic:

- Hair and eyes

Lesson Objective:

- Describing the color of someone's hair and eyes

Language:

long, short, curly, straight, a ponytail, bangs, a beard, a moustache, blond, red, brown, gray, black, blue, green

What does your cousin look like? He has curly brown hair. What does Dan's dad look like?

Materials:

Teacher Cards 127–151; CD2 Tracks 27–32; Student Cards 127–151 (Teacher's Resource Center)

Student Book pages 50–51

Warm up

- Play **Concentration** (p. 17) with Student Cards 127–134 to review family vocabulary using the pattern *I'm looking for my (aunt)*.

Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 135–151. Have students say the words.
2. Write on the board *What does she look like? She has short red hair.* Have students repeat the pattern.

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 vocabulary for hair styles, hair color, and eye color as they hear them. Play the audio again and have students repeat the words. Check pronunciation.

2.27 Hair styles: long, short, curly, straight, a ponytail, bangs, a beard, a moustache
 Hair color: blond, red, brown, gray, black
 Eye color: brown, blue, green, black

2. Display Teacher Cards 135–151. Say a word. Have students point to the style or color and say its name. Repeat with each word.

B Ask and answer.

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

1. Have students describe the scene. Ask *Who are the people?* and have students answer *They're Jenny, Scott, and Scott's aunt, uncle, and cousin.*

2.28 What does your cousin look like?
 He has curly brown hair.

1. What does your cousin look like? He has curly brown hair.
2. What does your uncle look like? He has curly red hair.
3. What does your aunt look like? She has straight blond hair.

2. Write the question-and-answer pattern on the board. Play the audio again and point to the words as students listen. Have students repeat.
3. Play Class CD2 Track 29. Have students listen, clap, and chant along with the drum track.

2.29 See the script for Track 28.

4. Have student pairs take turns asking and answering the questions about the family.

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 picture and describe the people that they see. Then play Class CD2 Track 30. Have students listen and point to the people.



1. What does Dan's dad look like? He has short brown hair and a moustache.
2. What does Dan's mom look like? She has curly red hair and green eyes.
3. What does Dan's uncle look like? He has short blond hair and blue eyes.
4. What does Dan's aunt look like? She has straight black hair and bangs.
5. What does Dan's cousin look like? He has straight blond hair and blue eyes.
6. What does Dan's older sister look like? She has curly brown hair and a ponytail.
7. What does Dan's grandpa look like? He has gray hair and a beard.
8. What does Dan's grandma look like? She has short brown hair and glasses.

2. Write the question-and-answer pattern on the board.
3. Play Class CD2 Track 31. Have students listen, clap, and chant along with the drum track.



2.31

See the script for Track 30.

4. Have student pairs take turns asking and answering about Dan's family.

D Listen and sing.

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

1. Have students look at the pictures and the title of the song. Introduce the vocabulary for the song by saying *The first girl is Barbie. She has braids. The second girl is Penny. Does she have bangs and a ponytail? What about the third girl? What does she look like? And the last girl?* Then play Class CD2 Track 32.



2.32 The Ponytail Song

Barbie has braids, long braids.
Penny has a ponytail. (repeat)
Kathy has short, red, curly hair.
Penny has a ponytail.
Annie has short, red, curly hair.
Penny has a ponytail.

2. Model the song, line by line. Have students clap to keep the beat and repeat after you.
3. Have students sing the song in pairs or groups. Have them point to each girl when they hear her name and hair style.



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/Screens Activity** (p. 20). S1 tells S2 about a friend or a family member. S2 listens and draws a picture of the person. Students discuss the picture and compare it with the description. Then they switch roles.
- **Famous People**. Divide the class into two teams. Elicit names of famous people, and write them on the board. Point to one of the names, and say *(Jane) is (young) and (tall). (She) has (brown) hair and (bangs)*. Teams take turns describing a person named on the board, while the other team has three chances to guess the person.
- **Draw and Tell**. Draw a family of stick figures on the board. Then write the name of one child under one figure and label the rest of the family members. Have each student draw something on one of the figures (hair color, hair style, eye color). Have student groups work together to write a description of the family.

Additional Resources

Workbook pages 48–49
Unit 6 Worksheet A (Teacher's Resource Center)
Online practice

Unit 6 People

Let's Learn More

Let's Learn More

A Learn the words.

1. a vest
2. a baseball cap
3. a blouse
4. a tie
5. a suit
6. sandals
7. sneakers
8. glasses

B Ask and answer.

Which one is your uncle?
He's the one in a suit and a tie.

Which one is your uncle?
He's the one in a suit and a tie.

C Play a game. Ask and answer.

Which one is Jim's mom?
She's the one with short curly hair.
She's the one in a red dress.

Jim's FAMILY

START → END

uncle

aunt

grandfather

grandmother

cousin

mother

sister

brother

Jim

father

I can do this lesson.

Unit 6 People 53

Topic:

- Clothes

Lesson Objective:

- Identifying someone using descriptions of clothing

Language:

a vest, a baseball cap, a blouse, a tie, a suit, sandals, sneakers, glasses

Which one is your uncle? He's the one in a suit and a tie. Which one is Jim's mom? She's the one with short curly hair. She's the one in a red dress.

Materials:

Teacher Cards 135–159; CD2 Tracks 33–36; Student Cards 135–159 (Teacher's Resource Center)

Student Book pages 52–53

Warm up

1. **Concentration** (p. 17). For each pair or small group, use a double set of Student Cards 135–151 to review vocabulary for appearance. Place the cards face down in random order for each group. Students turn over two cards at a time, looking for matching descriptions. When students find a match, they make a sentence using the description.
2. Do a quick color and clothing review. Model the activity by choosing a student volunteer and describing his or her clothing and appearance. For example, *Her skirt is brown, her T-shirt is yellow, and her shoes are black. She has long black hair and brown eyes.*

Pre-teach Language

1. Use Teacher Cards 152–159 to introduce the new vocabulary. Show each card and say the words. Have students repeat the words several times.
2. Ask and answer questions about individual students in the class to introduce the language. *Which one is (Sarah)? She's the one (in blue sandals).*

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 clothing vocabulary and point to the items as they hear them. Play the audio again and have students repeat the words.

2.33 1. a vest 2. a baseball cap 3. a blouse 4. a tie
5. a suit 6. sandals 7. sneakers 8. glasses

2. Do a quick practice with the vocabulary. Display Teacher Cards 152–159. Call out a word. Have students point to the word and say it aloud. Repeat with each word.

B Ask and answer.

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

1. Use puppets to present the question-and-answer pattern *Which one is your uncle? He's the one in a suit and tie.*
2. Have students look at the picture and describe the people. Then play Class CD2 Track 34 and have students listen and point to the people.



2.34 Which one is your uncle?
He's the one in a suit and a tie.

1. Which one is your uncle? He's the one in a suit and a tie.
2. Which one is your grandma? She's the one in a baseball cap and glasses.
3. Which one is your aunt? She's the one in a skirt and blouse.

3. Have a student volunteer come to the front of the class, take a Teacher Card (152–159), and show it to the other students. Ask *Which one is your aunt?* Have students answer *She's the one (in glasses).* Continue with the rest of the cards and other students.
4. Play Class CD2 Track 35. Have students listen, clap, and chant along with the drum track.



2.35 See the script for Track 34.

5. Have student pairs take turns asking and answering the questions about the picture.

Student Book page 53

C Play a game. Ask and answer.

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

1. Use puppets to model the language focus. Have students repeat the lines after you to practice pronunciation and intonation. Have students take one role while you take the other, and then reverse.
2. Play Class CD2 Track 36. Have students look at the picture and describe the people. Then play the audio several times.



2.36 Which one is Jim's mom?
She's the one with short curly hair.
She's the one in a red dress.

3. Have students play the game in pairs. Encourage students to give as many details as they can when describing each of the people in the picture.



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. 19). Divide the class into groups of six to eight. Students take turns thinking of someone in the group. The other members ask questions until they discover who it is. S1: *I'm thinking of a boy.* S2: *Is he the one in a blue T-shirt?* S1: *No, he isn't.* S3: *Is he the tall boy with long black hair?* Students continue until everyone has taken a turn.
- **Descriptive Pictures**. Divide the class into small groups. Give each group a set of magazine pictures of people and have them display the pictures on a desk. Students take turns describing one person in a picture and competing to identify the correct person. Model this for the class first, and have volunteers compete to be first to identify the person you describe.
- **True Statements** (p. 21). Have students work in small groups to create sentences — both true and false — about themselves and their classmates using the language from the lesson. Then have students share their sentences and evaluate the accuracy of their statements.

Additional Resources

Workbook pages 50–51

Unit 6 Worksheet B (Teacher's Resource Center)

Online practice

Let's Read

Phonics

A Listen, point, and say.

nd

blond hand band

ng

bangs sing ring

B Listen, point, and chant.

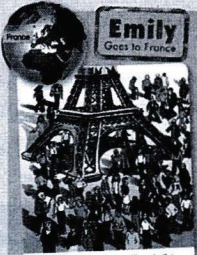
Clap Your Hands for Wanda!

Clap your hands. Wanda's here!
Look at the big blond bangs!
Wanda's back. Look at her rings!
Look at those big blond bangs!

Clap your hands!
Wanda's going to sing.
Listen to her sing with the band!
Clap your hands. Wanda's back.
Look at those big blond bangs!


C Listen and read along.

Emily
Goes to France



Emily is in Paris, France. There's the Eiffel Tower, but which girl is Emily? Emily is the girl with long blond hair and bangs. She is wearing a white shirt and red pants. Her hand is up. Can you find her?

Alex
Goes to India



Alex is in India. He is at the Taj Mahal, the famous palace. Can you find him? Alex is the young boy with short, curly brown hair. He is wearing a green T-shirt and jeans. He is singing a song with the band.

D Choose the correct answer.

- Which girl is Emily?
 - the one with bangs
 - the one in a red shirt
- What is Alex doing?
 - wearing rings
 - singing songs
- Which one has curly hair?
 - Emily
 - Alex

I can do this lesson.

Unit 6 People 55

Topic:

- Consonant sounds /nd/ and /ng/

Lesson Objectives:

- Learning words ending in /nd/ and /ng/
- Reading two stories that recycle the phonics words and language from previous lessons

Language:

blond, hand, band, bangs, sing, ring

Materials:

Teacher Cards 121–126, 160–165; CD2 Tracks 37–40; Student Cards 121–126, 160–165 (Teacher's Resource Center)

Student Book pages 54–55

www.irLanguage.com

Warm up

- Review the /lk/ and /st/ sounds using Teacher Cards 121–126. Flash the cards and ask students to say the words as quickly as possible.

Pre-teach Phonics

- Introduce the new phonics sounds by writing *nd* and *ng* on the board. Display Teacher Cards 160 (*blond*) and 163 (*bangs*). Say the words, stressing the /nd/ and /ng/ sounds. Ask students to repeat the words and match the cards with the correct letters.

Student Book page 54

A Listen, point, and say.

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

- Play Class CD2 Track 37. Have students listen to the audio and point to the letters and words as they hear them. Play the audio again and have students listen and repeat.

2.37 /nd/ blond hand band
/ng/ bangs sing ring

- Show students the Teacher Cards (160–165) for the words with *nd* (*blond, hand, band*), and say the words. Have students concentrate on listening to the target sound in each word. Do the same for the words with *ng* (*bangs, sing, ring*). Then say the words in random order, and ask students to decide whether the sound is /nd/ or /ng/. Ask students to clap once for /nd/ and twice for /ng/.

B Listen, point, and chant.

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

- Play Class CD2 Track 38. Have students listen to the chant. Ask students to listen for the words with /nd/ and those with /ng/.

2.38 Clap Your Hands for Wanda!

Clap your hands. Wanda's here!
Look at the big blond bangs!
Wanda's back. Look at her rings!
Look at those big blond bangs!

Clap your hands!
Wanda's going to sing.
Listen to her sing with the band!
Clap your hands. Wanda's back.
Look at those big blond bangs!

2. Play the audio again and have students chant along. Have students repeat the chant several times, in two groups and then in pairs. Encourage students to use gestures and facial expressions as they chant.

