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# LET'S GO

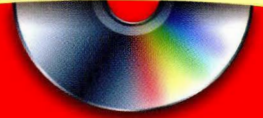
5th Edition

**TEACHER'S PACK**

Classroom Presentation Tool

Teacher's Guide

Teacher's Resource Center

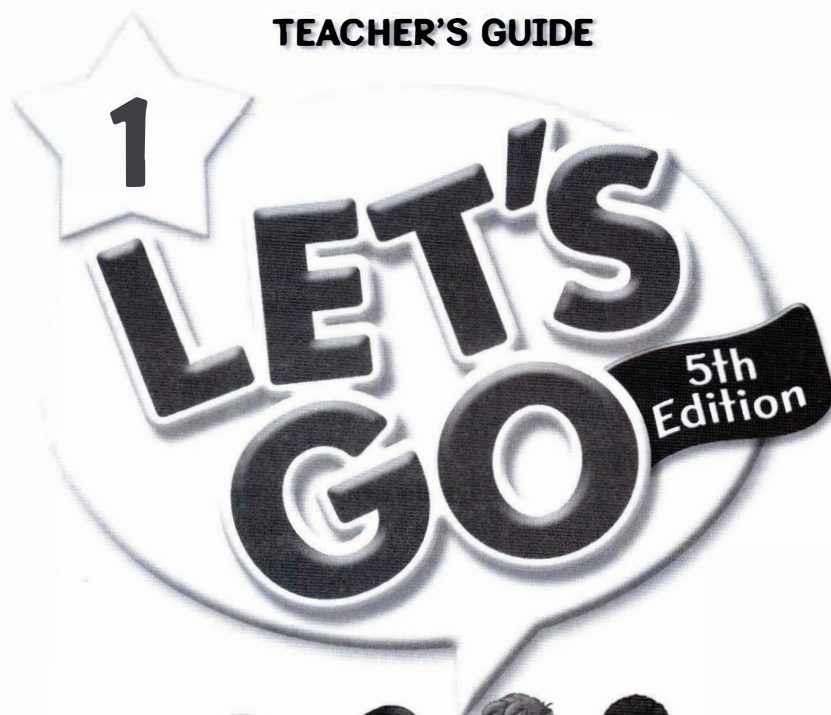


مرجع آموزش زبان ایرانیان



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## TEACHER'S GUIDE



مرجع آموزش زبان ایرانیان



**Ritsuko Nakata   Karen Frazier   Barbara Hoskins**

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

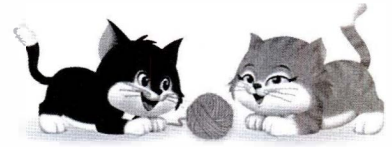
# Let's Go 1 Syllabus

## Let's Remember

**Alphabet Aa–Zz**  
**Numbers 1–10**

**Language:** What can you do? I can walk.  
I can run. I can jump. I can dance.

Let's Talk	Let's Learn	Let's Learn More	Let's Read
<b>Unit 1 Things for School</b>			
<p><b>Conversation:</b> What's your name? My name is Kate.</p> <p><b>Song:</b> The Hello Song</p>	<p><b>School Supplies:</b> a pencil, a pen, a bag, a book, a desk, a chair, a ruler, an eraser</p> <p><b>Language:</b> What's this? It's a pencil. It's an eraser.</p> <p><b>Chant:</b> What's This? It's a Book.</p>	<p><b>Classroom Objects:</b> a map, a marker, a globe, a table, a board, a wastebasket, a poster, a crayon</p> <p><b>Language:</b> This is a map. Is this a poster? Yes, it is. No, it isn't. It's a pen.</p> <p><b>Listen and do:</b> take out, open, close, put away</p>	<p><b>Phonics</b> <b>Bb</b> bird, ball, boy</p> <p><b>Pp</b> peach, pencil, pink</p> <p><b>The B P Phonics Chant</b></p> <p><b>Story:</b> At the Park</p>
<b>Unit 2 Colors and Shapes</b>			
<p><b>Conversation:</b> How are you? I'm fine. Thank you.</p> <p><b>Song:</b> Hi, How Are You?</p>	<p><b>Colors:</b> yellow, blue, red, green, purple, orange, brown, pink, black, white</p> <p><b>Language:</b> What color is this? It's orange. This is a pencil. It's yellow and pink.</p> <p><b>Song:</b> The Black Cat Song</p>	<p><b>Shapes:</b> a triangle, a square, a circle, a star, a diamond, a heart, an oval, a rectangle</p> <p><b>Language:</b> This is a star. It's blue. It's a blue star. Is this a red square? Yes, it is. No, it isn't.</p> <p><b>Listen and do:</b> pick up, draw</p>	<p><b>Phonics</b> <b>Cc</b> cat, coat, cow</p> <p><b>Gg</b> girl, gate, goat</p> <p><b>The C G Phonics Chant</b></p> <p><b>Story:</b> Good Friends!</p>
<b>Let's Review Units 1 and 2</b>			
<b>Unit 3 At the Store</b>			
<p><b>Conversation:</b> This is my friend, Sarah. Hello, Sarah.</p> <p><b>Song:</b> This Is My Friend</p>	<p><b>Writing Supplies:</b> a crayon, a marker, a notebook, a pencil case, crayons, markers, notebooks, pencil cases</p> <p><b>Language:</b> How many crayons? One crayon. Three crayons.</p> <p><b>Song:</b> How Many?</p>	<p><b>Electronics:</b> a CD, a video game, a cell phone, a computer, CDs, video games, cell phones, computers</p> <p><b>Language:</b> What's this? It's a cell phone. What are these? They're CDs.</p> <p><b>Listen and do:</b> point to, find, count</p>	<p><b>Phonics</b> <b>Dd</b> desk, duck, door</p> <p><b>Tt</b> tiger, two, toys</p> <p><b>The D T Phonics Chant</b></p> <p><b>Story:</b> Ducks and Tigers</p>
<b>Unit 4 People at Home</b>			
<p><b>Conversation:</b> It's nice to meet you, Scott. It's nice to meet you, too.</p> <p><b>Song:</b> The Family Song</p>	<p><b>Family Members:</b> grandmother, grandfather, mother, father, sister, brother, baby sister, baby brother</p> <p><b>Language:</b> Who's she/he? She's my grandmother. He's my grandfather.</p> <p><b>Chant:</b> Who's She?</p>	<p><b>Descriptions of People:</b> tall, short, young, old, pretty, handsome</p> <p><b>Language:</b> She's my mother. She's pretty.</p> <p><b>Song:</b> Is He Short? Is He Tall?</p> <p><b>Listen and do:</b> say, count, read, write</p>	<p><b>Phonics</b> <b>Aa</b> apple, cat, cap, bag</p> <p><b>The A Phonics Chant</b></p> <p><b>Story:</b> Let's Go to the Park</p>
<b>Let's Review Units 3 and 4</b>			



Let's Talk	Let's Learn	Let's Learn More	Let's Read
<b>Unit 5 Happy Birthday!</b>			
<p><b>Conversation:</b> Happy birthday, Jenny! How old are you? I'm seven years old... This is for you. Thank you.</p> <p><b>Song:</b> The Happy Birthday Song</p>	<p><b>Toys:</b> a yo-yo, a baseball, a kite, a doll, a car, a robot, a bicycle, a jump rope, a puzzle, a bat</p> <p><b>Language:</b> What is it? I don't know. It's a yo-yo!</p> <p><b>Chant:</b> The Yo-Yo Chant</p>	<p><b>Descriptions of Toys:</b> big, little, new, old, long, short, round, square</p> <p><b>Language:</b> It's little. It's a little box.</p> <p><b>Chant:</b> Is It a Big Box?</p> <p><b>Listen and do:</b> ride, jump, throw, catch</p>	<p><b>Phonics</b> <b>Ee</b> egg, bed, pet, peg</p> <p><b>The E Phonics Chant</b> <b>Story:</b> Look at the Birds!</p>
<b>Unit 6 Outdoors</b>			
<p><b>Conversation:</b> How's the weather? It's sunny.</p> <p><b>Weather:</b> sunny, rainy, windy, cloudy, snowy</p> <p><b>Song:</b> How's the Weather?</p>	<p><b>Nature:</b> a flower, a tree, a cloud, a puddle, flowers, trees, clouds, puddles</p> <p><b>Language:</b> How many flowers/trees are there? There's one flower. There are four trees.</p>	<p><b>Location Words:</b> in, on, under, by</p> <p><b>Language:</b> Where's the bat? It's on the table. Where are the balls? They're under the table.</p> <p><b>Song:</b> Where Are the Bugs?</p> <p><b>Listen and do:</b> put on, put by, put in, put under</p>	<p><b>Phonics</b> <b>Ii</b> igloo, bib, big, pit</p> <p><b>The I Phonics Chant</b> <b>Story:</b> In the Snow</p>
<b>Let's Review Units 5 and 6</b>			
<b>Unit 7 Food</b>			
<p><b>Conversation:</b> I'm hungry. I want an apple. I'm thirsty. I want juice. Here you are. Thank you. You're welcome.</p> <p><b>Song:</b> I Want an Apple</p>	<p><b>Countable Foods:</b> a banana, a soda, a milkshake, a cookie, a sandwich, a salad, an egg, an orange</p> <p><b>Language:</b> What do you want? I want a banana.</p> <p><b>Song:</b> What Do You Want?</p>	<p><b>Uncountable Foods:</b> chicken, fish, pizza, bread, rice, milk, cake, ice cream</p> <p><b>Language:</b> I want chicken. I don't want fish. Do you want pizza? Yes, I do. No, I don't.</p> <p><b>Listen and do:</b> wash, eat, drink, brush</p>	<p><b>Phonics</b> <b>Oo</b> octopus, dot, pot, top</p> <p><b>The O Phonics Chant</b> <b>Story:</b> On the Beach</p>
<b>Unit 8 Animals</b>			
<p><b>Conversation:</b> What's your favorite color? Red. What about you? I like blue.</p> <p><b>Song:</b> What's Your Favorite Color?</p>	<p><b>Pet Animals:</b> a cat, a dog, a bird, a rabbit, a frog, cats, dogs, birds, rabbits, frogs</p> <p><b>Language:</b> There's a rabbit. I like rabbits. What do you like? I like cats.</p> <p><b>Song:</b> I Like Turtles</p>	<p><b>Zoo Animals:</b> a monkey, a lion, a bear, a giraffe, an elephant, monkeys, lions, bears, giraffes, elephants</p> <p><b>Language:</b> I like monkeys. I don't like lions.</p> <p><b>Listen and do:</b> hear, see, feed, pet</p>	<p><b>Phonics</b> <b>Uu</b> umbrella, tub, bug, cup</p> <p><b>The U Phonics Chant</b> <b>Story:</b> On the Playground</p>
<b>Let's Review Units 7 and 8</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 Go Level 1

Each of the eight units in Level 1 is organized around a basic theme and is divided into four lessons, with a review lesson after every two units. Each lesson builds on previously learned language and introduces new vocabulary and structures. Both review and new language are clearly identified in the Teacher's Guide lesson plans. The Can-Do Activity at the end of each

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

Each lesson focuses on a specific purpose in language development:

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

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

**Let's Learn More** expands on the language introduced in Let's Learn by introducing additional thematic vocabulary, practice in the context of a scene, and in a game format. Students then learn functional classroom language in Listen and do. In some units, an animated song or chant video helps bring the language to life.

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

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

## Lesson Planning Guidelines

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

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

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

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

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

## Time Guidelines

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

## Pacing

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

### Let's Go Icons



**Class Audio**



**Drum Track**



**Songs and Chants**

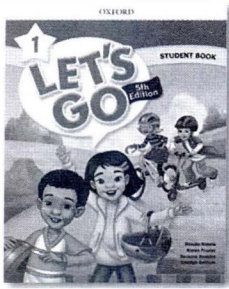


**Video**



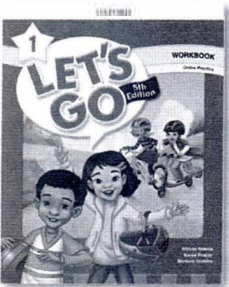
**Can-Do Activity**

# Components



## Student Book

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



## Workbook with Online Practice

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

## NEW Online Play

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

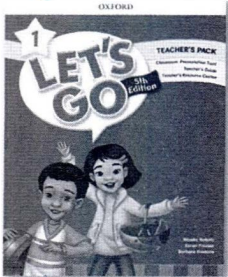
- The full audio program for the Student Book, including vocabulary substitutions with drum tracks, stories, songs, and chants

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

## Online Practice for Students and Teachers

Access codes included in the Workbook with Online Practice and Teacher's Pack.

Visit <https://letsgo5e.oxfordonlinepractice.com>

- Interactive activities for every lesson
- Automatic scoring and gradebook
- New trophy room
- New email and discussion tools
- 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.

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

Play audio and video at the touch of a button.

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

The screenshot shows a lesson slide titled "Lesson 3 A Spider! Help!". It includes a "Watch or listen" section, a "Listen and point. Say." section with images of a bee, a butterfly, and a spider, and a "Look and write." section with a drawing of a garden. A zoomed-in view of the "Look and write." section shows a grid of four sentences: "1 It's a butterfly", "2 It's a", "3 It's a", and "4 It's on". Below the zoomed-in view is an audio player with a volume slider and a play button.

Save your weblinks and other notes for quick access while teaching. Use one account across your devices so that you can plan your lessons wherever you are.

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

The screenshot shows the same lesson slide as above, but with a "Save" button highlighted in the bottom right corner. The audio player is also visible at the bottom of the slide.



# Unit Walk-Through

## Let's Talk

CD track numbers make finding the audio easy

Familiar characters model communication in context

Language focus boxes highlight key language patterns

Animated conversation videos motivate students to start speaking

Unit 3 At the Store Let's Talk

A Listen and say. Listen to the audio. Hi, Scott. This is my friend, Sarah. Hello, Sarah. Hi, Scott. Let's play!

B Watch the video. Watch the video.

C Listen, point, and sing. Listen to the audio. This Is My Friend. This is my friend, Sarah. Hello, Sarah! This is my friend, Sarah. Hello, Sarah! This is my friend, Scott. Hi, Scott! This is my friend, Scott. Hi, Scott! This is my friend, Sarah. Hi, Scott! This is my friend, Sarah. Hello, Sarah! This is my friend, Scott. Let's play!

D Say and act. Introduce your friend. Hi, my friend, . This is . Hello, . I can do this lesson.

22 Unit 3 At the Store 23 Unit 3 At the Store

Songs and chants reinforce language from the dialogue

Role-playing activities give students a personalization opportunity

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

Student Book pages 22-23

### Warm up

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

### A Listen and say.

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

### B Watch the video.

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

### C Listen, point, and sing.

1. **Play and listen.** Play the song or chant, and have students identify familiar words.
2. **Practice the rhythm.** Have students clap to keep the beat as you model the song. Have students echo the lines after you. Demonstrate possible actions or movements.

### C Listen, point, and sing.

This Is My Friend

This is my friend, Sarah. This is my friend, Scott.  
Hello, Sarah! Hi, Scott!  
This is my friend, Sarah. This is my friend, Sarah.  
Hello, Sarah! This is my friend, Scott.  
This is my friend, Scott. Let's play!  
Hi, Scott!

### D Say and act. Introduce your friend.

Hi, my friend, . This is . Hello, .

I can do this lesson.

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

### D Say and act.

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

### I can do this lesson.

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

### Games and Activities

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

### Additional Resources

Workbook  
Worksheet (Teacher's Resource Center)  
Online Practice

Topic-based vocabulary  
Familiar characters model vocabulary and language patterns in context  
Drum tracks reinforce the rhythmic patterns of language  
Language patterns show substitution vocabulary highlighted in pink

Pattern practice

Rhythm and intonation practice

Animated song and chant videos reinforce vocabulary

Student Book pages 24–25

## Warm up

Start the lesson with an activity to review 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.

- 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.
- Check comprehension.** Say the words in random order and have students point to the appropriate pictures in their books. Start slowly, but increase your speaking speed, to challenge students and make the activity fun.

### B Ask and answer.

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

### C Ask your partner.

- Listen to the question-and-answer pattern.** Play the audio and have students listen and point.
- Practice the question-and-answer pattern.** Have students do the exercise in pairs. Then invite them to create original questions using the target pattern.
- Focus on rhythm and intonation.** Have students listen, clap, and chant along with the audio.

### D Watch, write, and sing.

- Listen to the song.** Play the song and have students identify familiar words they hear. Have them listen for lines or words that are repeated.
- Watch the video.** Play the video and have students say the correct number of objects.
- Sing the song.** Play the video again and sing along.

### I can do this lesson.

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

## Games and Activities

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

## Additional Resources

Workbook  
Worksheet (Teacher's Resource Center)  
Online Practice

# Let's Learn More

Additional topic-based vocabulary

Familiar characters model vocabulary and language patterns in context

Substitution vocabulary is highlighted and reinforced with a rhythmic drum track

Interactive games practice the target language in a fun way

Essential classroom action verbs combined with familiar language patterns

Student Book pages 26–27

## Warm up

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

## Pre-teach Language

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

### A Learn the words.

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

### B Ask and answer.

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

### C Play a game. Ask your partner.

- Listen to the question-and-answer pattern.** Play the audio and have students point to the questions and answers they hear. Play the audio again and have students repeat.
- Students roll the die/number cube and ask and answer questions about the picture in the space.** If time allows, play the game with new partners.

### D Listen and do.

- Introduce the sentences with actions.** Have students repeat the sentences and do the actions.
- Listen to the sentences.** Have students listen to the sentences and point to the pictures that show each action. Play the audio again and have students repeat.
- Say and do the actions.** Show Teacher Cards and have students say and do the actions. Then have students do a group activity.

### 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

Alphabet focus letters appear in the ABC chart in red

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

Fun phonics chants for phonemic awareness and pronunciation

**Let's Read**

**Phonics**

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m n o p q r s t u v w x y z

**A Listen, point, and say.**

**Dd** desk duck door

**Tt** tiger two toys

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

**The D T Phonics Chant**

D d duck D d door  
T t tiger T t two  
D d duck D d door  
Ducks and tigers at the door!

28 Unit 3 At the Store

**C Listen and read along.**

**Ducks and Tigers**

1 Hello, duck. Hello, tiger. Open the door!

2 Wow! How many toys? Ten toys.

3 Two ducks! Two tigers!

4 Wow! Look at the desks!

I can do this lesson

Unit 3 At the Store 29

Delightful stories use key phonics words to teach reading

Student Book pages 28–29

## Warm up

Start the lesson with an activity to review the alphabet. Review the phonics letters and sounds from the previous unit.

## Pre-teach Phonics

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

### A Listen, point, and say.

- Listen to the sounds.** Ask students to find the letters for the lesson on the ABC chart at the top of the page. Then have students listen to the sounds on the audio and point to the letters and words in their books.
- Practice the sounds.** Show students Teacher Cards for words with one of the sounds and say the words. Have students concentrate on listening to the phonics sound in each word. Do the same with the words that begin with the other sound. Then say the words in random order and ask students to decide which sound they hear. Ask students to clap once for one sound and twice for the other sound.

### B Listen, point, and chant.

- Listen and point.** Ask students to point to the letters on the ABC chart at the top of their page. Have students listen to the Phonics Chant and point to the words. Then play the audio again, and ask students to clap when they hear certain sounds or words.
- Listen and chant.** Play the audio again and have students do the chant with claps. Repeat the chant several times as a class, in small groups, and then in pairs.

### C Listen and read along.

- Preview the story.** Have students look at the illustrations and identify words they know. Read the title of the story aloud. Point out the phonics words.
- Read along.** Have students listen to the story and follow along in their books. Then have them read along with the audio, trying to match the intonation and rhythm.
- Paired reading.** Have students take turns trying to read the story sentences in small groups or pairs.
- Act it out.** Have students work in pairs to get up and act out the dialogues.

### I can do this lesson.

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

## Games and Activities

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

## Additional Resources

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

# Let's Review

Entire page focuses on listening

Extensive review of language and vocabulary

Test format provides practice for students planning to take standardized tests

Can-Do Activities help students and teachers assess oral proficiency

Student Book pages 38–39

## Let's Talk

- Watch the videos and sing the songs to review the conversations.

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

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

## Let's Read

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

### A Listen and check.

1. **Practice the format.** Put three Teacher Cards on the chalk rail to resemble the activity. Write *A*, *B*, or *C* and draw a box next to each card. Use the words on one of the cards in a sentence and have a student point to the correct card and check the correct box.
2. **Anticipate the language.** Have students look at the test in their books and identify the items they see.
3. **Take the test.** Have students listen to the audio and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test.
4. **Correct the test together.** If time allows, encourage students to create original test questions using the same illustrations, and practice “testing” each other in pairs.

### B Listen and number.

1. **Practice the format.** Place four Teacher Cards on the chalk rail and place sticky notes on each card. Say

a number and name the object or person on one of the cards. Ask students to write the number they hear on the sticky note on the correct Teacher Card. Repeat for the remaining three cards.

2. **Take the test.** Have students listen to the audio and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test.
3. **Correct the test together.** Have students create an original exercise by saying the words in a different order, and practice “testing” each other in pairs.

### C Play a game. Make sentences.

1. **Prepare to play.** Check that students know the language they will need to play the game.
2. **Model the game before asking students to play.** S1 rolls a die and moves a marker the number of spaces shown on the die. Ask S1 a question. If S1 answers correctly, his or her marker remains in the space. If S1 does not answer correctly, his or her marker returns to the space occupied prior to the roll.
3. **Play the game.** Have students play the game in pairs or small groups. If time allows, play the game again, with new partners or groups, or change the rules.

### I can talk about the Units.

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

## Teaching Conversation

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

## Teaching Vocabulary

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

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

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

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

## Teaching Grammar

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

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

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

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

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

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

## Recycling Language

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

# Teaching Techniques (continued from p. 13)

## Teaching Contractions

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

## How to Practice Language in Groups and Pairs

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

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

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

## Teaching Phonics and Reading

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

## Teaching Writing

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

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

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

## Teaching Content (CLIL)

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



# Drills and Games

## DRILLS

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

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

### Repetition Drill

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

Teacher: *a 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? Finished!*

T: *Again! (add a task)*

## GAMES

Games need not be considered simply 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. In most cases, games serve the same function as the drills listed above, because they offer an organized and fun way to review or present material. Drills tend to be more repetitive and teacher-centered (which can be helpful when learning new

structures and vocabulary), while games tend to be more open-ended and student-centered, which leads to creative use of the language.

There are many games to choose from. Some focus on vocabulary, some focus on structures, and some exploit both vocabulary and structures. Brief descriptions of some of the games used in Level 1 and the procedures for doing them follow.

## Games for Drilling Vocabulary

### Bingo

This game encourages vocabulary memorization and listening comprehension. Give each student a nine-square grid, with three rows of three squares each. The students select nine of their word or picture cards (based on the lesson vocabulary) and arrange them randomly on the grid. The caller (either you or a student) picks a card from a duplicate set of cards and calls out the word or phrase indicated on the card. If students have that card on their grids, they turn the card over or cover it with a piece of paper. The first student to cover three squares across, down, or diagonally wins the game.

**Variations:** Instead of using a grid, students can simply arrange their Student Cards in the shape of a grid (i.e., in columns and rows). Also, instead of using word or picture cards, students can simply write the vocabulary words in their grids.

### Board Race

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

Another variation that works well with smaller classes is to have the class form a line near the board. Line up picture cards along the rail. The first two students in line come up to the chalk rail. Give each student a pointer (e.g., a ruler or a marker). Call out one of the words. Students race to touch the card and repeat the word. The

winning student remains at the chalk rail to challenge the next player. The losing student passes the pointer to the next student in line. Repeat the activity until all students have had a chance to compete at least once.

### Charades

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

### Concentration

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

### File Grids

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

### Find the Match

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

T: *What are these?*

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

Have student volunteers ask some of the questions.

### Guess the Word

This activity reviews vocabulary while at the same time encouraging students to make guesses. Divide the class into groups of three to five students each. S1 thinks of

# Drills and Games (continued from p. 17)

a word and writes one letter from the word on a piece of paper. The other students try to guess the word. If no one has guessed correctly after the round, S1 adds another letter to the word. The student who guesses S1's word thinks of the next word.

## Hidden Words

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

## Pairs Race

Arrange the students in two lines. Place Teacher Cards along the chalk or marker rail. Say one of the words. Have the first students in the lines race to the board to touch the correct card. The student who touches the card first and names it correctly gets a point for his or her team.

## Picture Game

This activity involves drawing pictures to express meaning, but more importantly it encourages guessing and recall of previously learned vocabulary. Divide the class into small groups (3–4 students). Give scratch paper and pencils to each group. One student from each group comes up to the front of the class as a representative. Gather the representatives together and whisper a word to them. When the representatives have heard the word, they return to their groups and draw a picture of the word. They cannot speak or gesture, only draw. The first team to guess the word correctly gets a point.

As a fun alternative, prepare a list of ten vocabulary items. Instead of whispering the word to the representatives, show them the word at the top of the list. The representatives then return to their groups and draw a picture of the word. When one of the team members guesses the word, he or she comes up and whispers it to you. This student then becomes the new

representative. Show this new representative the next word on the list. The activity continues as before. The first team to complete the list wins the game.

## Rhythm

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

All: (two slaps, two claps)

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

All: (two slaps, two claps)

S1 (*Ken*): *Ken* (snap), *Mari* (snap)

All: (two slaps, two claps)

S2 (*Mari*): *Mari* (snap), *Jenny* (snap)

## Scramble

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

As an option, especially for the second variation, give each student a word or picture card with the assigned object written or drawn on it. The first time a student is left in the center of the circle, take away this student's object card. After that, any student going into the center will always give his or her object card to the student he or she is replacing.

## Slap

Students enjoy the fast-paced challenge of this activity. Place students in small groups. Give each group a set of

designated word or picture cards, placed face up on the table within reach of all the students. The caller (either you or a student volunteer) should have a duplicate set of cards piled in random order. The caller calls out the word or phrase pictured on the top card. The first student in each group to slap the correct card and produce the word or phrase shown on the card takes it. The student in each group holding the most cards is the winner. This can also be played with a caller in each group. In this case, each group would need two sets of cards.

### Show Me

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

T: *What are these?*

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

Have student volunteers ask some of the questions.

## Games for Drilling Structures

### Beanbag Circle

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

### Find Your Partner

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

### Living Sentences or Dialogues

This activity encourages students to think about sentence structure and word order. Select sentences from present or previous units. Divide the class into groups and assign

one sentence to each group. Each student in the group is assigned one word in the sentence. Students are not allowed to speak except to repeat their words. They arrange themselves in the correct order. For dialogues, students are assigned sentences rather than words.

## Games for Drilling Vocabulary and Structures

### 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.

### Card Game

Divide the class into small groups of 5 or 6 students. Use a double set of Student Cards for each group. Have each group choose a dealer to shuffle and deal out all the cards to the members of the group. Have students ask for cards they hold in their hands by using the question-and-answer structure they just learned. If a student is not holding the correct card, they should answer the question in the negative form. Students must try to pair all the cards they hold. The first one to do so wins. For example:

S1 (holding card 000): *Can you do a magic trick?*

S2 (not holding card 000): *No, I can't.*

S3 (holding card 000): *Can you use chopsticks?*

S4 (holding card 000): *Yes, I can.* (S4 gives card to S3)

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

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

## Guessing Game

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

## Relay Race

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

## Team Game

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

## Tic-Tac-Toe

This activity uses the competition of a Tic-Tac-Toe game to encourage student participation. Divide the class into teams. Draw a nine-square grid on the board. Each square should be numbered. Ask a student from Team A a question. If the student answers correctly, the team can place an "X" or an "O" on the grid in the location of their choice, which they can indicate by stating the

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

## Walk and Talk

Place Student or Teacher Cards in pairs around the room (non-matching 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's this?*

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

Students then switch roles.

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

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

## Games for Drilling Conversations

### Back-to-Back Telephones

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

### Conversation Lines

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

S1: *What's your name?*

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

S1: *My name is (John).*

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

### 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.

### 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 again. Every time they do so, they will naturally need to speak louder in order to be heard by each other.

## Games for Drilling Commands

### Command Chain

Have students form circles of 8–10 each. Give and perform a command to begin the chain. T: *Touch the ruler*. One student in each circle repeats the command, does the action, and adds another command. S1: *Touch the ruler. Point to the chair*. Continue, with each student adding a new command after repeating and doing the previous commands.

### Do As I Say

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

### Please

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

## Rock, Paper, Scissors

This is a short, fun activity that students can do if 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:

- a fist to represent a stone (stronger than scissors, but weaker than paper because paper can cover a stone)
- an outspread hand (stronger than stone, 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 stone because a stone 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 also be used.

## Cube Game

Make cubes from milk cartons. Cut the bottoms of two milk cartons the length of the bottom to make a square. Cover one bottom with the other to make a cube. Cover with two strips of paper the width of the cube. Write words or pictures to be practiced on each side. Example to practice pronouns *he/she*. Write *he* on three sides of the cube, and *she* on the other three sides. Students throw the cube and make sentences or questions according to what is on the cube, *Who is (he)?* Cubes can be used with picture cards, eg., *He is my (brother)*. Other cube games can be played with *this/these*, etc.

## Pick Up Game

Use multiple sets of student cards and place them face down on the floor. Students get into pairs and do **Rock, Paper, Scissors** changing the words to the lesson being practiced. For example: *Let's, Let's 1, 2, 3! (Let's make a circle)*.

