

Mario Herrera
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BIG **ENGLISH**



2ND EDITION
TEACHER'S EDITION



About the Authors



Mario Herrera

Mario Herrera has a degree in education and an MA in EFL. He has taught English for more than 30 years at all levels, from young children to adults. He is the author and co-author of many acclaimed ESL/EFL series that are used in levels ranging from pre-primary to junior high schools including **Big English, Backpack** and **Parade, Big Fun** and **Big Teens**. As an international consultant and teacher trainer, Mr. Herrera travels the globe, directing seminars and delivering professional development workshops throughout the Americas, Europe, the Middle East and Asia.

Christopher Sol Cruz has an M.A. in Teaching English as a Second Language and has been involved in the field of English language instruction since 1988. He has authored or co-authored numerous traditional, blended, and e-learning English programs for students from a variety of age groups in Latin America, Asia, the Middle East and the United States. In addition to writing, Mr. Sol Cruz has given academic presentations, has run teacher professional development workshops around the world, and is an avid language learner. He lives in Vermont, United States.



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2ND EDITION
TEACHER'S EDITION

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CONTENTS

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Welcome to Big English!	iii
Component Walk-through	iv
Big English Course Pedagogy	vi
Unit Walk-through	xii
Big English Lesson Flow	xvi
Time Guidelines	xviii
Scope and Sequence	T2
Welcome to Class!	a
1 Good Morning, Class!	4
2 My Family	16
3 My Body	28
Checkpoint, Units 1–3	40
4 My Favorite Clothes!	44
5 Busy at Home	56
6 On the Farm	68
Checkpoint, Units 4–6	80
7 Party Time	84
8 Fun and Games	96
9 Play Time	108
Checkpoint, Units 7–9	120
Cutouts for Checkpoints	T124
Stickers	T125
Cambridge Young Learners English: Starters Practice Paper	T126
Game Bank	T132
Audio Scripts	T134
Workbook Answer Key	T146
Wordlist	T151
International Phonetic Alphabet	T154

Welcome to Big English!

This new edition of Big English builds on the firm foundations and big ideas of the first edition but brings a whole host of new features and components to help young learners make progress and communicate confidently.

Why Big English?

Learning happens in context, not in isolation.

We believe that learners are best motivated by intriguing content that is relevant to their lives and puts English in the context of the world that surrounds them.

Three big ideas that build on established and proven methodologies.

Three of the central bases for the Big English program philosophy are: 21st century skills, Content and Language Integrated Learning (CLIL), and Assessment for Learning (AfL) techniques.

Multiple experiences all in one book.

Kids learn best when they engage with the language in a variety of ways. Big English provides multiple and varied opportunities for success, including singing, role-playing, watching videos, reading fiction and nonfiction texts, project work, and conducting research.

It's a digital world.

Today's students are digital natives who have never known a world without computers and the Internet. Big English comes with new digital learning tools, the use of which reflect learners' reality and expectations.

So what's new in Big English?

New components and features to engage your learners.

- A completely new digital offering which includes teacher digital resources with the Teacher Presentation Tool, and student digital resources with assignable interactive activities.
- New content including welcome units to bridge any gaps between the levels and serve as a quick review to the previous level, giving the pupils the foundations and confidence to start the next level.
- New Content Connection and Culture Connection pages.
- Additional Big TV videos supported by a video workbook.
- Big English has a fresh new look with a simplified design which helps learners to focus on content and the activities. Plus we have great new signposting to help you really get the most of all the Big components.
- A refreshed approach to Assessment for Learning with students and teachers given plenty of opportunities to review their progress in both the Student's Book and the Workbook.

Global Scale of English

At the start of every unit you also get an overview of the GSE reading, listening, speaking, and writing objectives covered by the content of that unit. End of unit *I can* statements directly relate to the vocabulary, grammar, and skill descriptors within the Global Scale of English. They appear in the review sections of the Student's Book and are also highlighted in the unit openers of the Teacher's Edition.

The Global Scale of English (GSE) is a standardized, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the GSE identifies what a learner can do at each point on the scale across speaking, listening, reading, and writing skills. The scale is designed to motivate learners by giving more granular insight into learning progress.

The badging on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all objectives below the range before starting the course, or that they will all be at the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, your assessment of your learners, and in selecting or creating additional materials to supplement your core program, please go to www.english.com/gse.

COMPONENT Walk-through

www.majazionline.ir

1 PLAN > 2 TEACH > 3 PRACTICE > 4 ASSESS

1 PLAN: Before class

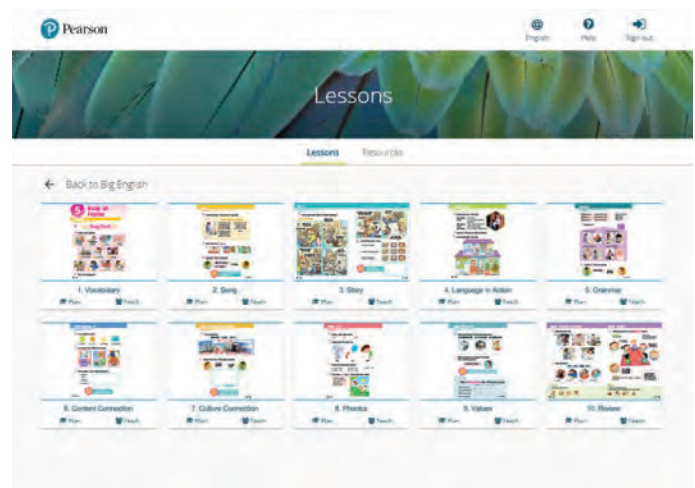
Teacher's Edition

The Teacher's Edition is the place where you can find everything you need to know to teach with Big English. It includes comprehensive and easy to follow visuals of Big English lesson flows, activities and ideas, and supporting material such as a Game Bank, audio scripts as well as full assessment support including Cambridge English Young Learners practice materials.



NEW Teacher Presentation Tool

Step-by-step lesson flows follow the same learning path as those in the Teacher's Edition.



4 ASSESS: After class

Assessment Pack

Comprehensive suite of assessment materials including Diagnostic Pre-Tests, Practice Tests, Unit Tests, Mastery Tests (every three units), Final Exams, and materials for oral assessment.



2 TEACH: In class

www.majazionline.ir

Student's Book

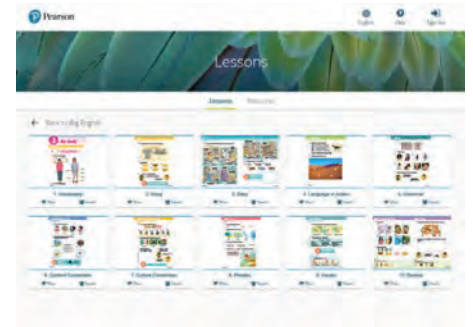


NEW Welcome Unit
Students review key language at the start of the school year.

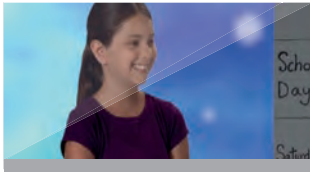
Workbook



NEW Teacher Presentation Tool



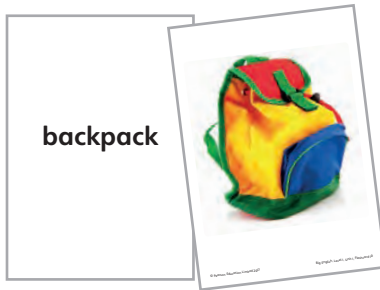
Audio CDs, Documentary and Dramatic videos



NEW Big TV videos and Video Workbook



Flashcards



Posters



3 PRACTICE: Out of class

Workbook

Workbook activities correlate exactly with the learning objectives in the Student's Book. These activities are flexible and they can be carried out in class or set as homework.



NEW Student digital resources
Interactive digital activities can be assigned for individual practice in the student digital resources.

BIG ENGLISH

Course Pedagogy

Big English is based on a number of pedagogical approaches which are critical to effective learning. These are all explained below, along with examples of how to deliver successful lessons using the course.

21st Century Skills

What are 21st century skills?

21st century skills are the skills and competencies that learners need to be successful in the increasingly complex life and work environment of today's rapidly changing, digital world. These skills include critical thinking, communication, collaboration, creativity and innovation, and social and cross-cultural interaction.

Big English combines rich, real-life content, a variety of tasks, and specific teaching guidance to ensure ample coverage of these skills.

Why are 21st century skills important?

It is important that students are encouraged and motivated to think deeply about issues, to develop critical thinking skills and to solve problems creatively. These skills paired with a communicative approach provide a foundation that learners can build on throughout their studies.

How do I use 21st century skills whilst teaching with Big English?

21st century skills are embedded throughout Big English. You will find clearly sign-posted sections in the teaching notes to show you how to best enhance 21st century skills on a regular basis.

A key element of our approach to support critical thinking is the regular *Think BIG* feature which is included in all units and which is integrated across all components. The *Think BIG* feature offers young learners the opportunity to discuss, analyze, collaborate, and be creative. The Teacher's Edition includes detailed guidance on how to manage the *Think BIG* questions, as well as set up other communicative, collaborative, or creative tasks, such as projects.

An important method to embedding this approach into your teaching is questioning. In order to develop analytical skills, questions in class should be, as much as possible, open-ended. For example, rather than "Do you want to be a doctor?", you can ask "What do you want to be?" and, critically, "Why?". Even if the students cannot answer open-ended questions fully in English, any attempt should be praised.

Warm-up

Materials: World map or globe, kite

21st Century Global Awareness

- Display a world map or globe. Point to and name *Mexico*, *New Zealand*, and *Malaysia*. Have students repeat the country names.
- Bring in a kite and show it to students. Point to the kite and say: *This is a kite*. Have students repeat. Explain that a kite is a toy and that people all over the world fly kites. Show a video or internet clip of a person flying a kite. If possible, choose a video that shows how to get the kite into the air.
- Check answers from the HW in the last lesson.



Do people wear traditional clothes in your country? What do they wear?

Content and Language Integrated Learning (CLIL)

What is CLIL?

Content and Language Integrated Learning (CLIL) is an approach where the students are learning a subject, for example math, science, or art through the medium of English. This helps deepen their understanding of both the curriculum material and the English language. This enhanced comprehension places them far beyond where they would be by studying only non-academic, everyday English.

The CLIL lessons in Big English help increase learners' motivation and confidence in their acquisition of key language and expand their content knowledge.

Why is CLIL important?

Learning other subjects through English gives students a reason to learn – to understand and discuss the subject matter. This is motivating for young learners.

By teaching relevant subjects that reflect the world around them, for example science, students are likely to become more engaged and curious about the world in general, and about the English they need to describe it.

CLIL also includes learning about other cultures, which provides insights into how people around the world have similarities and differences and helps to develop global citizens.

How do I use CLIL whilst teaching with Big English?

CLIL lessons appear in every unit of Big English. The learning objective of these Content Connection and Culture Connection lessons are clearly signposted on the Student's Book page. This is shared with the class at the start of each lesson.

Key content words can be pre-taught prior to listening or reading the presentation text. These are extra words that might be useful when discussing the text rather than being key vocabulary items.

Subject material is presented through listening and/or reading activities, which is followed by spoken and/or written practice of the content, including using some of the key vocabulary.


Workbook practice activities are provided for these lessons which can be carried out in or out of class, and which further reinforce the concepts and key language.










There is always a *Think BIG* feature included in these lessons – a question or activity which encourages learners to think deeply about the content.


Each unit also includes an engaging video for either the Content Connection or Culture Connection lesson which brings the subject to life. To support the teacher, there is a Video Guide which contains pre-, while, and post-watching activities.

Content Connection | Social Science

I will learn about weather and clothes.

103  **Look, listen, and repeat. Then say.**

 hot	 wet	 cold	 dry
 mountains	 desert	 jungle	 

104  **Listen and point. Is it wet in the desert?**

It isn't ... It is ...

Assessment for Learning

What is Assessment for Learning?

As opposed to traditional, summative assessment tools that measure what has been learnt, formative assessment or Assessment for Learning takes a different approach. It is based on three key principles: having students participate in setting learning objectives, performing ongoing assessment, and helping students to learn how to set their own goals and self-assess.

Using this approach, the ongoing assessment that a teacher makes informs the teaching of the next lesson or module to ensure all students, whatever their starting point, make clear progress.

Why is Assessment for Learning important?

When Assessment for Learning strategies are integrated in the lesson, students take an active role in their own learning and seek out help they need to meet their goals.

Assessment for Learning can include a variety of activities, for example classroom discussions, peer or group work, homework, and traditional quizzes. The important thing to remember about formative assessment is that the method of assessment is not what makes it useful, but the way in which the results are used. Formative assessment is most successful when results are analyzed to determine the current state of student understanding. Results are folded into the classroom experience as teachers take specific actions to improve any deficiencies or correct misunderstandings.

Another key aspect of formative assessment is sharing clear targets with the class. Discussing learning objectives at the start of the lesson helps students to focus. Reviewing these objectives at the end starts to develop self-awareness of the progress they are making, and what they need to do to improve.

Performing ongoing assessment means that gaps in learning are filled early, so that every child reaches their full potential.

Training young learners to set their own goals and be aware of progress develops reflective learners, which is a quality of paramount importance for their later studies.

How do I use Assessment for Learning whilst teaching with Big English?

Assessment for Learning techniques are embedded in all lessons in Big English. Lesson objectives are given on every page in the Student's Book, focusing learners on the learning goal at the start and end of every lesson.

A self-assessment feature is built into each Review lesson at the end of each unit. This requires students to think about the key learning objectives of the unit, and to what extent they have met them. This raises awareness about their own progress. It is also a useful tool for the teacher to gauge who has any learning gaps that need to be filled.

In addition to that, every Checkpoint section (after every three units) contains both self-assessment and peer assessment, further developing awareness of the students' own progress.

The Teacher's Edition is a rich resource for embedding Assessment for Learning into your lessons, and follows a clearly signposted process through all teaching notes.

INVOLVE

This feature provides opportunities to engage students in the learning objective and help them to develop self-awareness of their English progress.

MONITOR

This feature creates opportunities to assess how well students are learning the material and identify gaps to inform teaching.

ASSIST

This feature provides guidance to immediately resolve a gap in learning that has been identified. For example, through presenting the material in another context.

CHALLENGE

This feature goes beyond the page by getting students to personalize, analyze, and apply the language. This is often a more productive task requiring greater fluency. It can be given to a group of students or a whole class.

This process aims to help teachers to see which students need more of a challenge and which ones need remediation in order to keep all learners progressing appropriately.

Systematic Vocabulary Development

What is systematic vocabulary development?

Systematic vocabulary development means explicitly presenting the key vocabulary; teaching the form, meaning, and pronunciation of the word so that students understand all aspects of a target word or phrase; giving students multiple opportunities to encounter the word, to make it memorable and meaningful.

Why is systematic vocabulary development important?

Presenting and practicing vocabulary in a systematic way gives students exposure to the right amount of new vocabulary in any one lesson, preventing overload. Knowing a small number of words at a time, and knowing them well engenders motivation in learners.

Careful scaffolding through visuals and audio support means that young learners feel secure and confident in the early stages of learning.

How do I teach vocabulary in a systematic way with Big English?

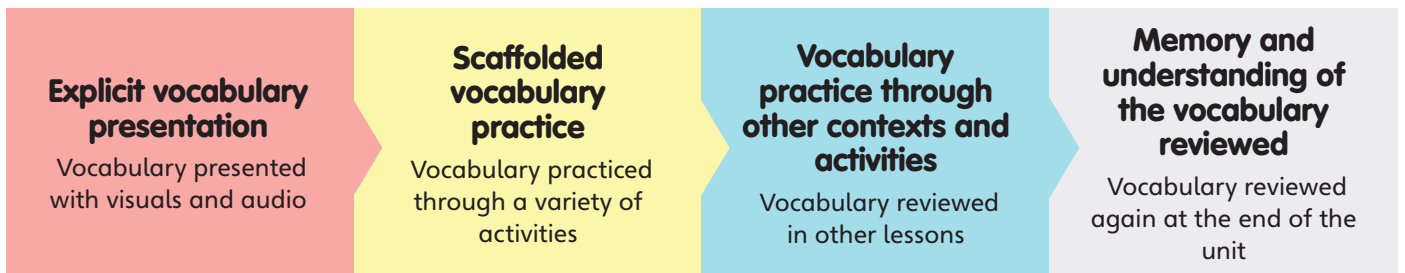
In Big English, the Vocabulary lessons always start with sharing the lesson objective with the class and reminding students what they already know about the topic.

Then, new vocabulary items are introduced through a song, then presented individually with audio and visuals. New vocabulary can be presented or reinforced with Flashcards at any stage of the lesson.

The vocabulary is practiced using a variety of skills – through listening, speaking, reading, and writing in the Student's Book and Workbook. Engaging practice activities are carefully scaffolded to ensure that children feel secure in learning the target words. Activity types include games, matching, drawing, acting out, choosing, etc.

Extra practice is provided in the Workbook, a flexible component which gives students an opportunity to reinforce the new language in class or at home.

Key vocabulary is also recycled throughout the unit in the Story and Review lessons and the Checkpoint sections, providing a wealth of practice. This results in increased exposure to the target language, developing familiarity and mastery of the language.



8 Fun and Games

Vocabulary
I will learn to name toys.

184 **Song Time!**

185 **1 Listen, look, and say.**

Warm-up
Materials: A big box decorated as a toy box, various toys

- Ahead of time, decorate a big box to look like a toy box. Show students the toy box. Say: *This is a toy box.* Have students repeat.
- Bring in toys or ask students to bring in toys. Display them and say: *These are our toys.* Pick up a toy and say: *This is my favorite toy.*
- Have students take turns going to the front of the room, picking up a toy, showing it to the class, and saying: *This is my favorite toy.* Tell the student: *Please put the toy in the box.* The student should put the toy in the box. Continue until there are no more toys left.

Lesson Objective
INTROVE
Introduce the lesson objective. Say: *Today I will learn to name toys.*

- Use 2–3 Flashcards to remind students what they already know and elicit a few names of toys.
- Students will name and identify different toys.

Song Time
Materials: Flashcards: Unit 8, toys

Listen and sing.
Play the unit song and encourage students to dance.

Practice WB p. 76

1 Listen and number.

- Read the directions aloud. Explain that they will listen and number the toys.
- Play Audio Track 186. Have students listen and then compare answers with a partner to say the numbers aloud.

MONITOR
Check answers as a class.

Game
Materials: Flashcards: Unit 8, toys

2 Play the memory game.

- Explain to students that they will play a missing? game.
- Put two or three of the toy Flashcards on the table and ask students to look at them and close their eyes.
- Remove a Flashcard and ask students to name it and identify what's missing.
- Repeat until all the Flashcards have been named. Students can continue playing this game if they wish.

MONITOR
Check to see that students are playing correctly.

Why is grammar instruction important?

At a young age, it is not always appropriate to present new grammar structures to learners as a set of rules that require analysis and manipulation. Instead, they should be made aware of these structures by teaching them as chunks of grammar which they see and hear again and again until they start using them in a natural way. As children become older and begin to think more analytically, they are able to remember and apply rules to language structures.

The careful scaffolding through charts, visuals, and audio support in the grammar presentation and practice stages means that young learners feel secure and confident in the early stages of learning. This should give them a solid foundation on which to build further English language learning.

How do I teach grammar with Big English?

In addition to the four skills and vocabulary development, Big English recognizes that learners need systematic and repeated exposure over time to language structures if they are to make the new language their own. As with other lessons, the Grammar and the Language in Action lessons always start with sharing the learning objective with the class and reminding students what they already know about the topic.

Big English gives students the opportunity to consider structures in such devices as grammar boxes in their books. But Big English never abandons the necessity of presenting language structures in meaningful contexts, and highlights differences and similarities in language use to encourage students to work out the grammatical principle. This makes the grammatical rule more meaningful and memorable.

The Workbook also provides a variety of extra grammar practice activities to help students understand and eventually produce the target grammar.


Big English contains a wealth of recycling of structures throughout the course. This results in increased exposure to the target language, developing familiarity and mastery of the language. Students gain further opportunities to review the structures in the Review lessons at the end of each unit, as well as the Checkpoint sections that feature after every three units. This is crucial to mastering the target language.


Grammar


I will learn to use *Where's the...? It's in/on/under the...*


Where's the ball?	It's in the toy box. It's on the shelf. It's under the table.
Where are the skates?	They're under the desk. They're on the couch.


11 Listen and ✓.


1 a 


b 


2 a 

b 


3 a 

b 


4 a 

b 

12 Look at 11. Ask and answer.



Where's the doll?




It's on the shelf.

Unit 8 101

Grammar

Where's the ball?	It's in the toy box. It's on the shelf. It's under the table.
Where are the skates?	They're under the desk. They're on the couch.

9 Listen and circle **in, on, or under.**



1 in on

2 on under

3 on under

4 in on

5 on in

6 under on

Unit 8

How did I do? ☆☆☆

th Systematic Phonics Development

What is systematic phonics development?

This approach to phonics development means an explicit and focused presentation of a small number of letter-sound correlations at any one time. The teacher follows a carefully planned sequence of sounds, and students build up to producing whole words by first listening to the separate key sounds, blending them, and finally attempting to produce a whole word which contains the target sound.

Why is systematic phonics development important?

Presenting the sounds of English in a systematic way means that all children will feel secure in what they need to do in these lessons. Students are given plenty of auditory support which acts as exposure to the spoken language. This is especially important for children with little exposure to English outside of class.

Having plenty of opportunities for practice, either receptively or productively, builds confidence in understanding spoken English. This will, in turn, build confidence in and mastery of using those sounds while speaking.

How do I teach phonics in a systematic way with Big English?

In this new edition, Big English now contains a dedicated Phonics lesson within each unit. As with other lessons, the Phonics lessons always start with sharing the learning objective with the class and reminding students what they already know about the topic.

Each Phonics lesson follows a highly-structured sequence. The target sounds are presented with clear audio and illustrations. Students are then given supported receptive practice to do. This is followed by an opportunity to listen and blend the target sounds in complete words. The target sounds are then practiced in context, through an engaging chant. The Workbook provides yet another opportunity for practice, which can be used in class or at home, with the learner practicing the new sounds with their family.




The Teacher's Edition contains comprehensive and highly supportive teaching notes. Target sounds are presented with audio to support teachers with the modeling of the sounds.

Phonics | qu, x, y

I will learn to use the sounds qu, x, y.

18 Listen, look, and repeat.
1 qu 2 x 3 y

19 Listen and find. Then say.


yell quick six

20 Listen and blend the sounds.

1 qu-a-ck	quack	2 b-o-x	box	3 y-e-s	yes
4 o-x	ox	5 f-o-x	fox	6 y-u-m	yum

21 Underline qu, x, and y. Then listen and chant.

Six quick foxes,
In a yellow box!



Phonics Lesson

Lesson Flow

Warm-up
Lesson Objective
Presentation
Practice 1
Practice 2
Practice 3
Practice 4
Practice 5
Practice 6
Lesson Objective
Lesson
Homework

Lesson Objective




I will learn to use the sounds qu, x, y.

Phonics | qu, x, y

I will learn to use the sounds qu, x, y.

18 Listen, look, and repeat.
1 qu 2 x 3 y

19 Listen and find. Then say.


yell quick six

20 Listen and blend the sounds.

1 qu-a-ck	quack	2 b-o-x	box	3 y-e-s	yes
4 o-x	ox	5 f-o-x	fox	6 y-u-m	yum

21 Underline qu, x, and y. Then listen and chant.

Six quick foxes,
In a yellow box!



104 Unit 8

Warm-up

- Play Relay Race. (See Game Bank, page T133, for details.) Spell out a word and ask individual students to come to the board and write the word. This can also be played as a team game. Review the sounds and letters from the previous units.

UNIT Walk-through

www.majazonline.ir

Vocabulary and Song Lessons

Theme-based units encourage deeper understanding of concepts and language.

Learning objectives on the page help to focus learners and make them aware of the progress they're making.

A high-energy **song** introduces the key vocabulary for the unit.

Key unit vocabulary is presented in context. The vocabulary is practiced in a kinesthetic way through games and similar engaging activities.

Think **BIG** questions prompt students to use critical thinking skills, personalize language, collaborate, and use key vocabulary in context.

Story Lesson

Comprehension strategies and critical thinking are developed through frequent reading practice.

Target vocabulary is practiced through an engaging, visual story.

Language in Action and Grammar Lessons

A dialog is presented and practiced to increase students' communicative competence.

Following an **integrated approach**, students read, listen, speak, and write all in one lesson.

Language in Action

I will listen to a dialog about classroom objects.

8 Listen and read. Then say.
 Linda: Hi! What's your name?
 Bobby: My name is Bobby.
 Linda: What is it?
 Bobby: It's a yellow pencil.

9 Look at 8. Role-play with a partner.

10 Listen and circle.

Grammar

I will learn to use What is/are they? It's/They're...

What is it?	It's a ruler.	It is = It's
What are they?	They're crayons.	They are = They're

11 Listen and stick.

12 Work with a partner. Look at 11. Ask and answer.

It's...
They're...

Unit 8

4. Language in Action

Plan Teach

Unit 9

5. Grammar

Plan Teach

Grammar is taught in context and supported by clear grammar charts.

Content Connection and Culture Connection Lessons

In Content Connection lessons, students encounter texts from academic areas such as social studies, science, and math. Content vocabulary is clearly signposted.

Content Connection | Math

I will learn to count to ten.

16 Listen and trace. Point and say.

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

17 Listen. Count and color.

Culture Connection | Around the World

I will learn about classrooms around the world.

18 Look, listen, and repeat.

19 Listen. Match the desk with the person above.

20 What do you have on your desk? Draw and say.

It's a... They're...

you find in is everywhere?

Unit 10

6. Content Connection

Plan Teach

Unit 11

7. Culture Connection

Plan Teach

In Culture Connection lessons, students learn about other cultures and countries.

Video enriches the learning experience, reinforcing target language and bringing culture lessons to life.

Phonics and Values Lessons

th The sounds of English are presented in a systematic, supported way.

Phonics | a, t, p, n

I will learn to use the sounds a, t, p, n.

1 Listen and point. Then say.
a b c d e f g h i
j k l m n o p q r
s t u v w x y z

2 Listen, look, and repeat.
1 a 2 t 3 p 4 n

3 Listen and find. Then say.
 pan ant nap tap

4 Listen and blend the sounds.
1 a-n an 2 p-a-t pat
3 t-a-n tan 4 a-t at

5 Underline a, t, p, and n.
Pat the ant
Has a tan.
Pat the ant
Takes a nap.

Values | Be polite.

I will learn to use polite words.

6 Listen and find the picture. Then listen and repeat.
a Please sit down. Thank you.
b Thank you. You're welcome.

7 Look at 23. Role-play with a partner.
Think BIG How can you be polite in class?

Project

Be Polite!
Thank you. You're welcome.

8. Phonics
Plan Teach

9. Values
Plan Teach

Students reflect on a core value related to the theme of the unit and apply this in a collaborative project.

Projects promote collaboration and creativity.

Review Lesson

Vocabulary and grammar from the unit is practiced again in the context of game-style activities, language exercises, and through a dramatic video.

Review | Vocabulary and Grammar

1 Listen. Look and match.
1 It's an eraser. a b c d e

2 It's a book.

3 It's a desk.

4 It's a crayon.

5 It's a chair.

2 Listen and circle.
1 2 3

I Can
use words for objects in the classroom.

Review | Speaking

3 Look and find the differences. Then listen and check.
Picture A
Picture B

4 Listen and play a game.

10. Review
Plan Teach

Self-assessment activities and I can statements aligned to the GSE allow students to reflect on their progress.

Checkpoint

There are four Checkpoint lessons after every third unit.

Students reflect on what they know and don't know from the unit.

Checkpoint | Units 1-3

Do I know it?

1 Think about it. Look and circle. Practice.

I know this. I need more practice.

I don't know this.

1 p. 7
2 p. 9
3 p. 16
4 p. 21
5 p. 28
6 p. 34

What is it? It's a...
What are they? They're...
How many... do you have?
Does she...?

I can do it!

2 Get ready.

A. Listen and number.

B. Look at A and point. Ask and answer.

What is it? It's a backpack.

C. Listen and circle.

1 Mark
2 Kate

Who's she? She's my sister.

40 Checkpoint Units 1-3

Checkpoint | Units 1-3

Plan Teach

The **Get ready** task helps identify gaps in learners' knowledge of the key language points so that teachers can provide a review as needed.

Vocabulary from the unit is practiced again in the context of an activity using cut-out cards.

Target grammar is recycled in the context of a dialog.

Checkpoint | Units 1-3

3 Get set.

Cut out the cards on page 133. Now you're ready to Go!

Go!

A. Listen. Put the cards on the numbers.

1 2 3
4 5 6

B. Point to a card. Ask and answer.

Card 2. Does she have long hair? Yes.

42 Checkpoint Units 1-3

5 Write or draw.

ALL ABOUT Me

My name is: _____ This is my family.

This is me. _____

Do I know it now?

6 Think about it.

A. Go to page 40. Look and circle again.

B. Check (✓).

I can start the next unit.

I can ask my teacher for help and then start the next unit.

I can practice and then start the next unit.

Color this Checkpoint.

OK easy not fun OK fun

Checkpoint | Units 1-3

Plan Teach

Students use the language they know to carry out a mini-portfolio task.

The **Do I know it now?** feature prompts further self-assessment which raises students' awareness of the progress they're making.

BIG ENGLISH

Lesson Flow

The lesson flows in Big English show a suggested sequence through the various resources in the course. These lesson flows are exactly the same in the print Teacher's Edition and the digital Teacher Presentation Tool allowing teachers to move seamlessly between them as they wish.



Warm-up

This is an activity which either recycles previously learnt target vocabulary or grammar in a fun or game-like way, or activates prior knowledge on a topic to get young learners into the right frame of mind at the start of a lesson.

TE



Lesson Objective

This is a stage where the teacher and students can discuss and focus on what their learning objective for the lesson is.

SB TE

Homework

Most lessons end with a suggested homework from the Workbook either as a print or interactive digital exercise. Alternatively, all digital exercises can be assigned as homework too.

WB SB



Lesson Objective

The lesson objective is reviewed at the end of each lesson. This is to raise awareness of what the students have learnt, and to give them a sense of achievement and progress.

SB TE



SB Student's Book

WB Workbook

TE Teacher's Edition

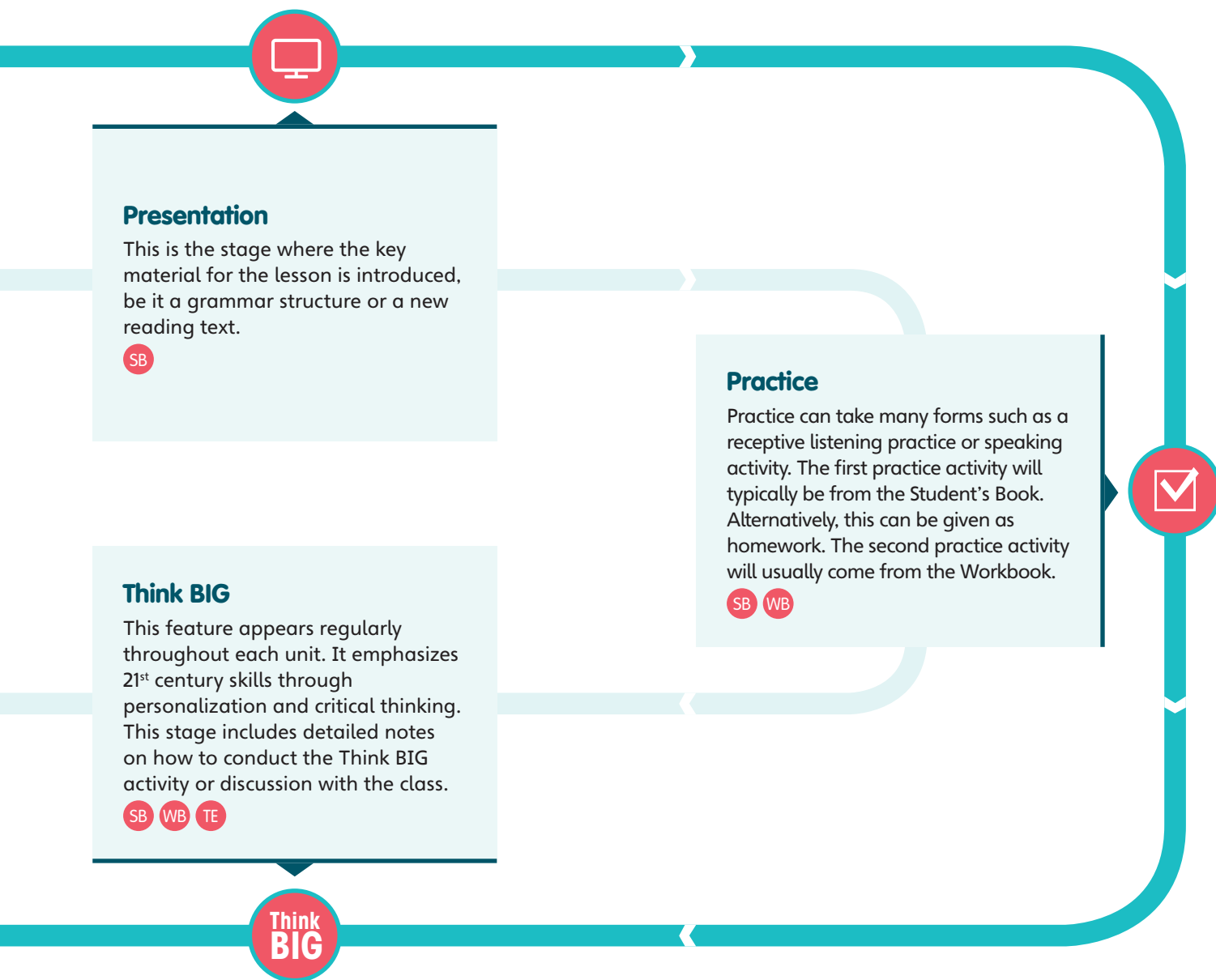
In the Teacher's Edition the lesson flows appear at the start of each lesson and tell the teacher how many activities are included and what their purpose is, for example, presentation or practice. The teaching notes follow this sequence of activities, providing guidance every step of the way as well as extra activities and ideas.