Student Book page 55

C Listen and read along.

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

1. Before students listen, have them preview the stories by pointing at the pictures and words they know. Read the story title aloud.
2. **Read along.** Play Class CD2 Track 39. Have students listen to the stories 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.
3. Discuss the stories, asking students *What does Emily look like? What does Alex look like? What is Alex wearing?*

2.39 Emily Goes to France

Emily is in Paris, France. There's the Eiffel Tower, but which girl is Emily?

Emily is the girl with long blond hair and bangs. She is wearing a white shirt and red pants. Her hand is up. Can you find her?

Alex Goes to India

Alex is in India. He is at the Taj Mahal, the famous palace. Can you find him?


Alex is the young boy with short, curly brown hair. He is wearing a green T-shirt and jeans. He is singing a song with the band.

4. **Paired reading.** Have students take turns reading the story in pairs or small groups.

D Choose the correct answer.

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

1. Play Class CD2 Track 40 and have students read along silently.

-  2.40
1. Which girl is Emily?
 2. What is Alex doing?
 3. Which one has curly hair?

2. Have student pairs take turns reading and answering the comprehension questions. Then help students understand why *a*, *b*, and *b* are the correct choices.



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

- **Scrambled Sentences** (p. 19) gives students practice with using context clues to put sentences in the correct order. Write each line of the stories on a separate piece of paper (or copy the page and cut it into strips). Divide the class into groups of three or four, and have them put the sentences in order. Then have them read their stories to see if they make sense. Play the audio again so that students can check their work.
- **Sentence Dictation** (p. 19). Choose five or six sentences from the stories. Read the sentences aloud and have students write them on a piece of paper.
- **Stand Up Game** (p. 18). Choose some words from the "Clap Your Hands for Wanda!" chant and write them on the board. Have students listen to the chant. Have students stand up and then sit down quickly when they hear each of the words on the board.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "At the Mall" on page 53 of the Workbook. Then have students read the story for homework or in class.

Additional Resources

Workbook pages 52–53

Unit 6 Test (Teacher's Resource Center)

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

B Listen and number.

56 Units 5 and 6 Review

Let's read about: Part 3

Chris and Cindy's Treasure Hunt

Iguazu Falls is beautiful! But I'm well!

Are you Chris and Cindy? Yes, we are.

Here's your clue.

This place is in the desert, but it's always cold. It's underground and dark. Find your treasure near the castle in the Big House.

There are a lot of deserts in the world.

But this is a desert with a big cave. I think I know.

D Where are they going to go next?

a. b. c.

E Write a travel ad for a cave.

Visit a cave!
Caves are dark. Your guides take you around with _____ . Wear your coat.
It's always _____ .
Tour time: _____ Cost of tour: _____

New Words
Iguazu Falls
well
desert
underground
castle
cave

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 103–108, 115–120; CD2 Tracks 20, 39, 41–43; Student Cards 103–108, 115–120 (Teacher's Resource Center)

Let's Talk

1. Use **Scrambled Sentences** (p. 19) to review the extended conversation in the Unit 5 video.
2. **Timed Dialogues** reviews the conversation from Unit 6. Have student pairs practice the conversation as many times as possible in one minute before changing partners. As a follow-up, have students do the same using the extended conversation in the Unit 6 video. Give students one and a half minutes and encourage them to use gestures. Write the conversation on the board for support, if necessary.
3. Have small groups play **Memory Chain** (p. 19) using Teacher Cards 103–108.
S1: *I'm worried.*
S2: *I'm surprised. He's worried.*
S3: *I'm bored. She's surprised. He's worried.*
4. Use **Group Dictation** to review the family vocabulary in Unit 6. Have students number a piece of paper 1–8, then ask you *Who are you looking for?* Answer as Kate: *I'm looking for my (aunt).*

Let's Learn/Let's Learn More

1. Play **Slap** (p. 18) to review past-tense verb phrases from Unit 5. Display Teacher Cards 115–120, and call out a sentence in the present tense. Students touch the corresponding past-tense verb phrase and say the sentence in the past tense.

2. To review prepositions, use Unit 5 Worksheet A (Teacher's Resource Center). Make six copies of the pictures without the path (A2 and B2), trace six different routes. Paste these onto one piece of paper, and make enough copies for each student. Tell students where the animal went. They listen, find the route that matches your description, and write a 1 beside that route. Repeat for all six routes.
3. Give students a blank piece of paper and colored pencils or crayons. Students fold their paper into quarters and number the squares 1–4. Describe two people using the vocabulary and structures on pages 50 and 52 of the Student Book. Students draw simple pictures following your descriptions. Then have student pairs take turns describing and drawing the final two pictures.

Let's Read

Phonics: *milk, talk, walk, first, last, toast, blond, hand, band, bangs, sing, ring*


1. Review the phonics sounds with a **Board Race**. Write *lk, st, nd,* and *ng* on the board. Divide students into teams. Say one of the phonics words. Students from each team race to the board to touch the sound they hear.
2. **Read along.** Have students read "Happy French Toast Day!", "Emily Goes to France", and "Alex Goes to India" along with the audio (Class CD2 Tracks 20 and 39). Then have students show that they understand the stories by playing **That's Not Right!** Reread each story aloud, but change some of the details.

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. On the board, set up a sample to resemble activity A, using three of Teacher Cards 103–108 (feelings). Have a student stand by the cards. Say *He's/She's (excited)*. The student points to the correct card and checks the correct letter.
2. On the board, set up a sample to resemble activity B. Draw a simple family tree for Alice's family, assigning names to each person. Have a student stand by the drawing. Say *Number one. Maggie is Alice's mom*. The student points to the correct person and writes a *1* in the box. Repeat with all family members.
3. Have students look at the test in the book. Have students identify the feelings and activities in A and the family in B. Encourage students to anticipate the language they might hear.
4. Play Class CD2 Track 41. Have students listen and check the appropriate pictures.

-  2.41
1. He's bored.
 2. She practiced the violin.
 3. They played a board game.
 4. He went over a bridge.

B Listen and number.

1. Play Class CD2 Track 42. Have students listen and number the family members.


-  2.42
1. Alice's sister has long curly hair and green eyes. She's wearing a plaid skirt.
 2. Alice's mother has a black ponytail and bangs. She's wearing a pink blouse and a skirt.
 3. Alice's grandmother has short, curly hair. She's wearing glasses and a green blouse.
 4. Alice is wearing a white blouse and a skirt.
 5. Alice's cousin is the boy with brown hair and bangs. He's wearing a T-shirt, shorts, and a baseball cap.
 6. Alice's father is the one with curly blond hair and blue eyes. He's wearing a suit and a tie.

2. Play Tracks 41 and 42 again and have students do the exercises as a written test.

Student Book page 57

C Let's read about: Chris and Cindy's Treasure Hunt, Part 3

1. Ask students to predict what's going to happen in Part 3.
2. Have students look at the sentences, identify the words they know, and try to read the sentences.
3. Play Class CD2 Track 43 and have students listen.

 2.43 Iguazu Falls is beautiful!
 But I'm wet!
 Are you Chris and Cindy?
 Yes, we are.
 Here's your clue.
 This place is in the desert, but it's always cold. It's underground and dark. Find your treasure near the castle in the Big Room.
 There are a lot of deserts in the world.
 But this is a desert with a big cave. I think I know.

D Where are they going to go next?

Help students examine each of the three pictures, applying the description in the story clue. Allow the class to choose the most likely destination.

E Write a travel ad for a cave.

1. Review the vocabulary and structures in the story.
2. Have students write their ads. Then have student pairs read each other's writing.

Additional Resources

Workbook pages 54–55

Unit 5 Test (Teacher's Resource Center)

Unit 6 Test (Teacher's Resource Center)

Online practice

Unit 7 Future Plans

Let's Talk

Unit 7 Future Plans Let's Talk

A Listen and say.

What are you going to do this weekend?
I'm going to stay home.

What about you?
I'm going to play hockey.

I'm going to play in a tournament.
Wow, that sounds exciting!

Good luck! I hope you win.
Thanks!

Good luck! Thanks!

B Watch the video.

C Practice the words. Ask and answer.

1. see a play
2. plant flowers
3. play ice hockey
4. go shopping
5. go horseback riding
6. play softball

What's she going to do?
She's going to see a play.

What are they going to do?
They're going to go shopping.

D Listen and chant.

What Are You Going to Do This Weekend?

What are you going to do this weekend?
I'm going to go shopping.
What are you going to buy?
I'm going to buy skis.

Skis? Why?
It's not going to snow.
I know. I know.
No mountains here.
No hills. No snow.
Where are you going to ski?
I don't know!

I can do this lesson.

58 Unit 7 Future Plans

Topic:

- Activities

Lesson Objective:

- Talking about future activities

Language:

see a play, plant flowers, play ice hockey, go shopping, go horseback riding, play softball

What are you going to do this weekend? I'm going to stay home. What about you? I'm going to play in a tournament.

Materials:

Teacher Cards 7, 9, 11, 13, 15, 18, 53–64, 166–171; CD2 Tracks 44–48; Student Cards 7, 9, 11, 13, 15, 18, 53–64, 166–171, and Unit 7 Let's Talk Video (Teacher's Resource Center)

Student Book pages 58–59

Warm up

1. **Find Someone Who** (p. 19). Use Teacher Cards 53–64.
2. Play **Slap** (p. 18). Use Student Cards 7, 9, 11, 13, 15, and 18. Call out the vocabulary and ask a question, such as *You have a skateboard. What are you going to do?* Students race to touch the card and answer *I'm going to (go skateboarding).*

Student Book page 58

A Listen and say.

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

1. Use puppets 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 describe what they see. Then play Class CD2 Track 44. Have students listen to the conversation several times.

2.44 What are you going to do this weekend?
I'm going to stay home. What about you?
I'm going to play hockey. I'm going to play in a tournament.
Wow, that sounds exciting! Good luck! I hope you win.
Thanks!

3. Play Class CD2 Track 45. Draw students' attention to the language focus as they listen to the audio. Then have students repeat after the audio, focusing on natural intonation, rhythm, and speed.

2.45 Good luck!
Thanks!

B Watch the video.

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

1. Play the video. Pause the video after Jenny asks *What's Andy going to do this weekend?* Have a few students respond. Explain new language, if necessary.

What are you going to do this weekend?
I'm going to stay home.
That doesn't sound very fun.
Oh, it is! I have some new flowers. I'm going to plant them.
Oh, OK.
What's Andy going to do this weekend?
What about you? What are you going to do?
I'm going to play hockey.

That sounds like fun, too.
 I'm going to play in a tournament.
 Wow, that sounds exciting!
 Good luck **this weekend!** I hope you win!
 Thanks! I **hope so, too!** Bye!
 See you later!


2. Play the video. Have students raise their hands when they hear activity words. Play the video again, pausing it after each exchange. Have students repeat the extended conversation and copy the gestures, emotions, and actions.
3. Have students practice the exchange in two groups.
4. Have students role-play the conversation in pairs using gestures, emotions, and actions.

Student Book page 59


C Practice the words. Ask and answer.

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

1. Play Class CD2 Track 46 and have students listen and repeat the verb phrases.

-  **2.46**
- | | |
|------------------------|------------------|
| 1. see a play | 2. plant flowers |
| 3. play ice hockey | 4. go shopping |
| 5. go horseback riding | 6. play softball |

2. Say each phrase and have students point to the appropriate activities.
3. Direct students' attention to the language focus. Then play Class CD2 Track 47.

-  **2.47** What's she going to do?
 She's going to see a play.
 What are they going to do?
 They're going to go shopping.
1. What's she going to do? She's going to see a play.
 2. What's she going to do? She's going to plant flowers.
 3. What are they going to do? They're going to play ice hockey.
 4. What are they going to do? They're going to go shopping.
 5. What are they going to do? They're going to go horseback riding.
 6. What's she going to do? She's going to play softball.

4. Write the question-and-answer patterns on the board. Play the audio again and point to the words as students listen.

5. Use Teacher Cards 166–171 to conduct a quick drill of the activities.
6. Display Teacher Cards 166–171. Point to each activity and ask *What's he/she going to do?* or *What are they going to do?*

D Listen and chant.

