

OXFORD

مرجع زبان ایرانیان

LET'S  
BEGIN

2

# LET'S GO

5th  
Edition

**TEACHER'S PACK**

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



مرجع آموزش زبان ایرانیان

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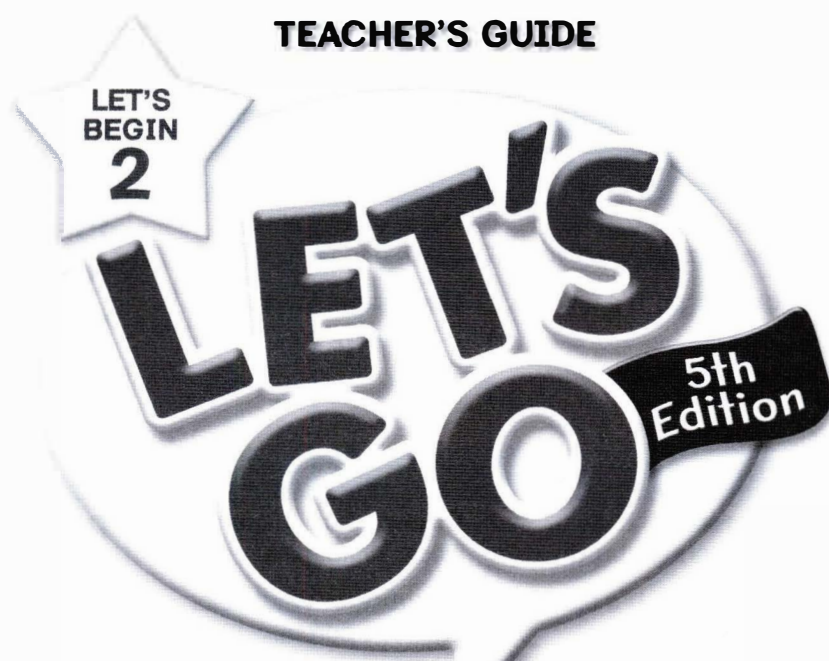
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www.irLanguage.com





## 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 پیگرد خواهد شد.

# Let's Begin 2 Syllabus

## Let's Remember

**Alphabet Aa-Zz** **Language:** Hi. I'm Scott. Hello. I'm Kate.  
Touch your shoulders. Touch your elbows.  
Touch your knees. Touch your feet.

Let's Talk	Let's Learn	Let's Learn More	Let's Learn to Read
<b>Unit 1 Toys</b>			
<p><b>Conversation:</b> Hi! What's your name? I'm Kate.</p> <p><b>Song:</b> Hi! What's Your Name?</p> <p><b>Listen and do:</b> Stand up. Sit down.</p>	<p><b>Toys:</b> a ball, a jump rope, a yo-yo, a bicycle</p> <p><b>Language:</b> It's a yo-yo.</p>	<p><b>Toys:</b> a train, a car, a doll, a teddy bear</p> <p><b>Language:</b> What is it? It's a teddy bear.</p>	<p><b>Phonics</b></p> <p><b>The Alphabet Song Aa-Zz</b></p> <p><b>Find the letters:</b> Andy, Jenny, Kate, Scott</p>
<b>Unit 2 Colors</b>			
<p><b>Conversation:</b> Hi, boys and girls.</p> <p>Hello, Miss Jones.</p> <p>Goodbye.</p> <p>See you later.</p> <p><b>Song:</b> Hi, Hello, Goodbye</p> <p><b>Listen and do:</b> Come here. Turn around.</p>	<p><b>Colors:</b> red, blue, yellow, green, brown</p> <p><b>Language:</b> It's blue.</p>	<p><b>Colors:</b> purple, orange, black, white, pink</p> <p><b>Language:</b> What color is it? It's purple.</p>	<p><b>Phonics</b></p> <p><b>The Alphabet Song Aa-Zz</b></p> <p><b>Alphabet Aa-Dd:</b> apple, ant, ball, bird, cat, car, dog, doll</p> <p><b>The ABCD Chant</b></p> <p><b>Sentences:</b> What is it? It's a ball.</p>
<b>Let's Review Units 1 and 2</b>		<b>Speaking Bonus</b>	
<b>Unit 3 Shapes</b>			
<p><b>Conversation:</b> How are you today?</p> <p>I'm fine, thank you.</p> <p><b>Song:</b> How Are You Today?</p> <p><b>Listen and do:</b> Walk. Run.</p>	<p><b>Shapes:</b> a circle, a square, a triangle, a heart</p> <p><b>Language:</b> Draw a square.</p>	<p><b>Shapes:</b> a star, a rectangle, a diamond, an oval</p> <p><b>Language:</b> Is it a star? Yes, it is.</p> <p>Is it a rectangle? No, it isn't. It's a diamond.</p>	<p><b>Phonics</b></p> <p><b>The Alphabet Song Aa-Zz</b></p> <p><b>Alphabet Ee-Hh:</b> egg, elephant, fish, farm, gorilla, goat, heart, house</p> <p><b>The EFGH Chant</b></p> <p><b>Sentences:</b> Is it a heart? Yes, it is.</p>
<b>Unit 4 Numbers</b>			
<p><b>Conversation:</b> May I come in?</p> <p>Sure! Please come in!</p> <p><b>Song:</b> May I Come In?</p> <p><b>Listen and do:</b> Go. Stop.</p>	<p><b>Numbers 1-5:</b> 1, 2, 3, 4, 5</p> <p><b>Language:</b> Let's count. 1, 2, 3, 4...5!</p>	<p><b>Numbers 6-10:</b> 6, 7, 8, 9, 10</p> <p><b>Language:</b> How many? 7.</p>	<p><b>Phonics</b></p> <p><b>The Alphabet Song Aa-Zz</b></p> <p><b>Alphabet Ii-Ll:</b> igloo, iguana, jump rope, jeans, kangaroo, kite, lion, ladybug</p> <p><b>The IJKL Chant</b></p> <p><b>Sentences:</b> Is it a lion? Yes, it is.</p>
<b>Let's Review Units 3 and 4</b>		<b>Speaking Bonus</b>	



Let's Talk	Let's Learn	Let's Learn More	Let's Learn to Read
<b>Unit 5 Animals</b>			
<p><b>Conversation:</b> Here you are. Thank you.</p> <p><b>Song:</b> Here You Are. Thank You!</p> <p><b>Listen and do:</b> Jump. Skip.</p>	<p><b>Pets:</b> dog, dogs, cat, cats, bird, birds</p> <p><b>Language:</b> Let's count the cats. 1 cat, 2 cats.</p>	<p><b>Farm Animals:</b> cow, cows, rabbit, rabbits, duck, ducks</p> <p><b>Language:</b> How many cows? 8 cows.</p>	<p><b>Phonics</b></p> <p><b>The Alphabet Song Aa-Zz</b></p> <p><b>Alphabet Mm-Pp:</b> moon, monkey, nest, net, octopus, ostrich, panda, popcorn</p> <p><b>The MNOP Chant</b></p> <p><b>Sentences:</b> How many eggs? 1 egg.</p>
<b>Unit 6 Food</b>			
<p><b>Conversation:</b> How old are you? I'm 6.</p> <p><b>Song:</b> How Old Are You?</p> <p><b>Listen and do:</b> Make a line. Make a circle.</p>	<p><b>Food:</b> ice cream, pizza, cake, chicken</p> <p><b>Language:</b> I like cake.</p>	<p><b>Food:</b> milk, fish, bread, rice</p> <p><b>Language:</b> Do you like fish? Yes, I do. No, I don't.</p>	<p><b>Phonics</b></p> <p><b>The Alphabet Song Aa-Zz</b></p> <p><b>Alphabet Qq-Tt:</b> queen, quilt, rabbit, rock, sun, sandwich, tiger, teapot</p> <p><b>The QRST Chant</b></p> <p><b>Sentences:</b> Do you like cake? Yes, I do.</p>
<b>Let's Review Units 5 and 6</b>		<b>Speaking Bonus</b>	
<b>Unit 7 My Body</b>			
<p><b>Conversation:</b> Oops! I'm sorry! That's OK.</p> <p><b>Song:</b> Oops! I'm Sorry</p> <p><b>Listen and do:</b> Stamp your feet. Clap your hands.</p>	<p><b>Body:</b> head, shoulders, knees, toes</p> <p><b>Language:</b> I can touch my head.</p>	<p><b>Face:</b> eyes, ears, mouth, nose</p> <p><b>Language:</b> What can you do? I can touch my eyes.</p>	<p><b>Phonics</b></p> <p><b>The Alphabet Song Aa-Zz</b></p> <p><b>Alphabet Uu-Ww:</b> umbrella, up, violin, vest, watch, water</p> <p><b>The UVW Chant</b></p> <p><b>Sentences:</b> What can you do? I can touch my nose.</p>
<b>Unit 8 I Can</b>			
<p><b>Conversation:</b> Let's play. OK. Let's play ball. OK. Let's play tag. OK. Let's jump rope.</p> <p><b>Song:</b> Let's Play</p> <p><b>Listen and do:</b> Point to the board. Go to the board.</p>	<p><b>Activities:</b> ride a bicycle, sing a song, fly a kite, bounce a ball</p> <p><b>Language:</b> I can fly a kite. I can't fly a kite.</p>	<p><b>Activities:</b> swim, smile, wink, dance</p> <p><b>Language:</b> Can you dance? Yes, I can. No, I can't.</p>	<p><b>Phonics</b></p> <p><b>The Alphabet Song Aa-Zz</b></p> <p><b>Alphabet Xx-Zz:</b> fox, box, yarn, yak, zebra, zero</p> <p><b>The XYZ Chant</b></p> <p><b>Sentences:</b> I can dance. I can't dance.</p>
<b>Let's Review Units 7 and 8</b>		<b>Speaking Bonus</b>	



# Introduction

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## 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 Begin 2

Each of the eight units in *Let's Begin 2* is organized around a basic theme and is divided into four lessons, with a review lesson after every two units. Each lesson builds on previously learned language and introduces new vocabulary and structures. Both review and new language are clearly identified in the Teacher's Guide lesson plans. The Can-Do Activity at the end of each

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

Each lesson focuses on a specific purpose in language development:

**Let's Talk** builds functional fluency through a conversation relating to the topic of the unit, followed by a video that animates and extends the conversation. Next, students are given the opportunity to personalize the language they have learned in Say and act. Then students practice the dialogue language with a song. Listen and do presents useful action verb phrases and patterns in which to use them.

**Let's Learn** builds grammatical accuracy as students learn vocabulary relating to the unit theme, demonstrate listening comprehension, and practice using the vocabulary in the context of a sentence pattern. The sentence patterns are presented rhythmically to reinforce natural intonation and pronunciation.

**Let's Learn More** expands on the language introduced in Let's Learn by introducing additional thematic vocabulary and a *Wh-* or *Yes/No* question-and-answer pattern. The lesson provides opportunities for students to use vocabulary from the previous lesson with the new patterns.

**Let's Learn to Read** introduces the English alphabet. Students learn the shapes of capital and lowercase letters, their sounds, and key words beginning with each sound. An animated chant video for each set of letters helps students practice sounds and vocabulary. Then students learn to read sentences in the context of a picture. A fun letter search is included in every picture.

**Let's Review** provides a one-page listening assessment. Extra topic-based language is introduced after each review. Students learn essential classroom vocabulary, classroom commands, weather words, and the days of the week.

## 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

### مرجع زبان ایرانیان

 **2.23 Class Audio**

 **Drum Track**

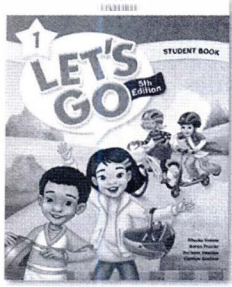
 **Songs and Chants**

 **Video**

 **Can-Do Activity**

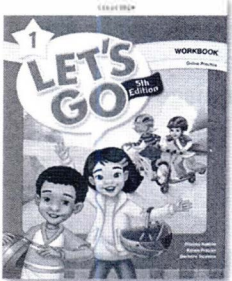


# Components



## Student Book

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



## Workbook with Online Practice

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

## NEW Online Play

- Fun and engaging games, videos, audio, and other resources for students to use at home
- [www.oup.com/elt/letsgo](http://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, Alphabet 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 for a lesson titled "A Spider! Help!". The main content area shows a grid of images and text boxes for a listening activity. A callout box highlights a specific activity: "3 Look and write." with a picture of three potted plants and a spider. Below the image are four numbered blanks for students to write the words: "1 It's a butterfly", "2 It's a \_\_\_\_\_", "3 It's a \_\_\_\_\_", and "4 It's on \_\_\_\_\_".

Callout boxes provide additional information about the tool's features:

- Zoom in to focus your students' attention on a single activity.** (Points to the zoomed-in activity box)
- Play audio and video at the touch of a button.** (Points to the audio and video play buttons)
- Speed up or slow down the audio to tailor lessons to your students' listening level.** (Points to the audio speed control slider)
- 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.** (Points to the "Save" button and a note-taking area)
- Work on pronunciation in class: record your students speaking, and compare their voices to the course audio.** (Points to the recording and playback controls)



# Unit Walk-Through

## Let's Talk

CD track numbers make finding the audio easy

Familiar characters model communication in familiar situations

Animated conversation videos motivate students to start speaking

Role-play practice reinforces conversation and gives students a personalization opportunity

Student Book pages 12–13

Songs and chants reinforce language from the dialogue

Essential classroom action verbs help students see more English in class

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

### 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 to provide a physical reminder that conversation is communication between two or more people.
2. **Listen to the dialogue.** Students establish context, listen, and repeat to reinforce natural pronunciation.
3. **Listen to the language focus.** Students repeat focusing on natural intonation, rhythm, and speed.

### B Watch the video.

1. **Play the video.** Students repeat familiar names and words.
2. **Repeat with gestures.** Play the video again. 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 Say and act.

1. **Listen and point.** Play the audio. Have students point to the pictures and name the characters.
2. **Listen and repeat.** Students repeat after the audio.
3. **Divide the class into pairs.** Have students role-play the conversation, filling in the blanks.
4. **Take turns performing.** Students act out the dialogue.

### D Listen and sing.

1. **Play and listen.** Have students identify familiar words.
2. **Practice the rhythm.** Clap to keep the beat as you model the song. Show possible actions.
3. **Look at the lyrics.** Have students identify familiar letters or words. Repeat the song, line by line.
4. **Sing the song.** Have students sing the song as a class and then in groups.

### E Listen and do.

1. **Introduce the sentences with actions.** Have students say the sentences and do the actions.
2. **Play the audio.** Have students listen and pantomime the verb phrases along with the audio.

### 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

Students demonstrate comprehension through fun listening exercises



Sentence patterns modeled in scene

Vocabulary and sentence patterns are reinforced with chants, songs, and activities

Student Book pages 14–15

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## Warm up

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

## Pre-teach Language

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

## A Learn the words.

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

## B Listen and point.

1. **Listen and point to the words.** Play the audio. Have students listen and point to the pictures in the order they hear the words.
2. **Practice the words.** Show Teacher Cards and have students say the word shown. Gradually pick up speed so that you are showing the cards slightly faster than students are saying the words.

## C Make sentences.

1. **Listen to the sentence pattern.** Have students look at the page and help them describe the things they see. Direct student attention to the sentence pattern in their books or write the sentence pattern on the board. Play the audio. Point to the words as they listen and have students listen and point to the items.
2. **Practice the sentences.** Play the audio again and have students listen and repeat.

## D Listen and point.

The final exercise varies, but it usually includes a listening and pointing activity, song, or chant.

## 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

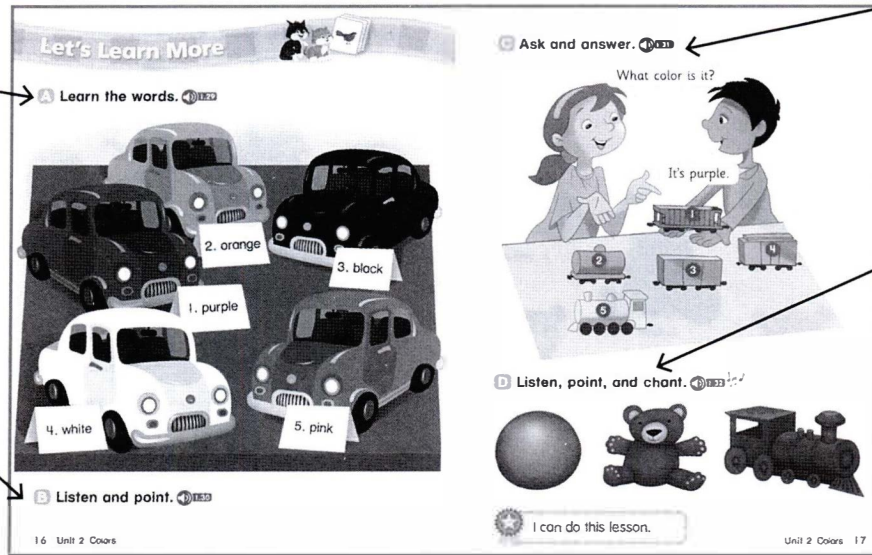
Workbook  
Online Practice



# Let's Learn More

Additional topic-based vocabulary

Further practice of rhythm and intonation also checks comprehension



Question-and-answer patterns modeled in the context of a scene

Previous vocabulary recycled in current lesson's patterns with a chant or song

Student Book pages 16–17

## Warm up

Start the lesson with an activity or game 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. Focus on speaking with natural pronunciation.
2. **Check comprehension.** Say the words in random order and have students point to the appropriate pictures in their books. Start slowly, but increase your speaking speed to challenge students and make the activity fun.

### B Listen and point.

1. **Listen and point to the words.** Play the audio. Have students listen and point to the pictures in the order they hear the words.
2. **Practice the words.** Show Teacher Cards and have students say the word shown. Gradually pick up speed so that you are showing the cards slightly faster than students are saying the words.

### C Ask and answer.

1. **Listen to the question-and-answer pattern.** Have students look at the page and describe the things they see. Play the audio. Have students listen to the question-and-answer pattern, pointing to the speakers and the items in the picture.
2. **Play the audio again.** Play the audio again. Have students point to the appropriate pictures and repeat the questions and answers.

### D Listen, point, and chant.

This activity varies but will usually consist of a listening and pointing preparation for a song or chant, combining Let's Learn vocabulary with the Let's Learn More question-and-answer pattern.

### 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

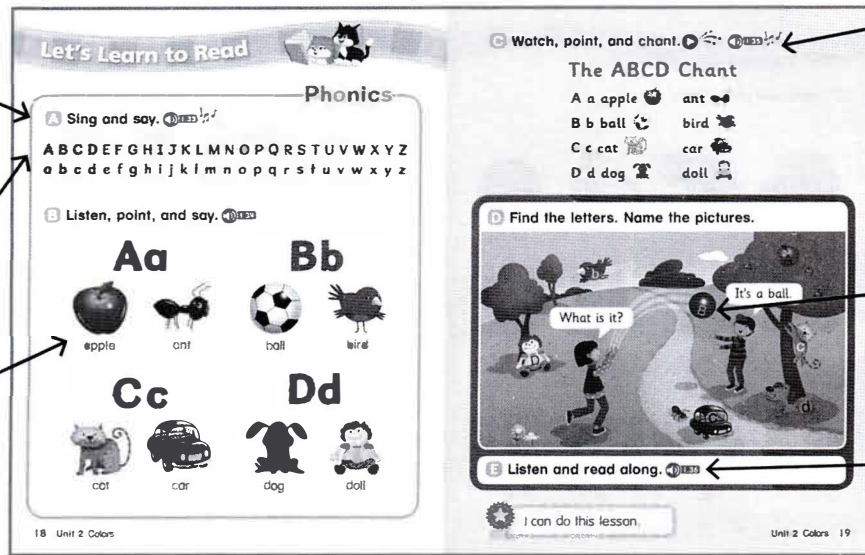
Workbook  
Worksheet (Teacher's Resource Center)  
Online Practice

# Let's Learn to Read

Review of entire alphabet with song

Alphabet focus letters appear in the ABC chart in red

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



Fun, animated phonics chant videos for phonemic awareness and pronunciation

Hidden letter activity reinforces capital and lowercase letter identification

Question-and-answer practice in sentence/story context

Student Book pages 18–19

## Warm up

Start the lesson with an activity to review the alphabet from the previous unit.

## Pre-teach Phonics

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

### A Sing and say.

1. **Recognize and say the letters.** Ask students to find the letters for the lesson on the ABC chart at the top of the page and to name objects they recognize.
2. **Play the audio.** Students listen and point to the letters.
3. **Repeat the audio.** Play the audio again and pause to allow students to repeat after each line.
4. **Sing the song.** Have students sing The ABC Song.

### B Listen, point, and say.

1. **Listen and point.** Play the audio and have students listen and point to the letters and pictures.
2. **Practice the letters and words.** Show Teacher Cards and say the letter name and word. Students repeat. Then show the cards in random order and have students repeat the letter names and words.

### C Watch, point, and chant.

1. **Play the video.** Students watch and listen.
2. **Watch and act.** Assign different letters to students. Students raise their hands when they hear their sound.

3. **Watch and chant.** Students watch and chant along with the video.
4. **Practice the chant.** Repeat the chant several times as a class, in small groups, and then in pairs.

### D Find the letters. Name the pictures.

1. **Hidden letters.** Have students take turns finding the hidden letters.
2. **Object identification.** Have students take turns finding the objects that begin with ABCD.

### E Listen and read along.

1. **Listen and read.** Listen to the audio. Show students how to point to the question-and-answer sentences as they read along.
2. **Role-play the dialogue.** Have students role-play the scene in the picture, using language they have learned.

### I can do this lesson.

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

## Games and Activities

- Use the suggested games or activities to practice the vocabulary, letters, and sounds.

## Additional Resources

Workbook  
Test (Teacher's Resource Center)  
Online Practice



# Let's Review

Entire page focuses on listening

Introductory test practice

Useful new vocabulary

Can-Do Activities help students and teachers assess oral proficiency

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

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

## Let's Learn to Read

- Use games and activities to review the phonics sounds and words.
- Read the question-and-answer dialogues together.

## Let's Review

### A Listen and circle.

1. **Practice the format.** Before students open their books, prepare them for the test-like procedure. Put two Teacher Cards on the chalk rail to resemble the activity on the Let's Review page in the Student Book. Identify each of the cards. Draw a letter *A* below the first card, a letter *B* below the second card. Ask a student to stand by the cards. Identify the vocabulary on one of the cards and have the student point to the correct card and circle the appropriate letter. Repeat as necessary until all students understand the procedure.
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. **Play the audio.** Have students listen to the audio and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test.
4. **Correct the test together.** If time allows, encourage students to create original test questions using the same illustrations, and practice "testing" each other in pairs.

## School Supplies

### A Say these.

1. **Introduce the words.** Use Teacher Cards to introduce the new words. Make sure students understand the meaning of the words and can say them easily.
2. **Introduce the sentence pattern.** Model the new pattern, and then use Teacher or Student Cards to practice the pattern with the new vocabulary.
3. **Play the audio.** Have students listen and point to the vocabulary on the page. Then play the audio again and have students repeat the vocabulary.
4. **Practice the pattern.** Write the pattern on the board or direct students' attention to it in their books. Point to the item in the book and model the language. Have students run their fingers under the sentence pattern and say the words.
5. **Play the audio again.** Have students listen to the audio. Then have them repeat each pattern sentence with the new vocabulary.

### I can talk about the Units.

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

## Teaching Conversation

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

## Teaching Vocabulary

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

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

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

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

## Teaching Grammar

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

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

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

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

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

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

## Recycling Language

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



## Teaching 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.

## 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

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**Additional Resources** sections for further support. Use the Workbook Classroom Presentation Tool for further teacher-led practice activities.

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

## Teaching Phonics and Reading

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

## Teaching Writing

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

The Let's Read About sections in Levels 3–6 always include writing personalization activities. A good writing expansion activity is to have students work together to create a unique story incorporating familiar grammar and vocabulary, based on a picture or a shared class experience. You can write the story sentences on the board, and the class can work together to correct the language. Students can read what they've written and copy the story into their own notebooks and illustrate it. Activities like this allow students to write and read at their own skill level.

## Teaching Content (CLIL)

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



# Drills and Games

## DRILLS

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

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

### Repetition Drill

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

Teacher: *a dog, a dog.*

Students: *a dog.*

Teacher: *a rabbit, a rabbit.*

Students: *a rabbit.*

or:

Teacher: *This is a red book.*

Students: *This is a red book.*

Teacher: *This is a yellow pencil.*

Students: *This is a yellow pencil.*

### Substitution Drill

To do a substitution drill, use picture cards or actual objects as cues.

T: *Where are the books?* (show a picture of books on a table) *They're on the table.*

Ss: *They're on the table.*

T: (show a picture of books under a table)

Ss: *They're under the table.*

or:

T: (show a picture of a bird) *There's a bird. I like birds.*

Ss: *There's a bird. I like birds.*

T: (show a picture of a frog)

Ss: *There's a frog. I like frogs.*

### 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 a picture of a robot to S1) *What's this?*

S1: *It's a robot.* (show a picture of a jump rope to S2)

*What's this?*

S2: *It's a jump rope.*

### Add Six-Second Drill or 1, 2, 3, Finished!

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 say *Finished!* first), and drills become Six-Second Drill Games.

Ss: *Pencil, pencil, pencil! Finished!*

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

Ss: *Pencil, pencil, pencil! Finished!*

T: *Again! (add a task)*

Sentence pattern drill: *I like cats.*

Ss: *I like cats, I like cats, I like cats. Finished!*

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

Ss: *I like cats, I like cats, I like cats. Finished!*

T: *Again! (add a task)*

Question form: *What do you like?*

Ss: *What do you like, what do you like, what do you like? Finished!*

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

Ss: *What do you like, what do you like, what do you like?*

T: *Again! (add a task)*

## GAMES

Games should not be considered simple entertainment and therefore unimportant to language learning. Rather, they serve as a way to reinforce the material presented in the lesson in a way that engages students in a very effective manner. This is especially true for young children. They respond well to practicing language when it is put into an activity or a game form. In most cases, games serve the same function as the drills listed

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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 *Let's Begin 2* and the procedures for doing them follow.

## Games For Drilling Vocabulary

### Bingo

This game encourages vocabulary memorization and listening comprehension. Give each student a nine-square grid, with three rows of three squares each. The students select nine of their teacher-made or Student Cards (based on the lesson vocabulary) and arrange them randomly on the grid. The caller (either you or a student) picks a card from a duplicate set of cards and calls out the word or phrase 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).

### Charades

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

### Circle Game

This game practices vocabulary words and the sentence pattern. Use Student Cards. Have the students stand in a circle. Each student has a *food* card to pass. The students pass the cards around the circle at the same time, saying the *food* on the card in their hand: *I like (chicken)*. They keep passing the cards until each student has his/her original card.

### Concentration

This activity helps build memory skills. Separate the students into pairs or groups of three or four. Give two sets of picture cards to each group and place them face down in random order on the desk. One at a time, students turn over two cards and try to find two identical cards. As each student looks at the cards, he or she says the word or phrase that is shown. If the cards match, the student keeps them and gets a point.

### Dialogue Musical Chairs

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

### Find It

Hold up a Teacher Card and say the phrase. Students look for their matching Student Card and repeat. Repeat several times for all the vocabulary.

### Flip It

This game practices counting and plurals. Put students into pairs or groups of three. Give each student their own set of animal Student Cards. Each student flips over one card at the same time. As students flip the cards over, some will match (either two animals or three animals). When the cards match, a student says *Let's count the (dogs)*. The other students join in saying *1 (dog), 2 (dogs), 3 (dogs)*.

### Line Up Game

This game practices listening comprehension and vocabulary recognition. Have students get into groups of five or six and make a circle around a desk. Spread Teacher Cards on the desk in the middle of each group. S1 says *Touch (the red bird)* and everyone repeats as they touch the card as fast as possible. Then the next student is the leader and says a new word.