The Big English Teacher Presentation Tool gives you access to all the support of the lesson flows and teaching notes as well as:

- all the material you need for an activity in one place;
- interactive activities to carry out in class that you can use as an alternative to, or extension of, the print Student's Book or Workbook activities;
- supporting material to carry out some of the activities in the Teacher's Edition.

You can use the Teacher Presentation Tool on your projector or IWB to present the material from the course where each unit is broken down into individual lessons that mirror the structure of the print course.

Lesson flows in Big English are designed around the specific lessons but they share common stages.



TIME Guidelines

		Week 1	Week 2
5–6 hours per week	Teacher digital resources	Teacher Presentation Tool	
	Student's Book	 	
	Workbook	Corresponding pages of the Workbook	
	Teacher's Edition	Corresponding pages of the Teacher's Edition	
	Extra print resources	Cutouts and Stickers in the Student's Book • Flashcards • Posters • Assessment Pack	
	Extra digital resources	Flashcards • Wordlists • Posters • Assessment Pack • Audio, etc.	
7–8 hours per week	Extra print resources	Extra grammar practice in the Workbook • Extra application and practice activities in the Teacher's Edition • Cambridge English Young Learners practice tests in the Student's Book and Teacher's Edition	
	Extra digital resources	Teacher Presentation Tool • Student digital resources • Games • Documentary and Dramatic videos and corresponding Video Guides	
8+ hours per week	Extra print resources	Big TV Video Workbook	
	Extra digital resources	Big TV videos and Teacher Notes	

Week 3

Week 4

Week 5 (every third unit)

Teacher Presentation Tool

Culture Connection | Around the World
Look, listen, and repeat.
1 Kenya 2 The United States of America 3 China
Listen. Match the desk with the person above.
What do you have on your desk? Draw and say.
What can you find in "classrooms and workspaces"?

Phonics | a, i, p, n
Listen and point. Then say.
Listen, look, and repeat.
Listen and find. Then say.
Listen and blend the sounds.
Underline a, i, p, and n. Then listen and chant.

Values | Be polite.
Listen and find the picture. Then listen and repeat.
Look at 22. Role-play with a partner.
Project: Make a Be Polite poster.

Review | Vocabulary and Grammar
Listen. Look and match.
Listen and circle.
I Can: Use words to identify the classroom.

Review | Speaking
Look and find the differences. Then listen and check.
Listen and play a game.
I Can: Use words to describe.

Checkpoint | Units 1-3
Think about it. Look and circle. Practice.
I don't know this.
I need more practice.

I can do it!
Get ready.
Listen and number.
Look at A and point. Ask and answer.
Listen and circle.
Mark.
Write.
Look at C and point. Role-play with a partner.

Corresponding pages of the Workbook

Corresponding pages of the Teacher's Edition

Cutouts and Stickers in the Student's Book • Flashcards • Posters • Assessment Pack

Flashcards • Wordlists • Posters • Assessment Pack • Audio, etc.

Extra grammar practice in the Workbook • Extra application and practice activities in the Teacher's Edition
• Cambridge English Young Learners practice tests in the Student's Book and Teacher's Edition

Teacher Presentation Tool • Student digital resources • Games • Documentary and Dramatic videos and corresponding Video Guides

Big TV Video Workbook

Big TV videos and Teacher Notes

Contents

Unit	Vocabulary	Structures
Welcome to Class! pp. a–d	student, teacher Classroom language: clap your hands, point to the door, raise your hand, sit down, stand up, turn around	Hello! What's your name? I'm... Goodbye! How are you? I'm fine, thanks.
1 Good Morning, Class! pp. 4–15	Classroom items: backpack, book, chair, crayon, desk, eraser, marker, pen, pencil, ruler blue, green, red, yellow	What is it? It's a ruler. What are they? They're crayons.
2 My Family pp. 16–27	Family members: brother, father, grandfather, grandmother, me, mother, sister Other: photo album	How many brothers and sisters do you have? I have one brother. I have two sisters.
3 My Body pp. 28–39	Parts of the body: arm, ear, eye, fingers, foot/feet, hand, hair, head, leg, mouth, nose, toes Size: big, long, short, small	Does she have long hair? Yes, she does. Does he have short hair? No, he doesn't. He has long hair.
Checkpoint Units 1–3 pp. 40–43		
4 My Favorite Clothes pp. 44–55	Clothing items: blouse, boots, dress, gloves, hat, jacket, pants, shirt, shoes, shorts, skirt, T-shirt Adjectives: new, old	What are you wearing? I'm wearing a green hat. What's she wearing? She's wearing red pants.
5 Busy at Home pp. 56–67	Home activities: brushing my teeth, combing my hair, drawing, drinking, eating, making lunch, playing, reading, taking a bath, talking on the phone, washing Rooms of the house: bathroom, bedroom, dining room, kitchen, living room	Where's Dylan? He's in the dining room. Where are you? I'm in the bedroom. Where is = Where's
6 On the Farm pp. 68–79	Animals: cat, cow, dog, duck, frog, goat, hen, horse, sheep, turtle Action words: eating, flying, jumping, running, sleeping, swimming	What's the goat doing? It's eating. What are the hens doing? They're running.
Checkpoint Units 4–6 pp. 80–83		
7 Party Time pp. 84–95	Food: apple, cake, fruit, grapes, hamburger, hot dog, ice cream, juice, milk, orange, pizza, salad, sandwich Days of the week	What do you have? I have salad. What does she have? She has milk.
8 Fun and Games pp. 96–107	Toys: action figure, plane, ball, bike, blocks, cars, doll, game, puppet, skates, stuffed animals, train Furniture: couch, shelf, table, toy box	Where's the ball? It's in the toy box on the shelf. Where are the blocks? They're under the desk.
9 Play Time pp. 108–119	Action words: catching, dancing, hitting, jumping, kicking, riding, running, singing, skating, throwing	Is she singing? Yes, she is. Are they dancing? No, they aren't.
Checkpoint Units 7–9 pp. 120–123		
Cambridge Young Learners English: Starters Practice Paper pp. 124–132 Cutouts pp. 133–138		

CLIL: Content and Culture	Phonics	Values	I can...
<p>Math: Numbers 1-10 and classroom items one, two, three, four, five, six, seven, eight, nine, ten</p> <p>Around the World: Classrooms</p>	<p>a, t, p, n an, ant, at tan, tap pan, pat nap</p>	<p>Be polite. Thank you. You're welcome. Please sit down.</p>	<p>...use words for objects in the classroom. ...talk about classroom objects.</p>
<p>Social Science: People boy, girl, man, woman This is a boy. He's my brother. This is a woman. She's my mother.</p> <p>Around the World: Popular names name tag, wear</p>	<p>i, s, b, d in, is, it, pin sad, sit bad, bat dad, dip</p>	<p>Help your family. Can I help you? Yes, thank you. Please help me. OK. I can help you.</p>	<p>...use family words. ...say who is in my family. ...ask a classmate about their family.</p>
<p>Life Science: The senses cake, flower, guitar, hear, ice cream, picture, see, smell, taste I see/taste/hear/smell with my...</p> <p>Around the World: Flags of all colors country, flag</p>	<p>e, c, g, m pen, pet cap, cat gas, get, wig map, mat</p>	<p>Keep clean. Wash with soap. Rinse with water. Dry your hands.</p>	<p>...use words for parts of the body. ...talk about my body. ...ask and answer questions about parts of the body.</p>
<p>Social Science: Weather and clothes cold, desert, dry, hot, jungle, mountains, wet It's cold in the mountains. I'm wearing a jacket.</p> <p>Around the World: Useful hats useful, knit</p>	<p>o, k, ck dog, on, pot kid, kite kick, neck, pick, sock</p>	<p>Respect all cultures. They're wearing traditional clothes from Guatemala.</p>	<p>...use words for clothes and footwear. ...say what I am wearing. ...ask and answer about what people are wearing.</p>
<p>Art: Shapes circle, rectangle, square, triangle</p> <p>Around the World: Homes apartment, home, houseboat, lighthouse, yurt</p>	<p>u, f, ff run, sun, up fan, fog, fun off, puff</p>	<p>Help at home. He's washing the dishes. She's drying the dishes. She's cleaning her room. She's helping her parents.</p>	<p>...use words for daily routines. ...say what I do around the house. ...ask and answer about what people do around the house.</p>
<p>Social Science: Baby animals calf, chick, kitten, puppy A baby chicken is called a chick.</p> <p>Around the World: Pets canary, hamster, mouse, pet, snake</p>	<p>r, h, j red, rock, run hat, hen, hut jam, jet, job</p>	<p>Be nice to animals. brushing, feeding, playing, walking I'm feeding the chicks.</p>	<p>...use words for pets and farm animals. ...ask and answer about what animals and people are doing.</p>
<p>Life Science: Sweet and salty food chips, chocolate, cookies, fries, salt, salty, sugar, sweet Chips are salty. Chocolate is sweet.</p> <p>Around the World: Special food candy, pie, seaweed soup</p>	<p>l, ll, v, w leg, let bell, doll, tall van, vet we, web, win</p>	<p>Celebrate. Identify holidays and exchange holiday greetings.</p>	<p>...use words for party foods and drinks. ...say what I have or don't have. ...ask a classmate about what they have or don't have.</p>
<p>Math: Numbers 11-20 eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</p> <p>Around the World: Kites bird, fish</p>	<p>qu, x, y quack, quick box, fox, ox, six yell, yes, yum</p>	<p>Share your toys. Sharing is fun! Here's my car. Let's share. Okay. Thank you!</p>	<p>...use words for toys. ...ask and answer about where something is.</p>
<p>Physical Education: Playground games climb, hide and seek, hop, hopscotch, jump, jumping rope, tag Let's play hide and seek.</p> <p>Around the World: The same game break, cover, cut, paper, player, rock, scissors, win</p>	<p>ss, z, zz kiss, mess, miss zap, zip buzz, fizz, jazz</p>	<p>Take care of your body. Talk about and do healthy actions.</p>	<p>...use sports and action words. ...say what I am doing. ...ask and answer about what people are doing.</p>



Big English Song



From the mountaintops to the bottom of the sea,
From a big blue whale to a baby bumblebee –
If you're big, if you're small, you can have it all,
And you can be anything you want to be!



**It's bigger than you. It's bigger than me.
There's so much to do, and there's so much to see!
The world is big and beautiful, and so are we!
Think big! Dream big! Big English!**



So in every land, from the desert to the sea,
We can all join hands and be one big family.
If we love, if we care, we can go anywhere!
The world belongs to everyone; it's ours to share.

**It's bigger than you. It's bigger than me.
There's so much to do, and there's so much to see!
The world is big and beautiful, and so are we!
Think big! Dream big! Big English!**



**It's bigger than you. It's bigger than me.
There's so much to do, and there's so much to see!
The world is big and beautiful and waiting for me.
A one, two, three...
Think big! Dream big! Big English!**



Welcome to Class!

Objectives

Reading

Can recognize key words and phrases in short, simple cartoon stories.

Listening

Can understand simple questions about personal information.

Can recognize common classroom commands.

Can recognize familiar words and phrases in short, simple songs or chants.

Speaking

Can say simple greetings.

Can do a simple role play about greetings.

Grammar

Can understand imperatives.

Can use simple questions using *Wh-* words.

Key Language

Key Vocabulary

Classroom language

student	raise your hand
teacher	sit down
clap your hands	stand up
point to the door	turn around

Grammar/Structures

Hello! What's your name?

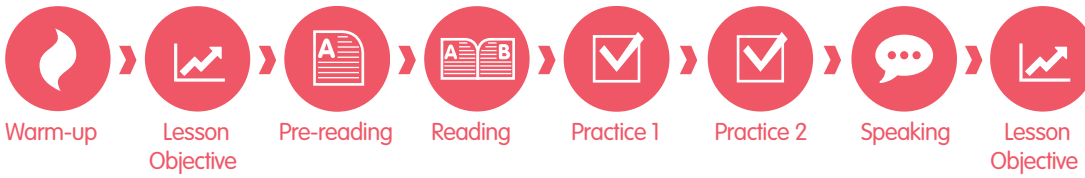
I'm... .

Goodbye!

How are you? I'm fine, thanks.

Lesson 1

Lesson Flow



Lesson Objective

I will read a story about greetings.

Key Language

Hello!

Goodbye!

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

How are you? I'm fine, thanks.

Welcome to Class!

1 Listen, look, and say.

2 I'm Maria. What's your name?
Hello, Jane.
I'm Jane.

3 Hello, Maria. I'm Tim.
Hello, Jane.

4 And what's your name?
I'm Patrick.
Hello, Patrick!
Goodbye, Maria!

a Welcome Unit

Welcome to Class!

2 Listen. Ask and answer.

3 Listen and draw lines.

4 Draw and say.

Welcome Unit b

Warm-up



- Start the lesson with the Big English Song. Have students look inside the front cover of their Student's Book to see the song lyrics. Play Audio Track 2 and have students listen and read along quietly.

- Replay the audio. Have students sing along. You may want to have students clap or snap their fingers as they sing along.
- Once students are familiar with the song, have them practice it using the karaoke version (Audio Track 3).

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will read a story about greetings.*

- Students will listen to and read a story, answer questions about it, and discuss ideas related to it.

Pre-reading



- Have students look at the pictures in the story frames. Explain that the story is about some children meeting each other for the first time.
- Help them point to the people in each frame. Ask students what they think the children's names are. Say the names (*Maria, Jane, Tim, Patrick*) and have students repeat after you. Ask: *Where are they?* (in a yard/backyard).

Reading



1 Listen, look and say.

- Read the directions aloud. Play Audio Track 4. Model pointing to each story frame. Have students listen and follow in their books. Play the audio again, pausing after each frame.
- Read each sentence and have students repeat after you, pointing to Jane, Maria, Tim, and Patrick and as they read each speech bubble.

Practice 1



2 Listen. Ask and answer.

- Read the directions aloud. Play Audio Track 5. Model pointing and listening to each speech bubble text as students listen and follow in their books.
- Replay the audio. Ask them to point to Sam and Anna as they hear them speak.
- Choose a student to model the dialog with you. One of you is Sam, one of you is Anna. The other students listen and follow in their books.
- Put students into pairs. Have students practice the short dialog with their partners. When they have finished, they swap roles.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 2



3 Listen and draw lines.

- Read the directions aloud. Model drawing a line from a speech bubble to a photo of a person.
- Play Audio Track 6 and have students listen and follow in their books.
- Replay the audio. Ask students to draw lines to match speech bubbles to pictures.

MONITOR

Check answers as a class. (*Answers: 1 Maria, 2 Jane, Maria, 4 Tim, 5 Tim, 6 Patrick*)

CHALLENGE

As a follow-up activity, have students practice the dialog in pairs.

Speaking



4 Draw and say.

- Read the directions aloud. Draw a simple picture of yourself on the board. Draw a large speech bubble coming out of your mouth. Write: *Hello. I'm (Mrs. Key). What's your name?* in the speech bubble.
- Give each student a sheet of paper. Have them draw themselves and write a similar text in a speech bubble.

MONITOR

Have students show their pictures to the class and read aloud their speech bubble.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have read a story about greetings.*

- Encourage awareness of what students have learned. Have students close their books. Introduce yourself to a student and give a greeting. Encourage the student to reply in English. Repeat around the class, or have students repeat in open pairs.

Extra Application and Practice Activity

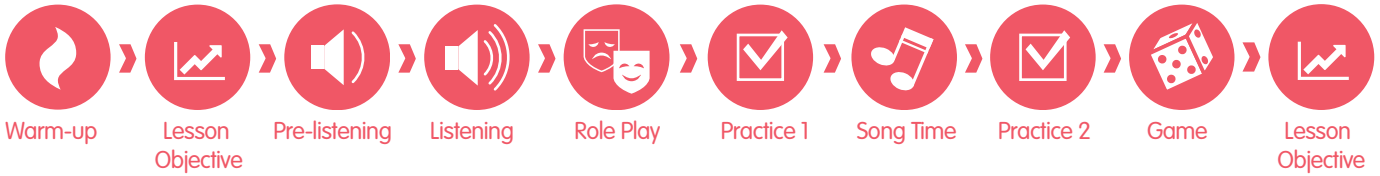
- Ask students (in L1) who their favorite singer/actor/athlete is. Give each student a sheet of paper, and ask them to draw a picture of themselves meeting their favorite famous person.

CHALLENGE

Ask more able students to write a short dialog below their picture, using Activity 3 as a model, e.g. *Hello, I'm Luis. What's your name? Hello Luis. I'm Cristiano Ronaldo.* You may want to write some of the words on the paper for them, e.g. *Hello. I'm...* Have confident students then act out their 'meeting a famous person' dialog.

Lesson 2

Lesson Flow



Lesson Objective

I will learn a chant and play a game using commands.

Key Language

Stand up, Clap your hands, Raise your hand, Sit down

Welcome to Class!

5 Listen and point.

1 Hello, students. I'm Mrs. Smith. I'm your teacher.
2 Hello, Mrs. Smith!
3 How are you, Tim?
4 I'm fine, thanks.

6 Look at 5 and role-play with your teacher.

7 Read and match.

1 How are you? **a** I'm Patrick.
2 What's your name? **b** Hello, Mrs. Smith.
3 Hello, I'm Mrs. Smith. **c** I'm fine, thanks.

c Welcome Unit

Welcome to Class!

8 Listen and chant.

Listen to the Teacher!

Stand up!
Stand up!
Raise your hand
And turn around!
Point to the window!
Point to the door!
Clap your hands
And sit down!

9 Listen, look, and say.

1 Stand up. **2** Clap your hands.
3 Raise your hand. **4** Sit down.

10 Play the game.

Turn around! Simon says, "Turn around!"

Welcome Unit d

Warm-up

Materials: Index cards

- Write each of the following words on index cards: *Hello, My, name, is, Darius*. Have five students come to the

front of the class. Give each one a card. Have them put themselves in the correct order across the room to make a complete sentence.

- Repeat the activity with six more students and the words in the following question: *What's, your, name?* and the answer: *My, name's, Alicia*.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn a chant and play a game using commands.*

- Students will read a short story, listen to a chant, and play a game to practice the language presented.

Pre-listening



- Draw students' attention to the two frames in Activity 5. Ask: *Where is Tim?* (at school) Point to the teacher and ask: *Who is she?* (the teacher)

Listening



5 Listen and point.

- Play Audio Track 7. Model pointing to each story frame. Have students listen and follow in their books. Play the audio again, pausing after each frame.
- Read each sentence and have students repeat after you, pointing to Mrs. Smith, the class, and Tim as they read each speech bubble.

MONITOR

Check comprehension. Write on the board: Mrs. Smith is a boy/girl/teacher. Have students tell you which is correct (teacher). Then point to the boy in Frame 2 and ask: *Who is this?* (It's Tim.)

Role Play



6 Look at 5 and role-play with your teacher.

- Introduce yourself to the class in the same way as Mrs. Smith in Activity 5 and ask some students: *How are you?* Students answer: *I'm fine, thanks.*
- Place students in pairs and encourage them to act out the dialog, taking turns to be the teacher and student.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 1



7 Read and match.

- Say: *How are you?* and choose a volunteer to answer. Elicit: *I'm fine, thanks.* Then read the directions aloud and have students complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 c, 2 a, 3 b)

Song Time



8 Listen and chant.

- Play Audio Track 8 and have students listen and read along quietly. Model the actions for the students as they listen.
- Replay the audio. Have students sing along with you.

- Play the audio once again and ask them to do the actions as they sing.
- Practice the classroom commands with your class. For example, say: *Stand up!* and all the students stand up. Variation: divide the class into boys and girls. Give boys one command and the girls a different command.
- Once students are familiar with the song, have them practice it using the karaoke version (Audio Track 9).

Practice 2



9 Listen, look, and say.

- Read the directions aloud. Play Audio Track 10 and have students listen and follow in their books.
- Replay the audio, and have students point to each command as they hear it.

MONITOR

Mime each command and have students say them aloud.

Game



10 Play the game.

- Have students look at the pictures and read the speech bubbles. Play *Simon Says* with different classroom commands (See *Game Bank*, page T132, for details.) For example, say: *Simon says: Turn around!* Students turn around. Say: *Stand up!* Students do nothing. Allow students who make a mistake to continue playing.

CHALLENGE

Have a confident student be the "teacher" and give the commands to the class.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned a chant and played a game about commands.*

- Encourage awareness of what students have learned. Have students close their books. Give a command to the class and have them follow it to show understanding. Now ask around the room: *How are you?* Elicit: *I'm fine, thanks.*

Extra Application and Practice Activity

- Play a loop game as a class to practice the imperative (commands). The first student says the first part of a command, but NOT the last word. He says e.g. *Stand...* The next student completes the command and then also starts a new command, e.g.... *up. Clap your...*
- Continue until all students have had the chance to complete and add commands to the game.



Good Morning, Class!



Objectives

Reading

Can recognize a range of basic everyday nouns and adjectives (e.g. colors, numbers, classroom objects).

Listening

Can recognize isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.

Can understand cardinal numbers from 1 to 20.

Can recognize familiar words and phrases in short, simple songs or chants.

Can understand the letters of the alphabet by their names

Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. color, size), if spoken slowly and clearly.

Speaking

Can ask basic questions to find out what possessions others have got.

Can ask a range of questions in guessing games to find the answer.

Can use a few basic words and phrases to show politeness (e.g. please, thank you).

Writing

Can write the letters of the alphabet in lower case.

Unit Projects

Family Connection

Have students work with a family member to take inventory of the school supplies they have at home. Tell students to count their school supplies according to color: all the red items, blue items, green items, and yellow items. Then ask students to report back to the class the number of items they have in each color.

Key Vocabulary

Classroom objects

backpack

book

chair

crayon

desk

eraser

marker

pen

pencil

ruler

Expressions

Please sit down.

Thank you.

You're welcome.

Content Words

numbers 1–10

Kenya

The United States of America

China

Grammar/Structures

What is it? It's a ruler.

What are they? They're crayons.

Phonics

The sounds: *a, t, p, n*

My Classroom Bulletin Board

Make a bulletin board, entitled *What's This?* On the bulletin board, post labels with sentences about classroom objects, for example: *It's a table.* As students work through the unit, cover parts of the sentence so that not all the words can be seen. Have students say the name of the object and the complete sentence. Uncover the sentence to verify students' guesses.

Vocabulary Lesson

Lesson Flow



Lesson Objective

I will learn to name classroom objects.

Key Language

backpack, book, chair, crayon, desk, eraser, marker, pen, pencil, ruler

blue, green, red, yellow

1 Good Morning, Class!

Vocabulary

I will learn to name classroom objects.

11 Song Time!

12 Listen, look, and say.

 1 yellow desk	 2 green book	 3 red marker	 4 blue chair
 5 crayon	 6 eraser	 7 pen	
 8 pencil	 9 ruler	 10 backpack	

2 Play the memory game.

4 Unit 1

Warm-up



21st Century Social Skills

- Remind students that it's polite to greet people in the morning by saying, *Good morning*. Model saying it to several students: *Good morning, Emma. Good morning, Luke*. Then ask each student to greet their partner aloud so the whole class can hear.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to name classroom objects.*

- Use 2–3 Flashcards to remind students what they already know and elicit a few names of classroom objects and colors from students.
- Students will name and identify different classroom objects and review colors.

Song Time



Materials: Flashcards: Unit 1, classroom items

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. The students will only hear the words at this point. They will not see the text of the song.

Presentation



Materials: Flashcards: Unit 1, classroom items

1 Listen, look, and say.

- Point to and identify the classroom objects *desk*, *book*, and *marker* in the classroom. Have students repeat each word after you.
- Hold up/Point to and name each classroom object or use the Flashcards. Have students repeat. Model: *desk*. Practice this a few times with students.
- Read the directions aloud. Play Audio Track 12. Have students listen, point to each object, and then say the word.
- Model identifying the objects in complete sentences and have students repeat.
- Generalizing Information:** When presenting the names of objects, present a variety of examples for each one. For example, present a red eraser, the eraser on the end of a pencil, a blue eraser, etc. This will help students understand that the word *eraser* names objects in a wide variety of shapes and sizes.

MONITOR

Check students' understanding of the vocabulary by holding up or pointing to classroom objects, and asking students to name them.

ASSIST

Use Flashcards extensively for students to be able to identify and learn objects.

Practice

WB p. 2/act. 1



1 Match, color, and say.

- Read the directions aloud. Explain to the students that they will first match the puzzle pieces, and then match the puzzle pieces to the words. Ask students to color the puzzle pieces.
- Have students work independently, and then compare answers with a partner. Ask students to say the words aloud.

MONITOR

Check answers as a class.

Game



Materials: Flashcards: Unit 1, classroom items

2 Play the memory game.

- This is a teacher-led game. *What's missing?* Put the Flashcards on the board and have students cover their eyes. Remove the image of the desk and say: Open your eyes. *What's missing?* The students answer. Students can also do this in pairs on their desks with objects.

MONITOR

Check to make sure that students are referring to the correct missing item.

ASSIST

Use Flashcards to ensure vocabulary objects have been learned.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to name classroom objects.*

- Encourage awareness of what students have learned by quickly eliciting from a few students the names of classroom items.

Homework

WB p. 2/act. 2



2 Look and circle.

- Direct students to WB Activity 2 on page 2. Read the directions. Explain to the students that they must read the questions, look at the pictures, and circle the correct words.

Extra Application and Practice Activity

Materials: Flashcards: Unit 1, classroom items

- Have students look at Item 1 in Activity 1 and ask: *Is it a book?* Elicit: *No*. Then say: *Good, it's a desk*. Continue with all objects. Allow students to answer with fuller answers if they feel comfortable.

1

Good Morning, Class!

Vocabulary

I will learn to name classroom objects.



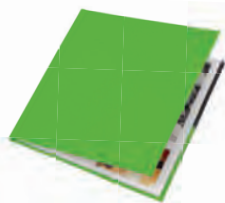
Song Time!



Listen, look, and say.



1 yellow desk



2 green book



3 red marker



4 blue chair



5 crayon



6 eraser



7 pen



8 pencil



9 ruler



10 backpack



Play the memory game.

4 Unit 1

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Song

I will learn to ask and answer questions about classroom objects.



Listen and sing. Then look at 1 and find.

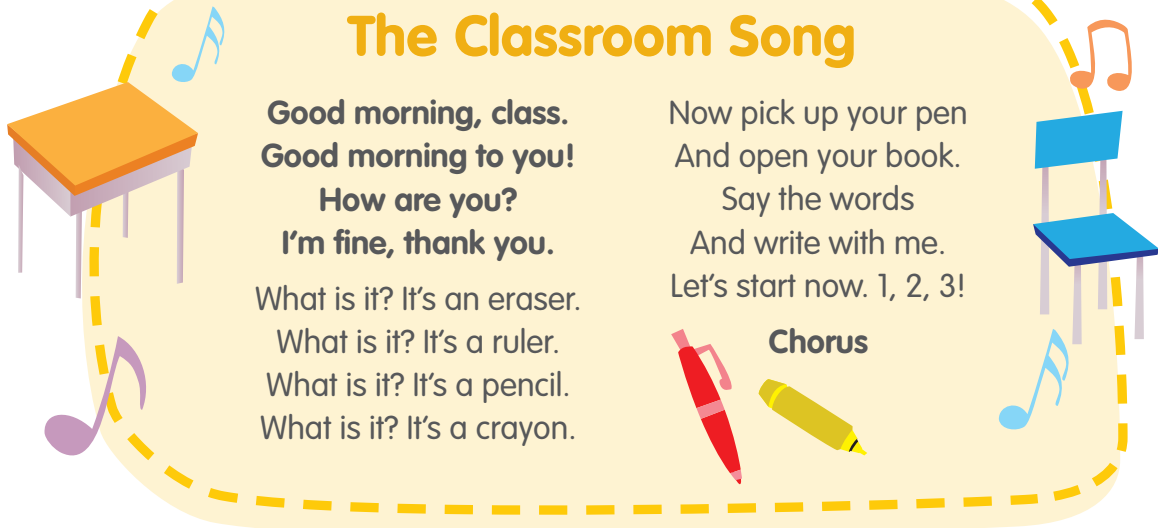
The Classroom Song

Good morning, class.
Good morning to you!
How are you?
I'm fine, thank you.

What is it? It's an eraser.
What is it? It's a ruler.
What is it? It's a pencil.
What is it? It's a crayon.

Now pick up your pen
And open your book.
Say the words
And write with me.
Let's start now. 1, 2, 3!

Chorus



Listen and number.

a



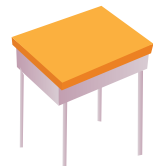
b



c



d



Look at 4. Ask and answer.



What is it?

It's a chair.



What do you take to class?

Song Lesson

Lesson Flow



Lesson Objective

I will learn to ask and answer questions about classroom objects.

Key Language

backpack, book, chair, crayon, desk, eraser, marker, pen, pencil, ruler

blue, green, red, yellow

Song

I will learn to ask and answer questions about classroom objects.

3 Listen and sing. Then look at 1 and find.

The Classroom Song

Good morning, class.
Good morning to you!
How are you?
I'm fine, thank you.

Now pick up your pen
And open your book.
Say the words
And write with me.
Let's start now. 1, 2, 3!

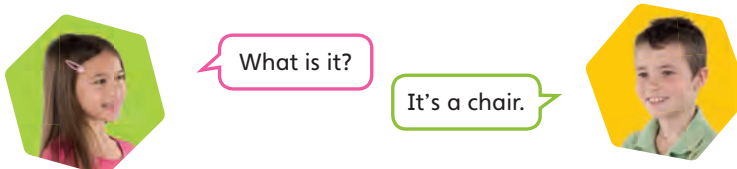
What is it? It's an eraser.
What is it? It's a ruler.
What is it? It's a pencil.
What is it? It's a crayon.

Chorus

4 Listen and number.



5 Look at 4. Ask and answer.



THINK BIG What do you take to class?

Warm-up



- Choose three classroom objects and present them to the class. Model them, e.g. *a pencil, an eraser, a book*. Have students look at their own classroom objects and choose three. Ask them to come to the front of the classroom and tell the class what they have.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Set the lesson objective. Say: *Today I will learn to ask and answer questions about classroom objects.*
- Students will say a chant and talk about classroom objects.

Listen and Sing



Materials: Flashcards: Unit 1, classroom items

3 Listen and sing. Then look at 1 and find.

- Read the directions aloud. Play Audio Track 13. Have students listen and read along with the song quietly.
- Replay the audio. Have students sing along.
- Ask students to look at Activity 1 and find the items that are in the song.

MONITOR

- Observe students to see if they are comfortable learning the new song. Check answers as a class. (*Answers: eraser, ruler, pencil, crayon, pen, book*)

ASSIST

- Vary Activity 3. Say the song lyrics, one line at a time, for the first verse. Have students repeat. Continue for verse two.

Practice 1



4 Listen and number.

- Point to and say the name of each item. Have the students point and repeat after you. Randomly say an item and ask students to point to it. Read the directions aloud. Play Audio Track 15. Have students number the objects. Say each item.

MONITOR

- Check students are numbering the correct item. (*Answers: a 4, b 2, c 1, d 3*)

ASSIST

- Replay the audio as needed and use Flashcards for support.

Speaking



5 Look at 4. Ask and answer.

- Holding a Flashcard, ask students: *What is it?* Elicit the answer: *It's a...*
- Pair up students. Tell the students they are going to ask their partner about the objects in Activity 4.

MONITOR

- As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

- Model the difference in intonation between asking a question and making a statement. Have students repeat.

Practice 2

WB p. 3/oct. 4



4 Draw your backpack. Then color and write.

- Read the directions aloud. Ask the students to draw, color, and write about their backpack. Students work independently. Get feedback from the class.

Think BIG



21st Century Critical Thinking

- Discuss the question as a class. Encourage students to give simple answers in English. (*Possible answers: backpack, book, chair, crayon, desk, eraser, marker, pen, pencil, ruler*)

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer questions about classroom objects.*
- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which classroom objects they heard in the song.

Homework



WB p.3/oct. 3



3 Listen and sing. Then draw.

- Direct students to WB Activity 3 on page 3. Read the directions. Explain to students that they must listen to the song and draw the classroom objects. Encourage them to sing the song.

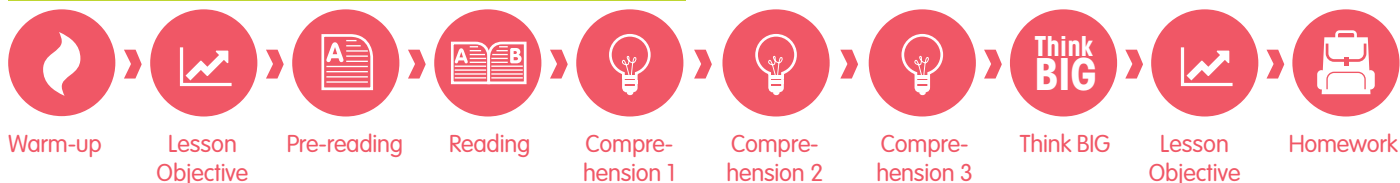
Extra Application and Practice Activity

Materials: Flashcards: Unit 1, classroom items

- Play *Sequence Game*. (See *Game Bank*, page T134, for details.) Place the Flashcards in a pile. Show the first three Flashcards and name them. Mix up the three cards. Invite a volunteer to place the Flashcards in the initial order and name them. Continue the game until all students have participated.

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about classroom objects.