# Let's Remember

Let's Remember

**A Listen, point, and sing.**

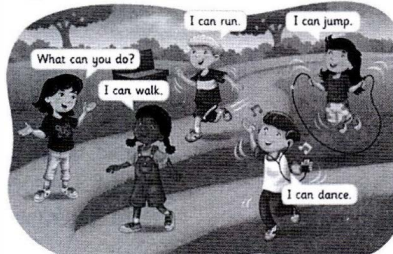
<b>Aa</b>	<b>Bb</b>	<b>Cc</b>	<b>Dd</b>	<b>Ee</b>	<b>Ff</b>
<b>Gg</b>	<b>Hh</b>	<b>Ii</b>	<b>Jj</b>	<b>Kk</b>	
<b>Ll</b>	<b>Mm</b>	<b>Nn</b>	<b>Oo</b>	<b>Pp</b>	
<b>Qq</b>	<b>Rr</b>	<b>Ss</b>	<b>Tt</b>	<b>Uu</b>	
<b>Vv</b>	<b>Ww</b>	<b>Xx</b>	<b>Yy</b>	<b>Zz</b>	

2 Let's Remember

**B Let's count.**

<b>1</b> one	<b>2</b> two	<b>3</b> three	<b>4</b> four	<b>5</b> five
<b>6</b> six	<b>7</b> seven	<b>8</b> eight	<b>9</b> nine	<b>10</b> ten

**C Ask and answer.**



3 Let's Remember

Student Book pages 2–3

**Lesson Objective:**

- Reviewing language from *Let's Begin 2*

**Review Language:**

Alphabet Aa–Zz

Numbers 1–10

*What can you do?*

*I can walk.*

*I can run.*

*I can jump.*

*I can dance.*

**Materials:**

Alphabet cards Aa–Zz; CD1 Tracks 02–04

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

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

In <i>Let's Begin 2</i> , students learned:	
Identifying letters in words Asking Yes/No questions	Initial sound contrasts: <i>Bb/Pp, Cc/Gg, Dd/Tt</i> Short vowel sounds in words
<i>What can you do? I can walk/run/jump/dance.</i>	<i>How many crayons? One crayon. Three crayons.</i> <i>How many flowers are there? There's one flower. There are three flowers.</i>
Action commands: <i>stand up, sit down, come here, turn around</i>	Additional verbs: <i>ride a bicycle, jump rope, throw a ball</i>

## Let's Remember Activities

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

### Alphabet

- **Basic activity.** Introduce the alphabet letters in groups of 5–7 letters at a time and practice until the 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 (T: *Go!*) 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, you can do several letters at a time.

### Counting

- **Basic activity.** Introduce numbers by counting items (pencils, erasers, etc.) from 1 to 10. Next, give each student a card with a number from 1 to 10 on it. As you call out numbers in random order, students holding matching cards say the number and show their cards. Collect the cards (S: *Here you are.* T: *Thank you.*) and play again.
- **Extension activity.** Count items from 1 to 10. Then hide a few of the items and ask students to guess how many you have left in your hand. When students guess correctly, give them the items (T: *Here you are.* S: *Thank you.*) and play again.

### What can you do? I can walk.

- **Basic activity.** Introduce the verbs with actions. T: (walking in place) *Walk, walk, walk, walk.* Students say the verbs and do the actions four times following you. Do the same for *dance, jump,* and *run.* Repeat until students can say the verbs and do the actions confidently. Then play a game. Say one of the verbs. Students do the action continuously while saying *I can (jump)* until you say *Stop!* Students stop immediately, posing like statues. The first student who moves becomes the next teacher.
- **Extension activity.** Review the verbs with actions. Practice the question-and-answer pattern. T: *What can you do?* (Cue student answers with actions.) Ss: *I can (jump).* (Students say and do the action.) Then have students get into pairs and take turns asking and answering the question-and-answer pattern. S1: *What can you do?* S2: *I can (run).* After each student has asked and answered the question,

they ask the teacher *What can you do?* The teacher does an action and answers *I can (walk).* Students who said the same verb as the teacher get a point. Repeat as many times as time permits.

Student Book pages 2–3

### A Listen, point, and sing.

1. Play Class CD1 Track 02. Students listen to the song and point to the alphabet letters. Then practice rhythmically without the music. Finally, have students sing along with the recording.

#### L.02 The Alphabet Song

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 fish*). Then switch roles.

### B Let's count.

1. Play Class CD1 Track 03. Students listen and point to the numbers. Then have them listen again, point, and repeat the numbers.

#### L.03 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

2. Have students point to the number in their books, count the objects shown, and say the name of the number and the shape. (*two triangles*)
3. Say the numbers at random, and have students find and touch or hold up the same number of objects from the classroom. (T: *One pencil. Five erasers.*)

### C Ask and answer.

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 questions and answers along with the recorded material.

#### L.04 What can you do? I can walk. I can run. I can jump. I can dance.

2. Challenge students to come up with additional things that they can do. Write the new verb phrases on the board and practice reading them together. Then student pairs take turns asking and answering the question, *What can you do?* using all the verbs.



# Unit 1 Things for School

## Let's Talk

**Unit 1**  
**Things for School**  
**Let's Talk**

**A Listen and say.**

Hello. I'm Scott.  
What's your name?  
My name is Kate.

What's your name?  
My name is Andy.

**B Watch the video.**

What's your name?  
My name is Kate.

What is - What's  
I am - I'm

**C Listen, point, and sing.**

**The Hello Song**  
Hello, hello, hello!  
What's your name?  
Hello, hello, hello!  
My name is Scott.  
My name is Scott.  
Hello, Scott!  
Hello, Scott!  
Hello!

**D Say and act. Ask a partner.**

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

I can do this lesson.

Unit 1 Things for School 5

Student Book pages 4–5

### Topic:

- Introductions

### Lesson Objectives:

- Greeting each other and the teacher
- Introducing oneself
- Asking someone's name

### Language:

What's your name?

My name is Kate.

### Materials:

CD1 Tracks 05–07; Contraction Cards (*what's, I'm*) and Unit 1 Let's Talk Video (Teacher's Resource Center)

## Warm up

1. As students enter the class, greet them individually by cheerfully saying *Hello!*
2. Introduce yourself to the class. Say *Hello!* or *Hi! I'm (Ms. Hall). My name is (Ms. Hall)* several times. Point to yourself each time you say your name. Encourage students to respond with *Hello, (Ms. Hall)*. Be enthusiastic and use exaggerated waving gestures as you model and have students repeat.

Student Book page 4

## A Listen and say.

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

1. Use puppets or student volunteers to model the conversation. Have students repeat the lines after you. Have students take one role while you take the other, and then switch.
2. Have students look at the pictures. Have students name the characters and any objects they can identify. Play Class CD1 Track 05 and have students listen to the conversation. Then have students listen again and point to the characters as they speak. Play the audio again and have students point to and repeat the words they can identify.

1.05 Hello. I'm Scott. What's your name?  
My name is Kate.  
What's your name?  
My name is Andy.

3. Play Class CD1 Track 06. Have students listen to the language focus. Then have students repeat the question-and-answer pattern after the audio, focusing on natural intonation, rhythm, and speed. Use Contraction Cards to show that *what is* has the same meaning as *what's* and *I am* has the same meaning as *I'm*.

1.06 What's your name?  
My name is Kate.  
what is, what's  
I am, I'm

## B Watch the video.

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

1. Play the video. Then have students say the names and words they recognize from the conversation. Explain new language, if necessary.

Oops! I'm sorry!

That's OK.

Hello. I'm Scott. What's your name?

My name is Kate.

What's your name?

My name is Andy.

What's your name?

2. Play the video again. Pause after each exchange and have students repeat the extended conversation and copy the gestures. Then call on a student to answer Scott's question: *What's your name?* Repeat with several other students.
3. Have students act out the extended conversation in two groups and then in pairs. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 5

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

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

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



#### **1.07** The Hello Song

Hello, hello, hello!

What's your name?

Hello, hello, hello!

My name is Scott. (repeat)

Hello, Scott! (repeat)

Hello! (repeat with Andy, Kate, and Jenny)

2. Play the song again. 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 last word in the phrase and gradually add the words until students can easily repeat the entire phrase. Use gestures such as waving and pointing to yourself to help students understand *Hello* and *My name is (Scott)*.
3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions to accompany their singing.

4. Have students point to and read familiar words in the song. Help students recognize that words and phrases appear more than once. Read the lyrics and have students follow along in their books. Then have students replace the names in the song with their own names and sing it again in pairs.

### **D** Say and act. Ask a partner.

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

1. Use puppets or student volunteers to model the conversation *My name is (Kate)*. *What's your name?* *My name is (Scott)*. Have students repeat the lines after you to practice pronunciation, using their own names. Students take one role while you take the other, then switch roles. Then have students practice in two groups, and finally in pairs.
2. Student pairs introduce themselves to each other. Then students switch partners and repeat the conversation. Encourage them to use the gestures and extended conversation from the video.



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

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

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

## Games and Activities

- **Pass the Puppets.** Students sit in a circle and pass puppets in opposite directions as you play "The Hello Song." Randomly stop the audio, and have the two students holding the puppets practice the dialogue *Hello. I'm (Scott)*. *What's your name?* *My name is (Kate)*. Start the music again and continue until all students have had a chance to hold a puppet and ask or answer.
- Use **Conversation Lines** (p. 20) to practice the dialogue *My name is (Andy)*. *What's your name?* *My name is (Kate)*. Students move in opposite directions along the parallel lines.
- Use **Back-to-Back** (p. 19) to practice each part of the dialogue. Move around the room and help students with pronunciation as necessary.

## Additional Resources

Unit 1 Worksheet A (Teacher's Resource Center)  
Workbook page 3  
Online Practice

# Unit 1 Things for School

## Let's Learn

**Let's Learn**

**A Learn the words.**

1. a pencil    2. a pen    3. a bag    4. a book  
5. a desk    6. a chair    7. a ruler    8. an eraser

**B Ask and answer.**

What's this?    It's a pencil.

What's this?    It's a pencil.  
It's an eraser.

**C Ask your partner.**

1.    2.    3.  
4.    5.    6.

What's this?  
It's a desk.

**D Watch, point, and chant.**

What's This? It's a Book.

What's this?    It's a book.  
What's this?    It's a book.  
What's this?    It's a bag.  
What's this?    It's a bag.  
What's this?    It's a book bag.

I can do this lesson.

### Topic:

- School supplies

### Lesson Objective:

- Identifying and asking about school supplies

### Language:

a pencil, a pen, a bag, a book, a desk, a chair, a ruler, an eraser

What's this?

It's a pencil.

It's an eraser.

### Materials:

Teacher Cards 1–8; CD1 Tracks 08–13; Student Cards 1–8, Contraction Cards (*it's*, *what's*), and Unit 1 Chant Video (Teacher's Resource Center)

Student Book pages 6–7

www.irLanguage.com

## Warm up

1. Use **Conversation Lines** (p. 20) to review *Hello. I'm (Jenny). What's your name? My name is (Andy).*
2. Play **Dialogue Musical Chairs** (p. 20) to review the question-and-answer pattern.

## Pre-teach Language

1. Introduce the school supplies vocabulary, using Teacher Cards 1–8. Show one card at a time and say the name of the item. Have students repeat the words several times each. When introducing *an eraser*, emphasize the *an* and have students repeat a few extra times to recognize the different article.
2. Introduce the question *What's this?* and answer *It's (a pencil.) (an eraser.)* by using realia in the classroom.

Student Book page 6

### A Learn the words.

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

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

- 1.08 1. a pencil    2. a pen    3. a bag    4. a book  
5. a desk    6. a chair    7. a ruler    8. an eraser

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

### B Ask and answer.

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

1. Students look at the picture and describe what they see. Then play Class CD1 Track 09, and have students point to the objects.

- 1.09 What's this?  
It's a pencil.
1. What's this? It's a pencil.
  2. What's this? It's a book.
  3. What's this? It's a ruler.
  4. What's this? It's a pen.
  5. What's this? It's an eraser.
  6. What's this? It's a bag.

2. Display Teacher Cards 1–8. Then point to a classroom object and ask *What's this?* Students answer *It's (a pencil).* Repeat with all the school

supplies. Then divide the class into two groups. Have groups take turns asking and answering the question.

3. Play Class CD1 Track 10. Students listen, clap, and chant along with the drum track. Use the Contraction Cards to show that *it is* has the same meaning as *it's* and to remind students that *what is* has the same meaning as *what's*.



See the script for Track 09.

4. Students take turns asking and answering the questions in pairs.

**Student Book page 7**

### **C** Ask your partner.

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

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



1. What's this? It's a desk.
2. What's this? It's a bag.
3. What's this? It's a chair
4. What's this? It's a pencil.
5. What's this? It's a book.
6. What's this? It's a pen.

2. Point to a desk and model the question-and-answer pattern *What's this? It's a desk*. Have students repeat. Continue with Teacher Cards or realia. Then point to a different item and encourage students to ask and answer without your help.
3. Play Class CD1 Track 12. Have students listen, clap, and chant along with the drum track.



See the script for Track 11.

4. Student pairs take turns asking and answering the questions about school supplies on the page.

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

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

1. Students look at the pictures and identify the objects they can. Then hold up Teacher Cards 4 (a book) and 3 (a bag) and encourage students to say *book bag*. Have students repeat several times as they point to the book bag in the picture.

2. Play the video. Have students raise their hands when they hear school supply words.



### **1.13** What's This? It's a Book.

What's this?	What's this?
It's a book.	It's a book.
What's this?	What's this?
What's this?	It's a bag.
It's a bag.	What's this?
What's this?	It's a book bag.

3. Model the chant, line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the video again and have students chant along. Then have students hold up Student Cards for the vocabulary they hear. Check pronunciation.

**Pronunciation note:** Be sure students can pronounce /th/ correctly. Their tongues should protrude slightly from between their upper and lower teeth.



### **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 **Show Me** (p. 19) with school supply cards. Use Teacher Cards and Student Cards 1–8.
- **Teacher Game.** Have students come to the board individually and show them a Teacher Card without showing the class. The student then draws the item on the board and asks *What's this?* The class answers.
- **Board Race** (p. 17). Line the class up in two teams. Display the vocabulary Teacher Cards. Say a word and have the first student in each line race to touch the correct card.


## **Additional Resources**

Workbook pages 4–5  
Online Practice

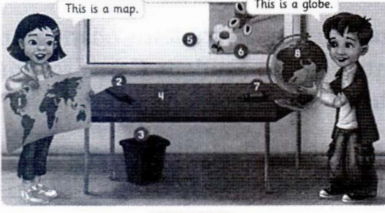
# Unit 1 Things for School

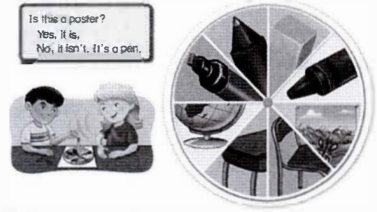
## Let's Learn More

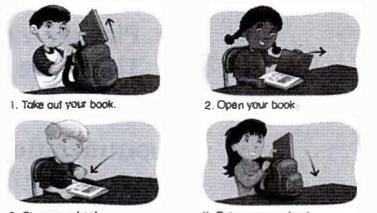
**Let's Learn More**

**A Learn the words.** 

1. a map
2. a marker
3. a globe
4. a table
5. a board
6. a wastebasket
7. a poster
8. a crayon

**B Make sentences.** 

**C Play a game. Ask your partner.** 

**D Listen and do.** 

**I can do this lesson**

Student Book pages 8-9

**Topic:**

- Classroom objects

**Lesson Objectives:**

- Identifying and asking about classroom objects
- Asking and answering Yes/No questions
- Learning classroom commands

**Language:**

a map, a marker, a globe, a table, a board, a wastebasket, a poster, a crayon

This is a map.

Is this a poster?

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

**Materials:**

Teacher Cards 9-20; CD1 Tracks 07, 14-18; Student Cards 9-20 and Contraction Card (isn't) (Teacher's Resource Center)

### Warm up

1. Play Class CD1 Track 07 "The Hello Song." Students sing along. Then have students substitute their own names and sing again.
2. Do a **Repetition Drill** (p. 16) by modeling the question-and-answer pattern with the school supplies vocabulary. Increase speed each time you repeat the vocabulary words.  
T: *What's this? It's a desk.*  
Ss: *What's this? It's a desk.*

### Pre-teach Language


1. Introduce the new words and sentence pattern. Hold up a Teacher Card and say *This is (a map)*. Have students repeat the sentence several times. Continue with each new vocabulary word.
2. Introduce the question. Ask students *Is this a map?* Students answer *Yes, it is* or *No, it isn't*.

Student Book page 8

### A Learn the words.

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

1. Play Class CD1 Track 14 and point to the classroom objects as students hear them. Play the audio again and have students repeat the words.

 I. 14 1. a map 2. a marker 3. a globe 4. a table  
5. a board 6. a wastebasket 7. a poster 8. a crayon

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

### B Make sentences.

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

1. Students look at page 8 and identify all of the classroom objects they see. Then play Class CD1 Track 15. and have students listen and point to the objects.

 I. 15 This is a map.  
This is a globe.

1. This is a map.
2. This is a marker.
3. This is a wastebasket.
4. This is a table.
5. This is a board.
6. This is a poster.
7. This is a crayon.
8. This is a globe.

- Say *This is (a map)* while students point to each word in their books. Have students say the sentence several times along with you. Then play the audio again and have students repeat the sentences as they hear them.
- Play Class CD1 Track 16. Students listen, clap, and chant along with the drum track.



See the script for Track 15.

- Student pairs take turns making sentences about the classroom objects on the page. Then they make sentences about objects around the classroom.

**Pronunciation note:** Help students pronounce /th/ correctly. Their tongues should protrude slightly from between their upper and lower teeth.

Student Book page 9

### C Play a game. Ask your partner.

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

- Read the question and answers: *Is this a poster? Yes, it is./No, it isn't.* Read them again and have students repeat.
- Hold up Teacher Card 15 and ask the class *Is this a poster?* Nod your head to indicate *yes* and say *Yes, it is.* Then hold up Teacher Card 10 and say *Is this a pencil?* Shake your head to indicate *no*. Say *No, it isn't. It's a marker.* Exaggerate the head motions as you model the answers. Use Contraction Cards to show students that *is not* has the same meaning as *isn't*.
- Play Class CD1 Track 17. Have students point to the question and answers they hear.



Is this a poster?

Yes, it is.

No, it isn't. It's a pen.

- Have pairs spin a pencil on the wheel and ask and answer questions about the pictures.

### D Listen and do.

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

- Introduce the sentences by demonstrating actions that reinforce the meaning of the verbs. Have students repeat the sentences and do the actions several times.

- Play Class CD1 Track 18. Students listen to the sentences and point to the pictures that show each action. Play the audio again and have students repeat the sentences.



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

- Show Teacher Cards 17–20 and have students say and do the actions. Then 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

- Guessing Game** (p. 20). Divide the class into groups and give each group a set of Student Cards 9–16. Place the cards face down. Have one student point to a card and make a guess, *Is this (a poster)?* A second student turns the card over and answers *Yes, it is* or *No, it isn't. It's (a globe)*. Continue until all students have had a turn.
- Our Chant.** Display three or four Teacher Cards. Point to one card and using a simple 4/4 beat chant:  
*A (marker), a (marker)*  
*Is this a (marker)? Yes!*  
*Yes, it is. Yes, it is.*  
*It's a (marker). Yes!*

Encourage students to repeat after you. Then have students point to a new card and as a class add lines to your chant. Clap a beat and have students clap with you.

## Additional Resources

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

# Unit 1 Things for School

## Let's Read

**Let's Read**

**Phonics**

ABCDEF GHIJKL MNOPQRST UVWXYZ  
 abcdefghijklmnopqrstuvwxy z

**A Listen, point, and say.**

**Bb** bird ball boy

**Pp** peach pencil pink

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

**The B P Phonics Chant**

B b ball B b boy  
 P p pencil P p peach  
 P p pencil B b ball  
 Pencil ball peach YES!

**At the Park**

**1** What's this?

**2** It's a ball.

**3** Is this a ball?

**4** No, it isn't. It's a peach.

I can do this lesson.

Student Book pages 10–11

**Topic:**

- Consonant sounds /b/ and /p/

**Lesson Objectives:**

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

**Language:**

*bird, ball, boy, peach, pencil, pink*

**Materials:**

Teacher Cards 3, 15, 21–26; CD1 Tracks 02, 19–21; Student Cards 3, 15, 21–26 (Teacher's Resource Center)

### Warm up

1. Sing "The Alphabet Song" (Class CD1 Track 02) if your students need to review the letter names.
2. Practice the alphabet letters with a quick drill. Quickly show teacher-made alphabet cards in order and have students name the letters. Then show the cards in random order and have students name the letters.

### Pre-teach Phonics

- Write the capital and lowercase letters *Bb* and *Pp* on the board. Show students Teacher Cards or realia for *a bag* (3) and *a poster* (15) and say the words, stressing the initial sounds, /b/, *bag* and /p/, *poster*. Ask students to repeat the words and place them under the correct letters.

**Pronunciation note:** Students can feel the difference between /b/ and /p/ by holding their hands in front of their mouths. They will feel a little breath for /b/ and a lot of breath for /p/.

Student Book page 10

### A Listen, point, and say.

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

1. Ask students to point to the letters *Bb* and *Pp* on the ABC chart at the top of their pages. Play Class CD1 Track 19 and have students point to the letters and words as they hear them. Then play the audio again and have students listen and repeat the sounds and words.

**1.19** B /b/ bird, ball, boy  
 P /p/ peach, pencil, pink

2. Show Teacher Cards for words that start with the /b/ sound and say the words. Have students concentrate on listening to the initial sound in each word. Do the same with the words that begin with the /p/ sound. Then say the words in random order and ask students to decide whether the initial sound is /b/ or /p/. Ask students to raise one hand for /b/ sounds and raise both hands for /p/ sounds.

## B Listen, point, and chant.

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

1. Ask the students to point again to the letters *Bb* and *Pp* on the ABC chart at the top of the page.
2. Play Class CD1 Track 20. Students point to the letters and words as they listen. Play the chant again and have students raise one hand at the end of the lines for the /b/ sound and words, and raise both hands for the /p/ sound.

### 1.20 The B P Phonics Chant

/b/ /b/ ball  
/b/ /b/ boy  
  
/p/ /p/ pencil  
/p/ /p/ peach  
  
/p/ /p/ pencil  
/b/ /b/ ball  
Pencil, ball, peach, YES!  
(repeat)

3. Play the audio again and have students do the chant with gestures. Repeat the chant several times, in two groups and then in pairs. Switch roles so that all students practice both sounds.

Student Book page 11

## C Listen and read along.

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

1. Before listening to the story, have students look at the illustrations and identify the words they know. Read the title of the story aloud. Point out the phonics words.
2. **Read Along.** Play Class CD1 Track 21. Students listen to the story and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.

### 1.21 At the Park

1. What's this?
2. It's a ball.
3. Is this a ball?
4. No, it isn't. It's a peach.

3. **Paired reading.** Have students take turns trying to read the story sentences in small groups or pairs.
4. **Act it out.** Have students work in pairs to act out the story. They can pantomime having the objects in the story or they can use their own realia. Have them switch roles. Ask volunteer pairs to act out the story 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

- **Rock, Paper, Scissors** (p. 21). Place Teacher Cards 21–26 face up on a table. Student pairs do Rock, Paper, Scissors saying *What's this? 1, 2, 3!* The winner points to a Teacher Card and asks *What's this?* The loser answers *It's (a peach)*.
- **Play Walk and Talk** (p. 20). Place Teacher Cards in non-matching pairs around the room. Have student pairs walk around the room until you signal *Stop!* Students ask and answer *What's this? It's (a ball). Is this (a pencil)? No, it's (a peach)*.
- Review the school supplies and classroom object vocabulary in small groups. Have students take out items they can name or use Student Cards. Students ask and answer questions about the objects.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Guessing Game" on Workbook pages 9–10. Then have students read the story for homework or in class.

## Additional Resources

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



# Unit 2 Colors and Shapes

## Let's Talk

**Unit 2 Colors and Shapes**  
**Let's Talk**

**A Listen and say.**

Hi, Andy. How are you?  
I'm fine. How are you?  
I'm fine. Thank you.

**B Watch the video.**

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

**C Listen and sing.**

**Hi, How Are You?**  
Hi, how are you?  
I'm fine.  
Hi, how are you?  
I'm fine.  
Hi, how are you?  
I'm fine. How are you?  
I'm fine, I'm fine, I'm fine.

**D Say and act. Greet your friend.**

Hi, \_\_\_\_\_ How are you?  
I'm \_\_\_\_\_ How are you?  
I'm \_\_\_\_\_ Thank you.

**I can do this lesson.**

Unit 2 Colors and Shapes 13

### Topic:

- Greetings

### Lesson Objective:

- Learning how to greet each other

### Language:

*How are you?*

*I'm fine.*

*Thank you.*

### Materials:

CD1 Tracks 07, 22–24; Contraction Card (*I'm*) and Unit 2 Let's Talk Video (Teacher's Resource Center)

### Student Book pages 12–13

## Warm up

1. While checking attendance, smile and greet students by name: *Hi/Hello, (Scott)*. Students should respond with *Hi* or *Hello*.
2. Sing "The Hello Song" (Class CD1 Track 07) in two groups.
3. Have students walk around the class and greet as many classmates as they can in one minute.

### Student Book page 12

## A Listen and say.

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

1. Use puppets or student volunteers to model the conversation *Hi, (Andy)*. *How are you? 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.
2. Students look at the picture and identify the characters and any objects they recognize. Then play Class CD1 Track 22. Have students listen with their eyes closed. Play the audio again. Students listen and point to the characters. Play the audio again and have students repeat familiar words. Explain new language, if necessary.

I.22 Hi, Andy. How are you?  
I'm fine. How are you?  
I'm fine. Thank you.

3. Play Class CD1 Track 23. Have students listen to the language focus. Then have students repeat the conversation after the audio, focusing on natural intonation, rhythm, and speed. Use the Contraction Cards to show that *I am* has the same meaning as *I'm*.

I.23 How are you?  
I'm fine. Thank you.  
I am, I'm

## B Watch the video.

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

1. Play the video. Then have students say the names and words they recognize from the conversation. Explain new language, if necessary.

Oh, hi, Andy!  
 Hi, Jenny!  
 How are you?  
 I'm fine. How are you?  
 I'm fine. Thank you.  
 Hi! How are you?  
 I'm great!  
 How are you?


2. Play the video again. Pause the video after each exchange and have students repeat the extended conversation. Then call on a student to answer Jenny's question: *How are you?* Repeat with several other students.
3. Have students act out the extended conversation in groups of three, taking turns with each role. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 13

### **C** Listen and sing.

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

1. Play Class CD1 Track 24. Have students repeat words they recognize from the conversation.

 1-24 **Hi, How Are You?**  
 Hi, how are you?  
 I'm fine. (repeat)  
 Hi, how are you?  
 I'm fine. How are you?  
 I'm fine, I'm fine, I'm fine.  
  
 Hi, how are you?  
 I'm great. (repeat)  
 Hi, how are you?  
 I'm great. How are you?  
 I'm great, I'm great, I'm great.  
  
 Hi, how are you?  
 I'm OK. (repeat)  
 Hi, how are you?  
 I'm OK. How are you?  
 I'm OK, I'm OK, I'm 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. Use gestures to help students understand the difference between *fine*, *great*, and *OK*.

3. Divide the class into two groups to sing the song. Encourage students to add their own appropriate 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. Encourage them to act out the feelings in the song with gestures.

### **D** Say and act. Greet your friend.

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

1. Use puppets or student volunteers to model the conversation *Hi, (Kate). How are you? I'm (great). How are you? I'm (fine). Thank you.* Have students repeat the lines after you to practice pronunciation, using their own names. Have students take one role while you take the other, and then switch roles. Then have students practice in two groups, and finally in pairs.
2. Have students stand and greet as many of their classmates as possible in one minute. Encourage them to use the gestures and extended conversation from the video.



### I can do this lesson.

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

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

### Games and Activities

- **Beanbag Circle** (p. 19). Have small groups of students sit in circles to practice the *Hi! How are you?* dialogue. After they ask the question, they toss the beanbag to another student, who continues.
- Use **Step Away Lines** (p. 21) to practice *Hi! How are you?* Each time the students take one step back, they switch parts.
- **Dialogue Musical Chairs** (p. 20). Play a song as students move around the room. When the music stops, students find a partner and practice the conversation.

### Additional Resources

Workbook page 11  
 Online Practice

# Unit 2 Colors and Shapes

## Let's Learn

**Let's Learn**

**A Learn the words.**

1. yellow 2. blue 3. red 4. green 5. purple  
6. orange 7. brown 8. pink 9. black 10. white

**B Ask and answer.**

What color is this?  
It's orange.

What color is this?  
It's orange.

**C Make sentences.**

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

This is a pencil.  
It's yellow and pink.

**D Watch, point, and sing.**

**The Black Cat Song**

Green grass, blue sky, Black cat, yellow eyes.	White clouds, blue sky, Black cat, yellow eyes.
Red birds, blue sky, Black cat, yellow eyes.	Black cat, blue sky, Yellow, yellow eyes.

I can do this lesson.

Unit 2 Colors and Shapes 15

### Topic:

- Colors

### Lesson Objective:

- Identifying and asking about colors

### Language:

yellow, blue, red, green, purple, orange,  
brown, pink, black, white

What color is this?

It's orange.

This is a pencil. It's yellow and pink.

### Materials:

Teacher Cards 1–16, 27–36; CD1 Tracks  
25–30; Student Cards 1–16, 27–36,  
Contraction Card (*it's*), and Unit 2 Song  
Video (Teacher's Resource Center)

Student Book pages 14–15

### Warm up

1. Use **Conversation Lines** (p. 20) to review the greeting dialogue *Hi, (Jenny). How are you? I'm (fine). How are you? I'm (great). Thank you.*
2. Use Teacher Cards 1–16 and do a quick drill to practice *What's this? It's a (pencil).* Show the cards quickly as you ask the question. Have students answer quickly in a complete sentence *It's a (pencil).* Divide the class into two groups and practice the question-and-answer pattern using the Teacher Cards.
3. Do a **Team Game** (p. 20) with small classroom objects or Student Cards 1–16 to review classroom vocabulary and the *What's this?* question pattern.