# Drills and Games (continued from p. 17)

## Memory Game

This game builds memory skills and reviews vocabulary. Divide the class into groups of five or six. S1 says *I like (red)* or uses a food, animal, or toy word. S2 says the first word and then adds another word. Each student repeats all the words and adds another. Continue down the row or around the circle until each student has had a turn.

## Pass the Card

Use several sets of Student Cards or use objects. Divide the class into groups and have each group make a line, or have students do this at desks in rows. Give the first student in each line a card. Each student identifies the card (object): *a ball* and quickly passes the card to the next student, who does the same. While the card gets passed down the line, the first student should receive another card and do the same as previously stated. As different cards get quickly passed down the line with students identifying what's on each card, the last player races up to the front and gives his/her card back to the teacher and becomes the first student to receive and say the next vocabulary word. Continue this procedure with all the vocabulary cards.

## Picture Game

This game encourages guessing and recall of previously learned material and practices the question-and-answer pattern. Divide the class into groups of three or four. Give paper and crayons to each group. Whisper an object, a color, or a verb phrase to one student from each group. That student returns to the group and draws and colors the object. The first group to guess correctly saying the object, color, or verb phrase wins a point. Continue until all students have had a chance to draw.

## Say It

This game practices memorization and spontaneous vocabulary recognition. Divide students into groups. Have students watch carefully as you show them the picture cards one at a time. Put the cards down and have students say them in the order that they were shown. Repeat with the cards in different order, gradually picking up speed. Students who make a mistake have to sit down but can participate from their seats. The group that has the most students left standing is the winner.

## Scramble

In *Let's Begin*, **Scramble** can be used to drill both vocabulary and verb phrases. It encourages listening comprehension and is 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. The two students with those words 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 object written or drawn on it. The first time a student is left in the center of the circle, take away this student's object card. After that, any student going into the center will always give his or her object card to the student he or she is replacing.

## Show Me

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

T: *What is it?*

Ss: (hold up a Student Card) *It's a (doll).*

Have student volunteers ask some of the questions.

## Slap

Students enjoy the fast-paced challenge of this activity. Place students in small groups. Give each group a set of designated word or picture cards, placed face up on the table within reach of all the students. The caller (either you or a student volunteer) should have a duplicate set of cards piled in random order. The caller calls out the word or phrase pictured on the top card. The first student in each group to slap down 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.

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## Games for Drilling Structures

### Find Your Partner

This activity provides a setting for students to use language in a meaningful way. Use Student Cards in multiple sets so that all the students have cards and every card has at least one duplicate. Deal out one card to each student. Do not allow students to show their cards to one another. Have 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.

### Back-to-Back 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.

### Memory Chain

This game builds memory skills and reviews vocabulary and structures. Divide the class into groups of five or six. S1 says *I like (red)* or uses a food, animal, or toy word. S2 says the first sentence and then adds another word or sentence. Each student repeats all the words/

sentences and adds another. Continue down the row or around the circle until each student has had a turn.

### 1, 2, 3, Finished!

Divide the class into pairs. Students take turns asking each other questions like *Do you like (fish)?* The first pair to ask and answer three questions, sit down, and shout *Finished!* wins. Repeat several times, trying to improve speed.

### Pass the Card

Use several sets of Student Cards. Divide the class into groups and have each group make a line. Or have students do this at their desks in rows. Give the first student in each line a card with the face down. Each student passes the card face down to the next student, asking *What is it?* (Teach *I don't know.*) The last player turns the card over and says *It's a (train)* and returns the card to the front as each student says the sentence. Continue the procedure with a different card.

### Pick Up

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

### 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 stands and says the information aloud or writes something on the board. The first team to finish is the winner.

### 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



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

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.

## 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) *What is it?*

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

Students then switch roles.

S2: (points to the other card) *What is it?*

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

## What Is It?

This game reviews vocabulary and the question-and-answer pattern. Have students get into relay lines. Give each line a card. S2 asks S1 *What is it?* S1 answers *It's a (cat)*. Change cards after each round and see how fast each line can finish.

## Games for Drilling Conversations

### Beanbag Circle

This game practices language from the dialogue. S1 tosses a beanbag to S2 and says *Let's play*. S2 replies *OK. Let's play tag*. S2 then tosses the beanbag to S3. Encourage students to substitute other games or activities for *tag*.

### Build a Conversation

This game reviews conversations from other units and has students use the language in a natural way. Use language from units already presented. Write the first line of the conversation on the board. Ask students what the next line could be and write it on the board. Continue with more lines until the entire conversation is written on the board.

## 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.

## Our Chant

This game gives students the chance to be creative with the language from the unit. Start with a basic rhythm (e.g., tap, tap, tap, tap, tap, tap, clap, clap). Have students choose toys and fit them to the beat. Practice the chant. Then have students do their chant with appropriate actions (e.g., driving motion for car). If they can handle the challenge, have students increase the speed of their rhythm and do the chant again.

## 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 be heard by each other.

## Games for Drilling Commands and Verbs

### Command Chain/Action Chain

Put students in a circle. S1 says and does and an action (*Point to the board.*) and the other students repeat the both the word and the action. S2 says the first command (*Point to the board.*) and then adds a second (*Jump.*). Again, the other students repeat and do the commands.

## Do It!

This game reviews numbers and verbs. Play this game with all the verbs they have learned. Give the command and how many times (1–10) students should do it. Students do the action and say it as many times as commanded.

T: *Jump 3 times!*

Ss: *Jump, jump, jump!*

T: *Sit down 2 times...etc.*

## Follow the Leader

This game reviews *I can...* Have a student leader say a sentence *I can (touch my ears)*. Students repeat and do the action. Have the leader say another sentence. Continue so that students are saying and doing three actions in a row.

## Memory Chain

This game builds memory skills and reviews verbs and phrases. Divide the class into groups of five or six. S1 says *Stand up*. S2 says the verb and does the action and then adds a new verb and action. S3 continues the chain. Since large groups will be repeating verbs, you can encourage children to create their own unique gestures to accompany the verbs and require students to use these gestures in the correct order, too.

## Please

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

## Rock, Paper, Scissors

This is a short, fun activity that students can do if there is no space to move around or if time is limited. In pairs, students say, *Rock, Paper, Scissors!* And show one of three gestures.

- fist to represent a rock (stronger than scissors, but weaker than paper because paper can cover a rock)

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

At 1, 2, 3! each student shows one of the gestures. The loser has to ask a question and the winner answers. Then they do another round. Variations using the language being taught can be used also.

## Games for Working on Alphabet Letters and Sounds

### Letter Trace Relay

Divide the class into groups of four or five and put them in lines facing the front of the class. Trace a letter on the back of the student in each line without letting the other students see. When you say *Go!*, students trace the letter on the back of the student in front of them. Students continue down the line until the first student in line runs to the board, writes the letter, and says the word that is associated with it. Alternately, whisper one of the words and have students trace the first letter of the word.

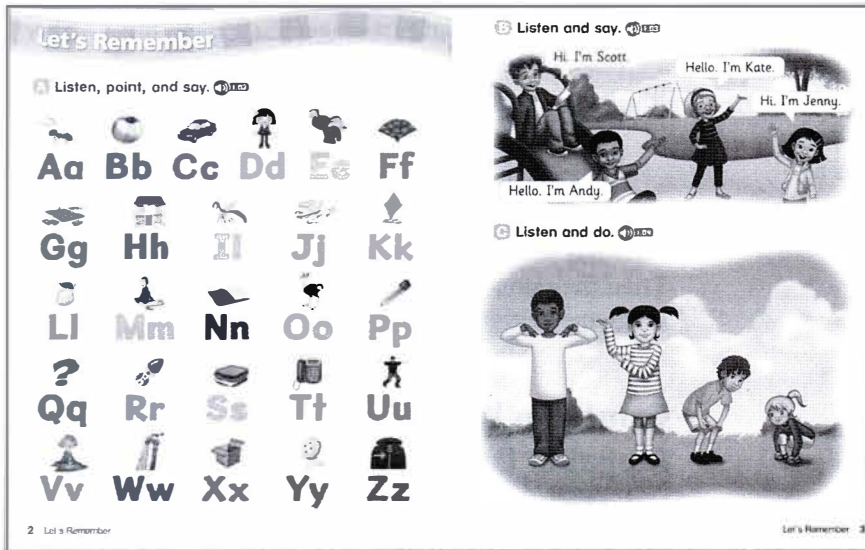
### What's the Letter?

This game practices recognizing and writing letters. Divide the class into teams and put them in lines. Give the first student in each line a piece of chalk. Say one of the words from Units 2–8. The students must run to the board and write the first letter of the word and say it. The first student to do it correctly wins a point for their team. To make it more challenging, have students write the upper and lowercase letters and/or use all the letters they have learned so far.

### What's Missing?

This game reviews letters in words. Write several words from the unit on the board, but leave out one letter. On the other side of the board, write the same words in mixed-up order but with all the letters present. Divide the class into groups of three or four. Have students write the words with all the letters. The first team to do it correctly wins. Play the game again with words from other units.

# Let's Remember



Student Book pages 2-3

**Lesson Objective:**

- Reviewing language from *Let's Begin 1*

**Review Language:**

Alphabet Aa-Zz

*Hi, I'm Scott.*

*Hello, I'm Kate.*

*Touch your shoulders.*

*Touch your elbows.*

*Touch your knees.*

*Touch your feet.*

**Materials:**

CD1 Tracks 02-04; Alphabet Cards Aa-Zz (Teacher's Resource Center)

Let's Remember is a summary of language patterns introduced in *Let's Begin 1* that students will recycle and build upon in *Let's Begin 2*.

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

In <i>Let's Begin 1</i> , students learned:	In <i>Let's Begin 2</i> , students will learn:
Alphabet letters (capital and small) and sounds Key words for each of the sounds	Identifying letters in words Asking Yes/No questions
Numbers 1-10 Shapes Colors	Action commands: <i>stand up, sit down, come here, turn around</i>
<i>Touch your shoulders/elbows/knees/feet.</i>	<i>What can you do? I can walk/run/jump/dance.</i>



## Let's Remember Activities

Use these activities to review language that students need for *Let's Begin 2*. Basic activities are appropriate for students beginning their English study with *Let's Begin 2*. Extension activities are for both beginning students (after completing the basic activities) and for students continuing from *Let's Begin 1*.

### Alphabet

- **Basic activity.** Introduce the alphabet in groups of 2–3 letters at a time and practice until students can identify all 26 letters without hesitation.
- **Extension activity.** Divide students into groups and give a set of Alphabet Cards to each group. On your signal, each group works together to put their cards in alphabetical order as fast as possible. As a variation, instead of doing the entire alphabet at one time, do several letters at a time.

### Conversation

- **Basic activity.** Use puppets or student volunteers to model the conversation *Hi. I'm Scott. Hello. I'm Kate.* Have students repeat the lines after you to practice the pronunciation. Have students take one role while you take the other, and then switch roles. Have students wave when they say *Hello*.
- **Extension activity.** Play **Conversation Lines** (p. 20). Have students stand up and form two lines, facing each other. Have them introduce themselves to the student opposite them. Have students in one line take one step to the left and introduce themselves to the next person. Continue until students have practiced the conversation a few times.

### Actions


- **Basic activity.** Introduce the verbs with actions. T: (touching his/her shoulders) *Touch your shoulders* (x4). Students say the verbs and do the actions four times following you. Continue with *Touch your elbows*, *Touch your knees*, and *Touch your feet*. Repeat until students can say and do the actions confidently.
- **Extension activity.** Play **Please** (p. 21). Say the four actions multiple times, saying *Please* before some of them. Students do the actions with *Please* and do not do the actions without it. If students make a mistake they sit down. The winner is the last student standing. Have a student take on the role of the teacher, and play the game again.

Student Book pages 2–3

### A Listen, point, and say.

1. Play Class CD1 Track 02. Students listen and point to the alphabet letters and key word pictures. Then


have students name the alphabet letters and (key word) pictures along with the recording.

 I.02	A ant	J jet	S sandwich
	B ball	K kite	T telephone
	C car	L lemon	U umpire
	D doll	M monkey	V volcano
	E elephant	N notebook	W water
	F fan	O ostrich	X box
	G game	P pencil	Y yo-yo
	H house	Q question mark	Z zipper
	I insect	R rocket	

2. Student pairs take turns pointing to and naming letters. S1 points to an alphabet letter at random and S2 says the name of the letter and the name of the key word picture shown above each letter (*F, fan*). Then switch roles.

### B Listen and say.


1. Play Class CD1 Track 03. Students listen and point to the characters that are speaking. Then have them listen again, point, and repeat the conversation.

 I.03	Hi. I'm Scott.	Hello. I'm Andy.
	Hello. I'm Kate.	Hi. I'm Jenny.

2. Walk around the classroom greeting and introducing yourself to random students. Have them wave, greet you, and introduce themselves.
3. Divide students into groups of four. Have students in each group greet and introduce themselves to each other. Encourage students to wave as they greet each other.

### C Listen and do.

1. Play Class CD1 Track 04. Students listen and point to the children as they hear each action described. Then have them listen again, acting out and repeating the actions/statements.

 I.04	Touch your shoulders.	Touch your knees.
	Touch your elbows.	Touch your feet.

2. Divide students into groups of four. Have group members take turns saying and doing the actions.
3. Play **Do it!** (p. 21). Give a command and say how many times students should do that action. Students do the action as many times as commanded. Do the same with the remaining commands, using a different number each time.

Unit 1  
**Toys**  
Let's Talk

**A Listen and say.**

Hi! What's your name?  
I'm Kate.

**B Watch the video.**

**C Say and act.**

What's your name? \_\_\_\_\_? What's your name?

1. 2. 3.

I'm Andy.

**D Listen and do.**

1. Stand up. 2. Sit down.

I can do this lesson.

Unit 1 Toys 5

Student Book pages 4–5

**Topic:**

- Conversation

**Lesson Objectives:**

- Learning how to greet each other
- Learning two new action commands

**Language:**

*Hi! What's your name?*  
*I'm Kate.*

*Stand up.*  
*Sit down.*

**Materials:**

Teacher Cards 1–2; CD1 Tracks 05–08;  
Student Cards 1–2 and Unit 1 Let's Talk  
Video (Teacher's Resource Center)

### Warm up

- As you take attendance, smile and greet students by name: *Hi/Hello, (Scott)*. Students should respond with *Hi* or *Hello*.
- Have students walk around the class and practice greeting as many classmates as they can in one minute.

Student Book page 4

### A Listen and say.

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

- Use puppets or student volunteers to model the conversation *Hi! What's your name? I'm (Kate)*. Have students repeat the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch roles.
- Have students look at the pictures and identify the characters and objects they recognize. Play Class CD1 Track 05. Have students listen to the conversation several times: first listening with eyes closed, then listening and pointing to the characters, finally listening and repeating familiar words. Explain new language, if necessary.

1.05 Hi! What's your name?  
I'm Kate.

- Play the audio again. Have students repeat after the audio, focusing on natural intonation, rhythm, and speed. Explain that *I am* has the same meaning as *I'm*, and that *What is* has the same meaning as *What's*.

### B Watch the video.

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

- Play the video. Have students watch and raise their hands when they hear a word they know.


Hi! What's your name?  
Hi! I'm Kate.  
Hi, Kate. I'm Scott.  
What's your name?

- Play the video again. Have students watch and copy the gestures and actions, where appropriate.
- Play the video again. Pause after each exchange and have students repeat the extended conversation and copy the gestures. Call on a few students to answer Kate and Scott's question: *What's your name?*
- Say *Hi! What's your name?* to a student. That student responds with *Hi, I'm (name)*. *What's your name?* Repeat with several other students.

## C Say and act.

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

1. Have students look at the pictures and identify the characters. Use puppets or student volunteers to model the conversation. Ask a volunteer to say what goes in the blank in the first conversation. Have students repeat the lines after you to practice pronunciation. Repeat with the next conversation.
2. For the third conversation, model with a student volunteer using his/her own name. Then have students practice in two groups, and finally in pairs making sure all students practice both asking and answering. Then play Class CD1 Track 06. Have students listen and repeat.

-  1.06
1. What's your name?  
I'm Jenny.
  2. What's your name?  
I'm Andy.
  3. What's your name?


3. Have students stand and greet as many of their classmates as possible in one minute.

Student Book page 5

## D Listen, point, and sing.

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

1. Play Class CD1 Track 07. Have students listen to the song and repeat words they recognize.

-  1.07 **Hi! What's Your Name?**
- |                       |                           |
|-----------------------|---------------------------|
| Hi! What's your name? | Kate, Jenny, Scott, Andy! |
| I'm Kate.             | Kate, Jenny, Scott, Andy! |
| Hi! What's your name? | Jenny, Andy, Jenny, Andy! |
| I'm Jenny.            | Kate, Jenny, Scott!       |
| Hi! What's your name? |                           |
| I'm Scott.            |                           |
| Hi! What's your name? |                           |
| I'm Andy.             |                           |

2. Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you, and then practice the song as a chant.
3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing.


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4. Using their books, have students point to and read words they recognize in the song. Help students recognize words and phrases that appear more than once. You can read the lyrics and have students follow along in their books. Then have students sing the song in pairs or groups.

## E Listen and do.

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

1. Introduce the sentences *Stand up* and *Sit down* with actions, to reinforce the meanings of the verbs. Have students repeat the sentences and do the actions several times.
2. Play Class CD1 Track 08. Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students repeat the sentences.

-  1.08
- |                           |                           |
|---------------------------|---------------------------|
| 1. Stand up.<br>Stand up. | 2. Sit down.<br>Sit down. |
|---------------------------|---------------------------|

3. Show Teacher Cards 1–2 and have students say and do the actions. Then have student pairs take turns saying the sentences and doing the actions.

## I can do this lesson.

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

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

## Games and Activities

- **Beanbag Circle** (p. 20). Have students sit in circles to practice *Hi! What's your name?* After they ask the question, they toss the beanbag to another student, who continues.
- Use **Step Away Lines** (p. 20) to practice *Hi! What's your name?* Each time the students take one step back, they switch parts.
- Play **Dialogue Musical Chairs** (p. 17) with the song "Hi! What's Your Name?"

## Additional Resources

Workbook pages 2–3

Unit 1 Worksheet A (Teacher's Resource Center)

Online Practice



**Let's Learn**

**A Learn the words.**

1. a ball      2. a jump rope

3. a yo-yo      4. a bicycle

**B Listen and point.**

**C Make sentences.**

It's a yo-yo.

**D Listen, point, and sing.**

I can do this lesson.

Student Book pages 6–7

**Topic:**

- Toys

**Lesson Objective:**

- Identifying and asking about toys

**Language:**

a ball, a jump rope, a yo-yo, a bicycle  
It's a yo-yo.

**Materials:**

Teacher Cards 3–6; CD1 Tracks 09–12;  
Student Cards 3–6 (Teacher's Resource Center)

### Warm up

1. Use **Conversation Lines** (p. 20) to review the greeting dialogue.
2. Use a **Command Chain** (p. 20) to review *Sit down* and *Stand up*.

### Pre-teach Language

1. Introduce the toy vocabulary, using Teacher Cards 3–6. Show one card and say the toy word. Have students repeat each word several times.
2. Introduce *It's a...* by pointing to objects in the classroom. Students can then join you in saying the words.

Student Book page 6

### A Learn the words.

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

1. Play Class CD1 Track 09. Have students listen and point to the toys as they hear them. Play the audio again and have students repeat the words. Check pronunciation and intonation.

1.09 1. a ball 2. a jump rope 3. a yo-yo 4. a bicycle

2. Display Teacher Cards 3–6 (toys). Call out one of the toy words and have students point to the correct card and say the name of the toy.

### B Listen and point.

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

1. Play Class CD1 Track 10. Have students listen and point to the pictures in the order they hear the words.


1.10 a ball	a jump rope
a yo-yo	a ball
a bicycle	a bicycle
a jump rope	a ball
a yo-yo	a jump rope
a bicycle	a yo-yo

2. Show Teacher Cards 3–6 one at a time. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than students are answering. Change the order of the cards frequently, showing the words that the students are having problems with more often than the ones they know how to say. Continue until students are saying the words spontaneously.
3. Make sure each student has a set of Student Cards 3–6. Say the words in random order and have students put the words in the same order on their desks.

### C Make sentences.

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

1. Have students look at the picture and identify the objects they know. Then play Class CD1 Track 11 and have the students listen and point to the objects.

 **1.11**


1. It's a yo-yo.
2. It's a ball.
3. It's a bicycle.
4. It's a jump rope.

2. Direct students' attention to the pattern in the book or write it on the board. Show Teacher Card 3, or a real ball, to students and say *It's a ball*. Have students repeat after you. Be sure to point or touch the ball when you say *It's*. Explain that *it's* has the same meaning as *it is*. Continue with additional objects until students are able to produce the sentence pattern without prompting.
3. Practice the sentences by playing a pantomime game in groups. Have one student in each group pantomime playing with one of the toys. The other students in the group name it using the sentence pattern. Continue until all the students have had a chance to pantomime the words.

### D Listen, point, and sing.

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

1. Have students identify the toys. Then play Class CD1 Track 12. Have students listen to the song and point to the toys as they hear them.

 **1.12 Bicycle, Yo-Yo, Jump Rope, Ball**

Bicycle	Bicycle, yo-yo
Yo-yo	Jump rope, ball
Jump rope	It's a bicycle.
Ball	It's a yo-yo.
Bicycle	It's a bicycle.
Yo-yo	It's a yo-yo.
Jump rope	It's a bicycle.
Ball	It's a jump rope.
Bicycle, yo-yo	It's a ball!
Bicycle, yo-yo	It's a ball!

It's a bicycle.	It's a jump rope.
It's a yo-yo.	It's a ball!
It's a bicycle.	It's a ball! Yes!
It's a yo-yo.	
It's a bicycle.	

2. Model the song, line by line. Have students clap to the beat after you. Play the song again and have students sing along.
3. Assign each of the students one of the four toys in the song. Play the song again. This time, have all the "yo-yos" stand up when they hear *yo-yo* in the song. Repeat for each of the other toys.
4. Play the song again and have students sing along. Encourage students to pantomime as they sing.

### I can do this lesson.

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

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

### Games and Activities

- **Find It** (p. 17). Place Teacher Cards 3–6 face down on a desk or table in random order. Put students in groups and have them stand in rows. Give each group two sets of Students Card 3–6. The student at the front of the line picks up a card from the pile, says *It's a ball*, and chooses one Teacher Card to turn over. If the two cards match, the group gets a point. If they don't match, the student puts the card back on the pile and goes to the back of the line. Continue until all the students have had a turn.
- Display Student Cards 3–6. Give students one minute to memorize the cards and then tell them to cover their eyes. Remove one of the cards and ask *What's missing?*
- To reinforce listening comprehension, play "Bicycle, Yo-Yo, Jump Rope, Ball" again. Have students point to the pictures in their books when they hear the toy names.

### Additional Resources

- Workbook pages 4–5
- Online Practice



# Unit 1 Toys

## Let's Learn More

**Let's Learn More**

**A Learn the words.**

1. a train      2. a car

3. a doll      4. a teddy bear

**B Listen and point.**

**C Ask and answer.**

What is it?  
It's a teddy bear.

**D Listen, point, and sing.**

I can do this lesson.

**Topic:**

- Toys

**Lesson Objective:**

- Identifying and asking about toys

**Language:**

a train, a car, a doll, a teddy bear

What is it?

It's a teddy bear.

**Materials:**

Teacher Cards 3–10; CD1 Tracks 12–16;  
Student Cards 3–10 (Teacher's Resource Center)

Student Book pages 8–9

### Warm up

- Toy Train.** Review toy vocabulary. Put Teacher Cards 3–6 or realia around the room. Have students stand in two or three lines and hold onto each other like a train. Have the leader of each line walk around the classroom. When you say *Stop!* the leader takes his/her train to one of the pictures. All students in the group point to the picture and say *It's a (ball)*. Then a new leader takes them to another picture and students repeat the procedure. Continue until all trains have stopped at each picture.
- Sing "Bicycle, Yo-Yo, Jump Rope, Ball" (Class CD1 Track 12). Have students pantomime or point to the toys as they sing.

### Pre-teach Language

- Introduce the toy vocabulary using Teacher Cards 7–10. Show one Teacher Card and say the toy name. Have students repeat each name several times.
- Introduce the question *What is it?* Hold up Teacher Card 10 (teddy bear) and ask students *What is it?* Students answer *It's a teddy bear.*

Student Book page 8

### A Learn the words.

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

- Play Class CD1 Track 13. Have students listen to the vocabulary and point to the toys as they hear them. Play the audio again and have students repeat the words.

**1.13** 1. a train    2. a car    3. a doll    4. a teddy bear

- Do a quick practice with the vocabulary. Display Teacher Cards 7–10. Call out a toy name. Have students point to the card and say the toy's name. Repeat with each toy.

### B Listen and point.

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

- Play Class CD1 Track 14. Have students look at Exercise A and point to the pictures in the order they hear the words.

**1.14** a car  
a doll  
a teddy bear  
a train



a teddy bear  
 a doll  
 a car  
 a train  
 a teddy bear  
 a doll


2. Display Teacher Cards 7–10 one at a time. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than students are answering. Change the order of the cards frequently, showing the words that the students are having problems with more often than the ones they know how to say. Continue until students are saying the words spontaneously.
3. Make sure each student has a set of Student Cards 7–10. Say the words in random order and have students put the cards in the same order on their desks.
4. Display Teacher Cards 7–10. Have students say them one by one. Take away one card at a time as they continue saying all the words. At the end, they should be saying all the words even though the cards are no longer displayed.

Student Book page 9

### C Ask and answer.

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

1. Have students look at the picture and describe what they see.
2. Direct students' attention to the pattern *What is it? It's a teddy bear* in the book or write it on the board. Play Class CD1 Track 15. Point to the words as students listen. Then play the track again and have students repeat after the audio. Play the audio again. Have students listen to the questions and answers, and point to the appropriate pictures in their books.

 **L-15** What is it?  
 It's a teddy bear.


1. What is it? It's a teddy bear.	2. What is it? It's a train.
3. What is it? It's a doll.	4. What is it? It's a car.

3. Put Student Cards 7–10 in a bag. Have a student pull out a card and ask the other students *What is it?* The first student to answer correctly gets to pull out the next card.

### D Listen, point, and sing.

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

1. Play Class CD1 Track 16. Have students point to the toys they see as they hear them in the song.

 **L-16** What Is It?

What is it?	What is it?
It's a ball.	It's a train.
What is it?	What is it?
It's a teddy bear.	It's a teddy bear.
What is it?	What is it?
It's a doll.	It's a bicycle.
What is it?	What is it?
It's a teddy bear.	It's a ball.

2. Assign each student a toy and play the song again. Have all the "balls" stand up when they hear *ball* in the song. Repeat with the other toys.
3. Play the track again and have students sing the song. Then repeat the song with students pantomiming each of the toys.

### 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

- **Pick Up** (p. 19). Place Teacher Cards 3–10 (toys) face down. S1 points to a card and asks *What is it?* S2 picks up the card and answers *It's a (car)*.
- **Concentration** (p. 17). Divide the class into groups. Use a double set of Student Cards 7–10, placed face down in random order for each group. As they turn over the cards, students make sentences about each toy.

### Additional Resources

Workbook pages 6–7

Unit 1 Worksheet B (Teacher's Resource Center)

Online Practice

# Unit 1 Toys

## Let's Learn to Read

Let's Learn to Read

Phonics

A Sing and say.

The Alphabet Song

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

B Listen, point, and say.

Listen and point.

Watch and read along.

I'm Andy. I'm Jenny. I'm Kate. I'm Scott.

I can do this lesson.

Unit 1 Toys

Student Book pages 10–11

### Topic:

- The alphabet

### Lesson Objectives:

- Singing "The Alphabet Song"
- Finding letters in names

### Language:

Andy, Jenny, Kate, Scott

### Materials:

Teacher Cards 3–10; CD1 Tracks 17–20;  
Student Cards 3–10, Alphabet Cards Aa–Zz,  
and Unit 1 Intro Video (Teacher's Resource  
Center)

## Warm up

1. **Our Chant** (p. 20). Start with a basic rhythm and have students choose toys and fit them to the beat. Practice the chant. Then have students do the chant with appropriate actions for each toy.
2. Divide the class into several groups. Give each group several Student Cards with toy vocabulary and have the students put them face down on a table. S1 points to a card and asks *What is it?* S2 guesses *It's a (ball)* and turns over the card. If the answer is correct, S2 gets a point.