Key Language

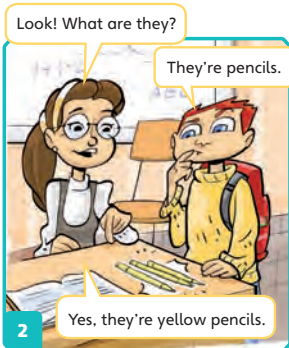
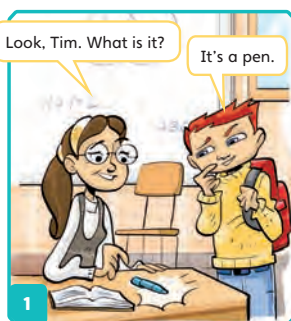
color, eraser, marker, pen, pencil
 colors (blue, red, yellow, green)

Story

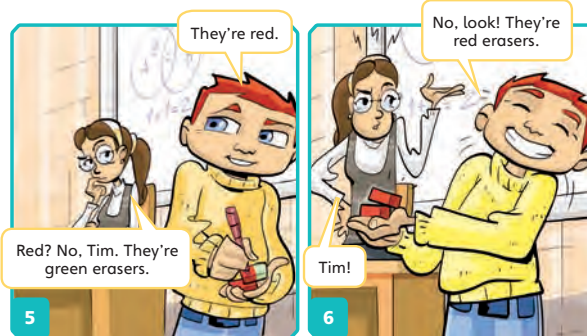
I will read a story about classroom objects.

6 Listen and read. What color is the marker?

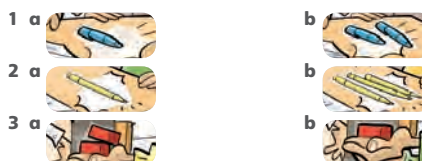
Classroom Colors



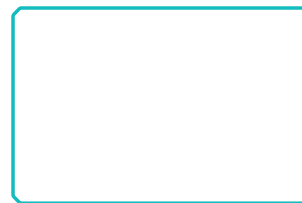
6 Unit 1



7 Look at the story. Then circle.



THINK BIG What happens next? Draw and say.



Unit 1 7

Warm-up



Materials: Comic book or comic strip, art supplies

- Bring in a comic book or comic strip and show students how the story is told frame by frame. Ask students if they like comics and which are their favorites. Tell students that they will be seeing a story that is told in comic strip style in this lesson.
- Next, review colors. Say a color and invite a volunteer to

- point to something in the classroom that is that color. Help the volunteer name the item. Then repeat the item name and have the entire class repeat it. Continue playing. Encourage all students to participate.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will read a story about classroom objects.*

- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

Pre-reading

- Point to and read the story title aloud. Have students repeat after you. Explain that this story is about a boy named Tim. Tim is at school. He is talking to his teacher.
- **Guided Prediction:** Have students look at the pictures in the story frames. Help them point to and name school objects in the pictures. Then point to each school object and say its name. Have students point and repeat after you.

Reading

6 Listen and read. What color is the marker?

- Read the directions aloud. Play Audio Track 17. Model pointing to each story frame. Have students listen and read silently.
- Ask the question: *What color is the marker?* Have students point to the color in their books or tell you the answer (red).

Comprehension 1

MONITOR

Point to each frame as you ask questions to check for understanding. Point to the pen in Frame 1 and say: *What is it? What color is it?* (It's a pen. It's blue.) Continue in a similar way with Frames 2–6.

ASSIST

Replay Audio Track 17 and retell the story using simple language as you point to the pictures. Or, to help students understand the story better, read the text aloud and point to the characters, objects, and colors as appropriate.

CHALLENGE

Point to Frame 5 and ask: *Why does Tim say that his erasers are red?* Challenge students to explain that Tim's erasers are green at first but he uses the red marker to color them red. Allow students to answer using single words, simple phrases, or gestures.

Comprehension 2

WB p. 4/act. 5

5 Read and circle.

- Have students read the story and circle the correct classroom objects.

MONITOR

- Check answers as a class.

Comprehension 3

7 Look at the story. Then circle.

- Read the directions aloud. Point to Item 1, picture a. Say: *What is it?* Elicit: *Pen.* Point to picture b and elicit: *Two pens.* Have students repeat. Help students find the pen in Frame 1. Ask: *One pen or two pens?* (One pen.) Have students circle the single blue pen.
- Repeat for Items 2 and 3. Then point to the objects and

ask students to tell you what colors they are. Allow students to answer using just the color name.

- **Self-Direction:** Encourage students to ask for help when they have difficulty. Offer suggestions. Say: *What does this mean?* and explain the use of the question for when they don't know a word. Explain that they can ask: *How do you say... in English?* if they need a translation.

MONITOR

- Check answers as a class. (Answers: 1 a, 2 b, 3 a)

Think BIG

21st Century Critical Thinking

- Ask students to look at Frame 6 of the story again. Ask them to talk in pairs about what might happen AFTER this, if the story continued.
- Give them some time to think of a possible outcome and draw a picture in the box.
- Ask students to show their drawings to the class and to say what happens.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have read a story about classroom objects.*

- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

Homework

P. T134

WB p. 4/act. 6

6 Listen and color.

- Direct students to WB Activity 6 on page 4. Have students listen to the story again and color the pictures.

Think BIG

- Direct students to WB Think BIG on page 4. Have students think and complete the sequence.

Extra Application and Practice Activity

- Explain and model a drawing game. Give students a piece of paper and red, green, blue, and yellow crayons or markers. Show students how to fold the paper so that there are four spaces. Draw a grid on the board and put numbers 1–4 in the quadrants. Have students copy the numbers onto their papers. Then tell students to draw and color classroom objects. Say: *Number One. It's a marker. It's red.*
- Invite volunteers to share their pictures with the class. Help them point to each picture and say its name and color.

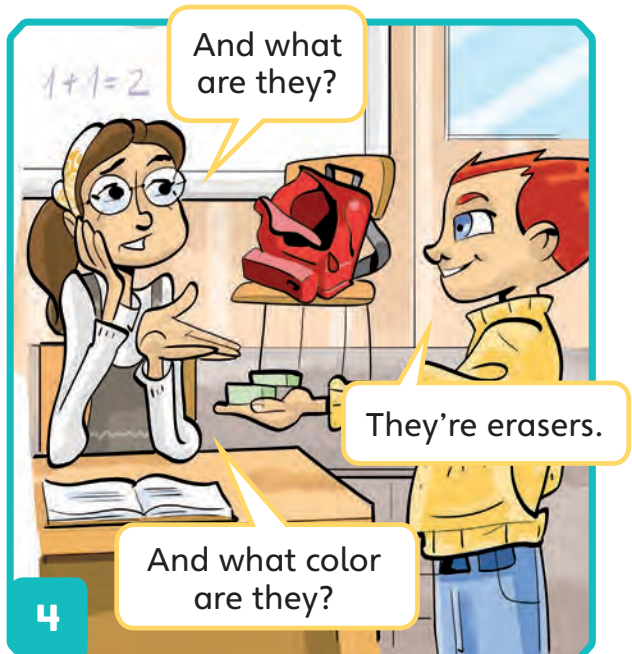
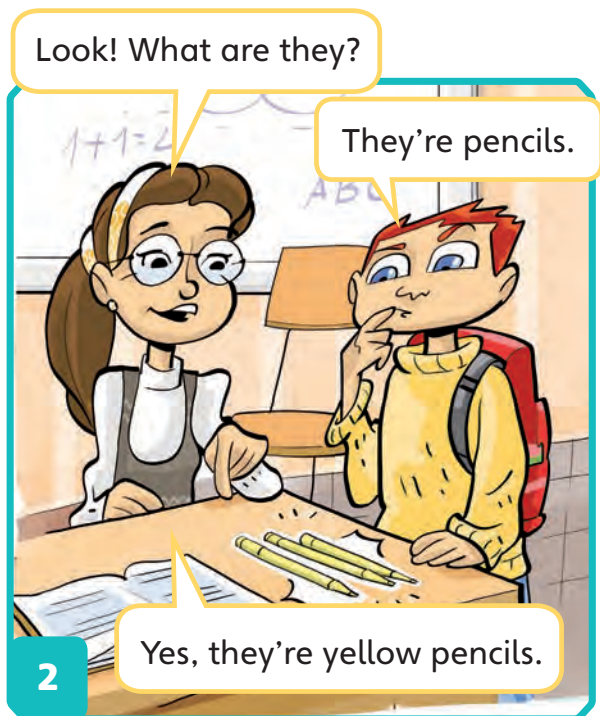
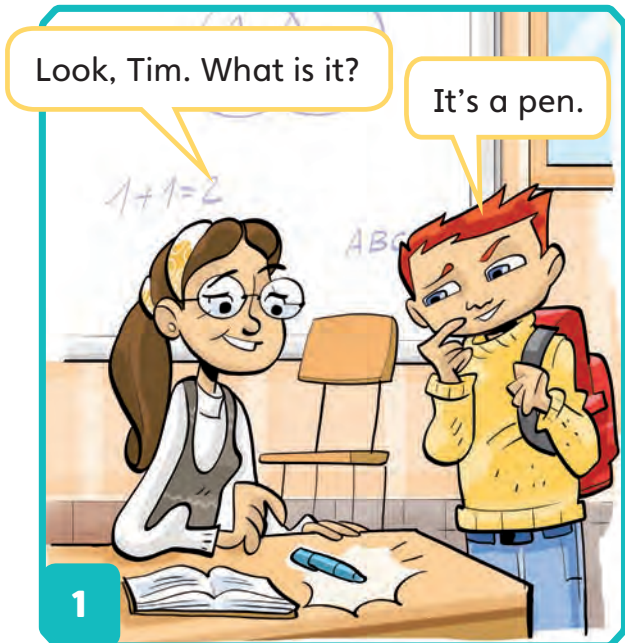
MONITOR

- Check to make sure that students are drawing the correct objects and coloring the objects correctly.

I will read a story about classroom objects.

6 Listen and read. What color is the marker?

Classroom Colors





7 Look at the story. Then circle.



THINK BIG

What happens next? Draw and say.



Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about classroom objects.

Key Language

backpack, book, chair, desk, eraser, pen, pencil, ruler
blue, green, red, yellow

Language in Action

I will listen to a dialog about classroom objects.

8 Listen and read. Then say.

Linda: Hi! What's your name?

Bobby: My name is Bobby.

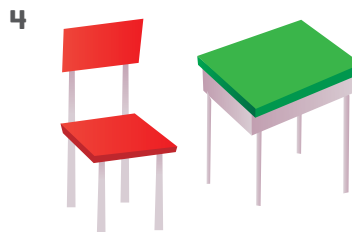
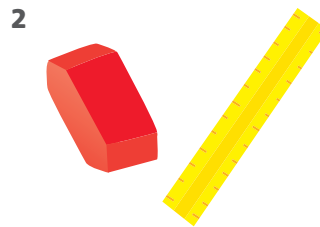
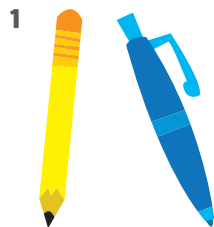
Linda: What is it?

Bobby: It's a yellow pencil.



9 Look at 8. Role-play with a partner.

10 Listen and circle.



Warm-up



Materials: Paper bag

- Place samples of classroom objects (crayon, eraser, marker, pen, pencil, and ruler) in a paper bag. Demonstrate taking an item out of the bag and feeling it with your eyes closed. With your eyes still closed, say: *What's this? It's a (crayon).* Open your eyes to see if you are correct.
- Pass the paper bag around the room and invite students to play the game. Each student takes an item out of the bag and feels it without looking at it. He or she says: *What's this?* and then guesses: *It's a (ruler).* Continue in this way until all students have had a chance to participate.
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will listen to a dialog about classroom objects.*
- Students will practice listening skills through a dialog, use the language of the unit in context by acting out a conversation with a partner, and talk about classroom objects.

Pre-listening

- Point to the girl and the boy. Introduce them as *Linda* and *Bobby* and tell students that they will hear Linda and Bobby talking in class.

Listening

8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 19. Have students listen and follow along in their books. Pause the audio from time to time so that students can repeat what they hear.

Comprehension

MONITOR

- Check for understanding. Ask the question from the dialog: *What's your name?* Invite volunteers to answer, substituting their own names.

ASSIST

- Vary Activity 8 by using hand puppets to say the dialog. Have students repeat the dialog after you.

CHALLENGE

- Have students change the dialog by using other unit vocabulary in place of *pencil*. Students can extend the dialog by asking and answering the question *What color is it?*

Role Play

9 Look at 8. Role-play with a partner.

- To prepare students for the activity, give half the class the role of Linda, and the other half the role of Bobby.

Model the dialog and have groups repeat. Then have students switch roles.

- Read the directions aloud. Give pairs the roles of Linda and Bobby. Have pairs say the dialog aloud, switch roles, and say the dialog again.

MONITOR

- Walk around the room. Listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

- As you notice errors, say individual sentences or words correctly and have pairs repeat after you.

Practice 1



10 Listen and circle.

- Play Audio Track 20 and pause at the end of each dialog. Have students circle the correct classroom objects. Replay the audio as needed.

MONITOR

- Walk around the room and check to see that students have correctly circled the classroom objects. (*Answers: 1 blue pen, 2 yellow ruler, 3 green backpack, 4 red chair*)

Practice 2



WB p. 5/act. 7

7 Listen and √.

- Read the directions aloud and explain that the students need to listen and check the correct classroom objects.
- Play Audio Track 21 and pause at the end of each dialog. Have students check the correct classroom objects. Replay the audio as needed.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have listened to a dialog about classroom objects.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog.

Homework

WB p. 5/act. 8

8 Read, draw, and color.

- Direct students to WB Activity 8 on page 5. Ask them to read, and then draw and color the classroom objects.

Extra Application and Practice Activity

Materials: Flashcards: Unit 1, classroom items

- Place the Flashcards or examples of classroom objects on display. Have a volunteer identify an object by telling what color it is. Say: *Green*, or *It's green*. Have the rest of the class guess which item it is. (*book*), or *It's a (book)*. The student who guesses correctly gets to choose the next item and tell the class what color it is.

Language in Action

I will listen to a dialog about classroom objects.



Listen and read. Then say.

Linda: Hi! What's your name?

Bobby: My name is Bobby.

Linda: What is it?

Bobby: It's a yellow pencil.

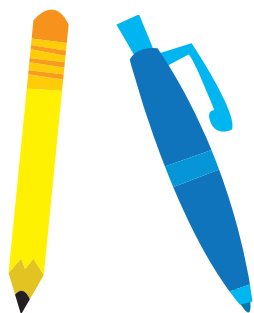


Look at 8. Role-play with a partner.

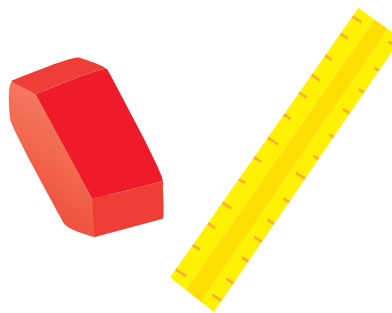


Listen and circle.

1



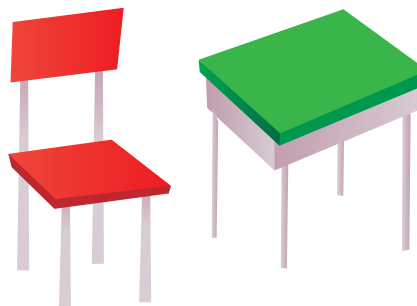
2



3



4



Grammar

I will learn to use *What is it/are they? It's/They're...*

What is it?

It's a ruler.

What are they?

They're crayons.

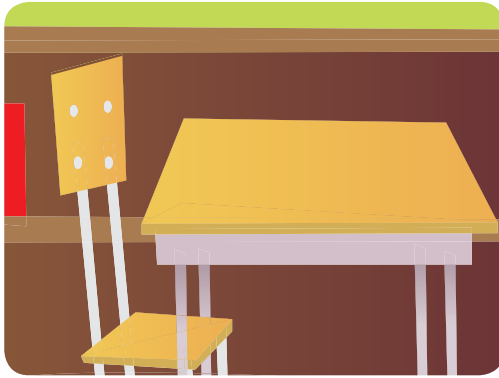
It is = It's

They are = They're

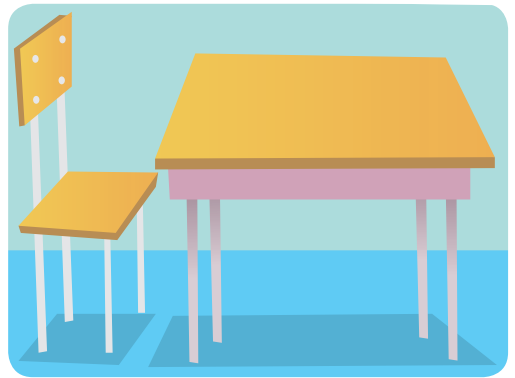


Listen and stick.

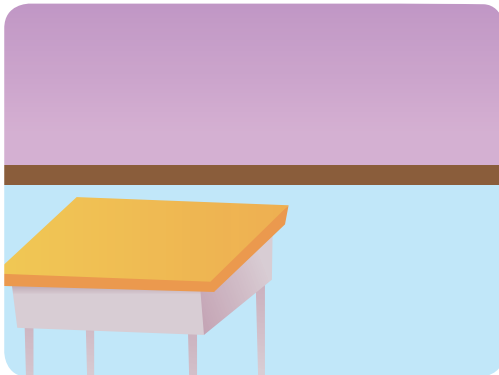
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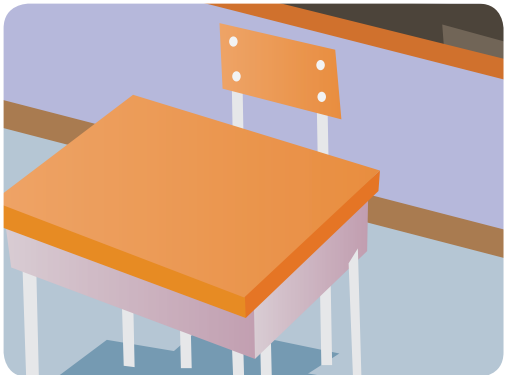
2



3



4



Work with a partner. Look at 11. Ask and answer.



What is it?

What are they?

It's...

They're...



Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *What is it/are they? It's/They're...*

Key Language

What is it/are they?

It's/They're...

Grammar

I will learn to use *What is it/are they? It's/They're...*

What is it?	It's a ruler.
What are they?	They're crayons.

It is = It's
 They are = They're

11 Listen and stick.

1

2

3

4

12 Work with a partner. Look at 11. Ask and answer.

What is it?

What are they?

It's...

They're...

Unit 1 9

Warm-up



Materials: Flashcards: Unit 1, classroom items

- Display the Flashcards or various classroom objects. Say the name of each object, including its color: *blue chair, red pencil*, etc. Then have students name the objects with you. Display three or four Flashcards or example objects.
- Have students close their eyes. Have a volunteer take

one Flashcard or object and hide it. Then have students open their eyes and try to name the missing item, including the color. Repeat with other sets of Flashcards or sample objects.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use What is it/are they? It's/They're...*

- Students will use *What is it/are they? It's/They're...* and stick stickers to ask and answer questions about classroom objects.

Presentation

- Have students read the questions and answers in the grammar box at the top of the page aloud (repeating after you). Point out that the question *What is it?* is answered with *It's...* and the question *What are they?* is answered with *They're...*
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

Practice 1

22 P. T134



Materials: Stickers

11 Listen and stick.

- Help students find the Unit 1 stickers at the back of the Student's Book. Tell them they will listen to the audio and place stickers on the pictures based on what they hear.
- Read the directions aloud. Play Audio Track 22. Model Item 1, showing students how to place the correct sticker on the picture. Continue playing the audio, repeating it as necessary.

MONITOR

As students work, make sure that they place the stickers on the correct objects. (Answers: 1 ruler, 2 crayons, 3 chair, 4 pencils)

Practice 2

WB p. 6/act. 9



9 Trace.

- Read the directions aloud. Explain that the students have to trace the lines on the classroom objects. Have students trace the objects independently.

MONITOR

Refer students to the grammar box to find the model question and answer. Have pairs read the question and answers aloud. Then have them switch roles and repeat.

Practice 3

WB p. 7/act. 11



11 Match and say.

- Read the directions aloud and explain that the students need to join the shadows of classroom objects to the matching colored pictures by drawing lines through the maze.
- Have students work independently to complete the activity.

MONITOR

Check answers as a class. (Answers: 1 c, 2 d, 3 e, 4 a, 5 b)

Practice 4



12 Work with a partner. Look at 11. Ask and answer.

- Hold up a pencil and ask: *What is it?* Then hold up two pens and ask: *What are they?* Do the same for two more objects.
- Place students in pairs. Read directions aloud and direct students' attention to Activity 11. Ask them to ask and answer about each completed picture in Activity 11, using the speech bubbles as a guide.

MONITOR

As students complete the activity, check for proper pronunciation and intonation.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to use What is it/are they? It's/They're...*
- Encourage awareness of what students have learned by quickly asking a few students about classroom objects.

Homework

23 P. T134

WB p. 6/act. 10



10 Listen and circle. Then color.

- Direct students to WB Activity 10 on page 6. Read the directions aloud and explain that the students need to play the audio, listen, and circle the correct classroom object. They then color them to match.

Extra Application and Practice Activity

Materials: Flashcards: Unit 1, classroom items

- Hold up a Flashcard and say: *What is it?* Point to the name of the object on the Flashcard and have students respond: *It's a pen.* Then say: *What color is it?* Elicit the response: *It's blue* and have the class repeat. Continue in this way until you feel confident that students use the language correctly for both single and plural objects.
- Invite volunteers to hold up the Flashcards and ask the questions. Have their classmates respond in complete sentences.
- **Letter Sounds:** When teaching plural nouns, practice the two different sounds of the final *-s*. Practice the words separately: /s/: *backpacks, books, desks*; /z/: *chairs, crayons, pens, erasers, rulers*.

MONITOR

As students work, listen to make sure they are working with correct objects, naming them correctly, and have understood the colors.

Extra Grammar Practice

WB Unit 1/ p. 98

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Warm-up



Lesson Objective



Presentation



Practice 1



Practice 2



Think BIG



Video



Lesson Objective



Homework

Lesson Objective

I will learn to count to ten.

Key Language

one, two, three, four, five, six, seven, eight, nine, ten

Content Connection | Math

I will learn to count to ten.



Listen and trace. Point and say.

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

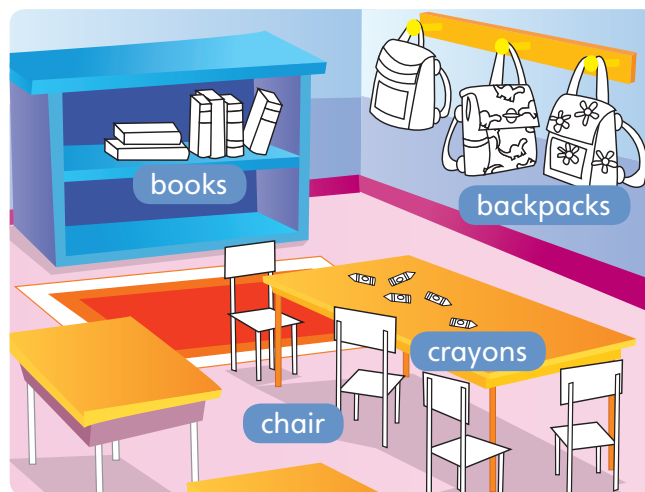
nine

10

ten



Listen. Count and color.



Look around. What numbers do you see in your class?

Warm-up



- In one hand, hold up a crayon and say: *One crayon*. Then put your hand behind your back. In your other hand, hold up two crayons and say: *Two crayons*. Hold up the single crayon and the pair of crayons in random order, naming each and emphasizing the final /s/ on the plural word. Throughout this process, have students repeat after you. After a while, continue showing the items, but stop stating the name of the objects, and allow the class to say *one crayon* or *two crayons* on their own.
- For added challenge, speed up the activity, and substitute other classroom objects for the crayon.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to count to ten.*
- Students will identify, say, and trace the numbers 1–10.

Presentation



13 Listen and trace. Point and say.

- Read the directions aloud. Play Audio Track 24 and have students listen. Write the number 1 on the board in colored chalk. Say: *This is the number one*. Using white chalk, trace the number 1 and say: *Trace*.
- Play the audio again, and have students point to each number and say its name.

MONITOR

- To check comprehension, have students display the correct number using their fingers as they say each number aloud. Listen for correct pronunciation.

ASSIST

- Encourage students who have difficulty with number concepts to draw the correct number of dots underneath the number and word in their books. Teach students this rhyme to help them remember the English words for numbers: *One, two, three, four. Tell me what comes after four. Five, six, seven, eight. Counting up to eight is great. Nine, ten, it's the end. Now let's say the rhyme again.*

Practice 1



14 Listen. Count and color.

- Point to items in the picture and model counting them. Have students repeat after you.
- Read the directions aloud. Play Audio Track 25 and have students listen.
- Replay the audio. Have students color the four chairs blue. Continue playing the audio. Have students complete the activity independently.

MONITOR

- As students are working, check to make sure that they are coloring the items correctly. (*Answers: four blue chairs, six yellow books, five red crayons, three green backpacks*)

Practice 2

WB p. 8/act. 12



12 Connect numbers 1 to 10. Count and write.

- Read the directions aloud. Explain that students must connect the numbers 1 to 10 to complete the drawing of a table, then count the number of pens, books, and pencils, and write the answers on the lines.

MONITOR

- Check answers as a class.

Think BIG



21st Century Critical Thinking

- Discuss the question as a class. Encourage students to look around the class and give simple answers in English. (*Possible answers: one, two, three, four, five, six, seven, eight, nine, ten*)

Video

Documentary U 01



- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to count to ten.*
- Encourage awareness of what students have learned by quickly asking them to count from one to ten aloud.

Homework

WB p. 8/act. 13



13 Count and write.

- Direct students to WB Activity 13 on page 8. Explain to them that they must count the classroom items and then write how many of each there are. Walk through Item 1 with them.

Think BIG

- Tell students that they must read the sentence and the question, and write how many pens they have.

Extra Application and Practice Activity

Materials: Sets of like-colored classroom objects

- Place ten sets of like objects in the same color around the room. For example, one green crayon, two yellow markers, three red pens, etc.
- Explain that you will call on a student to search the room for whichever set you call out. Say: *Five green rulers*. Invite a student to search the room for the set of five green rulers. When the student finds the items, prompt him or her to repeat: *Five green rulers*. If the student is correct, the class says: *Yes!* If the student is incorrect, the class says: *No!* and the student searches again. Continue playing until all students have had a chance to participate.

I will learn to count to ten.

²⁴
13 Listen and trace. Point and say.

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

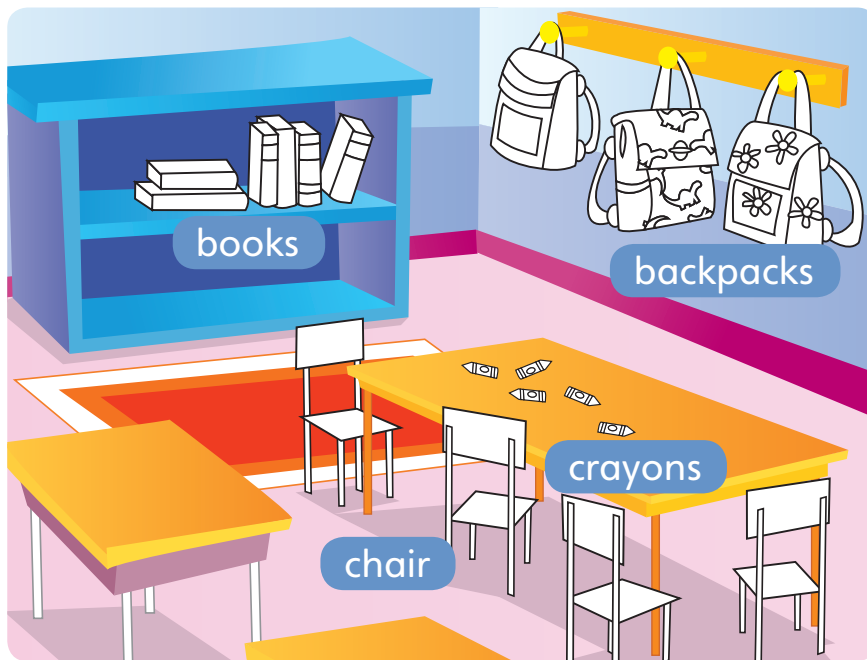
9

nine

10

ten

²⁵
14 Listen. Count and color.



**THINK
BIG**

Look around. What numbers do you see in your class?

Culture Connection | Around the World

I will learn about classrooms around the world.

15 Look, listen, and repeat.



1 Kenya

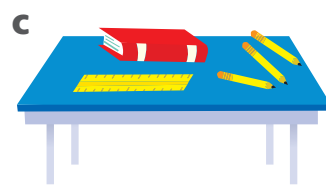
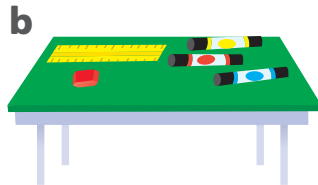


2 The United States of America



3 China

16 Listen. Match the desk with the person above.



17 What do you have on your desk? Draw and say.



It's a... . They're... .

THINK BIG

What can you find in classrooms everywhere?

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about classrooms around the world.

Key Language

Kenya, the United States of America, China

Culture Connection | Around the World

I will learn about classrooms around the world.

15 Look, listen, and repeat.



1 Kenya

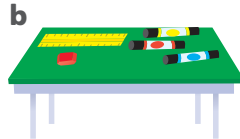


2 The United States of America



3 China

16 Listen. Match the desk with the person above.



17 What do you have on your desk? Draw and say.



It's a... They're...

THINK BIG

What can you find in classrooms everywhere?

Warm-up



Materials: World map or globe

21st Century Global Awareness

- Show students the map. Ask if they know where Africa, the United States of America (U.S.A.), and China are. Point to these places on the map, and elicit where their own country is in relation to the others. Give some facts about these places, e.g. China is the most populated country in the world; The United States is one of the richest countries in the world; Africa is a continent made up of more than 50 countries like Kenya, Nigeria, Botswana, etc.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about classrooms around the world.*
- Students will listen to three children talking about their classrooms.

Listening



15 Look, listen, and repeat.

- Point to the children in the photos. Tell students that they will hear the children talking about themselves. Play Audio Track 26 and encourage students to point to the pictures while they listen.
- Play the audio again and have students repeat.

ASSIST

- Replay the audio pausing after each item and inviting students to explain in simple terms what they understood. Check students can say the names of the countries.

Practice 1



16 Listen. Match the desk with the person above.

- Tell students that they will hear the same three children as in Activity 15. Read the directions aloud. Explain that students are going to match one of the desks to one of the people above.
- Play Audio Track 27. Have students complete the activity independently.

MONITOR

- Check answers as a class. (Answers: 1 c, 2 a, 3 b)

ASSIST

- Replay the audio, stopping after each dialog. Ask students to explain in simple terms what they have understood.

Practice 2



17 What do you have on your desk? Draw and say.

- Distribute crayons or colored pencils. Ask students to draw the school objects they have on their desk in their books.
- Have students work in pairs, and ask and answer about their belongings, e.g. *What is it? It's a yellow eraser. What are they? They're colored crayons.*

ASSIST

- Check that students know the vocabulary for the objects they have drawn, and help them with any new words they may need. You could invite some students to show and describe their drawing to the class. Encourage them to say: *Look. I have...*

Think BIG



21st Century Critical Thinking

- Have students look again at the pictures on page 11 of their Student's Book. Discuss how students from different countries and places can have similar classrooms and similar classroom objects, such as desks, notebooks, backpacks, etc. Invite students to say why they think that happens.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about classrooms around the world.*
- Encourage awareness of what students have learned by quickly eliciting a few classroom objects that can be found in classrooms around the world.

Extra Application and Practice Activity

- To check vocabulary, play a game. Ask students to form four or five teams. Then ask them for different classroom objects; say: *I have a black backpack.* The first team to bring the item to you earns a point for his or her team.

Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *a, t, p, n*.

Phonics | *a, t, p, n*

I will learn to use the sounds *a, t, p, n*.

18 Listen and point. Then say.

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

19 Listen, look, and repeat.

1 a 2 t 3 p 4 n

20 Listen and find. Then say.

pan ant nap tap

21 Listen and blend the sounds.

1 a-n an 2 p-a-t pat
3 t-a-n tan 4 a-t at

22 Underline *a, t, p, and n*. Then listen and chant.

Pat the ant
Has a tan.
Pat the ant
Takes a nap.

12 Unit 1

Warm-up

- Explain the concept of upper- and lowercase letters. Draw an uppercase *A* on the board and a lowercase *a*, and then match them with a line.
- Write ten letters on the board (both upper- and lowercase). Invite individuals to come up to the front and match the letters. Continue until every student has had an opportunity to participate.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds a, t, p, and n.*
- Students will identify the letters and distinguish between

the sounds individually and as part of words.

Presentation 1

18 Listen and point. Then say.

- Read the directions aloud. Play Audio Track 28 and have students listen and point to each letter, then say it.

MONITOR

Check to see that students point to the correct letters as they name them.

ASSIST

Go through the alphabet in alphabetical order by pointing to the letters on the Alphabet Poster. Invite volunteers to say each letter name aloud. Have students repeat. Continue for all letters. Repeat, but point to the letters in a different order.

Presentation 2 29



19 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 29 and have students listen and point to each sound as it is said. Have students repeat.

MONITOR

As students repeat, check they are pointing to the correct sound and listen for correct pronunciation.

Practice 1 P. T135 30



20 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 30 and have students listen, find and point to each word and its matching picture as it is said. Have students repeat each word.

ASSIST

Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

Practice 2 WB p. 9/act. 14



14 Find and circle the letters *a*, *t*, *p*, and *n*.

- Read the directions aloud. Have the students work individually to find and circle the letters.