### Pre-teach Language

1. Introduce the color words, using Teacher Cards 27–36. Show one card and say the color. Have students repeat each color word several times.
2. Introduce the question. Point to an object and ask. *What color is this?* Students answer (*orange*).

### Student Book page 14

#### A Learn the words.

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

1. Play Class CD1 Track 25. Students listen and point to the colors as they hear them. Listen again and have students repeat the words. Check pronunciation and intonation.

1.25 1. yellow 2. blue 3. red 4. green 5. purple  
6. orange 7. brown 8. pink 9. black 10. white

2. Call out colors. Have students point to objects and clothes around the classroom in that color and say the name of the color.

#### B Ask and answer.

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

1. Have students look at the picture on page 14 and describe what they see. Then play Class CD1 Track 26.

1.26 What color is this?  
It's orange.

1. What color is this? It's orange.
2. What color is this? It's red.
3. What color is this? It's yellow.
4. What color is this? It's green.

5. What color is this? It's blue.
6. What color is this? It's purple.

2. Display Teacher Cards 27–36. Point to a color and ask *What color is this?* Students answer *It's (red)*. Repeat with all the colors. Then divide the class into two groups. Play the audio again and have groups take turns asking and answering the question.
3. Play Class CD1 Track 27. Students listen, clap, and chant along with the drum track, pointing to the colors. Use the Contraction Cards to show that *it is* has the same meaning as *it's*. Have students chant along, pointing to the colors.



See the script for Track 26.

4. Students take turns asking and answering the questions in pairs.

Student Book page 15

### **C** Make sentences.

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

1. Have students look at the pictures and identify the objects and the colors they see. Then play Class CD1 Track 28. Students listen and point to the objects.



1. This is a pencil. It's yellow and pink.
2. This is a pen. It's blue and purple.
3. This is a bag. It's green and blue.
4. This is a chair. It's red and black.
5. This is a book. It's green and white.
6. This is a table. It's orange and brown.

2. Show a pencil to students. Say *This is a pencil* and have them repeat after you. Be sure to point or touch the pencil when you say this. Then say *It's (yellow) and (pink)*. Have students repeat after you. Continue with additional objects until students are able to produce the sentence patterns without prompting.
3. Play Class CD1 Track 29. Students listen, clap and chant along with the drum track.



See the script for Track 28.

4. Have students in pairs take turns making sentences about objects on the page or around the classroom.

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

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

1. Have students look at the picture, and name the colors and objects that they know. Introduce the vocabulary for the song as needed (*grass, sky, cats, eyes, birds, clouds*).
2. Play the video. Students listen and point to the objects in the video as they move.



#### The Black Cat Song

Green grass, blue sky,	White clouds, blue sky,
Black cat, yellow eyes.	Black cat, yellow eyes.
Red birds, blue sky,	Black cat, blue sky,
Black cat, yellow eyes.	Yellow, yellow eyes.

3. Model the song, line by line. Have students clap to keep the beat and repeat after you. Draw colored circles on the board in the order they appear in the song to cue the colors in the lyrics.
4. Play the video again and have students imitate the actions of the objects in the video as they repeat 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

- **Walk and Talk** (p. 20). Place various colored objects around the classroom. Have students walk around the room as they listen to the song. Pause the song and have students ask and answer a question about the object nearest them.
- **Show and Tell**. Students select an item or two from their desks or book bags and take turns describing their objects.
- Students point to the color words in "The Black Cat Song" lyrics. Play and sing the song again (Class CD1 Track 30).

### Additional Resources

Workbook pages 12–13  
Online Practice

# Unit 2 Colors and Shapes

## Let's Learn More

**Let's Learn More**

**A Learn the words.**

1. a triangle 2. a square 3. a circle 4. a star  
5. a diamond 6. a heart 7. an oval 8. a rectangle

**B Make sentences.**

This is a star. It's blue.  
It's a blue star.

**C Play a game. Ask your partner.**

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

**D Listen and do.**

1. Pick up your pencil.  
2. Draw a triangle.  
3. Pick up a red marker.  
4. Draw a picture.

I can do this lesson.

Student Book pages 16-17

### Topic:

- Shapes

### Lesson Objectives:

- Identifying and asking about shapes
- Describing the shapes of objects

### Language:

a triangle, a square, a circle, a star, a diamond, a heart, an oval, a rectangle

This is a star. It's blue. It's a blue star.  
Is this a red square?  
Yes, it is./No, it isn't.

### Materials:

Teacher Cards 37-48; CD1 Tracks 30-35;  
Student Cards 37-48 and Contraction Card (isn't) (Teacher's Resource Center)

## Warm up

1. Sing "The Black Cat Song" (Class CD1 Track 30). Have students use gestures or point to the colors as they sing.
2. Play **Pass the Card**. As students pass Teacher or Student Cards for colors down the row, S1 asks *What color is this?* S2 answers *It's (red)*. S2 then asks S3 the question and continues to pass the card down the row.

## Pre-teach Language

1. Introduce the shape words, using Teacher Cards 37-44. Show one Teacher Card and say the shape. Have students repeat the shape name several times.
2. Recycle the shape vocabulary in the familiar sentence pattern *It's (a star)*.
3. Introduce the question. Ask students *Is this (a star)?* Students answer *Yes, it is* or *No, it isn't*.

Student Book page 16

### A Learn the words.

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

1. Play Class CD1 Track 31. Students point to the shapes as they hear them. Play the audio again and have students repeat the words.

- 1.31 1. a triangle 2. a square 3. a circle 4. a star  
5. a diamond 6. a heart 7. an oval 8. a rectangle

2. Do a quick practice with the vocabulary. Display Teacher Cards 37-44. Call out a shape. Students point to the shape and say its name. Repeat with each shape.

### B Make sentences.

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

1. Have students look at the pictures and identify the shapes and colors they see. Then play Class CD1 Track 32. Students listen and point to the shapes.

- 1.32 This is a star. It's blue.  
It's a blue star.
- |   |   |
|---|---|
| 1. This is a star. It's blue.<br>It's a blue star.            | 5. This is a circle. It's pink.<br>It's a pink circle.            |
| 2. This is an oval. It's orange.<br>It's an orange oval.      | 6. This is a diamond. It's yellow.<br>It's a yellow diamond.      |
| 3. This is a heart. It's red.<br>It's a red heart.            | 7. This is a rectangle.<br>It's brown.<br>It's a brown rectangle. |
| 4. This is a square.<br>It's yellow.<br>It's a yellow square. | 8. This is a triangle.<br>It's red.<br>It's a red triangle.       |

- Show students how to combine two familiar patterns to form the new sentence. Show students a shape Teacher Card. Elicit the two familiar sentences: *This is a (star). It's (blue).* Write the sentences on the board. Show students how the information in the two sentences can be combined to form one sentence: *It's a blue star.* Repeat with additional colored shapes until students can produce the sentence pattern without prompting. Then play the audio again and have students take turns.
- Play Class CD1 Track 33. Students listen, clap, and chant along with the drum track.



See the script for Track 32.

- Student pairs take turns making sentences about the shapes on the page. Then students make sentences about objects around the classroom.

Student Book page 17

### **C** Play a game. Ask your partner.

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

- Read the question and answers: *Is this (a red square)? Yes, it is./No, it isn't.* Read them again, and have students repeat. Use the Contraction Card to show students that *is not* has the same meaning as *isn't*.
- Play Class CD1 Track 34. Students listen and point to the first square (for the *yes* answer) and then the third square (for the *no* answer) on the game board.



Is this a red square?

Yes, it is.

No, it isn't.

- Have students play the game in pairs.

### **D** Listen and do.

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

- Introduce the sentences by demonstrating actions that reinforce the meaning of the verbs. Have students repeat the sentences and do the actions several times.

- Play Class CD1 Track 35. 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.



- Pick up your pencil.
- Draw a triangle.
- Pick up a red marker.
- Draw a picture.

- Show Teacher Cards 45–48 and have students say and do the actions. Then in 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

- Pick Up Game** (p. 21). Place shape Teacher Cards face down. Students do **Rock, Paper, Scissors**. The loser points to a card and asks *Is this a red star?* The winner turns over the card and answers *Yes, it is* or *No, it isn't*.
- Guessing Game** (p. 20). Divide the class into two teams. Select a shape card, but don't show it to students. Ask students questions about the card you are hiding: *Is this (a heart)?* Students guess with *Yes, it is* or *No, it isn't*. The team with the most correct answers gets a point.
- Concentration** (p. 17). Use a double set of Teacher Cards 37–44. As they turn over the cards, students make sentences about each shape.

## Additional Resources

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

# Unit 2 Colors and Shapes




## Let's Read




**Let's Read**

**Phonics**

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz

**A Listen, point, and say.**

**Cc**     
cat coat cow


**Gg**     
girl gate goat

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


The C G Phonics Chant  
C c cat G g gate  
C c cow G g girl  
C c coat G g goat  
Coat goat girl WOW!

**C Listen and read along.**


**Good Friends!**




1  
Come on, black cat.



2  
Open the gate, brown cow.  
Thank you.



3  
Close the gate. Good goat!



4  
This is a coat. It's pink.

I can do this lesson.

### Topic:

- Consonant sounds /k/ and /g/

### Lesson Objectives:

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

### Language:

cat, coat, cow, girl, gate, goat

### Materials:

Teacher Cards 49–54; CD1 Tracks 02, 36–38; Student Cards 49–54 (Teacher's Resource Center)

Student Book pages 18–19

## Warm up

1. Sing "The Alphabet Song" (Class CD1 Track 02) if your students need to review the letter names.
2. **Find and Match.** Practice the alphabet capital and lowercase letters from Aa–Gg with a matching game. Show either a capital or lowercase letter and ask students to find the matching letter, or say a word that starts with each letter and have students touch the letter.

## Pre-teach Phonics

- Write the letters Cc and Gg on the board. Display Teacher Cards for *cat* and *goat* and say the words, stressing the initial sounds, /k/at and /g/oat. Ask students to repeat the words and place the cards under the correct letters.

**Pronunciation note:** Ask students to hold their hands in front of their mouths when they say /k/ and /g/. They will feel a little breath on their hands for /g/ and a lot of breath for /k/.

### Student Book page 18

## A Listen, point, and say.

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

1. Ask students to point to the letters Cc and Gg on the ABC chart at the top of the page. Play Class CD1 Track 36. Students point to the letters and words as they hear them. Then play the audio again and have students listen and repeat the sounds and words.

**1.36** C /k/ cat, coat, cow  
G /g/ girl, gate, goat

2. Show students Teacher Cards for words that start with the /k/ sound (cat, coat, cow) and say the words. Have students concentrate on listening to the initial sound in each word. Do the same with the words that begin with the /g/ sound. Then say the words in random order and ask students to decide whether the initial sound is /k/ or /g/. Ask students to clap once for /k/ sounds and twice for /g/ sounds.

## B Listen, point, and chant.

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

1. Ask students to point again to the letters *Cc* and *Gg* on the ABC chart at the top of the page.
2. Play Class CD1 Track 37. Students point to the letters and words as they listen to the chant. Play the chant again. Ask students to clap once at the end of the lines for the /k/ sound words, clap twice for the /g/ sound and words, and raise both hands for *Wow!*

### 1.37 The C G Phonics Chant

/k/ /k/ cat /g/ /g/ gate  
/k/ /k/ cow /g/ /g/ girl  
/k/ /k/ coat /g/ /g/ goat  
Coat, goat, girl, WOW!

3. Play the audio again and have students do the chant with the clapping and gestures. Repeat the chant several times, in two groups and then in pairs. Switch roles so that all students practice both sounds.

*Student Book page 19*

## C Listen and read along.

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

1. Before listening to the story, have students look at the illustrations and identify the words they know. Read the title of the story aloud. Point out the color words.
2. **Read along.** Play Class CD1 Track 38. Students listen to the story and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.

### 1.38 Good Friends!

1. Come on, black cat.
2. Open the gate, brown cow. Thank you.
3. Close the gate. Good goat!
4. This is a coat. It's pink.

3. **Paired reading.** Have students take turns reading the story sentences in small groups or pairs.
4. **Act it out.** Have students work in pairs to act out the story. They can pantomime having the objects and animals in the story, or use their own drawings. Ask volunteer pairs to act out the story 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 **Concentration** (p. 17) with a double set of teacher-made word cards for the /c/ and /g/ phonics words. Students turn over two cards and read the words as they try to collect pairs of identical words.
- **Rock, Paper, Scissors** (p. 21). Place Student Cards for the phonics vocabulary face up on a table (or use the pictures in the book). Student pairs do Rock, Paper, Scissors, saying *What's this? 1,2,3!* The winner points to a picture and asks *What's this?* The loser answers. Encourage students to answer with both noun and color (*It's a black cat*).
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Fun on the Farm" on Workbook pages 17–18. Then have students read the story for homework or in class.

## Additional Resources

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



# Let's Review Units 1 and 2

**Let's Review**

**A Listen and check.**

1.  A  B  C

2.  A  B  C

3.  A  B  C

4.  A  B  C

5.  A  B  C

6.  A  B  C

7.  A  B

8.  A  B

**B Play a game.** Is this an orange bag? Yes, it is.

**Start**

**End**

**I can talk about Unit 1.**

1. What's your name?

2. What's this?

**I can talk about Unit 2.**

1. How are you?

2. Is this a green heart?

20 Units 1 and 2 Review

Units 1 and 2 Review 21

## Lesson Objective:

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

## Review Language:

- *What's your name? My name is Kate. What's this? It's a pencil. It's an eraser. This is a map. Is this a poster? Yes, it is. / No, it isn't. Take out your book. Hi, Andy. How are you? I'm fine. Thank you. What color is this? It's orange. This is a pencil. It's yellow and pink. This is a star. It's blue. It's a blue star. Is this a red square? Yes, it is. / No, it isn't.*

## Materials:

Teacher Cards 1–54; CD1 Tracks 07, 13, 21, 24, 30, 38, 39; Student Cards 1–54 (Teacher's Resource Center)

Student Book pages 20–21

## Let's Talk

1. Sing "The Hello Song" (Class CD1 Track 07) and "Hi, How Are You?" (Class CD1 Track 24) in two groups or in pairs. Each group or partner sings one part of the conversation. Encourage students to use gestures or actions as they sing.
2. Review the conversations with a **Walk and Talk** activity (p. 20). Help students combine the language from both units and use the extended conversations from the videos to create a slightly longer conversation: S1: *Hi. I'm (Amy). What's your name?* S2: *My name is (Ken). How are you, Amy?* S1: *I'm great. How are you?* S2: *I'm fine. Thank you.* Then set a timer or call off 15-second segments and have students talk.

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

1. Review the vocabulary and sentence patterns with a **True or False** game. Divide students into small groups or pairs. Place Student Cards for classroom objects (1–16) and shapes (37–44) in one pile, face down. Place Student Cards for colors (27–36) in a second pile, face down. Students turn over the top card in each pile and make a sentence. S: *It's a (red) (book).* Alternately, make true or false statements about the cards shown. S1: *It's a (red) (book).* S2: *No, it isn't. It's a (blue) (oval).*

2. Student pairs review the vocabulary and the question-and-answer patterns with a **Pick Up Game** (p. 21). Place Student Cards for classroom objects, shapes, and colors face down, in random order on a table. Students play **Rock, Paper, Scissors** and the winner selects a card and asks *What's this?* or *Yes/No* question about the object, shape, or color pictured. The losing student answers. Repeat the process until all the cards have been picked up. Encourage students to review all of the question patterns they've learned.
3. Have students review the chants and songs. For the "What's This? It's a Book" chant (Class CD1 Track 13), have students point to or hold up the object cards as they do the chant. For "The Black Cat Song," (Class CD1 Track 30) have students hold up or point to the appropriate color cards as they sing.
4. Have students review the Listen and do language 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. *Please take out your book, pick up your pencil, and draw a picture.*

## Let's Read

Phonics words: *bird, ball, boy, peach, pencil, pink, cat, coat, cow, girl, gate, goat*

1. Review phonics sounds with a **Board Race** (p. 17). Write the letters *b, c, g,* and *p* on the board. Divide

students into teams. Say one of the phonics words. Students from each team race to the board to touch the initial sound they hear.

2. Have students read “At the Park” and “Good Friends!” while listening to Class CD1 Track 21 and Track 38. Then have students show that they understand the stories by playing **That’s Not Right!** Reread each story aloud, but change some of the details. Students should correct you each time they hear a mistake (*That’s not right!*).

## Let’s Review

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

### A Listen and check.

1. Before students open their books, prepare them for the test procedure. On the chalk board, set up a sample to resemble the listening test on page 20 of the Student Book. Tape three of Teacher Cards 1–16 (classroom objects) to the chalk board. Draw a letter *A* under the first card, a letter *B* under the second, and a letter *C* under the third. Have one student stand by the cards. Identify one of the cards. *It’s (a pencil).* The student points to the correct card and checks the correct letter. Repeat as necessary until all students understand the procedure.
2. Students look at the test in their books. Have students identify the items in numbers 1–6 and the actions in numbers 7–8. Encourage students to anticipate the language they might hear on the audio.
3. Play Class CD1 Track 39. 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.



1.39

1. What’s this?  
It’s a globe.
2. Is this a chair?  
Yes, it is. It’s a red and black chair.
3. Is this a square? No, it isn’t. It’s a triangle.
4. What color is this?  
It’s pink.
5. It’s a red diamond.
6. It’s a blue marker.
7. Draw a triangle.
8. Pick up the red crayon.

4. Use the items on page 18 for further review. Have student pairs create their own listening test questions for each other.

### B Play a game.

1. Students look at the pictures and dialogue. Check that students know how to describe the objects in the game squares (*red, a green marker, a purple star, a blue pen, an orange and black bag, a yellow and pink pencil, a brown desk, a blue chair, a pink ruler, a yellow oval*).
2. Model the game before asking students to play. S1 rolls a die and moves a marker the number of spaces shown on the die. Ask S1 a question about the object in the space (e.g., *Is this a blue pen?*). If S1 answers correctly, his or her marker remains in the space. If S1 does not answer correctly, his or her marker returns to the space occupied prior to the roll. S2 then rolls the die and moves, and S1 asks a question.
3. Have students play the game in pairs or small groups.
4. The game can also be played by asking students to make sentences about the pictures, and to test their partners by making true or false statements about the objects.



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

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

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

### Additional Resources

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

# Unit 3 At the Store

## Let's Talk

**Unit 3**  
**At the Store**  
**Let's Talk**

**A Listen and say.**

Hi, Scott. This is my friend, Sarah. Hello, Sarah.  
Hi, Scott. Hello, Sarah.  
Let's play!

**B Watch the video.**

This is my friend, Sarah.  
Hello, Sarah.

**C Listen, point, and sing.**

**This Is My Friend**  
This is my friend, Sarah. Hello, Sarah!  
This is my friend, Sarah. Hello, Sarah!  
This is my friend, Scott. Hi, Scott!

This is my friend, Scott. Hi, Scott!  
This is my friend, Sarah. Hello, Sarah!  
This is my friend, Scott. Let's play!

**D Say and act. Introduce your friend.**

Hi, \_\_\_\_\_. This is my friend, \_\_\_\_\_.  
Hello, \_\_\_\_\_.

I can do this lesson.

Unit 3 At the Store 23

Student Book pages 22–23

### Topic:

- Introductions

### Lesson Objectives:

- Learning how to introduce friends
- Suggesting an activity

### Language:

*This is my friend, Sarah.  
Hello, Sarah.*

### Materials:

Teacher Cards 27–36; CD1 Tracks 40–42;  
Student Cards 27–36 and Unit 3 Let's Talk  
Video (Teacher's Resource Center)

## Warm up

1. Greet students, saying *Hi, (Andy). How are you?* Encourage students to reply *I'm fine. Thank you.*
2. Use Teacher Cards 27–36 to review the color vocabulary. Show the cards quickly as you ask *What color is this?* Have students answer in sentence form *It's (orange).*
3. Display pairs of color Teacher Cards 27–36 with uncolored teacher-made shape cards. Hide the color cards under or behind the shapes. Have one student pick a shape and say *This is (a triangle).* Then have them reveal the color card and say *It is a (green) (triangle).* For variety, have some students ask *What color is this?* after they identify the shape and before they reveal the color.

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 *Hi, Scott. This is my friend, Sarah. Hello, Sarah. Hi, Scott. Let's play!* Students repeat the lines after you to practice pronunciation. Divide the class into two groups. Have each group take one role while you take the third role. *Hi, Scott. This is my friend Sarah. Hello, Sarah. Hi, Scott. Let's play.* Then switch roles.

2. Students look at the pictures and identify the characters. Play Class CD1 Track 40. Students listen to the conversation. Students listen again and point to the characters as they speak. Play the audio a third time and have students point to and repeat the sentences.

1:40 Hi, Scott. This is my friend, Sarah.  
Hello, Sarah.  
Hi, Scott. Let's play!

3. Play Class CD1 Track 41. Have students listen to the language focus. Then students repeat the sentences after the audio, focusing on natural intonation, rhythm, and speed.

1:41 This is my friend, Sarah.  
Hello, Sarah.

## B Watch the video.

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

1. Play the video. Then have students say the names and words they recognize from the conversation. Explain new language, if necessary.

Oh, hi, Scott. *How are you?*

I'm great!

This is my friend, Sarah.

Hi, Scott.

Hello, Sarah.

*This is my new friend, Sarah.*

*This is a great game!*

Yes, it is!

Let's play.

2. Play the video again. Pause the video after each exchange and have students repeat the extended conversation. Then play the video a third time and have students act out the characters' gestures as they watch.
3. Students act out the extended conversation in three groups and then in groups of three, taking turns playing each role. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 23

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

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

1. Play Class CD1 Track 42. Students repeat the names and words they recognize from the conversation.

#### 1.42 This Is My Friend

This is my friend, Sarah.

Hello, Sarah! (repeat)

This is my friend, Scott.

Hi, Scott! (repeat)

This is my friend, Sarah.

This is my friend, Scott.

Let's play!

2. Students clap to keep the beat as you model the song, line by line. Students echo the lines after you, and then practice the song as a chant. Use gestures to help students understand the language, such as waving for *Hello* and pointing to students for *This is my friend, (Sarah)*.
3. Students open their books to page 23. Play the song again and have students point to the words they are familiar with and the characters whose names they recognize.

4. Play the song again and have students sing along. Then divide the class into two groups to sing the song. Have groups alternate singing each line. If there are relatively equal amounts of boys and girls in the class, assign the girls to begin the song with *This is my friend, Sarah*. The boys then sing *Hello, Sarah!* Have the boys begin the second verse.

### **D** Say and act. Introduce your friend.

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

1. Use puppets or student volunteers to model the conversation. Have students repeat the lines after you to practice pronunciation. Encourage students to use their friends' or classmates' names. Have two students each take one role while you take the remaining role. Switch roles and repeat.
2. Divide the class into groups of three and have them take turns introducing their friends. Encourage them to use the gestures and extended conversation from the video.



### I can do this lesson.

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

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

## Games and Activities

- **Walk and Talk** (p. 20). Student pairs walk around the room and introduce each other to other pairs. Play for one or two minutes, then have students switch partners and continue for another minute.
- Play a variation on **Find Your Partner** (p. 19). Help students identify the colors of various classmates' clothing. Then line up a small group of students at the front of the class and give each one a color Teacher Card (27–36) to hold up. Pair the other students and have them try to find a person holding a color card that matches their favorite color. When they find the matching color, have the students practice introducing their friends to the student with the same color card.

## Additional Resources

Workbook page 21  
Online Practice

# Unit 3 At the Store

## Let's Learn

**Let's Learn**

**A Learn the words.**

1. a crayon    2. a marker    3. a notebook    4. a pencil case  
5. crayons    6. markers    7. notebooks    8. pencil cases

**B Ask and answer.**

How many crayons?  
One crayon. Three crayons.

**C Ask your partner.**

1.    2.    3.  
4.    5.    6.

How many books? One book.  
How many stars? Three stars.

**D Watch, write, and sing.**

**How Many?**

Crayons, markers, pencil case, pencil case.  
Crayons, markers, pencil case, pencil case.  
2 crayons, \_\_\_ markers, \_\_\_ purple pencil case.  
How many crayons? \_\_\_ crayons.  
How many markers? \_\_\_ markers.  
How many purple pencil cases? \_\_\_ purple pencil case.

I can do this lesson!

### Topic:

- Writing supplies

### Lesson Objectives:

- Identifying and counting singular and plural nouns
- Asking and answering questions about objects using *how many*

### Language:

*a crayon, a marker, a notebook, a pencil case, crayons, markers, notebooks, pencil cases*

*How many crayons?*

*One crayon. Three crayons.*

### Materials:

Teacher Cards 55–62; CD1 Tracks 43–48; Student Cards 55–62 and Unit 3 Song Video (Teacher's Resource Center)

Student Book pages 24–25

## Warm up

1. Review counting to ten. Draw shapes on the board in groups from one to ten. Point to a group and have students count the number of items. *How many triangles?*
2. Play **Beanbag Circle** (p. 19) to review the *This is my friend, Sarah. Hello, Sarah* dialogue.

## Pre-teach Language

1. Introduce the new vocabulary by using Teacher Cards 55–62. Show one card at a time and say the name of the item. Have students repeat each word three times.
2. Introduce the plural forms in the same way with Teacher Cards 55–62. Contrast the singular form by holding up the plural Teacher Card for each object and emphasizing the *s*. Say *a (crayon)/(crayons)*. Have students repeat both forms.

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 objects in their books as they hear

them. Students listen again and repeat the words, listening for the plural endings.

- 1.43
- |                  |                 |               |
|------------------|-----------------|---------------|
| 1. a crayon      | 2. a marker     | 3. a notebook |
| 4. a pencil case | 5. crayons      | 6. markers    |
| 7. notebooks     | 8. pencil cases |               |

2. Slowly call out single items and have students point to the items they hear. Then say the plural items and their number (*three crayons*) and have students point to the picture in their books

### B Ask and answer.

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

1. Have students look at the picture, and describe what they see. Play Class CD1 Track 44 and have students point to the objects.

1.44

How many crayons?  
One crayon.  
Three crayons.

1. How many crayons? One crayon.
2. How many pencil cases? One pencil case.
3. How many notebooks? One notebook.
4. How many markers? One marker.
5. How many crayons? Three crayons.

6. How many notebooks? Two notebooks.
7. How many markers? Four markers.
8. How many pencil cases? Three pencil cases.

2. Display Teacher Cards 55–62. Point to a single item and ask *How many (notebooks)?* Students answer (*one notebook*). Continue with more single and plural items.
3. Play Class CD1 Track 45. Have students listen, clap, and chant along with the drum track.



See the script for Track 44.

4. Students take turns asking and answering the questions in pairs.

**Student Book page 25**

### **C** Ask your partner.

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

1. Have students look at the pictures and identify the objects, then count the number of each item. Play Class CD1 Track 46 and have the students listen and point to the objects.



- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1. How many books?<br>One book.       | 2. How many stars?<br>Three stars.  |
| 3. How many pencils?<br>Five pencils. | 4. How many hearts?<br>Two hearts.  |
| 5. How many pens?<br>Seven pens.      | 6. How many rulers?<br>Four rulers. |

2. Read the questions and answers. Read them again and have students repeat. Have student pairs ask and answer questions about the pictures.
3. Play Class CD1 Track 47. Students listen, clap, and chant along with the drum track.



See the script for Track 46.

4. Have students in pairs take turns asking and answering the questions about items they see around the classroom.

### **D** Watch, write, and sing.

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

1. Have students look at the pictures and identify the number and name of all the objects they can.
2. Have students listen to the song (Class CD1 Track 48) and point to the objects in the picture.

#### 1.48 How Many?

Crayons, markers, pencil case, pencil case.

Crayons, markers, pencil case, pencil case.

2 crayons, 4 markers, 1 purple pencil case.

How many crayons? 2 crayons.

How many markers? 4 markers.

How many purple pencil cases? 1 purple pencil case.

3. Play the video and have students say the correct numbers. Then have students fill in the blanks.
4. Play the video again and have students sing along.



### I can do this lesson.

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

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

### Games and Activities

- **Concentration** (p. 17). Use Teacher Cards 55–62, placed face down in random order. Students turn over two cards and try to match a singular and plural of the same item.
- **Play Slap** (p. 18) using Student and Teacher Cards 55–62. Hold up a Teacher Card. Students race to touch the matching Student Card.
- Place multiple numbers of small, colored shapes and objects around the class. Call out a color and a number. Have pairs find classroom objects of that color and number around the room. Students shout *Found it!* Then they practice making sentences about the items.

### Additional Resources

Workbook pages 22–23

Online Practice

# Unit 3 At the Store

## Let's Learn More

**Let's Learn More**

**A Learn the words.** (CD1)

1. a CD
2. a video game
3. a cell phone
4. a computer
5. CDs
6. video games
7. cell phones
8. computers

**B Ask and answer.** (CD1)

What's this?  
It's a cell phone.

What are these?  
They're CDs.

They are - They're

What's this?  
It's a cell phone.

What are these?  
They're CDs.

They are - They're

**C Play a game. Ask your partner.** (CD1)

What's this?  
It's a CD.

What are these?  
They're pencil cases.

**Start**

**End**

**D Listen and do.** (CD1)

1. Point to the computer.
2. Find the video games.
3. Count the video games.
4. Count the books.

I can do this lesson.