## Pre-teach Phonics

- Introduce the alphabet. Write the alphabet on the board, both upper and lowercase. Point to each letter as you pronounce it clearly. Say the alphabet again and have students repeat. Do this several times, picking up speed each time. Then point to random letters, say them, and have students repeat.

### Student Book page 10

## A Sing and say.

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

1. Have students look at the page and identify all the letters if they can. Play Class CD1 Track 17 and have students listen.

### 17 The Alphabet Song

ABCD EFG HIJK LMNOP  
QRS TUV WXYZ


ABCD EFG HIJK LMNOP  
QRS TUV  
WXYZ Oh!  
WXYZ Yes!

2. Play the audio again. Have students listen to the pronunciation. Then play it again and have students repeat after each line.
3. Have students sing the song.
4. Have students say the alphabet in the correct order.

## B Listen, point, and say.

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

1. Play Class CD1 Track 18. Have students listen and point to the letters.

 I.18 A, B, C, D, E, F, G, H, I, J, K, L, M,  
N, O, P, Q, R, S, T, U, V, W, X, Y, Z

2. Play the audio again and have students repeat after each letter.

*Student Book page 11*

## C Listen and point.

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

1. Play Class CD1 Track 19. Have students point to each name and repeat it.

 I.19 Andy Kate  
Jenny Scott

2. Say the first letter (*A*) of the first name (*Andy*). Have students point to the letter *A* in the name. Continue with the other names.

## D Watch and read along.

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

1. Have students look at the picture and name the characters they know.
2. Play the video. Have students raise their hands when they hear the name of the characters they know.

 I.20 I'm Andy. I'm Kate.  
I'm Jenny. I'm Scott.

3. Play the video again. Have students listen and repeat.
4. Have students read the sentences aloud chorally. Then have volunteers read the sentences aloud for the class.

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

## 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 **Nametags** to practice letter recognition. Have students make nametags, or make the nametags for them, if necessary. Tell students to find the letters that their names start with on page 10. Then have them form groups by finding students whose names all start with the same letter. Alternatively, have them form groups of students whose names have an *m* in them, or whose name ends in an *e*, and so forth.
- Play **Scramble** (p. 18) to practice the alphabet. Divide the class into several groups. Put the Alphabet Cards (Teacher's Resource Center) on the board in a scrambled order. The first group to put the cards in the correct order wins.
- Play **Pick Up** (p. 19) to practice the question-and-answer pattern. Put Student Cards 3–10 face down on a table. Have students play in pairs.
- Play **Rock, Paper, Scissors** (p. 21) using Student Cards 3–10. Say *I'm (Ken), (I'm Meg), 1, 2, 3!* The winner picks up a card and asks *What is it?* The loser answers *It's a (ball)*. Play several rounds until the cards are gone.

## Additional Resources

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



**Unit 2 Colors Let's Talk**

**A Listen and say.**

Hi, boys and girls.  
Hello, Miss Jones.  
Goodbye.  
See you later.

**B Watch the video.**

**C Say and act.**

1. Hi, boys and girls.  
2. Goodbye.

**D Listen and sing.**

**Hi, Hello, Goodbye**

Hi, boys and girls.  
Hello, Miss Jones.  
Hi, boys and girls.  
Hello, Miss Jones.  
Hi, Andy.  
Hello, Jenny.  
Goodbye, Kate.  
See you later.  
Bye-bye, see you later.  
Bye-bye, see you later.  
Bye, Andy.  
Goodbye, Jenny.  
Goodbye, Kate.  
Bye-bye.

**E Listen and do.**

1. Come here.  
2. Turn around.

I can do this lesson.

Unit 2 Colors 12      Unit 2 Colors 13

**Topic:**

- Greetings

**Lesson Objectives:**

- Expanding greetings
- Learning two new action commands

**Language:**

*Hi, boys and girls.*  
*Hello, Miss Jones.*  
*Goodbye.*  
*See you later.*

*Come here.*  
*Turn around.*

**Materials:**

Teacher Cards 11–12; CD1 Tracks 07, 21–24;  
Student Cards 11–12 and Unit 2 Let's Talk  
Video (Teacher's Resource Center)

Student Book pages 12–13

## Warm up

1. Have students greet as many classmates as possible in one minute. S1: *Hi! What's your name?* S2: *I'm (Susan). What's your name?* S1: *I'm (Ted).*
2. Sing "Hi! What's Your Name?" (Class CD1 Track 07). Include gestures for *Hi*.

Student Book page 12

### A Listen and say.

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

1. Model the first part of the conversation, *Hi, boys and girls. Hello, Miss Jones.* Have students repeat to practice pronunciation. Have students take one role while you take the other, and then switch roles. Repeat with the second half of the conversation, *Goodbye. See you later.*
2. Have students look at the pictures and identify the characters and objects they recognize. Play Class CD1 Track 21. Have students listen to the conversation several times: first listening with eyes closed, then listening and pointing to the characters, finally listening and repeating familiar words. Explain new language, if necessary.



**121** Hi, boys and girls.  
Hello, Miss Jones.

Goodbye.  
See you later.

3. Play the audio again. Have students repeat focusing on natural intonation, rhythm, and speed.

### B Watch the video.

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

1. Play the video. Have students watch and raise their hands when they hear a word they know.

Hi, boys and girls.  
Hello, Miss Jones.  
Hello, boys and girls.  
Goodbye, boys and girls!  
Goodbye, Miss Jones.  
See you later!


2. Play the video again. Have students watch and copy the gestures and actions, where appropriate.
3. Play the video again. Pause after each exchange and have students repeat the extended conversation and copy the gestures.
4. Wave and say, *Hello, boys and girls.* Have students respond with *Hi* or *Hello* (your name) and gestures.

- Pretend to leave the classroom and say *Goodbye, girls and boys*. Have students respond with *Goodbye* (your name) and gestures. Respond with *See you later*.
- Pretend to leave the classroom and say *Goodbye*. Have students respond with *See you later*.

### C Say and act.

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

- Have students look at the pictures and identify the characters. Use puppets or student volunteers to model the conversation. Ask a volunteer to say what goes in the blank in the first conversation. Have students repeat the lines after you to practice pronunciation. Repeat with the next conversation.
- Play Class CD1 Track 22 and have students repeat.

 **L.22** 1. Hi, boys and girls.  
Hello, Miss Jones. 2. Goodbye.  
See you later.

- Divide the class into groups of three and have them role-play the first dialogue. Then have student pairs role-play the second dialogue.

Student Book page 13

### D Listen and sing.

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

- Play Class CD1 Track 23, and have students repeat words they recognize from the conversation.

 **L.23** **Hi, Hello, Goodbye**

Hi, boys and girls.	Goodbye, Kate.
Hello, Miss Jones.	See you later.
Hi, boys and girls.	Bye-bye, see you later.
Hello, Miss Jones.	Bye-bye, see you later.
Hi, Andy.	Bye, Andy.
Hello, Jenny.	Goodbye, Jenny.
	Goodbye, Kate.
	Bye-bye.


- Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you, and then practice the song as a chant.
- Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing.

- Have students look at the book, and point to and read words they recognize in the song. Help students recognize words and phrases that appear more than once. Then have students sing the song together in pairs or groups.

### E Listen and do.

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

- Introduce the sentences with actions, to reinforce the meaning of the verbs. Have students repeat the sentences and do the actions several times. For *Come here*, say the command and have each student come to you. Then have students practice in pairs.
- Play Class CD1 Track 24. Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students repeat the sentences.

 **L.24** 1. Come here.  
Come here. 2. Turn around.  
Turn around.

- Show Teacher Cards 11–12 and have students say the actions. Then have students take turns saying the sentences and doing the actions.

### I can do this lesson.

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

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

### Games and Activities

- Build a Conversation** (p. 20). On the board, write: *Hi, boys and girls./Goodbye./Hi! What's your name?/See you later./I'm (Kate)./Hello, (Jenny)*. Have students say line by line. In groups, have students make their own conversation using the lines. Have each group perform their conversation for the class.
- Play **Memory Chain** (p. 21) to practice actions from Let's Talk Units 1 and 2.
- Use **Our Chant** (p. 20) to practice the two conversations from Let's Talk.

### Additional Resources

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

# Unit 2 Colors

## Let's Learn

Student Book pages 14–15

### Topic:

- Colors

### Lesson Objective:

- Identifying and asking about colors

### Language:

*red, blue, yellow, green, brown*

*It's blue.*

### Materials:

Teacher Cards 3–10, 13–17; CD1 Tracks 20, 25–28; Student Cards 3–10, 13–17 (Teacher's Resource Center)

www.irLanguage.com

### Warm up

1. Sing "Hi, Hello, Goodbye" (Class CD1 Track 20) using gestures.
2. Review greetings and toy vocabulary. Give each student one card from Student Cards 3–10 and tell them to hold it behind their backs. Have them walk around the class greeting each other with *Hi/Hello (Kate)*. Then have them take turns asking *What is it?* When students have answered each other's questions, they say *Goodbye/See you later*. Continue for several minutes.

### Pre-teach Language

1. Introduce the color vocabulary, using Teacher Cards 13–17. Show one card and say the color word. Have students repeat each word several times.
2. Practice *It's...* (*red, blue, yellow, green, brown*) by pointing to colors of clothing students are wearing.

Student Book page 14

### A Learn the words.

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

1. Play Class CD1 Track 25. Have students listen and point to the colors as they hear them. Play the

audio again and have students repeat the words. Check pronunciation and intonation.

1.25 1. red 2. blue 3. yellow 4. green 5. brown

2. Display Teacher Cards 13–17 (colors). Call out one of the color words and have students point to the correct card and say the name of the color.

### B Listen and point.

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

1. Play Class CD1 Track 26. Have students listen and point to the pictures in the order they hear the words.

1.26 yellow, red, brown, blue, green...  
brown, green, red, yellow, blue...  
blue, brown, yellow, green, red...

2. Show Teacher Cards 13–17. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than the students are answering. Change the order of the cards frequently, showing the words that the students are having problems with more often than the ones they know how to say. Continue until students are saying the words spontaneously.



3. Make sure everyone has Student Cards 13–17. Hold up one Teacher Card card and say the color. Students hold up matching cards or point to items in the room with the same color. Then say a color without showing a card and have students hold up the matching card.

Student Book page 15

### **C** Make sentences.

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

1. Have students look at the picture and describe what they see. Then play Class CD1 Track 27 and have the students listen and point to the colors.


-  I.27
1. It's blue.
  2. It's green.
  3. It's brown.
  4. It's yellow.
  5. It's red.

2. Direct students' attention to the pattern in the book or write it on the board. Show Teacher Card 14 to students and say *It's blue*, and have them repeat after you. Be sure to point to the color when you say *it's*. Continue with additional colors until students are able to produce the sentence pattern without prompting.
3. Put students in rows and give S1 Student Cards 13–17. S1 looks at the top card and turns to S2 saying *It's (red)*. S2 takes the card and turns to S3 saying *It's (red)*. Students continue this down the row. Repeat with all the other cards.

### **D** Listen and point.

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

1. Have students identify the colors. Then play Class CD1 Track 28 and have students point to the colors as they hear them in the chant.

-  I.28
- |              |              |
|--------------|--------------|
| It's green.  | It's blue.   |
| It's yellow. | It's red.    |
| It's red.    | It's green.  |
| It's brown.  | It's brown.  |
| It's blue.   | It's yellow. |

2. Model the chant, line by line. Have students clap to the beat after you. Play the audio again and have students chant as they listen.
3. Assign each of the students one of the five colors. Play the audio again. This time, have all the "blues" stand up when they hear *blue* in the song. Repeat for each of the other colors.
4. Play the audio again and have students chant. When students say each color, encourage them to point to something in the classroom that is the same color.

### I can do this lesson.

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

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

### Games and Activities

- Play **Slap** (p. 18) to practice color recognition. Use Student Cards 13–17.
- Play a **Circle Game** (p. 17) to practice colors and the sentence pattern. Use Student Cards 13–17 and the sentence pattern *It's (blue)*.
- **Concentration** (p. 17). Play in small groups and have students use Student Cards 13–17. If they get a match they say the sentence *It's (red)*.

### Additional Resources

Workbook pages 12–13  
Online Practice

# Unit 2 Colors

## Let's Learn More

**Let's Learn More**

**A Learn the words.**

**B Ask and answer.**

What color is it?  
 It's purple.

**C Listen, point, and chant.**

I can do this lesson.

Unit 2 Colors 17

**Topic:**

- Colors

**Lesson Objective:**

- Identifying and asking about colors

**Language:**

purple, orange, black, white, pink

What color is it?

It's purple.

**Materials:**

Teacher Cards 13–22; CD1 Tracks 29–32;  
 Student Cards 13–22 (Teacher's Resource Center)

Student Book pages 16–17

### Warm up

1. Point to different items in the classroom and have students say what colors they see using the sentence pattern *It's (blue)*.
2. Place pieces of colored paper in a hopscotch pattern on the floor. Have students take turns hopping on the colors and saying *It's (yellow)* for each color they hop on.

### Pre-teach Language

1. Introduce the color vocabulary using Teacher Cards 18–22. Show one Teacher Card and say the color word. Have students repeat the word several times.
2. Introduce the question-and-answer pattern. Ask students *What color is it?* Students answer *It's (purple)*.

Student Book page 16

### A Learn the words.

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

1. Play Class CD1 Track 29. Have students listen to the vocabulary and point to the colors as they hear them. Play the audio again and have students repeat the words.

1.29 1. purple 2. orange 3. black 4. white 5. pink

2. Do a quick practice with the vocabulary. Display Teacher Cards 18–22. Call out a color. Have students point to the color and say its name. Repeat with each color.

### B Listen and point.

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

1. Play Class CD1 Track 30. Have students listen and point to the pictures in the order they hear the words.

1.30

purple	black
orange	white
black	orange
pink	purple
pink	white

2. Show Teacher Cards 18–22 one at a time. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than the students are answering. Change the order of the cards frequently, showing the words that the students are having problems with more often than the ones they know how to say. Continue until students are saying the words spontaneously.


3. Make sure everyone has a set of Student Cards 18–22. Say the words in random order and have students put the cards in the same order on their desks.
4. Display Teacher Cards 18–22. Have students say them one by one. Take away one card at a time as they continue saying all the color names. At the end, they should be saying all the words even though the cards are no longer displayed.

Student Book page 17

### **C** Ask and answer.

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

1. Have students look at the picture and describe what they see.
2. Direct students' attention to the pattern in the book or write it on the board. Play Class CD1 Track 31. Point to the words as students listen. Then have students repeat after the audio. Play the audio again and have students listen to the question-and-answer pattern, and point to the appropriate pictures in their books.


- |   |  |
|---|--|
| <p> 1.31</p> <ol style="list-style-type: none"> <li>1. What color is it?<br/>It's purple.</li> <li>3. What color is it?<br/>It's blue.</li> <li>5. What color is it?<br/>It's yellow.</li> </ol> | <ol style="list-style-type: none"> <li>2. What color is it?<br/>It's pink.</li> <li>4. What color is it?<br/>It's orange.</li> </ol> |
|---|--|

3. Put Student Cards 13–22 in a bag. Have a student pull out a card and ask the class *What color is it?* The first student to answer correctly gets to pull out the next card.

### **D** Listen, point, and chant.

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

1. Play Class CD1 Track 32. Have students point to the colors they see as they hear them in the chant.

-  1.32
- What color is it?  
It's red.  
What color is it?  
It's blue.  
What color is it?  
It's red and blue.  
It's purple!
- What color is it?  
It's red.  
What color is it?  
It's blue.  
What color is it?  
It's red and blue.  
It's purple!
- Red is red and blue is blue.  
But red and blue make purple.  
Red is red and blue is blue.  
But red and blue make purple.

2. Assign each of the students one of the three colors in the chant. Play the chant again. This time, have all the “reds” stand up when they hear *red* in the chant. Each of the other colors do the same thing.
3. Divide the class into two groups. Have one group chant the questions and the other group chant the answers. Then have groups change 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

- **Walk and Talk** (p. 20). Place Teacher Cards for colors around the room. Have student pairs walk around the room until you signal *Stop!* Students take turn answering the question-and-answer pattern *What color is it?/It's (black)*.
- **Relay Race** (p. 19). Use Student Cards 13–22.

### Additional Resources

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



# Unit 2 Colors

## Let's Learn to Read

**Let's Learn to Read**

**Phonics**

**A Sing and say.**

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz

**B Listen, point, and say.**

**Aa** **Bb**

apple ant ball bird

**Cc** **Dd**

cat car dog doll

**C Watch, point, and chant.**

**The ABCD Chant**

A a apple ant  
B b ball bird  
C c cat car  
D d dog doll

**D Find the letters. Name the pictures.**

What is it? It's a ball.

**E Listen and read along.**

I can do this lesson.

Unit 2 Colors 19

Student Book pages 18–19

### Topic:

- The alphabet

### Lesson Objectives:

- Learning letters Aa–Dd
- Finding letters in a word
- Asking and answering *What is it?*

### Language:

apple, ant, ball, bird, cat, car, dog, doll

*What is it?*

*It's a ball.*

### Materials:

Teacher Cards 23–30; CD1 Tracks 33–36;  
Student Cards 23–30 and Unit 2 Chant Video  
(Teacher's Resource Center)

## Warm up

- Review the alphabet. Following alphabet order, go around the room and have students take turns saying one letter each until the whole alphabet has been said in the correct order.
- Review the dialogues from Units 1 and 2 using **Step Away Lines** (p. 20).

## Pre-teach Phonics

- Introduce the names and the sounds of the letters *A*, *B*, *C*, and *D*. Use Teacher Card 23 or write *Aa* and the word *apple* on the board. Underline the *a* in *apple*. Say the name of the letter and the sound of the letter. Have the class pronounce both the name and the sound. Do the same for *b* (bird), *c* (cat), and *d* (dog).

Student Book page 18

### A Sing and say.

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

- Have students look at the ABC chart in their books and identify the letters in red. Play Class CD1 Track 33 and have students listen.

### 1.33 The Alphabet Song

ABCD EFG HIJK LMNOP  
QRS TUV WXYZ A, B, C, D!

- Play the audio again. Have students listen to the pronunciation. Then play it again and have students repeat after each line.
- Have students sing the song.
- Have students say the alphabet in the correct order.

### B Listen, point, and say.

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

- Ask students to point to the letters *Aa*, *Bb*, *Cc*, and *Dd* on the ABC chart in their books. Play Class CD1 Track 34. Have students listen and point to the letters and pictures as they hear them.

### 1.34 A, A, /a/, /a/

apple, apple

ant, ant

B, B, /b/, /b/

ball, ball

bird, bird

C, C, /k/, /k/  
cat, cat  
car, car  
D, D, /d/, /d/  
dog, dog  
doll, doll

2. Play the audio again and have students repeat after each letter and word.
3. Hold up Teacher Card 23 and say *a, apple*. Have students repeat. Continue with the cards for *ant, ball, bird, cat, car, dog, and doll* (24–30). Then hold up each card in random order and have students say the word and the letter it represents.

Student Book page 19

### **C** Watch, point, and chant.

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

1. Play the video. Have students listen and watch.
2. Assign each of the students one of the four letters in the chant. Play the video again. This time, have all the "As" stand up when they hear the /a/ sound in the chant. Repeat with each of the other letters.

#### I.35 The ABCD Chant

A, B, C, D!  
A, B, C, D!  
A, B, C, D!  
/a/, /a/, apple, ant  
/b/, /b/, ball, bird  
/k/, /k/, cat, car  
/d/, /d/, dog, doll

3. Play the video again. Have students watch and chant along.
4. Divide the class into two groups. Have one group chant the letter names and sounds and the other group chant the words. Then have groups change roles.

### **D** Find the letters. Name the pictures.

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


1. Have students look at the picture and name all the objects they can.
2. Have students find the hidden letters in the picture. Then have volunteers point to each hidden letter, say the letter, and say the name of the object it is attached to.

3. Put students in pairs and have them take turns asking each other about the picture using the question-and-answer pattern.

### **E** Listen and read along.

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

1. This activity provides phonics practice while recycling vocabulary from this unit. Before listening, have students review the picture and again identify the objects they see.
2. Using puppets, review the question-and-answer pattern from Unit 1, page 17.
3. Play Class CD1 Track 36 and have students listen and read.

 I.36 What is it?  
It's a ball.

4. Play the audio again. Have students listen and repeat while pointing to the words.

### 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 **What's the Letter?** (p. 21) to practice writing and recognizing letters. To make the game more challenging, have students write the upper and lowercase letters if they are able.
- Play **Scramble** (p. 18) to practice listening comprehension and the sentence pattern. Have students sit in a circle. Using multiple sets of Student Cards for colors and toys, assign each student a color and toy. Make sure at least two students have the same color/toy. Call out a color and a toy. Students assigned that toy and color run to change seats. The two students must say the sentence *It's a (red) (train)*.

## Additional Resources

Workbook pages 16–17

Unit 2 Test (Teacher's Resource Center)

Online Practice

# Let's Review Units 1 and 2

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 3–10, 13–22, 31–35;  
CD1 Tracks 20, 35, 37–38; Student Cards  
3–10, 13–22, 31–35 (Teacher's Resource  
Center)

## Let's Talk

1. Practice listening comprehension and give students confidence in guessing with **Lip Reading**. Move your lips to “say” one of the sentences from a Let's Talk conversation without making a sound. Students guess which sentence you are saying. To make this easier, whisper the sentences and use appropriate gestures.
2. Review the conversations, including the extended conversation in the video, with a **Walk and Talk** activity (p. 20). Help students combine the language from both units to create a slightly longer conversation: S1: *Hi, what's your name? I'm (Kate).* S2: *I'm (Ken).* S1: *Hello, (Kate).* S2: *Hello, (Ken).* S1: *Goodbye, (Kate).* S2: *Goodbye, (Ken).* S1: *See you later.* Make sure students use gestures. Set a timer or call off 20-second segments and have students talk with as many classmates as possible.
3. Have students review the Let's Talk action commands with a game of **Please** (p. 21). As students become better at following instructions, increase the number of actions they're asked to do in a sequence. For *come here*, students can take one or two steps toward the teacher. *Please stand up, sit down, come here, and turn around.*

## Let's Learn/Let's Learn More

1. Review colors as adjectives. Students work in small groups or pairs. Place Student Cards 3–10 (toys) in one pile, face down. Place Student Cards 13–22 (colors) in a second pile, face down. Students turn over the top card in each pile and make a sentence: *It's a (red) (teddy bear).*
2. Play the **Stand Up Game** using Teacher Cards 3–10 (toys) and 13–22 (colors). Divide the class into two groups, toys and colors. Hold up a card or say a word. Students stand and sit back down when they hear a word that belongs in their category.
3. Have students review the chants and songs. For the “Hi, Hello, Goodbye” (Class CD1 Track 20) song, have students make appropriate gestures as they sing. For “The ABCD Chant” (Class CD1 Track 35) have students draw the letter shapes in the air as they chant them.

## Let's Learn to Read

Phonics: *apple, ant, ball, bird, cat, car, dog, doll*

1. Review phonics sounds with a **Board Race**. Write the letters *a, b, c,* and *d* on the board. Divide students into teams. Say one of the phonics words. Students from each team race to the board to touch the initial sound they hear. Option: Play the video before having students play the game.



- Have students read the sentences from Unit 1 Watch and read along and Unit 2 Listen and read along section as they listen to the audio. Then have students show that they understand the sentences by playing **That's Not Right!** Point to one of the sentences and read it aloud, but change a detail (for example, say *It's a bird* instead of *It's a dog* while pointing to the picture of the dog in Unit 2). Students should correct you each time they hear a mistake by saying *That's not right! It's a dog!*


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.

- Before students open their books, prepare them for the test procedure. On the board, set up a sample to resemble the listening test on page 18 of the Student Book. Tape two of the Teacher Cards 3–10 (toys) on the chalk board. Draw a letter *A* under the first card and a letter *B* under the second card. Have one student stand by the cards. Identify one of the cards: *It's (a train)*. The student points to the correct card and circles the correct letter. Repeat as necessary until all students understand the procedure.
- Have students look at the test in their books. Have students identify the items in numbers 1–4 and the actions in numbers 5–6. Encourage students to anticipate the language they might hear on the audio.
- Play Class CD1 Track 37. Have students listen and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test. Note: If you want to do this as a formal test, have students do the written test only. Correct the test with students.

-  I.37
- It's a car.
  - What is it? It's a ball.
  - It's green.
  - What color is it? It's yellow.
  - Stand up.
  - Come here.


- Use the other colors and toys for further review. Have the students work in pairs, creating their own listening test questions for each other.

Student Book page 21

## School Supplies

### A Say these.

- Have students look at the pictures and the sentence. Play Class CD1 Track 38 and have students point to the words as they listen. Then have students repeat after the audio, for pronunciation practice.

-  I.38
- paper, paper
  - scissors, scissors
  - glue, glue
  - paint, paint
  - tape, tape
- I have paper.  
I have paper.

- Point to each item or use Teacher Cards 31–35 and model substituting each one into the sentence: *I have (glue)*. Then have students repeat after you. Now just say the first part of the sentence (*I have*) and point to one of the items. Have students say the whole sentence *I have (paper)*. Finally, point to one of the items and have students say the whole sentence using the item to which you are pointing.
- Have pairs or small groups take turns pointing and saying the sentence, using all the items.
- Students can test each other by pointing to an item (*paper*) and saying the sentence incorrectly (*I have glue*). The other students say the sentence correctly.

### I can talk about Units 1 and 2.

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

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

### Additional Resources

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

# Unit 3 Shapes

## Let's Talk

Unit 3 Shapes Let's Talk

**A Listen and say.** How are you today? I'm fine, thank you.

**B Watch the video.**

**C Say and act.** 1. How are you today? 2. I'm fine, thank you.

**D Listen and sing.** How Are You Today?  
How are you today?  
I'm fine, thank you.  
How are you?  
I'm fine, thank you.  
How are you today?  
I'm fine, thank you.  
How are you?  
I'm fine.

**E Listen and do.** 1. Walk. 2. Run. I can do this lesson.

Student Book pages 22–23

**Topic:**

- Asking how someone is

**Lesson Objectives:**

- Asking about each other's well-being
- Learning two new action commands

**Language:**

How are you today?  
I'm fine, thank you.

Walk.

Run.

**Materials:**

Teacher Cards 36–37; CD1 Tracks 20, 39–42;  
Student Cards 36–37 and Unit 3 Let's Talk  
Video (Teacher's Resource Center)

### Warm up

1. Review greetings. Have students use the greetings they learned in Units 1 and 2 to greet as many classmates as possible in one minute.
2. Sing "Hi, Hello, Goodbye" (Class CD1 Track 20). Include gestures for *Hello* and *Goodbye*.

Student Book page 22

### A Listen and say.

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

1. Use puppets or student volunteers to model the conversation *How are you today? I'm fine, thank you.* Have students repeat the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch roles.
2. Have students look at the picture and identify the characters and objects they recognize. Play Class CD1 Track 39, and have students listen to the conversation several times: first listening with eyes closed, then listening and pointing to the characters, and finally listening and repeating familiar words. Explain new language, if necessary.

1.39 How are you today?  
I'm fine, thank you.

3. Play the audio again. Have students listen to the question-and-answer pattern. Then play the track again and have students repeat after the audio, focusing on natural intonation, rhythm, and speed.

### B Watch the video.

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

1. Explain the phrases *Oops!* and *Look!* if necessary. Pretend to drop a pencil and say *Oops!* Have students repeat. Have a few students pretend to drop something and say *Oops!* Take something out of a bag, hold it up, and say *Look!* Have students repeat. Have a few students pretend to find something and say *Look!*
2. Play the video. Have students watch and raise their hands when they hear a word they know.

Hi, Scott! How are you today?  
Oops! Oh, I'm fine, thank you. How are you?  
I'm great! Look!  
Hi! How are you?