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

1. Have students look at the picture and describe what they see. Then play Class CD2 Track 48.

2.48 What Are You Going to Do This Weekend?

What are you going to do this weekend?
 I'm going to go shopping.
 What are you going to buy?
 I'm going to buy skis.
 Skis? Why? It's not going to snow.
 I know. I know.
 No mountains here. No hills. No snow.
 Where are you going to ski?
 I don't know!

2. Students clap to keep the beat. Model the chant, line by line, and have students repeat after you.
3. Divide the class into two groups to do 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

- Play **Find Your Partner** (p. 18) using Student Cards 166–171.
- Play **Step Away Lines** (p. 21) to practice the conversation.
- **Scrambled Sentences** (p. 19). Use the Let's Talk conversation.

Additional Resources

Workbook pages 56–57
 Online practice

Unit 7 Future Plans

Let's Learn

Let's Learn

A Learn the words. (1:25)

- rent a DVD
- borrow some books
- go backpacking
- go on vacation
- mail a letter
- read a novel

B Ask and answer. (1:35)

Are you going to read a novel tonight? Yes, I am.

Are you going to read a novel tonight?
Yes, I am.
No, I'm not.

tonight next Sunday
tomorrow after school
this weekend in July

C Play a game. Ask and answer. (1:45)

When is he going to go backpacking?
He's going to go backpacking this summer.

D Listen and chant. (1:55)

Is He Going to Go?

Is he going to go?
Or is he going to stay?
Is he going to work?
Or is he going to play?

Are you going to rent a bike?
Or are you going to buy one?
Are you going to watch the planes?
Or are you going to fly one?

I can do this lesson.

Topic:

- Activities

Lesson Objective:

- Talking about when future activities will occur

Language:

rent a DVD, borrow some books, go backpacking, go on vacation, mail a letter, read a novel

Are you going to read a novel tonight? When is he going to go backpacking? He's going to go backpacking this summer.

Materials:

Teacher Cards 172–177; CD2 Tracks 49–53; Student Cards 172–177 (Teacher's Resource Center)

Student Book pages 60–61

Warm up

- Review months by having students play **Calendar Ping-Pong**. S1 says a month. S2 repeats that month and says the month that follows. S1: *January*. S2: *January, February; August*. S1: *August, September*.

Pre-teach Language

1. Use Teacher Cards 172–177 to introduce the new vocabulary. Show each card and say the phrases. Have students repeat each phrase.
2. Introduce the language by reviewing time expressions. Have students make **True Statements** (p. 21) about their schedules. Write the time phrases you want students to use on the board, such as *before/after school, on the weekend, in the morning/afternoon/evening, at night, tomorrow*. Have students work in pairs to make as many true statements as they can.

Student Book page 60

A Learn the words.

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

1. Play Class CD2 Track 49. Have students listen and point to the activities as they hear them. Play the audio again and have students repeat the phrases.

- 2.49**
1. rent a DVD
 2. borrow some books
 3. go backpacking
 4. go on vacation
 5. mail a letter
 6. read a novel

2. Call out the activities in random order. Have students repeat the phrases and point to the pictures.

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 50 and have students read along.

- 2.50**
- Are you going to read a novel tonight?
Yes, I am.
1. Are you going to read a novel tonight? Yes, I am.
 2. Are you going to borrow some books tomorrow? Yes, I am.
 3. Are you going to rent a DVD this weekend? No, I'm not.
 4. Are you going to go backpacking next Sunday? Yes, I am.
 5. Are you going to mail a letter after school? No, I'm not.
 6. Are you going to go on vacation in July? Yes, I am.

2. Give one of Teacher Cards 172–177 to six volunteers. Point to each volunteer and have the

2. Play the audio again and have students chant along. Have students repeat the chant several times, in two groups and then in pairs. Encourage students to use gestures as they chant.

Student Book page 65

C Listen and read along.

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

1. Before students listen to the story, have them preview it by looking at the pictures and pointing to words they know. Read the story title aloud.
2. Write the new words on the board, or draw students' attention to the word box.
3. **Read along.** Play Class CD2 Track 61. 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.
4. Discuss the story, asking students *How old is Astrid? Where's she going to go next summer? What's she going to do there?*

2.61 Meet Astrid from Denmark

Goddag! I'm Astrid.

I'm twelve years old. I live in Denmark with my mom and dad and my twin brothers. Next summer, we are going to go to Hawaii. I'm excited.

I'm going to ask questions about the United States. I'm going to tell everyone about my country, too. I'm going to show a lot of photos. For example, here is a picture of our queen.

And here is a picture of Danes with their bikes. Denmark is very flat, and Danish people love to ride bikes.

We also love to have music festivals.


5. **Paired reading.** Have student pairs take turns reading the story sentences.

D Choose the correct answer.

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

1. Talk some more about the story with the students. Point to one of the pictures, and have student volunteers say anything they can about what is happening in the picture.

2. Play Class CD2 Track 62 and have students read along. Then have student pairs take turns asking and answering the comprehension questions. Finally, help students understand why *b*, *b*, and *a* are the correct answers.

-  2.62

 1. How many people are in Astrid's family?
 2. Where is Astrid going to go?
 3. What do Danish people love?



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 **Concentration** (p. 17) with a double set of teacher-made word cards for the *qu* and *tw* phonics words from the story. Students turn over two cards and read the words as they try to collect pairs of matching words.
- **That's Not Right!** As you read the story to the students, introduce errors by changing some of the words. When students hear a mistake, they shout out *That's not right!* Then have them supply the correct word.
- **Find the Word.** Hold up one of the teacher-made word cards. Students 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 identify the words they know in "The Surprise Party" on page 63 of the Workbook. Then have students read the story for homework or in class. In the next class, greet students saying *Goddag*.

Additional Resources

Workbook pages 62–63

Unit 7 Test (Teacher's Resource Center)

Online practice

Unit 7 Future Plans

Let's Learn More

Let's Learn More

A Learn the words.

1. department store 2. barber shop 3. beauty salon
4. supermarket 5. drugstore 6. gift shop

B Ask and answer.

Where are you going to go?
We're going to go to the gift shop.

Where's he going to go?
He's going to go to the drugstore.

Where are they going to go?
They're going to go to the supermarket.

C Ask and answer.

Where are you going to go?
After school This weekend This summer

I can do this lesson.

62 Unit 7 Future Plans Unit 7 Future Plans 63

Student Book pages 62–63

Topic:

- Places

Lesson Objective:

- Talking about where people are going to go

Language:

department store, barber shop, beauty salon, supermarket, drugstore, gift shop

Where are you going to go? We're going to go to the gift shop. Where's he going to go? Where are they going to go?

Materials:

Teacher Cards 172–183; CD2 Tracks 54–58; Student Cards 172–183 (Teacher's Resource Center)

Warm up

- Review the verb phrases and future activities from the previous lesson with a **Relay Race** (p. 20). Student teams form rows facing the front. Write the time expressions on the board. Then show a Teacher Card from 172–177 to the last student in each row. This student (S1) whispers a sentence to S2 that includes the activity on the card and a time expression from the board. Students pass the sentence up the row.

Pre-teach Language

1. Introduce the destinations vocabulary, using Teacher Cards 178–183. Show each Teacher Card and say the word. Have students repeat each word several times.
2. Display Teacher Cards 178–183 around the room. Ask groups of students to silently choose one location to go to after school. Ask *Where are you going to go?* Have students repeat the question several times. Then allow students to reveal the locations they chose.

Student Book page 62

A Learn the words.

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

1. Play Class CD2 Track 54. 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.

2.54

1. department store	2. barber shop
3. beauty salon	4. supermarket
5. drugstore	6. gift shop

2. Do a quick practice with the vocabulary. Display Teacher Cards 178–183. Call out a place. Have students point to the place and repeat the word(s). Then ask students to repeat each word again, adding *He/She* to form complete sentences: (*He's going to go to the (gift shop).*)

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 55.



2.55 Where are you going to go?
We're going to go to the gift shop.

1. Where are you going to go?
We're going to go to the gift shop.
2. Where are you going to go?
We're going to go to the drugstore.
3. Where are you going to go?
I'm going to go to the department store.

2. Draw students' attention to the language focus. Play the audio again and have students repeat.
3. Play Class CD2 Track 56. Have students listen, clap, and chant along with the drum track.



2.56 See the script for Track 55.

4. Have student pairs take turns asking and answering about the children's destinations.

Student Book page 63

C Ask and answer.

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

1. Use puppets to model the language focus. Read the questions and answers again, and have students repeat. Write the patterns on the board. Play Class CD2 Track 57. Have students listen to the audio. Then have students repeat.



1. Where's he going to go?
He's going to go to the drugstore.
2. Where are they going to go?
They're going to go to the supermarket.
3. Where are they going to go?
They're going to go to the department store.
4. Where's she going to go?
She's going to go to the beauty salon.
5. Where's he going to go?
He's going to go to the barber shop.
6. Where are they going to go?
They're going to go to the gift shop.

3. Play Class CD2 Track 58. Have students listen, clap, and chant along with the drum track.



2.58 See the script for Track 57.

4. Have student pairs take turns asking and answering questions about people in the picture.

D What about you?

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

1. In small groups have students take turns asking one another *What are you going to do after school? What are you going to do this weekend? What are you going to do this summer?*
2. When all the students have had an opportunity to answer the questions, have volunteers tell the class about their future plans and what they learned about their group members, such as *I'm going to go to the mall after school. Tony is going to go to soccer.*



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 **Picture Game** (p. 17) in small groups. Show S1 from each group a Teacher Card 178–183. S1 tries to elicit the name of the location from teammates. S1 can draw simple pictures or pantomime action, but may not speak. When students guess the word, S2 whispers it to you. If correct, show S2 the next location. The first team to guess all the locations wins the game.
- Play **Advice** to practice locations, future plans, and *need*. Give student pairs one or more Student Cards from 178–183, and tell them who will be going to that location. Students work together to give advice to the person planning the trip. The advice can be oral or written. Have students share their ideas with the class: *Mariah is going to go to the gift shop. She needs some money.*
- **Slap** (p. 18). Use Student Cards 166–183. Call out a vocabulary item. Students race to touch the appropriate card and use the word in a sentence. Remind students to make a distinction between locations and activities: *I'm going to go to the department store. I'm going to go shopping. I'm going to play softball.*

Additional Resources

Workbook pages 60–61

Unit 7 Worksheet B (Teacher's Resource Center)

Online practice

Let's Learn

A Learn the words.

- send messages
- surf the Internet
- watch DVDs
- collect baseball cards
- play soccer
- play badminton

B Ask and answer.

What do you like to do? I like to send messages.

What do you like to do? I like to surf the Internet.

What do they like to do? They like to play badminton.

C Ask and answer.

Do You Like to Go Camping?
Do you like to go camping?
Yes, I do.
I love to go camping.
I do, too.

Do you like to go hiking?
Yes, I do.
I love to go hiking.
I do, too.

Do you like to play soccer?
Yes, I do.
I love to play soccer.
I do, too.

I love to go camping, hiking, play soccer, too.
I love to go camping.
I do, too.

D Listen and sing.

I can do this lesson.

Student Book pages 68–69

Topic:

- Play

Lesson Objective:

- Talking about activities students like to do

Language:

send messages, surf the Internet, watch DVDs, collect baseball cards, play soccer, play badminton

What do you like to do? I like to send messages. What does he like to do? He likes to surf the Internet. What do they like to do?

Materials:

Teacher Cards 198–203; CD2 Tracks 68–73; Student Cards 198–203 (Teacher's Resource Center)

Warm up

- Write the conversation from page 66 on the board, replacing a few words with blanks. Have students use the context around the blanks to predict the missing words.

Pre-teach Language

1. Introduce the new vocabulary using Teacher Cards 198–203. Show the Teacher Cards one by one, and say the verb phrase. Have your students repeat each phrase several times.
2. Introduce the language. Ask *What do you like to do?* Have students repeat the question. Then randomly pick up one of the cards and say *I like to (watch DVDs)*. Show students the card and have them repeat the statement. Continue to use all activities.