26 Unit 3 At the Store

Student Book pages 26–27

### Topic:

- Electronics

### Lesson Objectives:

- Identifying and asking about electronic devices
- Asking and answering questions about plural items
- Learning commands related to shopping for electronics

### Language:

a CD, a video game, a cell phone, a computer, CDs, video games, cell phones, computers

What's this? It's a cell phone.

What are these? They're CDs.

### Materials:

Teacher Cards 55–74; CD1 Tracks 13, 49–53; Student Cards 55–74 and Contraction Card (they're) (Teacher's Resource Center)

## Warm up

1. Sing "What's This? It's a Book" (Class CD1 Track 13). Students practice singing the lyrics along with the audio. Then have students substitute other classroom items and sing again.
2. Students place random numbers of small school supplies such as crayons, rulers, and pencils, etc., on the table. Have students take turns counting the items and saying *one (ruler), (three) (crayons)*.

## Pre-teach Language

1. Introduce the electronics words using Teacher Cards 63–70. Hold up each card and say the word. Have students repeat the name of each electronic device several times.
2. Introduce the plural question and plural answer. Say *What are these? They're (CDs)*. Repeat several times. Then ask the question and have students answer.

### Student Book page 26

## A Learn the words.

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

1. Play Class CD1 Track 49. Students look at the pictures and point to the electronic devices as they hear them. Play the audio again and have students repeat the words.


- 1.49
- |                 |                |
|-----------------|----------------|
| 1. a CD         | 5. CDs         |
| 2. a video game | 6. video games |
| 3. a cell phone | 7. cell phones |
| 4. a computer   | 8. computers   |

2. Introduce the plural forms by using Teacher Cards 63–70. Hold up the singular and plural Teacher Cards for each electronic device and emphasize the ending. Have students repeat both forms.

## B Ask and answer.



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

1. Have students look at the picture and describe what they see. Then play Class CD1 Track 50.

 1.50 What's this? It's a cell phone.  
What are these? They're CDs.

1. What's this? It's a cell phone.
2. What's this? It's a computer.
3. What are these? They're cell phones
4. What are these? They're CDs.
5. What are these? They're video games.

2. Display Teacher Cards 63–70. Point to a card and ask *What's this?* Students answer *It's (a cell phone)*. Repeat with the plural item. Then continue with the rest of the corresponding cards.
3. Play Class CD1 Track 51. Students listen, clap, and chant along with the drum track. Use the Contraction Cards to show that *they are* has the same meaning as *they're*.

 1.51  See the script for Track 50.


4. Student pairs take turns asking and answering the questions for each item.

*Student Book page 27*

### **C** Play a game. Ask your partner.

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

1. Read the questions and answers. Read them again, and have students repeat.
2. Play Class CD1 Track 52. Students point to the questions and answers they hear.

 1.52 What's this? It's a CD.  
What are these? They're pencil cases.


3. Have students play the game in pairs. Students roll the die/number cube and ask and answer questions about the picture in the space they land on.

### **D** Listen and do.

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

1. Introduce the sentences with actions, to reinforce the meaning of the verbs. Use multiple sets of Student Cards for items you do not have in class. Have students repeat the sentences and do the actions several times.

2. Play Class CD1 Track 53. Students listen to the sentences and point to the pictures that show each action. Play the audio again and have students repeat the sentences.

 1.53

1. Point to the computer.
2. Find the video games.
3. Count the video games.
4. Count the books.

3. Show Teacher Cards 71–74. Students say and do the actions. Then half the students say the sentences and the other half do the actions. Reverse roles and repeat.

### I can do this lesson.

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

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

### Games and Activities

- Play an expanded version of the game on page 27. Use a teacher-made game board that copies the squares in the original game and has additional squares to include other classroom objects, electronic objects, and shapes. Play the game in teams.
- Play **Do As I Say** (p. 21). Use multiple sets of Student Cards 71–74 for items you do not have in class. Give commands and have students perform the action.
- Practice the vocabulary from *Let's Learn* and *Let's Learn More* by playing **Show Me** (p. 19). Use Teacher Cards and Student Cards 55–70. Ask the students to identify the items and hold up their matching Student Cards.

### Additional Resources

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



# Unit 3 At the Store

## Let's Read

**Let's Read**

**Phonics**

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz

**A Listen, point, and say.**

**Dd** desk duck door  
**Tt** tiger two toys

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

**The D T Phonics Chant**

D d duck	D d door
T t tiger	T t two
D d duck	D d door

Ducks and tigers at the door!

**C Listen and read along.**

**Ducks and Tigers**

1 Hello, duck. Hello, tiger. Open the door!

2 Wow! How many toys? Ten toys.

3 Two ducks! Two tigers!

4 Wow! Look at the desks!

I can do this lesson.

Student Book pages 28–29

### Topic:

- Consonant sounds /d/ and /t/

### Lesson Objectives:

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

### Language:

desk, duck, door, tiger, two, toys

### Materials:

Teacher Cards 75–80; CD1 Tracks 54–56;  
Student Cards 75–80 (Teacher's Resource Center)

## Warm up

1. Do a quick drill to review the alphabet if necessary. Show teacher-made alphabet cards in order and have students quickly name the letters.
2. **Find the Match** (p. 17). Write the capital and lowercase alphabet in two non-consecutive rows on the board. Point to either a capital or lowercase letter and have students come to the board and point to the matching letter.

## Pre-teach Phonics

- Write the letters *Dd* and *Tt* on the board. Display Teacher Cards for *duck* and *tiger* and say the words, stressing the initial sounds, /d/uck and /t/iger. Ask students to repeat the words and place the cards under the correct letters.

Student Book page 28

### A Listen, point, and say.

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

1. Ask students to point to the letters *Dd* and *Tt* on the ABC chart at the top of their page. Play Class CD1 Track 54. Students listen and point to

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

1.54 D /d/ desk, duck, door  
T /t/ tiger, two, toys

2. Show students Teacher Cards for words that start with the /d/ sound (*desk*, *duck*, *door*) and say the words. Have students listen to the initial sound in each word. Do the same with the words that begin with the /t/ sound. Then say the words in random order and ask students to decide whether the initial sound is /d/ or /t/. Ask students to clap once for /d/ sounds and twice for /t/ sounds.

### B Listen, point, and chant.

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

1. Ask students to point again to the letters *Dd* and *Tt* on the ABC chart at the top of the page.
2. Play Class CD1 Track 55. Students point to the letters and words as they listen. Play the chant again and have students clap once at the end of the lines with the /d/ sound and words, and clap twice after lines with the /t/ sound and words.



### 1.55 The DT Phonics Chant

/d /d/ duck /d/ /d/ door

/t/ /t/ tiger /t/ /t/ two

/d/ /d/ duck /d/ /d/ door

Ducks and tigers at the door!

3. Play the audio again and have students do the chant with claps. Repeat the chant several times as a class, in small groups, and then in pairs.

Student Book page 29

## C Listen and read along.

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

1. Before listening to the story, have students look at the pictures and identify words they know. Read the title of the story aloud. Point out the phonics words.
2. **Read along.** Play Class CD1 Track 56. Students listen to the story and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.



### 1.56 Ducks and Tigers

1. Hello, duck.

Hello, tiger.

Open the door!

2. Wow! How many toys?

Ten toys.

3. Two ducks!

Two tigers!

4. Wow! Look at the desks!

3. **Paired reading.** Students take turns reading the story sentences in small groups or pairs.
4. **Act it out.** Have students work in pairs to act out the story. They can pantomime or use Student Cards or their own realia, then switch roles. Ask volunteer pairs to act out the story 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 **Find the Match** (p. 17). Hold up teacher-made phonics word cards for /d/ and /t/. Students find the word in the story and then read the sentence where the word appears.
- Play a game to practice commands and talking about plural items. Display Teacher Cards 75–80 on the chalk/marker rail. Say a command using the /d/ and /t/ vocabulary and have students do the action: *Point to the (desk). Find the (tiger). Count the (toys).*
- Play **Living Sentences** (p. 19) using the lines from the story “Ducks and Tigers.” Divide the class into groups and assign one sentence from the story to each group. Each student is assigned a word from the sentence. Without speaking, students arrange themselves in the correct order.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in “Let’s Count!” on Workbook pages 27–28. Then have students read the story for homework or in class.

## Additional Resources

Unit 3 Test (Teacher’s Resource Center)

Workbook pages 26–28

Online Practice

# Unit 4 People at Home

## Let's Talk

Unit 4  
**4** People at Home  
Let's Talk

**A Listen and say.**

Hi, Mom! This is my friend, Scott.  
It's nice to meet you, Scott.  
It's nice to meet you, too.

It's nice to meet you.  
It's nice to meet you, too.

**B Watch the video.**

30 Unit 4 People at Home

**C Listen, point, and sing.**

**The Family Song**

This is my mother.  
Nice to meet you.  
Nice to meet you, too.  
This is my father.  
Nice to meet you.  
Nice to meet you, too.

This is my sister.  
Nice to meet you.  
Nice to meet you, too.  
This is my brother.  
Nice to meet you.  
Nice to meet you, too.

**D Say and act. Introduce your family.**

This is my \_\_\_\_\_  
It's nice to meet you.

It's nice to meet you, too.

I can do this lesson.

Unit 4 People at Home 31

### Topic:

- More formal introductions

### Lesson Objectives:

- Learning more greetings
- Introducing others

### Language:

*It's nice to meet you, Scott.*  
*It's nice to meet you, too.*

### Materials:

Teacher Cards 63–70, 81–88; CD1 Tracks 57–59; Student Cards 63–70, 81–88, and Unit 4 Let's Talk Video (Teacher's Resource Center)

Student Book pages 30–31

## Warm up

1. Play **Conversation Lines** (p. 20) to review introductions from Units 1–3.
2. Use Teacher Cards 63–70 to review the electronics vocabulary. Hold up each card and ask *What's this?* Call on students to identify the objects.

## Pre-teach Language

- Introduce the family vocabulary, using Teacher Cards 81–88. Show one card and identify the family member. Students repeat the word several times. Continue with the remaining Teacher Cards.

Student Book page 30

### **A** Listen and say.

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

1. Use Teacher Card 83 and two student volunteers to model the conversation. Display Teacher Card 83 and wave to it, saying *Hi, Mom!* Have students repeat after you. Then introduce the conversation with two student volunteers: *Hi, Mom! This is my friend, Scott. It's nice to meet you, Scott. It's nice to meet you, too.* Have all students repeat, and check for correct pronunciation.

2. Students look at the picture and identify the characters. Play Class CD1 Track 57. Students listen to the conversation. Play the audio again and have students point to the characters as they speak. Play the audio a third time and have students point to and repeat the sentences.

**1.57** Hi, Mom! This is my friend, Scott.  
It's nice to meet you, Scott.  
It's nice to meet you, too.

3. Play Class CD1 Track 58. Have students listen to the language focus. Then have students repeat the conversation after the audio, focusing on natural intonation, rhythm, and speed.

**1.58** It's nice to meet you.  
It's nice to meet you, too.

### **B** Watch the video.

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

1. Play the video. Then have students say the names and words they recognize from the conversation. Explain new language, if necessary.

Hi, Mom! I'm home!  
 Hi, Kate!  
 Who's this?  
 This is my friend, Scott.  
 Hi! It's nice to meet you, Scott.  
 It's nice to meet you, too.  
 Let's play!  
 OK!  
 It's nice to meet you!


2. Play the video again. Pause the video after each exchange and have students repeat the extended conversation. Encourage students to answer Kate's mom: *It's nice to meet you, too!*
3. Students act out the extended conversation in three groups and then in groups of three, taking turns playing each role. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 31

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

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

1. Play Class CD1 Track 59. Students repeat words they recognize from the conversation.

 1.59 **The Family Song**

This is my mother.	This is my sister.
Nice to meet you.	Nice to meet you.
Nice to meet you, too.	Nice to meet you, too.
This is my father.	This is my brother.
Nice to meet you.	Nice to meet you.
Nice to meet you, too.	Nice to meet you, too.

2. Play the song again. 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.

**Pronunciation note:** Be sure students can pronounce the /th/ in *mother*, *father*, and *brother*. Have students practice the /th/ sound by slightly biting their tongues as they say the sound.

3. Play the song again and have students sing along. Then divide the class into two groups to sing the song. Have groups alternate singing each line.

### **D** Say and act. Introduce your family.

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

1. Use puppets or student volunteers to model the conversation. Have students repeat the lines after you to practice pronunciation. Have two students each take one role while you take the third role. Switch roles and repeat.
2. Divide the class into groups of three. Two members of each group play family members and the third member plays a friend. Make nametags that say *mother*, *father*, *sister*, etc., if necessary. One of the family members introduces their friend to the other family member. Then students switch roles. Encourage them to use the gestures and extended conversation from the video.



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

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

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

### **Games and Activities**

- **Dialogue Musical Chairs** (p. 20). Divide students into groups of three to take the roles of friends and family members. As the music is played, students move around the room and introduce their family to other students. Model the activity with student volunteers, if necessary.
- **Role Play**. Divide the class into groups of three. Select one person in each group to be the "mother." Students practice introducing each other to their "mothers." Switch roles and repeat.
- **Living Dialogues** (p. 19). Create multiple sets of sentences from the conversations in Unit 3 and this lesson. Distribute them randomly. Students arrange themselves in order and practice the dialogue.

### **Additional Resources**

Workbook page 29

Online Practice

# Unit 4 People at Home

## Let's Learn

**Let's Learn**

**A Learn the words.**

1. grandmother 2. grandfather 3. mother 4. father  
5. sister 6. brother 7. baby sister 8. baby brother

**B Ask and answer.**

Who's she? She's my grandmother.  
Who's he? He's my grandfather.

Who is - Who's  
She is - She's  
He is - He's

**C Ask your partner.**

Who's she? She's my mother.

**D Watch, point, and chant.**

**Who's She?**

Who's she? She's Marie.  
Who's he? He's my brother, Lee.  
Who's he? He's my brother, Lou.  
Who's she? She's my sister, Sue.

Who's she? She's my good friend, Mary.  
Who's he? He's my good friend, Harry.

I can do this lesson.

Unit 4 People at Home 33

**Topic:**

- Family members

**Lesson Objective:**

- Identifying and talking about family members

**Language:**

*grandmother, grandfather, mother, father, sister, brother, baby sister, baby brother*

*Who's she?*

*She's my grandmother.*

*Who's he?*

*He's my grandfather.*

**Materials:**

Teacher Cards 81–88; CD1 Tracks 59–64; Student Cards 81–88, Contraction Cards (*who's, she's, he's*), and Unit 4 Chant Video (Teacher's Resource Center)

Student Book pages 32–33

### Warm up

- Sing “The Family Song” (Class CD1 Track 59). Students practice singing the lyrics with the audio. Then students sing the song without the audio.

### Pre-teach Language

1. Introduce the family member words using Teacher Cards 81–88. Hold up one card at a time, identify the person, and have students repeat.
2. Introduce the question. Hold up a Teacher Card and ask students *Who's (she)?* and answer *It's my (grandmother).*

Student Book page 32

#### **A** Learn the words.

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

1. Play Class CD1 Track 60. Students listen and point to the family members in their book as they hear them. Play the audio again and have students repeat the words. Listen and make sure students are pronouncing the /th/ sound correctly.

**1.60**

1. grandmother	2. grandfather	3. mother
4. father	5. sister	6. brother
7. baby sister	8. baby brother	

2. Slowly call out family member words and have students point to the matching pictures.

#### **B** Ask and answer.

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

1. Have students look at the pictures, and describe what they see. Ask volunteers to identify the people. Then play Class CD1 Track 61 and have students point to the people.

**1.61**

Who's she?	She's my grandmother.
Who's he?	He's my grandfather.
1. Who's she?	She's my grandmother.
2. Who's she?	She's my baby sister.
3. Who's she?	She's my mother.
4. Who's she?	She's my sister.
5. Who's he?	He's my grandfather.
6. Who's he?	He's my baby brother.
7. Who's he?	He's my father.
8. Who's he?	He's my brother.

2. Display Teacher Cards 81, 83, 85, and 87. Point to a picture and ask *Who's she?* Students answer *She's my (mother)*. Repeat with all the female family members. Explain that we use *she* when referring to females. Repeat with Teacher Cards 82, 84, 86, and 88 and explain the use of *he*.

**Pronunciation note:** Help students to pronounce *she's* correctly, with the /sh/ sound at the beginning and the /z/ sound at the end.

3. Divide the class into two groups. Using Student Cards 81–88, have groups take turns asking and answering the questions.
4. Use the Contraction Cards to show that *who is* has the same meaning as *who's*, *she is* has the same meaning as *she's*, and *he is* has the same meaning as *he's*.
5. Play Class CD1 Track 62. Students listen, clap, and chant along with the drum track.



See the script for Track 61.

6. Students take turns asking and answering the questions in pairs.

**Student Book page 33**

### **C** Ask your partner.

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

1. Students look at the picture. Read the model question-and-answer pattern, and have students repeat.
2. Play Class CD1 Track 63. Students point to the correct family member picture as they hear the name.



- |               |                       |
|---------------|-----------------------|
| Who's she?    | She's my mother.      |
| 1. Who's she? | She's my mother.      |
| 2. Who's he?  | He's my brother.      |
| 3. Who's he?  | He's my father.       |
| 4. Who's he?  | He's my grandfather.  |
| 5. Who's she? | She's my baby sister. |
| 6. Who's he?  | He's my baby brother. |

3. In pairs, students take turns asking and answering questions about the family members on the page.

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

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

1. Play Class CD1 Track 64. Using their books, students point to the family words they hear.



#### Who's She?

Who's she? She's Marie.

Who's he? He's my brother, Lee.

Who's he? He's my brother, Lou.

Who's she? She's my sister, Sue.

Who's she? She's my good friend, Mary.

Who's he? He's my good friend, Harry.

2. Play the video. Have students raise their hands when they hear family words.
3. Play the video again and have students do the chant with claps. Students repeat the chant several times as a class, in small groups, and then in pairs.
4. Have student pairs substitute the names in the chant with their own relatives and friends, and chant again.



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 two sets of Student Cards 81–88 for each group. As students turn over two cards, they say the family member name shown. If a match is made, the student keeps the pair of cards and earns a point.
- **Relay Race** (p. 20). Give the first player of each team a family member Teacher Card. They show their cards to the next player and asks *Who's (she)?* The second player answers and then asks the next player.

## Additional Resources

Workbook pages 30–31

Online Practice

# Unit 4 People at Home

## Let's Learn More

**Let's Learn More**

**A Learn the words.**

1. tall 2. short 3. young 4. old 5. pretty 6. handsome

**B Make sentences.**

1. She's my mother. 2. She's pretty.

**C Listen, circle, and sing.**

Is He Short? Is He Tall?

Is he short?	Yes	No
Is he tall?	Yes	No
Is he young?	Yes	No
Is he old?	Yes	No

Is he your ?

Is she tall?	Yes	No
Is she short?	Yes	No
Is she old?	Yes	No
Is she young?	Yes	No

Is she your ?

**D Listen and do.**

A, B, C ...

1. Say the alphabet. 2. Count to ten.

3. Read a book. 4. Write the word.

I can do this lesson.

### Topic:

- Descriptions of people

### Lesson Objectives:

- Describing people
- Answering Yes/No questions about people

### Language:

*tall, short, young, old, pretty, handsome*

*She's my mother.*

*She's pretty.*

### Materials:

Teacher Cards 17–20, 45–48, 71–74, 81–98;  
CD1 Tracks 65–69; Student Cards 17–20,  
45–48, 71–74, 81–98 (Teacher's Resource  
Center)

Student Book pages 34–35

[www.irLanguage.com](http://www.irLanguage.com)

### Warm up

1. **Make a chant** to review the family vocabulary and conversation pattern. Distribute multiple copies of Student Cards 81–88 to the class. Also distribute some teacher-made name cards to student volunteers. Select four students to stand up and display their card. Using a simple 4/4 beat, point to the volunteers and begin the chant:  
*Who's (she)? / She's (Jenny).*  
*Who's (he)? / He's my brother, (Dan).*  
*Who's she? / She's my mother.*  
*Who's she? / She's my grandmother!*
2. Encourage students to clap along with the chant and add verses.

### Pre-teach Language

1. Quickly review the use of *he* and *she*. Hold up female family member Teacher Cards and ask *Who's she?* emphasizing the word *she*. Repeat with male Teacher Cards, emphasizing *he*.
2. Introduce the description words, using Teacher Cards 89–94. Show one Teacher Card and say the word. Have students repeat the word several times.

Student Book page 34

### A Learn the words.

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

1. Use Teacher Cards 89–94 to introduce the new vocabulary. Use gestures and pantomime to emphasize the meanings.
2. Play Class CD1 Track 65. Students point to the pictures as they hear the words.

1.65 1. tall 2. short 3. young  
4. old 5. pretty 6. handsome

3. Introduce the sentence pattern. Display Teacher Cards 83 (*mother*) and 93 (*pretty*). Point to the *mother* card and say *She's my mother*. Then point to the *pretty* card and say *She's pretty*. Repeat several times.

### B Make sentences.

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

1. Students look at the picture and identify all of the people and characteristics they recognize. Then play Class CD1 Track 66 and have students listen and point to the people.



L.66 She's my mother.

She's pretty.

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1. She's my mother.<br>She's pretty. | 2. He's my father.<br>He's handsome. |
| 3. He's my brother.<br>He's short.   | 4. She's my sister.<br>She's tall.   |

2. Divide students into small groups. Pair sets of the family member Teacher Cards (81–88) with the descriptive Teacher Cards (89–94), and distribute three pairs to each group. Students take turns making sentences about the people.
3. Play Class CD1 Track 67. Students listen, clap, and chant along with the drum track.



L.67



See the script for Track 66.

4. In pairs, students take turns describing the people on the page.

Student Book page 35

### C Listen, circle, and sing.

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

1. Students look at the pictures, and identify and describe the people they see. Play Class CD1 Track 68 and have students point to the words in their books.



L.68 Is He Short? Is He Tall?

- |                           |                              |
|---------------------------|------------------------------|
| Is he short?              | Is she tall?                 |
| No, he isn't.             | No, she isn't.               |
| Is he tall?               | Is she short?                |
| Yes, he is.               | Yes, she is.                 |
| Is he young?              | Is she old?                  |
| No, he isn't.             | No, she isn't.               |
| Is he old?                | Is she young?                |
| Yes, he is.               | Yes, she is.                 |
| Is he very, very old?     | Is she very, very young?     |
| Yes, he's very, very old. | Yes, she's very, very young. |
| Is he your grandfather?   | Is she your baby sister?     |
| Yes, he is.               | Yes, she is.                 |

2. Play the audio again and have students circle the correct answers. Then play the audio a third time, and review the answers with the class.
3. Play the audio again and have students sing along.

### D Listen and do.

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

1. Introduce the sentences with actions, to reinforce the meaning of the verbs. Have students repeat and do the actions.
2. Play Class CD1 Track 69. 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.69

- |                      |                    |
|----------------------|--------------------|
| 1. Say the alphabet. | 2. Count to ten.   |
| 3. Read a book.      | 4. Write the word. |

3. Show Teacher Cards 95–98 and have students say and do the actions. Then have half the students say the sentences and the other half do or pantomime the actions. 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

- **Guessing Game** (p. 20). Play in small groups. Place two sets of Student Cards 89–94 (descriptions) face down on a desk or table. Then using two sets of the Student Cards 81–88, place a family member card face-up on top of each face-down card. One student picks up a family member card and says *This is my (mother)*. A second student turns the bottom card over and says *She's (pretty)*. Continue with remaining students.
- Play **Charades** (p. 17) to review actions from this unit and Units 1–3. Begin with Teacher Cards 95–98, and gradually introduce actions from previous units with Teacher Cards 17–20, 45–48, and 71–74.

### Additional Resources

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



# Unit 4 People at Home

## Let's Read

Student Book pages 36–37

### Topic:

- Vowel sound short /a/

### Lesson Objectives:

- Learning words with the short /a/ vowel sound
- Learning how to combine consonants and vowels
- Reading a story that recycles the phonics words and language from previous lessons

### Language:

*apple, cat, cap, bag*

### Materials:

Teacher Cards 9, 22, 81–88, 99–102; CD1 Tracks 70–73; Student Cards 9, 22, 81–88, 99–102 (Teacher's Resource Center)

## Warm up

- Practice the alphabet letters with a quick drill. Write the alphabet on the board, point to a letter and have students quickly say the name of the letter.

## Pre-teach Phonics

1. Write the capital and lowercase letter *Aa* on the board. Say the name of the letter, and then pronounce the short /a/ vowel sound. Say the vowel sound again and have students repeat.
2. Write the letter *a* on the board. Display Teacher Cards for *cat* and *cap* and say the words, stressing the vowel sound, *c /a/ t* and *c /a/ p*. Ask students to repeat the words slowly and point to the letter *a* as they say the sound.

**Pronunciation note:** Ask students to keep their mouths open and relaxed when they say /a/.

Student Book page 36

### A Listen, point, and say.

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

1. Ask students to point to the letter *Aa* on the ABC chart in the book. Play Class CD1 Track 70.


Students point to the letter and words as they hear them. Play the audio again and have students listen and repeat the sound and words.

2. Show students Teacher Cards 99–102 and say the words, emphasizing the vowel sounds. Have students concentrate on listening to the short vowel /a/ sound in each word. Then show the cards again and have students say the words.

### B Put the sounds together.

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

1. Play Class CD1 Track 71. Students listen to the audio and point to the letters as they hear the sounds. Show them how to draw an imaginary line with their finger under all the letters in the word when they hear the blended sounds form the word.


 1.71 /c/, /a/, /t/, cat  
/c/, /a/, /p/, cap  
/b/, /a/, /g/, bag

2. Play the audio again and have students repeat what they hear while using their fingers to follow the sounds of each word.

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

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

1. Ask students to point again to the letter *Aa* on the ABC chart in the book.
2. Play Class CD1 Track 72. Students point to the letters and words as they listen. Play the chant again and have students tap on their desks when they hear the word *apple*, and make a patting gesture when they hear the word *cat*.

 1.72 **The A Phonics Chant**  
/a/ /a/ apple                      /a/ /a/ cat  
/a/ /a/ tap                          /a/ /a/ pat  
  
Cat, apple, apple, cat  
  
Tap an apple. Pat a cat.

3. Play the audio again and have students chant. Students repeat the chant several times, in two groups and then in pairs.

*Student Book page 37*

### **D** Listen and read along.

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

1. Before listening to the story, have students look at the illustrations and identify words they know. Read the title of the story aloud. Point out the phonics words.
2. **Read along.** Play Class CD1 Track 73. Students listen to the story and follow along in their books. Encourage students to point to the words as they listen. Play the audio again. Students read along with the audio, trying to match the intonation and rhythm.

 1.73 **Let's Go to the Park**

1. Is this your cat?  
Yes, it is.
2. This is my bag.  
This is my cap.
3. Look at the apples!
4. Who's he?  
He's my brother!

3. **Paired reading.** Students take turns reading the story sentences in small groups or pairs.
4. **Act it out.** Have students work in pairs to act out the story. They can pantomime having the objects in the story, or use Teacher Cards or their own realia. Have students switch roles. Ask volunteer pairs to act out the dialogues 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 a **Guessing Game** (p. 20). Place Teacher Cards 99–102, plus Teacher Cards 9 (a map) and 22 (ball) in a bag, box, or hat. Students take turns picking an item, saying the name, and then saying the short vowel /a/ sound. Expand the game by including the sentences from the Reading. Students pick an item and ask *Is this your (cap)?* or say *This is my (cap)*.
- **Show Me** (p. 19). Use Teacher Cards 81–88 and ask *Who's (she)?* Using Teacher Cards 99–102 and ask *Is this your (apple)?* Students hold up the matching Student Card.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "Short and Tall" on Workbook pages 35–36. Then have students read the story for homework or in class.

### **Additional Resources**

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

# Let's Review Units 3 and 4

**Let's Review**

**A Listen and check.**

1.  A  B  C

2.  A  B  C

3.  A  B  C

**B Listen and number.**

**C Play a game. Ask your partner.**

**I can talk about Unit 3.**  
1. Say and act.  
This is my friend, Jenny. Hello, Jenny.  
2. What are these?

**I can talk about Unit 4.**  
1. Say and act.  
It's nice to meet you, Andy. It's nice to meet you, too.  
2. Is he young?

Student Book pages 38–39

## Lesson Objective:

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

## Review Language:

*This is my friend, Sarah. Hello, Sarah. How many crayons? One crayon. Three crayons. What's this? It's a cell phone. What are these? They're CDs. It's nice to meet you, Scott. It's nice to meet you, too. Who's she? She's my (grandmother). Who's he? He's my (grandfather). She's pretty.*

## Materials:

Teacher Cards 55–102; CD1 Tracks 42, 56, 59, 64, 73–75; Student Cards 55–102 (Teacher's Resource Center)

## Let's Talk

1. Sing "This is My Friend" (Class CD1 Track 42) and "The Family Song" (Class CD1 Track 59) in two groups or in pairs. Each group or partner sings one part of the conversation. Encourage students to use gestures or actions as they sing. Then switch.
2. Review the conversations in a **Beanbag Circle** (p. 19). Help students combine the language and use the extended conversations from the videos in Units 3 and 4. As students receive the beanbag, they continue the conversation or begin a new one. S1: *Hi, (Sarah). This is my friend, (Scott).* S2: *It's nice to meet you.* S3: *Who's (she)?* S4: *She's my (mother).* Play until everyone has had a turn.

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

1. Use Teacher Cards 55–70 to review the vocabulary and plurals. Hold up one singular Teacher Card and ask students to tell you the plural.
2. Divide students into teams to review the vocabulary and the question-and-answer patterns with a **Board Race** (p. 17). Show students a Teacher Card from 55–70. Students ask *How many (crayons)?* You reply *(Three) crayons.* Students from both teams take turns racing to the board to draw the correct number of items.
3. Have students review the chants and songs. For the "Who's She?" chant (Class CD1 Track 64), students

point to or hold up the family member cards as they do the chant.