3. Play the video again. Have students watch and copy the gestures and actions, where appropriate.





# Unit 3 Shapes

## Let's Learn

**Let's Learn**

**A Learn the words.**

1. a circle

2. a square

3. a triangle

4. a heart

**B Listen and point.**

**C Make sentences.**

Draw a square.

I can do this lesson.

Unit 3 Shapes 25

### Topic:

- Shapes

### Lesson Objective:

- Identifying shapes

### Language:

a circle, a square, a triangle, a heart

Draw a square.

### Materials:

Teacher Cards 13–22, 38–41; CD1 Tracks 43–46; Student Cards 13–22, 38–41 (Teacher's Resource Center)

Student Book pages 24–25

## Warm up

1. Play **Run to a Color** to review colors. Use Teacher Cards 13–22. Place the cards on the floor or the wall. Have students ask *What color is it?* You answer *It's (red)*. The students run to touch the color and say *It's (red)*!
2. Play **Please** (p. 21) using all the verbs from Units 1–3.

## Pre-teach Language

1. Introduce the shape vocabulary, using Teacher Cards 38–41. Show one card and say the shape word. Have students repeat the word several times.
2. Introduce the word *draw* by drawing or asking students to draw shapes on the board.

Student Book page 24

## A Learn the words.

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

1. Play Class CD1 Track 43. Have students listen and point to the shapes as they hear them. Play the audio again and have students repeat the words. Check pronunciation and intonation.



1. a circle  
a circle
2. a square  
a square
3. a triangle  
a triangle
4. a heart  
a heart

2. Display Teacher Cards 38–41 (shapes). Call out one of the shape words and have students point to the correct card and say the name of the shape.

## B Listen and point.

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

1. Play Class CD1 Track 44. Have students listen and point to the pictures in the order they hear the words.



- a triangle  
a heart  
a circle  
a square  
a heart  
a square  
a triangle  
a circle  
a triangle  
a circle  
a heart  
a square


- Show Teacher Cards 38–41 one at a time. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than the students are answering. Change the order of the cards frequently, showing the words that the students are having problems with more often than the ones they know how to say. Continue until students are saying the words spontaneously.
- Make sure everyone has Student Cards 38–41. Say the shape words in random order and have students put the words in the same order on their desks.

Student Book page 25

### **C** Make sentences.

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

- Have students look at the picture and identify the people and objects they see. Then play Class CD1 Track 45 and have the students listen and point to the objects.


-  **L.4.5**
- Draw a square.
  - Draw a heart.
  - Draw a circle.
  - Draw a triangle.

- Direct students' attention to the pattern in the book or write it on the board. Show Teacher Card 38 and say *circle*. Have students repeat after you. Say *Draw a circle* as you draw a circle on the board and students draw the circle in the air. Continue with additional shapes until students are able to produce the sentence pattern without prompting.
- Practice the sentences by playing a **Pantomime Game** in groups. Have one student in each group draw one of the shapes in the air. The other students in the group name it by using the sentence pattern and drawing the shape in the air. Continue until all the words are done or all the students have had a chance to say all the words.

### **D** Listen, point, and chant.

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

- Have students identify the shapes. Then play Class CD1 Track 46. Have students listen to the chant and point to the shapes as they hear them.

-  **L.4.6**
- Triangle, square  
 Triangle, circle  
 Triangle, square  
 Triangle, circle  
 Draw a circle.  
 Draw a square.  
 Draw a triangle, please. (repeat)

- Model the chant, line by line. Have students clap to the beat after you. Play the chant again and have students chant along.
- Assign each of the students one of the four shapes in the chant. Play the chant again. This time, have all the "circles" stand up when they hear *circle* in the chant. Repeat for each of the other shapes.
- Play the chant again and have students chant along. Encourage students to draw each shape in the air as they chant it.

### 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). Make several sets of colored shape cards. Each set should have multiple colors for each of the four shapes. Students use the patterns *What shape is it? It's a (circle)* and *What color is it? It's (blue)*.
- Play a **Memory Game** (p. 18) to practice students' memories of shapes. Say the four shape names at random. Then have students draw them on a piece of paper in the order they were said. Check the answers and have students say the four shapes at random, then continue the game.

### Additional Resource

Workbook pages 22–23  
 Online Practice

# Unit 3 Shapes

## Let's Learn More

**Let's Learn More**

**A Learn the words.**

1. a star

2. a rectangle

3. a diamond

4. an oval

**B Listen and point.**

**C Ask and answer.**

Is it a star? Yes, it is.

Is it a rectangle? No, it isn't. It's a diamond.

**D Listen, point, and sing.**

I can do this lesson.

Unit 3 Shapes 27

### Topic:

- Shapes

### Lesson Objective:

- Identifying and asking about shapes

### Language:

*a star, a rectangle, a diamond, an oval*

*Is it a star?*

*Yes, it is.*

*Is it a rectangle?*

*No, it isn't. It's a diamond.*

### Materials:

Teacher Cards 38–45; CD1 Tracks 47–50;  
Student Cards 38–45 (Teacher's Resource Center)

Student Book pages 26–27

## Warm up

- Play 1, 2, 3, Finished! (p. 19) to review shapes. Students take turns holding up Student Cards 38–41 and asking each other *What is it?* The first pair to ask and answer three questions, sit down, and shout *Finished!* wins. Repeat several times.

## Pre-teach Language

1. Introduce the shape words using Teacher Cards 42–45. Show one card and say the shape word. Have students repeat the word several times. When introducing *an oval*, compare it with the other vocabulary and have students listen for the change in *a/an*. It's not necessary to tell them specifically when to use *an*, but have students drill, saying *an oval* many times so they say it automatically.
2. Introduce the question-and-answer pattern. Ask students *Is it a (star)?* Students answer *Yes, it is* or *No, it isn't. It's a (rectangle)*.

## Student Book page 26

### A Learn the words.

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

1. Play Class CD1 Track 47. Have students listen to the vocabulary and point to the shapes as they hear them. Play the audio again and have students repeat the words.

**L.47**

1. a star	2. a rectangle
a star	a rectangle
3. a diamond	4. an oval
a diamond	an oval


2. Do a quick practice with the vocabulary. Display Teacher Cards 42–45. Call out a shape. Have students point to the shape and say its name. Repeat with each shape.

### B Listen and point.

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

1. Play Class CD1 Track 48. Have students listen and point to the pictures in the order they hear the words.



 I.48	a star	a star
	a diamond	a star
	a rectangle	an oval
	an oval	a diamond
	a rectangle	a rectangle
	a diamond	an oval


- Show Teacher Cards 42–45 one at a time. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than the students are answering. Change the order of the cards frequently, showing the words that the students are having problems with more often than the ones they know how to say. Continue until students are saying the words spontaneously.

Student Book page 27

### **C** Ask and answer.

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

- Have students look at the pictures and describe what they see.
- Direct students' attention to the pattern in the book or write it on the board. Play Class CD1 Track 49. Point to the words as students listen. Then have students repeat after the audio. Play the audio again and have students listen to the question-and-answer pattern, and point to the appropriate pictures in their books.


 I.49	Is it a star? Yes, it is. Is it a rectangle? No, it isn't. It's a diamond.
	1. Is it a star? Yes, it is. Is it a rectangle? No, it isn't. It's a star.
	2. Is it a diamond? Yes, it is. Is it a star? No, it isn't. It's a diamond.
	3. Is it an oval? Yes, it is. Is it a diamond? No, it isn't. It's an oval.
	4. Is it a rectangle? Yes, it is. Is it an oval? No, it isn't. It's a rectangle.

- Put Student Cards 42–45 in a bag. Have a student pull out a card without showing it to the class. Students take turns asking *Is it a (diamond)?* The student holding the card answers *Yes, it is* or *No, it isn't*.

### **D** Listen, point, and sing.

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

- Play Class CD1 Track 50. Have students point to the shapes they see as they hear them in the song.

 I.50	Is It a Circle?	
	Is it a circle?	Is it a square?
	Yes, it is.	No, it isn't.
	Is it a circle?	Is it a heart?
	Yes, it is.	No, it isn't.
	Is it an oval?	Is it a diamond?
	No, it isn't.	No, it isn't.
	Is it a circle?	Is it a circle?
	Yes, it is!	Yes, it is!

- Have students sing the song. Then repeat the song, with students drawing each of the shapes in the air.

### 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

- Display Student Cards 42–45. Have students say the shape words one by one. Take away one card at a time as they continue saying all the words. At the end, they should be saying all the words without the cards.
- Concentration** (p. 17). Divide the class into groups and give each group a double set of Student Cards 42–45. As students turn over the cards, they make sentences about each shape.

### Additional Resources

Workbook pages 24–25

Unit 3 Worksheet B (Teacher's Resource Center)

Online Practice

# Unit 3 Shapes

## Let's Learn to Read

**Let's Learn to Read**

**Phonics**

**A Sing and say.**

ABCDEF GHIJKL MNOPQRST UVWXYZ  
a b c d e f g h i j k l m n o p q r s t u v w x y z

**B Listen, point, and say.**

**Ee** egg, elephant  
**Ff** fish, farm  
**Gg** gorilla, goat  
**Hh** heart, house

**C Watch, point, and chant.**

**The EFGH Chant**

E e egg elephant  
F f fish farm  
G g goat gorilla  
H h house heart

**D Find the letters. Name the pictures.**

Is it a heart? Yes, it is.

**E Listen and read along.**

I can do this lesson.

Student Book pages 28–29

**Topic:**

- The alphabet

**Lesson Objectives:**

- Learning letters Ee–Hh
- Identifying letters in words
- Asking Yes/No questions with shapes and colors

**Language:**

egg, elephant, fish, farm, gorilla, goat, heart, house

Is it a heart?  
Yes, it is.

**Materials:**

Teacher Cards 46–53; CD1 Tracks 51–54; Student Cards 46–53 and Unit 3 Chant Video (Teacher's Resource Center)

### Warm up

1. Review the alphabet. Go around the room and have students take turns saying one letter each until the entire alphabet has been said in the correct order.
2. Play **Show Me** (p. 18) to review the colors and shapes. Give each student a shape card and a color card. Call out a shape and a color and have students with the matching cards hold them up.

### Pre-teach Phonics

- Introduce the names and sounds of the letters *E*, *F*, *G*, and *H*. Write the letter *E* on the board (or use Teacher Card 46) and the word *egg* on the board. Say the name and the sound of the letter *e*. Have the class repeat after you. Do the same for the other letters (use Teacher Cards 47–53). Have students identify any other words they know that begin with the letters *e*, *f*, *g*, and *h*.

Student Book page 28

#### A Sing and say.

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

1. Have students look at the ABC chart in their books. Have students identify the letter names in red.

Then play Class CD1 Track 51 and have students listen and point to the letters.

#### L.51 The Alphabet Song

ABCD	EFG	HIJK	LMNOP
QRS	TUV	WXYZ	E, F, G, H!

2. Play the audio again. Pause to allow students to repeat after each line.
3. Have students sing the song.

#### B Listen, point, and say.

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

1. Ask students to point to the letters *Ee*, *Ff*, *Gg*, and *Hh* on the ABC chart in their books. Play Class CD1 Track 52 and have students listen and point to the letters and words as they hear them.

L.52	E, E, /e/, /e/ egg, egg elephant, elephant	F, F, /f/, /f/ fish, fish farm, farm
	G, G, /g/, /g/ gorilla, gorilla goat, goat	H, H, /h/, /h/ heart, heart house, house

2. Play the audio again and have students say the sounds and words with the audio as they point to each letter and word.

Student Book page 29

### **C** Watch, point, and chant.

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

1. Play the video. Have students listen and watch.
2. Assign each of the students one of the four letters in the chant. Play the video again. This time, have all the "Es" stand up when they hear the /e/ sound in the chant. Repeat with the other letters.

#### 1.53 The EFGH Chant

E, F, G, H!

E, F, G, H!

E, F, G, H!

/e/, /e/, egg, elephant

/f/, /f/, fish, farm

/g/, /g/, goat, gorilla

/h/, /h/, house, heart (repeat)

3. Play the video again. Have students watch and chant along.
4. Divide the class into two groups. Have one group chant the letter names and sounds and the other group chant the words. Have groups change roles.

### **D** Find the letters. Name the pictures.


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

1. Have students look at the pictures and name all the objects they can.
2. Have students find the hidden letters in the picture. Then have volunteers point to a hidden letter and say the name of the object to which it is attached.
3. Have student pairs take turns asking each other about the picture using the question-and-answer pattern, *What is it?*

### **E** Listen and read along.

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

1. This activity provides phonics practice while recycling vocabulary from this unit. Before listening, have students review the picture and identify the objects they see.
2. Play Class CD1 Track 54. Have students listen as you point to each word as it is said on the audio.

 1.54 Is it a heart?  
Yes, it is.

3. **Read Along.** Play the audio again and have students listen and follow along in their books.
4. **Choral Reading.** Have students read the sentences aloud chorally. Then have volunteers read the sentences aloud for the class.
5. **Act It Out.** Have student pairs get up and act out the dialogue. They can pantomime having the object in the dialogue or they can use their own realia. Have them switch roles. Ask volunteer pairs to act out the dialogue for the class.

### I can do this lesson.

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

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

### Games and Activities

- **Letter Trace Relay** (p. 21). Use letters A–H.
- **What's Missing?** (p. 21). Use the words from Unit 3.

### Additional Resources



Workbook pages 26–27



Unit 3 Test (Teacher's Resource Center)


Online Practice





Unit 4  
**Numbers**  
Let's Talk

**A Listen and say.**    
May I come in? Sure! Please come in!

**B Watch the video.**   


**C Listen and sing.**   
**May I Come In?**  
May I come in?  
Sure! Please come in!  
Please come in!  
May I come in?  
May I come in?  
Sure! Please come in!

**D Say and act.**   
1. May I come in? 2. Sure! Please come in!

**E Listen and do.**   
1. Go. 2. Stop.

I can do this lesson.

30 Unit 4 Numbers Unit 4 Numbers 31

**Topic:**

- Asking permission

**Lesson Objectives:**

- Asking permission to do something
- Learning two new action commands

**Language:**

*May I come in?*  
*Sure! Please come in!*

*Go.*

*Stop.*

**Materials:**

Teacher Cards 54–55; CD1 Tracks 55–58;  
Student Cards 54–55 and Unit 4 Let's Talk  
Video (Teacher's Resource Center)

Student Book pages 30–31

## Warm up


- Use a **Command Chain** (p. 20) to review the action commands from Units 1–3.

Student Book page 30

### A Listen and say.

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

1. Use puppets or student volunteers to model the conversation *May I come in? Sure! Please come in.* Have students repeat the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch roles.
2. Have students look at the picture and identify the characters and any objects they recognize. Play Class CD1 Track 55. Have students listen to the conversation several times: first listening with eyes closed, then listening and pointing to the characters, finally listening and repeating familiar words. Explain new language, if necessary.

 1.55 May I come in?  
Sure! Please come in!

3. Play the audio again. Have students repeat after the audio, focusing on natural intonation, rhythm, and speed.

### B Watch the video.

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

1. Play the video. Have students watch and raise their hands when they hear a word they know.

Hi, Jenny! May I come in?

Oh, hi, Andy! Sure! Please come in! How are you?

I'm fine, thanks!

2. Play the video again. Have students watch and copy the gestures and actions, where appropriate.
3. Play the video again. Pause after each exchange and have students repeat the extended conversation and copy the gestures.
4. Go outside the classroom. Peek in and say *May I come in?* Students reply *Oh, hi, (your name)! Sure! Please come in! How are you?*


### C Say and act.

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

1. Have students look at the pictures and identify the characters. Use puppets or student volunteers to model the conversation *May I come in? Sure! Please come in!* Ask a volunteer to say what goes in the blank in the first conversation. Have students repeat the lines after you to practice pronunciation.

Ask a volunteer to say what goes in the blank in the second conversation, then practice the lines.

2. Play Class CD1 Track 56 and have students repeat.

-  **L.56**
1. May I come in?  
Sure! Please come in!
  2. May I come in?  
Sure! Please come in!


3. Divide the class into groups of three. Have pairs of students take turns role-playing the first dialogue. Then have all three students role-play the second dialogue.

*Student Book page 31*

## **D** Listen and sing.

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

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

-  **L.57** **May I Come In?**
- May I come in?  
Sure! Please come in!  
Please come in!  
May I come in?  
May I come in?  
Sure! Please come in! (repeat)

2. Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you, and then practice the song as a chant. If students have difficulty with longer phrases, begin by saying the first word in the phrase and gradually add the words until students can easily repeat the entire phrase.
3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing.
4. Have students point to and read words they recognize in the song. Since the song contains repeated phrases, help students recognize that words and phrases appear more than once. You can read the lyrics and have students follow along in their books. Finish by having students sing the song several times together in pairs or groups.

## **E** Listen and do.

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

1. Introduce the action commands *Go* and *Stop* with actions, to reinforce the meaning of the verbs. Have students repeat the sentences and do the actions several times. For *Go*, say the command and have each student move away from you. For *Stop*, hold up your hand, palm out, to each student as you say *Stop*. Then have students practice in pairs.
2. Play Class CD1 Track 58. Have students listen to the commands and point to the pictures that show each action. Play the audio again and have students repeat the commands.

-  **L.58**
- |        |          |
|--------|----------|
| 1. Go. | 2. Stop. |
| Go.    | Stop.    |

3. Show Teacher Cards 54–55 and have students say the actions. Then have student pairs take turns saying the commands and doing the actions.



## **I can do this lesson.**

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

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

## **Games and Activities**

- Play **Beanbag Circle** (p. 20) to practice language from the dialogue.
- Play **Red Light, Green Light** to give students the chance to practice commands. S1 is the caller and faces the board. S1 says *Go!* and the other students have to tiptoe as fast as they can toward S1. S1 turns around after he/she says *Stop!* and tries to catch anyone who is still moving. Anyone who is caught moving goes back to the “start” position. The student who touches S1 first is the next caller.

## **Additional Resources**

Workbook pages 28–29

Unit 4 Worksheet A (Teacher's Resource Center)

Online Practice

# Unit 4 Numbers

## Let's Learn

**Let's Learn**

**A Learn the numbers.**

**C Make sentences.**

Let's count. 1, 2, 3, 4...

**D Listen, point, and sing.**

**E Listen and point.**

I can do this lesson.

32 Unit 4 Numbers

Unit 4 Numbers 33

### Topic:

- Numbers

### Lesson Objective:

- Identifying numbers and counting 1–5

### Language:

1, 2, 3, 4, 5

Let's count.

1, 2, 3, 4...5!

### Materials:

Teacher Cards 3–10, 56–60; CD1 Tracks 59–62; Student Cards 3–10, 56–60 (Teacher's Resource Center)

Student Book pages 32–33

## Warm up

- Play **Is It?** to review toy vocabulary and the question-and-answer pattern. *Is it a (ball)?* Give each student one of Student Cards 3–10 (toys). Make sure at least two students have the same card. Say *Go!* Students walk around the room looking for someone who has the same card, asking *Is it a (ball)?* and answering *Yes, it is* or *No, it isn't*. When they find someone with the same card, they can sit down.

## Pre-teach Language

- Introduce the numbers using Teacher Cards 56–60. Show one card and say the number. Have students repeat the number several times.
- Say one of the numbers 1–5 and have students show the number with their fingers.

Student Book page 32

## A Learn the numbers.

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

- Play Class CD1 Track 59. Have students listen and point to the numbers as they hear them. Listen again and have students repeat the words. Check pronunciation and intonation.

**1.59** 1 1  
2 2  
3 3  
4 4  
5 5

- Conduct a quick drill of the numbers. Do not speak as you show Teacher Cards 56–60. Have students say the numbers.

## B Listen and point.

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

- Play Class CD1 Track 60. Have students listen and point to the pictures in the order they hear the numbers.

**1.60** 1, 3, 4, 2, 5...  
5, 3, 2, 1, 4...  
1, 3, 5, 4, 2...

- Show Teacher Cards 56–60. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than students are answering. Change the order of the cards frequently. Continue until students are saying the words spontaneously.




- Make sure everyone has Student Cards 56–60. Hold up one of the Teacher Cards and say the number. Students hold up matching cards or point to and count items in the room of the same number (two windows, one door, three pencils, and so forth). Then say the number without showing a card and have students hold up the matching card.

Student Book page 33

### **C** Make sentences.

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

- Have students look at the picture and describe what they see. Direct students' attention to the sentence pattern in the book or write it on the board. Then play Class CD1 Track 61 and have the students point to the numbers as they hear them.

 **1.61** Let's count. 1, 2, 3, 4...5!

- Let's count. 1, 2, 3, 4, 5.
- Let's count. 1, 2, 3, 4.
- Let's count. 1.
- Let's count. 1, 2.
- Let's count. 1, 2, 3.

- Give student pairs each a stack of Students Cards 56–60 face down. One student picks up a card and finds the items in the picture that match that number. Then have them take turns counting those items: *Let's count. 1, 2, 3*, and so forth. Have pairs continue until they have counted all the groups of items in the picture.

### **D** Listen, point, and sing.

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

- Have students look at the picture and identify the numbers. Play Class CD1 Track 62. Have students listen to the audio and point to the numbers as they hear them in the song.

### **1.62** Let's Count

Let's count.	1, 2, 3, 4, 5, 4, 3, 2
1, 2, 3	1, 2, 3, 4, 5
1, 2, 3, 4, 5	1, 2, 3, 4, 5, 4, 3, 2
Let's count.	1, 2, 3, 4, 5
1, 2, 3	
1, 2, 3, 4, 5	

- Model the song, line by line. Have students clap to the beat after you. Play the audio again and have students sing along.
- Assign each of the students one of the five numbers. Play the audio again. This time, have all the "1s" stand up when they hear 1 in the song. Repeat for each of the other 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

- Bingo** (p. 17). Students write the numbers 1–5 on their card grids in any order, repeating numbers to fill in all the spaces on their grids.
- Find It** (p. 17). Use Teacher Cards 56–60. Divide the class into two or three teams. Hold up a number card. The students from each team must find the same number of items from around the room. When students find the objects, they bring them to you and count them. You may want to place groups of items around the class before class begins.

### Additional Resources

Workbook pages 30–31  
Online Practice

# Unit 4 Numbers

## Let's Learn More

**Let's Learn More**

**A Learn the numbers.**

**B Listen and point.**

**C Ask and answer.**

**D Listen, point, and sing.**

I can do this lesson.

Unit 4 Numbers 35

**Topic:**

- Numbers

**Lesson Objective:**

- Identifying numbers and counting 6–10

**Language:**

6, 7, 8, 9, 10

*How many?*

7.

**Materials:**

Teacher Cards 56–65; CD1 Tracks 63–66; Student Cards 56–65 (Teacher's Resource Center)

Student Book pages 34–35

### Warm up

1. Play **Do It!** (p. 21) to review numbers and verbs. Play this game with all the verbs students have learned from Units 1–4. You give the command and say how many times (1–5) they should do the action. Students do the action and say it as many times as commanded.
2. Students work together to count the items in their bookbags.

### Pre-teach Language

1. Introduce the numbers using Teacher Cards 61–65. Show one Teacher Card and say the number. Have students repeat the number several times.
2. Introduce the question. Ask students *How many?* as you hold up your fingers. Students answer (3).

Student Book page 34

### A Learn the numbers.

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

1. Play Class CD1 Track 63. Have students listen and point to the numbers as they hear them. Play the audio again and have students repeat the numbers.

**L.63** 6 6  
7 7  
8 8  
9 9  
10 10

2. Do a quick practice with the vocabulary. Display Teacher Cards 61–65. Call out a number. Have students point to the number and say its name. Repeat with each number.

### B Listen and point.

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

1. Play Class CD1 Track 64. Have students listen and point to the pictures in the order they hear the numbers.

**L.64** 6, 7, 8, 9, 10...  
6, 10, 8, 7, 10...  
9, 7, 7, 6...  
10, 6, 8, 9, 10...

2. Show Teacher Cards 61–65. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than students are answering. Change the order of the cards frequently.
3. Make sure everyone has Student Cards 61–65. Say the numbers in random order and have students put the cards in the same order on their desks.

Student Book page 35

### **C** Ask and answer.

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

1. Have students look at the picture and describe what they see.
2. Direct students' attention to the pattern in the book or write it on the board. Play Class CD1 Track 65. Point to the words as students listen. Then have students repeat after the audio. Play the audio again, and have students listen to the question-and-answer pattern and point to the appropriate pictures in their books.

 1.65 How many?

- 7.
1. How many?  
7.
  2. How many?  
5.
  3. How many?  
8.
  4. How many?  
9.
  5. How many?  
6.

3. Put Student Cards 61–65 in a bag. Have a student pull out a card but not show it to the class. The student asks the class *How many?* The first student to answer correctly gets to pull out the next card.

### **D** Listen, point, and sing.

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

1. Play Class CD1 Track 66. Have students point to the groups of items that match the number they hear in the song.

 1.66 How Many?

- How many?  
5.  
1, 2, 3, 4, 5  
How many?  
7.  
1, 2, 3, 4, 5, 6, 7  
How many?  
10.  
How many?  
10.  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

2. Assign each of the students one of the numbers in the song. Play the song again. This time, have all the "6s" stand up when they hear 6 in the song. Each of the other numbers do the same thing.
3. Divide the class into two groups. Have one group sing the questions and the other group sing the answers. Then have 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

- **Concentration** (p. 17). Use Student Cards 56–65. As S1 turns over each card, S2 asks *How many?*
- **Walk and Talk** (p. 20). Put groups of items numbering 1–10 around the classroom. Have students walk around the class in pairs. When you say *Stop!* they must ask each other questions about the objects near them: *How many?* (6).

### Additional Resources

Workbook pages 32–33  
Online Practice



# Unit 4 Numbers

# Let's Learn to Read

**Let's Learn to Read**

**Phonics**

**A** Sing and say.

ABCDEF GHIJK LMNOPQRST UVWXYZ  
 abcdef ghijk imnopqrst uvwxyz

**B** Listen, point, and say.

**Ii** igloo iguana  
**Jj** jump rope jeans  
**Kk** kangaroo kite  
**Ll** lion ladybug

**C** Watch, point, and chant.

**The IJKL Chant**

I i igloo iguana  
 J j jump rope jeans  
 K k kite kangaroo  
 L l ladybug lion

**D** Find the letters. Name the pictures.

Is it a lion? Yes, it is.

**E** Listen and read along.

I can do this lesson.

Student Book pages 36–37

**Topic:**

- The alphabet

**Lesson Objectives:**

- Learning letters li–Ll
- Identifying letters in words
- Asking Yes/No questions

**Language:**

*igloo, iguana, jump rope, jeans, kangaroo, kite, lion, ladybug*

*Is it a lion?*

*Yes, it is.*

**Materials:**

Teacher Cards 56–73; CD1 Tracks 67–70; Student Cards 56–73 and Unit 4 Chant Video (Teacher's Resource Center)

## Warm up

- **Review the alphabet.** Have students take turns saying one letter each until the whole alphabet has been said in the correct order.

## Pre-teach Phonics

- Introduce the names and the sounds of the letters I, J, K, and L. Use Teacher Card 66. Point to the *i* in *igloo*. Say the name of the letter and the sound of the letter. Have the class pronounce both the name and the sound. Do the same for *j* (jump rope), *k* (kangaroo), and *l* (lion).

Student Book page 36

### A Sing and say.

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

1. Have students look at the ABC chart in their books and identify the letter names in red. Play Class CD1 Track 67 and have students listen and point to the letters.

**L.67** ABCD EFG HIJK LMNOP  
 QRS TUV WXYZ I,J,K,L!

2. Play the audio again. Have students listen to the pronunciation then repeat after each line.
3. Have students sing the song.
4. Have students say the alphabet in the correct order.

### B Listen, point, and say.

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

1. Ask students to point to the letters *Ii*, *Jj*, *Kk*, and *Ll* on the ABC chart in their books. Play Class CD1 Track 68 and have students listen and point to the letters and words as they hear them.