Student Book page 68

A Learn the words.

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

1. Play Class CD2 Track 68. Have students listen and point to the activity phrases as they hear them. Play the audio again, and have students repeat the phrases. Check pronunciation.

- 2.68**
- | | |
|------------------|---------------------------|
| 1. send messages | 2. surf the Internet |
| 3. watch DVDs | 4. collect baseball cards |
| 5. play soccer | 6. play badminton |

2. Do a quick practice with the vocabulary. Display Teacher Cards 198–203. Say a phrase. Have students point to the activity and say its name. Repeat with each verb phrase.

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 69.

- 2.69**
- What do you like to do?
I like to send messages.
1. What do you like to do? I like to send messages.
 2. What do you like to do? I like to play badminton.
 3. What do you like to do? I like to collect baseball cards.

2. Write the question-and-answer pattern on the board or direct students' attention to the language focus in the book. Play the audio again and have students point to the words as they listen. Have students repeat after the audio.

class ask *Are you going to (go backpacking) (this weekend)?* Each volunteer looks at his or her card and answers *Yes, I am* or *No, I'm not*.

3. Play Class CD2 Track 51. Have students listen, clap, and chant along with the drum track.



See the script for Track 50.

4. Write the time expressions from the grammar box on the board. Model each phrase and have students listen and repeat several times.
5. Have student pairs take turns asking and answering about Scott's future plans.

Student Book page 61

C Play a game. Ask and answer.

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

1. Have students look at the picture and identify the activities they see. Then direct students' attention to the language focus. Play Class CD2 Track 52. Point to the words as students listen. Have students repeat after the audio.



When is he going to go backpacking?

He's going to go backpacking this summer.

2. Have student pairs play the game, taking turns asking and answering about the pictures.

D Listen and chant.

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

1. Have students look at the picture and describe what they see. Then have students guess the activities that will be mentioned in the chant.
2. Play Class CD2 Track 53. Have students listen to the chant once or twice.



Is He Going to Go?

Is he going to go?

Or is he going to stay?

Is he going to work?

Or is he going to play?

Are you going to rent a bike?

Or are you going to buy one?

Are you going to watch the planes?

Or are you going to fly one?

3. Model the chant, line by line. Have students clap to keep the beat and repeat after you. Then have students listen for the rising intonation in the questions starting with *Is* and *Are* and the falling intonation in the questions starting with *Or*.
4. Divide the class into two groups. Group A asks the *Is* and *Are* questions, and Group B chants the *Or* questions. Encourage students to use appropriate gestures. Repeat so that both groups practice the entire 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

- **Back-to-Back/Screens Activity** (p. 20). Give each pair of students a double set of Student Cards 172–177 and a simple grid (a piece of paper divided into six columns, labeled with identical time phrases). S1 arranges the activities on the grid, one activity per time phrase. S2 tries to re-create the order by asking questions.
- **Find Your Partner** (p. 18). Give each student a teacher-made card with a time phrase. (There should be at least two students for each time phrase.) Students ask questions to find another with the same time phrase.
- **Tic-Tac-Toe** (p. 21). Students earn an X or an O by providing an appropriate question for your answer. T: *They're going to go on vacation*. S1: *What are they going to do?* T: *They're going to go on vacation in July*. S2: *When are they going to go?*

Additional Resources

Workbook pages 58–59


Unit 7 Worksheet A (Teacher's Resource Center)

Online practice

Unit 8 Work and Play

Let's Talk


Unit 8 Work and Play
Let's Talk

A Listen and say.  2.63


Hi, Andy. Do you want to come to the park? I can't.
Why not?
Because I'm sick.

What's the matter?
I have a stomachache.


That's too bad. I hope you feel better!
Thanks.

B Watch the video.  2.64

66 Unit 8 Work and Play

C Practice the words. Ask and answer.  2.63

1. a cold 2. a fever 3. a headache 4. a sore throat
5. an earache 6. a stomachache 7. a toothache 8. a cough

D Listen and chant.  2.64

What's the Matter?
I have a cold.

What's the Matter?
You don't look very well.
I have a toothache.
Call the dentist.
I have a stomachache.
Call the doctor.

I have a sore throat.
Drink some tea.
My cold is getting worse.
Call the nurse!

I can do this lesson.

Unit 8 Work and Play 67

Topic:

• Illnesses

Lesson Objective:

• Talking about illnesses

Language:

a cold, a fever, a headache, a sore throat, an earache, a stomachache, a toothache, a cough

Do you want to come to the park? I can't. Why not? Because I'm sick. What's the matter? I have a stomachache. I hope you feel better!

Materials:

Teacher Cards 190–197; CD2 Tracks 63–67; Student Cards 190–197 and Unit 8 Let's Talk Video (Teacher's Resource Center)

Student Book pages 66–67

Warm up


1. Play **Please** to review parts of the body. If students hear *please* before the command, they should do what you say.
2. Introduce the new illness vocabulary using Teacher Cards 190–197. Have students repeat each word.

Student Book page 66

A Listen and say.

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

1. Use puppets to model the conversation. Have students repeat the lines after you to practice pronunciation and intonation. 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 63. Have students listen to the conversation several times.

 2.63 Hi, Andy. Do you want to come to the park?
I can't.
Why not?
Because I'm sick.


What's the matter?

I have a stomachache.

That's too bad. I hope you feel better!

Thanks.

3. Play Class CD2 Track 64. Have students listen and repeat after the audio. Draw students' attention to the language focus, and play Class CD2 Track 64. Students listen and then repeat.

 2.64 I hope you feel better!

Thanks.

B Watch the video.

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

1. Play the video. Pause the video after Kate asks *What's the matter with Andy?* Have a few students respond. Explain new language, if necessary.

Hi, Andy. Do you want to come to the park?

Ohh, I want to, but I can't.

Why not?

Because I'm sick.

What's the matter with Andy?

What's the matter?

I have a stomachache! My head hurts, too. Ugh!

Ohh, that's too bad.

Thanks for calling. I'm tired now. I'm going to sleep.
Talk to you later.

OK. I hope you feel better soon!

Thanks. Bye.

Bye.


2. Play the video again. Have students raise their hands when they hear illness words. Play the video again, pausing it after each exchange. Have students repeat the extended conversation and copy the gestures, emotions, and actions.
3. Have students practice the exchange in two groups.
4. Have students role-play the conversation in pairs using gestures, emotions, and actions.

Student Book page 67


C Practice the words. Ask and answer.

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

1. Play Class CD2 Track 65. Have students listen and point to the illnesses as they hear them. Students listen again and repeat the words.
2. Use Teacher Cards 190–197 to conduct a quick drill of the illnesses.

-  2.65
- | | | |
|------------------|---------------|------------------|
| 1. a cold | 2. a fever | 3. a headache |
| 4. a sore throat | 5. an earache | 6. a stomachache |
| 7. a toothache | 8. a cough | |

3. Draw students' attention to the language focus, and write the question-and-answer pattern on the board. Then play Class CD2 Track 66.

-  2.66
- What's the matter?
I have a cold.
1. What's the matter? I have a cold.
 2. What's the matter? I have a fever.
 3. What's the matter? I have a headache.
 4. What's the matter? I have a sore throat.
 5. What's the matter? I have an earache.
 6. What's the matter? I have a stomachache.
 7. What's the matter? I have a toothache.
 8. What's the matter? I have a cough.

4. Display Teacher Cards 190–197. Point to an illness and ask *What's the matter?* Students answer *I have (an earache)*. Repeat with all the illnesses.

D Listen and chant.

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

1. Have students look at the picture and guess what's the matter with the girl on the left.
2. Play Class CD2 Track 67. Have students listen to the chant and point to the body parts affected by the illnesses mentioned in the chant.

2.67 What's the Matter?

What's the matter with you?
You don't look very well.
I have a toothache.
Call the dentist.
I have a stomachache.
Call the doctor.
I have a sore throat.
Drink some tea.
My cold is getting worse.
Call the nurse!

3. Students clap to keep the beat as you model the chant, line by line. Have students echo after you.
4. Divide the class into two groups to do the chant.
5. In small groups students write their own chants.

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 **Charades** (p. 17) to practice the illnesses on Teacher Cards 190–197.
- **Conversation Lines** (p. 21). Use Student Cards 190–197 to practice *What's the matter?*
- **Why? Because.** Have student pairs write as many new sentences as they can using the *Why? Because* pattern.

Additional Resources

Workbook pages 64–65

Online practice



Unit 7 Future Plans


Let's Read

Let's Read

Phonics

A Listen, point, and say.

qu  **?** 

tw  **12** **20**

B Listen, point, and chant.

The Twirling Twins

Look at the twins twist and turn.
Now they're twirling a twinkling quilt.
Twisting, twirling, look at them go.
Those twins can really dance! Oh!

The Queen is here! How quiet she is!
She's watching the quilt, the twinkling quilt.
The quiet queen loves the quilt.
And she loves the twirling twins.

C Listen and read along.

Meet Astrid from Denmark

Goddag! I'm Astrid.
I'm twelve years old. I live in Denmark with my mom and dad and my twin brothers. Next summer, we are going to go to Hawaii. I'm excited.

And here is a picture of Dones with their bikes. Denmark is very flat, and Danish people love to ride bikes.

We also love to have music festivals.

New Words
Denmark
Dones
Danish
flat
festivals

D Choose the correct answer.

1. How many people are in Astrid's family?
a. three b. five

2. Where is Astrid going to go?
a. Denmark b. the United States

3. What do Danish people love?
a. bicycles b. Hawaii

I can do this lesson.

Unit 7 Future Plans 65

Student Book pages 64–65

Topic:

- Consonant sounds /qu/ and /tw/

Lesson Objectives:

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

Language:

quilt, question, queen, twins, twelve, twenty

Materials:

Teacher Cards 160–165, 184–189; CD2 Tracks 59–62; Student Cards 160–165, 184–189 (Teacher's Resource Center)

Warm up

- Review the /nd/ and /ng/ phonics sounds using Teacher Cards 160–165. Flash the cards and ask students to say the words as quickly as possible.

Pre-teach Phonics

- Display Teacher Cards 184 (*quilt*) and 187 (*twins*). Say the words, stressing the initial /qu/ and /tw/ sounds. Have students repeat the words and match the cards to the correct sound.

Student Book page 64

A Listen, point, and say.

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

1. Play Class CD2 Track 59. Have students listen and point to the two different consonant sounds as they hear them. Then have students listen and repeat the sounds and words.

2.59 /qu/ quilt question queen
/tw/ twins twelve twenty

2. Show students the Teacher Cards (184–189) for words that start with *qu* (*quilt, question, queen*), and say the words. Have students concentrate on listening to the initial sound in each word. Do the same with the words that begin with *tw* (*twins, twelve, twenty*). Then say the words in random order, and have students decide which sound they hear. Have students clap once for the /qu/ sound and twice for the /tw/ sound.

B Listen, point, and chant.

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

1. Play Class CD2 Track 60. Have students listen for the words that start with the /qu/ and /tw/ sound.

2.60 The Twirling Twins

Look at the twins twist and turn.
Now they're twirling a twinkling quilt.
Twisting, twirling, look at them go.
Those twins can really dance! Oh!

The Queen is here! How quiet she is!
She's watching the quilt, the twinkling quilt.
The quiet queen loves the quilt,
And she loves the twirling twins.

2. Play the audio again and have students chant along. Have students repeat the chant several times, in two groups and then in pairs. Encourage students to act out some of the adjectives as they chant.

Student Book page 73

C Listen and read along.

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

1. Before students listen to the story, have them preview it by pointing at the pictures and words they know. Read the story title aloud.
2. Write the new words on the board, or draw students' attention to the word box in their books. Point to the words as you read them aloud, and have students listen and repeat. Help students use the language they already know to guess what the words might mean.
3. **Read along.** Play Class CD2 Track 80. 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.
4. Discuss the story, asking students *What grows on Bart's farm? Who climbs the trees to get the coconuts? What does Bart do in his free time?*

2.80 Bart's Farm

I'm Bart. I live in Saint Lucia. My family has a farm. We grow bananas and coconuts.