4. Have students review the Listen and do language with a game of **Do As I Say** (p. 21). Model or pantomime the actions as you give the commands. For more of a challenge, occasionally pantomime the wrong action as you say the command.

## Let's Read

Phonics words: desk, duck, door, tiger, two, toys, apple, cat, cap, bag

1. Review phonics sounds with a **Board Race** (p. 17). Write the letters *d* and *t* 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. To review the short /a/ vowel sound, write the letter *a* on the board. Alternate saying words that do not have the short /a/ vowel sound with saying the phonics words that do. Students race to the board only when they hear the short /a/ vowel sound.
2. Have students read "Ducks and Tigers" and "Let's Go to the Park" while listening to Class CD1 Tracks 56 and 73. Then have students show that they understand the stories by playing **Find the Picture**. Read a line from either story and have students find the correlating illustration in their books. Students point to the picture. Call on volunteers to read the sentences under the picture.

## Let's Review

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

*Student Book page 38*

### A Listen and check.

1. Before students open their books, prepare them for the test procedure. On the chalk board, set up a sample to resemble the listening test on page 38 of the Student Book. Tape three of the Teacher Cards 55–59 (school supplies) to the chalk board. Draw a letter *A* under the first card, a letter *B* under the second, and a letter *C* under the third. Have one student stand by the cards. Identify one of the cards. *It's (a crayon).* The student points to the correct card and checks 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 items in numbers 1–2 and the actions in numbers 3–4. Encourage students to anticipate the language they might hear on the audio.
3. Play Class CD1 Track 74. Have students listen and point to the appropriate pictures. Note: If you want to do this as a formal test, have students check the pictures.



- 1.74
1. What's this?  
It's a computer.
  2. What are these?  
They're computers.
  3. Say the alphabet.
  4. Count the video games.

### B Listen and number.

1. Students look at the picture. Encourage students to anticipate the language they might hear on the audio.
2. Play Class CD1 Track 75. Students number the pictures in the order they hear them mentioned. Note: If you want to do this as a formal test, have students do the written test only. Correct the test with students.



- 1.75
1. Who's she?  
She's my baby sister.
  2. Who's he?  
He's my friend, Jim.
  3. Who's he?  
He's my grandfather.
  4. She's pretty. Who's she?  
She's my mother.

*Student Book page 39*

### C Play a game. Ask your partner.

1. Students look at the pictures. Make sure that students know how to identify and describe the family members in the game (*brother, father, mother, tall, short, old*).
2. Model the game before asking students to play. S1 rolls a die and moves a marker the number of spaces shown on the die. Ask S1 a question about the person pictured in the space (*Who's he?*). S1 answers with the family member name and a description. If S1 answers correctly, his or her marker remains in the space. If S1 does not answer correctly, his or her marker returns to the space occupied prior to the roll. S2 then rolls the die and moves, and S1 asks a question.
3. Have students play the game in pairs or small groups.



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

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

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

### Additional Resources

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

# Unit 5 Happy Birthday!

## Let's Talk

**Unit 5 Happy Birthday! Let's Talk**

**A Listen and say.**

Happy birthday, Jenny!  
How old are you?  
I'm seven years old.  
This is for you. Thank you!

**B Watch the video.**

40 Unit 5 Happy Birthday!

**C Listen and sing.**

**The Happy Birthday Song**

It's my birthday today.  
It's your birthday today.  
It's my birthday today.  
Happy birthday, Jenny!  
One, two, three, four, five,  
six, seven years old!  
Now I'm seven years old.  
Now you're seven years old.  
Now I'm seven years old.  
Happy birthday, Jenny!

**D Say and act. Ask your friends.**

How old are you?  
I'm \_\_\_\_\_ years old.

I can do this lesson.

Unit 5 Happy Birthday! 41

### Topic:

• Birthdays and ages

### Lesson Objectives:

- Learning how to give birthday greetings
- Learning how to ask and say someone's age

### Language:

*Happy birthday, Jenny!*

*How old are you?*

*I'm seven years old.*

*This is for you.*

*Thank you.*

### Materials:

CD2 Tracks 02–04; Unit 5 Let's Talk Video  
(Teacher's Resource Center)

Student Book pages 40–41

## Warm up

1. Review numbers with a **Repetition Drill** (p. 16). Write the numbers one through ten on the board in both numeral and word forms. Quickly point to each number in order, say the word, and have students repeat. Then point to the numbers in random order, say the word, and have students repeat.
2. Introduce the topic of birthdays by drawing a birthday cake on the board. Include seven candles on the cake. Ask volunteer students to count the candles. After a student finishes counting, hand him or her the wrapped gift box and say *Happy birthday, (Jenny)! This is for you.* Help the student respond *Thank you.*

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 *Happy birthday, Jenny. How old are you? I'm seven years old. This is for you. Thank you!* Have students repeat the lines after you to practice pronunciation. Divide the class into two groups. Have each group take one role while you take the remaining role. Then switch roles and repeat.

2. Students look at the pictures and identify the characters. Play Class CD2 Track 02. Students listen to the conversation. Play the audio again. Students listen again and point to the characters as they speak. Play the audio a third time and have students point to and repeat the sentences.

2.02 Happy birthday, Jenny!  
How old are you?  
I'm seven years old.  
This is for you.  
Thank you!

3. Play Class CD2 Track 03. Have students listen to the language focus. Then have students repeat the sentences after the audio, focusing on natural intonation, rhythm, and speed.

2.03 How old are you?  
I'm seven years old.

## B Watch the video.

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

1. Play the video. Then have students say the names and words they recognize from the conversation. Explain new language, if necessary.

Happy birthday, Jenny.  
 Oh! Thank you.  
 How old are you?  
 I'm seven years old today.  
 I'm seven, too!  
 How old are you?  
 This is for you, Jenny!  
 Oh! Thank you. It's a big box! What is it?

2. Play the video again. Pause the video after each exchange and have students repeat the extended conversation. Then act out the scene with two student volunteers. Encourage students to say what they think is in the box.
3. Students act out the extended conversation in three groups and then in groups of three, taking turns to play each role. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 41

### **C** Listen and sing.

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

1. Play Class CD2 Track 04. Students repeat the words they recognize from the conversation.

#### 2.04 The Happy Birthday Song

It's my birthday today.  
 It's your birthday today.  
 It's my birthday today.  
 Happy birthday, Jenny!  
  
 One, two, three, four, five, six,  
 seven years old!  
  
 Now I'm seven years old.  
 Now you're seven years old.  
 Now I'm seven years old.  
 Happy birthday, Jenny!

2. Have students clap to keep the beat as you model the song, line by line. Next, have students echo the lines after you, and then practice the song as a chant. Use gestures to help students understand the language.

3. Play the song again and have students sing along. Then divide the class into two groups to sing the song. Have groups alternate roles.

### **D** Say and act. Ask your friends.

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

1. Use puppets or student volunteers to model *How old are you? I'm (seven) years old*. Have students repeat the lines after you to practice pronunciation. Encourage students to use their own ages.
2. Have students practice the question-and-answer pattern in pairs, using their own ages. Encourage them to use the gestures and extended conversation from the video. Then students switch partners and repeat 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

- **Pass the Present.** Have students sit in a circle and pass a wrapped gift box as you play "The Happy Birthday Song." Randomly stop the audio. Have the student holding the gift say *Happy birthday (Jenny)! How old are you?* to the student to their right. The second student answers *I'm (seven) years old*. The first student then hands the gift to the second student and says *This is for you*. The second student says *Thank you*. These two students remove themselves from the circle and play continues.
- **Walk and Talk** (p. 20). Randomly distribute teacher-made number cards 1–10. Students walk around the room until you signal *Stop!* Students practice the conversation using the number cards for their ages.


## Additional Resources


Workbook page 39  
 Online Practice

# Unit 5 Happy Birthday!


## Let's Learn


**Let's Learn**

**A Learn the words.**  **REED**



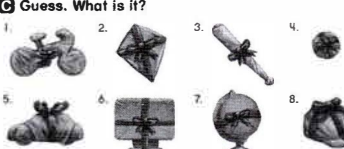
1. a yo-yo    2. a baseball    3. a kite    4. a doll    5. a car  
6. a robot    7. a bicycle    8. a jump rope    9. a puzzle    10. a bat


**B Ask and answer.**  **REED**



What is it?  
I don't know.  
It's a yo-yo!

**C Guess. What is it?**




**D Watch, point, and chant.**  **REED**

**The Yo-Yo Chant**

What is it?  
It's a yo-yo.  
It's a little yellow yo-yo.  
What is it?  
It's a yo-yo.  
It's a little yellow yo-yo.

Is this a yo-yo?  
No, no.  
Is this a yo-yo?  
No, no.  
Is this a yo-yo?  
Yes, it is.  
It's a little yellow yo-yo.

I can do this lesson. 

42 Unit 5 Happy Birthday! Unit 5 Happy Birthday! 43

**Topic:**

- Toys

**Lesson Objectives:**

- Identifying toys
- Asking the names of unidentified objects

**Language:**

*a yo-yo, a baseball, a kite, a doll, a car, a robot, a bicycle, a jump rope, a puzzle, a bat*

*What is it?*

*I don't know.*

*It's a yo-yo!*

**Materials:**

Teacher Cards 1–16, 27, 55–62, 103–112; CD2 Tracks 05–08; Student Cards 1–16, 27, 55–62, 103–112, Contraction Card (*don't*), and Unit 5 Chant Video (Teacher's Resource Center)

Student Book pages 42–43

### Warm up

- Play **Beanbag Circle** (p. 19) to review the birthday dialogue.

### Pre-teach Language


1. Introduce the toy vocabulary using Teacher Cards 103–112. Show one card at a time and say the name of the toy. Have students repeat the words several times each.
2. Introduce the question *What is it?* and the answer *I don't know.* or *It's a (car).* by using classroom realia or Teacher Cards.

Student Book page 42

#### **A** Learn the words.

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

1. Play Class CD2 Track 05. Students listen and point to the objects in their books as they hear them. Play the audio again and have students repeat the words. Check pronunciation and intonation.


 **2.05** 1. a yo-yo    2. a baseball    3. a kite    4. a doll  
5. a car    6. a robot    7. a bicycle  
8. a jump rope    9. a puzzle    10. a bat

2. Slowly call out toy names and have students point to the toys they hear.

#### **B** Ask and answer.

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

1. Students look at the pictures and describe what they see. Then play Class CD2 Track 06 and have students point to the objects.

 **2.06** What is it?  
I don't know.  
It's a yo-yo!

1. What is it? I don't know. It's a yo-yo!	4. What is it? I don't know. It's a puzzle!
2. What is it? I don't know. It's a robot!	5. What is it? I don't know. It's a baseball bat!
3. What is it? I don't know. It's a kite!	6. What is it? I don't know. It's a jump rope!

2. Display Teacher Cards 103–112. Point to a toy and ask *What is it?* Have one student volunteer the answer *I don't know.* Then encourage the class to respond *It's a (yo-yo)!* Repeat with other toys.
3. Use the Contraction Cards to show that *do not* has the same meaning as *don't*.

4. Play Class CD2 Track 07. Students listen, clap, and chant along with the drum track.



See the script for Track 06.

5. Students take turns asking and answering the questions in pairs.

Student Book page 43

### C Guess. What is it?

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

1. Students look at the pictures and try to guess what each wrapped item is. Have student pairs take turns asking and answering the questions.

S1: *What is it?*

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

S2: *What is it?*

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

2. Review the activity with the class, supplying the correct answers to the question.

### D Watch, point, and chant.

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

1. Students look at the pictures and point to the objects they can. Have students tell the names of the objects.
2. Play the video. Have students raise their hands when they hear the word yo-yo.



#### The Yo-Yo Chant

What is it?	Is this a yo-yo?
It's a yo-yo.	No, no.
It's a little yellow yo-yo.	Is this a yo-yo?
What is it?	No, no.
It's a yo-yo.	Is this a yo-yo?
It's a little yellow yo-yo.	Yes, it is.
	It's a little yellow yo-yo.

3. Model the chant, line by line. Students clap to keep the rhythm as they repeat after you. Use Teacher Card 27 to remind students of the word for the color yellow.
4. Play the video again and have students chant along.

### I can do this lesson.

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

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

## Games and Activities

- **Concentration** (p. 17). Place two sets of Student Cards 103–112, face down in random order. Students turn over two cards and try to match the toys. As they turn over the cards, students ask and answer questions about the toys.
- **Guessing Game** (p. 20). Place small toys representing the toy vocabulary in a bag or box. Students take turns picking an object and guessing what it is before removing it from the container. Students use the question-and-answer patterns from “The Yo-Yo Chant”: *What is it? It's a (yo-yo). Is this a (kite)? Yes, it is.*
- Recycle the school supply vocabulary from Unit 1 and the electronics vocabulary from Unit 3 by playing **Find the Match** (p. 17). Place multiple copies of Student Cards 1–16 and 55–62 around the class. Call out a word. Have pairs find the Student Card for the item and shout *Found it!* Then they practice asking and answering questions about the item.

## Additional Resources

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



# Unit 5 Happy Birthday!

## Let's Learn More

**Let's Learn More**

**A Learn the words.**

1. big      2. little      3. new      4. old  
5. long      6. short      7. round      8. square

**B Make sentences.**

It's little.      It's a little box.

It's little.  
It's a little box.

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

**Is It a Big Box?**

Is it a big box?      Is it a little box?  
Yes, it is.      No, it isn't.  
It's big.      Is it a round box?  
It's big.      No, it isn't.  
Is it a square box?      Is it a big box?  
Yes, it is.      Yes, it is.  
It's square.      It's a big square box.  
It's square.

**D Listen and do.**

1. ride a bicycle      2. jump rope  
3. throw a ball      4. catch a ball

I can do this lesson!

Unit 5 Happy Birthday! 45

Student Book pages 44–45

### Topic:

- Descriptions of toys

### Lesson Objective:

- Describing items by size and shape

### Language:

*big, little, new, old, long, short, round, square*

*It's little.*

*It's a little box.*

### Materials:

Teacher Cards 1–16, 27–44, 55–62, 113–124;  
CD2 Tracks 09–13; Student Cards 1–16,  
27–44, 55–62, 113–124 (Teacher's Resource  
Center)

## Warm up

- Do a **Chain Drill** (p. 16). Use Teacher Cards 1–16, 27–44, and 55–62 to review shape, color, and school supply vocabulary. Students ask and answer questions to identify the picture and color.

T: *What's this?*

S1: *It's a (triangle). What color is it?*

S2: *It's (orange).*

## Pre-teach Language

1. Introduce the description words using Teacher Cards 113–120. Show one card and say the word. Have students repeat several times.
2. Then point to items in the class and use the description vocabulary to describe them. For example, point to the chalk/marker board and say *big*. Then point to a small piece of chalk or a small eraser and say *little*.

Student Book page 44

## A Learn the words.

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

1. Play Class CD2 Track 09. Students listen to the vocabulary and point to the pictures as they hear

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

- 2.09
- |          |           |
|----------|-----------|
| 1. big   | 2. little |
| 3. new   | 4. old    |
| 5. long  | 6. short  |
| 7. round | 8. square |

2. Quickly practice the new vocabulary by holding up Teacher Cards 113–120 one at a time and having the class say the word.

## B Make sentences.

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

1. Students look at the picture and identify the colors and shapes. Ask them to describe the scene. Then play Class CD2 Track 10 and have students listen and point to the objects.

- 2.10
- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1. It's little.<br>It's a little box. | 2. It's long.<br>It's a long box.     |
| 3. It's short.<br>It's a short box.   | 4. It's old.<br>It's an old box.      |
| 5. It's new.<br>It's a new box.       | 6. It's square.<br>It's a square box. |
| 7. It's round.<br>It's a round box.   | 8. It's big.<br>It's a big box.       |

- Place Teacher Cards 113–120 face down on a desk or table. Turn over the first card and say *big*. Then draw a big box on the board. Say *It's a big box*. Have students repeat. Continue, asking student volunteers to draw the described items.
- Have students work in pairs. Using the description Student Cards 113–120 and shape Student Cards 37–44, have students take turns drawing shapes and practicing the sentence pattern.
- Play Class CD2 Track 11. Have students listen, clap and chant along with the drum track.



See the script for Track 10.

Student Book page 45

### C Listen, point, and chant.

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

- Play Class CD2 Track 12. Students point to the words they hear in the chant.



Is It a Big Box?

Is it a big box?	Is it a little box?
Yes, it is.	No, it isn't.
It's big.	Is it a round box?
It's big.	No, it isn't.
Is it a square box?	Is it a big box?
Yes, it is.	Yes, it is.
It's square.	It's a big square box.
It's square.	

- Play the audio again and have students clap along with the chant. Then have students chant with the audio.
- Divide the class into two groups. Assign one group to chant the questions and one to chant the answers.

### D Listen and do.

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

- Introduce the phrases with actions to reinforce the meaning. Have students repeat the phrases with gestures or actions several times.
- Play Class CD2 Track 13. Students listen to the phrases and point to the pictures that show each action. Play the audio again and have students repeat the phrases.



- |                   |                 |
|-------------------|-----------------|
| 1. ride a bicycle | 3. throw a ball |
| 2. jump rope      | 4. catch a ball |

- Show Teacher Cards 121–124 and have students say the actions. Then have half the students say the phrases and the other half do or pantomime the actions. 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

- Show and Tell.** Have students select items from their desks or the classroom. Students take turns describing the items using the new vocabulary.
- Recycle vocabulary from Units 1 and 2. Point to a classroom object while displaying one of the color Teacher Cards 27–36. Students make sentences to identify and describe the items. *It's a (little) (blue) (pen).*
- Chain Drill** (p. 16). Begin the command chain with the verb phrases from this lesson. Have students act out the actions. After several rounds, incorporate actions from Let's Learn More in Units 1–5.

### Additional Resources

Workbook pages 42–43  
Online Practice

# Unit 5 Happy Birthday!





## Let's Read

**Let's Read**

**Phonics**

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz

**A Listen, point, and say.**

**Ee**    

**B Put the sounds together.**

[b] [e] [g]    [p] [e] [t]    [p] [e] [g]


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


**The E Phonics Chant**


E e bed    E e egg  
E e pet    E e peg  
Bed egg    pet bed  
A pet and an egg on the bed!


**D Listen and read along.**

**Look at the Birds!**

**1**  These birds are my pets. They're pretty.

**2**  What are these? They're pegs.

**3**  What's this? It's a bird bed.

**4**  Look! Three little eggs. Wow!

I can do this lesson.

Unit 5 Happy Birthday! 47

### Topic:

- Vowel sound short /e/

### Lesson Objectives:

- Learning words with the short /e/ vowel sound
- Combining consonants with the vowel /e/
- Reading a story that recycles the phonics words and language from previous lessons and units

### Language:

egg, bed, pet, peg

### Materials:

Teacher Cards 21–26, 49–54, 75–80, 99–102, 125–128; CD2 Tracks 14–17; Student Cards 21–26, 49–54, 75–80, 99–102, 125–128 (Teacher's Resource Center)

Student Book pages 46–47

## Warm up

- Do a quick drill to review the consonant sounds /b/, /p/, /k/, /g/, /d/, and /t/, and the short /a/ vowel sound. Hold up Teacher Cards 21–26, 49–54, 75–80, 99–102 in random order. Students call out the words and then the consonant or vowel sound.

## Pre-teach Phonics

1. Introduce the short /e/ vowel sound. Write the capital and lowercase letter *Ee* on the board. Say the name of the letter, and then pronounce the short /e/ vowel sound. Say the vowel sound again and have students repeat.
2. Write the letter *e* on the board. Display Teacher Cards for *egg* and *bed* and say the words, stressing the vowel sound, /e/gg and b/e/d. Ask students to repeat the words slowly and point to the letter *e* as they say the sound.

**Pronunciation note:** Students should smile and open their mouths only a little as they say /e/.

## Student Book page 46

### A Listen, point, and say.

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

1. Ask students to point to the letter *Ee* on the ABC chart in the book. Play Class CD2 Track 14. Students point to the letters and words as they hear them. Then have students play the audio again and listen and repeat the sounds and words.


 2.14	E	bed
	/e/	pet
	egg	peg

2. Show students Teacher Cards 125–128 and say the words, emphasizing the vowel sounds. Have students concentrate on listening to the short /e/ vowel sound in each word. Point out the /e/ at the beginning of *egg* and in the middle of *bed*, *pet*, and *peg*. Then show the cards and have students point to the /e/ as they say the words.
3. Point to items in the class with the short /e/ sound, such as a pen and a desk. Say the words and have students repeat. Ask volunteers to say any words they know that include the short /e/ sound.

## B Put the sounds together.

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

1. Play Class CD2 Track 15. Students listen to the audio and point to the letters as they hear the sounds. Have them draw an imaginary line with their finger under all the letters in the word when they hear the blended sounds form the word.


 **2.15** /b/, /e/, d/, bed  
/p/, /e/, t/, pet  
/p/, /e/, /g/, peg

2. Play the audio again and have students repeat what they hear while using their fingers to follow the sounds of each word.

## C Listen, point, and chant.

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

1. Ask students to point to the letter *Ee* on the ABC chart in their books.
2. Play Class CD2 Track 16. Students listen to the chant. Ask students to point to the letters and words as they listen. Play the audio again and have students clap along with the chant.

 **2.16** The E Phonics Chant  
/e/ /e/ bed  
/e/ /e/ egg  
  
/e/ /e/ pet  
/e/ /e/ peg  
  
Bed, egg, pet, bed  
  
A pet and an egg on the bed!

3. Play the audio again and have students chant along.

*Student Book page 47*

## D Listen and read along.

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

1. Have students look at the illustrations and identify the words they know. Ask students to draw an imaginary line with their finger under the words *peg*, *pet*, *egg*, and *eggs* to connect the reading to the phonics lesson. Read the title of the story aloud.

2. **Read along.** Play Class CD2 Track 17. Have students listen to the story, and follow along in their books. Encourage students to point to the words as they listen. Then play the audio again and have them read along with the audio, trying to match the intonation and rhythm.

### **2.17** Look at the Birds!

1. These birds are my pets.  
They're pretty.
2. What are these?  
They're pegs.
3. What's this?  
It's a bird bed.
4. Look! Three little eggs.  
Wow!

3. **Paired reading.** Have students take turns reading the story sentences in small groups or pairs.
4. **Act it out.** Have students act out the story. They can pantomime, or use Teacher Cards or realia, for the objects in the story. Have students switch roles. Ask volunteer pairs to act out the dialogues 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

- **Cube Game** (p. 21). Prepare three cubes. Write the following letters on the cubes: cube 1: *c* and *p*; cube 2: *a* and *e*; cube 3: *b*, *g*, and *t*. Students toss the three cubes and try to make words with the letters they see. Allow students to re-throw the cubes until they can make a word.
- Play **Living Sentences** (p. 19) using the lines from the story on page 47.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "This Is for You!" on Workbook pages 45–46. Then have students read the story for homework or in class.

## Additional Resources

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

**Unit 6 Outdoors Let's Talk**

**A Listen and say.**

How's the weather? It's sunny.

1. sunny 2. rainy 3. windy 4. cloudy 5. snowy

How is the weather? It's sunny.

How is - How's

**B Watch the video.**

**C Listen, point, and sing.**

How's the Weather?  
How's the weather?  
It's sunny.  
How's the weather?  
It's sunny.  
How's the weather?  
It's sunny.  
It's sunny today.

**D Say and act. Talk about the weather.**

How's the weather? It's \_\_\_\_\_!

I can do this lesson.

48 Unit 6 Outdoors 49

**Topic:**

- The weather

**Lesson Objective:**

- Asking and answering questions about the weather

**Language:**

*sunny, rainy, windy, cloudy, snowy*

*How's the weather? It's sunny.*

**Materials:**

Teacher Cards 129–133; CD2 Tracks 18–20; Student Cards 129–133, Contraction Card (*how's*), and Unit 6 Let's Talk Video (Teacher's Resource Center)

Student Book pages 48–49

## Warm up

- Use **Conversation Lines** (p. 20) to review the greeting dialogue from Unit 2.  
*Hi, (Jenny). How are you?*  
*I'm fine. How are you?*  
*I'm fine. Thank you.*
- Introduce the new conversation. Draw a big sun on the left side of the board and an umbrella with rain drops on the right side. Ask *How's the weather?* Point to the sun and say *It's sunny*. Then ask again, point to the umbrella, and say *It's rainy*. Students repeat the answers after you.

Student Book page 48

### A Listen and say.

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

- Use puppets or student volunteers to model the conversation *How's the weather? It's (sunny)*. Students repeat the lines after you to practice pronunciation. Then switch roles.
- Have students look at the pictures in the book and name the weather they can identify. Then read the new words and have students repeat several times. Encourage students to use gestures to reinforce the meaning of the words. For example, students can wave their arms for *windy* or cover their heads for *rainy*.

- Play Class CD2 Track 18. Students listen to the conversation. Play the audio again. Students listen again and point to the weather pictures they hear.

**2.18** How's the weather? It's sunny.

- How's the weather? It's sunny.
- How's the weather? It's rainy.
- How's the weather? It's windy.
- How's the weather? It's cloudy.
- How's the weather? It's snowy.

- Play Class CD2 Track 19. Have students listen to the language focus. Then have students repeat the question-and-answer pattern after the audio. Use the Contraction Cards to show that *how is* has the same meaning as *how's*.

**2.19** How's the weather?  
It's sunny.  
How is, How's

### B Watch the video.

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

- Play the video. Then have students say the names and words they recognize from the conversation. Explain new language, if necessary.

Hello, Jenny.  
 Yes. Oh, hi, Kate. How are you?  
 I'm great. How are you?  
 I'm great, too. It's so nice today.  
 How's the weather?  
 It's sunny.  
 Uh-oh!  
 What's that?  
 Oh, no! It's rainy now.  
 How's the weather today?

2. Play the video again. Pause the video after each exchange and have students repeat the extended conversation. Then call on a student to answer Jenny's question: *How's the weather today?*
3. Divide the class into five groups. Give each group one weather Student Card. Hold up one weather Teacher Card and have the class ask *How's the weather?* The group with the matching Student Card answers *It's (windy).*
4. Students act out the extended conversation in two groups and then in pairs. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 49

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

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

1. Play Class CD2 Track 20. Students repeat the words they recognize from the conversation.



#### 2.20 How's the Weather?

How's the weather?  
 It's sunny. (repeat)  
 How's the weather?  
 It's sunny. It's sunny today.  
 How's the weather?  
 It's rainy. (repeat)  
 How's the weather?  
 It's rainy. It's rainy today.  
 How's the weather?  
 It's windy. (repeat)  
 How's the weather?  
 It's windy. It's windy today.  
 How's the weather?  
 It's cloudy. (repeat)  
 How's the weather?  
 It's cloudy. It's cloudy today.  
 How's the weather?  
 It's snowy. (repeat)  
 How's the weather?  
 It's snowy. It's snowy today.

2. Play the song again. 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. Use gestures to reinforce the language.
3. Play the song again and have students sing along. Then divide the class into two groups to sing the song.

### **D** Say and act. Talk about the weather.

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

1. Use puppets or student volunteers to model the conversation. Have students repeat the lines after you to practice pronunciation. Encourage students to add their own (appropriate) gestures.
2. Student pairs practice the question-and-answer pattern, using gestures and repeating until both students have used all the weather words. Encourage them to use the gestures and extended conversation from the video.



### I can do this lesson.

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

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

## Games and Activities

- **Picture Game** (p. 18). Divide the class into groups. Whisper weather words to the group representatives. Then have them use gestures or draw the weather words for their groups. The groups guess the word by saying *It's (sunny).*
- **Find Your Partner** (p. 19). In this variation, use multiple sets of Student Cards 129–133. Students each take a card, then move around the room and try to find a student with the matching weather card by asking *How's the weather?* Students answer using the word from their Student Card *It's (snowy).*

## Additional Resources

Workbook page 47  
 Online Practice

# Unit 6 Outdoors

## Let's Learn

**Let's Learn**

**A Learn the words.**

1. a flower 2. a tree 3. a cloud 4. a puddle  
5. flowers 6. trees 7. clouds 8. puddles

**B Ask and answer.**

How many flowers are there?  
There's one flower.

How many trees are there?  
There are four trees.

How many flowers are there?  
There's one flower.

How many trees are there?  
There are four trees.

**C Count. Then make sentences.**

There is one puddle.  
There are two clouds.

I can do this lesson.

Unit 6 Outdoors 51

Student Book pages 50–51

### Topic:

- Nature

### Lesson Objectives:

- Identifying things in nature by number
- Asking questions about quantity

### Language:

a flower, a tree, a cloud, a puddle, flowers, trees, clouds, puddles

How many flowers are there?

There's one flower.

How many trees are there?

There are four trees.

### Materials:

Teacher Cards 55–70, 129–141; CD2 Tracks 21–24; Student Cards 55–70, 129–141 and Contraction Card (*there's*) (Teacher's Resource Center)

## Warm up

1. Play **Slap** (p. 18) to review counting objects. Display multiple sets of Student Cards 55–70 (school supplies and electronics). Call out a singular or plural item. Students race to touch the appropriate card and make sentences about the number of items.
2. Divide the class into small groups. Distribute pictures from magazines or books illustrating *sunny*, *rainy*, *windy*, *cloudy*, and *snowy*. Have students take turns asking and answering questions about the weather in the pictures.