MONITOR

Check students are circling the correct letters. Have them compare their answers in pairs.

Practice 3 WB p. 9/act. 15



15 Read and circle the letters *a*, *t*, *p*, and *n*.

- Read the directions aloud. Have the students work individually to read the words and circle the letters.

MONITOR

Check students are circling the correct letters. Check answers as a class.

Practice 4 31



21 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 31 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

Practice 5 WB p. 9/act. 16



16 Match the words with the same sounds.

- Read the directions aloud. Walk through Item 1 as a class, eliciting that the word has the same *n* sound as *c* (nip).

- Have the students match the words individually.

MONITOR

Check answers as a class.

Practice 6 32



22 Underline *a*, *t*, *p*, and *n*. Then listen and chant.

- Read the directions aloud. Read aloud the chant, while students follow in their books. Find the first word with *a* together (*Pat*) and have students underline it. Have students continue finding and underlining the other words with *a* independently. Remind them that the letter might be in the middle or even at the end of a word. Repeat for *t*, *p*, and *n*.
- Play Audio Track 32 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation and appropriate intonation. Check answers as a class. (Answers: *a* – *Pat*, *ant*, *has*, *a*, *tan*, *takes*, *nap*; *t* – *Pat*, *ant*, *tan*, *takes*; *p* – *Pat*, *nap*; *n* – *ant*, *tan*, *nap*)

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned to use the sounds a, t, p, and n.*

- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *Pat*, *ant*, *nap*).

Homework 33 WB p. 9/act. 17



17 Listen and chant.

- Direct students to WB Activity 17 on page 9. Read the directions aloud. Explain to students that they must listen and chant along.

Extra Application and Practice Activity

- Write a list of at least twelve *a*, *t*, *p*, and *n* words on the board. Then have students fold a piece of paper in half (landscape) and half again, then open it out. Have them draw a large circle in each quarter and write the headings *a*, *t*, *p*, and *n* at the top of each circle.
- Have students copy the words from the board into the correct circles. They can also illustrate the words with simple drawings if they wish.

CHALLENGE

Ask students to think of and add more words to each circle.

I will learn to use the sounds a, t, p, n.

²⁸ **18** Listen and point. Then say.

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

²⁹ **19** Listen, look, and repeat.

1 a

2 t

3 p

4 n

³⁰ **20** Listen and find. Then say.



pan



ant



nap



tap

³¹ **21** Listen and blend the sounds.

1 a-n an

2 p-a-t pat

3 t-a-n tan

4 a-t at

³² **22** Underline a, t, p, and n. Then listen and chant.

Pat the ant
Has a tan.
Pat the ant
Takes a nap.



Values | Be polite.

I will learn to use polite words.

³⁴**23** Listen and find the picture. Then listen and repeat.



24 Look at **23**. Role-play with a partner.

THINK BIG

How can you be polite in class?



Project

25 Make a **Be Polite** poster.



Unit 1 **13**

Values Lesson

Lesson Flow



Warm-up



Lesson Objective



Listening



Role Play



Think BIG



Project



Lesson Objective



Homework

Lesson Objective

I will learn to use polite words.

Key Language

Please sit down.

Thank you.

You're welcome.

Values | Be polite.

I will learn to use polite words.

23 Listen and find the picture. Then listen and repeat.

a

b

24 Look at 23. Role-play with a partner.

THINK BIG How can you be polite in class?

Project

25 Make a **Be Polite** poster.

Unit 1 13

Warm-up



21st Century Social Skills

- Write: *please* on the board and read it aloud. Say: *Sit down*. Then say: *Please sit down*. Explain to students that adding *please* makes a command sound nicer and more polite.

- Call out familiar classroom commands. Add gestures to help students understand what to do. Say: *Please stand*. *Please raise your hand*. *Please write your name*. *Please say your name*. Have students perform each action.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use polite words.*

- Students will learn the importance of being polite through the listening activity and then they will think about what being polite means to them through a Project.

Listening

23 Listen and find the picture. Then listen and repeat.

- Read the directions aloud. Play Audio Track 34. Have students listen and point to the pictures and words that go with the language they hear.

MONITOR

Make sure that students point to the correct pictures as they listen. (*Answers: 1 picture a, 2 picture b*)

ASSIST

Replay the audio. Pause it after the first two statements and show students the printed words that match what they are hearing.

Role Play

24 Look at 23. Role-play with a partner.

- Read the directions aloud. Play Audio Track 34 again. Explain that students will act out the conversations from Activity 23.
- Divide the class into groups. Practice the first conversation. Have one group repeat the girl's part after you and the other group repeat the boy's part. Then have the groups switch parts. Repeat for the second conversation.
- Have students work with a partner to role-play the conversations.

MONITOR

Listen to students as they act out the conversations to make sure they use the correct language and pronounce the words properly.

ASSIST

Model correct pronunciation and intonation, as needed. Have pairs repeat. Model the activity. Invite pairs to role-play the dialog of their choice for the class. Role-playing: role-playing conversations is engaging and fun for students of any age. It also helps English learners understand the social context for using the particular language and the situational cues that signal its usage.

Think BIG

21st Century Social Skills

- Read the question aloud and model the terms: *Thank you*, *You're welcome*, and *Please*. Continue by asking them how to be polite in class, giving examples such as asking a student to: *Please, open the door*

followed by some more polite commands and answers. (*Possible answer: Always say "please" when you ask for something and always say "Thank you" when you get something.*)

Project

Materials: Poster paper, art supplies

25 Make a Be Polite poster.

- Read the directions aloud. Show students the "Be Polite" poster on the page. Model reading *Thank you* and *You're welcome*. Have students repeat. Then have students work in small groups to make their posters.

MONITOR

Check to see that students write the polite phrases correctly.

CHALLENGE

Invite groups to explain their posters to the class by acting out what is happening in their pictures. Model language as necessary. Have the entire class repeat.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned to use polite words.*

- Encourage awareness of what students have learned by quickly eliciting from a few students the polite words that they have learned.

Homework WB p. 10/act. 18 & 19

18 Read and write.

- Direct students to WB Activity 18 on page 10. Read the directions aloud. Explain to the students that they need to read the sentences and then use the words in the box in order to complete the sentences.

19 Draw.

- Direct students to WB Activity 19 on page 10. Read the directions aloud. Explain to the students that they need to draw a picture that indicates how they are polite in school.

Extra Application and Practice Activity

- Gather some classroom objects on your desk. Have a volunteer select one of the objects and give it to someone in the class. Have the person who receives the object say: *Thank you* and the giver respond: *You're welcome*. Continue with the remaining objects.

Review Lesson 1 | Vocabulary and Grammar

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review | Vocabulary and Grammar

26 Listen. Look and match.

- It's an eraser.
- It's a book.
- It's a desk.
- It's a crayon.
- It's a chair.

27 Listen and circle.

- Two backpacks: one red, one blue.
- Two rulers: one yellow, one green.
- Two chairs: one blue, one red.

I Can

- use words for objects in the classroom.

14 Unit 1

Warm-up



Materials: Flashcards: Unit 1, classroom items

- Ensure that students understand the tasks they will be doing in this lesson. Write *It's a book.* on the board and display three Flashcards (*chair*, *pen*, and *book*) under the sentence. Read the sentence aloud and then say: *Match.* Draw a line from the sentence to the Flashcard of the book. Repeat the activity with other sentences and Flashcards.

- Repeat the activity with other sentences and Flashcards. Invite volunteers to draw lines matching sentences to the matching Flashcards.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review classroom objects by doing activities that involve listening and matching, and listening and circling.
- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Practice 1



Materials: Flashcards: Unit 1, classroom items

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 13, (the song with the lyrics). Have students follow along and join in the chant.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 14). You could use Flashcards to encourage students to sing other classroom objects that aren't in the song.

Practice 2 P. T135



26 Listen. Look and match.

- Read the directions aloud and explain that students will match what they hear with what they see.
- Play Audio Track 35 and complete the first item with students. Then begin the audio again and have students complete the activity independently.

MONITOR

Replay the audio and have students check their work. (Answers: 1 b, 2 c, 3 d, 4 a, 5 e)

Practice 3 WB p. 11/act. 20



20 Read, draw, and color.

- Read the directions aloud.
- Have the students complete the activity independently.

Practice 4 P. T135



27 Listen and circle.

- Read the directions aloud and explain that students will circle the picture of the object they hear.
- Play Audio Track 36 and complete the first item with students. Then begin the audio again and have students complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 red backpack, 2 green ruler, 3 blue desk)

CHALLENGE

Invite volunteers to point to the pictures and say the correct answers for the rest of the class. Encourage them to use complete sentences as they identify the item and the color.

Self-assessment

I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statement aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 1 Practice Tests in the Assessment Pack.

WB Unit 1/p. 98

- Direct students who need help with grammar in particular to the Unit 1 Extra Grammar Practice (Workbook, page 98).
- For further vocabulary work, students can access Big English Student World.

Homework WB p. 11/act. 21

21 Read and circle.

- Direct students to WB Activity 21 on page 11. Read the directions aloud. Explain to students that they must read the questions and circle the correct words. Walk students through the first item.

Extra Application and Practice Activity

Materials: Flashcards: Unit 1, classroom items

- Place all of the Flashcards facedown on a table. Look at the first picture, but do not show students. Then role-play using the classroom object. Invite volunteers to guess the object by saying the word or by using it in a complete sentence: *It's a...*
- Once a student has guessed the correct word, show the card to the class. The student who guesses correctly tells the class what color the item is: (*red*) and then gets to role-play using the object on the next Flashcard. Continue playing until all students have had a turn.

Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 1 Unit Test in the Assessment Pack.

³⁵ 26 Listen. Look and match.

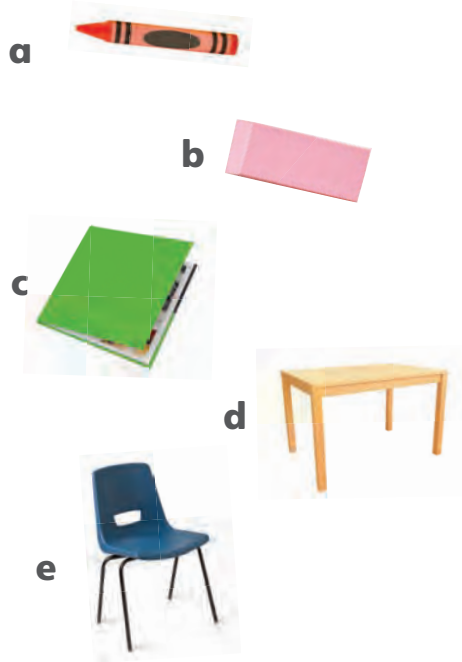
1 It's an eraser.

2 It's a book.

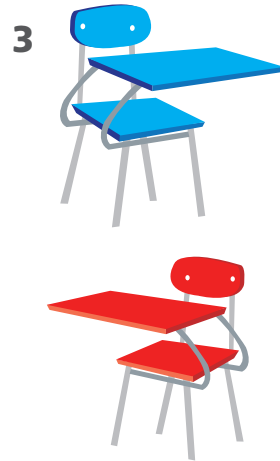
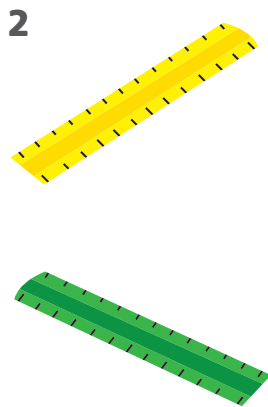
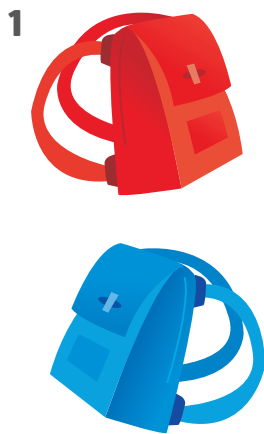
3 It's a desk.

4 It's a crayon.

5 It's a chair.



³⁶ 27 Listen and circle.



I Can

- use words for objects in the classroom.



³⁷
28 Look and find the differences. Then listen and check.



Picture A

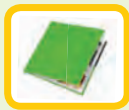


Picture B

³⁸
29 Listen and play a game.

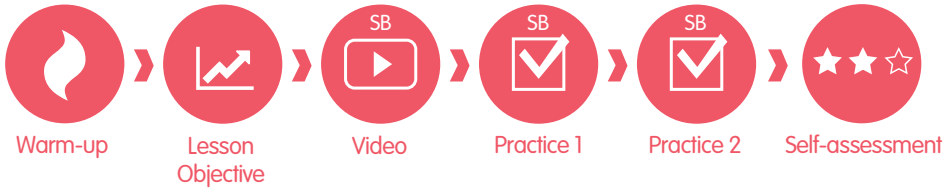
I Can

- talk about classroom objects.



Review Lesson 2 | Speaking

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review | Speaking

37
28 Look and find the differences. Then listen and check.

Picture A

Picture B

38
29 Listen and play a game.

I Can

- talk about classroom objects.

Unit 1 15

Warm-up



- Show students two pens of a different color and brand. Ask them why they are different. Do the same with two erasers and markers.
- On a desk, form two groups of erasers, one with two erasers, the other with three. Ask students what the difference is (one group has two erasers, the other has three). Repeat with markers or pencils.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*
- Students will review the words and structures of the unit through a variety of activities that involve finding differences in pictures, and playing a game. Then

students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Video U 01

- Refer to Video Guide for pre-watching and post-watching activities.

Practice 1 P. T135

28 Look and find the differences. Then listen and check.

- Read the directions aloud and explain that students will look closely at the pictures and find the differences. Point to the rulers in each picture and ask a volunteer to explain what is different. Point to each picture in turn and model the sentences: (Picture A) *They're rulers.* (Picture B) *It's a ruler.* Have students point and repeat.
- Have students complete the activity on their own, and then compare their answers in pairs.
- Play Audio Track 37 and check the first item with students. Then begin the audio again and have students check independently.

MONITOR

Replay audio and check work with the students. (Answers: 1 Picture A: *They're pencils*; Picture B: *It's a pencil.* 2 Picture A: *It's a marker*; Picture B: *They're markers.* 3 Picture A: *It's a green pen*; Picture B: *They're green pens.* 4 Picture A: *They're rulers*; Picture B: *It's a ruler.* 5 Picture A: *It's a book*; Picture B: *They're books.* 6 Picture A: *It's a blue chair*; Picture B: *It's a red chair.* 7 Picture A: *It's a red backpack*; Picture B: *It's a blue backpack.*)

Practice 2 P. T135

29 Listen and play a game.

- Have students sit in a circle and explain that they will play two games with classroom objects.
- Play Audio Track 38 and have students listen to Game 1. To make it easier for them, hold up a white marker and a black pencil as they are mentioned. Explain that this game will help them make fuller sentences. Play the audio for Game 1 again, pausing after each line and having students repeat.
- Put students in pairs and have each pair put four classroom objects on the desk in front of them. Students play the game independently, taking turns to speak, until they are saying full sentences about all of the items, e.g. *It's a white marker. It's a black pencil. It's a blue pencil case. It's a green notebook.*
- Play the audio for Game 2 and have students listen carefully. Explain that in this game, they need to add another classroom object to the list each time. Start yourself by saying: *They're pencils.* Point to a student who adds another item, e.g. *They're pencils and pens.* Go round the class with students adding items to the list

until all the classroom objects are mentioned. Students who can't remember the objects in the correct order are out.

MONITOR

Help students progress from the simple sentence: *It's a pen* to: *It's a white pen.* Make sure they know where to put *and* in a list of items.

CHALLENGE

When students reply by pointing to an object or using one word, model the complete response and then have the entire class repeat.

Self-assessment

I Can


- This section asks students to assess their own learning and reflect on their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statement aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 1 Practice Tests in the Assessment Pack.

WB Unit 1/p. 98

- Direct students who need help with grammar to the Unit 1 Extra Grammar Practice (Workbook, page 98).
- For further vocabulary work, students can access  games in the Big English Student World.

Extra Application and Practice Activity

- Ask students to form two groups and collect one each of as many different classroom objects together as they can. Have one volunteer from each group come to the front and describe what their group has.

Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 1 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



My Family

Objectives

Reading

Can recognize a range of basic everyday nouns and adjectives (e.g. colors, numbers, classroom objects).

Listening

Can understand simple language related to naming and describing family members.

Can recognize phrases and content words related to basic personal and family information.

Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. color, size), if spoken slowly and clearly.

Can recognize familiar words and phrases in short, simple songs or chants.

Can understand the letters of the alphabet by their names.

Speaking

Can answer simple questions about their family and friends, using basic phrases.

Writing

Can write the letters of the alphabet in lower case.

Grammar

Can use common forms of 'have' in the present tense.

Unit Projects

Family Connection

Invite students to bring in photos of themselves with their family members. Have students use the words they are learning in this unit to talk about and identify members of their families. Encourage students to tell who each family member is and his or her name.

Key Language

Key Vocabulary

Family members	Expressions
brother	Can I help you?
father	Yes, thank you.
dad	Please help me.
grandfather (grandpa)	OK. I can help you.
grandmother (grandma)	
me	
mother	
mom	
sister	

Content Words

boy	France
girl	Mexico
man	name tag
woman	popular
	South Korea
	wear

Grammar/Structures

How many brothers and sisters **do** you **have**?

I **have** one brother.

I **have** two sisters.

Phonics

The sounds: *ai, s, b, d*

Family Members Bulletin Board

Make two bulletin boards. First, make a *Family Members* bulletin board. Post the following labels across the top of the bulletin board to create six columns: *mother, father, sister, brother, grandmother, and grandfather*. As students work on the unit, invite them to look through magazines and cut out pictures of people to post in each column. For the *How Many?* bulletin board, post the numbers 1–10. Have students draw pictures to show different numbers of items, (one chair, two dogs, etc.). Have students count the items in the pictures and point to and say the numbers.

Vocabulary Lesson

Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective

Lesson Objective

I will learn to name family members.

Key Language

Nouns: brother, father, grandfather, grandmother, me, mother, sister

2

My Family

Vocabulary

I will learn to name family members.



1 Listen, look, and say.



2 Play the acting game.

Warm-up



Materials: Flashcards: Unit 2, family members, pictures of families

- Show the class some pictures of families from magazines. Explain that families can be different sizes and have different family members. Say: *Some families are big* (showing a picture of a big family) *and some families are small* (showing a picture of a small family). Invite students to come up and choose one of the family pictures that is similar to their own family (same number of siblings, etc), show it to the class, and name the people in their family.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to name family members.*

- Use 2–3 Flashcards to remind students what they already know and elicit a few names of family members.
- Students will name and identify different family members.

Song Time



39



Materials: Flashcards: Unit 2, family members

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. The students will only hear the words at this point. They will not see the text of the song.

Presentation



40



1 Listen, look, and say.

INVOLVE

Read the directions aloud. Play Audio Track 40. Have students listen, point to each person or pair and then say the word.

MONITOR

Ask: *Who is talking?* Check to make sure that students realize that it is the boy (me) who is introducing his family.

ASSIST

Use Flashcard of family members: mother, father, grandmother, and grandfather to teach these words.

Practice

WB p. 12/oct. 1



1 Read and match.

- Read the directions aloud. Explain to the students that they will match the words with the people in the photo.
- Have students work independently, and then compare answers with a partner. Ask students to say the words aloud.

MONITOR

Check answers as a class.

Game



Materials: Index cards, magazines

2 Play the acting game.

- Use Flashcards of family members: me, mother, father, brother, sister, grandfather, grandmother (and also: mom, dad, grandpa and grandma).
- Divide students into even numbered teams and ask them to group into different corners of the classroom.
- Hold Flashcards of family members making sure students cannot see them. Ask the first player of each group to come to the front. Show them a Flashcard.
- The players are to rush back to their team and mime the family member Flashcard they were shown. Once their team has guessed and written down the correct family member, the second player goes to the front and so forth. The first team to guess all the family members wins.

MONITOR

Check that students have guessed the correct members by reading the list of family members in the order given during the game.

ASSIST

Tell teams that they can have their books open to help with spelling.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to name family members.*

- Encourage awareness of what students have learnt by quickly eliciting from a few students the names of family members.

Extra Application and Practice Activity

- Model *M mother, F father*. Then say: *B and S* and elicit *brother and sister*. Continue with *G grandmother* and *G grandfather*. Invite students to repeat the activity in pairs.

2

My Family

Vocabulary

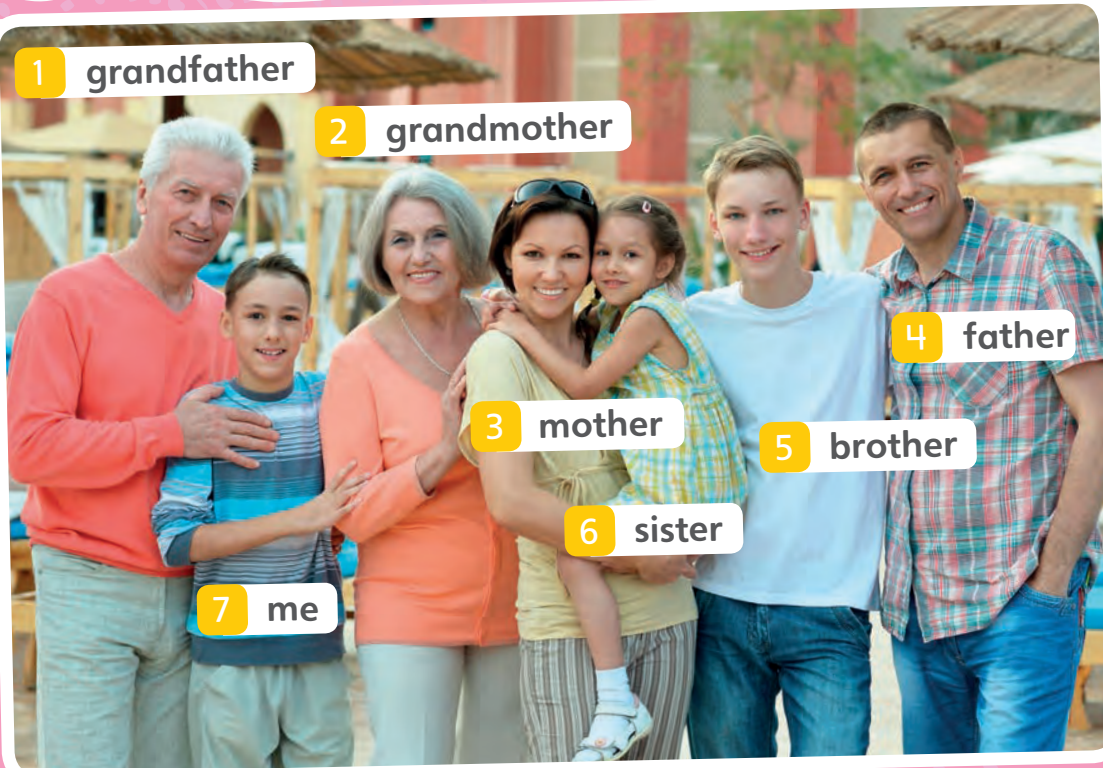
I will learn to name family members.



Song Time!



1 Listen, look, and say.



2 Play the acting game.

I will learn to ask and answer questions about family members.



Listen and sing. Then look at 1 and find.

I Love My Family



My family, my family!
I love my family.
See them in this picture.
They mean so much to me.

My family, my family!
I love my family.

I love them and they love me,
That's why we're family!



My father, my mother!
My sister, my brother!
We have so much fun.
They're number one.



Look at 3 and circle the correct answer.

- | | |
|------------------------|--------------------|
| 1 grandfather / father | 2 mother / sister |
| 3 mother / brother | 4 sister / brother |



Look at 3. Ask and answer.



Who's he?

He's my grandfather.



Who's in your family? Who is in your friend's family? Are all families the same?

Song Lesson

Lesson Flow



Lesson Objective

I will learn to ask and answer questions about family members.

Key Language

brother, father, grandfather, grandmother, me, mother, sister

Song

I will learn to ask and answer questions about family members.

3 Listen and sing. Then look at 1 and find.

I Love My Family

My family, my family!
I love my family.
See them in this picture.
They mean so much to me.

My family, my family!
I love my family.
I love them and they love me,
That's why we're family!

My father, my mother!
My sister, my brother!
We have so much fun.
They're number one.



4 Look at 3 and circle the correct answer.

- 1 grandfather / father 2 mother / sister
3 mother / brother 4 sister / brother

5 Look at 3. Ask and answer.



Who's he?

He's my grandfather.



THINK BIG

Who's in your family? Who is in your friend's family? Are all families the same?

Unit 2 17

Warm-up



Materials: Flashcards: Unit 2, family members

- Place the Flashcards of family members from the

previous lesson on the board and go through each family member. Have students close their eyes, and take away one card. Ask students to open their eyes. Ask which family member is missing. The first student to answer correctly continues the activity.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask and answer questions about family members.*
- Students will sing a song and talk about family members.

Listen and Sing



Materials: Flashcards: Unit 2, family members

3 Listen and sing. Then look at 1 and find.

- Read the directions aloud. Play Audio Track 41. Have students listen and read along with the song quietly.
- Replay the audio. Have students sing along.
- Ask students to look at Activity 1 and find the items that are in the song.

MONITOR

Observe students to see if they are comfortable learning the new song.

ASSIST

Vary Activity 3. Play the audio for students so that they can listen to the song one verse at a time. After they are familiar with the first verse, help them sing it. Repeat for verses two and three. Language Learning through Songs: Songs can be a valuable tool when teaching young English learners. They provide opportunities for students to practice phrasing, pronunciation, and intonation. Songs also allow students to learn from each other in a group setting and create a less threatening, more relaxed learning environment.

Practice 1



4 Look at 3 and circle the correct answer.

- Read the directions aloud. Ask students to look at the picture in Activity 3 and complete the first item as a class. Have students complete the rest of the activity independently.

MONITOR

Check to ensure students are circling the correct options. (Answers: 1 father, 2 mother, 3 brother, 4 sister)

Speaking



5 Look at 3. Ask and answer.

- Direct students' attention to the Flashcards on the board. (See Warm-up.) Point to the mother and ask: *Who's she?* Then say: *She's the mother. She's my mother.* Then point to each family member and ask: *Who's he/she?*
- Read the directions aloud. Put students in pairs to ask and answer questions about the family in Activity 3.

MONITOR

As students talk, listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 2

WB p. 13/act. 3



3 Draw your mother and father. Then write.

- Read the directions aloud. Ask the students to draw their mother and father, and write the words. Students work independently. Get feedback from the class.

Think BIG



Materials: Magazines, pictures of families

21st Century Critical Thinking

- Show the class pictures from magazines of different kinds of families. Talk about them and try to include stepparents in your discussion. Touch on things like the fact that sometimes there's only a mother or father, or that some children might live with their grandparents.
- Ask students to talk in pairs about who is in their family. Invite those that want to tell the class to do so.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer questions about family members.*
- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which family members they heard in the song.

Homework



WB p. 13/act. 2



2 Listen and circle. Then sing.

- Direct students to WB Activity 2 on page 13. Read the directions. Explain to students that they must listen to the song and circle the family members. Encourage them to sing the song.

Extra Application and Practice Activity

Materials: Flashcards: Unit 2, family members

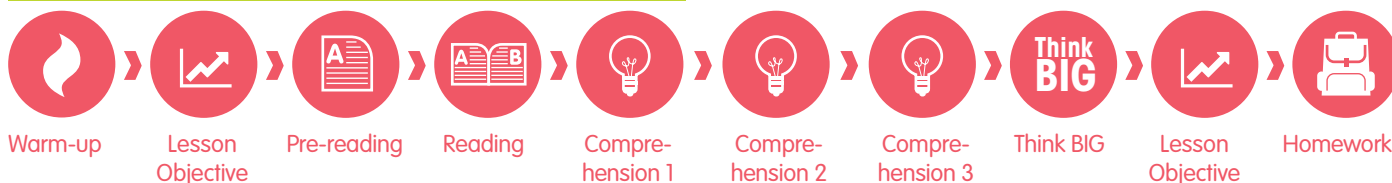
- On the board, draw a family tree of your own family. Label it with *grandfather, grandmother, father, mother, brother, and sister.*
- On the board, draw a frame of a family tree with positions for grandparents, parents, and children in three tiers. Show the grandfather Flashcard. Ask: *Who's this?* Write *grandfather* in the appropriate space on the family tree. Repeat the activity with all of the Flashcards, inviting volunteers to write each word on the family tree and then read the word aloud.

MONITOR

Check to make sure students write words in the appropriate places. Listen for proper pronunciation of the unit vocabulary.

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about family members.

Key Language

brother, father, mother, photo album, sister

Story

I will read a story about family members.

6 Listen and read. How many brothers? How many sisters?

A Big Family

1 Is this your photo album, Tim?
Yes, this is my family.

2 Who are they?
That's my father and mother.

3 How many brothers and sisters do you have?
I have one brother and one sister.

4 Who's she?
She's my sister.
Oh, she's Jane!

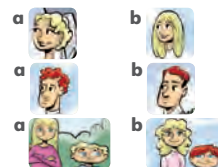
18 Unit 2

5 And who's he?
He's my brother.

6 Patrick!
Yes, Patrick!

7 Look at the story. Then circle.

- 1 She's my mother.
- 2 He's my father.
- 3 They're my brother and sister.



THINK BIG Who's missing? Draw.



Unit 2 19

Warm-up



Materials: Flashcards: Unit 2, family members, personal photo album, art supplies

- Bring in a family photo album and invite students to bring in their own photo albums. Have students share their albums and talk about the various family members who are shown. If it is not possible to look at real albums, have students talk about who would be in a

family album, such as mother, father, sister, brother, grandmother, and grandfather.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will read a story about family members.*

- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

Pre-reading



- Tell students that they will listen to a boy and a girl talking about a photo album.
- Point to and read the title aloud. Explain the meaning of *big*, if necessary. Have students repeat after you.

Guided Prediction: Have students look at the pictures in the story frames. Help them point to and name family members in the pictures. Then point to each family member and say who they are. Have students point and repeat after you.

Reading



6 Listen and read. How many brothers? How many sisters?

- Read the directions aloud. Play Audio Track 44. Model pointing to each story frame. Have students listen and read silently.
- Ask the questions: *How many brothers?* and *How many sisters?* Have students point to the brother and sister in their books or tell you the answer (one brother and one sister).

Comprehension 1



MONITOR

Point to each frame as you ask questions to check for understanding. Point to the album in Frame 1 and say: *What is it?* (It's a photo album.) Continue in a similar way with Frames 2–6.

ASSIST

As needed, replay Audio Track 44 and retell the story using simple language as you point to the pictures in the story frames. Point and say: (Frame 1) *This is a family.* (Frame 2) *My mother and father.* (Frame 3) *One brother and one sister.* (Frame 4) *One sister.* (Frame 5) *Brother.* (Frame 6) *His name's Patrick.* Have students repeat the phrases. To help students understand the story better, read the text aloud and point to the characters and family members as appropriate.

Scanning Text: Scanning text can help students become more fluent readers. Choose a word that appears in the story more than once and have students scan for it. Tell students that when they scan, they don't need to read every word. They can look at the first letter of every word or look only at words of a certain length.

Comprehension 2

WB p. 14/act. 4



4 Read and point. Then read and circle.

- Have students read the story and point to the family members. Have students read again and circle the correct answer.

MONITOR

- Check answer as a class.

Comprehension 3



Materials: Flashcards: Unit 2, family members

7 Look at the story. Then circle.

- Ask students to look at the pictures on the right and name who they see. Try to elicit: *His mother* or *Tim's mother*.
- Have students read the story again quietly.
- Read the directions aloud and explain that students should circle the picture of the person shown in the story.

MONITOR

- Check answers as a class. (Answers: 1 a, 2 b, 3 a)

ASSIST

Place the Flashcards at the front of the class for students to refer to if necessary.

CHALLENGE

Play a game in which you point to or name the characters in the story and students name their relationship to Tim. Model: *Patrick* (brother). Repeat for all the characters Tim talks about.

Think BIG



21st Century Critical Thinking

- Have students look at the picture and ask a volunteer to tell you who they see in the picture (Tim, his mother, his sister, and his brother).
- Ask: *Who's missing?* When the correct answer has been elicited (Tim's dad), have students draw the missing member into the picture.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have read a story about family members.*
- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

Homework

WB p. 14



Think BIG

- Direct students to WB Think BIG on page 14. Have students look at 4 and think. They then check Tim's family.

Extra Application and Practice Activity

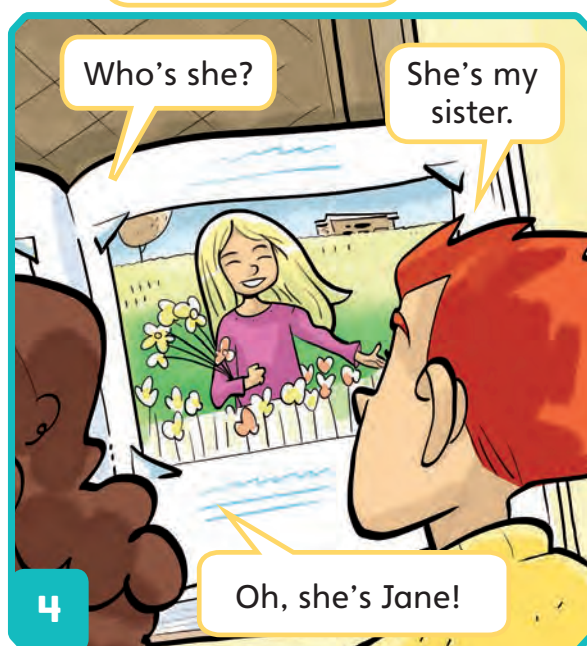
- Write the following words on the board: *mother, father, sister, brother, grandfather, and grandmother.* Have students look at the words and then quickly erase one. The student who names the missing word gets to erase the next word. Repeat until all the words are removed and then check to see whether students can say all six words.