I help around the farm every day. My dad climbs the coconut trees and throws the coconuts down. I have to pick them up and put them into a cart.


In my free time, I paint coconuts. Do you see these coconuts? I painted them. I really like to paint!

5. **Paired reading.** Have students take turns reading the story in pairs or small groups.

D Choose the correct answer.

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

1. Play Class CD2 Track 81 and have students read along silently.

-  2.81
1. Does Bart live on a farm?
 2. What does Bart have to do?
 3. What does Bart like to do?

2. Put students into pairs to take turns reading and answering the comprehension questions. Then help students understand why *a*, *b*, and *a* are the correct choices.



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

- **Stand Up Game** (p. 18). Choose some words from the "Get Smart! Find a Cart!" chant and write them on the board. Have students listen to the chant. Tell them to stand up and then sit down quickly when they hear each of the words on the board.
- **Living Sentences** (p. 19). Divide the class into pairs or small groups, and assign one or two sentences from "Bart's Farm" to each group. Students are not allowed to speak except to repeat their sentences. They arrange themselves in the correct story order.
- **Original Story** (p. 19). Have students use the Let's Read story as a pattern to write their own stories about a similar topic. Brainstorm other countries and encourage students to do research to find out about chores in different countries.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Designing Tents" on page 71 of the Workbook. Then have students read the story for homework or in class.

Additional Resources

Workbook pages 70–71

Unit 8 Test (Teacher's Resource Center)

Online practice

Unit 8 Work and Play

Let's Learn More

Let's Learn More

A Learn the words. 1-723

1. clear the table
2. wash the dishes
3. dry the dishes
4. vacuum the carpet
5. take out the trash
6. sweep the floor

B Ask and answer. 2-723

What do you have to do?
I have to wash the dishes.

What do you have to do?
I have to wash the dishes.

C Play a game. Make sentences. 4-727

He has to sweep the floor.
They have to go to the supermarket.

Player 1
Player 2

START START

D What about you?
What do you like to do?
I like to _____
What do you have to do?
I have to _____
I can do this lesson.

70 Unit 8 Work and Play

Topic:

- Work

Lesson Objective:

- Talking about things students have to do

Language:

clear the table, wash the dishes, dry the dishes, vacuum the carpet, take out the trash, sweep the floor

What do you have to do? I have to wash the dishes. He has to sweep the floor. They have to go to the supermarket.

Materials:

Teacher Cards 198–209; CD2 Tracks 74–77;
Student Cards 198–209 (Teacher's Resource Center)

Student Book pages 70–71

Warm up

- Play **Walk and Talk** (p. 21) to review activities. Display Teacher Cards 198–203 around the room. As students walk around the room in pairs, they make sentences about what they like and don't like to do. Students can also practice asking each other *Yes/No* questions about the displayed Teacher Cards.

Pre-teach Language

1. Use Teacher Cards 204–209 to introduce the new vocabulary. Show each card and say the phrase. Have students repeat each phrase several times.
2. To introduce the language, tell the class *I like to sleep late*. Exaggerate facial expressions and gestures to indicate that this is something you like to do. Then say *I have to get up early*. Use a less happy expression to help differentiate between *like to* and *have to*. Ask the class *What do you have to do?* and have them repeat the question several times.

Student Book page 70

A Learn the words.

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

1. Play Class CD2 Track 74. Have students look at the pictures and identify as many objects as they can. Then have students point to the pictures as they hear the chores. Play the audio again and have students repeat the phrases.

- 1-773
- | | |
|-----------------------|----------------------|
| 1. clear the table | 2. wash the dishes |
| 3. dry the dishes | 4. vacuum the carpet |
| 5. take out the trash | 6. sweep the floor |

2. Do a quick practice with the vocabulary, asking *Do you like to (clear the table)?* Have students answer *Yes, I do* or *No, I don't* about each of the chores.

B Ask and answer.

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

1. Use puppets to present the question-and-answer pattern *What do you have to do? I have to wash the dishes.*
2. Have students look at the picture and identify the objects they see in Scott's kitchen. Then play Class CD2 Track 75 and have students listen.



2.75 What do you have to do?
I have to wash the dishes.

1. What do you have to do? I have to wash the dishes.
2. What do you have to do? I have to clear the table.
3. What do you have to do? I have to sweep the floor.

3. Have a student volunteer come to the front of the class and take a Teacher Card from 204–209. Have the class ask *What do you have to do?* The volunteer answers *I have to (vacuum the carpet)*. Repeat with other volunteers and all of the verb phrases.
4. Play Class CD2 Track 76. Have students listen, clap, and chant along with the drum track.



2.76 See the script for Track 75.

5. Have students work in pairs to take turns asking and answering the question.

Student Book page 71

C Play a game. Make sentences.

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

1. Use a puppet to model the language focus. Have students repeat the lines after you to practice pronunciation and stress.
2. Have students look at the pictures and identify the activities. Play Class CD2 Track 77. Have students listen to the audio several times.



2.77 He has to sweep the floor.
They have to go to the supermarket.

3. Have students play the game in pairs.

D What about you?

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

1. Model the question-and-answer pattern. If necessary, clarify the difference between the two questions. Have students point to the questions and partial answers as you read them aloud, and then repeat them.

2. Point to a student and ask the first question. Have the student answer with true information. Ask the remaining question. Continue with several other students.
3. Have student pairs take turns asking and answering the questions.



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). Display Teacher Cards 204–209 or assign a verb phrase to each student. S1 says a sentence with *I have to*, using one of the phrases. S2 repeats S1's sentence and adds another. S3 repeats S1's and S2's sentences and adds another. Students work together to see how long a chain they can make without errors.
- **Charades** (p. 17). Divide the class into two teams. Place Teacher Cards 204–209 face down on a desk. S1 from Team A picks up a card and pantomimes the action shown. After S1 is finished, Team A asks *What does he/she have to do?* Team B guesses.
- **True Statements** (p. 21). Have students work in small groups to create sentences — both true and false — about themselves and their classmates using the language from the lesson. Then have students share their sentences and evaluate the accuracy of their statements.

Additional Resources

Workbook pages 68–69

Unit 8 Worksheet B (Teacher's Resource Center)

Online practice

Workbook Answer Key

Unit 1 Let's Talk, pages 2–3.

A. Read and write.

Students read the conversation and write the missing sentences from the box.

- I'm really excited!
- It's going to be cold.
- Is it going to rain?
- I hope not.

B. Read and circle.

Students look at the pictures and circle the corresponding words.

- | | |
|---------|----------|
| 1. hot | 3. foggy |
| 2. cool | 4. humid |

C. Write the questions and answers.

Students look at the pictures and write the questions and answers.

- It's going to be cold.
- It's going to be warm.
- How's the weather going to be? It's going to be foggy.
- How's the weather going to be? It's going to be cool.

Unit 1 Let's Learn, pages 4–5.

A. Look and check.

Students look at the pictures and check the correct boxes in the table.

- Max: a mitt, a bat
- Amy: a skateboard, a helmet
- Mary: a tennis racket
- Joe: a bucket, a fishing rod

B. Look and write.

Students look at the pictures and write the words.

- | | |
|------------------|--------------------|
| 1. a mitt | 5. a bucket |
| 2. a fishing rod | 6. a tennis ball |
| 3. a helmet | 7. a skateboard |
| 4. a bat | 8. a tennis racket |

C. Write the questions and answers.

Students look at the pictures and write questions and answers with words from the box.

- She's going to play baseball.
- He's going to go skateboarding.
- He has a fishing rod and a bucket.
What's he going to do? He's going to go fishing.
- She has a tennis ball and a tennis racket. What's she going to do? She's going to play tennis.

D. What are you going to do?

Match and write.

Students match pictures on the left and write sentences on the right.

- fishing rod – bucket, I'm going to go fishing.
- tennis racket – tennis ball, I'm going to play tennis.
- bat – mitt, I'm going to play baseball.

Unit 1 Let's Learn More, pages 6–7.

A. Look and write.

Students look at the picture and write the items they identify.

- He needs a tent.
- She needs sunglasses.
- He needs a sleeping bag.
- He needs a flashlight.
- He needs a hat.
- She needs a swimsuit.
- She needs a towel.
- She needs sunscreen.

B. Read and write.

Students read and write sentences.

- | | |
|-----------------------------------|-------------------------------|
| I'm going to go to the mountains. | I'm going to go to the beach. |
| 1. You need a tent. | 1. You need sunglasses. |
| 2. You need a sleeping bag. | 2. You need a swimsuit. |
| 3. You need a flashlight. | 3. You need a towel |
| 4. You need a hat. | 4. You need sunscreen. |

C. Look, read, and check.

Students look at the pictures, read the questions, and check the correct answer.

- They need a tent.
- She needs sunglasses.
- He needs a towel.
- They need sleeping bags.

D. Look and write.

Students look at the pictures and write questions and answers.

- No, she doesn't. Yes, she does.
- Yes, he does. No, he doesn't.
- No, she doesn't. Does she need a towel? Yes, she does.

Unit 1 Let's Read, pages 8–9.

A. Match.

Students match the pictures in the first column with the words in the second column and with the letters in the third column.

- | | |
|-----------------|--------------|
| 1. chicken ch | 4. sheep sh |
| 2. cheese ch | 5. shorts sh |
| 3. chocolate ch | 6. shirt sh |

B. Write.

Students write the sh and ch words from A.

- sheep, shorts, shirt
- chicken, cheese, chocolate

C. Read.

Students read the story.

D. Answer the questions.

Students answer the questions.

- They are going to the mountains.
- The weather's going to be cold.
- They need warm shirts and hats.

3. Play Class CD2 Track 70. Have students listen, clap, and chant along with the drum track.



See the script for Track 69.

4. Have student pairs take turns asking and answering the question.

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 picture and identify as many activities as they can. If necessary, show Teacher Cards 198–203 and go over the phrases again. Then draw students' attention to the language focus, and ask two volunteers to read the questions and answers aloud. Finally, play Class CD2 Track 71 and have students listen and point to the pictures.



1. What does he like to do? He likes to surf the Internet.
2. What does she like to do? She likes to send messages.
3. What does he like to do? He likes to watch DVDs.
4. What does he like to do? He likes to collect baseball cards.
5. What do they like to do? They like to play badminton.
6. What do they like to do? They like to play soccer.

2. Write the question-and-answer pattern on the board and call attention to *does* and *likes*. Remind students to use the base form — without *s* — in questions about *he/she*.
3. Play Class CD2 Track 72. Have students listen, clap, and chant along with the drum track.



See the script for Track 71.

4. Divide the class into pairs, and have them take turns asking and answering the questions about the people in the pictures.

D Listen and sing.

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

1. Have students look at the picture and the title of the song. Have students guess which activities will be mentioned in the song. Then play Class CD2 Track 73.

2.73 Do You Like to Go Camping?

Do you like to go camping?
Yes, I do. I love to go camping.
I do, too.
Do you like to go hiking?
Yes, I do. I love to go hiking.
I do, too.
Do you like to play soccer?
Yes, I do. I love to play soccer.
I do, too.
I love to go camping, hiking, play soccer, too.
I love to go camping.
I do, too.

2. Have students clap to keep the beat as you model the song line by line. Have students echo the lines.
3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing. Since the song contains repeated phrases, help students recognize that words and phrases appear more than once. You can read the words and have students follow along.
4. Put students into small groups to write their own songs, following the pattern of the one in the lesson. Encourage them to substitute activities.



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

- **True Statements** (p. 21). Have students work in pairs to take turns creating true sentences about things they like to do. Have students write their sentences on the board and have the class evaluate the accuracy of their statements.
- Play **Concentration** (p. 17) giving student pairs or small groups each a double set of Student Cards 198–203.

Additional Resources

Workbook pages 66–67
Unit 8 Worksheet A (Teacher's Resource Center)
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

Units 7 and 8 Review

B Let's read about: Chris and Cindy's Treasure Hunt

Part 4

Cartbood Covers is so fun. I feel so smart!

There's a box. Let's look inside.

It's a scrapbook!