## Pre-teach Language

1. Introduce the new words using Teacher Cards 134–137. Show one card and say the word. Students repeat the word several times.
2. Introduce the question. Ask *How many (clouds) are there?* and answer *There are two clouds.*

Student Book page 50

### A Learn the words.

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

1. Play Class CD2 Track 21. Students listen and point to the objects in the book as they hear them. Play

the audio again and have students repeat the words. Listen and make sure students are pronouncing the plural endings.


- 2.21** 1. a flower 2. a tree 3. a cloud 4. a puddle  
5. flowers 6. trees 7. clouds 8. puddles

2. Slowly call out the singular words and have students point to the pictures. Then say a number and a plural nature word (*three*) (*flowers*). Emphasize the plural endings. Have students repeat and then point to the plural nature pictures.
3. To introduce the question-and-answer pattern, remind students that they learned how to identify objects by number with the pattern *How many (crayons)? (Three) (crayons)*. Then expand the pattern by saying *How many (crayons) are there? There are (three) (crayons)*.

### B Ask and answer.

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

1. Students look at the pictures and describe what they see. Then play Class CD2 Track 22 and have students point to the items they hear.

 2.22 How many flowers are there?

There's one flower.

How many trees are there?

There are four trees.

1. How many flowers are there?

There's one flower.

2. How many trees are there?

There's one tree.

3. How many clouds are there?

There's one cloud.

4. How many clouds are there?

There are three clouds.

5. How many trees are there?

There are four trees.

6. How many puddles are there?

There are two puddles.

2. Show Teacher Card 134 and ask *How many flowers are there?* Count together and model the answer *There's one flower.* Repeat for all singular and plural nature Teacher Cards 134–141. Use the Contraction Cards to show that *there is* has the same meaning as *there's*. Point out that students should use *There's* (*There is*) with the singular answers and *There are* with the plural answers.
3. Play Class CD2 Track 23. Students listen, clap, and chant along with the drum track.

 2.23



See the script for Track 22.


4. In pairs, students take turns asking and answering the questions.

**Student Book page 51**

### **Count. Then make sentences.**

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

1. Have students look at the picture and identify the items they recognize. Then play Class CD2 Track 24. Students listen and point to the things they hear.

 2.24 There is one puddle.

There are two clouds.

1. There are eight trees.
2. There are two clouds.
3. There is one puddle.
4. There are seven flowers.
5. There are two books.
6. There is one baseball.
7. There are five crayons.
8. There is one baseball bat.

2. Draw one puddle and four clouds on the board. Point to the puddle and count. Have students count along with you. Then encourage students to say *There's one puddle.* Repeat the process, counting the four clouds with the class. Students say *There are four clouds.* Continue by counting the items in the picture. Show students how to write the numbers on the lines after they count the items.
3. Student pairs take turns making sentences about the number of items in the picture.



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

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

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

## **Games and Activities**

- **Draw Them.** Hold up a teacher-made number card from one to ten in one hand, and one nature Teacher Card (134–137) in the other hand. Students draw the correct number of the pictured items on scratch paper. Call on volunteers to report their answers using the sentence pattern *There are (two) (trees).*
- **Rock, Paper, Scissors** (p. 21). Place weather Student Cards 129–133 face up on a desk or table. Student pairs do Rock, Paper, Scissors, saying *How's the weather? 1, 2, 3!* The winner points to a picture and asks *How's the weather?* The loser answers.
- **Count the School Supplies.** Select a few familiar classroom supplies and display their corresponding Teacher Cards. Student pairs walk around the room and count the number of these objects they see. Students take turns stating the number of items using the sentence pattern *There are (four) (crayons).*

## **Additional Resources**

Unit 6 Worksheet A (Teacher's Resource Center)  
Workbook pages 48–49  
Online Practice



# Unit 6 Outdoors

## Let's Learn More

**Let's Learn More**

**A Learn the words.**

1. in      2. on      3. under      4. by

**B Ask and answer.**

Where's the bat?  
It's on the table.

Where are the balls?  
They're under the table.

Where's the bat?  
It's on the table.

Where are the balls?  
They're under the table.

Where is - Where's

**C Watch, point, and sing.**

**Where Are the Bugs?**  
Where are the bugs?  
They're on the flowers.  
Where are the flowers?  
They're by the tree.  
Where's the tree?  
It's in the puddle.  
Where's the puddle?  
It's under the tree.

**D Listen and do.**

1. Put the baseball on the table.      2. Put the bat by the baseball.

3. Put the baseball in the bag.      4. Put the bag under the tree.

I can do this lesson!

Student Book pages 52–53

### Topic:

- Prepositions (location words)

### Lesson Objective:

- Asking and answering questions about the location of objects

### Language:

*in, on, under, by*

*Where's the bat?*

*It's on the table.*

*Where are the balls?*

*They're under the table.*

### Materials:

Teacher Cards 142–149; CD2 Tracks 25–29; Student Cards 142–149, Contraction Card (*where's*), and Unit 6 Song Video (Teacher's Resource Center)

## Warm up

- Play **Scramble** (p. 18) to review nature vocabulary and counting. Divide students into groups and assign each member in a group the same nature vocabulary word. Assign the same number to several students in each group. Students ask *How many (flowers) are there?* Call out a number. The students with that number change seats.

## Pre-teach Language

1. Introduce the prepositions using Teacher Cards 142–145. Show one card and say the word. Have students repeat the word several times.
2. Introduce the question *Where's the (kite)?* and answer *Its (in the tree).* Introduce the question *Where are the (balls)?* and answer *They're (under the table.)*

Student Book page 52

### A Learn the words.

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

1. Play Class CD2 Track 25. Students listen to the vocabulary and point to the pictures. Play the audio again and have students repeat the words.

2.25 1. in      2. on      3. under      4. by

2. Use a small ball and a bag to demonstrate the meaning of the prepositions. Place the ball inside the bag as you say *in*. Exaggerate your actions to stress the meaning. Have students repeat the word several times. Then continue to use the ball and bag to demonstrate *on*, *under*, and *by*.
3. Display Teacher Cards 142–145. Call out a preposition. Students point to the word and say it. For more practice, place the ball in, on, under, and by the bag and have students call out the prepositions.

### B Ask and answer.

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

1. Have students look at the pictures and identify all of the nature, sports, and toys they see. Then play Class CD2 Track 26. Students listen and point to the objects. Encourage students to pay attention to where the items are located.

2.26 Where's the bat?  
It's on the table.

Where are the balls?  
They're under the table.

- |  |   |
|--|---|
| 1. Where's the bat?<br>It's on the table.    | 4. Where are the balls?<br>They're under the table. |
| 2. Where's the bicycle?<br>It's by the tree. | 5. Where are the yo-yos?<br>They're on the table.   |
| 3. Where's the kite?<br>It's in the tree.    |   |

- Ask *Where's the (bat)?* while students point to its location in their books. Have students repeat the question. Then answer *It's on the table* and have students repeat. Repeat with the remaining numbered items in the scene.
- Play Class CD2 Track 27. Students listen, clap, and chant along with the drum track. Use the Contraction Cards to show that *where is* has the same meaning as *where's*.



See the script for Track 26.

- Have students work in pairs, and take turns asking and answering the questions.

Student Book page 53

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

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

- Have students look at the picture and name the things they know. Introduce the word *bug*. Have student volunteers tell the locations of the flowers and puddle.
- Play the video. Have students raise their hands when they hear nature words.



#### **2.28** Where Are the Bugs?

Where are the bugs?  
They're on the flowers.  
Where are the flowers?  
They're by the tree.  
Where's the tree?  
It's in the puddle.  
Where's the puddle?  
It's under the tree.  
(repeat)

- Model the song while students clap to keep the beat. Then say each line and have students repeat. Build by adding lines until students can sing the song.
- Play the video again and have students sing along.

### **D** Listen and do.

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

- Introduce the sentences by demonstrating the actions with props or Teacher Cards. Have students repeat.
- Play Class CD2 Track 29. Students listen to the sentences and point to the pictures that show each action. Play the audio again and have students repeat the sentences.



- Put the baseball on the table.
- Put the bat by the baseball.
- Put the baseball in the bag.
- Put the bag under the tree.

- Show Teacher Cards 146–149 and have students say and do the actions, using Student Cards or realia. Then 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

- Picture Game** (p. 18). Divide the class into small groups. Whisper a sentence about an item and a preposition to a student from each group. The student draws the item in the location indicated by the preposition and students guess the sentence.
- Play this variation of **Find Your Partner** (p. 19). Place Student Cards of the vocabulary items around the class, positioning them in, under, on, and by other things. Give student pairs each a duplicate Student Card. Students look for the cards you placed. When they find one, they say its location: *The (pen) is by the (bag)*.

### Additional Resources

Unit 6 Worksheet B (Teacher's Resource Center)  
Workbook pages 50–51  
Online Practice

**Let's Read**
**Phonics**

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz

**A Listen, point, and say.**

igloo    bib    big    pit

**B Put the sounds together.**

b i b    b i g    p i t

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

**The I Phonics Chant**

I i igloo I i dig  
I i igloo I i big  
Dig big big dig  
Dig a big pit by the igloo!

**D Listen and read along.**

**In the Snow**

**1**

It's snowy.  
Let's make an igloo.

**2**

These are big squares.  
This is a big pit.

**3**

This is the baby.  
This is a bib.

**4**

Let's play!

I can do this lesson.

Unit 6 Outdoors 55

**Topic:**

- Vowel sound short /i/

**Lesson Objectives:**

- Learning words with the short /i/ vowel sound
- Combining consonants and vowels
- Reading a story that recycles the phonics words and language from previous lessons

**Language:**

*igloo, bib, big, pit*

**Materials:**

Teacher Cards 150–153; CD2 Tracks 30–33;  
Student Cards 150–153 (Teacher's Resource Center)

Student Book pages 54–55

### Warm up

- Review the short vowel sounds /a/ and /e/ with a quick drill. Write words with the vowel sounds on the board and have students say them. Underline the vowels and have students say the vowel sounds.

### Pre-teach Phonics

1. Introduce the short /i/ vowel sound. Write the capital and lowercase letter *Ii* on the board. Say the name of the letter, and then pronounce the short /i/ vowel sound. Say the vowel sound again and have students repeat.
2. Write the letter *i* on the board. Display the Teacher Card (150) for *igloo* and say the word, stressing the vowel sound, /i/gloo. Ask students to repeat the word slowly and point to the letter *i* as they say the sound.

**Pronunciation note:** Students should open their mouths only a little as they say /i/.

Student Book page 54

### A Listen, point, and say.

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

1. Ask students to point to the letters *Ii* on the ABC chart in the book. Play Class CD2 Track 30. Students point to the letters and words as they hear them. Then play the audio again and have students listen and repeat the sounds and words.

2.30 | /i/

igloo

bib

big


pit

2. Show students Teacher Cards 150–153 and say the words, emphasizing the vowel sounds. Have students concentrate on listening to the short vowel /i/ sound in each word. Point out the /i/ at the beginning of *igloo* and in the middle of *bib*, *big*, and *pit*. Then show the cards and have students point to /i/ as they say the words.

## B Put the sounds together.

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

1. Play Class CD2 Track 31. Students point to the letters as they hear the sounds. Have them draw an imaginary line with their finger under all the letters in the word when they hear the blended sounds form the word.


 2.31 /b/, /i/, /b/, bib  
/b/, /i/, /g/, big  
/p/, /i/, /t/, pit

2. Play the audio again and have students repeat what they hear while using their fingers to follow the sounds of each word.

## C Listen, point, and chant.

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

1. Ask students to point to the letter *Ii* on the ABC chart in their books.
2. Play Class CD2 Track 32. Students listen to the chant and students to point to the letters and words as they listen. Play the chant again and have students clap to the rhythm.

 2.32 The I Phonics Chant  
/i/ /i/ igloo  
/i/ /i/ dig  
/i/ /i/ igloo  
/i/ /i/ big  
Dig, big, big, dig  
Dig a big pit by the igloo!  
(repeat)

3. Play the audio again and have students chant along. Students repeat the chant several times, in two groups and then in pairs. Ask students to use gestures for the sentence *Dig a big pit by the igloo!*

*Student Book page 55*

## D Listen and read along.

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

1. Before listening to the story, have students look at the illustrations and identify the words they know. Ask students to draw an imaginary line with their finger under the words *igloo*, *pit*, *bib*, and *big* to connect the reading to the phonics lesson. Read the title of the story aloud.

2. **Read along.** Play Class CD2 Track 33. Have students listen to the story and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.

### 2.33 In the Snow

1. It's snowy.  
Let's make an igloo.
2. These are big squares.  
This is a big pit.
3. This is the baby.  
This is a bib.
4. Let's play!

3. **Paired reading.** Students take turns reading the story sentences in small groups or pairs.
4. **Act it out.** Have students work in student pairs and act out the story. They can pantomime or use Teacher Cards or their own realia, then switch roles. Ask volunteer pairs to act out the story 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

- **Charades** (p. 17). Use teacher-made sentence strips of the story on page 55. Place the strips face down on a desk or table. Students turn over a strip and act out the sentence. The class must guess what the sentence is. Allow students to keep their books open to page 55 while this game is first played.
- Play Phonics **Concentration** (p. 17). Use a double set of Student Cards for the /a/, /e/, and /i/ phonics words. Students try to match cards, say the word, and collect pairs.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "A Sunny Day Igloo" on Workbook pages 53–54. Then have students read the story for homework or in class.


## Additional Resources

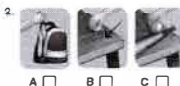
Unit 6 Test (Teacher's Resource Center)  
Workbook pages 52–54  
Online Practice


# Let's Review Units 5 and 6


**Let's Review**

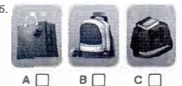
**A Listen and check.**

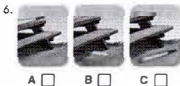
1.  A  B  C


2.  A  B  C


3.  A  B  C

4.  A  B  C

5.  A  B  C

6.  A  B  C

7.  A  B  C


8.  A  B  C

**B Play a game. Make sentences.**

Is it a big robot?  
Where's the jump rope?  
How many flowers are there?  
How's the weather? It's sunny.

I can talk about Unit 5.  
1. What is it?  
2. Is it a big robot?

I can talk about Unit 6.  
1. How's the weather today?  
2. Where's the bat?



56 Units 5 and 6 Review

Units 5 and 6 Review 57

Student Book pages 56–57

## Lesson Objective:

- Students review language from Units 5 and 6, and practice test-taking skills.

## Review Language:

*Happy birthday, Jenny! How old are you? I'm seven years old. This is for you. Thank you. What is it? I don't know. It's a yo-yo. It's little. It's a little box. How's the weather? It's sunny. How many flowers are there? There's one flower. How many trees are there? There are four trees. Where's the bat? It's on the table. Where are the balls? They're under the table.*

## Materials:

Teacher Cards 27–36, 103–153; CD2 Tracks 04, 17, 20, 28, 33, 34; Student Cards 27–36, 103–153 (Teacher's Resource Center)

## Let's Talk

1. Sing "The Happy Birthday Song" (Class CD2 Track 04) and "How's the Weather?" (Class CD2 Track 20) in small groups. Each group sings one part of the conversation. Encourage students to use gestures or actions as they sing. Students sing "The Happy Birthday Song" again, using their own names. Next, students hold up weather Student Cards 129–133 while singing "How's the Weather?"
2. Review the conversations in a **Beanbag Circle** (p. 19). Help students combine the language and use the extended conversations from the videos in Units 5 and 6. As students receive the beanbag, they continue the conversation or begin a new one.  
S1: *How old are you?* S2: *I'm (seven) years old.*  
S1: *How's the weather?* S2: *It's sunny.* Play until everyone has had a turn.
3. Review the conversations with a **Find Your Partner** (p. 19) activity. Divide the class into two groups. Distribute multiple sets of teacher-made number cards 5–10 to Group 1. Distribute multiple sets of Student Cards 129–132 (weather) to Group 2. Students in Group 1 try to find a student with the matching number card by asking *How old are you?* Students use their number card to answer *I'm (five) years old.* Students in Group 2 try to find a student with the matching weather card by asking *How's the weather?* Students use their weather card to respond *It's (snowy).*

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

1. Divide students into teams to review the vocabulary and sentence patterns with a **Card Game** (p. 19). Combine multiple sets of Student Cards 103–112 (toys) and 134–141 (nature) and give one pile, face down, to each group. Combine multiple sets of Student Cards 113–120 (adjectives) and 27–36 (colors) and give each group a second pile, face down. S1 and S2 each turns over a card from both piles and practice asking and answering:  
S1: *What's this?*  
S2: *It's a flower. What's this?*  
S1: *It's a yo-yo, It's a blue yo-yo.*  
Repeat until all students have had a turn.
2. Have students review the chants and songs. For "Where are the Bugs?" (Class CD2 Track 28) have students point to the preposition Teacher Cards 142–145 as they sing the song.
3. Have students review the Listen and Do language with a game of **Charades** (p. 17). Individual students use gestures to pantomime the actions. Students guess the action, hold up the corresponding Student Card, and say the phrase (*ride a bicycle*).

## Let's Read

Phonics words: *egg, bed, pet, peg, igloo, bib, big, pit*

1. Review phonics sounds with a **Board Race** (p. 17). Write the letters *e* and *i* on the board. Divide students into teams. Say one of the phonics words. Students from each team race to the board to touch the vowel sound they hear.
2. Have students read "Look at the Birds!" (Class CD2 Track 17) and "In the Snow" (Class CD2 Track 33) along with the audio CD. Then have students show that they understand the stories by playing **That's Not Right!** Reread each story aloud, but change some of the details. Students should correct you each time they hear a mistake (*That's not right!*).

## Let's Review

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

*Student Book page 56*

### A Listen and check.

1. Before students open their books, prepare them for the test procedure. On the chalk board, set up a sample to resemble the listening test on page 56 of the Student Book. Tape three of Teacher Cards 103–112 (toys) to the chalk board. Draw a letter A under the first card, a letter B under the second, and a letter C under the third. Have one student stand by the cards. Identify one of the cards: *What is it? It's a yo-yo.* The student points to the correct card and checks the correct letter. Repeat as necessary until all students understand the procedure.
2. Have students look at the test in their books. Help students identify and describe the objects and actions. Have them count the items and describe their locations using learned prepositions (*in, on, under, by*). Encourage students to anticipate the language they might hear on the audio.
3. Play Class CD2 Track 34. Have students listen and point to the appropriate pictures in their books.



1. What is it?  
It's a yo-yo.
2. Put the baseball by the bat.
3. There is one tree.
4. How many flowers are there?  
There are five flowers.
5. Where's the bug?  
It's on the bag.
6. Where's the bat?  
It's under the table.
7. Ride a bicycle.
8. Put the book in the bag.

*Student Book page 57*

### B Play a game. Make sentences.

1. Have students look at the question-and-answer pattern. Check that students know how to identify and describe the pictures in the game squares (three dolls, two yo-yos, a red yo-yo, a green yo-yo, It's sunny, two bicycles, a yellow bicycle, a red bicycle, five flowers, two robots, a little robot, a big robot, the jump rope is in the box, It's rainy, two cars, a big red car, a little green car, the baseball is by the tree).
2. Model the game before asking students to play. Students play **Rock, Paper, Scissors** (p. 21) to determine who goes first. S1 rolls a die and moves a marker the number of spaces shown on the die. Ask S1 a question from the box: (*How many yo-yos are there?*) If S1 answers correctly, he or she will ask S2 the next question. If S1 answers incorrectly, his or her marker returns to Start and S2 takes the next turn.
3. Have students play the game in small groups.



### I can talk about Units 5 and 6.

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

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

### Additional Resources

- Unit 5 Test (Teacher's Resource Center)
- Unit 6 Test (Teacher's Resource Center)
- Workbook pages 55–56
- Online Practice

**Unit 7 Food Let's Talk**

**A Listen and say.**

I'm hungry. I want an apple. I'm thirsty. I want juice.

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

Here you are. You are - You're

**B Watch the video.**

**C Listen, point, and sing.**

**I Want an Apple**

Apples, apples! Where are the apples? I'm hungry. I want an apple. Apples, apples! Where are the apples? Here you are.

Thank you. Thank you very much. You're welcome. Thank you very much. You're welcome. Thank you, thank you. Thank you very much! You're welcome!

**D Say and act. Hungry or thirsty?**

I'm \_\_\_\_\_ I want \_\_\_\_\_ Here you are.

Thank you. You're welcome.

I can do this lesson.

58 Unit 7 Food

Unit 7 Food 59

Student Book pages 58–59

**Topic:**

- Food, hunger, and thirst

**Lesson Objectives:**

- Talking about hunger and thirst
- Asking for something to eat and drink

**Language:**

*I'm hungry. I want an apple.*

*I'm thirsty. I want juice.*

*Here you are.*

*Thank you.*

*You're welcome.*

**Materials:**

Teacher Cards 99, 129–141; CD2 Tracks 35–37; Student Cards 99, 129–141, Contraction Card (*you're*), and Unit 7 Let's Talk Video (Teacher's Resource Center)

## Warm up

1. Play **Walk and Talk** (p. 20) to review weather questions and answers. Place multiple Student Cards 129–133 around the class. With their classmates, students ask and answer questions about the weather.
2. Students practice describing the number of items and the nature vocabulary. Use teacher-made number cards and the nature Teacher Cards 134–141. Hold up a number and a Teacher Card. Students identify the item by number using the pattern *There are (four) (flowers)*.

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. *I'm hungry. I want an apple. I'm thirsty. I want juice.* Include a real apple or Teacher Card 99, and a real juice box or a teacher-made card. Students repeat the lines after you to practice pronunciation. Next, students take one role while you take the other, and then switch roles.
2. Students look at the pictures and identify the characters and objects they recognize. Play Class CD2 Track 35. Students listen with their eyes closed. Play the audio again. Students listen and

point to the characters. Play the audio a third time. Students listen and repeat familiar words. Explain new language, if necessary.

**2.35** I'm hungry. I want an apple.  
I'm thirsty. I want juice.  
Here you are.  
Thank you.  
You're welcome.

3. Play Class CD2 Track 36 as students listen to the language focus. Then play the audio again and have students repeat the sentences, focusing on natural intonation, rhythm, and speed. Use the Contraction Cards to show that *You are* has the same meaning as *You're*.

**2.36** Here you are.  
Thank you.  
You're welcome.  
you are, you're

### B Watch the video.

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

1. Play the video. Then have students say the words they recognize from the conversation. Explain new language, if necessary.

Whew!  
 Let's sit down.  
 OK!  
 I'm hungry. I want an apple.  
 I'm thirsty. I want juice.  
 Here you are.  
 Thank you.  
 You're welcome.  
 Mmmm.  
 Here you are.

2. Play the video again. Pause the video after each exchange and have students repeat the extended conversation. Encourage students to answer Jenny *Thank you!*
3. Students act out the extended conversation in two groups and then in pairs, taking turns to play each role. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 59

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

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

1. Play Class CD2 Track 37. Students repeat words they recognize from the conversation.



#### **2.37** I Want an Apple

Apples, apples! Where are the apples?  
 I'm hungry. I want an apple.  
 Apples, apples! Where are the apples?  
 Here you are.  
  
 Thank you.  
 Thank you very much.  
 You're welcome.  
 Thank you very much.  
 You're welcome.  
 Thank you, thank you.  
 Thank you very much.  
 Thank you very much!  
 You're welcome!

2. Play the song again and have students point to words in the book that they recognize.

3. Model the song, line by line. Students clap to keep the beat and repeat after you.
4. Play the song again and have students sing along. Then divide the class into two groups that take turns singing the different parts.

### **D** Say and act. Hungry or thirsty?

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

1. Use puppets or student volunteers to model the conversation. Point out that students must substitute either *hungry* or *thirsty* for the first blank, and then substitute a food or drink for the second blank *I'm (hungry). I want (an apple)*. Students repeat several times.
2. Using teacher-made cards for *apple* and *juice*, students act out the conversation, alternating between *hungry* and *thirsty*. Divide the class first into groups of three or four and then into pairs to practice acting out the conversation. Encourage students to use the gestures and extended conversation from the video.



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

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

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

## Games and Activities

- **Beanbag Circle** (p. 19). Small groups of students sit in circles to practice the *I'm hungry/ I'm thirsty* dialogue. When a student catches the beanbag, he or she says whether they are hungry or thirsty and if they want an apple or juice.
- **Pass the Puppets**. Students sit in a circle. As you play music, students pass puppets. When the music stops, the two students holding puppets practice *Here you are. Thank you. You're welcome.*

## Additional Resources

Workbook page 57  
 Online Practice



# Unit 7 Food

## Let's Learn

**Let's Learn**

**A Learn the words.**

1. a banana    2. a soda    3. a milkshake    4. a cookie  
5. a sandwich    6. a salad    7. an egg    8. an orange

**B Ask and answer.**

What do you want? I want a banana. I want an orange.

**C Ask your partner.**

What do you want?  
I want a sandwich and a soda.

**D Watch, circle, and sing.**

**What Do You Want?**

What do you want? I want a banana. I want an orange.  
What do you want? I want a sandwich and a soda.  
What do you want? I want an egg. I want an orange.  
What do you want? I want a cookie. I want a milkshake.

I can do this lesson.

Student Book pages 60–61

### Topic:

- Countable foods

### Lesson Objectives:

- Learning the words for common countable foods
- Saying what students want to eat

### Language:

*a banana, a soda, a milkshake, a cookie, a sandwich, a salad, an egg, an orange*

*What do you want?*

*I want a banana.*

### Materials:

Teacher Cards 154–161; CD2 Tracks 38–43; Student Cards 154–161 and Unit 7 Song Video (Teacher's Resource Center)

## Warm up

1. Use **Conversation Lines** (p. 20) to review *I'm hungry. I want an apple. I'm thirsty. I want juice.*
2. Play **Dialogue Musical Chairs** (p. 20) to review *Here you are. Thank you. You're welcome.*

## Pre-teach Language

1. Introduce the countable food vocabulary using Teacher Cards 154–161. Show one card at a time and say the name of the food. Have students repeat the words several times each. When introducing *an egg* and *an orange*, emphasize the *an* and have students repeat a few extra times to recognize the different article.
2. Introduce the question. Say *What do you want?* and answer *I want (a salad).*

Student Book page 60

## A Learn the words.

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

1. Play Class CD2 Track 38. Have students listen and point to the pictures of food in their book as they hear the words. Play the audio again and have students repeat the words. Check pronunciation and intonation.

- 2.38**
- |             |               |                |
|-------------|---------------|----------------|
| 1. a banana | 2. a soda     | 3. a milkshake |
| 4. a cookie | 5. a sandwich | 6. a salad     |
| 7. an egg   | 8. an orange  |                |

2. Slowly call out each food word and have students point to the pictures as they repeat the words. Listen for the correct use of the articles *a* and *an*.

## B Ask and answer.

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

1. Students look at the picture and describe what they see. Then play Class CD2 Track 39. Have students point to the foods they hear.

- 2.39**
- What do you want?  
I want a banana.  
I want an orange.

- |                      |                    |
|----------------------|--------------------|
| 1. What do you want? | I want a banana.   |
| 2. What do you want? | I want a sandwich. |
| 3. What do you want? | I want an apple.   |
| 4. What do you want? | I want an orange.  |
| 5. What do you want? | I want a salad.    |

2. Display Teacher Cards 154–161. Ask two student volunteers to come to the board. Have the first student ask *What do you want?* Point to a card and

have the second student answer the question with the food from the card: *I want (an egg)*. Students switch roles and repeat.

3. Play Class CD2 Track 40. Students listen, clap, and chant along with the drum track.



See the script for Track 39.

4. Students take turns asking and answering the questions in pairs.

**Student Book page 61**

### **C** Ask your partner.

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

1. Students look at the picture and read the numbers. Then they identify the foods.
2. Play Class CD2 Track 41. Students point to the foods mentioned in each conversation. Play the audio again and have students use their fingers to trace a line connecting the two foods they hear in each response.



What do you want?

I want a sandwich and a soda.

1. What do you want?  
I want a sandwich and a soda.
2. What do you want?  
I want an egg and a salad.
3. What do you want?  
I want a banana and an orange.
4. What do you want?  
I want a cookie and a milkshake.

3. Have students in pairs ask and answer the question according to the matches they made while listening to the audio. Switch roles.
4. Play Class CD2 Track 42. Students listen, clap, and chant along with the drum track.



See the script for Track 41.

### **D** Watch, circle, and sing.

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

1. Have students look at the pictures and point to the foods they can identify. Have students tell the names of the foods.
2. Play the video. Have students raise their hands when they hear food words.



**What Do You Want?**

What do you want?	I want a cookie.
What do you want?	I want an egg.
What do you want?	I want a banana.
What do you want?	I want an egg.
What do you want?	I want a cookie.
What do you want?	I want an egg.
What do you want?	I want a banana.
What do you want?	I want an egg.

3. Play the video again and have students circle the food they hear in each response.
4. Play the video a final time and have students sing along.



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

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

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

### **Games and Activities**

- Use Teacher Cards 154–161. Students identify the food and then hold up their matching Student Cards.
- Do a **Board Race** (p. 17) to review food vocabulary and the *I want (a soda)* pattern.
- Play a **Card Game** (p. 19) with multiple sets of Student Cards 154–161. Place sets in two piles face down. One at a time, students turn over the top card from both piles. If the two foods match, students say *I want (a soda)*. If the food items are different, students say *I want (a soda) and (an egg)*.

### **Additional Resources**

Workbook pages 58–59  
Online Practice

# Unit 7 Food

## Let's Learn More

**Let's Learn More**

**A Learn the words.**

1. chicken 2. fish 3. pizza 4. bread  
5. rice 6. milk 7. cake 8. ice cream

**B Make sentences.**

I want chicken. I don't want fish.  
I want fish. I don't want chicken.

I want chicken. I don't want fish. do not = don't

**C Ask and answer. Check (✓).**

Do you want _____?	Yes, I do.	No, I don't.