Story

I will read a story about family members.

⁴⁴**6** Listen and read. How many brothers? How many sisters?

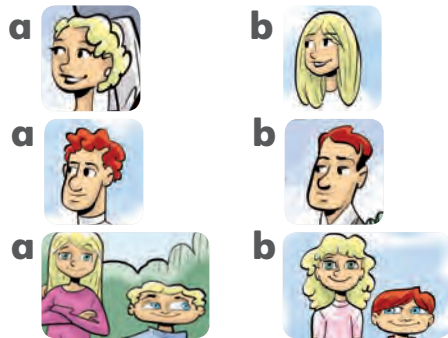
A Big Family





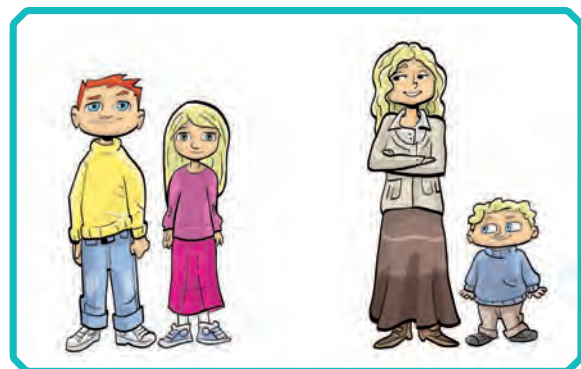
7 Look at the story. Then circle.

- 1 She's my mother.
- 2 He's my father.
- 3 They're my brother and sister.



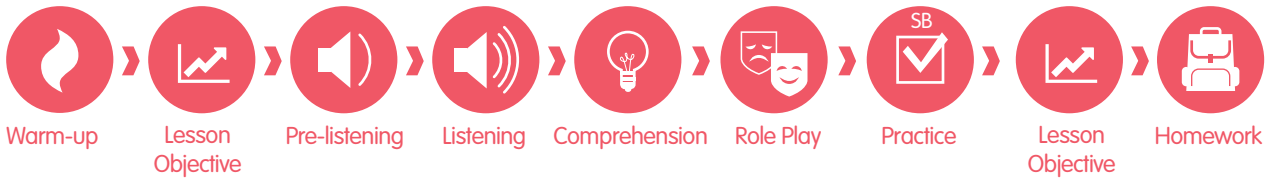
**THINK
BIG**

Who's missing?
Draw.



Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about family members.

Key Language

brother, father, grandfather, grandmother, mother, sister

Language in Action

I will listen to a dialog about family members.

Listen and read. Then say.

Pam: Who are they?

John: She's my sister and he's my brother.

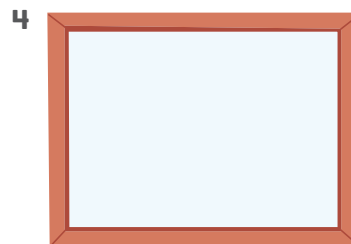
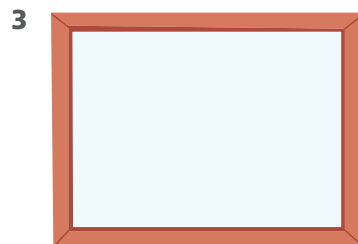
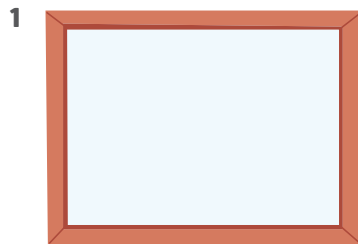
Pam: How many brothers and sisters do you have?

John: I have one sister and two brothers.



Look at 8. Role-play with a partner.

Listen and stick. Then say.



Warm-up



- Say this sentence: *I have (two) sisters*. Ask students who have the same number of sisters to stand up. Then have the students who are standing say the sentence in unison. Vary the number and include the sentence *I have no sisters*, so that all students get a chance to participate. Then repeat the activity with the word *brothers*.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will listen to a dialog about family members*.
- Students will practice listening skills through a dialog, use the language of the unit in context by acting out a conversation with a partner, and talk about family members.

Pre-listening



- Point to the girl and the boy. Introduce them as *Pam* and *John* and tell students that they will hear Pam and John talking about their families.

Listening



8 Listen and read. Then say.

- Read the directions aloud and explain that students will listen to a dialog. Play Audio Track 45 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

Comprehension



MONITOR

- Check for understanding. Read the questions from the dialog aloud. Invite volunteers to say the responses. Model as necessary.

ASSIST

- **Using Puppets:** Students usually enjoy using puppets to role-play dialogs. The use of puppets tends to make the language practice less stressful and more fun. You can make simple puppets out of materials such as old socks, paper bags, cardboard and craft sticks, buttons, felt, and yarn. Vary Activity 8 by using hand puppets to say the dialog. Have students repeat the dialog after you.

Role Play



9 Look at 8. Role-play with a partner.

- Read and explain the directions for students. Give half the class the role of Pam, and the other half the role of John. Model the dialog and have groups repeat. Then have students switch roles.

- Give pairs the roles of Pam and John. Have pairs say the dialog aloud. Then have partners switch roles and say the dialog again.

MONITOR

- Walk around the room. Listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

- As you notice errors, say individual sentences or words correctly and have pairs repeat after you.

Practice



10 Listen and stick. Then say.

- Help students find the Unit 2 Stickers at the back of their Student's Book.
- Read the directions aloud. Tell students they will listen to the audio and place stickers inside the frames in their books. Play Audio Track 46. Model Item 1, showing students how to place the sticker in the box.

MONITOR

- As students work, check to see that they place the stickers correctly. (Answers: 1 mother and father, 2 grandmother and grandfather, 3 two sisters and one brother, 4 one sister and three brothers)

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have listened to a dialog about family members*.
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog.

Homework

WB p. 15/act. 5



5 Listen and write the number.

- Direct students to WB Activity 5 on page 15. Ask them to listen and write the correct number. Tell them they can replay the audio as needed.

Extra Application and Practice Activity

Materials: Two puppets, Flashcards: Unit 2, family members

- Use two puppets. Show the matching Flashcards as you model simple dialogs: *Who are they? My mother and father*. Have students repeat each dialog a few times. Then invite two volunteers to come up, use the puppets and the Flashcards, and role-play the dialog. Continue the activity with different students using different family members.

Language in Action

I will listen to a dialog about family members.



Listen and read. Then say.

Pam: Who are they?

John: She's my sister and he's my brother.

Pam: How many brothers and sisters do you have?

John: I have one sister and two brothers.

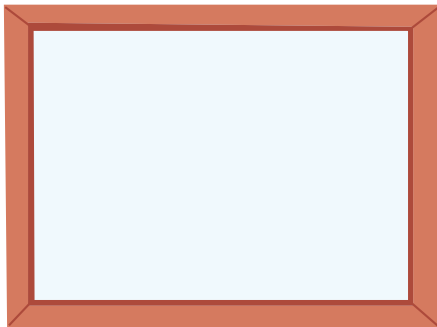


Look at 8. Role-play with a partner.

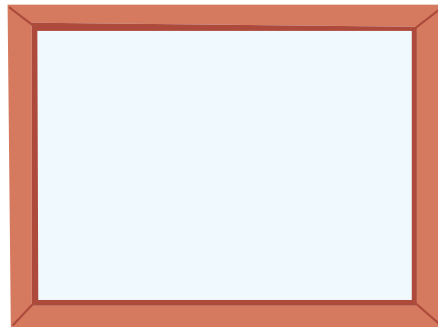


Listen and stick. Then say.

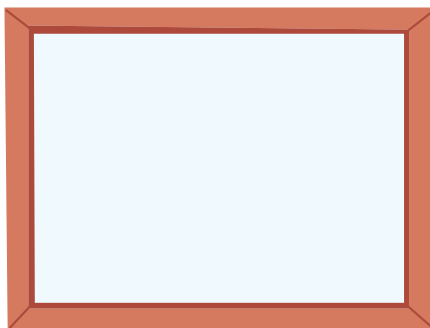
1



2



3



4



Grammar

I will learn to use *How many... do you have? I have...*

How many brothers and sisters **do** you **have**?

I **have** one brother.

I **have** two sisters.

⁴⁸ 11 Listen and circle.

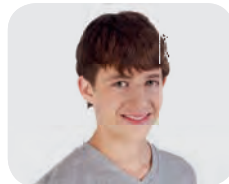
1



2



3



4



12 Ask and answer about your family.



How many brothers and sisters do you have?

I have two sisters.



Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *How many... do you have? I have...*

Key Language

How many... do you/we/they have?

How many... does he/she/it have?

Grammar

I will learn to use *How many... do you have? I have...*

How many brothers and sisters **do you have?**

I **have** one brother.

I **have** two sisters.

Listen and circle.

1



2



3



4



Ask and answer about your family.



How many brothers and sisters do you have?

I have two sisters.



Warm-up



- Conduct a survey of the class to find out how many brothers and sisters students have. Ask: *Who has one brother?* Have students who have one brother raise their hands. At your signal, have them say, in unison: *I have one brother.* Continue in this way, changing the word *brother* for *sister* and varying the numbers until all students have been included. Tally the results and display your findings in a simple bar graph on the board.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use How many... do you have? I have... .*
- Students will use *How many... do have? I have... .* to ask and answer questions about family members.

Presentation



- Have students read the question and answers in the grammar box at the top of the page aloud (repeating after you). Point out that the question *How many... do you have?* is answered with *I have... .*
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

ASSIST

- Elicit two or three questions and answers from the students to illustrate these concepts and write them on the board. Draw arrows from the questions to the answer. Have students refer to these questions and answers as they do the activities in the lesson.

Practice 1



11 Listen and circle.

- Read the directions aloud. Play Audio Track 48 and complete Item 1 together with students, circling the pictures of the two brothers. Continue playing the audio and have students complete the activity independently.

MONITOR

- As students work, check to see that they are circling the correct pictures. (Answers: 1 two brothers, 2 two brothers and one sister, 3 one brother, 4 two brothers and two sisters)

CHALLENGE

- Have students repeat the activity using the pronouns *he* and *she* instead of *you* and *I*: *How many brothers and sisters does he have? He has two brothers.*

Practice 2

WB p. 16/act. 6



6 Read, count, and color.

- Read the directions aloud. Refer students to the grammar box to find the model question and answers.

Walk students through the first item, then have students complete the others independently.

MONITOR

- Check answers as a class. Have pairs read the questions and answers aloud. Then have them switch roles and repeat.

Practice 3



12 Ask and answer about your family.

- Read the directions aloud. Have students work with a partner to ask and answer how many brothers and sisters each person has.

MONITOR

- Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.

21st Century Social Skills

- Encourage students to give feedback to one another as they ask and answer questions in pairs. Remind them that they are all learning and can learn from each other, too.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to use How many... do you have? I have... .*
- Encourage awareness of what students have learned by quickly asking a few students about family members: *How many... do you have?* Students answer using *I have... .*

Homework

WB p. 17/act. 7



7 Trace and match.

- Direct students to WB Activity 7 on page 17. Ask students to trace the answers and match the people to the family members.

Extra Application and Practice Activity

- Have students draw pictures of their families. Then have them cut the picture to make a jigsaw puzzle for a partner to put together. After both partners have assembled their puzzles, have them ask questions about family members. Model, using your own puzzle, and have students repeat: *How many brothers and sisters do you have? I have... brothers and... sisters.* Have students take turns asking and answering questions. Remind them that some students will not have any brothers or sisters.

Extra Grammar Practice

WB Unit 2/p. 99

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Warm-up



Lesson Objective



Presentation



Practice 1



Practice 2



Think BIG



Video



Lesson Objective



Homework

Lesson Objective

I will learn to say who a person is.

Key Language

boy, girl, man, woman

Content Connection | Social Science

I will learn to say who a person is.



Look, listen, and repeat. Then say.

brother sister father mother



1 boy



2 girl



3 man



4 woman

This is a boy. He's my brother.



Listen and point. How many boys and girls do you see? How many men and women do you see?



Is your teacher a man or a woman?

Warm-up



- Divide the class into groups. Play a game of *Whisper, Go, Draw*. (See *Games Bank*, page T132, for details.) Have each group form a line in front of the board. To the first student, whisper a sentence about one of the pictures in Activity 13. Say: *I see two sisters*. Each student whispers the sentence to the student behind him or her. The last student draws a picture of two girls on the board and then says the sentence. Continue the activity with the other pictures.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to say who a person is*.
- Students will learn, identify, and name *boy, girl, man, and woman*.

Presentation



Materials: Flashcards: Unit 2, family members

13 Look, listen, and repeat. Then say.

- Using the Flashcards, show the picture of *father*. Say: *Man*. Continue with all family members.
- Read the directions aloud. Play Audio Track 49 once through without pausing and have students point to each picture as they hear the word.
- Play the audio again but this time pause after each word so that students can repeat it.

Practice 1

WB p. 18/act. 8



8 Look, read, and match.

- Read the directions aloud. Invite a student to read the words aloud. Have the class repeat.
- Explain that students must look at the pictures, read the words, and then match. Students work independently.

MONITOR

- Check answers as a class.

Practice 2



14 Listen and point. How many boys and girls do you see? How many men and women do you see?

- Play Audio Track 50. Ask students to point to the people in the picture as they are mentioned. Ask the class: *How many boys and girls do you see?* and elicit the answer.

MONITOR

- Check that students have understood the task. Replay the audio if necessary. Check answers as a class. (Answers: a 3, b 4, c 2, d 1)

Think BIG



21st Century Critical Thinking

- Write your name on the board, e.g. *Michael*. Underneath your name, write *teacher*, and under that, write *man*. Say: *My name is Michael. I am a teacher. I am a man*. Then ask a student to tell you their name, e.g. *Maria*. On the board, in a column next to your information, write *Maria, student, girl*. Ask *Maria* to come up and say to the class: *My name is Maria. I am a student. I am a girl*. Then invite other students to come up, add their information to the board, and tell the class about themselves.
- Read the question aloud. Have students answer as a class.

Video

Documentary U 02



- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to say who a person is*.
- Encourage awareness of what students have learned by quickly asking them to name a boy, a girl, a man, and a woman that they know.

Homework

WB p. 18/act. 9



9 Look. Then listen, read, and circle.

- Direct students to WB Activity 9 on page 18. Explain to them that they must listen and read, then circle the answers correctly.

ASSIST

- Tell students that they can replay the audio as needed.

Think BIG

- Direct students to WB Think BIG on page 18. Tell students that they must read the question, and write whether they are a boy or a girl.

Extra Application and Practice Activity

- Explain, model, and play *I Can Spell*. (See *Game Bank*, page T133, for details.) Use the words from this unit: *me, mother, father, grandmother, grandfather, brother, sister, boy, girl, man, and woman*. Choose a word, draw spaces for the letters, and encourage students to make guesses before they run out of lives.

I will learn to say who a person is.



Look, listen, and repeat. Then say.

brother sister father mother



1 boy



2 girl



3 man



4 woman

This is a boy. He's my brother.



Listen and point. How many boys and girls do you see? How many men and women do you see?

a



b



c



d



Is your teacher a man or a woman?

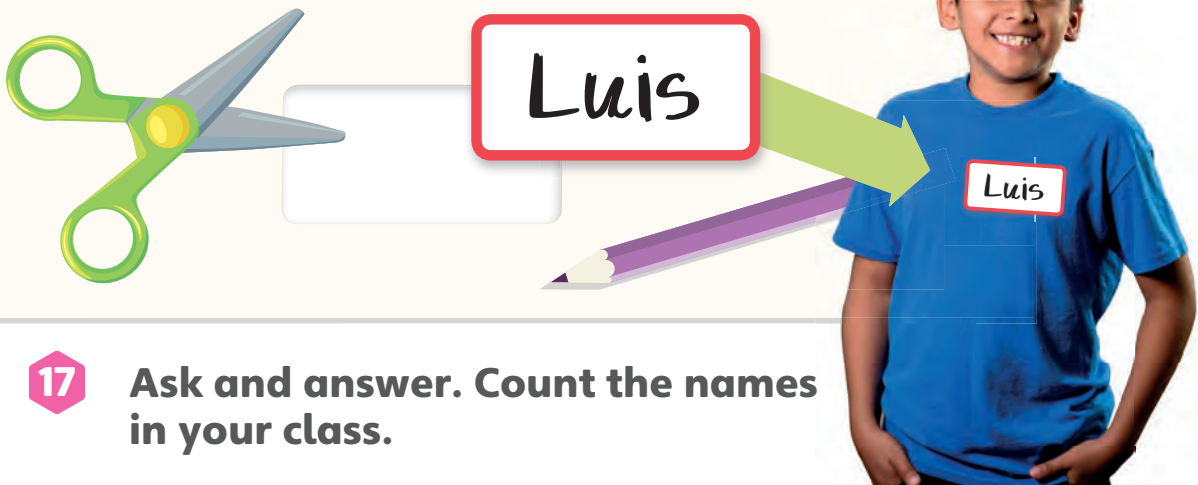
I will learn popular names around the world.

⁵²
15 Look and listen.

Popular Names



16 Make a name tag. Cut and wear.



17 Ask and answer. Count the names in your class.

Name	How many?
Maria	3
Juan	4

Name	How many?
Isabella	2
Miguel	1

THINK BIG

What are the most popular names in your class?

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn popular names around the world.

Key Language

name tag, popular, wear, France, Mexico, South Korea

Culture Connection | Around the World

I will learn popular names around the world.

15 Look and listen.

Popular Names

1



2



3



16 Make a name tag. Cut and wear.



Luis



17 Ask and answer. Count the names in your class.

Name	How many?
Maria	3
Juan	4

Name	How many?
Isabella	2
Miguel	1

THINK BIG

What are the most popular names in your class?

Warm-up



Materials: World map or globe, sticky notes

- Tell students that some names are more popular than others. Check to make sure that students understand the meaning of *popular*. Determine which names are the most popular in your class. Have each student say his or her name and write the name on the board. When a name is repeated, place a check mark next to that name. Then count how many check marks for each name.

21st Century Global Awareness

- Display a world map. Point to Mexico, South Korea, and France. Write *Maria*, *Minjoon*, and *Celine* on sticky notes and place them on the correct countries. As you place them on the map, say each name and the name of the country the child is from. Say: *These names are popular in these countries. Are they popular in your country?*
 - Remove all the sticky notes from the map and give three volunteers one sticky note each. Have the three students work together to put the sticky notes back on the map. When they are finished, ask each volunteer to point to his or her sticky note. Model the sentences and role-play: *I'm Celine. I'm from France.* Have students role-play and repeat after you.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about popular names around the world.*
- Students will learn about names that are popular in other countries. Students will also conduct a survey of their own names to find out which are the most popular in the class.

Listening



15 Look and listen.

- Point to the children in the photos. Tell students that they will hear them talking about themselves and their names.
- Read the directions aloud. Play Audio Track 52. Have students listen and follow along in their books.

MONITOR

Check for understanding. Say the name of a character and ask students to point to her or him. Then help them name the country the character is from. (Answers: 1 *Maria*, *Mexico*, 2 *Minjoon*, *South Korea*, 3 *Celine*, *France*)

Practice 1



Materials: Scissors, art supplies

16 Make a name tag. Cut and wear.

- Read, explain, and model the directions. Give students paper, scissors, markers, etc., and have them make and wear their name tags. Refer students to the alphabet in Activity 18 on page 12 to help them spell their names correctly.

MONITOR

Check to make sure that students are spelling their names correctly.

CHALLENGE

Use students' name tags to play a game. On the back of each name tag, have students write a clue about themselves. Encourage them to use unit vocabulary. For example: *I have two sisters.* Collect the name tags and have students guess the name of their classmate based on the clues.

Practice 2



17 Ask and answer. Count the names in your class.

- Divide the class in half. Read the directions aloud and tell students that they are going to make a chart like the one in Activity 17, and count the names in their half of the class. Create a sample chart on the board using names of students in the class. Allow students to work independently.

MONITOR

Check to see that students are making their charts and recording the information correctly.

Think BIG



21st Century Critical Thinking

- Read the question aloud and have students answer individually, using the information from Activity 17.
- Encourage students to think and say why certain names are popular in certain countries.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned about popular names around the world.*

- Encourage awareness of what students have learned by quickly eliciting a few popular names from around the world.

Extra Application and Practice Activity

- Continue Activity 17. Have the two halves of the class share their charts and combine their results. Use the information students have gathered to create one chart for the whole class, on the board or on chart paper. Highlight the five most popular names.

Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *i, s, b, d*.

Phonics | i, s, b, d

I will learn to use the sounds *i, s, b, d*.

18 Listen, look, and repeat.
 1 **i** 2 **s** 3 **b** 4 **d**

19 Listen and find. Then say.

sit in dad bat

20 Listen and blend the sounds.

1 i-s is 2 p-i-n pin 3 b-a-d bad
 4 d-i-p dip 5 s-a-d sad 6 i-t it

21 Underline i, s, b, and d. Then listen and chant.

Don't sit, sit, sit
 On a pin, pin, pin.
 It's bad, bad, bad
 To sit on a pin!

24 Unit 2

Warm-up

- Review the alphabet by saying a few letters and encouraging students to say the next letter. Say: *A* and elicit: *B*. Say: *C* and elicit: *D*. Say: *G, H* and elicit: *I*. Say: *P, Q, R* and elicit: *S*.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the sounds i, s, b, and d.*

- Students will identify the letters and distinguish between the sounds individually and as part of words.

Presentation

53

18 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 53 and have students listen and point to each sound as it is said. Have students repeat.

MONITOR

As students repeat, check they are pointing to the correct sound and listen for correct pronunciation.

Practice 1

54 P. T136



19 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 54 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

ASSIST

Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

MONITOR

Pronunciation: As students are saying the letter sounds and words in English, listen carefully to make sure they are pronouncing them correctly. Students usually have difficulty distinguishing between /b/ and /d/, /b/ and /p/, and sometimes between /b/ and /g/. Repeat the targeted words and sounds a few times until students can pronounce the words automatically.

Practice 2

WB p. 19/act. 10



10 Find and circle the letters *i*, *s*, *b*, and *d*.

- Read the directions aloud. Have the students work individually to find and circle the letters.

MONITOR

Check students are circling the correct letters. Have them compare their answers in pairs.

Practice 3

WB p. 19/act. 11



11 Read and circle *i*, *s*, *b*, and *d*.

- Read the directions aloud. Have the students work individually to read the words and circle the letters.

MONITOR

Check students are circling the correct letters. Check answers as a class.

Practice 4

55



20 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 55 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

Practice 5

WB p. 19/act. 12



12 Match the words with the same sounds.

- Read the directions aloud. Walk through Item 1 as a class, eliciting that the word has the same *d* sound as *b* (dip).
- Have the students match the words individually.

MONITOR

Check answers as a class.

Practice 6

56



21 Underline *i*, *s*, *b*, and *d*. Then listen and chant.

- Read the directions aloud. Read aloud the chant, while students follow in their books. Find the first word with *i* together (*sit*) and have students underline it. Have students continue finding and underlining the other words with *i* independently. Remind them that the letter might be in the middle or even at the end of a word. Repeat for *s*, *b*, and *d*.
- Play Audio Track 56 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation and appropriate intonation. Check answers as a class. (Answers: *i* – *sit*, *pin*, *It's*; *s* – *sit*, *It's*; *b* – *bad*; *d* – *Don't*, *bad*)

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to use the sounds i, s, b, and d.*

- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *sit*, *pin*, *bad*).

Homework

57

WB p. 19/act. 13



13 Listen and chant.

- Direct students to WB Activity 13 on page 19. Read the directions aloud. Explain to students that they must listen and chant along.

Extra Application and Practice Activity

Materials: Index cards

- Use index cards to make ten word cards for the sound words in the lesson (*in*, *sit*, *bat*, *dad*, *is*, *pin*, *bad*, *dip*, *sad*, *it*) and place them on the board. In your head, choose a card that starts with the letter *b*. Say: *I'm thinking of a word starting with the letter "b". What's the word?* Allow students two guesses. Repeat for the other letters. Invite a student to lead the class in the activity. If needed, write the above sentence frame on the board for students to use as a reference.

CHALLENGE

Ask students to tell you as many words as they can that start with the target letters.

Phonics | i, s, b, d

I will learn to use the sounds i, s, b, d.

⁵³
18 Listen, look, and repeat.

1 **i**

2 **s**

3 **b**

4 **d**

⁵⁴
19 Listen and find. Then say.



sit



in



dad



bat

⁵⁵
20 Listen and blend the sounds.

1 i-s is

2 p-i-n pin

3 b-a-d bad

4 d-i-p dip

5 s-a-d sad

6 i-t it

⁵⁶
21 Underline **i**, **s**, **b**, and **d**. Then listen and chant.

Don't sit, sit, sit
On a pin, pin, pin.
It's bad, bad, bad
To sit on a pin!



I will learn to ask about helping my family.

58
22

Listen and read. Then circle.



1 Pam helps her **brother** / **sister**.



2 Tommy helps his **brother** / **sister**.

23

Look at 22. Role-play with a partner.

THINK BIG

How do you help your family?
Can you help more?



Project

24

Make an **I Can Help** poster.



Unit 2 25

Values Lesson

Lesson Flow



Warm-up



Lesson Objective



Listening



Role Play



Think BIG



Project



Lesson Objective



Homework

Lesson Objective

I will learn to ask about helping my family.

Key Language

Can I help you?

Yes, thank you.

Please help me.

OK. I can help you.

Values | Help your family.
I will learn to ask about helping my family.

22 Listen and read. Then circle.



Can I help you? Yes, thank you.

1 Pam helps her **brother / sister**.



Please help me. OK. I can help you.

2 Tommy helps his **brother / sister**.

23 Look at 22. Role-play with a partner.

THINK BIG How do you help your family?
Can you help more?

Project

24 Make an **I Can Help** poster.



Unit 2 25

Warm-up



Materials: Jar with lid

- Bring a jar with a lid to class. Pretend you are having a difficult time opening it. Approach a student and say, *Please help me*. Allow the student to open the jar, then say, *Thank you*. Ask a student to repeat the role play with another student.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask about helping my family.*
- Students will learn the importance of helping their family through the listening activity, and then they will

think about what helping their family means to them through a Project.

Listening 58



22 Listen and read. Then circle.

- Write *Can I help you?* and *Yes, thank you.* on the board in two speech bubbles. As you read the speech bubbles aloud, role-play picking up some papers off the floor. Have students repeat both sentences after you.
- Read the directions aloud. Play Audio Track 58. Have students listen, point to the characters, and read the text.
- Replay the audio and complete Item 1 with students by circling *brother*. Have students complete Item 2 independently.

MONITOR

Check to see that students circle the correct words. (Answers: 1 Pam helps her brother, 2 Tommy helps his sister)

Role Play

23 Look at 22. Role-play with a partner.

- Read and explain the directions. Have students role-play the dialogs with a partner. Explain that they can use either dialog for each picture, depending on who speaks first.

MONITOR

Check to be sure that students are changing their intonation when asking.

CHALLENGE

Have students make up their own scenario to show the class, miming a way in which they help out at home.

Think BIG

Materials: Pictures of children doing chores

21st Century Collaboration

- On the board, place pictures of children washing the dishes, taking out trash, cleaning their rooms, and so forth. Include some pictures of parents working hard and looking tired.
- Ask students how they help their family. Ask: *Do you wash the dishes?* and point to a picture of children washing the dishes. Continue prompting students with other pictures.
- Read the questions aloud and have students answer individually. Make sure all students contribute to the discussion. (Possible answers: *I wash the dishes/clean my room/help in the kitchen/wash the car, etc.*)

Project

Materials: Poster paper, art supplies

24 Make an I Can Help poster.

- Read and explain the directions. Show students the “I Can Help!” poster on the page. Model *I Can Help!* And have students repeat. Discuss the poster and ways in which students can help their families.

MONITOR

Walk around the room and identify students who are having difficulty coming up with ideas for their poster or need help expressing their ideas.

21st Century Collaboration

- Have students work in pairs or groups to make their posters. Discuss how students need to work together to create the poster by sharing ideas and materials. The poster activity requires partner or group collaboration, and provides students with the opportunity to practice the social skills required for successful collaboration. During class, point out times when students are using these social skills; for example: *I liked the way you listened to Jimmy’s idea, Yoko. Thanks for helping put away the art supplies, Ana.*

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned to ask about helping my family.*

- Encourage awareness of what students have learned by quickly eliciting from a few students the question that they have learned.

Homework 59

14 Listen, read, and match.

- Direct students to WB Activity 14 on page 20. Read the directions aloud. Explain to the students that they need to listen to the dialogs and then match them to the sentences.

15 Draw.

- Direct students to WB Activity 15 on page 20. Read the directions aloud. Explain to the students that they need to draw a picture that indicates how they help their family.

Extra Application and Practice Activity

- Extend the *Think BIG* activity by drawing a large circle on the board and writing in it *I can help*. As students answer the questions, record their answers on lines extending from the circle to make an ideas web. Help them with language and add to their responses where you can by adding one or two words to the board. Read the completed web aloud for the class.

Review Lesson 1 | Vocabulary and Grammar

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Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review | Vocabulary and Grammar

25 Listen and ✓.

1 a b 2 a b

3 a b 4 a b

26 Listen and number.

a b c

I Can

- use family words.

☆ ☆ ☆

26 Unit 2

Warm-up



- Ask: *How many sisters/brothers do I have?* Have a volunteer guess. If the student is right, then he or she can ask a question about his or her family and have someone else answer. If not, then someone else can try to guess. Continue until all students have had a chance to participate.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review family members by doing activities that involve listening and checking, and listening and numbering.
- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Practice 1



Materials: Flashcards: Unit 2, family members

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 41, (the song with the lyrics). Have students follow along and join in the chant.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 42). You could use Flashcards to encourage students to sing other family members that aren't in the song.

Practice 2



25 Listen and √.

- Read the directions aloud. Tell students they will hear children talking about their families. Explain that students should check the box next to the picture showing the children's family members.
- Play Audio Track 60 and do Item 1 together as a class. Ask a volunteer to say which box should be checked (the first picture). Students complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 a, 2 b, 3 b, 4 a)

Practice 3

WB p. 21/act. 16



16 Read and match.

- Read the directions aloud.
- Have the students complete the activity independently.

Practice 4

WB p. 21/act. 17



17 Look, match, and say.

- Read the directions aloud.
- Explain that students need to match the picture halves to make people, then match them to the correct words that describe them. Have students complete the activity independently.

Practice 5



26 Listen and number.

- Read the directions aloud. Play Audio Track 61 and do Item 1 as a class. Explain that the middle picture is Number 1 because it shows *my mother, my father, my sister, and me*. Students complete the activity independently.
- Have students say how the families on the page are similar to or different from their own families.

MONITOR

Determine whether students are having difficulty with numbers or family vocabulary or both, and help as necessary. (Answers: a 3, b 1, c 2)

Self-assessment



I Can


- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statement aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 2 Practice Tests in the Assessment Pack.

WB Unit 2/p. 99

- Direct students who need help with grammar in particular to the Unit 2 Extra Grammar Practice (Workbook, page 99).
- For further vocabulary work, students can access  games in the Big English Student World.

Homework

WB p. 21/act. 18



18 Draw your family. Then say.

- Direct students to WB Activity 18 on page 21. Read the directions aloud. Explain to students that they must draw their family and then prepare to talk about their family. In the next lesson, at the end of the warm-up, have students talk about their drawing to a partner.

Extra Application and Practice Activity

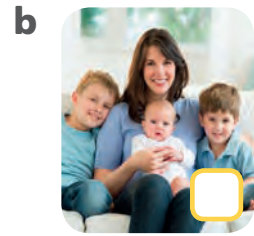
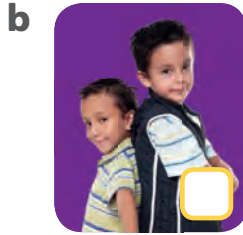
- Extend Activities 25 and 26. Say correct and incorrect sentences about the pictures. Students make a happy face or a sad face if the sentence you say is correct or incorrect. For example, point to Item 1 in Activity 25 and say: *How many brothers and sisters do you have? I have two brothers.* Students should make a sad face.

Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 2 Unit Test in the Assessment Pack.

Review | Vocabulary and Grammar

⁶⁰ 25 Listen and ✓.



⁶¹ 26 Listen and number.



I Can

- use family words.



27 Work with a partner. Ask and answer. Then draw.



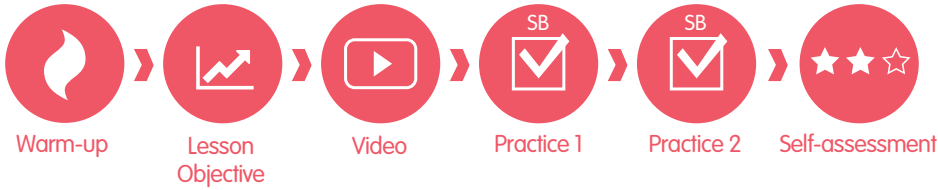
28 Play the game.

I Can

- say who is in my family.
- ask a classmate about their family.



Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review | Speaking

27 Work with a partner. Ask and answer. Then draw.



28 Play the game.

I Can

- say who is in my family.
- ask a classmate about their family.



Unit 2 27

Warm-up



- On the board, write the question: *Who's in your family?* Read it aloud for the class. Point to yourself and say: *I have one sister.* Have students repeat. Write the word

sister on the board. Call on students and have them say a sentence about family members, e.g. *I have two brothers.* Have students repeat. Write the word *brother* on the board. Continue in this way until all the family member words are written on the board.

- Check HW from the last lesson. Have students talk to a partner about the drawing they completed.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review the words and structures of the unit through a variety of activities that involve having a conversation and drawing, and playing a game. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Video 1 Drama U 02

- Refer to Video Guide for pre-watching and post-watching activities.