**L.68** I, I, /i/, /i/ J, J, /j/, /j/  
 igloo, igloo jump rope, jump rope  
 iguana, iguana jeans, jeans  
 K, K, /k/, /k/ L, L, /l/, /l/  
 kangaroo, kangaroo lion, lion  
 kite, kite ladybug, ladybug

2. Play the audio again and have students repeat after each letter and word.
3. Hold up Teacher Card 66 and say /i/ *igloo*. Have students repeat. Continue with the other cards.

### **C** Watch, point, and chant.

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

1. Play the video. Have students listen and watch.
2. Assign each of the students one of the four letters in the chant. Play the video again. This time, have all the "Js" stand up when they hear the /j/ sound in the chant. Repeat with each of the other letters.

#### **L.69** The IJKL Chant

I, J, K, L!  
I, J, K, L!  
I, J, K, L!  
/i/, /i/, igloo, iguana  
/j/, /j/, jump rope, jeans  
/k/, /k/, kite, kangaroo  
/l/, /l/, ladybug, lion (repeat)

3. Play the video again. Have students watch and chant along.
4. Divide the class into two groups. Have one group chant the letter names and sounds and the other group chant the words. Switch roles.

### **D** Find the letters. Name the pictures.

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


1. Have students look at the picture and name all the objects they can.
2. Have students find the hidden letters in the picture. Then have volunteers point to the hidden letter, say the letter, and say the name of the object.
3. Have student pairs take turns asking each other about the picture using the question-and-answer pattern.

### **E** Listen and read along.

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

1. Have students review the picture and identify the objects they see.

2. **Read Along.** Play Class CD1 Track 70 and have students listen and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio.

 **L.70** Is it a lion?  
Yes, it is.

3. **Act it Out.** Have student pairs get up and act out the dialogue.

### I can do this lesson.

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

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

## Games and Activities

- **How Many Letters?** Have students count the number of letters in their first names. Then have students find classmates with the same number of letters in their names. Repeat with last names.
- **Line Up Game (p. 17).** Divide students into groups and randomly give each group member one Student Card 56–65 (numbers 1–10). When you say *Go!* students line up in the correct number order as fast as possible.

## Additional Resources

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

# Let's Review Units 3 and 4

### Let's Review

**A Listen and circle.**

- a.      b.
- a.      b.
- a.      b.
- a.      b.
- a.      b.
- a.      b.

38 Units 3 and 4 Review

### Classroom Commands

**A Say these.**

- Take out your pencil.
- Put away your pencil.
- Open your book.
- Close your book.

Please take out your pencil.

**I can talk about Unit 3.**

- How are you today?
- Is it a diamond?

**I can talk about Unit 4.**

- Let's count!
- How many?

Speaking Bonus 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 38–45, 56–65, 74–77; CD1 Tracks 41, 57, 71–72; Student Cards 38–45, 56–65, 74–77 (Teacher's Resource Center)

Student Book pages 38–39

## Let's Talk

- Role-play.** In pairs, students pretend to visit each other's homes. They pretend to knock on a door and practice the language from Units 1–4.
 

S1: *Hi! May I come in?*  
 S2: *Hello. Sure! Please come in!*  
 S1: *How are you today?*  
 S2: *I'm fine, thank you.*  
 S1: *Goodbye.*  
 S2: *See you later.*
- Review the conversations with **Conversation Lines** (p. 20). Either practice the two conversations separately so that each student has a turn to ask and answer, or have each turn consist of two questions and two answers.
- Have students review the Let's Talk commands with a game of **Follow the Leader** (p. 21). Line the students up, and alternating between the action commands *Walk*, *Run*, *Go*, and *Stop*, lead the line around the classroom. For large classes, have several groups make shorter lines led by students and change leaders every 30 seconds.

## Let's Learn/Let's Learn More

- Play **Ping Pong** to review numbers. Student pairs take turns saying the numbers in order: S1: 1, S2: 2, and so forth. Then students can begin at 10

and take turns counting backward. For a challenge, students can take turns saying a number at random and the other student says the number that comes before it or after it. You can use Teacher Cards 56–65 (numbers).

- Play a **Pick Up** game (p. 19). Place multiples of Student Cards 38–45 (shapes) face down on a desk or table. Pairs of students play **Rock, Paper, Scissors** (p. 21). The winning students pick up a card and ask *Is it a (rectangle)?* The losing students answer.
- Have students review the chants and songs. For the "How Are You Today?" (Class CD1 Track 41) song, have students take turns singing the questions and the answers. For "May I Come In?" (Class CD1 Track 57) have students act out the song as they sing. For the letter chants, have students draw the letter shapes in the air as they chant them.

## Let's Learn to Read

Phonics: *egg, elephant, fish, farm, gorilla, goat, heart, house, igloo, iguana, jump rope, jeans, kangaroo, kite, lion, ladybug*

- Review phonics sounds with a variation of the **Board Race** (p. 40). Write the phonics words on the board. Divide students into teams. Say one of the phonics sounds. Students from each team race to the board to touch the word that has the initial sound they hear.



- Have students read the sentences from the Listen and read along sections of Units 3 and 4 as they listen to the audio tracks. Then have students show that they understand the sentences by playing **Find the Picture**. Ask *Is it a (lion)?* as you show one of the Listen and read along pictures. Students point to the item in the picture as they answer *Yes, it is*. Once you have gone through all the words on both pictures, have students do the activity in pairs.


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 circle.

- Before students open their books, prepare them for the test procedure. On the board, set up a sample to resemble the listening test on page 36 of the Student Book. Tape two of the Teacher Cards 38–45 (shapes) on the chalk board. Draw a letter *A* under the first card and a letter *B* under the second card. Have one student stand by the cards. Identify one of the cards: *It's (a circle)*. The student points to the correct card and circles the correct letter. Repeat as necessary until all students understand the procedure.
- Have students look at the test in their books. Have students identify the items in numbers 1–4 and the actions in numbers 5–6. Encourage students to anticipate the language they might hear on the audio.
- Play Class CD1 Track 71. Have students listen and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test. Note: If you want to do this as a formal test, have students do the written test only. Correct the test with students.

-  **L.71**
- Draw a square.
  - Is it a star? No, it isn't. It's a heart.
  - Let's count. 1, 2, 3, 4, 5.
  - How many? 7.
  - Run.
  - Go.


- Use the other shapes and numbers for further review. Have the students work in pairs, creating their own listening test questions for each other.

Student Book page 39

## Classroom Commands

### A Say these.

- Have students look at the commands and the sentence. Play Class CD1 Track 72 and have students point to the words as they listen. Use Teacher Cards 74–77 and have students repeat after the audio for pronunciation practice.

-  **L.72**
- Take out your pencil. Take out your pencil.
  - Put away your pencil. Put away your pencil.
  - Open your book. Open your book.
  - Close your book. Close your book.
- Please take out your pencil.  
Please take out your pencil.

- Do one of the actions silently, and have students say the action in a sentence using *please*.
- Have pairs or small groups take turns doing the action silently then saying the action in a sentence using *please*.
- Students can challenge each other by saying two actions in a row and having the other student(s) do the actions in the order they heard them. Then they can try adding a third and a fourth action. Students can take turns saying the actions and doing the actions.

### I can talk about Units 3 and 4.

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

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

### Additional Resources

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

**Unit 5 Animals Let's Talk**

**A Listen and say.**

**B Watch the video.**

**C Say and act.**

1. Here you are. 2. Thank you.

**D Listen and sing.**

**Here You Are. Thank You!**

Here you are.  
Thank you, thank you!  
Here you are.  
Thank you!  
Here you are.  
Thank you, thank you!  
Here you are.  
Thank you!

**E Listen and do.**

1. Jump. 2. Skip.

I can do this lesson.

Unit 5 Animals 41

Student Book pages 40–41

**Topic:**

- Greetings

**Lesson Objectives:**

- Offering an item to someone
- Expressing thanks
- Learning two new action commands

**Language:**

Here you are.  
Thank you.

Jump.  
Skip.

**Materials:**

Teacher Cards 78–79; CD1 Track 57; CD2 Tracks 02–05; Student Cards 78–79 and Unit 5 Let's Talk Video (Teacher's Resource Center)

## Warm up

1. Play **Verb Race** to review Unit 4 verbs. Divide the class into two teams and have a walking race. When you say *Go!* the first students in each team walk as fast as possible until you say *Stop!* Then the next students from each team begin. Continue until all students have completed the race.
2. Sing “May I Come In?” (Class CD1 Track 57). Use gestures and/or role-play the song.

Student Book page 40

### A Listen and say.

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

1. Use puppets or student volunteers to model the conversation *Here you are. Thank you.* Have students repeat the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch roles.
2. Have students look at the picture and identify the characters and objects they recognize. Play Class CD2 Track 02. Have students listen to the conversation several times: first listening with eyes closed, then listening and pointing to the characters, finally listening and repeating familiar words. Explain new language, if necessary.

2.02 Here you are.  
Thank you.

3. Play the audio again. Have students repeat after the audio, focusing on natural intonation, rhythm, and speed.

### B Watch the video.

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

1. Play the video. Have students watch and raise their hands when they hear a word they know.


Hello, Jenny. How are you today?  
I'm fine, thank you.  
Here you are.  
Thank you.  
Thank you! Thank you!  
Thank you! Thank you!

2. Play the video again. Have students watch and copy the gestures and actions, where appropriate.
3. Play the video again. Pause after each exchange and have students repeat the extended conversation and copy the gestures.
4. Hand something to a student saying *Here you are.* That student responds with *Thank you.* Repeat with several students.

## C Say and act.

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

1. Have students look at the pictures and identify the characters. Use puppets or student volunteers to model the conversation, *Here you are. Thank you.* Ask a volunteer to say what goes in the blank in the first conversation. Have students repeat the lines after you to practice pronunciation. Ask a volunteer to say what goes in the blank in the second conversation, then practice the lines.
2. Play Class CD2 Track 03 and have students repeat.

 2.03 1. Here you are.                      2. Here you are.  
Thank you.                                      Thank you.


3. Have student pairs get up and role-play the dialogue. Have them switch roles. Ask volunteer pairs to act out the dialogue for the class.

Student Book page 41

## D Listen and sing.

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

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


 2.04 **Here You Are. Thank You!**  
Here you are.  
Thank you, thank you!  
Here you are.  
Thank you! (repeat)

2. Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you, and then practice the song as a chant.
3. Divide the class into two groups to sing the song.

## E Listen and do.

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

1. Introduce the action commands *Jump* and *Skip* with actions, to reinforce the meaning of the verbs. Have students repeat the sentences and do the actions several times. For *Skip*, have students skip in place. Then have students practice in pairs.
2. Play Class CD2 Track 05. Have students listen to the commands and point to the pictures that show each action. Play the audio again and have students repeat the commands.

 2.05 1. Jump.                                      2. Skip.  
Jump.    Skip.

3. Show Teacher Cards 78–79 and have students say the actions. Then have student pairs take turns saying the commands and doing the actions.

## I can do this lesson.

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

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

## Games and Activities

- Play **Charades** (p. 17) with all the verbs from Units 1–5.
- Play **Build a Conversation** (p. 20). Use the following sentences from Units 1–5:  
*How are you today? I'm fine, thank you.*  
*May I come in? Sure! Please come in!*  
*Here you are. Thank you.*
- Have students create and act out their own conversations.

## Additional Resources

Workbook pages 38–39  
Online Practice



# Unit 5 Animals

## Let's Learn

**Let's Learn**

**A Learn the words.**

1. dog 2. dogs

3. cat 4. cats

5. bird 6. birds

**B Listen and point.**

**C Make sentences.**

Let's count the cats.

1 cat, 2 cats.

**D Listen, point, and sing.**

I can do this lesson.

42 Unit 5 Animals Unit 5 Animals 43

### Topic:

- Pets

### Lesson Objectives:

- Counting animals
- Learning plural nouns

### Language:

*dog, dogs, cat, cats, bird, birds*

*Let's count the cats.*

*1 cat, 2 cats.*

### Materials:

Teacher Cards 56–65, 80–85; CD2 Tracks 06–09; Student Cards 56–65, 80–85 (Teacher's Resource Center)

Student Book pages 42–43

## Warm up

1. Review numbers with a quick drill using Teacher Cards 56–65. Hold up the cards in random order and have students say the numbers. Increase the speed until students are saying the numbers spontaneously.
2. Display Teacher Cards 56–65. Cover the cards with paper and have students guess the numbers behind the paper by asking *Is it a (5)?*

## Pre-teach Language

1. Use Teacher Cards 80, 82, and 84 to introduce the singular vocabulary. Show one Teacher Card at a time and say the name of the animal. Students repeat each word several times.
2. Add Teacher Cards 81, 83, and 85 and introduce the plural forms. Hold up Teacher Card 80 and say *dog*. Then hold up Teacher Card 81 and say *dogs*. Alternate saying singular and plural cards and emphasize the plural ending. Have students repeat both forms.

### Student Book page 42

## A Learn the words.

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

1. Conduct a quick drill of the words. Do not speak as you show Teacher Cards 80–85. Have students identify the singular and plural animals. Gradually pick up speed as students get used to saying the words.
2. Play Class CD2 Track 06 and have students repeat.

2.06 1. dog, dog    2. dogs, dogs    3. cat, cat  
4. cats, cats    5. bird, bird    6. birds, birds

## B Listen and point.

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

1. Play Class CD2 Track 07. Have students listen and point to the pictures in the order they hear the words.

2.07 bird, birds                      cat, birds  
dog, dogs                              bird, dog  
cat, cats                                cats, dogs


- Show Teacher Cards 80–85. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than students are answering. Change the order of the cards frequently.
- Make sure everyone has Student Cards 80–85. Hold up one card and say the word. Students hold up matching cards. Then say the singular or plural form without showing a card and have students hold up the matching card.

Student Book page 43

### **C** Make sentences.

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

- Have students look at the picture and describe what they see. Direct students' attention to the conversation pattern in the book or write it on the board. Then play Class CD2 Track 08 and have the students listen and point to the animals. Then have students repeat after the audio.

 2.08 Let's count the cats.

1 cat, 2 cats.

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

- Have students make a circle and give each student an animal card. Call out an animal. Students with that animal run to the center of the circle. Using gestures, say *Let's count the (cats)* and count the students in the circle, repeat the sentence, and then count 1 cat, 2 cats, 3 cats, and so forth.

### **D** Listen, point, and sing.

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

- Have students look at the picture and identify the animals. Play Class CD2 Track 09. Have students listen and point to the animals as they hear them in the song.

 2.09 Let's Count the Animals

Let's count the cats.

1 cat, 2 cats. (repeat ×2)

2 blue cats (meow, meow, meow).

Let's count the dogs.

1 dog, 2 dogs. (repeat ×2)

2 blue dogs (woof, woof, woof).

Let's count the birds.

1 bird, 2 birds. (repeat ×2)

2 blue birds (chirp, chirp, chirp).

- Model the song, line by line. Have students clap to the beat after you. Play the audio again and have students sing along.
- Assign students to be the different animals. Play the audio again. This time, have all the “cats” stand up when they hear *cat* in the song. Have them show the number they hear by holding up their fingers.

### 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. 20). Use Teacher Cards 80, 82, and 84 for singular animals. Students greet each other (*Hi/Hello, Jim*), ask *Is it a (bird)?* and respond *Yes, it is. No, it isn't*. If the guess is correct, the student shows the card.
- Concentration** (p. 17). Use Teacher Cards 80–85 for plural and singular animals.

### Additional Resources

Workbook pages 40–41  
Online Practice

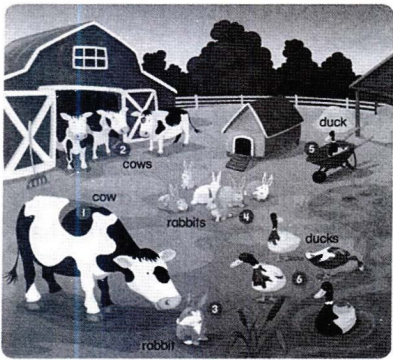


# Unit 5 Animals

## Let's Learn More

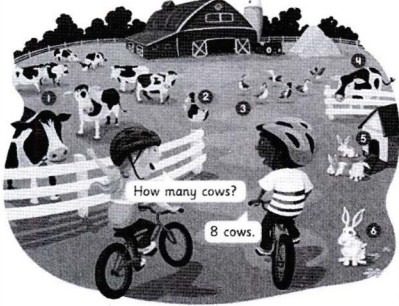
**Let's Learn More**

**A Learn the words.**




**B Listen and point.**

**C Ask and answer.**



**D Listen, point, and sing.**



I can do this lesson.

44 Unit 5 Animals

Unit 5 Animals 45

**Topic:**

- Farm animals

**Lesson Objectives:**

- Counting animals
- Learning plural nouns

**Language:**

*cow, cows, rabbit, rabbits, duck, ducks*

*How many cows?*

*8 cows.*

**Materials:**

Teacher Cards 80–91; CD2 Tracks 09–13; Student Cards 80–91 (Teacher's Resource Center)

Student Book pages 44–45

### Warm up

1. Review vocabulary from the previous lesson by singing "Let's Count the Animals" (Class CD2 Track 09).
2. Play **What Is It?** (p. 20) with Teacher Cards 80–85. Give each student a card and have the students walk around the class greeting each other and then asking *What is it?* about the animal cards they are holding. After they each ask and answer, they say *Goodbye. See you later.*

### Pre-teach Language

1. Use Teacher Cards 86, 88, and 90 to introduce the singular vocabulary. Show one Teacher Card at a time and say the name of the animal. Students repeat each word several times.
2. Add Teacher Cards 87, 89, and 91 to introduce the plural forms. Hold up Teacher Card 86 and say *cow*. Then hold up Teacher Card 87 and say *cows*. Alternate between singular and plural cards and emphasize the plural endings. Have students repeat both forms.
3. Introduce the question. Ask students *How many (ducks)?* as you hold up your fingers. Students answer (8) *ducks*.

Student Book page 44

### A Learn the words.

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

1. Silently hold up Teacher Cards 86–91, one at a time. Have students identify the animals. Pick up speed as students get used to saying the words.
2. Play Class CD2 Track 10 and have students repeat.

- 2.10**
- |                     |               |                   |
|---------------------|---------------|-------------------|
| 1. cow, cow         | 2. cows, cows | 3. rabbit, rabbit |
| 4. rabbits, rabbits | 5. duck, duck | 6. ducks, ducks   |

### B Listen and point.

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

1. Play Class CD2 Track 11. Have students listen and point to the pictures as they hear the words.

- 2.11**
- cow, rabbits
  - ducks, cows
  - ducks, rabbit
  - duck, cows
  - rabbits, rabbit
  - cows, duck




- Show Teacher Cards 86–91. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than students are answering. Change the order of the cards frequently.

Student Book page 45

### C Ask and answer.

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

- Have students look at the picture and describe what they see.
- Direct students' attention to the question-and-answer pattern in the book or write it on the board. Play Class CD2 Track 12. Point to the words as students listen. Then have students repeat after the audio. Play the audio again and have students listen to the question-and-answer pattern, and point to the appropriate pictures in their books.

 2.12 How many cows?

8 cows.

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1. How many cows?<br>8 cows.       | 2. How many ducks?<br>1 duck.     |
| 3. How many ducks?<br>6 ducks.     | 4. How many cows?<br>1 cow.       |
| 5. How many rabbits?<br>3 rabbits. | 6. How many rabbits?<br>1 rabbit. |

### D Listen, point, and sing.

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

- Play Class CD2 Track 13. Have students point to the groups of animals that match the number they hear in the song.

 2.13 How Many Ducks?

How many ducks?

2 ducks.

1 duck, 2 ducks!

How many cows?

3 cows.

1 cow.

1, 2, 3 cows!

How many rabbits?

5 rabbits.

1 rabbit.

2 rabbits.

1, 2, 3, 4, 5 rabbits!

How many rabbits?

5!

How many dogs?

7 dogs.

1 dog, 2 dogs.

3, 4, 5 dogs.

6, 7 dogs!

How many birds?

10 birds.

1 bird, 2 birds.

3, 4, 5, 6, 7 birds.

8, 9, 10 birds!

- Assign each of the students one of the plural animal words or one of the singular animal words. Play the song again. This time, have all the “dogs” stand up when they hear *dogs* and have every “dog” stand up when they hear *dog*. Repeat with each of the other plural and singular animals.



### 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 **How Many Cards?** to practice the question-and-answer pattern. Prepare several sets of Student Cards 80–91. Place them around the room. There should be varying numbers of each animal. When you say *Go!* students move around the class and collect as many cards as they can in 15–30 seconds. Say *Stop!* and divide students into groups of three or four. Have students in each group ask and answer questions about how many cards each of them collected.
- Walk and Talk** (p. 20). Put groups of animals numbering 1–10 around the classroom. Have students walk around the class in pairs. When you say *Stop!* they must ask each other questions about the objects near them: *How many (cows)?* (6) (cows).

### Additional Resources

Workbook pages 42–43

Unit 5 Worksheet A (Teacher's Resource Center)

Unit 5 Worksheet B (Teacher's Resource Center)

Online Practice

# Unit 5 Animals

## Let's Learn to Read

**Let's Learn to Read**

**Phonics**

**A Sing and say.**

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz

**B Listen, point, and say.**

**Mm** **Nn**

moon monkey nest net

**Oo** **Pp**

octopus ostrich panda popcorn

**C Watch, point, and chant.**

**The MNOP Chant**

M m monkey moon  
N n nest net  
O o ostrich octopus  
P p panda popcorn

**D Find the letters. Name the pictures.**

How many eggs? 1 egg.

**E Listen and read along.**

I can do this lesson.

Student Book pages 46–47

**Topic:**

- The alphabet

**Lesson Objectives:**

- Learning letters Mm–Pp
- Identifying letters in words
- Counting objects

**Language:**

moon, monkey, nest, net, octopus, ostrich, panda, popcorn

How many eggs?  
1 egg.

**Materials:**

Teacher Cards 56–65, 92–99; CD2 Tracks 14–17; Student Cards 56–65, 92–99 and Unit 5 Chant Video (Teacher's Resource Center)

### Warm up

- Review the alphabet. Go around the room and have students take turns saying one letter each until the whole alphabet has been said in the correct order.

### Pre-teach Phonics

- Introduce the names and the sounds of the letters *M*, *N*, *O*, and *P*. Use Teacher Card 92 or write *Mm* and the word *moon* on the board. Underline the *m* in *moon*. Say the name and the sound of the letter. Have the class pronounce both the name and the sound. Do the same for *n* (nest), *o* (octopus), and *p* (panda).

Student Book page 46

### A Sing and say.

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

1. Have students look at the ABC chart in their books and identify the letter names in red. Play Class CD2 Track 14 and have students listen.

### 2.14 The Alphabet Song

ABCD	EFG	HIJK	LMNOP
QRS	TUV	WXYZ	M, N, O, P!

2. Play the audio again. Have students listen to the pronunciation. Then play it again and have students repeat after each line.
3. Have students sing the song.
4. Have students say the alphabet in the correct order.

### B Listen, point, and say.

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

1. Ask students to point to the letters *Mm*, *Nn*, *Oo*, and *Pp* on the ABC chart in their books. Play Class CD2 Track 15 and have students listen and point to the letters, words, and pictures.

2.15 M, M, /m/, /m/	N, N, /n/, /n/
moon, moon	nest, nest
monkey, monkey	net, net
O, O, /o/, /o/	P, P, /p/, /p/
octopus, octopus	panda, panda
ostrich, ostrich	popcorn, popcorn

2. Play the audio again and have students repeat the sounds and words after each letter and word.
3. Hold up Teacher Card 92 and say /m/, *moon*. Have students repeat. Continue with the cards for *monkey, nest, net, octopus, ostrich, panda, and popcorn* (93–99). Then hold up each card in random order and have students say the word and the letter it represents.

Student Book page 47

### **C** Watch, point, and chant.

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

1. Play the video. Have students listen and watch.
2. Assign each of the students one of the four letters in the chant. Play the video again. This time, have all the "Ms" stand up when they hear the /m/ sound in the chant. Repeat with each letter.

#### 2.16 The MNOP Chant

M, N, O, P!

M, N, O, P!

M, N, O, P!

/m/, /m/, monkey, moon

/n/, /n/, nest, net

/o/, /o/, ostrich, octopus

/p/, /p/, panda, popcorn (repeat)

3. Play the video again. Have students watch and chant along.
4. Divide the class into two groups. Have one group chant the letter names and sounds and the other chant the words. Then have groups switch roles.

### **D** Find the letters. Name the pictures.


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

1. Have students look at the picture and name all the objects they can.
2. Have students find the hidden letters in the picture. Then have volunteers point to each letter, say the letter, and say the name of the object to which it is attached.
3. Have student pairs take turns asking each other about the picture using the question-and-answer pattern, *How many eggs? 1 egg.*

### **E** Listen and read along.

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

1. Have students look at the picture and identify the objects they see.
2. **Read along.** Play Class CD2 Track 17 and have students listen and follow along in their books.

 2.17 How many eggs?  
1 egg.

3. Play the audio again. Have students listen and repeat while pointing to the words.
4. **Act It Out.** Have student pairs get up and act out the dialogue. They can pantomime having the objects in the dialogue or they can use their own realia. Ask volunteer pairs to act out the dialogue for the class.

### I can do this lesson.

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

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

## Games and Activities

- **How Many Letters?** Have students count the number of letters in their first names. Then have students find classmates with the same number of letters in their names.
- **Line Up Game** (p. 17). Divide students into groups and randomly give each group member one Student Card 56–65 (numbers 1–10). When you say *Go!* students line up in the correct number order as fast as possible.

### Additional Resources

Workbook pages 44–45

Unit 5 Test (Teacher's Resource Center)

Online Practice



**Unit 6 Food Let's Talk**

**A Listen and say.** How old are you? I'm 6.

**B Watch the video.**

**C Say and act.** 1. How old are you? 2. ? I'm 10.

**D Listen and sing.** How Old Are You? How old are you? I'm 6. How old are you? I'm 7. 1, 2, 3, 4, 5, 6, 7! How old are you? I'm 5. How old are you? I'm 10. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10!

**E Listen and do.** 1. Make a line. 2. Make a circle.

I can do this lesson.

Student Book pages 48–49

**Topic:**

- Asking someone's age

**Lesson Objectives:**

- Asking someone's age
- Learning two new action commands

**Language:**

*How old are you?*  
*I'm 6.*

*Make a line.*  
*Make a circle.*

**Materials:**

Teacher Cards 56–65, 100–101; CD2 Tracks 18–21; Student Cards 56–65, 100–101 and Unit 6 Let's Talk Video (Teacher's Resource Center)

## Warm up

1. Review *Here you are. Thank you.* Put students in rows. Give the first students an object. He/She hands it to the second student and says *Here you are.* The second student says *Thank you.* Continue to the end of the row and then go in reverse order.
2. Use Teacher Cards 56–65. Hold up a card and have students say the number and hold up the same number of fingers. Then have students hold up a matching Student Card.

Student Book page 48

### A Listen and say.

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

1. Model the conversation *How old are you? I'm 6.* Students repeat the lines to practice pronunciation. Have students take one role while you take the other, and then switch.
2. Have students look at the picture and identify the characters and objects they recognize. Play Class CD2 Track 18. Have students listen to the conversation several times: first listening with eyes closed, then listening and pointing to the characters, finally listening and repeating familiar words. Explain new language, if necessary.

2.18 How old are you?  
I'm 6.

3. Play the audio again. Have students repeat after the audio, focusing on natural intonation, rhythm, and speed.

### B Watch the video.

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

1. Explain the words *Wow!* and *Yummy!* if necessary. Hold up realia or a picture of a piece of cake, look very excited, and say *Wow!* with a lot of drama. Have students repeat. Pretend to eat a bit of the cake and say *Yummy!* Have students repeat. Have a few students pretend to look at a piece of cake and then take a bite, saying *Wow! Yummy!*
2. Play the video. Have students watch and raise their hands when they hear a word they know.


Happy birthday, Kate!  
Hey! Thanks!  
Mmmm. Wow! Yummy!  
Kate, how old are you?  
I'm 6 today. How old are you?  
I'm 6, too!  
How old are you?