Do you want pizza?  
Yes, I do.  
No, I don't. I want rice.

**D Listen and do.**

1. wash my hands 2. eat pizza  
3. drink milk 4. brush my teeth

I can do this lesson.

Student Book pages 62–63

### Topic:

- Uncountable foods

### Lesson Objectives:

- Learning the words for common uncountable foods
- Saying what students don't want to eat

### Language:

*chicken, fish, pizza, bread, rice, milk, cake, ice cream*

*I want chicken.*

*I don't want fish.*

*Do you want pizza?*

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

### Materials:

Teacher Cards 154–173; CD2 Tracks 44–49; Student Cards 154–173 and Contraction Card (*don't*) (Teacher's Resource Center)

## Warm up

- Play **Bingo** (p. 17) to review the countable food vocabulary. Use Student Cards 154–161.

## Pre-teach Language

1. Introduce the uncountable food vocabulary using Teacher Cards 162–169. Show one card at a time and say the name of the food. Have students repeat the words several times each.
2. Introduce the sentences. Say *I want (bread)*. *I don't want (pizza)*.

Student Book page 62

### A Learn the words.

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

1. Play Class CD2 Track 44. Students listen and point to the pictures as they hear the names of the foods. Play the audio again and have students repeat the words. Check pronunciation and intonation.

2.44 1. chicken 2. fish 3. pizza 4. bread  
5. rice 6. milk 7. cake 8. ice cream

2. Slowly call out the names of the foods. Students point to the pictures as they repeat the words. Explain that there is no article used for uncountable foods by comparing Teacher Cards for *a banana* (154) and *chicken* (162). Use counting and gestures to show the difference.
3. Introduce the sentence pattern using Teacher Cards 162 (*chicken*) and 163 (*fish*). Display the *chicken* card and exaggerate nodding as you say *I want chicken*. Turn the *fish* card upside down. Exaggerate shaking your head and say *I don't want fish*.

### B Make sentences.

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

1. Students look at the picture and identify the foods. Then play Class CD2 Track 45. Students point to the foods they hear.

2.45 I want chicken. I don't want fish.  
I want fish. I don't want chicken.

1. I want chicken. I don't want fish.
2. I want fish. I don't want chicken.
3. I want bread. I don't want rice.
4. I want rice. I don't want bread.
5. I want ice cream. I don't want cake.
6. I want cake. I don't want ice cream.

2. Display pairs of Teacher Cards 162–169. Turn one card upside down. Model the sentence pattern for the upside down card: *I don't want*. Have students repeat each sentence after you. Use the Contraction Cards to show that *do not* has the same meaning as *don't*.
3. Play Class CD2 Track 46. Students listen, clap, and chant along with the drum track.

 2.46  See the script for Track 45.


4. Have students work in small groups and then in pairs to make sentences for the items on the page.

Student Book page 63

### C Ask and answer. Check (✓).



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

1. Model the activity by drawing a simple version of the chart on the board with pictures of bread and rice in the column headings. Ask *Do you want \_\_\_?* twice. Answer differently each time. Put checks in the appropriate boxes.
2. Play Class CD2 Track 47. Have students point to the picture of pizza. Play the audio again and have students repeat.

 2.47

Do you want pizza?	Do you want pizza?
Yes, I do. No, I don't.	No, I don't. I want rice.

3. Divide class into pairs. Students take turns asking and answering the questions. Students check their partners' answers in the chart.
4. Play Class CD2 Track 48. Students listen, clap, and chant along with the drum track.

 2.48 


Do you want pizza?	Yes, I do.
Do you want fish?	No, I don't.
Do you want a cookie?	Yes, I do.
Do you want a salad?	No, I don't.
Do you want a milkshake?	Yes, I do.
Do you want rice?	No, I don't.

5. Students ask and answer the questions in pairs.

### D Listen and do.

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

1. Introduce the phrases with gestures and actions to reinforce the meaning of the verbs. Students repeat the phrases with gestures several times.
2. Play Class CD2 Track 49. Students listen to the audio and point to the pictures of the actions they hear. Play the audio again and have students repeat.

 2.49

1. wash my hands	2. eat pizza
3. drink milk	4. brush my teeth

3. Show Teacher Cards 170–173 and have students say and act out 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

- **Restaurant.** Divide the class into small groups. Select one student in each group to be the server. Have the server ask the questions from *Let's Learn* and *Let's Learn More*. Have the other students be diners. Diners use the food vocabulary and the sentence patterns to ask for their food.
- **Please** (p. 21). Recycle the actions from all previous units.
- Use **File Grids** (p. 17) with vocabulary from this unit and previous units. Encourage students to ask detailed questions, such as *What color is it? Is it big?*

### Additional Resources

- Unit 7 Worksheet A (Teacher's Resource Center)
- Unit 7 Worksheet B (Teacher's Resource Center)
- Workbook pages 60–61
- Online Practice

# Unit 7 Food

## Let's Read

Student Book pages 64–65

### Topic:

- Vowel sound short /o/

### Lesson Objectives:

- Learning words with the short /o/ vowel sound
- Combining consonants and vowels
- Reading a story that recycles the phonics words and language from previous lessons

### Language:

*octopus, dot, pot, top*

### Materials:

Teacher Cards 174–177; CD2 Tracks 50–53; Student Cards 174–177 (Teacher's Resource Center)

## Warm up

- Do a quick drill to review the vowel sounds /a/ /e/ /i/. Say *egg*, and have students call out the correct vowel sound. Repeat the process with *cat*, *bed*, *bib*, *bag*, and *big*.

## Pre-teach Phonics

1. Introduce the short /o/ vowel sound. Write the capital and lowercase letter *Oo* on the board. Say the name of the letter, and then pronounce the short /o/ vowel sound. Say the vowel sound again and have students repeat.
2. Write the letter *o* on the board. Display the Teacher Card for *octopus* (174) and say the word, stressing the vowel sound /o/ctopus. Ask students to repeat the word slowly and point to the letter *o* as they say the sound.

Student Book page 64

### A Listen, point, and say.

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

1. Ask students to point to the letters *Oo* on the ABC chart in the book. Play Class CD2 Track 50. Students point to the letters and words as they hear

them. Play the audio again. Students listen and repeat the sounds and words. Check pronunciation.

2.50 O /o/  
octopus  
dot  
top  
pot

2. Show students Teacher Cards 174–177 and say the words, emphasizing the vowel sounds. Have students concentrate on listening to the short /o/ vowel sound in each word. Point out that the /o/ appears at the beginning of *octopus* and in the middle of *dot*, *top*, and *pot*. Then show the cards again and have students point to the /o/ as they say the words.

### B Put the sounds together.

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

1. Play Class CD2 Track 51. Students listen to the audio and point to the letters as they hear the sounds. Have them draw an imaginary line with their finger under all the letters in the word when they hear the blended sounds form the word.


 2.51 /d/, /o/, /t/, dot  
/p/, /o/, /t/, pot  
/t/, /o/, /p/, top

2. Play the audio again and have students repeat what they hear while using their fingers to follow the sounds of each word.

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

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

1. Ask students to point again to the letters *Oo* on the ABC chart in the book.
2. Play Class CD2 Track 52. Students listen to the chant. Ask students to point to the letters and words as they listen. Play the audio again and have students chant along. Repeat the chant several times, with students in two groups and then in pairs.

 2.52 The O Phonics Chant  
/o/ /o/ octopus  
/o/ /o/ pot  
/o/ /o/ octopus  
/o/ /o/ top  
pot  
top  
dot  
pot  
  
Octopus on top of the pot!  
(repeat)

*Student Book page 65*

### **D** Listen and read along.

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

1. Have students look at the illustrations and identify the words they know. Read the title of the story aloud. Point out the phonics words.

2. **Read along.** Play Class CD2 Track 53. Have students listen to the story and follow along in their books. Play the track again. Students read along with audio, trying to match the intonation and rhythm.

 2.53 On the Beach

1. Where is the pot? I want the pot.
2. Where is the top? I want the top.
3. What is it? It's a dot. Look at the dots.
4. This is my octopus!

3. **Paired reading.** Have students take turns reading the story sentences in groups and then in pairs.
4. **Act it out.** Have students work in pairs and act out the story to each other. They can pantomime, or use Teacher Cards or their own realia, then switch roles. Ask volunteer pairs to act out the story 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

- **Phonics Search.** Place Teacher Cards around the classroom, such as *egg, igloo, apple, gate, cow, duck, tiger, ball, peach, octopus, pot*. Call out a learned vowel or consonant sound. Students find a Teacher Card with a word that includes the sound and say the word.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "I'm Hungry!" on Workbook pages 63–64. Then have students read the story for homework or in class.

### Additional Resources

Unit 7 Test (Teacher's Resource Center)  
Workbook pages 62–64  
Online Practice

# Unit 8 Animals

## Let's Talk

**Unit 8**  
**Animals**  
**Let's Talk**

**A Listen and say.**

What's your favorite color?  
Red. What about you?  
I like blue.

What's your favorite color?  
Red. What about you?  
I like blue.

**B Watch the video.**

66 Unit 8 Animals

**C Listen, point, and sing.**

**What's Your Favorite Color?**  
What's your favorite color, Ted?  
My favorite color is red.  
What's your favorite color, Jean?  
My favorite color is green.  
What's your favorite color, Jack?  
My favorite color is black.  
What's your favorite color, Sue?  
My favorite color is blue.

**D Say and act. Ask your friends.**

What's your favorite food?  
I like ...  
What's your favorite color?  
I like ...

I can do this lesson.

Unit 8 Animals 67

Student Book pages 66-67

[www.irLanguage.com](http://www.irLanguage.com)

### Warm up

1. Play a variation of **Show Me** (p. 19) to review the color vocabulary. Hold up a color Teacher Card (27-36). Students say the name of the color and point to an object in the room with that color.
2. Use puppets to introduce the conversation:  
*What's your favorite color? Red. What about you?  
I like blue.*

Student Book page 66

### A Listen and say.

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

1. Use puppets or student volunteers to model the conversation. Display the Teacher Card for *red* (29) and the Teacher Card for *blue* (28) and point to them as you model the conversation. Have students repeat the lines after you to practice pronunciation. Have students take one role while you take the other, and then switch roles.
2. Students look at the picture and identify the characters and the colors they recognize. Then play Class CD2 Track 54. Students listen with eyes closed. Play the audio again. Students listen and point to the characters. Play the audio a third time as students listen and repeat familiar words. Explain new language, if necessary.

**2.54** What's your favorite color?  
Red. What about you?  
I like blue.

3. Play Class CD2 Track 55. Have students listen to the language focus. Students repeat after the audio, focusing on natural intonation, rhythm, and speed.

**2.55** What's your favorite color?  
Red. What about you?  
I like blue.

### B Watch the video.

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

1. Play the video. Then have students say the names and words they recognize from the conversation. Explain new language, if necessary.

Look at the pretty fish!  
Wow! There are red fish, yellow fish...  
...blue fish and orange fish!  
What's your favorite color, Andy?  
Red. What about you?  
I like blue.  
What about you?  
What's your favorite color?

2. Play the video again. Pause the video after each exchange and have students repeat the extended conversation. Call on a student to answer Andy's question: *What's your favorite color?* Then find an object in the room that is the same color and say *Look! A (blue) book!* Repeat with several other students.
3. Students act out the extended conversation in two groups and then in pairs, taking turns to play each role. Encourage students to imitate the actions and expressions of the characters in the video.

Student Book page 67

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

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

1. Play Class CD2 Track 56. Students listen and repeat words they recognize from the conversation.

#### 2.56 What's Your Favorite Color?

What's your favorite color, Ted?  
My favorite color is red.  
What's your favorite color, Jean?  
My favorite color is green.  
What's your favorite color, Jack?  
My favorite color is black.  
What's your favorite color, Sue?  
My favorite color is blue.

2. Play the song again and have students point to words in the book they recognize.
3. Model the song, line by line. Have students clap to keep the beat and repeat after you.
4. Play the song again and have students sing along. Then divide the class into groups of four. In each group, assign students to be Ted, Jean, Jack, and Sue. The whole group sings the question, and Ted, Jack, Jean, or Sue sings "their" answer.

### **D** Say and act. Ask your friends.

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

1. Use puppets or student volunteers to model the conversation. Point out that students must substitute a food for the first blank, and then substitute a color for the second blank. Say *I like (chicken)*. *I like (blue)*. Have students repeat.

2. Using multiple sets of Student Cards 162–169 (uncountable foods) and 27–36 (colors), students practice the conversation. Students take turns picking a Student Card and asking and answering the question based on the card they chose. Divide the class first into groups of four and then into pairs to practice acting out the conversation. Encourage students to use the gestures and extended conversation from the video.
3. Place students in pairs and have them ask about each other's favorite color and foods using the language *What's your favorite (color)? I like \_\_\_\_\_*. Then have students switch partners. Repeat several times.



### 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). Use color Teacher Cards 27–36 and have students practice talking about their favorite color.
- **Beanbag Circle** (p. 19). Have students practice *What's your favorite (color)?* using nouns from previous units, such as *What's your favorite food?* *What's your favorite toy?* *What's your favorite shape?*
- **Find Your Partner** (p. 19). Have students find partners with matching favorites by asking *What's your favorite (color)?* Students can use their own preferences or use multiple sets of Student Cards for colors, shapes, food, and toys.

## Additional Resources

Workbook page 65  
Online Practice



# Unit 8 Animals

## Let's Learn

**Let's Learn**

**A Learn the words.**

1. a cat 2. a dog 3. a bird 4. a rabbit 5. a frog  
6. cats 7. dogs 8. birds 9. rabbits 10. frogs

**B Make sentences.**

There's a rabbit!  
I like rabbits.

There's a rabbit.  
I like rabbits.

**C Ask your partner. Check (✓).**

What do you like?

You					
Your Partner					

What do you like?  
I like cats.

**D Watch, point, and sing.**

I Like Turtles  
I like turtles.  
What about you?  
I like turtles, too.  
I like turtles.  
I want a turtle.  
I want a turtle, too.

I can do this lesson.

Student Book pages 68–69

### Topic:

- Pet animals

### Lesson Objectives:

- Learning the words for pet animals
- Talking about animals students like

### Language:

a cat, a dog, a bird, a rabbit, a frog, cats, dogs, birds, rabbits, frogs

There's a rabbit.

I like rabbits.

What do you like?

I like cats.

### Materials:

Teacher Cards 178–187; CD2 Tracks 57–62; Student Cards 178–187 and Unit 8 Song Video (Teacher's Resource Center)

## Warm up

- Play **Do As I Say** (p. 21) to review the prepositions and verb phrases from Unit 6. Instruct students to place food cards *in*, *on*, *under*, or *by* a small bag or box. Expand the game by including Student Cards for classroom objects and things in nature.

## Pre-teach Language

1. Introduce the pet words, using Teacher Cards 178–187. Show one card and say the pet name. Have students repeat the word several times.
2. Introduce the sentences by pointing to objects in the class and saying *There's a (desk)*. *I like (desks)*.

Student Book page 68

## A Learn the words.

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

1. Play Class CD2 Track 57. Students listen and point to the animals in the book as they hear the words. Play the audio again and have students repeat the words. Check pronunciation.

2.57 1. a cat 2. a dog 3. a bird 4. a rabbit  
5. a frog 6. cats 7. dogs 8. birds  
9. rabbits 10. frogs

2. Call out animal names, one at a time. Students point to the picture in their books. Then say the plural word for the animal and help students point to the plurals.

**Pronunciation note:** Note the different plural ending sounds. Emphasize the /z/ sound after voiced consonants (*dogs* and *frogs*), and the /s/ sound after voiceless consonants (*cats* and *rabbits*).

3. Introduce the conversation. Display Teacher Card 181 (a rabbit). Say *There's a rabbit!* Then hold up Teacher Card 186 (rabbits) with a smile, and say *I like rabbits*.

## B Make sentences.

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

1. Students look at the picture and identify the animals and things in nature they see. Play Class CD2 Track 58. Students listen and point to the animals.

2.58 There's a rabbit!

I like rabbits.

1. There's a rabbit!  
I like rabbits.

2. There's a bird!  
I like birds.

3. There's a cat!  
I like cats.

4. There's a dog!  
I like dogs.

5. There's a frog!  
I like frogs.

2. Display the Teacher Card for *a rabbit* (181) so students can see the picture clearly. Place plural Teacher Card for *rabbits* (186) face down near it. Walk a few steps away, point to the singular card, and say *There's a rabbit!* Emphasize the word *There's*. Then pick up the plural card, show it to the class, and say *I like rabbits*. Repeat several times. Continue with additional animals until students are able to produce the sentences.
3. Play Class CD2 Track 59. Students listen, clap, and chant along with the drum track.

 2.59  See the script for Track 58.

4. Student pairs take turns making sentences about the animals on the page.

#### Student Book page 69

### Ask your partner. Check (✓).

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

1. Students look at the chart and identify the animals.
2. Play Class CD2 Track 60. Students listen to the language model.

 2.60 What do you like?  
I like cats.

3. Student pairs ask and answer the question and fill in the blanks.
4. Play Class CD2 Track 61. Students listen, clap, and chant along with the drum track.

 2.61


What do you like?	I like cats.
	
What do you like?	I like cats.
What do you like?	I like dogs.
What do you like?	I like rabbits.
What do you like?	I like birds.
What do you like?	I like frogs.

### Watch, point, and sing.

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

1. Students look at the picture and point to the animals they can identify. Have students tell the names of the animals.

2. Play the video. Have students raise their hands when they hear animal words.

 2.62 I Like Turtles

I like turtles.	I like cats.
What about you?	What about you?
I like turtles, too.	I like cats, too.
I like turtles.	I like cats.
I want a turtle.	I want a cat.
I want a turtle, too.	I want a cat, too.
I like birds.	I like rabbits.
What about you?	What about you?
I like birds, too.	I like rabbits, too.
I like birds.	I like rabbits.
I want a bird.	I want a rabbit.
I want a bird, too.	I want a rabbit, too.

3. Divide students into four groups: turtles, birds, cats, and rabbits. Play the video again. Have students imitate the actions they see.
4. Play the video a final time and have students sing along.

### I can do this lesson.

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

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

## Games and Activities

- **Concentration** (p. 17). Use a double set of Teacher Cards 178–187. Encourage students to recycle color and descriptions vocabulary. *I like frogs. I like green frogs. I like big green frogs.*
- **Pick Up Game** (p. 21). Use Student Cards 178–187. Student pairs take turns asking *Do you like (frogs)?* If the other student turns over the matching card, he/she answers *I like (frogs)*. If it doesn't match, the student answers *I like (dogs)*.

## Additional Resources

Workbook pages 66–67  
Online Practice

# Unit 8 Animals

## Let's Learn More

**Let's Learn More**

**A Learn the words.** (CD2)

1. a monkey 2. a lion 3. a bear 4. a giraffe 5. an elephant  
6. monkeys 7. lions 8. bears 9. giraffes 10. elephants

**B Make sentences.** (CD2)

I like monkeys.  
I don't like lions.

I like monkeys.  
I don't like lions.

**C Listen, point, and chant.** (CD2)

**Do You Like Cats?**

Do you like cats?  
Yes, I do.  
Do you like dogs?  
Yes, I do.  
Do you like spiders?  
No, I don't.  
I don't like spiders!

Do you like birds?  
Yes, I do.  
Do you like rabbits?  
Yes, I do.  
Do you like frogs?  
No, I don't.  
I don't like frogs!

**D Listen and do.** (CD2)

1. hear a lion 2. see a rabbit  
3. feed a fish 4. pet a goat

I can do this lesson.

**Topic:**

- Zoo animals

**Lesson Objectives:**

- Learning the words for zoo animals
- Talking about animals students don't like

**Language:**

*a monkey, a lion, a bear, a giraffe, an elephant, monkeys, lions, bears, giraffes, elephants*

*I like monkeys.  
I don't like lions.*

**Materials:**

Teacher Cards 188–201; CD2 Tracks 63–67; Student Cards 188–201 (Teacher's Resource Center)

Student Book pages 70–71

### Warm up

- Use toy, nature, food, and animal Student Cards to practice *What do you like?* Students pick up a card and answer the question: *I like (trees)*. This can be done in groups or in pairs.

### Pre-teach Language

1. Introduce the zoo animal vocabulary using Teacher Cards 188–197. Show one card at a time and say the animal name. Have students repeat the word several times.
2. Introduce *I like* and *I don't like* by pointing to objects in the classroom.

2. Say animal names one at a time. Students point to the pictures in their books. Then hold up plural Teacher Card 193 and say *monkeys*. Stress the ending. Have students point to the monkeys in the book and repeat the plural form after you. Continue with all the plural words.

**Pronunciation note:** Emphasize the /z/ sound after voiced consonants and vowels such as *monkeys* and *lions*, and the /s/ sound after voiceless consonants such as *giraffes* and *elephants*.

3. Introduce the sentence pattern using Teacher Cards 193 (monkeys) and 195 (bears), and a teacher-made cut-out "X." Display the *monkeys* card, smile, and say *I like monkeys*. Place the "X" over the bears card. Exaggerate shaking your head and frowning as you say *I don't like bears*.

Student Book page 70

### A Learn the words.

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

1. Play Class CD2 Track 63. Students listen and point to the animals in their books. Listen again and have students repeat the words. Check pronunciation.

2.63 1. a monkey 2. a lion 3. a bear 4. a giraffe  
5. an elephant 6. monkeys 7. lions 8. bears  
9. giraffes 10. elephants

### B Make sentences.

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

1. Students look at the picture and identify the people and animals they know. Then play Class CD2 Track 64. Students point to the animals they hear.

2.64 I like monkeys. I don't like lions.

1. I like monkeys. I don't like lions.
2. I like lions. I don't like elephants.

3. I like elephants. I don't like bears.
4. I like bears. I don't like giraffes.
5. I like giraffes. I don't like monkeys.

2. Display pairs of Teacher Cards 193–197. Put the teacher-made cut out “X” in front of one card. Model the sentence pattern, saying *I don't like* for the card with the “X.” Have students repeat each sentence after you.
3. Play Class CD2 Track 65. Have students listen, clap, and chant along with the drum track.



See the script for Track 64.

4. Have students work in groups and then in pairs to make sentences using Student Cards 193–197.

Student Book page 71

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

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

1. Play Class CD2 Track 66. Students to follow along in their books and point to the words they recognize. Introduce *spider* if necessary.



#### **Do You Like Cats?**

Do you like cats?	Do you like birds?
Yes, I do.	Yes, I do.
Do you like dogs?	Do you like rabbits?
Yes, I do.	Yes, I do.
Do you like spiders?	Do you like frogs?
No, I don't.	No, I don't.
I don't like spiders!	I don't like frogs!

2. Play the audio again and have students chant along. Then have students do the chant without the audio. Repeat the chant several times, in two groups and then in pairs. Switch roles.

### **D** Listen and do.

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

1. Introduce the phrases with Teacher Cards, gestures, and actions to reinforce the meaning of the verbs. Have students repeat the phrases with gestures and actions several times.

2. Play Class CD2 Track 67. Students listen to the audio and point to the pictures of the actions they hear. Play the audio again and have students repeat.



- |                |                 |
|----------------|-----------------|
| 1. hear a lion | 2. see a rabbit |
| 3. feed a fish | 4. pet a goat   |

3. Show Teacher Cards 198–201 and have students say and act out 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**

- **Card Game** (p. 19). Divide the class into small groups. Give each group duplicate sets of pet and zoo animal Student Cards. Have one student shuffle and deal out the cards to the group. S1 tries to match a card in his or her hand, asking S2 *Do you like (monkeys)?* S2 answers *I like (monkeys)* if they have the matching card. If they don't, they answer *I don't like (monkeys)*.

- **Make a Chant** with the class. Display three or four animal Teacher Cards. Point to one animal and, clapping a simple 4/4 beat, chant:

*Lions lions*  
*Do you like lions? Yes!*  
*Bears bears*  
*I don't like bears. No!*

Students repeat the lines as they clap along with you. Then have students point to a new card and to add lines to your chant.

- **Please** (p. 21). Use the action Teacher Cards from all previous units. Hold up a card and say the action using or not using *please*.

### **Additional Resources**

Unit 8 Worksheet A (Teacher's Resource Center)  
 Workbook pages 68–69  
 Online Practice





**Let's Read**

**Phonics**

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz

**A Listen, point, and say.**

Uu


**B Put the sounds together.**

[i] [u] [b]    [b] [u] [g]    [c] [u] [p]

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

**The U Phonics Chant**


U u umbrella U u cup  
U u umbrella U u tub  
Bug cup bug tub  
Bug on an umbrella in the tub!



**On the Playground**


**D Listen and read along.**

1




Oh, no!  
Where is my bug?

2




Is it on the umbrella?  
No, it isn't.

3



Is it under the tub?  
No, it isn't.

4



There it is. It's on the cup.  
I like bugs!

I can do this lesson!

**Topic:**

- Vowel sound short /u/

**Lesson Objectives:**

- Learning words with the short /u/ vowel sound
- Combining consonants and vowels
- Reading a story that recycles the phonics words and language from previous lessons

**Language:**

*umbrella, tub, bug, cup*

**Materials:**

Teacher Cards 142–145, 202–205; CD2 Tracks 68–75; Student Cards 142–145, 202–205 (Teacher's Resource Center)

Student Book pages 72–73

## Warm up

- Do a quick **Drill** (p. 16) to review the short vowel sounds /a/, /e/, /i/, and /o/. Write the vowels on the board, point to each letter, and say a word beginning with the vowel sound. Students repeat three times.

## Pre-teach Phonics

1. Introduce the short /u/ vowel sound. Write the capital and lowercase letter *Uu* on the board. Say the name of the letter, and then pronounce the short /u/ vowel sound. Say the vowel sound again and have students repeat.
2. Write the letter *u* on the board. Display the Teacher Card for *umbrella* (202), and say the word, stressing the vowel sound /u/mbrella. Ask students to repeat the word slowly and point to the letter *u* as they say the sound.

Student Book page 72

### A Listen, point, and say.

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

1. Ask students to point to the letter *Uu* on the ABC chart in their books. Play Class CD2 Track 68.

Students point to the letters and words as they hear them. Play the audio again. Students listen and repeat the sounds and words.

**2.68** /U/ /u/

umbrella	bug
tub	cup

2. Show students Teacher Cards 202–205 and say the words, emphasizing the vowel sounds. Have students concentrate on listening to the short /u/ vowel sound in each word. Then show the cards again and have students say the words.

### B Put the sounds together.

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

1. Play Class CD2 Track 69. Students listen to the audio and point to the letters as they hear the sounds. Have them draw an imaginary line with their finger under all the letters in the word when they hear the blended sounds form the word.

**2.69** /t/, /u/, /b/, tub  
/b/, /u/, /g/, bug  
/c/, /u/, /p/, cup

2. Play the audio again and have students repeat what they hear while using their fingers to follow the sounds of each word.

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

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

1. Ask students to point again to the letters *Uu* on the ABC chart in the book.
2. Play Class CD2 Track 70. Students listen to the chant. Ask students to point to the letters and words as they listen.

#### 2.70 The U Phonics Chant

/u/ /u/ umbrella

/u/ /u/ cup

u/ /u/ umbrella

/u/ /u/ tub

Bug, cup, bug, tub

Bug on an umbrella in the tub!

(repeat)

3. Play the audio again and have students chant along. Students repeat the chant several times, in two groups and then in pairs.

*Student Book page 73*

### **D** Listen and read along.

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

1. Have students look at the pictures and identify words they know. Ask students to draw an imaginary line with their finger under the words *bug*, *umbrella*, *tub*, and *cup* to connect the reading to the phonics lesson. Read the title of the story aloud.
2. **Read along.** Play Class CD2 Track 71. Have students listen to the story and follow along in their books. Encourage students to point to the words as they listen. Play the audio again and have them read along with audio, trying to match the intonation and rhythm.

#### 2.71 On the Playground

- 1 Oh, no! Where is my bug?
2. Is it on the umbrella? No, it isn't.
3. Is it under the tub? No, it isn't.
4. There it is. It's on the cup. I like bugs!

3. **Paired reading.** Students take turns reading the story sentences in groups and then in pairs.
4. **Act it out.** Students work in pairs and act out the story to each other. They can pantomime, or use Teacher Cards or their own realia. Switch roles. Ask volunteer pairs to act out the story 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.

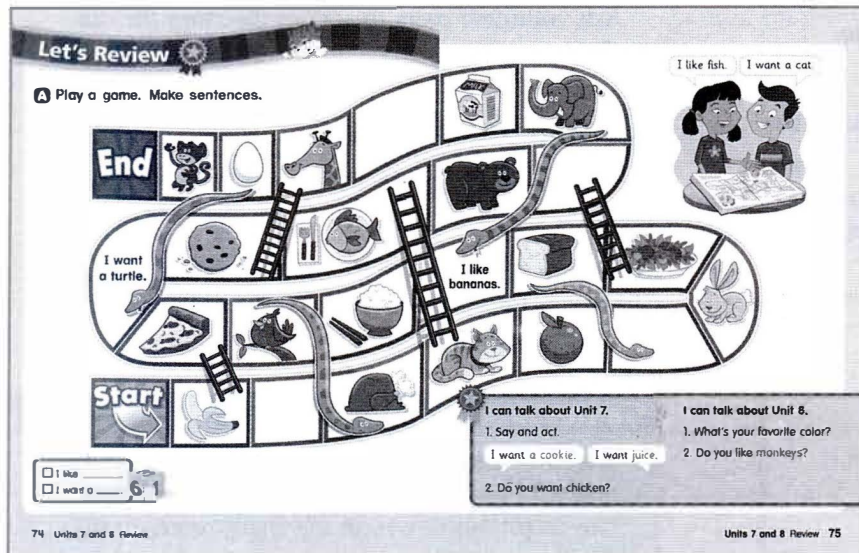
### Games and Activities

- **Picture Game** (p. 18). Use teacher-made sentence strips of the story on page 73. Place the strips face down on the chalk/marker rail. Students turn over a strip and draw a picture to represent the sentence. The class must guess what the sentence is. Allow students to keep their books open.
- **Find the Match** (p. 17). Use preposition Teacher Cards 142–145 and phonics Teacher Cards 202–205. Hold up a card. Have students look at the story on page 73 and find the word in the story. Students then read the sentence where they found the word.
- **Workbook Activity.** Have students look at the illustrations and identify the words they know in "I Like Bugs!" on Workbook pages 71–72. Then have students read the story for homework or in class.