Practice 1

27 Work with a partner. Ask and answer. Then draw.

- Read the directions aloud and explain them. Read the conversation aloud as you point to the characters. Have the class point to the characters and repeat the dialog after you.
- When students are comfortable with the dialog, invite pairs to role-play it for the class.
- Have students ask a partner about his or her family and draw the partner's family. Invite partners to check each other's drawings.

MONITOR

As students ask and answer questions, listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 2

Materials: Bag or box

28 Play the game.

- Have students draw one or two pictures of their family, or alternatively have them bring in pictures of various family members, including themselves as babies.
- Collect them all and put them in a bag or box that students can pull out one at a time. The first student goes to the front and pulls out a picture, holds it up and asks: *Who's he/she?* The student who drew it responds, e.g. *She's my grandmother./It's me!/They're my brothers*, and then comes to the front to take their picture and choose the next one. Continue until all the pictures have been returned.

Self-assessment

I Can

- This section asks students to assess their own learning

and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*


- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 2 Practice Tests in the Assessment Pack.

WB Unit 1/p. 99

- Direct students who need help with grammar to the Unit 2 Extra Grammar Practice (Workbook, page 99).
- For further vocabulary work, students can access  Big English Student World.

Extra Application and Practice Activity

- Continue Activity 28. Model and explain. Have pairs switch drawings. Then have students use their partner's drawing to ask questions about the partner's family members. Have students ask: *Who's [she]?* Their partner answers: *My mother. or She's my mother.*
- Point out to students that there are different ways to answer the question *Who's in your family?* Say: *My mother, my father, my two sisters, and my brother. Or I have two sisters and a brother, a mother, and a father.* Remind students that they can also use *grandmother*, and *grandfather*.

ASSIST

Student Pairs: Make sure students have an opportunity to work with a variety of partners. To put together random partners, make pairs of cards with the letters A, B, C, and so on written on them. Shuffle the cards and give one to each student. Have students find the classmate with the matching letter to find their partner for an activity.

Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 2 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



My Body

Objectives

Reading

Can recognize a range of basic everyday nouns and adjectives (e.g. colors, numbers, classroom objects).

Can understand basic sentences describing someone's physical appearance (e.g. eye/hair color, height), if supported by pictures.

Listening

Can identify everyday objects, people or animals in their immediate surroundings or in pictures (e.g. color, size) if spoken slowly.

Can recognize familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly.

Can recognize familiar words and phrases in short, simple songs or chants.

Can understand the letters of the alphabet by their names.

Speaking

Can say what country they are from using a basic phrase.

Can describe basic differences between common objects or animals (e.g. color, size, position), given a model.

Writing

Can write the letters of the alphabet in lower case.

Grammar

Can construct short answers to questions in the present simple.

Unit Projects

Family Connection

Have students cut out pictures of body parts from magazines or draw body parts on pieces of paper. Then have them make a montage of a face or a whole person out of the pictures or drawings. Have students use the words they have learned to talk about body parts with a member of their family. Invite students to bring in and present their montages to the class.

Key Language

Key Vocabulary

Parts of the body

arm	hand
ear	head
eye	leg
fingers	mouth
foot/feet	nose
hair	toes

Size

big
long
short
small

Expressions

Let's see.
Wow.
Keep clean.
Wash with soap.
Rinse with water.
Dry your hands.

Content Words

cake	country
flower	flag
guitar	Brazil
ice cream	Ireland
picture	South Africa
teddy bear	black
TV set	brown
hear	orange
see	purple
smell	white
taste	yellow

Grammar/Structures

Does she **have** long hair?

Yes, she **does**.

Does it **have** a small head?

Yes, it **does**.

Does he **have** short hair?

No, he **doesn't**.

Does it **have** a big head?

No, it **doesn't**.

Phonics

The sounds: e, c, g, m

My Body Bulletin Board

Cut out pictures of parts of the body from magazines and arrange them in the center of a bulletin board to make one large body. Make labels for the body part names and post them around the body in the appropriate places. Then draw lines or use string to connect the labels to their pictures. Point to each label, read it aloud, and have students repeat after you. Keep this bulletin board displayed throughout the unit for students to use as a handy reference.

Vocabulary Lesson

Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

Lesson Objective

I will learn to name parts of the body.

Key Language

arm, ear, eye, fingers, foot/feet, hair, hand, head, leg, mouth, nose, toes

3

My Body

Vocabulary

I will learn to name parts of the body.



Song Time!



1 Listen, look, and say.

- 1 head
- 2 hair
- 3 eye
- 4 ear
- 5 nose
- 6 mouth



2 Play the team game.

28 Unit 3

Warm-up



- Ask students to point to three or four different parts of their body as you name them, such as *hand*, *ear*, *nose*, and *mouth*. Check to make sure that students understand these words.
- Explain, model, and play *Simon Says* using the three or four different body parts. (See *Game Bank*, page T132, for details.) For example, say: *Simon says touch your nose*; students touch their noses. Say: *Touch your ears*. Students do not move since you didn't say *Simon says*.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to name parts of the body.*

- Use 2–3 Flashcards to remind students what they already know and elicit a few names of body parts.
- Students will talk about and name body parts.

Song Time



Materials: Flashcards: Unit 3, parts of the body

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. The students will only hear the words at this point. They will not see the text of the song.

Presentation



1 Listen, look, and say.

INVOLVE

Read the directions aloud. Play Audio Track 63. Have students listen, point to each body part, and then say the word.

MONITOR

As students work, listen for correct pronunciation of words that are not spelled phonetically, such as *eye*, *toe*, and *foot*.

CHALLENGE

Point to Item 1 (head) and ask: *How many?* Students respond: *One*. Point to your head and say: *I have one head*. Have students point to their head and repeat after you. Point to your eyes and say: *I have two eyes*. Have students point to their eyes and repeat after you. Repeat for all body parts.

Practice

WB p. 22/act. 1



1 Look and match.

- Read the directions aloud. Explain to the students that they will match the words with the body parts of the boy in the photo.

- Have students work independently, and then compare answers with a partner. Ask students to say the words aloud.

MONITOR

- Check answers as a class.

Game



2 Play the team game.

- Place the class in two teams. Have the teams choose one student to stand in front as “the body”. The rest of the team lines up opposite “the body”, facing you.
- Say a part of the body at random. The team member at the front goes up to “the body” member and points to the specific part of the body (ask them not to touch the person).
- If they are correct, say: *Yes* and the team member goes to the back of the queue. If they get it wrong, give that team member another body part to find. You may need to repeat body parts if there are more than twelve students per team. The team who gets through all its members quickest is the winner.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to name parts of the body.*

- Encourage awareness of what students have learnt by quickly eliciting from a few students the names of body parts.

Homework

WB p. 22/act. 2



2 Draw your friend. Then label the parts of the body.

- Direct students to WB Activity 2 on page 22. Read the directions. Explain to the students that they must draw their friend.

Extra Application and Practice Activity

- Point to your eyes and say: *My eyes are (brown)*. Then look at a student and say: *Your eyes are (blue)*. Have students talk in pairs about the color of each other's eyes.

CHALLENGE

Teach the word *hair* by pointing to it. Extend the activity by having students talk about hair color as well, e.g. *I have (blue) eyes and (brown) hair*. Explain that we don't say *yellow hair*, we say *blond hair*.

3

My Body

Vocabulary

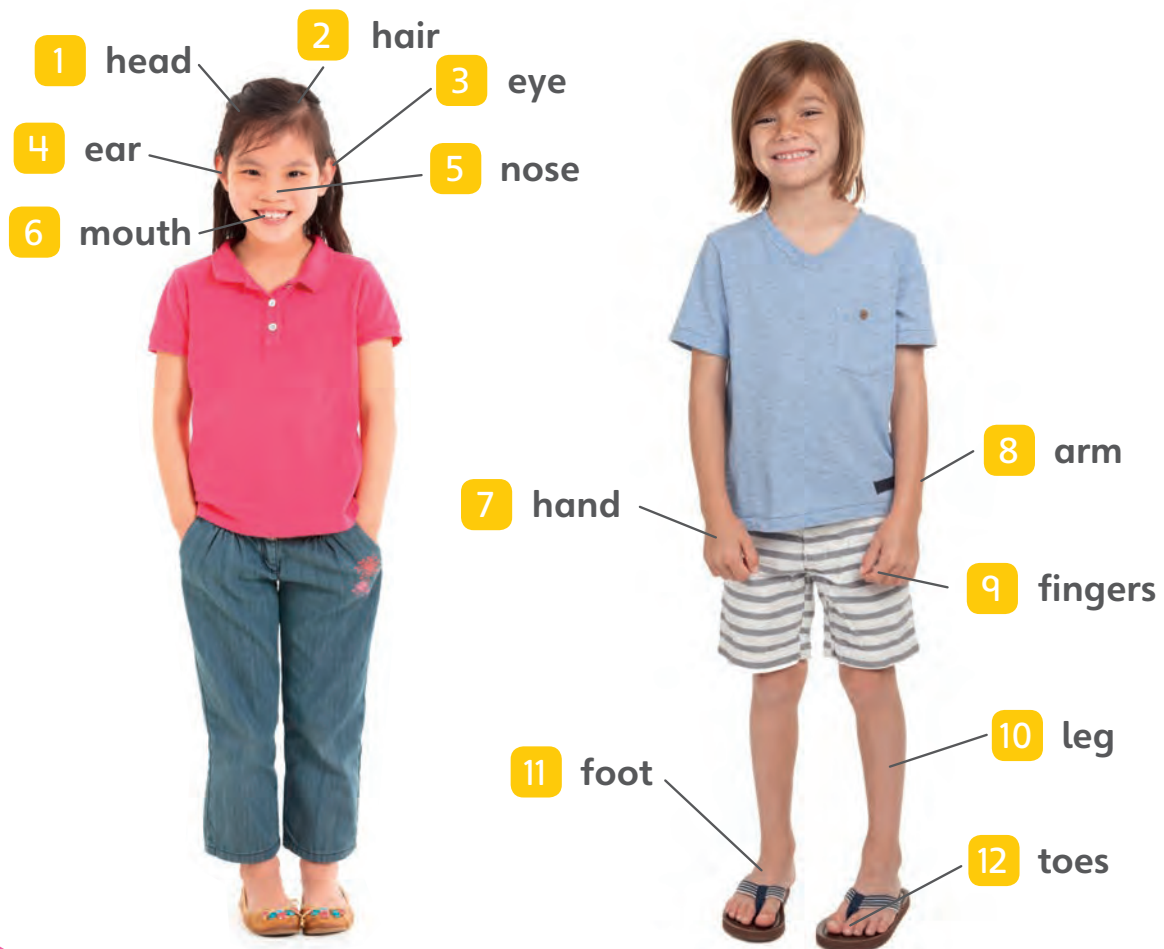
I will learn to name parts of the body.



Song Time!



1 Listen, look, and say.



2 Play the team game.

Song

I will learn to ask and answer questions about parts of the body.

64 65
3

Listen and sing. Then look at 1 and find.

My Body Song

Do you have two ears?
Do you have one mouth?
Do you have two eyes?
Yes, I do. Yes, I do.

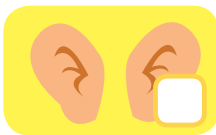
I have ten fingers.
I have ten toes.
I have two feet
And one big nose!

And do you have long legs?
And do you have short hair?
And do you have small hands?
I sing my body song, my body song,
I sing my body song again!

66
4

Listen and ✓.

1 a



2 a



3 a



b



b



b



5

Look at 4. Ask and answer.



How many ears do you have?

I have two ears.



THINK
BIG

Do you have short or long hair? Who do you know who has short or long hair?

Unit 3 29

Song Lesson

Lesson Flow



Lesson Objective

I will learn to ask and answer questions about parts of the body.

Key Language

arm, ear, eye, fingers, foot/feet, hair, hand, head, leg, mouth, nose, toes

big, long, short, small

Song




I will learn to ask and answer questions about parts of the body.

3 Listen and sing. Then look at 1 and find.

My Body Song

Do you have two ears? And do you have long legs?
 Do you have one mouth? And do you have short hair?
 Do you have two eyes? And do you have small hands?
 Yes, I do. Yes, I do. I sing my body song, my body song,
 I have ten fingers. I sing my body song again!
 I have ten toes.
 I have two feet
 And one big nose!

4 Listen and ✓.

1 a 	2 a 	3 a 
b 	b 	b 

5 Look at 4. Ask and answer.



How many ears do you have?



I have two ears.

THINK BIG

Do you have short or long hair? Who do you know who has short or long hair?

Warm-up



- Count with students from one to ten. Then look at your fingers and ask: *How many fingers?* Elicit: *Ten*. On the board, draw a monster with three eyes, four ears, two noses, six feet, a mouth, and seven arms. Ask students how many of each body part the monster has.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask and answer questions about parts of the body.*
- Students will say a chant and talk about parts of the body.

Listen and Sing



3 Listen and sing. Then look at 1 and find.

- Go through the new words in the song (*small, big, long, short, hair, feet*) with the class, by pointing to your hair and feet and demonstrating the size and shape adjectives with your hands. Have students repeat after you.
- Read the directions aloud. Play Audio Track 64. Have students listen and read the song lyrics silently.
- Replay the audio. Have students sing along.
- Ask students to look at Activity 1 and find the three body parts that are not in the song.

MONITOR

- Observe students to see if they are comfortable learning the new song. Check answers as a class.

Practice 1



4 Listen and √.

- Have students point to each picture and then say the word.
- Read the directions aloud. Play Audio Track 66 and have students check the correct pictures.

MONITOR

- As students work, ensure that they are choosing the correct answer. (Answers: 1 b, 2 a, 3 a)

ASSIST

- Refer students back to Activity 1 for help with completing the task.

Speaking



5 Look at 4. Ask and answer.

- Read the speech bubbles aloud and have students repeat both parts after you.
- Ask a student: *How many eyes do you have?* and elicit: *I have two eyes.* Have the class repeat. Continue with two more body parts.

- Read the directions aloud. Then have students ask and answer about the different body parts in Activity 5 with a partner.

Practice 2

WB p. 23/act. 4



4 Read and write.

- Read the directions aloud. Ask the students to read the sentences and write the numbers from the box. Students work independently.
- Check answers as a class.

Think BIG



21st Century Global Awareness

- Read the questions aloud and have students tell you whether they have short or long hair. You can continue by talking about who has big or small feet and so forth.

CHALLENGE

Show students pictures of children from different cultures and nationalities around the world who are tall/short, fat/thin and who have long/short hair, big/small feet, big/small noses, and different colored eyes. In pairs or small groups, have them choose and talk about a few of the pictures.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer questions about parts of the body.*
- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which parts of the body they heard in the song.

Homework



WB p. 23/act. 3



3 Listen and circle. Then sing.

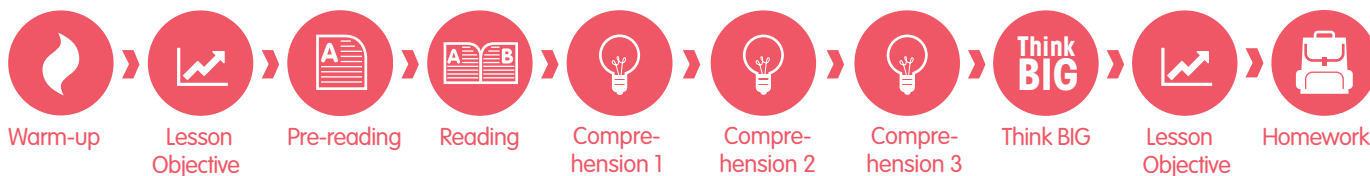
- Direct students to WB Activity 3 on page 23. Read the directions. Explain to students that they must listen to the song and circle the parts of the body. Encourage them to sing the song.

Extra Application and Practice Activity

- Play a game with students. Say two of the sentences from the second verse of the song and, in the same order, point to the body parts on yourself. After modeling, invite students to play. As students become more proficient in their responses, add more sentences or say the sentences and point to the wrong body part(s) and have students correct you.

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about parts of the body.

Key Language

ears, eye, legs, teddy bear
big, long, short, small

Story
I will read a story about parts of the body.

Listen and read. What's the teddy bear's name?

Lost Teddy Bear

7 Look at the story. Circle Bobo.

1 a 2 a 3 a
b b b

THINK BIG What's your favorite toy? What does it look like? Draw and say.

30 Unit 3 Unit 3 31

Warm-up

Materials: Pictures of animals

- Ask students if they have or had a favorite stuffed animal. Encourage them to share details about the animal such as its name, what animal it is, its color and size.

21st Century Critical Thinking

- Have students compare their stuffed animals with real animals by looking at pictures of real animals. You may want to make a simple two-column chart with the headings *Real* and *Toy* that shows the similarities and differences.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will read a story about parts of the body.*
- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

Pre-reading

- Tell students that they will listen to a story about a boy (Patrick) who has lost his teddy bear at a fair, and his brother Tim (from the Unit 2 story), who is trying to find it. A man is asking Patrick questions about it and the

boy tells him what it looks like.

Guided Prediction: Have students preview the story by looking at the pictures. Have them pay particular attention to the expression on the boy's face. Ask if he looks happy or sad. Draw two faces on the board to explain *happy* and *sad*, if necessary. Draw attention to the difference between the first five frames and the final frame, to help students predict what is happening in the story.

Reading



6 Listen and read. What's the teddy bear's name?

- Point to and read the title aloud. Play Audio Track 68. Have students listen and read silently.
- Play the audio again. Have all the girls read along with the man and all the boys with Patrick. Then have them role-play the story as a group without the audio.
- Ask the question: *What's the teddy bear's name?* Have students find and point to Frame 6 in their books and tell you the answer (Bobo).

Comprehension 1

MONITOR

Say sentences from the story in the order in which they happen. Have students point to the correct story frame. Pointing to Frame 2, say: *Is this your teddy bear? No, my teddy bear has small ears.* Repeat for Frames 3–6. Then randomly say sentences from the story. Give students time to listen, look for, and point to the correct pictures.

CHALLENGE

As you check students' comprehension of the story, point to a specific story frame and ask questions about that frame. For example, for Frame 2, ask: *Does his teddy bear have big ears?* (no) Frame 5, ask: *Does his teddy bear have one eye?* (yes)

Comprehension 2



5 Read and match.

- Have students read the questions and point to the body parts in the story frames. Have students read again and match the questions with the story frames.

MONITOR

Check answers as a class.

Comprehension 3

7 Look at the story. Circle Bobo.

- Read the directions aloud. Have students look at the first pair of pictures. Ask: *Does Bobo have big ears?* and elicit: *No.* Students circle Item 1b as a class.
- Students complete the activity independently.

MONITOR

Check to make sure that students have circled the correct pictures. (Answers: 1 b, 2 a, 3 b)

Think BIG

21st Century Creative Thinking

- Going around the class, ask each student: *What's your favorite toy?* Ask other questions about the toy such as: *What color is it? Does it have big (eyes)? Why do you like your (teddy bear)?*
- Have students draw their favorite toy and present it to the class, e.g. *My favorite toy is a train. It's blue and green. It's small.*

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have read a story about parts of the body.*

- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

Homework



6 Read and circle Yes or No.

- Direct students to WB Activity 6 on page 24. Read the directions. Explain to the students that they must read the sentences and circle Yes or No.

Think BIG

- Have students read, and then write the name of their favorite teddy bear. Have students circle the words and then draw their favorite teddy bear.

Extra Application and Practice Activity

21st Century Social Skills

- Have students write their names on the backs of their drawings from Think BIG on page 31 and collect them (or collect the students' open books if they have drawn their pictures in them). Model polite language as you show the drawings/open books to various students and have the class practice with you. Say: *Is this your toy? Yes, thank you, or No, I'm sorry. It's not.* as you show a picture of their toy or one that another student drew.
- Then hand out the pictures/open books to students in the class randomly. To find their picture, students must circulate and ask and answer the question that they practiced with you. Explain that students should not look at the name on the back of the picture/on the book.

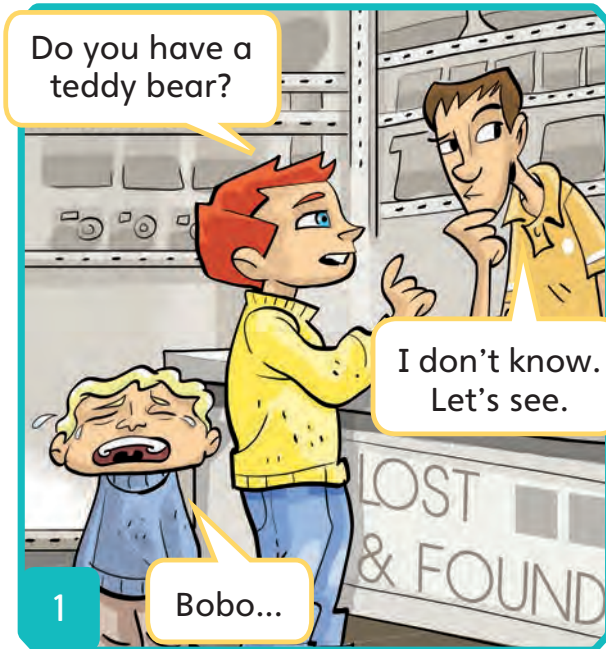
Story

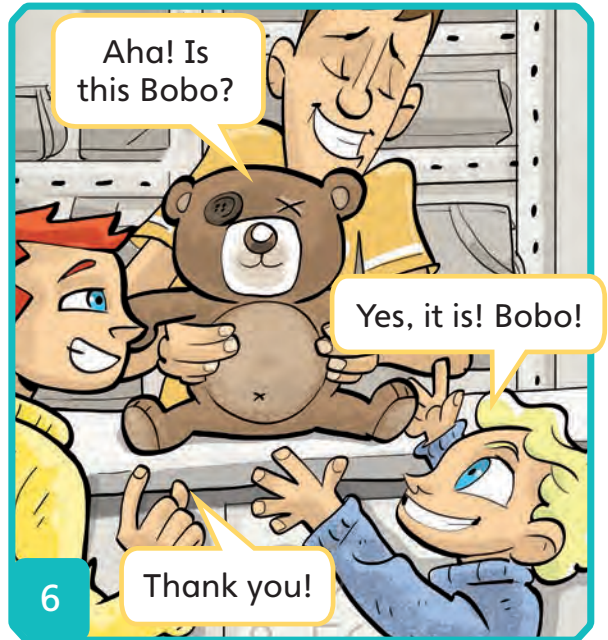
I will read a story about parts of the body.



Listen and read. What's the teddy bear's name?

Lost Teddy Bear





7 Look at the story. Circle Bobo.



THINK BIG

What's your favorite toy? What does it look like? Draw and say.



Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about parts of the body.

Key Language

arms, head, legs, neck; dinosaur

long, short, small

Language in Action

I will listen to a dialog about parts of the body.

8 Listen and read. Then say.

Alex: Wow. That's a cool dinosaur!

Mia: I know. It has a small head.

Alex: Does it have short legs?

Mia: No, it doesn't. It has long legs.



9 Look at 8. Role-play with a partner.

10 Listen and stick. Then say.



Warm-up



Materials: Pictures of different dinosaurs or toy dinosaurs

- Ask students if they have ever seen pictures of dinosaurs. Ask them what they know about dinosaurs. Ask questions such as: *Do they live now or did they live a long time ago?*
- Show the class pictures of dinosaurs from books or the Internet, and invite students to pick their favorites.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will listen to a dialog about parts of the body.*
- Students will practice listening skills through a dialog, use the language of the unit in context by acting out a conversation with a partner, and stick stickers.

Pre-listening



- Point to the girl and the boy. Introduce them as *Mia* and *Alex* and tell students that they will hear Mia and Alex talking about dinosaurs.

Listening



8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 69 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

Comprehension



MONITOR

Ask questions to check for understanding. Say: *Does the dinosaur have a big head? Does it have long legs?*

ASSIST

Point to the picture and use gestures to help students understand the dialog and respond correctly.

Multiple Meanings: Remind students that some words have more than one meaning. Say: *We often use the word cool to mean “interesting” or “really good.” But cool can also mean “a bit cold.”* Have students notice how this word is used in the dialog in Activity 8. Ask: *What does cool mean here?*

Role Play



9 Look at 8. Role-play with a partner.

- Read and explain the directions for students. Give half the class the role of Alex, and the other half of the class the role of Mia. Model the dialog and have groups repeat and then switch.
- Give pairs the roles of Alex and Mia. Have pairs say the dialog aloud and then switch roles.

MONITOR

As students talk, listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 1



10 Listen and stick. Then say.

- Help students find the Unit 3 Stickers at the back of their Student's Book.
- Read the directions aloud. Play Audio Track 70. Model Item 1, showing students how to place the correct sticker on the gray number. Have students complete the rest of the activity independently.

MONITOR

Check to see that students are placing the stickers correctly. Ask students to talk about and describe each dinosaur by reading the sentence below it or producing their own sentences. (*Answers: 1 light green dinosaur, 2 dark green dinosaur, 3 blue-gray dinosaur, 4 yellow dinosaur*)

Practice 2

WB p. 25/act. 7



7 Read and match.

- Read the directions aloud and explain that the students need to read the sentences and match them with the pictures by drawing lines back through the maze.

MONITOR

Check answers as a class.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about parts of the body.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog.

Homework



WB p. 25/act. 8



8 Listen and √.

- Direct students to WB Activity 8 on page 25. Ask them to listen and check the correct dinosaur.

Extra Application and Practice Activity

- Bring two volunteers to the front of the class. Give instructions for drawing a dinosaur, and have the students draw according to your description. The students should be standing far enough apart that they can't see each other's drawings. Say: *It has a small head. It has long legs. It has short arms.* When the drawings are complete, students can stand back and view each other's drawings.
- Invite two other students to the front to draw. Have a volunteer describe the new dinosaur.

Language in Action

I will listen to a dialog about parts of the body.



Listen and read. Then say.

Alex: Wow. That's a cool dinosaur!

Mia: I know. It has a small head.

Alex: Does it have short legs?

Mia: No, it doesn't. It has long legs.



Look at 8. Role-play with a partner.



Listen and stick. Then say.

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Grammar

I will learn to use *Does... have... ? Yes, ... does./No, ... doesn't.*

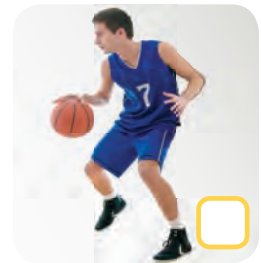
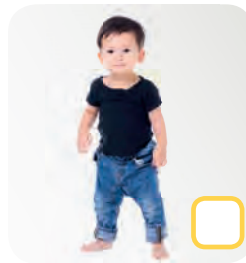
Does she have long hair?	Yes, she does .
Does he have short hair?	No, he doesn't .
Does it have a small head?	Yes, it does .
Does it have a big head?	No, it doesn't .

Listen and ✓.

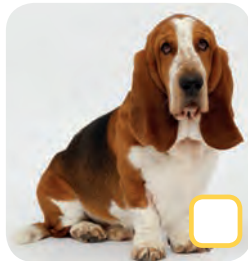
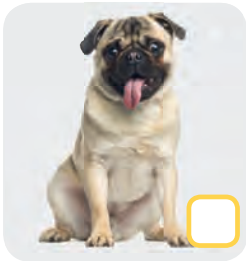
1



2



3



4



Ask and answer about your family.



Does your sister have long hair?

No, she doesn't. She has short hair.



Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *Does... have...? Yes, ... does./No, ... doesn't.*

Key Language

Does... have...?

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

Grammar

I will learn to use *Does... have...? Yes, ... does./No, ... doesn't.*

Does she have long hair?	Yes, she does .
Does he have short hair?	No, he doesn't .
Does it have a small head?	Yes, it does .
Does it have a big head?	No, it doesn't .

11 Listen and ✓.

1

2

3

4

12 Ask and answer about your family.

Does your sister have long hair?

No, she doesn't. She has short hair.

Unit 3 33

Warm-up

- On the board, draw a stick figure of a girl that has long hair. Say: *Does she have long hair?* Point to the girl's hair and say: *Yes, she does.* Then draw a stick figure of a boy that has short hair. Ask: *Does he have long hair?* Point to his hair and say: *No, he doesn't.*

- Then draw a dog with big ears, a long nose, and short legs. Ask questions about the dog's different features, pointing to each feature as you do so. Elicit answers from the students, correcting them as necessary.

Homophones: Words that sound alike but have different spellings and meanings can be tricky for

students. On the board, write *no* and *know*. Point to each, read it aloud, and have students repeat. Explain that the words sound the same, but their spellings and meanings are different. Use context sentences and gestures (such as shaking your head and pointing to your temple) to convey the meaning of each word.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use Does... have...? Yes,... does. / No,... doesn't.*
- Students will use *Does... have...? Yes,... does. / No,... doesn't.* to ask and answer questions about parts of the body.

Presentation

- Point to the grammar box and read the text aloud. Have students repeat after you. Point out that these questions begin with the word *does*, and are answered with *Yes,... does. / No,... doesn't.*
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

ASSIST

- Elicit two or three questions and answers from the students to illustrate these concepts and write them on the board. Draw arrows from the questions to the answers. Have students refer to these questions and answers as they do the activities in the lesson.

Practice 1

11 Listen and ✓.

- Read the directions aloud. Tell students they will hear a question and an answer like the ones in the grammar box. Students will check one of the boxes in each item, based on what they hear.
- Play Audio Track 72 and complete Item 1 together with students, checking the box next to the girl with short hair. Continue playing the audio and have students complete the activity independently.

MONITOR

- Check answers as a class. (*Answers: 1 girl with short hair [on left], 2 boy with small feet [on left], 3 dog with long ears [on right], 4 man with white hair [on left]*)

Practice 2

9 Connect numbers 1 to 10. What is it?

- Read the directions. Explain to the students that they must connect numbers 1 to 10 and answer the question.

MONITOR

- Check answer as a class.

Practice 3

10 Look at 9. Read and circle.

- Direct students to WB Activity 10 on page 26. Read the directions aloud. Refer students to the grammar box to review the model questions and answers. Tell students that they must look at the picture in 9, read the questions, and circle the correct answers.

Practice 4

11 Read and trace.

- Read the directions aloud.
- Have students read and trace the answers to the questions independently.

Practice 5

12 Ask and answer about your family.

- Point to the girl and then the boy as you read the dialog aloud. Have students point and repeat after you.
- Give pairs the roles of the boy and the girl.

MONITOR

- Walk around the room. Listen for proper pronunciation, appropriate intonation, and correct use of grammar.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to use Does... have...? Yes,... does. / No,... doesn't.*
- Encourage awareness of what students have learned by quickly asking a few students about family members and pets: use *Does... have...? Students answer using Yes,... does. / No,... doesn't.*

Homework

12 Look at 11. Read and circle.

- Direct students to WB Activity 12 on page 27. Read the directions aloud. Tell students that they must look at the girl (Meg) in Activity 11 and circle the correct answers.

Extra Application and Practice Activity

- Continue SB Activity 12. Have students draw new pictures of their families' pets and use the pictures to ask additional questions. Have students point to specific parts of the body such as *hair* for family members and *ears* for animals as they ask and answer questions.

Extra Grammar Practice

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Lesson Objective

I will learn about senses.

Key Language

hear, see, smell, taste

cake, flower, guitar, ice cream, teddy bear, TV set

Content Connection | Life Science

I will learn about senses.

73 Look, listen, and repeat.



1 see



2 smell



3 taste



4 hear

74 Look, listen, and read. Then match.
What do you taste with?



a picture

1 I see with my .

2 I smell with my .

3 I taste with my .

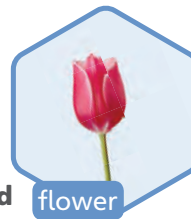
4 I hear with my .



b cake



c guitar



d flower

THINK BIG

Can you see, hear, taste, or smell these things?



Warm-up



- On the board, write the words *see*, *smell*, *taste*, and *hear*. Point to your own eyes and ask: *What do we use our eyes for?* Then point to the word *see* and say: *We use our eyes to see.* Repeat for the other three senses. Perform gestures to convey each word's meaning.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about senses.*
- Students will learn about the senses of sight, smell, taste, and hearing, and talk about how they use their senses.

Presentation



13 Look, listen, and repeat.

- Read the directions aloud. Play Audio Track 73 once through without pausing and have students point to each picture as they hear the word.
- Play the audio again but this time pause after each word so that students can repeat it.

MONITOR

- Check that students are pronouncing the words correctly and pointing to the correct pictures.

ASSIST

- Help with understanding by calling out the four sense words and having students point to their own corresponding body part.

Practice 1



14 Look, listen, and read. Then match. What do you taste with?

- Have students look at each picture and tell you what they see.
- Tell students that they will hear a statement about one of the four senses and that they should read along in their books.
- Play Audio Track 74; pause the audio after each sentence, and give students time to match the sentence to the correct word and picture.

MONITOR

- Check answers as a class. (Answers: 1 a, 2 d, 3 b, 4 c).

Practice 2



13 Look and circle.

- Read the directions aloud.
- Explain that students must look at the pictures and then circle. Students work independently.

MONITOR

- Check answers as a class.

Think BIG



21st Century Critical Thinking

- Go through each sense and ask students what they can do with them (*I can see you. I can hear a car, etc.*).
- Have students look at the pictures in pairs and ask them to decide whether they can see, smell, taste, or hear each item, and say the verb. (Possible answers: *ice cream – taste, TV – hear/see, mp3 player – hear, perfume – smell*)

ASSIST

- Encourage students to use two senses where possible, e.g. *You can hear and see a TV.*

Video



- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about senses.*
- Encourage awareness of what students have learned by quickly asking them to name something in the classroom they can see, smell, hear, or taste.

Homework



WB p. 28/act. 14



14 Listen, read, and write.

- Direct students to WB Activity 14 on page 28. Explain to them that they must listen and read, and then match the sentences with the pictures by writing the letters in the boxes.

ASSIST

- Tell students that they can replay the audio as needed.

Think BIG

- Tell students that they must draw in the 4 boxes things they see, smell, taste, and hear.