3. Play the video again. Have students watch and copy the gestures and actions, where appropriate.
4. Play the video again. Have students repeat the extended conversation and copy the gestures. Call on a few students to answer Kate, Jenny, and Andy's question: *How old are you?*
5. Ask if any student has a birthday that day and say *Happy birthday, (name)!* Have that student respond with *Hey! Thanks!*
6. Ask a student *How old are you?* That student responds with *I'm (age)*. Encourage students who are the same age to say *I'm (age), too*. Repeat with several students.

### C Say and act.

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

1. Have students identify the characters. Model the conversation *How old are you? I'm 10*. Ask what goes in the blank in the first conversation and then in the second conversation. Have students repeat after you to practice pronunciation.
2. Play Class CD2 Track 19 and have students repeat.

 <b>2.19</b> 1. How old are you? I'm 6.	2. How old are you? I'm 10.
--	--------------------------------


3. Have student pairs get up and role-play the dialogues. Have them switch roles. Ask volunteer pairs to act out the dialogue for the class.

*Student Book page 49*

### D Listen and sing.

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

1. Play Class CD2 Track 20 and have students repeat words they recognize from the conversation.

 <b>2.20</b> <b>How Old Are You?</b>	
How old are you?	How old are you?
I'm 6.	I'm 5.
How old are you?	How old are you?
I'm 7.	I'm 10.
1, 2, 3, 4, 5, 6, 7!	1, 2, 3, 4, 5, 6, 7, 8, 9, 10!


2. Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you, and then practice the song as a chant.

3. Play the song again. This time have half the class sing one part and half the class sing the other part. Have students hold up the appropriate number of fingers to represent the ages as they sing. Then have them switch roles.

### E Listen and do.

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

1. Introduce the action commands *Make a line* and *Make a circle* with actions to reinforce the meaning of the verbs. In small groups have students repeat the sentences and do the actions several times.
2. Play Class CD2 Track 21. Students listen and point to the pictures that show each action. Play the audio again and have students repeat the commands.

 <b>2.21</b> 1. Make a line. Make a line.	2. Make a circle. Make a circle.
---	-------------------------------------

3. Show Teacher Cards 100–101 and have students say the actions. In small groups, students take turns saying the commands and doing the actions.

### I can do this lesson.

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

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

### Games and Activities

- Play **Please** (p. 21) to review verbs from Units 1–6. Have students say the commands three times as they do the actions.
- **Find Your Partner** (p. 19). Use Student Cards 56–65 to practice numbers and the question-and-answer pattern.


### Additional Resources



Workbook pages 46–47  
Online Practice



# Unit 6 Food


# Let's Learn



**Let's Learn**



**A Learn the words.** 


1. ice cream  2. pizza 

3. cake  4. chicken 

**B Listen and point.** 

**C Make sentences.**  I like cake. 

**D Listen, point, and sing.**  

I can do this lesson. 

50 Unit 6 Food Unit 6 Food 51

**Topic:**

- Food

**Lesson Objectives:**

- Identifying foods
- Saying what foods students like

**Language:**

*ice cream, pizza, cake, chicken*

*I like cake.*

**Materials:**

Teacher Cards 80–91, 102–105; CD2 Tracks 22–25; Student Cards 80–91, 102–105 (Teacher's Resource Center)

Student Book pages 50–51

## Warm up

1. Play **Walk and Talk** (p. 20) asking about and identifying colors. Have students walk around the class in pairs. When you say *Stop!* they must ask and answer questions about objects near them: *What color is it? It's (blue).*
2. Play **Concentration** (p. 17) to review animals using Student Cards 80–91. As students turn over the cards, they make sentences: *It's a (cow).*

## Pre-teach Language

1. Use Teacher Cards 102–105 to introduce the words. Show one Teacher Card at a time and say the name of the food. Students repeat each word several times.
2. Introduce *I like...* by pointing to the food Teacher Cards 102–105.


Student Book page 50

### A Learn the words.

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

1. Conduct a quick drill of the words. Do not speak as you show the cards one at a time. Have students identify the food. Gradually pick up speed as students get used to saying the words.


2. Play Class CD2 Track 22 and have students repeat.

-  2.22
- |                         |                     |
|-------------------------|---------------------|
| 1. ice cream, ice cream | 2. pizza, pizza     |
| 3. cake, cake           | 4. chicken, chicken |

### B Listen and point.

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

1. Play Class CD2 Track 23. Have students listen and point to the pictures in the order they hear the words.

-  2.23
- ice cream
  - cake
  - chicken
  - pizza
  - pizza
  - cake
  - ice cream
  - chicken
  - ice cream
  - pizza
  - chicken
  - cake



2. Show Teacher Cards 102–105 one at a time. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than students are answering. Change the order of the cards frequently, showing the words that the students are having problems with more often than the ones they know how to say. Continue until students are saying the words spontaneously.
3. Make sure everyone has Student Cards 102–105. Hold up the Teacher Card and say the name. Students hold up matching cards.

Student Book page 51

### **C** Make sentences.

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

1. Have students look at the picture and describe what they see. Direct students' attention to the sentence pattern *I like cake* in the book or write it on the board. Then play Class CD2 Track 24 and have students listen and point to the food. Then have students repeat after the audio.

 2.24 I like cake.

1. I like cake.
2. I like pizza.
3. I like ice cream.
4. I like chicken.

2. Say the sentence *I like (pizza)*. Tell students to stand if they like the food, too. If all students like all foods, assign likes and dislikes so students will have to listen closely to the teacher.

### **D** Listen, point, and sing.

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

1. Have students identify the foods. Then play Class CD2 Track 25. Have students point to the food items as they hear them in the song.

 2.25 I Like Cake, I Like Ice Cream

I like cake.  
I like ice cream.  
I like cake.  
I like ice cream.  
I like pizza.  
I like chicken.  
I like cake.

I like cake.  
I like ice cream.  
I like cake.  
I like ice cream.  
I like pizza.  
I like chicken.  
I like cake.

2. Model the song, line by line. Have students clap to the beat after you. Play the audio again and have students sing along.
3. Have students work in groups to create an original verse by substituting different foods.



### 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. 21). Use any vocabulary from Units 1–6 and the sentence pattern *I like (chicken)*.
- **Circle Game** (p. 17). Have students stand in a circle. Give each student a food card (Student Cards 102–105) to pass.
- **Slap** (p. 18). Use Student Cards 102–105. Divide the class into groups of three or four. Call out the foods in random order.

### Additional Resources

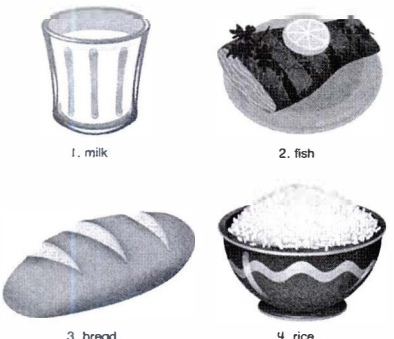
Workbook pages 48–49

Online Practice

# Unit 6 Food


## Let's Learn More







**Let's Learn More**


**A Learn the words.** 

1. milk      2. fish  
3. bread      4. rice

**B Listen, point, and chant.**

**C Ask and answer.**   
Do you like fish? Yes, I do. No, I don't.

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

**D What about you?**   
Do you like fish?  
I can do this lesson.

52 Unit 6 Food      Unit 6 Food 53

### Topic:

• Food

### Lesson Objective:

• Asking about likes and dislikes

### Language:

*milk, fish, bread, rice*

*Do you like fish?*

*Yes, I do.*

*No, I don't.*

### Materials:

Teacher Cards 106–109; CD2 Tracks 26–28;  
Student Cards 106–109 (Teacher's Resource Center)

Student Book pages 52–53

## Warm up

1. Play **Run to the Card** to review *I like*. Put Teacher Cards around the room for colors, toys, animals, and food. Say *I like (pink)*. If students agree, they run to that card.
2. **Please** (p. 21) practices action commands. Have students say and perform the commands from Units 1–6.

## Pre-teach Language

1. Use Teacher Cards 106–109 to introduce the food words. Show one Teacher Card at a time and say the name of the food. Students repeat each word several times.
2. Introduce the question-and-answer pattern. Ask students *Do you like (milk)?* Nod for students to answer *Yes, I do*, and shake your head for students to answer *No, I don't*.

Student Book page 52


### A Learn the words.

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

1. Using Teacher Cards 106–109, conduct a quick drill of the words. Silently show the cards one by one. Have students identify the food. Gradually

pick up speed as students get used to saying the words.


2. Play Class CD2 Track 26 and have students repeat.

-  2-26
- |                 |               |
|-----------------|---------------|
| 1. milk, milk   | 2. fish, fish |
| 3. bread, bread | 4. rice, rice |

### B Listen, point, and chant.

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

1. Play Class CD2 Track 27. Have students listen and point to the pictures in the order they hear the words.

-  2-27
- Bread, milk, fish, rice  
Bread, milk, fish, rice  
Bread and milk  
Bread and milk  
Fish and rice — Wow!  
I like bread.  
I like milk.  
I like fish.  
I like rice.  
I like bread and fish and rice.  
And I like milk — Wow!


2. Show Teacher Cards 106–109, one at a time. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than students are answering. Change the order of the cards frequently, showing the words that the students are having problems with more often than the ones they know how to say. Continue until students are saying the words spontaneously.
3. Make sure everyone has Student Cards 106–109. Say the words in random order and have students put the cards in the same order on their desks.

Student Book page 53

### **C** Ask and answer.

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

1. Have students look at the picture and describe what they see.
2. Hold up Teacher Card 106 and ask *Do you like milk?* Nod your head for students to say, *Yes, I do.* Then have them repeat and nod their heads several times. Repeat the process with Teacher Card 107 for *No, I don't.* Have them shake their heads as they repeat *No, I don't* several times.
3. Direct students' attention to the question-and-answer pattern in the book or write it on the board. Play Class CD2 Track 28. Point to the words as students listen. Then have students repeat after the audio. Play the audio again and have students listen to the questions and answers, and point to the appropriate pictures in their books.

 2.28 Do you like fish?

Yes, I do.

No, I don't.

1. Do you like milk?  
Yes, I do.
2. Do you like bread?  
Yes, I do.
3. Do you like rice?  
Yes, I do.
4. Do you like milk?  
No, I don't.
5. Do you like bread?  
No, I don't.
6. Do you like rice?  
No, I don't.

4. Have student pairs practice asking and answering questions with the pattern.
5. Play 1, 2, 3, **Finished!** (p. 19) to practice the question-and-answer pattern. The first pairs to ask and answer three questions sit down and shout *Finished!*

### **D** What about you?

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

1. Have students look at the picture and identify the foods, then read the sentence, *Do you like fish?*
2. Have student pairs take turns asking and answering questions about their likes and dislikes.



### 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

- **Pair Interview.** Divide students into pairs and give each pair a set of Student Cards for foods and colors. Students take turns asking each other about their likes and dislikes. Then they put all the likes in one pile and all the dislikes in another. Take the results and tally them on the board. As a class, count the number of students who like each item.
- **Our Class.** Divide the class into groups of four or five. Have each group make a poster that shows what foods they like and dislike. The poster should include pictures of the foods and the names of the students who like and don't like each food.

### Additional Resources

Workbook pages 50–51

Unit 6 Worksheet A (Teacher's Resource Center)

Online Practice



# Unit 6 Food

# Let's Learn to Read

**Let's Learn to Read**

**Phonics**

**A Sing and say.**

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz

**B Listen, point, and say.**

**Qq** queen quilt  
**Rr** rabbit rock  
**Ss** sun sandwich  
**Tt** tiger teapot

**C Watch, point, and chant.**

**The QRST Chant**

Q q queen quilt  
R r rabbit rock  
S s sun sandwich  
T t tiger teapot

**D Find the letters. Name the pictures.**

Do you like cake? Yes, I do.

**E Listen and read along.**

I can do this lesson.

Student Book pages 54–55

### Topic:

- The alphabet

### Lesson Objectives:

- Learning letters Qq–Tt
- Identifying letters in words
- Asking and answering questions about likes and dislikes

### Language:

queen, quilt, rabbit, rock, sun, sandwich, tiger, teapot

Do you like cake?

Yes, I do.

### Materials:

Teacher Cards 110–117; CD2 Tracks 29–32; Student Cards 110–117 and Unit 6 Chant Video (Teacher's Resource Center)

www.irLanguage.com

## Warm up

- Review the alphabet. Go around the room and have students take turns saying one letter each until the whole alphabet has been said in the correct order.

## Pre-teach Phonics

- Introduce the names and the sounds of the letters Q, R, S, and T. Use Teacher Card 110 or write Qq and the word queen on the board. Underline the q in queen. Say the name and the sound of the letter. Have the class pronounce both the name and the sound. Do the same for r (rabbit), s (sun), and t (tiger).

Student Book page 54

### A Sing and say.

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

1. Have students look at the ABC chart in their books, and identify the letter names in red. Then play Class CD2 Track 29 and have students listen.

### 2.29 The Alphabet Song

ABCD EFG HIJK LMNOP  
QRS TUV WXYZ Q, R, S, T!

2. Play the audio again. Have students listen to the pronunciation. Then play it again and have students repeat after each line.
3. Have students sing the song.
4. Have students say the alphabet in the correct order.

### B Listen, point, and say.

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

1. Ask students to point to the letters Qq, Rr, Ss, and Tt on the ABC chart in their books. Play Class CD2 Track 30 and have students listen and point to the letters and pictures.

2.30 Q, Q, /q/, /q/      R, R, /r/, /r/  
queen, queen      rabbit, rabbit  
quilt, quilt      rock, rock  
S, S, /s/, /s/      T, T, /t/, /t/  
sun, sun      tiger, tiger  
sandwich, sandwich      teapot, teapot

2. Play the audio again and have students repeat after each letter and word.

- Hold up Teacher Card 110 and say /q/, *queen*. Have students repeat. Continue with the cards for *quilt*, *rabbit*, *rock*, *sun*, *sandwich*, *tiger*, and *teapot* (111–117). Then hold up each card in random order and have students say the word and the letter it represents.

Student Book page 55

### **C** Watch, point, and chant.

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

- Play the video. Have students listen and watch.
- Assign each of the students one of the four letters in the chant. Play the video again. This time, have all the "Q"s stand up when they hear the /q/ sound in the chant. Repeat with each of the other letters.

#### 2.31 The QRST Chant

Q, R, S, T!

Q, R, S, T!

Q, R, S, T!

/q/, /q/, queen, quilt

/r/, /r/, rabbit, rock

/s/, /s/, sun, sandwich

/t/, /t/, tiger, teapot (repeat)

- Play the video again. Have students watch and chant along.
- Divide the class into two groups. Have one group chant the letter names and sounds and the other group chant the words. Then have groups change roles.

### **D** Find the letters. Name the pictures.


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

- Have students look at the picture and name all the objects they can.
- Have students find the hidden letters in the picture. Then have volunteers point to each letter, say the letter, and say the name of the object to which it is attached.
- Have student pairs take turns asking each other about the picture using the question-and-answer pattern.

### **E** Listen and read along.

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

- Have students look at the picture and identify the objects they see.
- Read along.** Play Class CD2 Track 32 and have students listen and follow along in their books.

 2.32 Do you like cake?  
Yes, I do.

- Choral Reading.** Have students read the sentences aloud chorally. Then have volunteers read the sentences aloud for the class.
- Act It Out.** Have student pairs get up and act out the dialogue. They can pantomime having the object in the dialogue or they can use their own realia. Have them switch roles. Ask volunteer pairs to act out the dialogue for the class.



### **I can do this lesson.**

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

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

### Games and Activities

- Play **What's the Letter?** (p. 21) to practice writing and recognizing letters. To make the game more challenging, have students write the upper and lowercase letters.
- Letter Forms.** Divide students into groups of five. Call out a letter and have students in each group work together to form the letter with their bodies. Call out the letter from Units 1–5, as well.

### Additional Resources

Workbook pages 52–53

Unit 6 Worksheet B (Teacher's Resource Center)

Unit 6 Test (Teacher's Resource Center)

Online Practice

# Let's Review Units 5 and 6

### Let's Review

**A Listen and circle.** (CD2)

- a.                      b.
- a.                      b.
- a.                      b.
- a.                      b.
- a.                      b.
- a.                      b.

56 Units 5 and 6 Review

### The Weather

**A Say these.** (CD2)

1. sunny
2. cloudy
3. windy
4. rainy
5. snowy

**I can talk about Unit 5.**

- Say and act.  
Here you are.      Thank you.
- How many cows?

**I can talk about Unit 6.**

- How old are you?
- Do you like pizza?

Speaking Bonus 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 3–10, 80, 82, 118–122; CD2 Tracks 04, 22, 33–34; Student Cards 3–10, 80, 82, 118–122 (Teacher's Resource Center)



Student Book pages 56–57

## Let's Talk

- Role-play.** In pairs, students pretend to be attending each other's birthday parties. Give students small objects or Student Cards 3–10 (toys) to use as "gifts." Have students find a partner, ask the partner's age, and give their gifts, then repeat. At the next signal, students find another partner and repeat the conversation with their new gifts. Write the sample conversation on the board.
 

S1: *Here you are.*  
S2: *Thank you!*  
S1: *How old are you?*  
S2: *I'm seven.*
- Living Dialogues.** Divide students into groups of four and assign each student a line from the Units 5 and 6 Let's Talk dialogues. Saying only their lines, students arrange themselves in order and then say the dialogue. For a longer dialogue, students can use the dialogue from the role-play above.
- Play Do It!** (p. 21) to review the Let's Talk action commands. Say one command but do the action for a different command. Students must do the command that you say. If they do the command that you do, instead, they sit down. The last student standing wins.

## Let's Learn/Let's Learn More

- Divide the class into teams to play **Concentration** (p. 17). Use two matching sets of student- or teacher-made animal cards. Each pair of cards should have a different numbers of animals on it. Students try to find singular and plural matches for animals. As they turn over the cards, they count the number of animals on each card. If there is a match, the students say *(Five) (cats)* and keep the cards.
- Play **Relay Race** (p. 19) using the Student Cards for animals. Give the first student in each row the set of cards. When you say *Go!* S1 takes the first card and says what's on it (*One cow*). S1 gives it to the next student who says what's on it and then gives it to the next student, and so on to the last student.
- Have students review the chants and songs. For "Here You Are. Thank You" (Class CD2 Track 04), put students in rows and give the first student in each row a toy (use Student Cards or realia). Have them sing the appropriate line of the song as they pass the item down the row. For "How Old Are You?" (Class CD2 Track 22) have students hold up the correct number of fingers as they sing. For the letter chants, have students draw the letter shapes in the air as they chant them.



## Let's Learn to Read

Phonics: *moon, monkey, nest, net, octopus, ostrich, panda, popcorn, queen, quilt, rabbit, rock, sun, sandwich, tiger, teapot*

1. **Board Race** (p. 40). Write the phonics words on the board. Divide students into teams. Say one of the phonics sounds. Students race to the board to touch the word that has the initial sound they hear.
2. Have students read the sentences from the Listen and read along sections of Units 5 and 6 as they listen to the audio. Then have students show that they understand the sentences by playing **Find the Picture**. Ask *How many (eggs)?* or *Do you like (tigers)?* as you show one of the Listen and read along pictures to students. Students point to the item in the picture as they answer *(3) (eggs)* or *Yes, I do./No, I don't*. Once you have gone through all the words on both pictures, have students do the activity in pairs.


Student Book page 56

## Let's Review

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

### A Listen and circle.

1. Before students open their books, prepare them for the test procedure. On the board, set up a sample to resemble the listening test on page 54 of the Student Book. Tape Teacher Cards 80 and 82 (dog, cat) to the chalk board. Draw a letter *A* under the first card and a letter *B* under the second card. Have one student stand by the cards. Identify one of the cards: *(One) (dog)*. The student points to the correct card and circles the correct letter. Repeat until all students understand the procedure.
2. Have students look at the test in their books. Have students identify the items in numbers 1–4 and the actions in numbers 5–6. Encourage students to anticipate the language they might hear on the audio.
3. Play Class CD2 Track 33. Have students listen and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test. Note: If you want to do this as a formal test, have students do the written test only. Correct the test with students.

-  2.33
1. Let's count the cats. 1 cat. 2 cats. 3 cats.
  2. How many rabbits? 5 rabbits.
  3. I like cake.
  4. Do you like bread? No, I don't. I like rice.
  5. Jump.
  6. Make a line.


4. Use the other Student Cards for animals and foods for further review. Have the students work in pairs, creating their own listening test questions.

Student Book page 57

## The Weather

### A Say these.

1. Have students look at the pictures and the sentence. Play Class CD2 Track 34 and have students point to the words as they listen. Then have students repeat after the audio, for pronunciation practice.

-  2.34
1. sunny, sunny
  2. cloudy, cloudy
  3. windy, windy
  4. rainy, rainy
  5. snowy, snowy
- It's sunny. It's sunny.

2. Use Teacher Cards 118–122. Show each card, say the word, and have students repeat. Then show one of the cards and have students say the sentence *It's (sunny)*. Go through all the cards faster and faster until students are saying the sentences fluently.



### I can talk about Units 5 and 6.



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


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




### Additional Resources






Unit 5 Test (Teacher's Resource Center)  
Unit 6 Test (Teacher's Resource Center)  
Workbook pages 54–55  
Online Practice





**Unit 7 My Body Let's Talk**

**A Listen and say.**    
 Oops! I'm sorry. That's OK.   


**B Watch the video.** 

**C Say and act.**    
 1. Oops! I'm sorry.   
   
 2.   
 That's OK.

**D Listen and sing.**    
**Oops! I'm Sorry**   
 Oops! I'm sorry. That's OK.   
 Oops! I'm sorry. That's OK.   
 Oops! I'm sorry. That's OK.   
   
   
 Oops! I'm sorry. That's OK.   
 Oops! I'm sorry. That's OK.   
   


**E Listen and do.**    
 1. Stamp your feet.   
 2. Clap your hands.   
 I can do this lesson.   
 Unit 7 My Body 59

Student Book pages 58–59

**Topic:**

- Apologies

**Lesson Objectives:**

- Learning how to apologize and how to accept an apology
- Learning two new action commands

**Language:**

*Oops! I'm sorry!*

*That's OK.*

*Stamp your feet.*

*Clap your hands.*

**Materials:**

Teacher Cards 118–124; CD2 Tracks 25, 35–38; Student Cards 118–124 and Unit 7 Let's Talk Video (Teacher's Resource Center)

### Warm up

1. Review weather words. Hold up each of the weather cards (Teacher Cards 118–122) and have students say *It's (sunny)*. Go through the cards several times, as quickly as possible. Point outside and have students say what the weather is like. At the beginning of every class, ask students what the weather is like.
2. Chant "I Like Cake, I Like Ice Cream" (Class CD2 Track 25). Then change the words to animals: *I like (cats), I like (dogs), I like (birds)*. Have students use gestures for each animal. You can also use toys.


Student Book page 58

### A Listen and say.

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

1. Use puppets or student volunteers to model the conversation *Oops! I'm sorry. That's OK*. 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 picture and identify the characters and objects they recognize. Play Class CD2 Track 35. Have students listen to the conversation several times: first listening with eyes closed, then listening and pointing to the

characters, finally listening and repeating familiar words. Explain new language, if necessary.

 2.35 *Oops! I'm sorry.*  
*That's OK.*

3. Play the audio again. Have students repeat after the audio, focusing on natural intonation, rhythm, and speed.

### B Watch the video.

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

1. Explain the word *Ohhhhh!* if necessary. Pretend to bump your foot or elbow on a desk, say *Ohhhhh!* as if in pain. Have students repeat. Have a few students take turns pretending to hurt themselves and saying *Ohhhhh!*
2. Play the video. Have students watch and raise their hands when they hear a word they know.

*Ohhhhh!*  
*Oops! I'm sorry.*  
*That's OK, Andy.*  
*Oops! I'm sorry.*


2. Play the video again. Have students watch and copy the gestures and actions, where appropriate.

3. Play the video again. Pause the video after each exchange and have students repeat the extended conversation and copy the gestures.
4. Pretend to bump into a student and say *Oops! I'm sorry*. That student responds with *That's OK*. Repeat with several students.

### C Say and act.

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

1. Have students look at the pictures and identify the characters. Use puppets or student volunteers to model the conversation *Oops! I'm sorry. That's OK*. Ask a volunteer to say what goes in the blank in the first conversation. Have students repeat the lines after you to practice pronunciation. Ask a volunteer to say what goes in the blank in the second conversation, then have students practice the lines.
2. Play Class CD2 Track 36 and have students repeat.

 2.36

1. Oops! I'm sorry. That's OK.	2. Oops! I'm sorry. That's OK.
-----------------------------------	-----------------------------------


3. Have student pairs get up and role-play the dialogue. Encourage them to use a book and a book bag to act out the scenes. Have them switch roles. Ask volunteer pairs to act out the dialogue for the class.

Student Book page 59

### D Listen and sing.

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

1. Play Class CD2 Track 37 and have students repeat words they recognize from the conversation.

 2.37 **Oops! I'm Sorry**  
 Oops! I'm sorry.  
 That's OK.  
 Oops! I'm sorry.  
 Oops! I'm sorry. (repeat)

Oops! I'm sorry.  
 That's OK.  
 Oops! I'm sorry.  
 That's OK.


2. Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you and then practice the song as a chant.

3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing.

### E Listen and do.

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

1. Introduce the action commands *Stamp your feet* and *Clap your hands* with actions, to reinforce the meaning of the verbs. Have students repeat the sentences and do the actions several times. Then have students practice in pairs.
2. Play Class CD2 Track 38. Have students listen to the commands and point to the pictures that show each action. Play the audio again and have students repeat the commands.

 2.38

1. Stamp your feet.  
Stamp your feet.
2. Clap your hands.  
Clap your hands.

3. Show Teacher Cards 123–124 and have students say the actions. Then have student pairs take turns saying the commands and doing the actions.

### I can do this lesson.

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

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

### Games and Activities

- Play **Charades** (p. 17) with all the verbs from Units 1–7.
- Practice the **Let's Talk** dialogue and let students be creative. Divide the class into pairs and have them think of a situation that would fit the dialogue. Then have pairs act out their dialogues for the class.
- **Our Chant** (p. 20). Use the language from Units 1–7. Start with a basic rhythm that requires students to stamp their feet and clap their hands. Have students choose a dialogue or verb phrases and fit them into the beat.

### Additional Resources

Workbook pages 56–57  
 Online Practice



# Unit 7 My Body

## Let's Learn

**Let's Learn**

**A Learn the words.** 



1. head  
2. shoulders  
3. knees  
4. toes

**B Listen and point.** 

**C Make sentences.** 

I can touch my head.



**D Listen, point, and chant.** 



I can do this lesson.

Unit 7 My Body 60      Unit 7 My Body 61

**Topic:**

• Body

**Lesson Objective:**

• Naming the parts of the body

**Language:**

head, shoulders, knees, toes

I can touch my head.

**Materials:**

Teacher Cards 125–128; CD2 Tracks 22, 39–42; Student Cards 125–128 (Teacher's Resource Center)

Student Book pages 60–61

### Warm up

1. Sing "How Old Are You?" (Class CD2 Track 22) with students counting their ages on their fingers.
2. **Do You Like...?** Review the question-and-answer pattern, animals, and food words. When you say *Go!* students walk around the room asking *Do you like (rabbits)?* They must ask three classmates. If the answer is *No, I don't,* they must ask a question until they get a *Yes* answer.

### Pre-teach Language

1. Use Teacher Cards 125–128 to introduce the words. Show one Teacher Card at a time and say the word. Students repeat each word several times.
2. Introduce the parts of the body by pointing to your *head, shoulders, knees, and toes.*


Student Book page 60

#### **A** Learn the words.

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

1. Using Teacher Cards 125–128, conduct a quick drill of the words. Silently show the cards and have students identify the body parts. Gradually pick up speed as students get used to saying the words.