Look! We're riding a camel in Egypt.

And we're standing in front of a waterfall at Iguaçu Falls.

Thank you, Aunt Angie. This is a great treasure. Why are there blank pages in the scrapbook?

Because we're going to have more adventures!

C Write about yourself.

What adventures do you want to have?
Where do you want to go?
What do you want to see?

New Words:
Cartbood Covers
scrapbook
camel
blank
adventures

Units 7 and 8 Review 75

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 166–183, 190–209;
CD2 Tracks 61, 67, 80, 82–83; Student Cards
166–183, 190–209 (Teacher's Resource
Center)

Let's Talk

1. Use **Timed Dialogues** to review the conversation in Unit 7. Have each student choose one of the weekend activities from Student Cards 166–171. Have student pairs practice the conversation with their partners, adapting it to fit their chosen weekend activities. They then say *Goodbye* and continue with another partner. Have students see how many times they can practice the conversation in one minute. As a follow-up, have students do the same again using the extended conversation in the Unit 7 video. Give students a minute and a half this time. Write the conversation on the board, if necessary.
2. Use **Living Dialogues** (p. 19) to review the Unit 8 conversation. Assign a student in each group one line from the conversation. Students put themselves in order and then “perform” the conversation. As a follow-up, have students do the same task using the extended conversation. Write the conversation on the board for support, if necessary.
3. Play **Charades** (p. 17) to review activities and/or illnesses. Divide the class into two teams. Have S1 from Team A pantomime an activity or illness. Team B guesses, using the vocabulary in a sentence, such as *He's going to plant flowers* or *He has a cold*. Have teams switch roles.
4. **Scrambled Sentences** (p. 19). Write out the question-and-answer patterns from Units 7 and 8,

using one slip of paper for each word. Give small groups of students each one set of slips. By varying the vocabulary, these can be different questions and answers for each group. Students order the words to make two questions and two answers.

Let's Learn/Let's Learn More

1. Review vocabulary and patterns from Unit 7, Let's Learn. Give student pairs each two piles of cards face down (Student Cards 172–177 and teacher-made cards for the time expressions on page 61 of the Student Book). S1 turns over an activity and asks *When is he/she going to (rent a DVD)?* S2 turns over a time card and answers *He's/She's going to (rent a DVD) (tomorrow)*. Students switch roles.
2. Review the locations vocabulary and question-and-answer patterns with **Race to the Place**. Place Teacher Cards 178–183 around the room. Students ask *Where's he/she going to go?* The teacher answers *He's/She's going to go to the (supermarket)*. Students race to the location and ask their next question.
3. Tape Student Cards 204–209 to the back of each student (two or three cards per student). Students ask one another questions to identify which chores are theirs; for example, *Do I have to (sweep the floor)?* When students have discovered their chores, play the **Stand Up Game** (p. 18) to practice listening comprehension: T: *Stand up if you have to (clear the table)*.

- Have students review the chant “What’s the Matter” (Class CD2 Track 67). Have students hold up the illness cards (190–197) as they chant.

Let’s Read

Phonics: *quilt, question, queen, twins, twelve, twenty, tent, paint, plant, cart, dirt, smart*

- Review the phonics sounds with a **Board Race**. Write *qu*, *tw*, *nt*, and *rt* on the board. Divide students into teams. Say one of the phonics words. Students race to the board to touch the sound.
- Have students read “Meet Astrid from Denmark” and “Bart’s Farm” along with the audio (Class CD2 Tracks 67 and 80). Then have students show that they understand the stories by playing **That’s Not Right!** Reread each story aloud, but change some of the details. Students should correct you each time they hear a mistake, saying *That’s not right!* and providing the correct word or words.
- Use Workbook page 63 “The Surprise Party” or Workbook page 71 “Designing Tents.” In pairs students choose one of the readings. They change some of the words to create an original reading. Volunteer pairs then read their original story to the class.

Student Book page 74

Let’s Review

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

A Listen and check.

- Before students open their books, prepare them for the test procedure. On the board, set up a sample to resemble activity A, using three of the Teacher Cards 198–203. Have one student stand by the cards. Say *She likes to (surf the Internet)*. The student points to the correct card and checks the correct letter.
- Have students look at the test in the book. Have students identify the activities, locations, illnesses, and chores in the six items. Encourage students to anticipate the language they might hear.
- Play Class CD2 Track 82. 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.



- She likes to play softball.
- He’s going to read a novel tonight.
- They have to go to the drugstore.
- What’s the matter? She has a stomachache.
- He likes to play soccer.
- She has to vacuum the carpet.

- Use the pictures on page 74 for further review. Have students work in pairs, creating their own listening test items for each other.

Student Book page 75

B Let’s read about: Chris and Cindy’s Treasure Hunt, Part 4

- Ask students to predict what’s going to happen, based on the pictures.
- Have students look at the sentences, identify the words they know, and read the sentences.
- Teach the new words and have students point to the picture to show they understand.
- Play Class CD2 Track 83 and have students listen.



Carlsbad Caverns is so big. I feel so small.

There’s a box. Let’s look inside.

It’s a scrapbook.

Look! We’re riding a camel in Egypt.

And we’re standing in front of a waterfall at Iguazu Falls.

Thank you, Aunt Angie. This is a great treasure.

Why are there blank pages in the scrapbook?

Because we’re going to have more adventures!

C Write about yourself.

- Prepare students for the writing task by reviewing the vocabulary and structures in the story.
- Have students write their answers. Then put students into pairs to read each other’s writing.

Additional Resources

Workbook pages 72–73

Unit 7 Test (Teacher’s Resource Center)

Unit 8 Test (Teacher’s Resource Center)



Final Test (Teacher’s Resource Center)


Online practice

Let's Read

Phonics

A Listen, point, and say.

nt   

rt   

B Listen, point, and chant.

Get Smart! Find a Cart!
Pack up the tent. Don't forget the paint.
Put the big plant in the cart.
Please, no dirt! Please, no ants!
I don't want ants in the cart.

We can't put the plant in the cart.
The plant's too big for the cart.
Get smart! Find a bigger cart!
Or a smaller plant, get smart!

72 Unit 8 Work and Play

Let's Read

Bart's Farm

C Listen and read along.

D Choose the correct answer.

- Does Bart live on a farm?
 - Yes, he does.
 - No, he doesn't.
- What does Bart have to do?
 - He has to climb coconut trees.
 - He has to pick up coconuts and put them in a cart.
- What does Bart like to do?
 - He likes to paint.
 - He likes to work in the dirt.

New Words
Saint Lucia
coconuts
free time

I can do this lesson.

Unit 8 Work and Play 73

Topic:

- Consonant sounds /nt/ and /rt/

Lesson Objectives:

- Learning words ending with /nt/ and /rt/
- Reading a story that recycles the phonics words and language from previous lessons

Language:

tent, paint, plant, cart, dirt, smart

Materials:

Teacher Cards 184–189, 210–215; CD2 Tracks 78–81; Student Cards 184–189, 210–215 (Teacher's Resource Center)

Student Book pages 72–73

Warm up

- Review the /qu/ and /tw/ phonics sounds using Teacher Cards 184–189. Flash the cards and ask students to say the words as quickly as possible.

Pre-teach Phonics

- Write the letters *nt* and *rt* on the board. Display Teacher Cards 210 (*tent*) and 213 (*cart*). Say the words, stressing the /nt/ and /rt/ sounds: *te/nt/* and *ca/rt/*. Ask students to repeat the words and match the cards with the correct sounds. Do the same with the rest of the words.

Student Book page 72

A Listen, point, and say.

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

1. Play Class CD2 Track 78. Have students listen and point to the letters and words as they hear them. Play the audio again and have students listen and repeat.

2.78 /nt/ tent paint plant
/rt/ cart dirt smart

2. Show students the Teacher Cards (210–215) for the words ending in *nt* (*tent*, *paint*, *plant*), and say the words. Have students concentrate on listening to the target sound in each word. Do the same for the words ending in *rt* (*cart*, *dirt*, *smart*). Then say the words in random order, and ask students to decide whether the final sound is /nt/ or /rt/. Ask students to clap once for words ending in /nt/ and twice for words ending in /rt/.

B Listen, point, and chant.

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

1. Play Class CD2 Track 79. Have students listen to the chant. Ask students to listen for words that end in /nt/ and for words that end in /rt/.

2.79 Get Smart! Find a Cart!

Pack up the tent. Don't forget the paint.
Put the big plant in the cart.
Please, no dirt! Please, no ants!
I don't want ants in the cart.

We can't put the plant in the cart.
The plant's too big for the cart.
Get smart! Find a bigger cart!
Or a smaller plant, get smart!

Unit 2 Let's Talk, pages 10–11.

A. Read and number.

Students read the conversation and number the sentences.

1. What do you want to be?
2. I want to be a singer.
3. What about you?
4. I want to be a dancer.
5. I have a great idea!
6. What is it?
7. Let's sing and dance together.
8. In the school show! Fantastic!

B. Read and match.

Students match the words with the corresponding picture.

1. a musician [1st column, 2nd picture]
2. a news reporter [2nd column, 2nd picture]
3. a writer [1st column, 3rd picture]
4. a scientist [2nd column, 3rd picture]
5. an astronaut [1st column, 1st picture]
6. a singer [2nd column, 1st picture]

C. Write the questions and answers.

Students write the questions and answers in the conversation.

1. What do you want to be?
I want to be a singer.
2. What do you want to be?
I want to be a musician.
3. What do you want to be?
I want to be a scientist.
4. What do you want to be?
I want to be a writer.

D. What about you? Write.

Students write about what they want to be. Answers will vary.

Unit 2 Let's Learn, pages 12–13.

A. Look and write.

Students look at the pictures and fill in the crossword with words from the box.

- | | |
|-----------------|--------------------|
| 1. movie star | 4. tour guide |
| 2. truck driver | 5. delivery person |
| 3. architect | 6. engineer |

B. Read and check.

Students read the sentence, look at the picture, and check the correct answer.

1. no
2. yes

C. Write the questions and answers.

Students look at the pictures and write the questions and answers.

1. What does he want to be? He wants to be a movie star.
2. What does she want to be? She wants to be an engineer.
3. What does she want to be? She wants to be a tour guide.
4. What does he want to be? He wants to be a truck driver.

D. Look at C. Answer the questions.

Students look at the pictures in C and write the correct answers.

1. No, he doesn't.
2. No, she doesn't.
3. Yes, she does.
4. Yes, he does.

Unit 2 Let's Learn More, pages 14–15.

A. Unscramble, write, and number.

Students unscramble the phrases, write them correctly, and number the corresponding pictures.

1. sail a boat [3rd column, 1st picture]
2. drive a car [1st column, 2nd picture]
3. travel around the world [2nd column, 1st picture]
4. climb a mountain [3rd column, 2nd picture]
5. design a video game [1st column, 1st picture]
6. build a house [2nd column, 2nd picture]

B. Connect. Write the questions and answers.

Students match the pictures. Then they write questions and answers in the third column.

- 1 [2nd picture] What does she want to do? She wants to travel around the world.
- 2 [4th picture] What does he want to do? He wants to sail a boat.

- 3 [1st picture] What does he want to do? He wants to climb a mountain.
- 4 [3rd picture] What does she want to do? She wants to drive a car.

C. Look at B. Read and check.

Students look at the pictures in B, read the question, and check the correct answer.

1. No, she doesn't.
2. No, he doesn't.
3. Yes, he does.

Unit 2 Let's Read, pages 16–17.

A. Match.

Students match the words in the first column with the letters in the second column, and the pictures in the third column.

1. ph [2nd picture]
2. wh [4th picture]
3. ph [5th picture]
4. wh [6th picture]
5. ph [3rd picture]
6. wh [1st picture]

B. Write.

Students write the ph and wh words from A.

1. phone, photo, dolphin
2. whale, white, whistle

C. Read.

Students read the story.

D. Answer the questions.

Students answer the questions.

1. He studies whales.
2. Tourists want to watch the whales.
3. She wants to be a scientist.

Units 1–2 Let's Review, pages 18–19.

A. Unscramble the questions.

Write the answers.

Students unscramble the questions and write the answers.