Extra Application and Practice Activity

Materials: Poster paper, old magazines

- Write on the board *I hear...* and say it aloud. Elicit as many responses as possible. Continue with the other three senses. Explain that students are going to make a class *My Senses* poster. Divide the class into four groups, one for each sense, and have the groups work together to make the poster, using pictures from old magazines. Invite students to present their poster to the class next door, by describing what they hear, see, taste, and smell.

Content Connection | Life Science

I will learn about senses.

⁷³
13 Look, listen, and repeat.



1 see



2 smell



3 taste



4 hear

⁷⁴
14 Look, listen, and read. Then match.
What do you taste with?



a picture

1 I see with my 👁️ 👁️ .

2 I smell with my 👃 .

3 I taste with my 😊 .

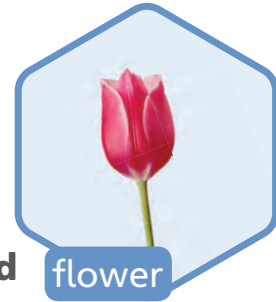
4 I hear with my 👂 👂 .



b cake



c guitar



d flower



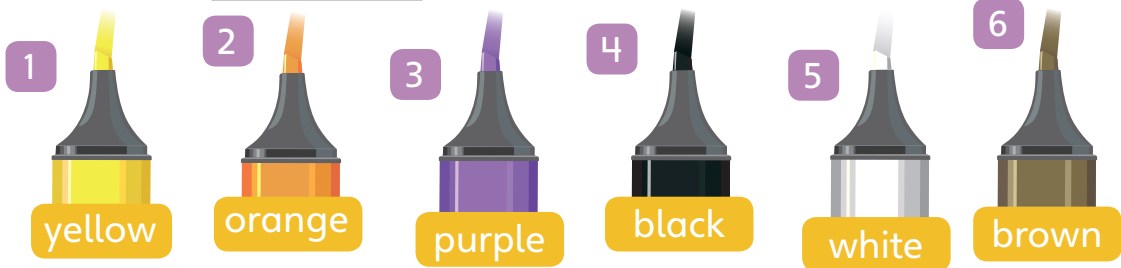
Can you see, hear, taste, or smell these things?



I will learn about flags from around the world.

⁷⁶
15 Look. Listen, point, and say.

Flags of All Colors



⁷⁷
16 Look and listen. Write the number.



Ireland

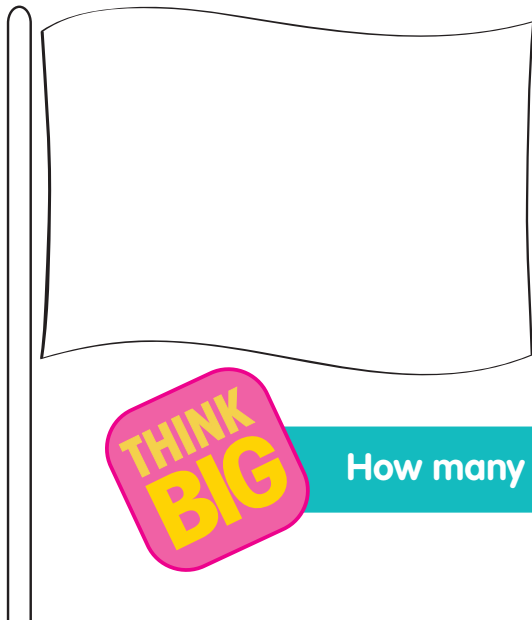


Brazil



South Africa

17 Draw and color your country's flag.



THINK BIG

How many colors does your flag have?

18 Look at 17. Talk with a partner.



What color is it?

It is green, red and white.



Culture Connection Lesson

Lesson Flow



Warm-up



Lesson Objective



Listening



Practice 1



Practice 2



Practice 3



Think BIG



Lesson Objective

Lesson Objective

I will learn about flags from around the world.

Key Language

country, flag, Brazil, Ireland, South Africa

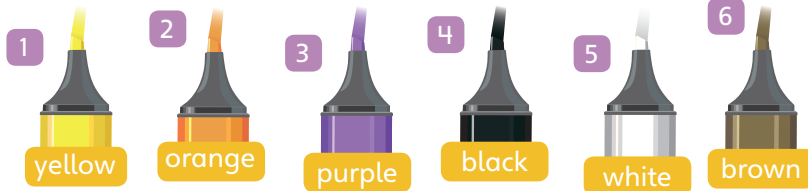
black, brown, orange, purple, white, yellow

Culture Connection | Around the World

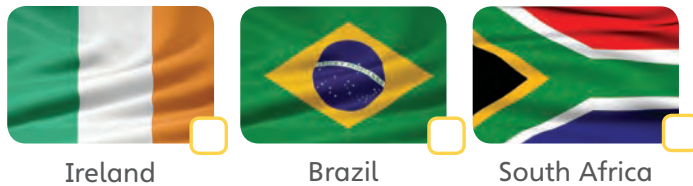
I will learn about flags from around the world.

⁷⁶ **15** Look. Listen, point, and say.

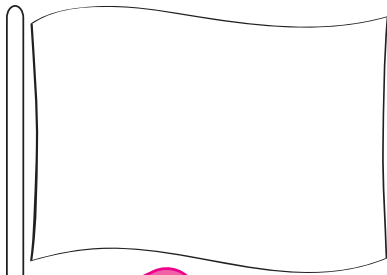
Flags of All Colors



⁷⁷ **16** Look and listen. Write the number.



17 Draw and color your country's flag.



18 Look at 17. Talk with a partner.



THINK BIG

How many colors does your flag have?

Unit 3 35

Warm-up



Materials: Pictures of flags from different countries

21st Century Global Awareness

- Write *flag* on the board. Say the word and point to the flag in your classroom. Have students repeat after you. Tell students that every country has its own flag. Display pictures of flags from a few different countries. Point out that most flags are simple in design. They use basic shapes and usually include two to five colors. Ask: *Where do we see flags? Outside schools? Outside the post office? Outside libraries? Outside people's homes?* Encourage students to use simple language and gestures in their responses.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about flags from around the world.*
- Students will learn about flags from around the world. Students will also draw and color their country's flag.

Listening



15 Look. Listen, point, and say.

- Point to the colors in the activity. Tell students that they will listen to a boy saying the colors.
- Read the directions aloud. Play Audio Track 76. Have students listen, point to each color, and say the word.

MONITOR

- Make sure that students are pointing to the correct colors and pronouncing the words correctly.

Practice 1



16 Look and listen. Write the number.

- Read the directions aloud. Play Audio Track 77. Complete Item 1 with students. Write the number 1 underneath *Brazil*. Continue playing the audio. Have students complete the rest of the activity independently.

MONITOR

- Check answers as a class. (Answers: 1 Brazil, 2 South Africa, 3 Ireland)

ASSIST

- **Flag Symbolism:** Tell students that the colors and shapes on flags usually stand for things or ideas. For example, the Japanese flag is a red circle on a white background. The red circle stands for the sun. The Ukrainian flag is two horizontal stripes: blue on top and yellow on bottom. The blue stands for the sky. The yellow stands for wheat fields.

Practice 2



Materials: Art supplies

17 Draw and color your country's flag.

- Read the directions aloud. Display your country's flag or a picture of it. Have students draw and color the flag in the space provided.

MONITOR

- Check to see that students are drawing and coloring the flag correctly.

Practice 3



18 Look at 17. Talk with a partner.

- Read the directions aloud. Point to the girl and say: *What color is it?*
- Have students talk about the colors of their country's flag with a partner.

MONITOR

- Listen to make sure students name the colors correctly.

Think BIG



21st Century Communication

- Read the question aloud. Invite students to count the colors on their flag by themselves and answer by saying the number and then identifying the colors. Have volunteers present their flags to the class. Explain the importance of speaking in a loud, clear voice when presenting something.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about flags from around the world.*
- Encourage awareness of what students have learned by quickly eliciting a few colors on flags from around the world.

Extra Application and Practice Activity

Materials: Pictures of flags from different countries

- Write these sentence frames on the board: *My flag has... colors. It is... .* Complete the sentence orally with the information about your country's flag, and have students repeat after you.
- Invite volunteers up to the front of the room. Give each volunteer a picture of a flag from a different country. Help each student say the sentences using the information about the flag he or she is holding.

Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *e, c, g, m*.

Phonics | *e, c, g, m*

I will learn to use the sounds *e, c, g, m*.

78 Listen, look, and repeat.

1 *e* 2 *c* 3 *g* 4 *m*

79 Listen and find. Then say.

cap map pen gas

80 Listen and blend the sounds.

1 p-e-t pet 2 c-a-t cat 3 g-e-t get
4 m-a-t mat 5 w-i-g wig

81 Underline *e, c, g,* and *m*. Then listen and chant.

The cap is on the cat.
The cat goes on the map.
The pen goes on the bed.

36 Unit 3

Warm-up



- Review the sounds for the letters *b* and *p*.
- Explain, model and play *Two Too Many*. (See *Game Bank*, page T133, for details.) Call out a word, e.g. *Pen*. Then spell it. Write five letters on the board – two more than the actual word (*b-e-a-p-n*). Invite a student to come up and write the word. Have students name the

two extra letters. Repeat, choosing from *pencil, parent, pin, ball, box, book, and baby*.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the sounds e, c, g, and m.*

- Students will identify the letters and distinguish between the sounds individually and as part of words.

Presentation 78

19 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 78 and have students listen and point to each sound as it is said. Have students repeat.

MONITOR

As students repeat, check they are pointing to the correct sound, and listen for correct pronunciation.

Practice 1 P. T137 79

20 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 79 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

ASSIST

Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

Practice 2 WB p. 29/act. 15

15 Find and circle e, c, g, and m.

- Read the directions aloud. Have the students work individually to find and circle the letters.

MONITOR

Check students are circling the correct letters. Have them compare their answers in pairs.

Practice 3 WB p. 29/act. 16

16 Read and circle e, c, g, and m.

- Read the directions aloud. Have the students work individually to read the words and circle the letters.

MONITOR

Check students are circling the correct letters. Check answers as a class.

Practice 4 80

21 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 80 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct word, and listen for correct pronunciation and appropriate intonation.

Practice 5 WB p. 29/act. 17

17 Match the words with the same sounds.

- Read the directions aloud. Walk through Item 1 as a class, eliciting that the word has the same *g* sound as *g* (gas).

- Have the students match the words individually.

MONITOR

Check answers as a class.

Practice 6 81

22 Underline e, c, g, and m. Then listen and chant.

- Read the directions aloud. Read aloud the chant, while students follow in their books. Find the first word with *e* together (*The*) and have students underline it. Have students continue finding and underlining the other words with *e* independently. Remind them that the letter might be in the middle or even at the end of a word. Repeat for *c*, *g*, and *m*.
- Play Audio Track 81 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation and appropriate intonation. Check the answers as a class. (Answers: *e* – *The, goes, pen, bed*; *c* – *cap, cat*; *g* – *goes*; *m* – *map*)

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned to use the sounds e, c, g, and m.*

- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *get, mat, cap*).

Homework 82 WB p. 29/act. 18

18 Listen and chant.

- Direct students to WB Activity 18 on page 29. Read the directions aloud. Explain to students that they must listen and chant along.

Extra Application and Practice Activity

Materials: Index cards

- Use index cards to make ten word cards for the sound words in the lesson (*pen, cap, gas, map, pet, cat, get, mat, wig, bed*) and place them facedown on a table. Have a volunteer pick up a card, show it and say the word. Then have the student select another classmate to pick the next card.

CHALLENGE

- Ask students to tell you as many words as they can that start with the target letters.

I will learn to use the sounds e, c, g, m.

⁷⁸
19 Listen, look, and repeat.

1 e

2 c

3 g

4 m

⁷⁹
20 Listen and find. Then say.



cap



map



pen



gas

⁸⁰
21 Listen and blend the sounds.

1 p-e-t pet

2 c-a-t cat

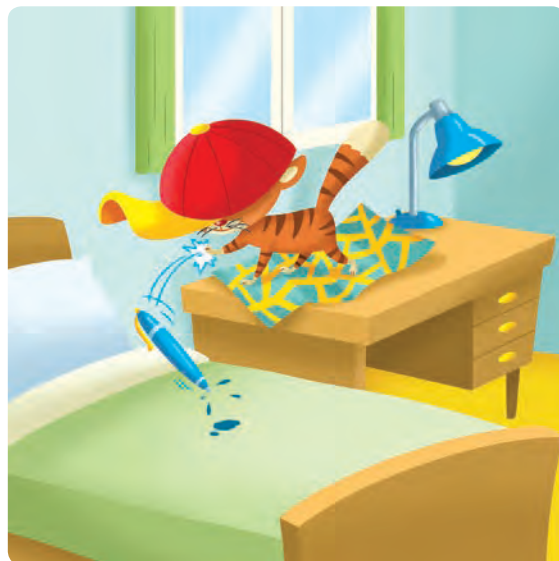
3 g-e-t get

4 m-a-t mat

5 w-i-g wig

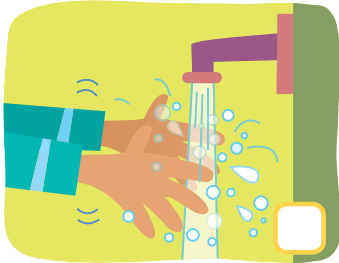
⁸¹
22 Underline e, c, g, and m. Then listen and chant.

The cap is on the cat.
The cat goes on the map.
The pen goes on the bed.



I will learn to say how I keep clean.

⁸³
23 Listen and number. Then listen and repeat.



Rinse with water.



Dry your hands.



Wash with soap.

^{84 85}
24 Listen and circle. Then sing.

Keep Clean

1 Every day
Before I eat
And after I play,
I **dry** / **wash** my hands.

2 With a lot of soap
It's easy, you see.
Rinse / **Dry** with water
Just like me.

3 **Dry** / **Wash** them well and
Sing this song.
Keep your hands clean
All day long!

**THINK
BIG**

Do you wash your hands
before you eat? Why?



Project

25 Decorate a **Tissue Box**.



1 Cut out shapes.



2 Paste shapes.



3 Use a tissue.

Lesson Flow



Lesson Objective

I will learn to say how I keep clean.

Key Language

- Keep clean.
- Wash with soap.
- Rinse with water.
- Dry your hands.

Values | Keep clean.
I will learn to say how I keep clean.

23 Listen and number. Then listen and repeat.





Rinse with water. Dry your hands. Wash with soap.

24 Listen and circle. Then sing.

Keep Clean

<p>1 Every day Before I eat And after I play, I dry / wash my hands.</p>	<p>2 With a lot of soap It's easy, you see. Rinse / Dry with water Just like me.</p>	<p>3 Dry / Wash them well and Sing this song. Keep your hands clean All day long!</p>
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THINK BIG Do you wash your hands before you eat? Why?

Project

25 Decorate a Tissue Box.





1 Cut out shapes. 2 Paste shapes. 3 Use a tissue.

Unit 3 37

Warm-up



- Point to a random body part on yourself and say its first letter. Have a volunteer student say the name of the body part. Encourage him or her to say a full sentence, e.g. *It's your (head).* *They're your (hands).* Then ask him or her to continue with another classmate. Continue the

activity until all students have had a turn.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to say how I keep clean.*

- Students will learn the importance of keeping clean through the listening activity and then they will think about what keeping clean means to them through a Project.

Listening

23 Listen and number. Then listen and repeat.

- Tell students they will learn words related to washing their hands. Mime the words *wash*, *rinse*, and *dry* as you say them aloud. Have students copy you.
- Read the directions aloud. Play Audio Track 83. Have students listen, read the text, and number the pictures. Have them compare their answers with a partner.
- Replay the audio for students to listen and repeat.

MONITOR

Check answers as a class. (Answers: Rinse with water 2, Dry your hands 3, Wash with soap 1)

Listen and Sing

24 Listen and circle. Then sing.

- Play Audio Track 84 all the way through. Have students listen to the song and read the song lyrics in their books.
- Replay the audio, pausing after each verse so students can circle the correct answer.
- Divide the class into three groups. Play the audio. Ask Group 1 to sing the first verse, Group 2 to sing the second verse, and Group 3 to sing the third verse.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 85).

MONITOR

Ask questions to check students' understanding of the song lyrics: *When should you wash your hands? What do you wash your hands with?* (Answers: 1 wash, 2 Rinse, 3 Dry)

ASSIST

Mime any new vocabulary words for students to learn their meaning.

Think BIG

Materials: One or two pictures of children with a stomachache

21st Century Health Literacy

- Place one or two pictures of children with a stomachache on the board. Ask the students why they think these children might be ill. Try to elicit the word *germs*.
- Read the *Think BIG* question aloud and ask volunteers to answer. (Possible answers: Yes. Because they need to be clean before we touch our food. Because germs can make us ill.) Write the main reasons on the board and try to start a short class discussion about which is the most important reason, encouraging everyone to have an opinion.

Project

Materials: Tissue box for each student, construction paper, art supplies

21st Century Social Skills

25 Decorate a Tissue Box.

- Model using a tissue and have students role-play with you. Discuss the importance of using tissues and how they help keep you clean.
- Read the directions aloud. Show students the image of the tissue box in Item 3. Suggest fun ways for students to decorate their tissue boxes. Provide students with a variety of shapes cut out of construction paper and other materials to use as decorations.

MONITOR

Encourage students to express their creativity as they decorate their tissue boxes.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to say how I keep clean.*
- Encourage awareness of what students have learned by quickly eliciting from a few students the ways to keep clean that they have learned.

Homework WB p. 30/act. 19 & 20

19 Listen and match. Then sing.

- Direct students to WB Activity 19 on page 30. Read the directions aloud. Explain to the students that they need to listen to the song and match each verse with a picture. Then have students sing the song.

20 Draw.

- Direct students to WB Activity 20 on page 30. Read the directions aloud. Explain to the students that they need to draw a picture that indicates how they keep clean.

Extra Application and Practice Activity

- Have students perform the "Keep Clean" song as a chant. Demonstrate how to provide a rhythm for the chant by slapping the table and clapping at the end of each line:
 - *Every day* (slap slap clap)
 - *Before I eat* (slap slap clap)
 - *And after I play*, (slap slap clap)
 - *I wash my hands* (clap clap clap)
- Divide the students into three groups and have each group perform one of the verses. Allow the whole class to provide the rhythm while the other groups perform their verses.

Review Lesson 1 | Vocabulary and Grammar

Lesson Flow






Lesson Objective



To review the words and structures of the unit.

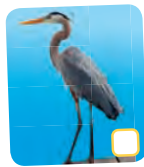

Review | Vocabulary and Grammar

26 Listen and ✓.

1 a  b 





2 a  b 

3 a  b 

4 a  b 

27 Look and write.





ear hands mouth feet

1  2  3  4 

1 _____ 2 _____ 3 _____ 4 _____

I Can

- use words for parts of the body.

38 Unit 3

Warm-up



- Give students a sheet of paper and show them how to fold it into four sections. Have students draw one of these body parts in each section: *mouth, nose, ear, eye*. Then have them draw an example of how they use this body part in the matching section – for example, a picture of an ice-cream cone in the section with

the mouth. Have students share their pictures with a partner saying, e.g. *I taste ice cream with my mouth.*

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review parts of the body by doing activities that involve listening and checking, and looking and writing.
- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Practice 1



Materials: Flashcards: Unit 3, parts of the body

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 64, (the song with the lyrics). Have students follow along and join in the chant. Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 65). You could use Flashcards to encourage students to sing other body part names that aren't in the song.

Practice 2



26 Listen and √.

- Read the directions aloud. Tell students they will hear children talking about animals or family members. Explain that students should check the box next to the picture that shows what the children describe.
- Play Audio Track 87 and do the first item together as a class. Ask a volunteer to say which box should be checked. Then have students complete the activity independently.

MONITOR

■ Check answers as a class. (Answers: 1 b, 2 b, 3 a, 4 b)

ASSIST

■ Replay the audio as needed.

Practice 3



21 Read and circle.

- Read the directions aloud.
- Have the students complete the activity independently.

Practice 4

27 Look and write.

- Read the directions aloud. Ask students to identify the body part in each picture.
- Have them write a sentence on the lines provided, using *It's a*, *It's an*, or *They're* and the words in the box.

MONITOR

■ Check answers as a class. (Answers: 1 *It's a mouth*. 2 *They're hands*. 3 *It's an ear*. 4 *They're feet*.)

CHALLENGE

■ Invite volunteers to point to the pictures and say the correct answers for the rest of the class. Have students spell each word.

Self-assessment

I Can


- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statement aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 3 Practice Tests in the Assessment Pack.

WB Unit 3/p.100

- Direct students who need help with grammar in particular to the Unit 3 Extra Grammar Practice (Workbook, page 100).
- For further vocabulary work, students can access  Big English Student World.

Homework



22 Look and write.

- Direct students to WB Activity 22, on page 31. Read the directions aloud. Explain to students that they must label the monster's body parts with the words in the box.

Extra Application and Practice Activity

- Make correct and incorrect statements about the pictures of people and animals in Activity 26. Have students make a happy face for correct statements and a sad face for incorrect statements. Point to the man in Item 2 picture b, and say: *He has five ears*. (sad face) Point to the girl in Item 3 picture b, and say: *She has long hair*. (happy face) Continue in this way until you have reviewed all the target language.

Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 3 Unit Test in the Assessment Pack.

Review | Vocabulary and Grammar

87 26 Listen and ✓.

1 a



b



2 a



b



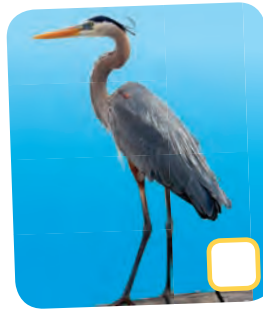
3 a



b



4 a



b



27 Look and write.

ear hands mouth feet



1 _____



2 _____



3 _____



4 _____

I Can

- use words for parts of the body.



88
28

Complete the monster. Listen, draw, and color.



29

Draw your own monster. Ask and answer with a partner.



How many arms does it have?

It has four arms!



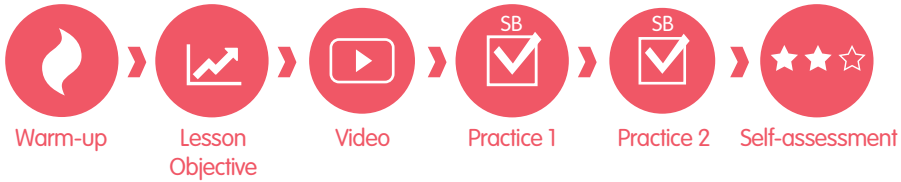
I Can

- talk about my body.
- ask and answer questions about parts of the body.



Review Lesson 2 | Speaking

Lesson Flow




Lesson Objective


To review the words and structures of the unit.

Review | Speaking

28 Complete the monster. Listen, draw, and color.




29 Draw your own monster. Ask and answer with a partner.



I Can

- talk about my body.
- ask and answer questions about parts of the body.



Unit 3 **39**

Warm-up



- Create a monster with students. Draw the monster on the board, adding the details that students suggest.

- Have volunteers take turns making statements about the monster's unique body, such as: *It has five eyes.*
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review the words and structures of the unit through a variety of activities that involve drawing and having a conversation. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Video Drama U 03



- Refer to Video Guide for pre-watching and post-watching activities.

Practice 1 P. T137



28 Complete the monster. Listen, draw, and color.

- Have students look at the picture and tell what they see.
- Read the directions aloud. Play Audio Track 88 as you model pointing to the monster. Have students follow along and point with you.
- Ask: *How many eyes does the monster have?* Help students respond: *It has three eyes.* Repeat for the other body parts.
- Have students complete the activity independently.

MONITOR

Make sure that students have colored all of the monster's missing parts.

ASSIST

Replay the audio, pausing between sentences, if necessary. Or, read the audio script aloud slowly as you point to the monster's various body parts. Have students point to the monster's body parts with you to show that they understand.

Practice 2



29 Draw your own monster. Ask and answer with a partner.

- Read the directions aloud. Give students a few minutes to draw their own monsters.
- Point to the girl and the boy. Model the dialog and have students repeat. Divide the class into two groups. Ask Group 1 to say the girl's part. Ask Group 2 to say the boy's part. Have groups switch parts. Repeat this a few times.
- Explain that students will ask and answer questions about the monster they drew with a partner.

MONITOR

Check to make sure that students are able to use the key vocabulary words to talk about their drawings.

21st Century Social Skills

- Model polite interaction during conversations. Use puppets or role-play to show students how to wait for their partner to finish speaking before they begin their part of a conversation.

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 3 Practice Tests in the Assessment Pack.

WB Unit 3/p. 100

- Direct students who need help with grammar to the Unit 3 Extra Grammar Practice (Workbook, page 100).
- For further vocabulary work, students can access games in the Big English Student World.

Extra Application and Practice Activity

Materials: Flashcards: Unit 3, parts of the body

- Have students use the Unit Flashcards to make statements either about their own bodies or the body of the person pictured on the Flashcards. Examples include the following: *I have two eyes. He has two feet. I have ten toes. He has one mouth.*
- Have students stand in a circle and take turns making statements one by one. Correct any errors aloud so that all students can benefit.

Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 5 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

Checkpoint 1-3 Lesson 1

Lesson Flow



Warm-up



Lesson Objective



Self-assessment



Practice

Lesson Objective

To think about how well I can use what I have learned in Units 1-3

Checkpoint | Units 1-3

Do I know it?

1 Think about it. Look and circle. Practice.



I know this.



I need more practice.



I don't know this.

<p>1 p. 4</p> <p>What is it? It's a...</p> <p>What are they? They're...</p>	<p>2 p. 9</p> <p>What is it? It's a...</p> <p>What are they? They're...</p>
<p>3 p. 16</p> <p>How many... do you have?</p>	<p>4 p. 21</p> <p>How many... do you have?</p>
<p>5 p. 28</p> <p>Does she have long hair?</p>	<p>6 p. 33</p> <p>Does she have long hair?</p>

Warm-up



Materials: Slips of paper, box

- Have teams play *Charades* (see *Game Bank*, page T132, for details) to review key vocabulary from Units 1–3. Invite students to write words on paper slips and place them in a box. Then have teams take turns choosing a word from the box. Players act out as many words as their team can guess in one minute. The team scores one point for each word guessed. Model playing the game with student volunteers to teach the class the rules.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will see how well I can use what I have learned in Units 1–3.*
- Students will review key language in Units 1–3.

Self-assessment



Materials: Index cards

1 Think about it. Look and circle. Practice.

- Read the directions aloud. Have students point to the face icons at the top of the page as you read the descriptions aloud. Then have students repeat after you, using intonation and facial expressions to act out the meanings.
- Have students use a colored pencil to complete the exercise. They will choose a different color when they review this exercise at the end of the Checkpoint.

MONITOR

Follow the suggestions below to review the key language in the unit. Check to see how well students are able to use the language. Remind students that they will be asked to assess their own abilities. You may wish to review all the language in the checklist first, and then have students complete it, or have students mark the checklist as each language point is reviewed.

21st Century Self-Direction

- Remind students that there are no right or wrong answers on this page. Emphasize the fact that they should circle the face that shows how they feel about each skill. Say: *This page will help us find out what you know well and what you should study more.*

ASSIST

Encourage students to turn to the page references when they need additional support to refresh their memories.

1 Classroom objects (page 4)

- Replay Audio Track 12 from Activity 1 on page 4. Have students point to each object in your classroom. Then have students work in pairs to review the words on page 4. One partner reads a word, the other points to the object.

2 What is it? It's a... / What are they? They're... (page 9)

- Hold up classroom objects and ask: *What is it?* or *What are they?* Then have students work in pairs to practice asking and answering about classroom objects.

3 Family members (page 16)

- Write these words on the board: *father, mother, brother, sister, grandfather, grandmother.* Have students draw pictures of families and use these words to name the people in each family.

4 How many... do you have? (page 21)

- Replay Audio Track 48 from Activity 11 on page 21. Then have students work in pairs to practice asking and answering about brothers and sisters. Model: *How many sisters do you have? I have three sisters.*

5 Parts of the body (page 28)

- Play *Simon Says* (see *Game Bank*, page T132, for details) using the body parts on page 28. Model: *Simon says touch your ear. Simon says touch your mouth. Touch your leg.*

6 Does he/she have...? (page 33)

- Replay Audio Track 72 from Activity 11 on page 33. Then have students work in small groups to ask and answer about each other's family members. Model: *Does your mother have long hair? Yes, she does. Does your brother have long legs? No, he doesn't.*

Practice WB p. 32/act. 1, 2, 3, 4



1 Look, find, and number.

- Read the directions aloud. Ask the students to look at the picture, then find the items listed and number them.

2 Look and √. Tom has:

- Read the directions aloud. Have students read Tom's checklist, then look at the picture, and check the items he has.

3 Think and draw. Tom doesn't have:

- Read the directions aloud. Have students look at the checklist and the picture, then draw the items Tom doesn't have.

4 Work in groups and share.

- Read the directions aloud. Have students work in small groups to share information about the Checkpoint.

Checkpoint 1–3 Lesson 2

Lesson Flow



Warm-up



Lesson Objective



Pre-listening



Listening



Practice 1



Practice 2



Practice 3

Lesson Objective

To put together what I have learned in Units 1–3

I can do it!



Get ready.

A. Listen and number.



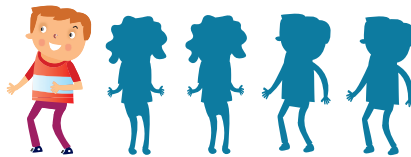
B. Look at A and point. Ask and answer.

What is it?

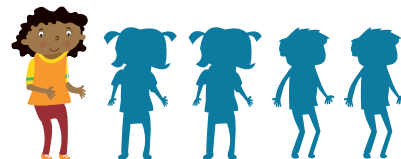
It's a backpack.

C. Listen and circle.

1 Mark



2 Kate



D. Look at C and point. Role-play with a partner.

Who's she?

She's my sister.

1

2

3

4

5

6

7

8

9

Checkpoint Units 1–3 41

Warm-up



- Invite four students to come to the front of the class. Then have others take turns standing up and giving clues to identify one of the students without using his or her name. Model: *This person has long hair.*
- Invite four different students to the front of the class and give each one an object students can name (*book, crayon, eraser, ruler* and so on). Have students repeat the activity. Model naming the objects in clues: *This person has a book. This person has a green crayon.*

Lesson Objective



INVOLVE

- Introduce the Lesson Objective. Say: *Today I will put together what I have learned in Units 1–3.*
- Students will complete a dialog and then ask and answer questions about a picture.

Pre-listening



- Read the directions aloud. Have students preview the pictures. To make it easier, encourage the class to choose names for the students in the pictures. Ask: *What words can you use to talk about these students?* (To include: *long hair, backpack; short hair, black hair, pencil; short hair, brown hair, book; short hair, red hair, ruler*)

21st Century Social Skills

- Tell students it is nice to remember people's names. Point to and read the names *Mark* and *Kate* on the page. Then have students name the four students in Part A. Write the new names on the board. Students can also write these names in their books and use the names to identify these students during activities.

Listening



2 Get ready.

A Listen and number.

- Play Audio Track 89. Pause after the first description. Ask: *Who is number 1?* (The boy with short black hair holding a pencil.) Have students point to the answer in their books as you walk around to check. Continue playing the track.

MONITOR

Play the audio twice. First, have students focus on listening comprehension. Then have them check to see if they numbered the pictures in the correct order. (Answers: 2, 1, 4, 3)

Practice 1



B Look at A and point. Ask and answer.

- Read the directions aloud. Ask volunteers to read the speech bubbles. Then have partners ask and answer questions about objects in the pictures in Part A. Then model asking and answering questions about hair: *Does he have long hair? No, he has short hair. Does she have brown hair? Yes, she has brown hair.*

MONITOR

As students ask and answer questions, listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 2



C Listen and circle.

- Read the directions aloud and the names *Mark* and *Kate*. To preview the answer choices, ask: *Which shapes show sisters? Which shapes show brothers?*
- Play Audio Track 90. Pause after the first dialog. Ask: *How many sisters does Mark have? (one) How many brothers does Mark have? (one)* Give students time to circle the shapes. Continue playing the track.

MONITOR

Check answers as a class. (Answers: *Mark – one brother and one sister, Kate – two sisters and one brother*)

Practice 3



D Look at C and point. Role-play with a partner.

- Read the directions aloud. Have students role-play with a partner.

MONITOR

Listen for correct vocabulary, pronunciation, and grammar as students talk.

CHALLENGE

Have volunteers take turns choosing one of the students shown in Part A or Part C and giving clues about the student. Have the rest of the class point to or name the student. Remind students they can use the names they gave students in Part A.

Checkpoint 1–3 Lesson 3

Lesson Flow



Warm-up



Lesson Objective



Practice



Speaking

Lesson Objective

To put together what I have learned in Units 1–3

Checkpoint | Units 1–3

3 Get set.



Cut out the cards on page 133.
Now you're ready to **Go!**



4 Go!

A. Listen. Put the cards on the numbers.

1



2



3



4



5



6



B. Point to a card. Ask and answer.

Card 2. Does she have long hair?

Yes, she does.

Warm-up



3 Get set.

- Have students preview the cutouts on page 133. Say: *You will hear about these students.* Have volunteers name the objects, colors, and family members shown on the cards. Suggest that students give the people on the cards names. They can use the names when they talk about the pictures.

CHALLENGE

- Ask questions about the positions of the cards on the page. Model: *Which cards are next to card number five?* (cards two, four, and six) *Which card is below card one?* (card four) *Which card number is above card six?* (card three)
- Read the directions aloud and have them cut out the cards on page 133.

Lesson Objective



INVOLVE

- Introduce the Lesson Objective. Say: *Today I will put together what I have learned in Units 1–3.*
- Students will match descriptions with pictures. Then they will ask and answer questions about students.

Practice



4 Go!

A Listen. Put the cards on the numbers.