2. Play Class CD2 Track 39 and have students repeat.

-  2.39
- |                 |                         |
|-----------------|-------------------------|
| 1. head, head   | 2. shoulders, shoulders |
| 3. knees, knees | 4. toes, toes           |

#### **B** Listen and point.

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

1. Play Class CD2 Track 40. Have students listen and point to the pictures in the order they hear the words.

-  2.40
- head
  - shoulders
  - knees
  - toes
  - knees
  - toes
  - head
  - shoulders
  - head
  - toes
  - shoulders
  - knees

toes  
knees  
head  
shoulders


2. Show Teacher Cards 125–128. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than students are answering. Change the order of the cards frequently, showing the words that the students are having problems with more often than the ones they know how to say. Continue until students are saying the words spontaneously.
3. Make sure everyone has Student Cards 125–128. Hold up one card and say the body part. Students hold up matching cards. Then say one of the body parts and have students point to the body part on their own bodies.

Student Book page 61

### C Make sentences.

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

1. Have students look at the picture and describe what they see. Direct students' attention to the sentence pattern in the book or write it on the board. Then play Class CD2 Track 41 and have the students listen and point to the body parts. Then have students repeat after the audio.

 2.41 I can touch my head.

1. I can touch my head.
2. I can touch my shoulders.
3. I can touch my knees.
4. I can touch my toes.

2. Have students make a circle and give each student one of Teacher Cards 125–128. Say *Go!* and have the students look at their cards, touch the body part indicated on the card, and say *I can touch my (head)*. Then have students pass their card to the student on their right so everyone has a new body part card. Repeat the procedure faster and faster.

### D Listen, point, and chant.

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

1. Have students look at the pictures and identify the body parts. Then play Class CD2 Track 42. Have students listen to the audio and point to the body parts as they hear them in the chant.

### 2.42 Head, Shoulders, Knees, Toes

Head, shoulders, knees, toes  
Head, shoulders, knees, toes  
One knee, two knees  
One toe, ten toes

Head, shoulders, knees, toes  
Head, shoulders, knees, toes  
Two shoulders, one head  
Head, shoulders, knees, toes

I can touch my head.  
I can touch my shoulders.  
I can touch my knees.  
I can touch my toes.

Head, shoulders, knees, toes  
Head, shoulders, knees, toes

2. Model the chant, line by line. Have students clap to the beat after you. Play the audio again and have students chant along.
3. Have students stand up and chant as they touch each part of their bodies when it is mentioned in 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

- Have the class stand in a circle. Give each student a different Teacher Card (125–128 body parts). Say *Go!* Each student looks at his/her card and says *I can touch my (head)* as he/she touches it. Then have students pass the card to the student on their right and repeat.
- **Do It!** (p. 21). Play using the pattern *Touch your (knees)*.

### Additional Resources

Workbook pages 58–59  
Online Practice

# Unit 7 My Body

## Let's Learn More

**Let's Learn More**

**A Learn the words.**

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

**B Listen and point.**

**C Ask and answer.**

What can you do? I can touch my eyes.

**D Listen, point, and sing.**

I can do this lesson.

62 Unit 7 My Body      Unit 7 My Body 63

**Topic:**

- Face

**Lesson Objectives:**

- Learning more parts of the body
- Asking what someone can do

**Language:**

eyes, ears, mouth, nose

What can you do?

I can touch my eyes.

**Materials:**

Teacher Cards 125–132; CD2 Tracks 42–46;  
Student Cards 125–132 (Teacher's Resource Center)

Student Book pages 62–63

### Warm up

1. Play **What Is It?** (p. 20) to review vocabulary and the question-and-answer patterns. Have students get into relay lines. Give each line a Teacher Card. S1 asks S2 *What is it?* S2 answers *It's a (cat)*. Change cards after each round.
2. Sing "Head, Shoulders, Knees, Toes" (Class CD2 Track 42). Have students point to each body part as they sing it.

### Pre-teach Language

1. Use Teacher Cards 129–132 to introduce the body part vocabulary. Show one Teacher Card at a time and say the name of the body part. Have students repeat each word several times.
2. Introduce the question-and-answer pattern. Ask students *What can you do?* Students answer *I can touch my (nose)*.

Student Book page 62

#### **A** Learn the words.

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

1. Using Teacher Cards 129–132, conduct a quick drill of the words. Silently show the cards and have

students identify the body parts. Gradually pick up speed as students get used to saying the words.

2. Play Class CD2 Track 43 and have students repeat.

- 2.43**
- |                 |               |
|-----------------|---------------|
| 1. eyes, eyes   | 2. ears, ears |
| 3. mouth, mouth | 4. nose, nose |

#### **B** Listen and point.

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

1. Play Class CD2 Track 44. Have students listen and point to the pictures in the order they hear the words.

- 2.44**
- ears
  - eyes
  - mouth
  - nose
  - eyes
  - nose
  - ears
  - mouth
  - mouth
  - nose
  - ears
  - nose



nose  
ears  
eyes  
mouth


2. Show Teacher Cards 129–132 one at a time. As you show each card, have students say the word. Gradually pick up speed so that you show each card a bit faster than students are answering. Change the order of the cards frequently, showing the words that the students are having problems with more often than the ones they know how to say. Continue until students are saying the words spontaneously.
3. Display Teacher Cards 129–132. Have students say them one by one. Take away one card at a time as they continue saying all the cards. At the end, they should be saying all the cards even though they are no longer displayed.

Student Book page 63

### **C** Ask and answer.

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

1. Have students look at the picture and describe what they see.
2. Direct students' attention to the question-and-answer pattern in the book or write it on the board. Play Class CD2 Track 45. Point to the words as students listen. Then have students repeat after the audio. Play the audio again and have students listen to the question-and-answer pattern, and point to the appropriate pictures in their books.

 **2.45** What can you do?  
I can touch my eyes.


1. What can you do? I can touch my eyes.	2. What can you do? I can touch my ears.
3. What can you do? I can touch my mouth.	4. What can you do? I can touch my nose.

3. Put Teacher Cards 129–132 in a bag. Divide the class into teams. Students on Team A ask *What can you do?* Allow a student on Team B to take a card from the bag and show it to the other Team B members. Students answer *I can touch my (nose)* while touching that body part. Make sure that both teams get to ask and answer questions.

### **D** Listen, point, and sing.

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

1. Play Class CD2 Track 46. Have students point to the body parts that match the body part they hear in the song.

 **2.46** What Can You Do?

What can you do?  
I can touch my nose.  
I can touch my shoulders.  
I can touch my toes.  
I can touch my knees.  
I can touch my toes.  
I can touch my shoulders.  
I can touch my nose.  
  
I can touch my knees.  
I can touch my toes.  
I can touch my shoulders.  
I can touch my nose.

2. Play the audio again and have students sing along and do the actions that they hear in the song.

### I can do this lesson.

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

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

### Games and Activities

- **Relay Race** (p. 19). With student teams standing in rows, name three or four body parts in a row. S1 asks S2 *What can you do?* S2 answers *I can touch my (the first body part named)*. S2 then asks S3 the question and S3 answers using the second body part you named. Continue down the line.
- **Concentration** (p. 17). Play with all body-part Teacher Cards (125–132).

### Additional Resources

Workbook pages 60–61

Unit 7 Worksheet A (Teacher's Resource Center)

Online Practice

# Unit 7 My Body

## Let's Learn to Read

**Let's Learn to Read**

**Phonics**

**A Sing and say.**

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz

**B Listen, point, and say.**

**Uu** **Vv**

umbrella up violin vest

**Ww**

watch water

**C Watch, point, and chant.**

**The UVW Chant**

U u up umbrella  
V v vest violin  
W w water watch

**D Find the letters. Name the pictures.**

What can you do?

I can touch my nose.

**E Listen and read along.**

I can do this lesson.

Unit 7 My Body 64

Unit 7 My Body 65

Student Book pages 64–65

**Topic:**

- The alphabet

**Lesson Objectives:**

- Learning letters Uu–Ww
- Identifying letters in words
- Asking and answering questions about what students can do

**Language:**

umbrella, up, violin, vest, watch, water

What can you do?

I can touch my nose.

**Materials:**

Teacher Cards 133–138; CD2 Tracks 47–50; Student Cards 133–138 and Unit 7 Chant Video (Teacher's Resource Center)

### Warm up

- Review the alphabet. Go around the room and have students take turns saying one letter each until the whole alphabet has been said in the correct order.

### Pre-teach Phonics

- Introduce the names and the sounds of the letters *U*, *V*, and *W*. Use Teacher Card 133 or write *Uu* and the word *umbrella* on the board. Underline the *u* in *umbrella*. Say the name and the sound of the letter. Have the class pronounce both the name and the sound. Do the same for *v* (violin), and *w* (watch).

Student Book page 64

#### **A** Sing and say.

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

1. Have students look at the ABC chart in their books and identify the letter names in red. Then play Class CD2 Track 47 and have students listen.

#### **2.47** The Alphabet Song

ABCD	EFG	HIJK	LMNOP
QRS	TUV	WXYZ	U, V, W!

2. Play the audio again. Have students listen to the pronunciation. Then play it again and have students repeat after each line.
3. Have students sing the song.
4. Have students say the alphabet in the correct order.

#### **B** Listen, point, and say.

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

1. Ask students to point to the letters *Uu*, *Vv*, and *Ww* on the ABC chart in their books. Play Class CD2 Track 48 and have students listen and point to the letters and pictures.

**2.48**

U, U, /u/, /u/	V, V, /v/, /v/
umbrella, umbrella	violin, violin
up, up	vest, vest
W, W, /w/, /w/	
watch, watch	
water, water	

2. Play the audio again and have students repeat after each letter and word.
3. Hold up Teacher Card 133 and say /u/, *umbrella*. Have students repeat. Continue with the cards for *up*, *violin*, *vest*, *watch*, and *water* (134–138). Then hold up each card in random order and have students say the word and the letter it represents.

Student Book page 65

### C Watch, point, and chant.

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

1. Play the video. Have students listen and watch.
2. Assign each of the students one of the three letters in the chant. Play the video again. This time, have all the "U"s stand up when they hear the /u/ sound in the chant. Repeat with each of the other letters.

#### 2.49 The UVW Chant

U, V, W!

U, V, W!

U, V, W!

/u/, /u/, up, umbrella

/v/, /v/, vest, violin

/w/, /w/, water, watch (repeat)

3. Play the video again. Have students watch and chant along.
4. Divide the class into two groups. Have one group chant the letter names and sounds and the other group chant the words.

### D Find the letters. Name the pictures.

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

1. Have students look at the picture and name all the objects they can.
2. Have students find the hidden letters in the picture. Then have volunteers point to each letter, say the letter, and name the object it is attached to.
3. Have student pairs take turns asking each other about the picture using the question-and-answer pattern *What can you do? I can touch my nose.*

### E Listen and read along.

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

1. Have students look at the picture and identify the objects they see.
2. **Read along.** Play Class CD2 Track 50. Have students listen and follow along in their books.

 2.50 What can you do?

I can touch my nose.

3. **Choral Reading.** Play the audio again. Have students listen and read aloud chorally, while pointing to the words.
4. **Act It Out.** Have student pairs get up and act out the dialogue. They can touch the parts of their bodies in the picture, or touch other parts. Have them switch roles. Ask volunteer pairs to act out the dialogue for the class.



### I can do this lesson.

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

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

### Games and Activities

- **What's the Letter?** (p. 21). Divide the class into teams and put them in lines. Say one of the alphabet words from Units 1–7. The students must run to the board, write the first letter of the word, and say it.
- **Picture Game** (p. 18). Use colors, toys, and animals.

### Additional Resources

Workbook pages 62–63


Unit 7 Worksheet B (Teacher's Resource Center)

Unit 7 Test (Teacher's Resource Center)

Online Practice



Unit 8 I Can Let's Talk


**A Listen and say.**  **2.51**


Let's play

OK. Let's play ball.


OK. Let's play tag.

OK. Let's jump rope.


**B Watch the video.** 

**C Say and act.**  **2.52**

1. Let's play.

2.  **2.53**


OK. Let's jump rope.

**D Listen and sing.**  **2.54**

**Let's Play**


Let's play.  
OK!  
Let's play.  
OK, OK!  
Let's play, let's play.  
OK, let's play!

Let's play tag.  
OK, let's play, let's play!  
Let's jump rope.  
OK, OK, let's play!  
Let's play ball.  
OK, let's play, let's play!  
Hey, let's play, let's play.  
OK!

**E Listen and do.**  **2.55**

1. Point to the board.

2. Go to the board.

 I can do this lesson.

Unit 8 I Can 67

Student Book pages 66–67

**Topic:**

- Inviting friends to play

**Lesson Objectives:**

- Inviting someone to play
- Learning two new action commands

**Language:**

*Let's play.*

*OK. Let's play ball.*

*OK. Let's play tag.*

*OK. Let's jump rope.*

*Point to the board.*

*Go to the board.*

**Materials:**

Teacher Cards 139–140; CD2 Tracks 51–54; Student Cards 139–140 and Unit 8 Let's Talk Video (Teacher's Resource Center)

## Warm up


1. Review the action commands from Units 1–7.
2. Play **Walk and Talk** (p. 20) to review greetings and apologies. Students pretend to bump into each other and say *Oops! I'm sorry*. The other student responds *That's OK*.

Student Book page 66

## A Listen and say.

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

1. Model the *Let's play* 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 picture and identify the characters and objects they recognize. Play Class CD2 Track 51. Have students listen to the conversation several times: first listening with eyes closed, then listening and pointing to the characters, finally listening and repeating familiar words. Explain new language, if necessary.

 **2.51** Let's play.  
OK. Let's play ball.  
OK. Let's play tag.  
OK. Let's jump rope.

3. Play the audio again. Have students repeat after the audio, focusing on natural intonation, rhythm, and speed.

## B Watch the video.

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

1. Explain the sentences *I can run to it!* and *You're it!* if necessary. Point to the door, say *I can run to it*, then run to the door. Have students repeat. Have a few students take turns running to the door, saying *I can run to it!* Tap a student on the shoulder and say *You're it!* Have students repeat. That student then taps another student saying *You're it*, and so on until a few students have had a turn.
2. Play the video. Have students watch and raise their hands when they hear a word they know.


Let's play.  
OK!  
OK. Let's play ball.  
Oops! I'm sorry, Scott!  
That's OK. I can run to it!  
OK. Let's play tag.  
You're it!  
OK. Let's jump rope now.  
Let's count! 1, 2, 3, 4, 5!

3. Play the video again. Have students watch and copy the gestures and actions, where appropriate.
4. Play the video again. Pause the video after each exchange and have students repeat the extended conversation and copy the gestures.
5. Bring a student to the front. Drop a ball and say *Oops! I'm sorry, (name)!* and let it roll away a bit. Have that student say *That's OK. I can run to it.* then run and pick it up. Repeat with several students.

### C Say and act.

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

1. Have students identify the characters in the pictures and have them say what toys they have. Use puppets or student volunteers to model the conversation *Let's play. OK. Let's (play ball)*. Ask a volunteer to say what goes in the blank in the first conversation. Have students repeat the lines after you to practice pronunciation. Ask a volunteer to say what goes in the blank in the second conversation, then have students practice the lines.
2. Play Class CD2 Track 52 and have students repeat.

 2.52 1. Let's play. OK. Let's play ball. 2. Let's play. OK. Let's jump rope.


3. Have student pairs get up and role-play the dialogue. Have them switch roles. Ask volunteer pairs to act out the dialogue for the class. Use realia, if available.

Student Book page 67

### D Listen and sing.

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

1. Play Class CD2 Track 53 and have students repeat words they recognize from the conversation.

 2.53 **Let's Play**


Let's play.	OK, let's play, let's play!
OK!	Let's jump rope.
Let's play.	OK, OK, let's play!
OK, OK!	Let's play ball.
Let's play, let's play.	OK, let's play, let's play!
OK, let's play!	Hey, let's play, let's play.
Let's play tag.	OK!

2. Have students clap to keep the beat as you model the song, line by line. Have students echo the lines after you, and then practice the song as a chant.
3. Play the song again. This time have half the class sing one part and half the class sing the other part. Have students pantomime the actions as they sing them. Then have them switch roles.

### E Listen and do.

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

1. Introduce the action commands *Point to the board* and *Go to the board* with actions, to reinforce the meaning of the verbs. Put students in small groups and have them repeat the sentences and do the actions several times.
2. Play Class CD2 Track 54. Have students listen to the commands and point to the pictures that show each action. Play the audio again and have students repeat the commands.

 2.54 1. Point to the board. Point to the board. 2. Go to the board. Go to the board.

3. Show Teacher Cards 139–140 and have students say the actions. Then in small groups, have students take turns saying the commands and doing the actions.

### I can do this lesson.

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

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

### Games and Activities


- Play **Beanbag Circle** (p. 20) to practice language from the conversations.
- **Build a Conversation** (p. 20). At the end of each conversation, students role-play it for the class.
- Play **Command Chain** (p. 20) to review verbs.


### Additional Resources

Workbook pages 64–65  
Online Practice




**Let's Learn**


**A Learn the words.** 




1. ride a bicycle




2. sing a song




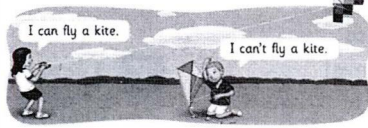




3. fly a kite





4. bounce a ball

**B Listen and point.** 

**C Make sentences.** 

**D Listen, point, and chant.** 

 I can do this lesson.

68 Unit 8 I Can Unit 8 I Can 69

**Topic:**

- Activities

**Lesson Objective:**

- Talking about activities

**Language:**

ride a bicycle, sing a song, fly a kite, bounce a ball

I can fly a kite.

I can't fly a kite.

**Materials:**

Teacher Cards 125–132, 141–144;  
CD2 Tracks 55–58; Student Cards 125–132,  
141–144 (Teacher's Resource Center)

Student Book pages 68–69

## Warm up

1. Play **Follow the Leader** (p. 21) to review verbs. Have students get into a line and follow you or a student leader around the room, saying what the leader says and doing what the leader does.
2. Review parts of the body. Put students into two teams. Give each team a set of Teacher Cards 125–132 (body parts). Each team races to be the first to “build a body” with their cards. When they finish, they name each body part.

## Pre-teach Language


1. Use Teacher Cards 141–144 to introduce the action phrases. Show one Teacher Card at a time and say the name of the action. Students repeat each phrase several times.
2. Introduce the words *can* and *can't* by giving students examples of things you *can* and *can't* do, such as touching your toes, your knees, your shoulders, and your head.

Student Book page 68

## A Learn the words.

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


1. Using Teacher Cards 141–144, conduct a quick drill of the action words. Silently show the cards and have students identify the action. Gradually pick up speed as students get used to saying the words.
2. Play Class CD2 Track 55 and have students repeat.

-  **2.55**
1. ride a bicycle, ride a bicycle
  2. sing a song, sing a song
  3. fly a kite, fly a kite
  4. bounce a ball, bounce a ball

## B Listen and point.

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

1. Play Class CD2 Track 56. Have students listen and point to the pictures in the order they hear the words.

-  **2.56**
- |                 |                 |
|-----------------|-----------------|
| Fly a kite.     | Sing a song.    |
| Sing a song.    | Fly a kite.     |
| Bounce a ball.  | Bounce a ball.  |
| Ride a bicycle. | Ride a bicycle. |




- Show Teacher Cards 141–144 one at a time. As you show each card, have students say the phrase. Gradually pick up speed so that you show each card a bit faster than students are answering. Change the order of the cards frequently, showing the phrases that the students are having problems with more often than the ones they know how to say. Continue until students are saying the words spontaneously.
- Divide students into two groups. Show Group A a card and have them give the command to Group B. Group B acts it out and says it three times. Then switch roles so Group B gives the command to Group A.

Student Book page 69

### **C** Make sentences.

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

- Have students look at the pictures and describe what they see. Direct students' attention to the pattern in the book or write it on the board. Then play Class CD2 Track 57 and have students listen and point to the action. Then have students repeat after the audio.

 2.57 I can fly a kite.  
I can't fly a kite.


1. I can fly a kite. I can't bounce a ball.	2. I can sing a song. I can't fly a kite.
3. I can bounce a ball. I can't ride a bicycle.	4. I can ride a bicycle. I can't sing a song.

- Have each student pick a Teacher Card 141–144, do the action, and say *I can* (*sing a song*) or *I can't* (*sing a song*). This can be done as a class or in rows. If done in rows, have students stand up when they pick their card and then do the actions/gestures.

### **D** Listen, point, and chant.

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

- Have students identify the actions. Then play Class CD2 track 58. Have students listen and point to the actions as they hear them in the chant.

 2.58 I can fly a kite. [clap clap]  
I can sing a song. [clap clap]  
I can ride a bicycle. [clap clap]  
I can bounce a ball. [clap clap]

Kite, song, bicycle, ball

Kite, song, bicycle, ball

I can't fly a kite. [clap clap]

I can't sing a song. [clap clap]

I can't ride a bicycle. [clap clap]

I can't bounce a ball. [clap clap]

Kite, song, bicycle ball

Kite, song, bicycle, ball

- Model the chant, line by line. Have students clap to the beat after you. Play the audio again and have students chant along.
- Have students work in groups to create an original verse by substituting different abilities using any of the verbs they have learned from other units.

### I can do this lesson.

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

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

### Games and Activities

- Play **Bingo** (p.17) to practice *can* and *can't*.
- Charades** (p. 17). Play in teams and use vocabulary from Units 1–8.
- Play **Flip It** (p. 17) to practice the verbs and the sentence pattern. Put students in pairs and give each student their own set of action verb Student Cards (141–144). Have them put the cards face down in a pile in front of them. Students simultaneously flip over the top card in their piles. If the cards match, the students say *I can* (*ride a bicycle*). If they don't match, they each say what they can't do based on the card in front of them.

### Additional Resources

Workbook pages 66–67

Online Practice

# Unit 8 I Can

## Let's Learn More

**Let's Learn More**

**A Learn the words.**

1. swim

2. smile

3. wink

4. dance

**B Listen and point.**

**C Ask and answer.**

Can you dance?  
Yes, I can.

Can you dance?  
No, I can't.

**D Listen and chant.**

I can do this lesson.

70 Unit 8 I Can

**Topic:**

- Activities

**Lesson Objective:**

- Asking and answering about activities

**Language:**

*swim, smile, wink, dance,*

*Can you dance?*

*Yes, I can.*

*No, I can't.*

**Materials:**

Teacher Cards 145–148; CD2 Tracks 59–62;  
Student Cards 145–148 (Teacher's Resource Center)

Student Book pages 70–71

### Warm up

1. Play **Do It!** (p. 21) to review numbers and action commands. Play the game with all the verbs from Units 1–8. Give a command and the number of times students should do it. Students do and say the actions as many times as commanded.
2. Play **I Can/I Can't** to practice verbs and sentence patterns. Have students say and perform the verbs from Units 1–8. Have them give real answers based on whether or not they can do the action.

### Pre-teach Language

1. Use Teacher Cards 145–148 to introduce the action vocabulary. Show one Teacher Card at a time and say the action. Students repeat each word several times.
2. Introduce the question. Ask students *Can you (swim)?* Nod your head for them to answer *Yes, I can* or shake your head for them to answer *No, I can't*.

Student Book page 70

### A Learn the words.

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

1. Use Teacher Cards 145–148 to conduct a quick drill of the words. Silently show the cards and have students identify the actions. Gradually pick up speed as students get used to saying the words.
2. Play Class CD2 Track 59 and have students repeat.

- 2.59**
- |               |                 |
|---------------|-----------------|
| 1. swim, swim | 2. smile, smile |
| 3. wink, wink | 4. dance, dance |

### B Listen and point.

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

1. Play Class CD2 Track 60. Have students listen and point to the pictures in the order they hear the words.

- 2.60**
- |       |       |
|-------|-------|
| wink  | smile |
| swim  | wink  |
| dance | dance |
| smile | swim  |
| swim  | wink  |
| dance | smile |


2. Show Teacher Cards 145–148 one at a time. As you show each card, have students say the word. Change the order of the cards frequently. Continue until students are saying the words spontaneously.
3. Make sure everyone has a set of Student Cards 145–148. Say the words in random order and have students put the cards in the same order on their desks.

Student Book page 71

### C Ask and answer.

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

1. Have students look at the picture and describe what they see.
2. Hold up Teacher Card 148 and ask *Can you dance?* Model the answer and nod your head for students to repeat *Yes, I can.* Then have them repeat and nod their heads several times. Repeat the process with *No, I can't.* Have them shake their heads as they repeat *No, I can't* several times.
3. Direct students' attention to the pattern in the book or write it on the board. Play Class CD2 Track 61. Point to the words as students listen. Then have students repeat after the audio. Play the audio again and have students listen to the question-and-answer pattern, and point to the appropriate pictures in their books.

 2.61 Can you dance?

Yes, I can.

Can you dance?

No, I can't.

1. Can you swim?

Yes, I can.

3. Can you smile?

Yes, I can.

5. Can you wink?

Yes, I can.

7. Can you dance?

Yes, I can.

2. Can you wink?

No, I can't.

4. Can you dance?

No, I can't.

6. Can you smile?

No, I can't.

8. Can you swim?


No, I can't.

4. Have student pairs practice asking and answering questions using the question-and-answer pattern.
5. Play 1, 2, 3, **Finished!** (p. 19) to practice the question-and-answer pattern. The first pairs to ask and answer three questions sit down and shout *Finished!*

### D Listen and chant.

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

1. Play Class CD2 Track 62. Have students listen and identify words they recognize.

 2.62 Can you dance?

Yes, I can.

I can dance. I can dance.

Can you sing a song?

No, I can't. I can't sing a song. I can't.

I can dance, but I can't sing.

I can sing, but I can't dance.

I can dance.

I can sing.

I can sing, but I can't dance.

2. Model the chant, line by line. Have students clap to the beat after you. Play the audio again and have students chant along.
3. Have students work in groups to create an original verse by substituting different abilities using any of the verbs they have learned from other units.

### I can do this lesson.

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

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

### Games and Activities

- **Concentration** (p. 17). Use the verb cards from Units 1–8. On the board, write possible sentence patterns using the verbs. If the cards match, students say the sentence pattern using the word on the card.
- **Scramble** (p. 18). Use the verbs from Let's Learn and Let's Learn More.

### Additional Resources

Workbook pages 68–69

Unit 8 Worksheet A (Teacher's Resource Center)

Online Practice



# Unit 8 I Can

# Let's Learn to Read

**Let's Learn to Read**

**Phonics**

**A Sing and say.**

ABCDEF GHIJK LMNOP QRSTUVW XYZ  
 abcdef ghijklm nopqrstuvw xyz

**B Listen, point, and say.**

**Xx** fox box **Yy** yarn yak  
**Zz** zebra **0** zero

**C Watch, point, and chant.**

**The XYZ Chant**

X x fox box  
 Y y yarn yak  
 Z z zebra zero 0

**D Find the letters. Name the pictures.**

**E Listen and read along.**

I can do this lesson.

Student Book pages 72–73

**Topic:**

- The alphabet

**Lesson Objectives:**

- Learning letters Xx–Zz
- Identifying letters in words
- Making positive and negative statements about activities

**Language:**

fox, box, yarn, yak, zebra, zero

I can dance.

I can't dance.

**Materials:**

Teacher Cards 149–154; CD2 Tracks 63–66; Student Cards 149–154 and Unit 8 Chant Video (Teacher's Resource Center)

## Warm up

- Review the alphabet. Go around the room and have students take turns saying one letter each until the whole alphabet has been said in the correct order.

## Pre-teach Phonics

- Introduce the names and the sounds of the letters X, Y, and Z. Use Teacher Card 149 or write X and the word fox on the board. Underline the x in fox. Say the name and the sound of the letter. Have the class pronounce both the name and the sound. Do the same for y (yarn), and z (zebra).

Student Book page 72

### A Sing and say.

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

1. Have students look at the ABC chart in their books and identify the letter names in red. Play Class CD2 Track 63.

### 2.63 The Alphabet Song

ABCD EFG HIJK LMNOP  
 QRS TUV WXYZ X,Y,Z!

2. Play the audio again. Have students listen to the pronunciation. Then play it again and have students repeat after each line.
3. Have students sing the song.
4. Have students say the alphabet in the correct order.

### B Listen, point, and say.

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

1. Ask students to point to the letters Xx, Yy, and Zz on the ABC chart in their books. Play Class CD2 Track 64 and have students listen and point to the letters and pictures.