1. What is he going to do? He is going to play tennis.
2. How's the weather going to be? The weather's going to be sunny.

- What do they need? They need a flashlight.
- Does she want to drive a car? Yes, she does.

B. Read and match.

Students match the pictures with the sentences.

- He wants to travel around the world.
- She wants to design a video game.
- He wants to be a scientist.
- She wants to be a writer.

C. Read, write, and match.

Students read the sentences and write the correct word from the box. Then they match the sentences with the pictures.

- hunt [4th picture]
- clue [3rd picture]
- beach, sand, need, sunscreen, holding, triangle [1st picture]
- [2nd picture]

D. Answer the questions.

Students answer the questions.

- He's going to go on a treasure hunt.
- They need hats and sunscreen.
- The weather's going to be hot.
- No, she doesn't.

Unit 3 Let's Talk, pages 20–21.

A. Read and match.

Students match the sentences in the first column with the sentences in the second column.

- It's the 1st. Yesterday was my birthday.
- It's on September 9th.
- That's OK.

B. Read and write.

Students write the replies to the statements using the words in the box.

- I'm sorry. I forgot!
- Good idea!
- That's OK.

C. Write.

Students fill in the missing dates.

- | | |
|---------------|---------------|
| 1. 13th | 5. 6th, 8th |
| 2. 4th, 6th | 6. 1st, 3rd |
| 3. 21st, 22nd | 7. 15th, 18th |
| 4. 28th, 29th | 8. 26th, 27th |

D. Look and write.

Students look at the calendars and write the answers.

- It's on June 22nd.
- It's on Friday, June 27th.
- When's your birthday? It's on the 1st.

Unit 3 Let's Learn, pages 22–23.

A. Write and match.

Students write the words for the pictures using the words in the box. Then they match the phrases with the pictures.

- had a party [2nd column, 3rd picture]
- slept late [1st column, 1st picture]
- took a test [1st column, 2nd picture]
- flew a kite [1st column, 3rd picture]
- went to the mall [2nd column, 2nd picture]
- won a race [2nd column, 1st picture]

B. Write.

Students write the past tense of verbs in the blanks.

- | | |
|----------|---------|
| 1. took | 4. won |
| 2. went | 5. flew |
| 3. slept | 6. had |

C. Write the questions and answers.

Students look at the pictures and write the questions and answers.

- He flew a kite.
- She won a race.
- What did he do yesterday? He slept late.
- What did he do yesterday? He went to the mall.
- What did she do yesterday? She took a test.
- What did he do yesterday? He had a party.

D. What about you? Write.

Students write their own answers. Answers will vary.

Unit 3 Let's Learn More, pages 24–25.

A. Unscramble, write, and number.

Students unscramble and write the phrases, then number the corresponding pictures.

- ate too much chocolate [2nd column, 1st picture]
- met a rock star [1st column, 3rd picture]
- got a present [1st column, 2nd picture]
- found some money [2nd column, 2nd picture]
- lost his cell phone [2nd column, 3rd picture]
- broke a window [1st column, 1st picture]

B. Write.

Students write past tense of verbs.

- | | |
|----------|----------|
| 1. ate | 4. lost |
| 2. broke | 5. found |
| 3. got | 6. met |

C. Look and write.

Students write sentences based on the pictures.

- She ate too much chocolate.
- He broke a window.
- She got a present.
- He found some money.
- She lost her cell phone.
- He met a rock star.

D. Write the questions and answers.

Students look at the pictures and write the questions and answers.

- What happened? He found some money.
- What happened? She got a present.

Unit 3 Let's Read, pages 26–27.

A. Match.

Students match the sentences in the first column with the pictures in the second column and the words in the third column.

1. third [2nd picture] thin
2. third [3rd picture] thirteen
3. third [5th picture] Thursday
4. that [6th picture] they
5. that [4th picture] mother
6. that [1st picture] father

B. Write.

Students write the th words from A.

1. thin, thirteen, Thursday
2. they, father, mother

C. Read.

Students read the story.

D. Answer the questions.

Students answer the questions.

1. Bruno's sister's thirteenth birthday.
2. His favorite food was chocolate.
3. She gave cake to her mother.

Unit 4 Let's Talk, pages 28–29.

A. Read and write.

Students complete the questions and answers with words in the box.

- | | |
|-------------|------------|
| 1. favorite | 5. hard |
| 2. best | 6. Which |
| 3. Why | 7. science |
| 4. easy | 8. like |

B. What about you? Write.

Students write about their favorite subjects. Answers will vary.

C. Write the words.

Students look at the pictures and fill in the crossword with school subjects.

- | | |
|---------------|--------------|
| 1. English | 4. P.E. |
| 2. literature | 5. geography |
| 3. history | 6. science |

D. Complete the questions and answers.

Students look at the pictures and write the questions and answers.

1. I like literature.
2. What's your favorite subject? I like geography.
3. What's your favorite subject? I like P.E.
4. What's your favorite subject? I like history.

Unit 4 Let's Learn, pages 30–31.

A. Match.

Students match the questions with the pictures and sentences.

1. I like skateboarding.
2. I like September.
3. I like summer.
4. I like science.

B. Look at A. Write the sentences.

Students look at A and write sentences using the words in the box.

1. I like skateboarding. It's fun.
2. I like September. It's cool.
3. I like summer. It's hot.
4. I like science. It's easy.

C. Look and write.

Students look at the pictures and fill in the sentences using the words in the box.

1. I think snowy days are better than hot days.
2. I think humid days are worse than windy days.
3. I think cool days are better than warm days.
4. I think rainy days are worse than cloudy days.

D. Look at C. What about you?

Students look at C and write their own sentences. Answers will vary.

Unit 4 Let's Learn More, pages 32–33.

A. Match.

Students match the pictures with the words.

1. The white box is shorter.
2. The black book is heavier.
3. The white car is longer.
4. The brown bag is bigger.

B. Write.

Students write the correct words in the blanks.

1. bigger, biggest
2. shorter, shortest
3. lighter, lightest
4. longer, longest
5. heavier, heaviest
6. smaller, smallest

C. Write the questions and answers.

Students look at the pictures and write the questions and answers.

1. Which bottle is the biggest? The 3rd bottle is the biggest.
2. Which pencil is the longest? The 1st pencil is the longest.
3. Which tree is the shortest? The 1st tree is the shortest.
4. Which book is the heaviest? The 2nd book is the heaviest.

D. Look, read, and check the answer.

Students look at the picture and check the correct answer.

- | | |
|------------------|------------------|
| 1. Yes, it is. | 1. No, he isn't. |
| 2. No, it isn't. | 2. No, it isn't. |

Unit 4 Let's Read, pages 34–35.

A. Match and write.

Students match the pictures in the first column with the letters in the second column. Then they match them to the letters in the third column and write the words.

- | | |
|-------------|-------------|
| 1. ck duck | 4. nk stink |
| 2. ck sock | 5. ck black |
| 3. nk think | 6. nk skunk |

B. Write.

Students write the nk and ck words from A.

1. think, stink, skunk
2. duck, black, sock

C. Read.

Students read the story.

D. Answer the questions.

Students answer the questions.

1. She usually wears white socks to school.
2. She likes striped socks better than white socks.
3. The polka-dot socks are the best of all.

Units 3–4 Let's Review, pages 36–37.

A. Unscramble the questions. Write the answers.

Students unscramble the questions, look at the pictures, and write the answers to the questions.

1. What did he do yesterday? He took a test.
2. What happened? She broke a window.
3. What's the date today? Today is October 18th.
4. Which season do you like best? I like fall best.

B. What about you? Write.

Students read the questions and write their own answers. Answers will vary.

C. Look and write.

Students look at the pictures and write the word(s) from the box.

1. the Great Pyramid
2. kids
3. waterfall

D. Read, write, and number.

Students read the sentences, fill in the words using the words from the box, and number the sentences in the correct order.

1. harder, think, 4
2. hot, Great, 1
3. kids, clue, do, 2
4. biggest, boat, 3

Unit 5 Let's Talk, pages 38–39.

A. Look, read, and circle.

Students look at the pictures, read the sentences, and circle the correct answer.

1. We're at the roller coaster.
2. Sure, but hurry!
3. No problem!
4. Me, too!

B. Unscramble and write.

Students unscramble the letters and write the correct word.

- | | |
|--------------|----------------|
| 1. bored | 4. interested |
| 2. surprised | 5. excited |
| 3. worried | 6. embarrassed |

C. Look and write.

Students look at the pictures and write the sentences.

1. I'm excited!
2. They're bored.

Unit 5 Let's Learn, pages 40–41.

A. Look and write the letter.

Students fill in the correct letter to match the pictures to the vocabulary words.

- | | |
|------|------|
| 1. c | 5. e |
| 2. a | 6. g |
| 3. d | 7. f |
| 4. b | 8. h |

B. Read and circle.

Students look at the picture and circle the correct word.

- | | |
|---------|------------|
| 1. into | 3. through |
| 2. up | 4. under |

C. Look and write.

Students look at the pictures and write the sentences.

1. She went over a river and up a hill.
2. He went into the woods and out of the woods.
3. They went over a bridge and under a bridge.

D. Complete the questions and answers.

Students look at the picture and write questions and answers.

1. Where did the bird go? The bird went into the barn.
2. Where did the horse go? The horse went into the pond.
3. Where did the cat go? The cat went up a tree.
4. Where did the dog go? The dog went under the truck.

Unit 5 Let's Learn More, pages 42–43.

A. Write and number.

Students fill in the sentences with the words from the word box.

1. watched [1st column, 1st picture]
2. listened [1st column, 2nd picture]
3. visited [3rd column, 2nd picture]
4. downloaded [3rd column, 1st picture]
5. practiced [2nd column, 1st picture]
6. played [2nd column, 2nd picture]

B. Complete the sentences.

Students look at the pictures and complete the sentences.

1. They played a board game on Sunday.
2. He listened to music on Monday.

C. Write the questions and answers.

Students look at the pictures and write the questions and answers.

1. What did they do on Wednesday? They watched a baseball game.
2. What did she do on Saturday? She downloaded pictures.
3. What did they do on Sunday? They visited their grandparents.
4. What did he do on Thursday? He practiced the violin.

D. What about you? Write.

Students write their own answers to the questions. Answers will vary.

Unit 5 Let's Read, pages 44–45.

A. Match and write.

Students match the letters in the first column with the pictures in the second column. Then they match the pictures in the second column to the words in the third column and fill them in.

- lk [5th picture] walk
- lk [3rd picture] milk
- lk [4th picture] talk
- st [1st picture] last
- st [6th picture] first
- st [2nd picture] toast

B. Circle the letters. Write the word.

Students look at the pictures, circle the letters, and write the words.

- talk
- walk
- last

C. Read.

Students read the story.

D. Answer the questions.

Students answer the questions.

- They visited their grandparents.
- He was waiting for them riding a horse.
- Joey rode the horse to the house.

Unit 6 Let's Talk, pages 46–47.

A. Look, read, and write.

Students look at the pictures, read the answers, and write the questions.

- Can I help you?
- Who are you looking for?
- What does she look like?
- Is that her?

B. Read and check.

Students read the questions and check the correct answers.

- c
- b

C. Look and write.

Students look at the picture and write the words.

- uncle
- aunt
- cousin
- grandpa
- grandma
- dad
- mom
- younger sister

D. Look at C. Write the questions and answers.

Students look at the pictures and write the questions and answers.

- Who are you looking for? I'm looking for my cousin.
- Who are you looking for? I'm looking for my grandma.
- Who are you looking for? I'm looking for my dad.

Unit 6 Let's Learn, pages 48–49.

A. Look, read, and circle.

Students look at the pictures, read the sentences, and circle the correct words.

- curly, beard
- curly, a ponytail
- moustache, straight
- straight, bangs

B. Look at the chart. Circle True or False.

Students look at the chart and circle the correct answer.

- False
- True
- False
- True

C. Write the question or answer.

Students look at the pictures and write the questions or the answers.