### Additional Resources

Unit 8 Worksheet B (Teacher's Resource Center)  
 Unit 8 Test (Teacher's Resource Center)  
 Workbook pages 70–72  
 Online Practice

# Let's Review Units 7 and 8



Student Book pages 74–75

## Lesson Objective:

- Students review language from Units 7 and 8, and practice test-taking skills.

## Review Language:

*I'm hungry. I want an apple. I'm thirsty. I want juice. Here you are. Thank you. You're welcome. What do you want? I want a banana. I want chicken. I don't want fish. Do you want pizza? Yes, I do./No, I don't. What's your favorite color? Red. What about you? I like blue. There's a rabbit. I like rabbits. What do you like? I like monkeys. I don't like lions.*

## Materials:

Teacher Cards 27–36, 154–205; CD2 Tracks 43, 53, 56, 62, 71; Student Cards 27–36, 154–205 (Teacher's Resource Center)

## Let's Talk

1. Sing "What Do You Want?" (Class CD2 Track 43) and "What's Your Favorite Color?" (Class CD2 Track 56) in two groups or in pairs. Each group or partner sings one part of the conversation. Encourage students to use gestures or actions as they sing.
2. Review the conversations with **Step Away Lines** (p. 21). Each time a pair completes the conversation, they should step back and begin a new conversation, until they've reviewed all the new patterns. Encourage them to use the gestures and extended conversations from the videos in Units 7 and 8.

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

1. Review the food vocabulary and sentence patterns with a **Restaurant Game**. Divide the class into small groups or pairs. Have students take turns being a server or diner. The server asks the questions and the diners use the food vocabulary and the sentence patterns to request their food. Help students combine the language from other units to create a slightly longer conversation:

Server: *Hello. What do you want?*

Diner: *I want a salad.*

Server: *Here you are.*

Diner: *Thank you.*

Server: *Do you want bread?*

Diner: *No, I don't want bread.*

2. Do a Class Survey to review the vocabulary and the question-and-answer patterns. Give each student an interview sheet. Pair students and have them ask each other about what they like. Pairs can use Student Cards for food (154–169), colors (27–36), and animals (178–197). Students flip the cards, ask and answer questions, and record the results on the interview sheet. Students then report their findings to the class. The class results can be displayed in a chart on the board.
3. Students review the chants and songs. For "What Do You Want?" (Class CD2 Track 43), students point to or hold up food cards as they sing. For "I Like Turtles" (Class CD2 Track 62), encourage students to substitute different animals while they sing.
4. Have students review the Listen and Do language with a game of **Bingo!** (p. 17). Call out the actions in random order. Have students create grids using Student Cards 170–173 and 198–201. The first student to cover all spaces in a row yells *Bingo!* For a variation, have the winning student be the caller for the next round.

## Let's Read

Phonics words: *octopus, dot, pot, top, umbrella, tub, bug, cup*

1. Review phonics sounds with a **Board Race** (p. 17). Display Teacher Cards 174–177 and 202–205. Divide students into teams. Say one of the vowel sounds several times. Students from each team race to the board to touch a card with that vowel sound.
2. Have students read “On the Beach” (p. 65) and “On the Playground” (p. 73) along with the Class CD2 Track 53 and Track 71. Then have students show that they understand the stories by playing **Living Stories**, a variation on the **Living Dialogues** (p. 19) activity. Divide the class into groups. For each group, provide the sentences from one story on separate strips of paper. Each student is assigned a sentence from the story. Without speaking, students arrange themselves in the correct order.

## Let's Review

This game reviews vocabulary and language from Level 1 Student Book.

*Student Book page 74*

### **A** Play a game. Make sentences.

1. Have students look at the box at the top of the game board. Explain that they will use the sentence pattern *I like (bananas)* when they land on blue spaces, and the sentence pattern *I want (a turtle)* when they land on red spaces. Check that students know how to identify the animals and objects in the game squares (*a banana, chicken, a cat, an orange, a rabbit, a salad, bread, rice, a bird, pizza, a cookie, fish, a bear, an elephant, milk, a giraffe, an egg, a monkey, a snake, a ladder*).

2. Model the game before asking students to play. S1 rolls a die and moves a marker the number of spaces shown on the die. If the space is red, the student says *I want (rice)*. If the space is blue, the student says *I like (elephants)*. If S1 does not say the sentence correctly, his or her marker returns to the space occupied prior to the roll. S2 Then rolls the die and moves.
3. Have students play the game in pairs or small groups.
4. The game can also be played by asking and answering questions. S1: *What do you want?* S2: *I want (rice)*.



## I can talk about Units 7 and 8.

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

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

## Additional Resources

Unit 7 Test (Teacher's Resource Center)  
Unit 8 Test (Teacher's Resource Center)  
Final Test (Teacher's Resource Center)  
Workbook pages 73–74  
Online Practice



# Workbook Answer Key

Since many students using Workbook 1 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, page 3.

### A. Read and trace.

Students read the conversation and trace the words in gray.

### B. Trace and write.

Students trace the words in gray and write the contractions.

#### Answers

1. What's your name? I'm
2. What is = What's
3. I am = I'm

## Unit 1 Let's Learn, pages 4–5.

### A. Check.

Students check the box next to the word that identifies the picture.

#### Answers

- |             |              |
|-------------|--------------|
| 1. a pencil | 3. an eraser |
| 2. a chair  | 4. a pen     |

### B. Trace and match.

Students trace the sentences, then draw a line to the picture that matches each sentence.

#### Answers

1. line drawn to third picture
2. line drawn to first picture
3. line drawn to fourth picture
4. line drawn to second picture

### C. Read and write.

Students read the question and write the answer.

#### Answers

- |                  |                   |
|------------------|-------------------|
| 1. It's a ruler. | 3. It's a pencil. |
| 2. It's a desk.  | 4. It's a pen.    |

### D. Match.

Students match the pictures on the left with the sentences on the right.

#### Answers

1. line drawn from pencil to "What's this? It's a pencil."
2. line drawn from pen to "What's this? It's a pen."
3. line drawn from eraser to "What's this? It's an eraser."

## Unit 1 Let's Learn More, pages 6–7.

### A. Trace.

Students trace the words under the pictures.

### B. Trace and write.

Students trace the model sentence. Then they write sentences based on the picture and the words in the box.

#### Answers

1. This is a globe.
2. This is a marker.
3. This is a book.
4. This is a table.
5. This is a poster.

### C. Unscramble, write, and circle.

Students unscramble the words to form a question, write the question, and then circle the answer.

#### Answers

1. Is this a marker? / Yes, it is.
2. Is this a crayon? / Yes, it is.
3. Is this a poster? / No, it isn't.
4. Is this a wastebasket? / No, it isn't.

### D. Match.

Students match the sentences on the left with the pictures on the right.

#### Answers

1. line drawn to third picture
2. line drawn to fourth picture
3. line drawn to first picture
4. line drawn to second picture

## Unit 1 Let's Read, pages 8–10.

### A. Match.

Students match the pictures in the first column with the words in the second column. Then they match the words in the second column to the letters in the third column.

#### Answers

1. picture of boy / boy / Bb
2. picture of pencil / pencil / Pp
3. picture of peach / peach / Pp
4. picture of bird / bird / Bb
5. picture of pink paint / pink / Pp
6. picture of ball / ball / Bb

### B. Write.

Students trace and then write the Bb and Pp words.

#### Answers

1. ball, boy, bird
2. peach, pencil, pink

## Guessing Game reading pages.

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

## Unit 2 Let's Talk, page 11.

### A. Read and trace.

Students read the conversation and trace the words.

### B. Read and write.

Students finish the conversation using the words in the box.

#### Answers

Hi, how are you?  
I'm great. How are you?  
I'm OK.

## Unit 2 Let's Learn, pages 12–13.

### A. Unscramble, match, and color.

Students unscramble the letters, write the words, and then match the word to the crayon on the right.

#### Answers

1. black / third crayon
2. orange / fifth crayon
3. green / fourth crayon
4. yellow / first crayon
5. brown / second crayon

### B. Look and write.

Students look at the pictures and write sentences.

#### Answers

1. It's pink.
2. It's purple.
3. It's blue.
4. It's red.

### C. Read, circle, and color.

Students use the key to identify the jars of paint. Then they circle the correct answer to the question.

#### Answers

1. It's red.
2. It's yellow.
3. It's purple.
4. It's green.
5. It's brown.
6. It's orange.

### D. Trace, write, and color.

Students look at the pictures, trace the words, write sentences, and color the pictures.

#### Answers

1. What color is this? / It's pink.
2. What color is this? / It's brown.
3. What color is this? / It's blue.

## Unit 2 Let's Learn More, pages 14–15.

### A. Trace and match.

Students trace the words and match them to the appropriate shape.

#### Answers

1. line drawn to diamond shape
2. line drawn to circle shape
3. line drawn to triangle shape
4. line drawn to heart shape
5. line drawn to square shape
6. line drawn to rectangle shape

### B. Read and check.

Students read the sentences and check the correct column.

#### Answers

1. check in fourth column
2. check in third column
3. check in fifth column
4. check in first column
5. check in second column

### C. Look and circle.

Students look at the pictures and circle the correct answer to the question.

#### Answers

1. Yes, it is.
2. Yes, it is.
3. No, it isn't.
4. No, it isn't.
5. Yes, it is.
6. Yes, it is.

### D. Trace and write.

Students trace the words and complete the sentences based on the pictures.

#### Answers

1. Is this yellow? / Yes, it is.
2. Is this a star? / No, it isn't.  
It's a diamond.
3. Is this purple? / No, it isn't. It's blue.
4. Is this a rectangle? / Yes, it is.

## Unit 2 Let's Read, pages 16–18.

### A. Match and trace.

Students match the pictures in the first column with the letters in the second column. Then they match the letters to the words in the third column and trace the words.

#### Answers

1. goat picture / Gg / goat
2. gate picture / Gg / gate
3. cat picture / Cc / cat
4. girl picture / Gg / girl
5. coat picture / Cc / coat
6. cow picture / Cc / cow

### B. Write.

Students trace and then write the Cc and Gg words.

#### Answers

1. cow, coat, cat
2. gate, girl, goat

### Fun on the Farm reading pages.

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

## Units 1–2 Let's Review, pages 19–20.

### A. Read and match.

Students match the questions and pictures on the left with the answers on the right.

#### Answers

1. What's this? / It's a globe.
2. Is this a diamond? / No, it isn't.  
It's a circle.
3. What color is this? / It's black.
4. Is this a star? / Yes, it is.

### B. Circle and color.

Students circle the correct object and then color the object.

#### Answers

1. circle around black marker
2. circle around triangle
3. circle around diamond on left
4. circle around table

### C. Look and check.

Students look at the items in the book bag. Then they check the box next to the word for each item that is in the bag.

#### Answers

A checkmark should appear beside the following: a pencil case, a pencil, a book, a notebook, a map, a ruler, and an eraser.

### D. Match.

Students match the sentences with the pictures.

#### Answers

1. line drawn to fifth picture
2. line drawn to first picture
3. line drawn to fourth picture
4. line drawn to third picture
5. line drawn to second picture

## Unit 3 Let's Talk, page 21.

### A. Trace and write.

Students trace the sentences and complete them using the words in the box.

#### Answers

Hi, Scott. This is my friend, Sarah.

Hello, Sarah.

Hi, Scott. Let's play!

### B. Read and number.

Students put the conversation in the correct order.

#### Answers

3, 2, 1

## Unit 3 Let's Learn, pages 22–23.

### A. Write.

Students write the words for the pictures using the words in the box.

#### Answers

- pencil case
- markers
- crayons
- crayon
- notebooks
- marker

### B. Read, draw, and color.

Students read the sentences, draw the items, and color them.

### C. Look and circle.

Students circle the correct answer based on the picture.

#### Answers

- Ten crayons.
- One pencil case.
- Eight markers.
- One notebook.

### D. Write and check.

Students write the questions and check the box next to the correct answer.

#### Answers

- How many markers? / Three markers.
- How many pencils? / Two pencils.
- How many notebooks? / Seven notebooks.
- How many crayons? / Eight crayons.

## Unit 3 Let's Learn More, pages 24–25.

### A. Read and circle.

Students read the words and circle the correct pictures.

#### Answers

- circle around picture of CDs (left)
- circle around picture of the cell phone (middle)
- circle around picture of computers (left)
- circle around picture of the video game (right)

### B. Look and check.

Students look at the picture and check the box next to the correct sentence.

#### Answers

- They're pencil cases.
- It's a computer.
- It's a video game.
- They're cell phones.

### C. Trace, write, and match.

Students trace and write the questions. Then they match the questions and pictures to the answers on the right.

#### Answers

- What are these? / They're CDs.
- What's this? / It's a cell phone.
- What are these? / They're computers.
- What's this? / It's a video game.

### D. Trace and write.

Students trace and complete the sentences using the words in the box.

#### Answers

- Count the books.
- Count the video games.
- Point to the computer.
- Find the video games.

## Unit 3 Let's Read, pages 26–28.

### A. Trace and match.

Students trace the words in the first column then match the words with the letters in the second column. Then they match the letters with the pictures in the third column.

#### Answers

- desk / Dd / picture of desk
- tiger / Tt / picture of tiger
- two / Tt / number 2
- duck / Dd / picture of duck
- door / Dd / picture of door
- toys / Tt / picture of toys

### B. Write.

Students trace and then write the Dd and Tt words.

#### Answers

- duck, desk, door
- tiger, toys, two

### Let's Count! reading pages.

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

## Unit 4 Let's Talk, page 29.

### A. Read and number.

Students read and put the conversation in the correct order.

#### Answers

2, 1, 3

### B. Trace and write.

Students trace and write the sentences using the words in the box.

#### Answers

- This is my mother.
- This is my sister.
- This is my father.
- This is my brother.

## Let's Learn, pages 30–31.

### A. Trace and write.

Students write the words based on the picture and the words in the box.

#### Answers

1. mother
2. father
3. baby sister
4. brother
5. grandfather
6. grandmother

### B. Circle.

Students look at the pictures and circle the correct pronoun.

#### Answers

1. he
2. she
3. he

### C. Read and match.

Students match the words with the pictures.

#### Answers

1. line drawn to fourth picture
2. line drawn to first picture
3. line drawn to third picture
4. line drawn to second picture

### D. Read, write, and circle.

Students read the sentence, write the question, and circle the correct picture.

#### Answers

1. Who's she? / circle picture of girl
2. Who's he? / circle picture of man
3. Who's she? / circle picture of woman
4. Who's she? / circle picture of woman

## Unit 4 Let's Learn More, pages 32–33.

### A. Trace and match.

Students trace the words and match the opposites.

#### Answers

1. young / old
2. short / tall
3. pretty / handsome

### B. Unscramble and write.

Students unscramble the words and use them to write sentences based on the pictures.

#### Answers

1. He's short.
2. She's pretty.
3. She's old.
4. She's young.

### C. Trace and write.

Students trace and write the questions and answers.

#### Answers

1. Is she short? / Yes, she is.
2. Is he tall? / No, he isn't.
3. Is he young? / Yes, he is.
4. Is she tall? / Yes, she is.

### D. Look and circle.

Students look at the pictures and circle the correct answer.

#### Answers

1. Read a book.
2. Write the word.
3. Count to ten.
4. Say the alphabet.

## Unit 4 Let's Read, pages 34–36.

### A. Unscramble and write.

Students unscramble the word and write it under the picture.

#### Answers

1. cap
2. bag
3. cat
4. apple

### B. Look and check.

Students look at the picture and check the box next to the correct word.

#### Answers

1. cap
2. apple
3. bag
4. cat

### Short and Tall reading pages.

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

## Units 3–4 Let's Review, pages 37–38.

### A. Look and write.

Students look at the pictures and write the answers to the questions.

#### Answers

1. They're cell phones.
2. It's a pencil case.
3. They're CDs.

### B. Read and write.

Students read the answers and write the questions using the sentences in the box.

#### Answers

1. Who's he
2. What are these
3. What's this
4. Who's she

### C. Trace and write.

Students trace and write sentences using the words in the box.

#### Answers

1. He's my grandfather. He's old.
2. She's my mother. She's pretty.

### D. Look and circle.

Students look at each picture and circle the correct word.

#### Answers

1. tall
2. handsome
3. sister
4. baby sister
5. old
6. brother

## Unit 5 Let's Talk, page 39.

### A. Read and write.

Students complete the conversations with the words in the box.

#### Answers

1. Happy birthday, Jenny! How old are you?  
I'm seven years old.
2. This is for you.  
Thank you!

### B. Write and draw.

Students write the sentences and draw candles on the cakes. Note: The number of candles on the second cake will vary according to the age of the student.

## Unit 5 Let's Learn, pages 40–41.

### A. Read and match.

Students read the words and match them to the pictures.

#### Answers

1. line drawn to the baseball
2. line drawn to the robot
3. line drawn to the baseball bat
4. line drawn to the toy car
5. line drawn to the doll
6. line drawn to the jigsaw puzzle

### B. Look and circle.

Students look at the picture and circle the correct word.

#### Answers

- |         |              |
|---------|--------------|
| 1. bat  | 3. puzzle    |
| 2. doll | 4. jump rope |

### C. Write and check.

Students write the questions then check the box next to the correct answer.

#### Answers

1. What is it? / It's a puzzle.
2. What is it? / It's a bicycle.
3. What is it? / I don't know.
4. What is it? / It's a jump rope.

### D. Write.

Students write questions and answers based on guessing the wrapped items.

#### Answers

1. What is it? / It's a kite.
2. What is it? / It's a robot.
3. What is it? / It's a car.
4. What is it? / It's a doll.

## Unit 5 Let's Learn More, pages 42–43.

### A. Trace and circle.

Students trace the words and circle the correct pictures.

#### Answers

1. circle around the big star
2. circle around the little heart
3. circle around the long ruler
4. circle around the short pencil
5. circle around the baseball
6. circle around the square gift

### B. Circle and write.

Students look at the picture, circle the correct adjective, and write the adjective in the sentence.

#### Answers

1. long / It's a long jump rope.
2. little / It's a little bicycle.
3. round / It's a round CD.
4. old / It's an old kite.

### C. Read and check.

Students read the question, look at the picture, and check the box next to the correct word.

#### Answers

1. Yes, it is.
2. No, it isn't. It's a new video game.
3. Yes, it is.

### D. Trace and match.

Students trace the phrases and match them to the pictures.

#### Answers

1. line drawn to girl jumping rope
2. line drawn to girl catching ball
3. line drawn to boy riding bicycle
4. line drawn to boy throwing ball

## Unit 5 Let's Read, pages 44–46.

### A. Write.

Students write the vowel sound in the words.

#### Answers

egg, peg, pet, bed

### B. Match.

Students match the words to the pictures.

#### Answers

1. line drawn to the small dog
2. line drawn to the coat rack of pegs
3. line drawn to the bed
4. line drawn to the egg

### This Is for You! reading pages.

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

## Unit 6 Let's Talk, page 47.

### A. Trace and match.

Students match the weather words to the pictures.

#### Answers

1. line drawn to the picture of Andy with a kite
2. line drawn to the picture of Scott walking in the sun
3. line drawn to the picture of Andy and Scott making a snowman
4. line drawn to the picture of Kate raking leaves
5. line drawn to the picture of Jenny in the rain

### B. Write.

Students look at the pictures and write the answers to the question using the words in the box.

#### Answers

1. It's snowy today.
2. It's rainy today.
3. It's sunny today.
4. It's cloudy today.

## Unit 6 Let's Learn, pages 48–49.

### A. Write and match.

Students write the words using the pictures and the words in the box. Then they match the singular nouns to the plural nouns.

#### Answers

1. a puddle / puddles
2. a flower / flowers
3. a tree / trees
4. a cloud / clouds

### B. Read and circle.

Students read the sentence and circle the correct phrase.

#### Answers

1. There are            3. There are
2. There is            4. There is

### C. Count and write.

Students look at the picture, count the items, and write sentences.

#### Answers

1. There are five flowers.
2. There's one tree / puddle.
3. There's one puddle / tree.
4. There are three clouds.

### D. Count and write.

Students look at the picture, count the items, and write questions and answers.

#### Answers

1. How many books are there? / There are three books.
2. How many pens are there? / There are two pens.
3. How many computers are there? / There's one computer.
4. How many erasers are there? / There are three erasers.

## Unit 6 Let's Learn More, pages 50–51.

### A. Circle.

Students circle the preposition that matches the picture.

#### Answers

1. on                            3. in
2. by                            4. under

### B. Trace and write.

Students trace and write sentences based on the pictures.

#### Answers

1. Where's the baseball? / It's in the puddle.
2. Where are the flowers? / They're on the table.
3. Where's the bat? / It's by the tree.
4. Where's the jump rope? / It's on the table.

### C. Read and write.

Students read the questions, trace, and complete the sentences based on the pictures and the words in the box.

#### Answers

1. It's in the bag.
2. They're on the bag.
3. It's by the table.
4. They're under the table.

### D. Look and write.

Students trace and complete the sentences based on the pictures.

#### Answers

1. Put the baseball on the table.
2. Put the bat by the baseball.
3. Put the baseball in the bag.
4. Put the bag under the tree. / Put the bag by the tree.

## Unit 6 Let's Read, pages 52–54.

### A. Circle.

Students circle letters in each block of letters to form the word for the picture.

#### Answers

1. p – i – t
2. b – i – b
3. b – i – g

### B. Match.

Students match the words with the pictures.

#### Answers

1. line drawn to the pit with the shovel
2. line drawn to the bib
3. line drawn to the igloo
4. line drawn to the big and small men

### A Sunny Day Igloo reading pages.

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

## Units 5–6 Let's Review, pages 55–56.

### A. Read and write.

Students read the answers and write the questions using the sentences in the box.

#### Answers

1. What is it
2. How many flowers are there
3. Where's the book
4. Where are the flowers
5. Is it a big box

### B. Write.

Students write sentences using the prepositions in the box.

#### Answers

1. The cat is in the bag.
2. The cat is on the bag.
3. The cat is by the bag.
4. The cat is under the bag.

### C. Look and write.

Students look at the pictures, count the items, and write sentences using the words in the box.

#### Answers

1. There are two puzzles.
2. There are three clouds.
3. There's one doll.
4. There are four puddles.

## Unit 7 Let's Talk, page 57.

### A. Write.

Students write sentences using the words in the box.

#### Answers

1. I'm hungry.
2. I'm thirsty.
3. I'm thirsty.
4. I'm hungry.

### B. Trace and write.

Students trace and write the sentences from the box in the correct order.

#### Answers

1. Here you are.
2. Thank you.
3. You're welcome.

## Unit 7 Let's Learn, pages 58–59.

### A. Write.

Students write the words into the puzzle based on the pictures. Then they write the word that appears in the gray boxes.

#### Answers

1. SANDWICH
2. ORANGE
3. SALAD
4. BANANA
5. I'm thirsty. I want a soda.

### B. Look and circle.

Students look at the picture and circle the correct answer to the question.

#### Answers

1. a robot
2. a banana
3. a soda
4. an eraser

### C. Trace, write, and circle.

Students trace and write the question. Then they circle the correct picture.

#### Answers

1. What do you want? / circle around the egg
2. What do you want? / circle around the soda
3. What do you want? / circle around the sandwich
4. What do you want? / circle around the banana

### D. Read and circle.

Students read the sentence and circle the correct picture.

#### Answers

1. circle around the banana and orange
2. circle around the sandwich and salad
3. circle around the orange and banana
4. circle around the milkshake and cookie

## Unit 7 Let's Learn More, pages 60–61.

### A. Unscramble, write, and match.

Students unscramble the words, write them, and match them to the pictures.

#### Answers

1. ice cream / line drawn to third picture
2. pizza / line drawn to second picture
3. rice / line drawn to fourth picture
4. chicken / line drawn to first picture

### B. Write.

Students look at the pictures and write sentences.

#### Answers

1. I want cake. I don't want bread.
2. I want fish. I don't want milk.
3. I want pizza. I don't want chicken.

### C. Read and circle.

Students read the question, look at the picture, and circle the correct answer.

#### Answers

1. No, I don't.
2. Yes, I do.
3. No, I don't.
4. Yes, I do.

### D. Trace and match.

Students trace the phrases and match them to the correct picture.

#### Answers

1. line drawn to the second picture
2. line drawn to the third picture
3. line drawn to the fourth picture
4. line drawn to the first picture

## Unit 7 Let's Read, pages 62–64.

### A. Read and match.

Students match the words to the correct pictures.

#### Answers

1. line drawn to the pot
2. line drawn to the top
3. line drawn to the dot
4. line drawn to the octopus

### B. Write and circle.

Students write the words and then circle the picture that illustrates the word.

#### Answers

1. pot / circle the pot
2. dot / circle the dot
3. octopus / circle the octopus
4. top / circle the top

### I'm Hungry! reading pages.

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

## Unit 8 Let's Talk, page 65.

### A. Trace.

Students trace the sentences in the conversation.

### B. Unscramble, write, and number.

Students unscramble the sentences, write them, and put them in conversation order.

#### Answers

- (3) I like green.
- (1) What is your favorite color?
- (2) Purple. What about you?

## Unit 8 Let's Learn, pages 66–67.

### A. Trace, match, and write.

Students trace and write the animal words then match the singular to the plural.

#### Answers

1. a frog / frogs
2. a bird / birds
3. a dog / dogs
4. a rabbit / rabbits

### B. Write.

Students look at the picture and write sentences.

#### Answers

1. I like rabbits.
2. I like frogs.
3. I like turtles.
4. I like dogs.
5. I like birds.
6. I like cats.

### C. Write and circle.

Students write the question and circle the correct answer.

#### Answers

1. What do you like? / I like frogs.
2. What do you like? / I like rabbits.
3. What do you like? / I like turtles.

### D. Trace and write.

Students trace and write the questions and answers.

#### Answers

1. What do you like? / I like frogs.
2. What do you like? / I like cats.

## Unit 8 Let's Learn More, pages 68–69.

### A. Unscramble, write, and match.

Students unscramble the word, write the singular form, and then write the plural form. Then they match the singular form to the plural form and then to the correct picture.

#### Answers

1. a lion / lions / line drawn to third picture
2. a monkey / monkeys / line drawn to second picture
3. a giraffe / giraffes / line drawn to the fourth picture
4. an elephant / elephants / line drawn to the first picture

### B. Write.

Students write sentences based on the pictures.

#### Answers

1. I like lions. I don't like bears.
2. I like giraffes. I don't like monkeys.
3. I like monkeys. I don't like elephants.

### C. Write.

Students trace the lines, find the correct picture, and write the question.

#### Answers

1. Do you like lions?
2. Do you like bears?
3. Do you like frogs?

### D. Look and write.

Students complete the phrases using the words in the box.

#### Answers

1. feed a fish
2. pet a goat
3. see a rabbit
4. hear a lion

## Unit 8 Let's Read, pages 70–72.

### A. Circle.

Students circle letters in each block of letters to form the word for the picture.

#### Answers

1. t – u – b
2. b – u – g
3. c – u – p

### B. Write and match.

Students write the words using the words in the box and then match the pictures to the words.

#### Answers

1. umbrella picture / umbrella
2. cup picture / cup
3. bathtub picture / tub
4. ladybug picture / bug

### I Like Bugs! reading pages.

Students cut out the reading page along the dotted line and fold it into a four-page book. Then they read the story and color the pictures.

## Unit 7–8 Let's Review, pages 73–74.

### A. Read and match.

Students read the questions and match them to the answers.

#### Answers

1. Do you like lions? / Yes, I do. I like lions.
2. What do you want? / I want pizza.
3. Do you want ice cream? / No, I don't. I want pizza.
4. What do you like? / I like monkeys.
5. Do you want an orange? / Yes, I do. I want an orange.

### B. Look and write.

Students look at the picture and write sentences.

#### Answers

1. I like giraffes.
2. I like bears.
3. I like elephants.
4. I like lions.

### C. Look and check.

Students look at the pictures and check the boxes next to the words shown in the pictures.

#### Answers

1. a salad, a sandwich
2. a soda, juice
3. cake, ice cream
4. an apple, a banana

### D. Unscramble, write, and match.

Students unscramble the words, write the phrases, and match them to the correct pictures.

#### Answers

1. drink milk / line drawn to fourth picture
2. wash my hands / line drawn to third picture
3. brush my teeth / line drawn to second picture
4. feed a fish / line drawn to first picture



## **My Picture Dictionary, pages 75–80.**

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### **A. Draw, color, and write.**

Students draw pictures for the words, write the missing words for the pictures, and color.

#### Answers

A: Andy

B: bag, baseball, bat

C: cake, car, cat, chair, cloud

D: desk, dog

E: eight, eraser

F: fish, five, flower, four

G: goat

H: heart

I: ice cream

J: jump rope

K: kangaroo, kite

L: lion

M: marker, milk, monkey, mother

N: nine, notebook

O: one

P: peach, pen, pencils, puzzle

Q: queen

R: rabbit, robot, ruler

S: seven, six

T: ten, three, tree, two

U: umbrella

V: violin

X: fox

Y: yo-yo

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