2.64 X, X, /x/, /x/                      Y, Y, /y/, /y/  
 fox, fox                                  yarn, yarn  
 box, box                                  yak, yak  
 Z, Z, /z/, /z/  
 zebra, zebra  
 zero, zero

2. Play the audio again and have students repeat after each letter and word.
3. Hold up Teacher Card 149 and say /x/, *fox*. Have students repeat. Continue with the cards for *box*, *yarn*, *yak*, *zebra*, and *zero* (150–154). Then hold up each card in random order and have students say the word and the letter it represents.

Student Book page 73

### **C** Watch, point, and chant.

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

1. Play the video. Have students listen and watch.
2. Assign each of the students one of the three letters in the chant. Play the video again. This time, have all the "Xs" stand up when they hear the /x/ sound in the chant. Repeat with each of the other letters.

#### 2.65 The XYZ Chant

X, Y, Z!

X, Y, Z!

X, Y, Z!

/x/, /x/, fox, box

/y/, /y/, yarn, yak

/z/, /z/, zebra, zero (repeat)

3. Play the video again. Have students watch and chant along.
4. Divide the class into two groups. Have one group chant the letter names and sounds and the other group chant the words. Have groups change roles.

### **D** Find the letters. Name the pictures.


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

1. Have students look at the pictures and name all the objects they can.
2. Have students find the hidden letters in the picture. Then have volunteers point to each letter, say the letter, and say the name of the object to which it is attached.
3. Have student pairs take turns asking about the picture.

### **E** Listen and read along.

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

1. Have students look at the picture and identify the objects and animals they see.
2. **Read along.** Play Class CD2 Track 66 and have students listen and follow along in their books.

 2.66 I can dance.  
I can't dance.

3. **Paired Reading.** Play the audio again. Then have student pairs take turns reading the conversation.

### 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 **Letter Trace Relay** (p. 21) to review recognizing the letters. To make it challenging, use all the letters.
- Play **What's Missing?** (p. 21) to review identifying letters in words.

### Additional Resources

Workbook pages 70–71

Unit 8 Worksheet B (Teacher's Resource Center)

Unit 8 Test (Teacher's Resource Center)

Online Practice

# Let's Review Units 7 and 8

**Let's Review**

**A Listen and circle.**

1. a. b.
2. a. b.
3. a. b.
4. a. b.
5. a. b.
6. a. b.

**Days of the Week**

**A Say these.**

It's Sunday.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21

**B Listen, point, and sing.**

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

**I can talk about Unit 7.**

1. I can touch my ears.
2. What can you do?

**I can talk about Unit 8.**

1. I can fly a kite.
2. Can you dance?

74 Units 7 and 8 Review Spelling Bonus 75

## Lesson Objective:

- Students will review language from Units 7 and 8, and practice test-taking skills.

## Review Language:

Units 7 and 8 language and vocabulary

## Materials:

Teacher Cards 125–132, 155–161; CD2 Tracks 37, 53, 67–69; Student Cards 125–132, 155–161 (Teacher's Resource Center)

Student Book pages 74–75

## Let's Talk

1. Have students practice both dialogues in timed exchanges. Assign a different signal for each dialogue (such as clapping hands for *Oops! I'm sorry* and whistling for *Let's play*). When students hear the signal, they find a partner and practice that dialogue.
2. Have student pairs choose one of the conversations and make their own role-play using realia (for example, jump rope, ball, a book to drop, and so forth). Have pairs perform their role-plays for the class.
3. Have students review the Let's Talk action commands with a game of **Please** (p. 21). First play the game with the action commands from Units 7 and 8. As students become comfortable with those, include as many other commands from Units 1–6 as possible.

## Let's Learn/Let's Learn More

1. **Ping Pong.** Students play in pairs. S1 touches one body part and says *I can touch my (eyes)*. S2 repeats the sentence, touches the same part, and then touches another part and makes a new sentence. Students continue, repeating their partner's sentence and doing the action, and then adding a new sentence and action.

2. **Charades** (p. 17). Students try to elicit body parts and abilities. Play in teams or as a class.
3. Have students review the chants and songs. For "Oops! I'm Sorry" (Class CD2 Track 37), have students take turns singing the different parts of the dialogue. For "Let's Play" (Class CD2 Track 53), have students act out the different activities as they sing. For the letter chants, have students draw the letter shapes in the air as they chant them.

## Let's Learn to Read

Phonics: *umbrella, up, violin, vest, watch, water, fox, box, yarn, yak, zebra, zero*

1. Review phonics sounds with a variation of the **Board Race** (p. 40). Write the phonics words on the board. Divide students into teams. Say one of the phonics sounds. Students from each team race to the board to touch the word that has the sound they hear.
2. Have students read the sentences from the Listen and read along sections of Units 7 and 8 as they listen to the audio CD. Then have students show that they understand the sentences by playing **Find the Picture**. Ask *What can you do?* as you show one of the Listen and read along pictures to students. Students point to the appropriate item in the picture as they answer *I can (touch my nose)* or *I can't (dance)*. Once you have gone through all the words on both pictures, have students do the activity in pairs.




## 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 the listening test on page 72 of the Student Book. Tape two of the Teacher Cards 125–132 (body parts) to the chalk board. Draw a letter *A* under the first card and a letter *B* under the second card. Have one student stand by the cards. Identify one of the cards: *I can touch (my head)*. The student points to the correct card and circles the correct letter. Repeat as necessary until all students understand the procedure.
2. Have students look at the test in their books. Have students identify the actions in numbers 1–6. Encourage students to anticipate the language they might hear on the audio.
3. Play Class CD2 Track 67. Have students listen and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test. Note: If you want to do this as a formal test, have students do the written test only. Correct the test with students.

-  2.67
1. I can touch my knees.
  2. What can you do? I can touch my toes.
  3. I can fly a kite.
  4. Can you swim? No, I can't.
  5. Clap your hands.
  6. Point to the board.

4. Use the other body parts and abilities for further review. Have the students work in pairs, creating their own listening test questions for each other.

## Days of the Week

### A Say these.

1. Have students look at the calendar and the sentence. Play Class CD2 Track 68 and have students point to the words as they listen. Then have students repeat after the audio, for pronunciation practice.

-  2.68
- Sunday, Sunday  
Monday, Monday  
Tuesday, Tuesday  
Wednesday, Wednesday  
Thursday, Thursday  
Friday, Friday  
Saturday, Saturday  
It's Sunday. It's Sunday.

2. Point to one of the boxes on the calendar or use Teacher Cards 155–161, and have students say what day of the week it is using the sentence *It's (Monday)*.
3. Have pairs or small groups take turns pointing to different boxes on the calendar and saying the day in a sentence using *It's (Monday)*.

### B Listen, point, and sing.

1. Play Class CD2 Track 69 and have students listen and point to the days of the week on the calendar as they hear them. Then play the audio again and have them sing along.

-  2.69
- Days of the Week**
- Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday  
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  
Sunday, Monday, Tuesday, Wednesday  
Sunday, Monday, Tuesday, Wednesday  
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

## I can talk about Units 7 and 8.

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

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

### Additional Resources

Unit 7 Test (Teacher's Resource Center)  
Unit 8 Test (Teacher's Resource Center)  
Final Test (Teacher's Resource Center)  
Workbook pages 72–73

# Workbook Answer Key

Since many students using *Let's Begin 2* may not know how to read, parents and/or teachers should guide them with the language in the exercises where necessary.

## Unit 1 Let's Talk, pages 2–3.

### A. Find Kate.

Students draw a line from Scott to Kate through the maze.

### B. Circle.

Students circle the pictures that match.

#### Answers

1. second picture
2. first picture
3. second picture
4. first picture

### C. Match.

Students draw a line to match the pictures with the questions to the pictures with the answers.

#### Answers

1. I'm Kate.
2. I'm Jenny.
3. I'm Scott.

### D. Write ✓ or ✗.

Students check or ✗ the pictures.

#### Answers

1. ✓, ✗, ✗
2. ✗, ✓, ✗

## Unit 1 Let's Learn, pages 4–5.

### A. Match.

Students draw a line to match similar objects.

### B. Trace, find, and circle.

Students trace the words, find the items in the large picture, and circle them.

#### Answers

The ball is near the playground equipment.  
The jump rope is by the tree.

The yo-yo is on the sidewalk.  
The bike is by the bench.

## Unit 1 Let's Learn More, pages 6–7.

### A. Trace and color.

Students trace the pictures and then color them.

### B. Match.

Students draw a line to match the outlined pictures to the fully drawn pictures.

### C. Match and say.

Students draw a line to match the close-up pictures to the pictures of the items. Then they say what the items are.

#### Answers

1. It's a car.
2. It's a yo-yo.
3. It's a train.
4. It's a bicycle.

## Unit 1 Let's Learn to Read, pages 8–9.

### A. Connect.

Students connect the clouds in alphabetical order.

### B. Trace and write.

Students trace the words and write the names of the children pictured.

#### Answers

1. I'm Andy.
2. I'm Jenny.
3. I'm Kate.
4. I'm Scott.

### C. Write your name. Draw a picture.

Students draw a picture of themselves and write their own names.

## Unit 2 Let's Talk, pages 10–11.

### A. Find.

Students draw a line down the correct path to match the pictures. Note: For *Goodbye/See you later*, there is more than one way to get to the right answer.

#### Answers

Hi, boys and girls. Hello, Miss Jones.  
Goodbye. See you later.

### B. Match and say.

Students draw a line to match the pictures and then say the conversations.

#### Answers

Hi. See you later.  
Hello. Goodbye.

### C. Write ✓ or ✗.

Students check or ✗ the pictures.

#### Answers

1. ✗, ✓, ✗
2. ✗, ✗, ✓

## Unit 2 Let's Learn, pages 12–13.

### A. Match and color.

Students follow the lines to match the pictures and color them the color indicated.

#### Answers

1. Students color the car red.
2. Students color the yo-yo blue.
3. Students color the ball yellow.
4. Students color the bicycle green.
5. Students color the teddy bear brown.

### B. Trace and color.

Students trace and then color the pictures.

#### Answers

1. Students color the ball red.
2. Students color the car blue.
3. Students color the jump rope green.
4. Students color the doll yellow.
5. Students color the train brown.

## Unit 2 Let's Learn More, pages 14–15.

### A. Color and write.

Students color the pictures with the appropriate color and write sentences.

#### Answers

1. Students color the crayon white.  
It's white.
2. Students color the paint bucket orange.  
It's orange.
3. Students color the crayon purple.  
It's purple.
4. Students color the paint bucket pink.  
It's pink.
5. Students color the tube of paint black.  
It's black.

### B. Find and color.

Students use the key to find the items in the large picture and then color them.

#### Answers

- Students color the car red. It's part of the lamp on the dresser.
- Students color the A purple. It's on one of the blocks.
- Students color the train orange. It's on the wallpaper at the top of the wall.
- Students color the B brown. It's on one of the blocks.
- Students color the teddy bear black. It's on the bed.

## Unit 2 Let's Learn to Read, pages 16–17.

### A. Circle and say.

Students look at the letter and circle the letters like it. Then they say the letter.

#### Answers

1. a, A
2. B, b
3. c, C, c
4. D

### B. Match and trace.

Students trace the capital and lowercase letters and then draw a line to match them to the pictures that start with each letter.

#### Answers

- |      |       |   |
|------|-------|---|
| 1. A | apple | a |
| 2. B | bird  | b |
| 3. C | cat   | c |
| 4. D | dog   | d |

### C. Trace and write.

Students trace and write sentences describing the pictures.

#### Answers

1. What is it?
2. It's a yo-yo.
3. It's a ball.
4. It's a train.
5. What is it?
6. It's a yo-yo.
7. It's a ball.
8. It's a train.

## Units 1–2 Let's Review, page 18.

### A. Circle.

Students circle the object described by the sentence.

#### Answers

1. circle the first picture
2. circle the first picture
3. circle the second picture
4. circle the second picture

### B. Match.

Students draw a line to match similar pictures.

#### Answers

1. Come here.  
girl and boy moving toward teacher
2. Stand up.  
girl and boy standing up
3. Sit down.  
girl and boy sitting on a bench
4. Turn around.  
dogs turning around

## School Supplies, page 19.

### A. Match and trace.

Students trace the pictures and draw a line to match them to the children holding the correct items.

#### Answers

1. paper I have paper.
2. scissors I have scissors.

- |          |               |
|----------|---------------|
| 3. glue  | I have glue.  |
| 4. paint | I have paint. |
| 5. tape  | I have tape.  |

## Unit 3 Let's Talk, pages 20–21.

### A. Match.

Students draw a line to match the questions to the answers and to make the correct picture.

#### Answers

1. I'm fine, thank you.
2. I'm fine.
3. I'm fine, thanks.

### B. Write ✓ or ✗.

Students check or ✗ the pictures.

#### Answers

1. ✗, ✓, ✗
2. ✓, ✗, ✗

### C. Match and say.

Students draw a line to match similar pictures and say the phrases.

#### Answers

- Stand up.  
boy and girl standing up
- Walk.  
boy and girl walking
- Turn around.  
boy and girl turning around
- Run.  
boy and girl running
- Sit down.  
boy and girl sitting down

## Unit 3 Let's Learn, pages 22–23.

### A. Trace.

Students trace the shapes.

### B. Complete the pattern.

Students draw shapes to complete the pattern.

#### Answers

1. circle, square, circle, square
2. triangle, heart, triangle, heart
3. heart, square, circle, heart, square, circle



### C. Trace. Then draw.

Students trace the shapes and then draw them in the correct place on the teddy bear.

#### Answers

1. Students draw a circle for an eye.
2. Students draw a triangle for the nose.
3. Students draw a square for the center of the bow tie.
4. Students draw a heart for the heart.

## Unit 3 Let's Learn More, pages 24–25.

### A. Match and circle.

Students draw a line from the small pictures to the items in the larger picture and circle the items.

#### Answers

1. The star is outside near the moon.
2. The rectangle is on the toy box. Note: There are other rectangles in the room, which students can circle as well.
3. The diamond is the kite.
4. The oval is on the rug.

### B. Trace.

Students trace the shapes on the train.

### C. Complete the pattern. Write.

Students draw shapes to complete the pattern and then write sentences.

#### Answers

1. Is it a star? Yes, it is. Drawing of a star.
2. Is it an oval? No, it isn't. It's a heart. Drawing of a heart.
3. Is it a triangle? Yes, it is. It's a triangle. Drawing of a triangle.

## Unit 3 Let's Learn to Read, pages 26–27.

### A. Circle and say.

Students look at the letters and circle the letters in the same order. Then they say the letters.

#### Answers

1. EFGH, EFGH
2. efgh, efgh

### B. Circle and trace.

Students trace the capital and lowercase letters and then circle the pictures that start with each letter.

#### Answers

- |      |         |   |
|------|---------|---|
| 1. E | egg     | e |
| 2. F | fish    | f |
| 3. G | gorilla | g |
| 4. H | house   | h |

### C. Trace and write.

Students trace and write sentences describing the pictures.

#### Answers

1. Is it a star? Yes, it is.
2. Is it a rectangle? No, it isn't.
3. Is it an oval? Yes, it is.
4. Is it a triangle? No, it isn't.

## Unit 4 Let's Talk, pages 28–29.

### A. Match or X.

Students match pictures 1–5 to the center picture or draw an X over them if they do not match.

#### Answers

1. match
2. X
3. match
4. match
5. X

### B. Circle.

Students circle the pictures that match the commands.

#### Answers

1. Go.  
the girls racing, the traffic officer telling the car to go
2. Stop.  
the car at a stop sign, the woman holding a stop sign
3. Come here.  
the boy walking
4. Turn around.  
the boy turning around
5. Sit down.  
the boy sitting in a chair

## Unit 4 Let's Learn, pages 30–31.

### A. Trace.

Students trace the numbers and then follow the lines to the matching number of objects.

### B. Color.

Students look at the numbers and color the correct number of shapes.

#### Answers

1. Students color three circles.
2. Students color five triangles.
3. Students color four stars.
4. Students color two hearts.

### C. Draw and say.

Students draw the correct number of circles on each square. Then they say the number.

#### Answers

- 4, 3, 1, 5, 2

## Unit 4 Let's Learn More, pages 32–33.

### A. Trace and match.

Students trace the numbers and draw a line to match them to the correct number of shapes.

#### Answers

- 6 six stars
- 7 seven diamonds
- 8 eight circles
- 9 nine squares
- 10 ten triangles

### B. Write ✓ or X.

Students check or X the pictures.

#### Answers

1. X, ✓, X
2. X, ✓, ✓

### C. Count and write.

Students look at the small pictures and find the number of items in the large picture. They then write the question and the number.

#### Answers

1. How many? 6
2. How many? 7
3. How many? 4
4. How many? 10

## Unit 4 Let's Learn to Read, pages 34–35.

### A. Draw.

Students find the letters in the puzzle and draw the correct shapes around them.

#### Answers

Students draw a triangle around three I's and two i's.

Students draw a circle around two J's and two j's.

Students draw a square around two K's and three k's.

Students draw a heart around two L's and one l.

### B. Match and trace.

Students trace the capital and lowercase letters and then draw a line to match them to the pictures that start with each letter.

#### Answers

- |      |           |   |
|------|-----------|---|
| 1. I | iguana    | i |
| 2. J | jump rope | j |
| 3. K | kite      | k |
| 4. L | lion      | l |

### C. Match and write.

Students follow the lines to match the pictures and read to figure out which numbers to write. Then they trace the numbers and write the sentences.

#### Answers

1. Is it a 1? No, it isn't. It's a 10. Students trace 10.
2. Is it a 2? Yes, it is. Students trace 2.
3. Is it a 9? Yes, it is. Students trace 9.

## Units 3–4 Let's Review, page 36.

### A. Find and circle.

Students look at the patterns and then circle them in the larger picture.

#### Answers

1. in row 3, columns 1, 2, and 3
2. in row 5, columns 2, 3, and 4
3. in row 2, columns 2, 3, and 4
4. in row 1, columns 3, 4, and 5

## Classroom Commands, page 37.

### A. Circle.

Students circle the pictures that match.

#### Answers

1. Take out your pencil.  
girl taking her pencil out of her book bag, boy taking his pencil out of his pencil case
2. Close your book.  
girl and boy closing their books
3. Open your book.  
girl opening her book, boys opening their books
4. Put away your pencil.  
boy putting away his pencil

## Unit 5 Let's Talk, pages 38–39.

### A. Match.

Students draw a line to match the pictures.

#### Answers

1. man giving Andy a toy  
Andy thanking the man
2. Kate giving Andy a yo-yo  
Andy thanking Kate
3. Jenny giving her mom a newspaper  
Jenny's mom thanking Jenny

### B. Match and say.

Students draw a line to match the action, object, and complete scene. Then they say what is happening in the scene.

#### Answers

1. Jump. jump rope girl jumping rope
2. Skip. open door boy skipping past the open door

### C. Write ✓ or ✗.

Students check or ✗ the pictures.

#### Answers

1. ✗, ✓, ✓
2. ✓, ✗, ✓

## Unit 5 Let's Learn, pages 40–41.

### A. Find and number.

Students look at the small pictures, find the items in the larger picture, and number them.

### B. How many? Write and say.

Students look at the pictures and write how many of each animal there are. Then they count aloud.

#### Answers

1. 3 cats
2. 1 bird
3. 5 dogs
4. 1 dog
5. 1 cat
6. 8 birds

## Unit 5 Let's Learn More, pages 42–43.

### A. Find.

Students draw a line down the correct path to match the pictures. Note: For some animals, there is more than one way to get to the right answer.

#### Answers

duck	ducks
rabbit	rabbits
cows	cow

### B. Count and write.

Students find the number of animals in the large picture and write the number.

#### Answers

1. 4 cows
2. 7 ducks
3. 1 dog
4. 10 birds
5. 2 rabbits

## Unit 5 Let's Learn to Read, pages 44–45.

### A. Find and circle.

Students look for *M N O P* and *m n o p* and circle them.

#### Answers

Row 1: MNOP, mnop  
Row 3: MNOP

Row 4: mnop, mnop

Row 5: MNOP

Row 6: mnop

Row 7: MNOP

### B. Trace and match.

Students trace the capital and lowercase letters and then draw a line to match them to the pictures that start with each letter.

#### Answers

1. Mm      monkey
2. Nn      nest
3. Oo      octopus
4. Pp      panda

### C. Match and say. Count and write.

Students draw a line to match the pictures, count, and write the answer. Then they say the questions and answers.

#### Answers

1. How many dolls? 3 dolls
2. How many cars? 4 cars
3. How many balls? 7 balls

## Unit 6 Let's Talk, pages 46–47.

### A. Draw.

Students follow the lines to the pictures and then draw the correct number of candles.

### B. How old are you? Draw and color.

Students draw their faces and candles on the cake according to their age. Then they color the picture.

### C. Write ✓ or ✗.

Students check or ✗ the pictures.

#### Answers

1. ✗, ✓, ✗
2. ✗, ✓, ✗

## Unit 6 Let's Learn, pages 48–49.

### A. Match.

Students draw a line to match similar pictures.

#### Answers

1. an ice cream cone with two scoops, a bowl of ice cream, an ice cream cone

2. a slice of pizza, a whole pizza, a slice of pizza

3. a slice of cake, a round cake, a square cake

4. five pieces of chicken, a piece of chicken, two pieces of chicken

### B. Write and number.

Students look at the small pictures and write sentences. Then they find the items in the larger picture and number them.

#### Answers

1. I like ice cream.
2. I like chicken.
3. I like pizza.
4. I like cake.

## Unit 6 Let's Learn More, pages 50–51.

### A. Circle.

Students circle the pictures that match.

#### Answers

1. a carton and glass of milk
2. a bowl of rice
3. a slice of bread
4. fish on a plate

### B. Match and say.

Students follow the lines to match the questions and answers. Then they say the sentences.

## Unit 6 Let's Learn to Read, pages 52–53.

### A. Write ✓ or ✗.

Students check or ✗ the letters.

#### Answers

1. ✗, ✓, ✗
2. ✗, ✗, ✓
3. ✗, ✗, ✓

### B. Match and trace.

Students trace the capital and lowercase letters. Then they draw a line to match the capital letters to the pictures that start with each letter.

#### Answers

1. Q      queen
2. R      rabbit
3. S      sun
4. T      tiger

### C. Write and say.

Students write sentences corresponding to the pictures. Then they say the sentences.

#### Answers

1. Do you like cake? Yes, I do.  
No, I don't.
2. Do you like pizza? Yes, I do.
3. Do you like fish? No, I don't.
4. Do you like milk? Yes, I do.

## Units 5–6 Let's Review, page 54.

### A. Match.

Students draw a line to match the tops of the pictures to the bottoms.

#### Answers

1. 1 rabbit
2. 4 cats
3. ice cream
4. skip
5. rice
6. make a circle

## The Weather, page 55.

### A. Match and trace.

Students draw a line to match the weather pictures. Then they trace the weather in the pictures at the bottom.

#### Answers

1. sunny      It's sunny.
2. cloudy      It's cloudy.
3. windy      It's windy.
4. rainy      It's rainy.
5. snowy      It's snowy.

## Unit 7 Let's Talk, pages 56–57.

### A. Match.

Students draw a line to match the pictures.

#### Answers

1. girl knocking down a book  
Kate at her desk
2. Scott having thrown a ball  
Andy with a ball at his feet
3. Jenny knocking over a glass  
boy with spilled milk on a table



## B. Match.

Students draw a line to match the two action commands to the pictures.

### Answers

1. Stamp your feet.
2. Clap your hands.
3. Clap your hands.
4. Stamp your feet.
5. Clap your hands.

## C. Number.

Students number the pictures of the girl, using the smaller pictures above that resemble her actions.

### Answers

5, 4, 2, 3, 1

## Unit 7 Let's Learn, pages 58–59.

### A. Circle.

Students circle the pictures that match.

#### Answers

1. boy's head
2. woman's shoulders, man's shoulders
3. boy's knees, girl's knees
4. girl's toes, boy's toes

### B. Match.

Students draw a line to match the pictures.

#### Answers

1. I can touch my knees.  
boy touching his knees
2. I can touch my shoulders.  
boy touching his shoulders
3. I can touch my head.  
boy touching his head
4. I can touch my toes.  
boy touching his toes

## Unit 7 Let's Learn More, pages 60–61.

### A. Match.

Students draw a line to match the pictures.

#### Answers

1. eyes tiger
2. ears rabbit
3. mouth lion
4. nose dog

### B. Draw.

Students look at the pictures of the parts of the body and draw them on the clown.

### C. Number and write.

Students look at the pictures and write sentences. Then they number the smaller pictures.

#### Answers

- I can touch my ears. 2  
I can touch my eyes. 4  
I can touch my knees. 1  
I can touch my toes. 3

## Unit 7 Let's Learn to Read, pages 62–63.

### A. Circle and say.

Students look at the letter and circle the item that starts with that letter. Then they say the letters.

#### Answers

1. U umbrella
2. V violin
3. W watch

### B. Match and trace.

Students trace the capital and lowercase letters and then match them to the pictures that start with each letter.

#### Answers

1. U umbrella u
2. V vest v
3. W watch w

### C. Trace and say.

Students trace and say the sentences.

#### Answers

1. What can you do? I can touch my toes.
2. What can you do? I can clap my hands.
3. What can you do? I can run.
4. What can you do? I can jump.

## Unit 8 Let's Talk, pages 64–65.

### A. Find.

Students draw a line down the correct path to match the pictures.

### B. Trace.

Students trace the sentences.

### C. Write ✓ or ✗.

Students check or ✗ the pictures.

#### Answers

1. ✗, ✓, ✗
2. ✓, ✗, ✗

## Unit 8 Let's Learn, pages 66–67.

### A. Match.

Students draw a line to match the pictures to two other pictures.

#### Answers

1. boy sitting  
bicycle  
boy riding a bicycle
2. girl singing  
music notes  
girl singing a song
3. girl with string  
kite  
girl flying a kite
4. boy dribbling  
basketball  
boy bouncing a ball

## B. Match and say.

Students draw a line to match the pictures and then say what the children can or can't do.

### Answers

- boy riding a bicycle  
boy standing near a bicycle  
I can ride a bicycle.  
I can't ride a bicycle.
- boy bouncing a ball  
boy holding a ball  
I can bounce a ball.  
I can't bounce a ball.
- boy singing well  
boy not singing well  
I can sing a song.  
I can't sing a song.
- boy flying a kite  
a kite stuck in a tree  
I can fly a kite.  
I can't fly a kite.

## Unit 8 Let's Learn More, pages 68–69.

### A. Find and circle.

Students find the items in the large picture and circle them.

### Answers

- The girl winking is standing next to the pool.  
The boy smiling is the lifeguard.  
The boy swimming is in the pool.  
The girl dancing is beside the table.

## B. Write and say.

Students write sentences describing the pictures and say the sentences.

### Answers

- Can you sing? Yes, I can.
- Can you wink? No, I can't.
- Can you smile? Yes, I can.

## Unit 8 Let's Learn to Read, pages 70–71.

### A. Draw.

Students find the letters in the puzzle and draw the correct shapes around them.

### Answers

- Students draw a diamond around two X's and two x's.  
Students draw an oval around two Y's and three y's.  
Students draw a square around two Z's and two z's.

### B. Circle and trace.

Students trace the letters and then circle the pictures that start or end with each letter.

### Answers

- |      |       |   |
|------|-------|---|
| 1. X | fox   | x |
| 2. Y | yarn  | y |
| 3. Z | zebra | z |

## C. Write and say.

Students write sentences describing the pictures and say the sentences.

### Answers

- I can wink.
- I can't swim.
- I can smile.
- I can't ride a bike.
- I can bounce a ball.
- I can't dance.

## Units 7–8 Let's Review, page 72.

### A. Find and number.

Students look at the small pictures and then find the items in the larger picture and number them.

## Days of the Week, page 73.

### A. Match.

Students draw a line to match the days of the week.

## Alphabet Practice, pages 74–80.

### A.–G. Color and trace.

Students trace the letters and color the pictures.

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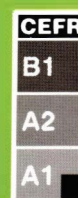
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