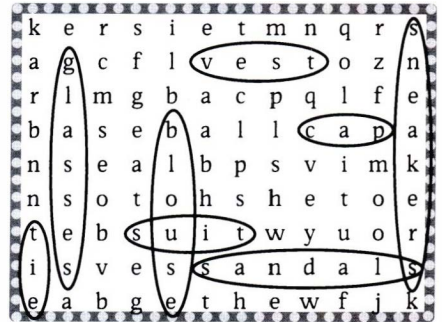
- Maxine's mom has straight hair.
- Maxine's sister has straight blond hair and bangs.
- Maxine's cousin has straight blond hair and a ponytail.
- What does her uncle look like?
- What does her grandpa look like?
- What does her dad look like?

Unit 6 Let's Learn More, pages 50–51.

A. Label the pictures. Find and circle the words.

Students label the pictures and find and circle the words in the word soup.

- vest
- cap
- blouse
- tie
- suit
- sandals
- sneakers
- glasses



B. Write the questions.

Students read the answers and write the questions based on the pictures.

- Which one is Meg's older sister?
- Which one is Meg's younger sister?
- Which one is Meg's older brother?
- Which one is Meg's father?

C. Look, read, and circle.

Students look at the picture, read the question, and circle the correct answers.

- She's the one with the long brown hair.
- He's the one in sneakers and glasses.

Unit 6 Let's Read, pages 52–53.

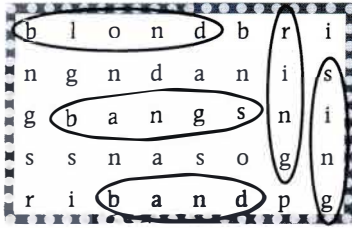
A. Match and write.

Students match the pictures in the first column with the letters in the second column. Then they match the letters in the second column to the words in the third column, and write the missing letters.

- nd / blond
- ng / sing
- ng / bangs
- nd / band
- nd / hand
- ng / ring

B. Find and circle.

Students find and circle the words from the box in the word soup.



C. Read.

Students read the story.

D. Answer the questions.

Students answer the questions.

1. Masayo has long black hair and bangs.
2. Amy is raising her hand.
3. Meiling is taking a picture of the band.

Units 5–6 Let's Review, pages 54–55.

A. Read and match.

Students read the questions and match them with the answers.

1. What did you do on Sunday? I listened to music.
2. Where did she go? She went over the bridge and through the tunnel.
3. Which one is your grandpa? He's the one in a suit and a tie.
4. Who are you looking for? I'm looking for my brother.
5. What does she look like? She has straight black hair.

B. Look and write.

Students look at the pictures and write descriptions.

1. He has curly, black hair and a moustache.
2. He watched a baseball game on Friday.
3. She has blond hair and glasses/a ponytail.
4. She practiced the violin on Thursday.

C. Read and circle.

Students read the sentences and circle the correct words.

1. wet
2. clue
3. desert, cold
4. underground
5. under
6. a lot of
7. cave

Unit 7 Let's Talk, pages 56–57.

A. Unscramble and write.

Students unscramble the sentences.

1. What are you going to do this weekend?
2. I'm going to play hockey.
3. I'm going to play in a tournament.
4. I hope you win. Good luck!

B. Match and write the letter.

Students match the words and write the letters of the corresponding pictures.

1. play a softball [d]
2. plant flowers [c]
3. go shopping / horseback riding [a/e]
4. see a play [f]
5. go horseback riding / shopping [e/a]
6. play ice hockey [b]

C. Write the questions and answers.

Students write the questions and answers.

1. They're going to play softball.
2. What is he going to do? He's going to play ice hockey.
3. What is she going to do? She's going to go horseback riding.
4. What are they going to do? They're going to plant flowers.

Unit 7 Let's Learn, pages 58–59.

A. Write the answers.

Students write the answers to the questions.

1. Yes, I am.
2. No, I'm not.
3. Yes, I am.
4. No, I'm not.
5. No, I'm not.

B. Look at A. Complete the calendar.

Students look at A and complete the calendar.

Monday: borrow some books

Tuesday: read a novel

Friday: surf the Internet

C. Read and match.

Students match the sentences with the pictures.

1. She's going to read a novel next week. [1st picture]
2. They're going to go on vacation this summer. [3rd picture]
3. He's going to borrow some books this afternoon. [2nd picture]

D. Write the questions and answers.

Students write the questions and answers.

1. When is he going to go backpacking? He's going to go backpacking in August.
2. When is she going to mail a letter? She's going to mail a letter tomorrow.
3. When is he going to rent a DVD? He's going to rent a DVD tonight.

Unit 7 Let's Learn More, pages 60–61.

A. Unscramble, write, and number.

Students unscramble and write the words, and number the pictures.

1. drugstore
2. gift
3. department
4. beauty
5. barber
6. supermarket

Numbers from top to bottom:

6, 4, 1, 5, 2, 3

B. Connect. Write the questions and answers.

Students connect the pictures and write the questions and answers.

1. Where are they going to go? They're going to go to the drugstore.
2. Where is he going to go? He's going to go to the barber shop.
3. Where is she going to go? She's going to go to the supermarket.
4. Where are they going to go? They're going to go to the department store.
5. Where is she going to go? She's going to go to the beauty salon.
6. Where is he going to go? He's going to go to the gift shop.

C. What about you? Write.

Students write their own answers.
Answers will vary.

Unit 7 Let's Read, pages 62–63.

A. Match.

Students match the words in the first column to the letters in the second column and the correct pictures in the third column.

- | | |
|---------------------|---------------------|
| 1. qu [4th picture] | 4. tw [3rd picture] |
| 2. tw [6th picture] | 5. tw [5th picture] |
| 3. qu [2nd picture] | 6. qu [1st picture] |

B. Unscramble and write.

Students unscramble and write the words.

- | | |
|-----------|-------------|
| 1. queen | 4. twenty |
| 2. twelve | 5. twin |
| 3. quilt | 6. question |

C. Read.

Students read the story.

D. Answer the questions.

Students answer the questions.

1. Quinn is going to move soon.
2. Quinn's party is on Saturday.
3. Quinn's friends gave him a photo quilt.

Unit 8 Let's Talk, pages 64–65.

A. Write.

Students fill in the conversation from the phrases in the box.

1. Hi, Andy. Do you want to come to the park?
2. I can't.
3. Why not?
4. Because I'm sick.
5. What's the matter?
6. I have a stomachache.
7. That's too bad. I hope you feel better!
8. Thanks.

B. Look and write.

Students look at the pictures and fill in the crossword puzzle.

- | | |
|----------------|------------|
| 1. sore throat | 5. cold |
| 2. cough | 6. earache |

- | | |
|----------------|--------------|
| 3. fever | 7. headache |
| 4. stomachache | 8. toothache |

C. Look and write sentences.

Students look at the pictures and write sentences.

1. I have a cough / cold.
2. What's the matter? I have a toothache.

Unit 8 Let's Learn, pages 66–67.

A. Look and write sentences.

Students look at the pictures and write complete sentences with the phrases in the box.

1. She likes to surf the Internet.
2. They like to play soccer.
3. He likes to collect baseball cards.
4. She likes to watch DVDs.
5. He likes to play badminton.
6. She likes to send messages.

B. Look, read, and match.

Students look at the pictures and match them to the sentences.

1. What do you like to do? I like to play soccer.
2. What do you like to do? I like to collect baseball cards.
3. What do you like to do? I like to watch TV.

C. Write the questions and answers.

Students write the questions and answers.

1. What does she like to do? She likes to play badminton.
2. What does he like to do? He likes to surf the Internet.
3. What does he like to do? He likes to send messages.
4. What does she like to do? She likes to play soccer.

Unit 8 Let's Learn More, pages 68–69.

A. Look and write.

Students look at the picture and write complete sentences with the phrases from the box.

1. I have to vacuum the carpet.
2. He has to clear the table.
3. She has to sweep the floor.

4. They have to dry the dishes.
5. He has to wash the dishes.
6. I have to take out the trash.

B. Write the questions and answers.

Students look at the pictures and write the questions and answers.

1. What does she have to do? She has to take out the trash.
2. What does he have to do? He has to dry the dishes.
3. What do they have to do? They have to clear the table.
4. What does he have to do? He has to sweep the floor.
5. What do they have to do? They have to wash and dry the dishes.

C. What about you? Write.

Students write their own answers to the question. Answers will vary.

Unit 8 Let's Read, pages 70–71.

A. Match and write.

Students match the letters in the first column with the pictures in the second column. Then they complete the words and match the pictures with the words.

1. nt [1st picture] tent
2. rt [2nd picture] cart
3. nt [3rd picture] paint
4. rt [4th picture] dirt
5. rt [5th picture] smart
6. nt [6th picture] plant

B. Circle the letters. Write the word.

Students circle the letters and write the words.

1. t-e-n-t tent
2. c-a-r-t cart
3. p-a-i-n-t paint

C. Read.

Students read the story.

D. Answer the questions.

Students answer the questions.

1. Marta's mom designs tents.
2. Marta's mom uses a computer.
3. They like to volunteer.

Unit 7–8 Let's Review, pages 72–73.

A. Read and match.

Students read the sentences and match them to the pictures.

1. [2nd column, 2nd picture]
2. [2nd column, 1st picture]
3. [1st column, 1st picture]
4. [1st column, 2nd picture]

B. Write the questions and answers.

Students look at the pictures and write the questions and answers.

1. What's the matter? I have a headache.
2. What's the matter? I have an earache.
3. What's the matter? I have a cough.

C. Write the answers.

Students look at the pictures and write the answers.

1. She's going to go to the gift shop.
2. They're going to go to the barber shop.

D. Write.

Students fill in the sentences using the words from the box.

- | | |
|---------------------|---------------|
| 1. Carlsbad Caverns | 5. waterfall |
| 2. inside | 6. blank |
| 3. scrapbook | 7. adventures |
| 4. camel | |

E. Read and check.

Students read the questions and check the correct answers.

1. They found a scrapbook in the box.
2. travel around the world

Extra Practice, pages 74–80.

A. Look and write.

Students look at the pictures and fill in the sentences with words from the box.

1. It's going to be warm tomorrow. He's going to play tennis.
2. It's going to be cold tomorrow. She's going to go fishing.
3. It's going to be hot tomorrow. She's going to go swimming.
4. It's going to be foggy tomorrow. He's going to go to the mountains.
5. It's going to be humid tomorrow. She's going to go to the beach.
6. It's going to be cool tomorrow. He's going to do homework.

A. Look and write.

Students look at the picture and write the answers to the questions.

1. No, she doesn't.
2. No, she doesn't.
3. Yes, she does.

B. What about you? Write and draw.

Students answer the questions with their own answers and draw pictures. Answers will vary.

A. Write the numbers.

Students fill in the calendar with the correct numbers.

- | | |
|---------|----------|
| 1. 4th | 8. 23rd |
| 2. 8th | 9. 26th |
| 3. 11th | 10. 27th |
| 4. 13th | 11. 30th |
| 5. 19th | 12. 31st |
| 6. 20th | |
| 7. 22nd | |

B. Look at A. Write.

Students look at A and write answers to the questions.

1. Today's date is July 5th.
2. Robert's birthday is July 16th.
3. Sarah's birthday is July 21st.

A. Look and write.

Students look at the pictures and write the answers to the questions.

1. I had a party and I got a present. It was a good day.
2. I broke a window and I had a stomachache. It was a bad day.
3. I found some money and won a race. It was a good day.

B. What about you? Draw and write.

Students draw and write their own answers to the questions. Answers will vary.

A. Look, read, and write.

Students look at the pictures and fill in the sentences using the words from the box.

- | | |
|-------------------|--------------------|
| 1. I'm excited. | 4. I'm worried. |
| 2. I'm surprised. | 5. I'm interested. |
| 3. I'm bored. | |

A. Write sentences.

Students look at the pictures and write sentences with the phrases from the box.

1. He has a cold.
2. She has a toothache.
3. She has a sore throat.
4. He has an earache.
5. He has a cough.
6. She has a stomachache.

A. Write sentences.

Students look at the chart and write answers to the questions. Answers will vary.

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- **Workbook**
Online Practice
- **Online Play**
Student's Website

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