- Read the directions aloud. Ask volunteers to read the cards' numbers.
- Play Audio Track 91. Pause after the first description and allow students to look through their cards to find the card that matches the description and place it in the correct place. Repeat for the remaining descriptions.

MONITOR

- Check answers as a class. (Answers: 1 girl with red pencil, 2 girl with long hair, 3 boy with blue backpack, 4 girl with a sister and a brother, 5 boy with grandma and grandpa, 6 boy with three crayons)

Speaking



B Point to a card. Ask and answer.

- Read the directions aloud. Ask volunteers to read the speech bubbles to the class. In pairs, students ask and answer about the people in the cards.

MONITOR

- Replay Audio Track 91, pausing after each description. Point to the people or objects named in each picture and have students repeat the description.

ASSIST

- Have students remove the cards from the page and ask and answer questions about one card at a time. Place the other cards facedown to avoid confusion.
- Students can combine two sets of cards and play the matching memory game, *Find it!* (See *Game Bank*, page T132, for details.) Place all cards facedown. Players take turns flipping two cards. If they match, they say a sentence about the person shown and take the cards. The player with the most cards at the end of the game wins.

CHALLENGE

- Invite students to make up information about one of the people shown on the cards and discuss it with their partner.

21st Century Creativity

- Challenge students to create their own games using the cutouts on page 133. Students can use words and gestures to explain the rules for their new games. After students play their games, discuss how they might change the rules to make the game more fun or more challenging.



Checkpoint 1–3 Lesson 4

Lesson Flow



Warm-up



Lesson Objective



Practice



Self-assessment 1



Self-assessment 2

Lesson Objective

To think about how well I can use what I have learned in Units 1–3

5 Write or draw.

ALL About Me

My name is: _____ This is my family.
This is me.

1

2

3

4



Do I know it now?

5

6 Think about it.

A. Go to page 40. Look and circle again.

B. Check (✓).

- I can start the next unit. 
- I can ask my teacher for help and then start the next unit. 
- I can practice and then start the next unit.

6

7

7 Rate this Checkpoint. Color.

★ ★ ★ | ★ ★ ★
hard OK easy | not fun OK fun

8

9

Checkpoint Units 1–3 43

Warm-up



- Ask questions about students and family members. Have students stand up when they can answer yes and sit down when they can answer no. Model: *Do you have long hair? Do you have one sister? Do you have two brothers?*
- Allow students to take turns leading the activity, asking their classmates similar yes/no questions.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: Today I will think again about how well I can use what I have learned in Units 1–3.
- Students will write and draw about themselves. Then they will think about how well they can use key language for Units 1–3.

Practice



5 Write or draw.

- Read the directions and journal title aloud. Invite volunteers to read the text aloud.
- Then have students write and/or draw to complete *All About Me*. Provide additional paper as needed.
- Invite students to share their journal entries.

MONITOR

- Check students' writing for correct use of language.

CHALLENGE

- Encourage students to write complete sentences to tell about themselves and their families. Make sure that students begin sentences with capital letters and end them with periods.

Self-assessment 1



6 Think about it.

A Go to page 40. Look and circle again.

- Read the directions aloud.

21st Century Self-Direction

- Have students turn to the “Look and circle” exercise on page 40 and think about each of the categories again. Remind students to take their time to think about each category carefully. Suggest that they look at the reference pages listed as they review their skills.
- Ask students to use a different colored marker or pencil when they revisit the checklist on page 40. This will help them see both sets of circles.
- Students may want to circle the same face icon when they revisit the exercise. Model drawing the second circle outside the first so that both colors are visible, rather than covering up the first circle with the second color.

B Check (✓).

- Read the directions aloud. Say: *You will check one box.* Students can use the “Look and circle” exercise on page 40 to help them choose a response. If they circled ten to twelve smiling faces, they can start the next unit with confidence. If they circled fewer than ten smiling faces, they should probably check one of the other choices.

Self-assessment 2



7 Rate this Checkpoint. Color.

- Write *easy* and *hard* on the board. Say: *Something is easy if you can do it without any problems. It's hard if you have trouble doing it.* Give students examples of easy and hard activities: *It's easy to raise your hand. It's hard to touch the top of a door.*
- Write *fun* and *not fun* on the board. Say: *Something is fun if you really enjoy doing it.* Ask students to mime things that are fun to do.
- Read the directions aloud. Point out that they will color only one star in each section. Say: *First, you will say if the Checkpoint was easy, OK, or hard. Then you will say if it was fun, OK, or not fun.*
- Using Checkpoint Evaluations: Student evaluations of the Checkpoint (*easy/OK/hard, fun/OK/not fun*) can give you insight into students' reactions to classroom activities. Review their answers to help you engage and motivate them as they continue to review Units 1–3 and move on to the next units. Consider whether students require additional assistance, deeper challenges, or more inspiring activities.



My Favorite Clothes!

Objectives

Reading

Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.

Can understand basic sentences naming familiar everyday items, if supported by pictures.

Can understand basic sentences describing familiar everyday items (e.g. color, size), if supported by pictures.

Listening

Can understand simple language related to naming and describing people's clothes.

Can recognize familiar words and phrases in short, simple songs or chants.

Can understand the letters of the alphabet by their names.

Speaking

Can answer short, simple questions related to basic personal information, using a single word or phrase.

Writing

Can write the letters of the alphabet in lower case.

Grammar

Can use the present continuous to refer to events at the time of speaking.

Unit Projects

Family Connection

Invite students to bring in pictures of their family members to show the class. In small groups, students should talk about their family and describe each member. As students work through the unit and acquire more language, have them talk about what their family members are wearing and what their favorite clothing items are.

Key Language

Key Vocabulary

Clothing items	Adjectives	Expressions
blouse	favorite	Hey! It's my favorite hat.
boots	new	
dress	old	A knit hat is good in cold weather.
gloves		They're wearing traditional clothes from Guatemala.
hat		
jacket		
pants		
shirt		
shoes		
skirt		

Content Words

cold	bush hat
desert	conical hat
dry	knit hat
hot	useful
jungle	weather
mountains	
wet	

Grammar/Structures

What are you wearing?

I'm wearing a green hat.

What's he/she wearing?

He's/She's wearing red pants.

Phonics

The sounds: o, k, ck

My Clothes Bulletin Board

Make two bulletin boards. For the *It's My Favorite...* bulletin board, have students draw their favorite clothes. Make labels for the clothes and set them in a row under the pictures. As students work through the unit, have volunteers match the labels to the clothes. Then for the bulletin board entitled *What Color Is It?* write the colors students have learned on pieces of matching colored paper. Students post pictures of clothing items on the colored paper as they learn them. Review colors and clothing vocabulary if necessary.

Vocabulary Lesson

Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

Lesson Objective

I will learn to name clothes.

Key Language

blouse, boots, dress, gloves, hat, jacket, pants, shirt, shoes, shorts, skirt, T-shirt

4

My Favorite Clothes!

Vocabulary

I will learn to name clothes.



Song Time!



1 Listen, look, and say.



1 boots



2 dress



3 gloves



4 hat



5 jacket



6 pants



7 blouse



8 shoes



9 skirt



10 shirt



11 T-shirt



12 shorts



2 Play the describing game.

Warm-up



- Invite students to talk about their favorite clothes. Have volunteers name a favorite piece of clothing and say why they like it so much. Help them with any vocabulary words they don't already know.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name clothes.*
- Use 2–3 Flashcards to remind students what they already know and elicit a few names of clothes.
- Students will name and identify different clothes.

Song Time



Materials: Flashcards : Unit 4, clothing items

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. The students will only hear the words at this point. They will not see the text of the song.

Presentation



Materials: Flashcards : Unit 4, clothing items

1 Listen, look, and say.

INVOLVE

- Hold up and read out the Flashcards one by one. Have students repeat.
- Read the directions aloud. Play Audio Track 93. Have students listen, point to each item, and say the word.
- Randomly name clothing items and have students point to the correct picture in their books.

MONITOR

Check to make sure that students are pointing to the correct pictures and pronouncing the words correctly.

Practice

WB p. 34/act. 1



1 Color. Then match.

- Read the directions aloud. Explain to the students that they will color and match the words with what the people in the photo are wearing.
- Have students work independently, and then compare answers with a partner. Ask students to say the words aloud.

MONITOR

Check answers as a class.

Game



Materials: Magazine pictures of people wearing target clothing items

2 Play the describing game.

- Bring into class magazine pictures of children and young people wearing clothing items to match the target vocabulary set. (You can use pictures from the Student's Book if no magazine pictures are available.)
- Choose one picture and ask a volunteer: *What's he wearing?* Elicit simple answers such as: *A hat and boots.*
- Have students work in pairs. Hold up a picture and have the students ask and answer in their pairs about what the person in the picture is wearing.

MONITOR

Check to make sure that students are referring to correct items of clothing and pronouncing the words correctly.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to name clothes.*
- Encourage awareness of what students have learned by quickly eliciting from a few students the names of clothes.

Homework

WB p. 34/act. 2



2 Draw and label.

- Direct students to WB Activity 2 on page 34. Read the directions. Explain to the students that they must draw their favorite clothes.

Extra Application and Practice Activity

21st Century Critical Thinking

- Make up simple riddles about clothes such as: *It's something I wear on my head. Have students guess what it is. (A hat.)*
- Then have students talk about what they think about when choosing something to wear, such as the weather or what they'll be doing that day.

4

My Favorite Clothes!

Vocabulary

I will learn to name clothes.



Song Time!



1 Listen, look, and say.



1 boots



2 dress



3 gloves



4 hat



5 jacket



6 pants



7 blouse



8 shoes



9 skirt



10 shirt



11 T-shirt



12 shorts

2 Play the describing game.

Song

I will learn to ask and answer questions about clothes.

94 95
3

Listen and chant. Then look at 1 and find.



What Are You Wearing?

What are you wearing?
I'm wearing a T-shirt.
What are you wearing?
I'm wearing a skirt.

What's he wearing?
He's wearing new shorts.
What's he wearing?
He's wearing old boots.

What's she wearing?
She's wearing a red hat.
What's she wearing?
She's wearing pink shoes.



96
4

Listen and number in order.



5

Point, ask, and answer.



What is it?

It's a red hat.



**THINK
BIG**

What are your favorite clothes?

Song Lesson

Lesson Flow



Warm-up



Lesson Objective



Listen and Sing



Practice



Speaking



Think BIG



Lesson Objective



Homework

Lesson Objective

I will learn to ask and answer questions about clothes.

Key Language

blouse, boots, dress, gloves, hat, jacket, pants, shirt, shoes, shorts, skirt, T-shirt

Song

I will learn to ask and answer questions about clothes.

3

Listen and chant. Then look at 1 and find.



What Are You Wearing?

What are you wearing?

I'm wearing a T-shirt.

What are you wearing?

I'm wearing a skirt.

What's he wearing?

He's wearing new shorts.

What's he wearing?

He's wearing old boots.

What's she wearing?

She's wearing a red hat.

What's she wearing?

She's wearing pink shoes.



4

Listen and number in order.



5

Point, ask, and answer.



What is it?

It's a red hat.



THINK BIG

What are your favorite clothes?

Unit 4 45

Warm-up



- Place students in groups of three. Have each group come to the front of the class and stand in line, next to each other. Look at the first student, point to what he or she's wearing, and tell the class, e.g. *a shirt, pants, shoes*.
- Have the student do the same to the second person in the group. The second person then does the same to the third person and the third person to the first person. Continue until all groups have had a turn.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask and answer questions about clothes.*
- Students will say a chant and talk about clothes.

Listen and Sing



3 Listen and chant. Then look at 1 and find.

- Have students look at the pictures in Activity 1. Have them identify all the colors they can see. Use the poster showing colors to revisit colors and teach the new color: *pink*. Check their understanding by saying: *Point to something pink*. Repeat until you have reviewed all the colors.
- Read the directions aloud. Play Audio Track 94. Have students listen and read the chant silently.
- Replay the audio. Have students chant as they listen.
- Ask students to look at Activity 1 and find the items of clothing that are in the chant.

MONITOR

- Observe students to see if they are comfortable repeating the chant aloud. Check answers as a class. (Answers: *T-shirt, skirt, shorts, boots, hat, shoes*)

Practice



4 Listen and number in order.

- Read the directions aloud. Explain to students that they won't need to put a number next to all the items, as not all of them are in the chant. Two will stay blank.
- Play Audio Track 96. Have students number the outlines of the pieces of clothing that are mentioned in the chant in the order they hear them.
- (Answers: *a 2, b -, c 4, d 3, e -, f 1*)

Speaking



5 Point, ask, and answer.

- Point to the pictures in Activity 1 and ask: *What is it?* Elicit from the students: *It's a (hat)*. Refer to items that take the plural form as well, e.g. *boots*.

- Read the directions aloud. Then read the dialog, pausing after each speech bubble, and have students repeat after you.
- In pairs, have students point to clothing items on pages 44 and 45 and ask and answer about them and their color.

MONITOR

- As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

- Model pronunciation for any sounds students are having difficulty with. Review vocabulary using the clothing item Flashcards if needed.

Think BIG



21st Century Critical Thinking

- Have students think about which clothing items are their favorite, and have them explain why.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer questions about clothes.*
- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which clothing items they heard in the song.

Homework



WB p. 35/act. 3



3 Listen and circle. Then sing.

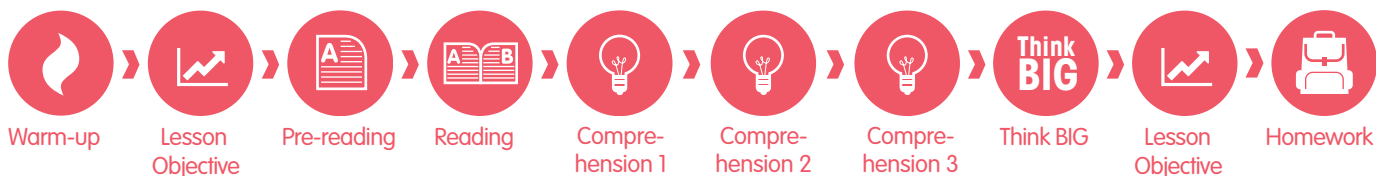
- Read the directions. Explain to students that they will listen to the song and circle the clothing items.
- Play Audio Track 97 and have students circle the correct words as they listen.
- Play the audio again and encourage students to sing along.

Extra Application and Practice Activity

Materials: Flashcards: Unit 4, clothing items

- Display the Flashcards at the front of the room. Have students close their eyes and remove one of the cards. Students open their eyes and identify the missing item. Continue the game until all students have participated.

Lesson Flow



Lesson Objective

I will read a story about favorite clothes.

Key Language

hat
brown, green, purple; favorite, funny

Story

I will read a story about favorite clothes.

6 Listen and read. What color is Patrick's hat?

My Favorite Hat!

1 What are you wearing?

2 I'm wearing a green hat. It's my favorite hat.

3 What's Tim wearing?

4 He's wearing a brown hat. It's his favorite hat.

5 What's Maria wearing?

6 She's wearing a purple hat. It's her favorite hat.

7 What are you wearing, Patrick?

8 I'm wearing a funny hat! It's my favorite hat!

7 Look and match.

1	2	3	4
a	b	c	d

THINK BIG Do you like wearing hats? Draw a funny hat. Then show the class.

46 Unit 4 Unit 4 47

Warm-up

Materials: Hats or pictures of hats

- Bring in a few hats and model them for students. Tell them to choose their favorite ones and ask them which they like best. If you cannot bring in real hats, show students pictures of hats and have them pick their favorite.
- Have a fashion show with play hats that are in the classroom or hats that students bring in from home. Invite volunteers to "model" the hats and have students vote for their favorite ones.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will read a story about favorite clothes.*
- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

Pre-reading

- Tell students that the story is about wearing favorite hats. The children in the story, including Patrick and

Tim from the Unit 3 story, ask each other what they are wearing and then describe their favorite hats.

- **Guided Prediction:** Have students look at the pictures in the story frames. Help them point to and name clothing items in the pictures. Then point to some clothing items and say what they are. Have students point and repeat after you.

Reading



6 Listen and read. What color is Patrick's hat?

- Point to and read the title aloud. Have students point and repeat after you. Play Audio Track 98. Have students listen and read silently.
- Play the audio again. Have all the girls read along with the girl (Jane) and all the boys with Patrick. (The whole class can read Frame 5 together.) Then have them role-play the story as a group without the audio.
- Ask the question: *What color is Patrick's hat?* Have students find and point to Frame 6 in their books and tell you the answer (red).
- Review *she's* and *he's* by pointing to Jane and then Patrick in the story. Say: *She's wearing a hat.* and: *He's wearing a hat.* Write the word *funny* on the board. Explain that in this story, Patrick's hat is funny because it's not really a hat – it's a bucket to play in the sand with.

Comprehension 1



MONITOR

Point to specific story frames and ask comprehension questions. For Frame 2, say: *What's she wearing?* (She's wearing a green hat. It's her favorite hat.) For Frame 4, point to the blue hat and say: *What color is it?* (It's purple.)

ASSIST

Replay Audio Track 98 as needed, and retell the story using simple language as you point to the pictures in the story frames. To check comprehension, say sentences from the story frames on one page. For example, say: *I'm wearing a green hat.* Have students look for the correct story frame, point to it, and then repeat the sentence.

Comprehension 2 WB p. 36/act. 4



4 Match. Then read and color.

- Have students read the story and point to the hats. Have students read again and match, then color the hats.

MONITOR

- Check answers as a class.

Comprehension 3



7 Look and match.

- Point to, read, and explain the directions. Have students look at the pictures of hats (a–d). Help them describe each

hat. Model and have students repeat: *It's a green hat.*

- Point to the child in Item 1. Together, find the child (Patrick) and his hat in the story (Frame 6). Read this story frame aloud and have students repeat.
- Help students find Patrick's hat (c) and draw a line to match it to Item 1. Students then complete the activity independently.

MONITOR

- Check answers as a class. (Answers: 1 c, 2 a, 3 d, 4 b)

Think BIG



Materials: Art supplies

21st Century Creative Thinking

- Draw on the board a hat that resembles a shoe, flower pot, bucket, or anything that is amusing. Point to one and say, e.g. *This is a funny hat. It's a green shoe.* Write these sentences on the board.
- Have students draw a funny hat of their own in the drawing box. Then invite students to come up and talk about their pictures using the sentences on the board as a guide.

MONITOR

- As they talk, check to make sure that students are using correct language to describe it.

CHALLENGE

Invite students to draw their favorite clothing items. Model the activity by drawing a favorite clothing item on the board. Say: *It's a green shirt. It's my favorite shirt.* Have students take turns describing their clothing items to a partner.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have read a story about favorite clothes.*

- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

Homework WB p. 36



Think BIG

- Have students look at WB Think BIG on page 36 and think about the clothes. They then circle the clothes that are the same.

Extra Application and Practice Activity

- Say a sentence about yourself and what you are wearing and write it on the board. Have students write sentences about themselves on slips of paper and collect them. Then display students' sentences on the board and, as a class, attempt to match the sentences to the students.

Story

I will read a story about favorite clothes.

98
6

Listen and read. What color is Patrick's hat?

My Favorite Hat!





7 Look and match.



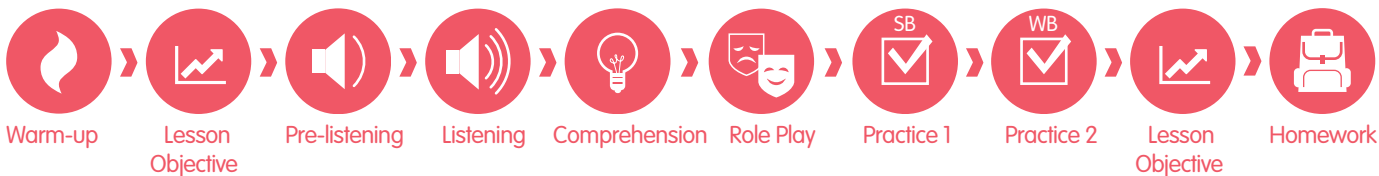
THINK BIG

Do you like wearing hats?
Draw a funny hat.
Then show the class.



Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about clothes.

Key Language

boots, hat, jacket, pants, shirt, shoes

big, small

Language in Action

I will listen to a dialog about clothes.

8 Listen and read. Then say.

Olivia: What's your brother wearing?
Mario: He's wearing a white shirt.
Olivia: His shirt is big.
Mario: Hey! That's not his shirt.
That's my shirt!



9 Look at 8. Role-play with a partner.

10 Listen and stick. Then say.



48 Unit 4

Warm-up



Materials: Dress-up clothes

- Ask students if they have ever worn their brother's or sister's clothes. Have them talk about whether the clothes were *too big*, *too small*, or *just right*. Explain what *too* means by drawing a stick figure on the board and drawing a hat that's *too big*, *too small*, and then *just right*.
- If possible, provide a variety of dress-up clothes for

students to try on. After a volunteer tries on a piece of clothing, ask: *Is it too big? Is it too small?* Students might enjoy playing dress-up and pretending they are grown-ups. They can pretend to dress up like their father, mother, or other adult in their family.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will listen to a dialog about clothes.*

- Students will practice listening skills through a dialog, use the language of the unit in context by acting out a conversation with a partner, and talk about family members. They will also do a sticking activity.

Pre-listening



- Point to the girl and the older boy. Introduce them as *Olivia* and *Mario* and tell students that they will hear Olivia and Mario talking about what Mario's brother is wearing.

Listening



8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 99 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear. Explain the meanings of any unfamiliar words.

Comprehension



MONITOR

Make statements based on the dialog and have students show thumbs-up for correct sentences and thumbs-down for incorrect sentences. Say: *His shirt is big.* (thumbs-up)

CHALLENGE

Ask comprehension questions about the dialog. Encourage students to answer using complete sentences. Say: *What's he wearing? He's wearing a big shirt. He's wearing a white shirt.*

Role Play



9 Look at 8. Role-play with a partner.

- Read the directions aloud and explain them to students. If possible, invite volunteers to wear the clothing in the dialog as you practice it with the class. To prepare students for the activity, give half the class the role of Olivia, and the other half the role of Mario. Say the dialog and have groups repeat. Then have groups switch roles. Have pairs say the dialog aloud and then switch roles.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 1



Materials: Stickers

10 Listen and stick. Then say.

- Help students find the Unit 4 stickers at the back of the Student's Book. Tell students they will listen to the audio and place stickers in the correct places, based on what they hear.
- Point to each sticker. Ask: *What's this?* Invite students to describe the clothing items using colors and *big* and *small*.

- Read the directions aloud. Play Audio Track 100. Model Item 1, showing students how to place the sticker in the correct place.
- Play the audio again and have students listen and place the remaining stickers.

MONITOR

Check to see that students understand the difference between *big* and *small* and that they have placed the stickers correctly. (Answers: *Girl: a big green hat and small red boots, Boy: small blue shoes and small brown pants*)

ASSIST

Adjective Placement: Show students a picture of a red shirt. On the board, write *It's a red shirt.* and read it aloud with students. Circle the word *shirt*. Underline the word *red*. Explain that in English, the describing word comes before the name of something. In many languages, such as Spanish, the describing word comes after the name of something, e.g. *camisa roja*.

Practice 2



WB p. 37/act. 5



5 Listen and √.

- Read the directions aloud and explain that the students need to listen and check the correct picture.
- Play Audio Track 101 and pause at the end of each dialog. Have students check the correct picture. Replay the audio as needed.

MONITOR

Walk around the room and check to see that students have correctly checked the pictures.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have listened to a dialog about clothes.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog.

Homework

WB p. 37/act. 6



6 Look, read, and circle.

- Direct students to WB Activity 6 on page 37. Ask them to look, and then read and circle the correct clothing items.

Extra Application and Practice Activity

Materials: Flashcards: Unit 4, clothing items

- Place the Flashcards in a pile, facedown. Invite a volunteer to choose one and look at it without showing it to the class. Have the volunteer act out putting on the piece of clothing. Elicit from an individual what he or she is wearing: *He's wearing a hat.* and have the class repeat.

Language in Action

I will listen to a dialog about clothes.



Listen and read. Then say.

Olivia: What's your brother wearing?

Mario: He's wearing a white shirt.

Olivia: His shirt is big.

Mario: Hey! That's not his shirt.
That's my shirt!



Look at 8. Role-play with a partner.



Listen and stick. Then say.



Grammar

I will learn to use *What are you wearing? I'm wearing a/an...*

What **are** you **wearing**?

I'm **wearing** a green hat.

What's he/she **wearing**?

He's/She's **wearing** red pants.



Listen and match.

1



2



3



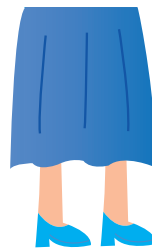
4



a



b



c



d



12

Ask and answer about your clothes.



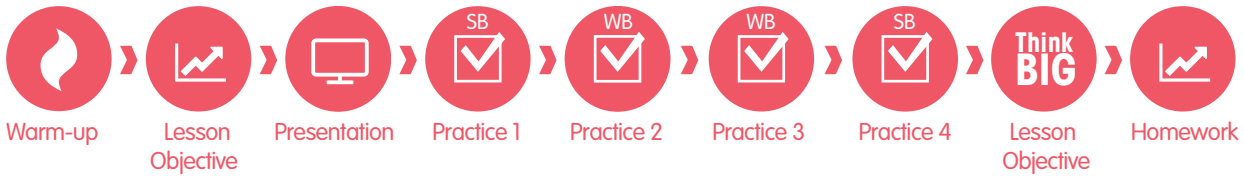
What are you wearing?

I'm wearing a green shirt and blue pants.



Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *What are you wearing? I'm wearing a/an...*

Key Language

What are you wearing?

I'm wearing a/an...

What's he/she wearing?

He's/She's wearing...

Grammar

I will learn to use *What are you wearing? I'm wearing a/an...*

What are you wearing ?	I'm wearing a green hat.
What's he/she wearing ?	He's/She's wearing red pants.

11 Listen and match.

1

2

3

4

a

b

c

d

12 Ask and answer about your clothes.

What are you wearing?

I'm wearing a green shirt and blue pants.

Unit 4 49

Warm-up

- Explain, model, and play *Simon Says*. (See *Game Bank*, page T132, for details.) Start by saying a clothing word using *Simon Says: Simon says everybody wearing a white shirt, stand up*. Have all students who are wearing the clothing item stand. Repeat for other clothing items. Have the person who wins (or a volunteer) take the next turn being Simon.
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use What are you wearing? I'm wearing a/an...*
- Students will use *What are you wearing? I'm wearing a/an...* and *What's he/she wearing? He's/She's wearing a/an....* to ask and answer questions about clothes.

Presentation

- Have students read the questions and answers in the

grammar box at the top of the page aloud (repeating after you). Point out that the question *What are you wearing?* is answered with *I'm wearing a/an...* and that the question *What is he/she wearing?* is answered with *He's/She's wearing...*

- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

ASSIST

Elicit two or three questions and answers from the students to illustrate these concepts and write them on the board. Draw arrows from the questions to the answers. Have students refer to these questions and answers as they do the activities in the lesson.

Practice 1



11 Listen and match.

- Read the directions aloud. Play Audio Track 102. Do Item 1 as a class and draw a line from the grandmother to the blue skirt (Item b). Continue playing the audio. Have students complete the activity with a partner.

MONITOR

Check answers as a class. (Answers: 1 b, 2 c, 3 a, 4 d)

Practice 2

WB p. 38/act. 7



7 Color and write.

- Read the directions aloud. Refer students to the grammar box to find the model questions and answers. Walk students through the first item, then have students complete the other items independently.

MONITOR

Check answers as a class.

Practice 3

WB p. 39/act. 8



8 Match. Then say. Use *He's wearing* or *She's wearing*.

- Read the directions aloud. Have students match the people to the clothes independently.
- Refer students to the grammar box at the top of the previous page. Read the model questions and answers aloud. Have pairs ask and answer questions about what the people are wearing. Then have them switch roles and repeat.

MONITOR

Check answers as a class.

Practice 4



12 Ask and answer about your clothes.

- Read the directions aloud. Point to the girl and then the boy as you read the dialog aloud. Have students point and repeat after you.
- Have partners ask and answer the question about the clothes they are wearing right now.

MONITOR

Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

Model how to replace words in the dialog with new vocabulary for students who are having difficulty. Use the grammar box on the page, and Flashcards for visual support.

Cognates: When learning English, explain that students can listen for and look for words that look or sound the same as words from their home languages.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to use* What are you wearing? I'm wearing a/an...

- Encourage awareness of what students have learned by quickly asking a few students about their clothes: *What are you wearing?* Students answer using *I'm wearing...*

Homework

WB p. 39/act. 9



9 What are you wearing? Write.

- Direct students to WB Activity 9 on page 39. Ask students to write about what they are wearing, using the words in the boxes.

Extra Application and Practice Activity

- Have students work in pairs and make up sentences about clothing that they are wearing. Have them ask and answer: *What are you wearing? I'm wearing...*
- Have the student who asks the question draw what the first student has said.
- Continue the activity. Have groups ask questions about what different students are wearing: *What's he/she wearing? He's/She's wearing...*

MONITOR

Check to make sure that students have accurately represented what their partners stated.

ASSIST

Have students listen to the item and draw it. Then ask students to repeat the sentences to listen for the color of the item.

CHALLENGE

Vary the activity. Have students use describing words to talk about clothing items – *big, small, long, short* – and then tell what color they are: *He's wearing big boots. They're blue.*

Extra Grammar Practice

WB Unit 4/ p. 101

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Lesson Objective

I will learn about weather and clothes.

Key Language

desert, jungle, mountains

cold, dry, hot, wet

Content Connection | Social Science

I will learn about weather and clothes.

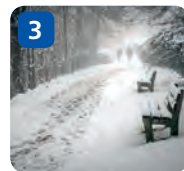
13 Look, listen, and repeat. Then say.



hot



wet



cold



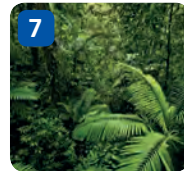
dry



mountains



desert



jungle

It's cold.

The mountains.

14 Listen and point. Is it wet in the desert?

It isn't ...

It is ...



THINK BIG

Where is she?
Draw and say.



Warm-up



Materials: Flashcards: Unit 4, clothing items

- Explain, model and play *Pictionary*. (See *Game Bank*, page T132, for details.) Invite a student to choose a Flashcard and begin to draw that item. Invite individuals to guess the item.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about weather and clothes.*
- Students will learn about the weather in different places, then ask and answer about appropriate clothing for each type of weather.

Presentation



13 Look, listen, and repeat. Then say.

- Read the directions aloud. Play Audio Track 103 once through without pausing and have students point to each picture as they hear the word.
- Play the audio again but this time pause after each word so that students can repeat it.
- Ask students if they have ever been in those types of places. Ask what it was like and what they wore.

MONITOR

- Check that students are pronouncing the words correctly and pointing to the correct pictures.

21st Century Global Awareness

- Talk about clothing styles in different parts of the world and how climate affects what people wear. Give examples.

Practice 1



14 Listen and point. Is it wet in the desert?

- Have students look at each picture and tell you what they see.
- Read the directions aloud and play Audio Track 104. Have students listen and follow along in their books.

MONITOR

- Ask the question: *Is it wet in the desert?* Students look at the pictures and find the answer. (*No. It's hot and dry.*)

Practice 2

WB p. 40/act. 10



10 Look and circle.

- Read the directions aloud. Invite a student to read aloud the words. Have the class repeat.
- Explain that students must look at the pictures, read the words, and then circle. Students work independently.

MONITOR

- Check answers as a class.

Think BIG



21st Century Critical Thinking

- Have students look at the picture of the girl and ask: *Is it hot? Is it dry? Is it cold? What's the weather like?* Elicit: *wet*. Read the directions aloud and invite students to give their own ideas about where the girl is. Then have students complete the drawing by adding their own background, rain, and clouds.
- If there's time, have students write one or two sentences about the picture in their notebooks, then invite students to read them to the class.

Video

Documentary U 04



- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about weather and clothes.*
- Encourage awareness of what students have learned by quickly asking them to name place, e.g. *jungle*, and describe the weather there.

Homework



P. T138
WB p. 40/act. 11



11 Find and write. Then listen and circle.

- Direct students to WB Activity 11 on page 40. Explain to them that they must follow the lines to find where each child is and write the words from the box, then listen to the audio and circle the answers correctly.

ASSIST

- Tell students that they can replay the audio as needed.

Think BIG

- Tell students that they must read the question, look at the picture, and circle the clothing items the girl is wearing.

Extra Application and Practice Activity

Materials: Clothing items, large bag or box

- Bring in real clothing items, such as a boot, dress, glove, hat, jacket, pants, shirt, shoe, skirt, blouse, etc. Place the items in a large bag or box so students cannot see them. Invite a volunteer to come up and, with eyes closed, take out an item, feel it, and guess what it is.
- After students guess, invite them to say sentences about the clothing item and where they might wear it. Model some sentences: *It's wet in the jungle. I'm wearing a blue hat.*

I will learn about weather and clothes.



Look, listen, and repeat. Then say.



1

hot



2

wet



3

cold



4

dry



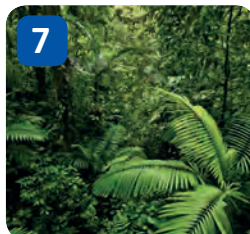
5

mountains



6

desert



7

jungle

It's cold.

The mountains.



Listen and point. Is it wet in the desert?

It isn't ...

It is ...



THINK BIG

Where is she?
Draw and say.



It's... I'm wearing...

Culture Connection | Around the World

I will learn about different hats around the world.



Look and listen. Circle **True** or **False**.

Useful Hats!



bush hat



conical hat



knit hat

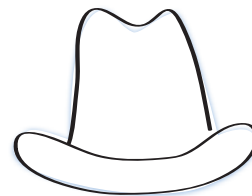
- | | | |
|------------------------------------------|------|-------|
| 1 A bush hat is good in hot weather. | True | False |
| 2 A conical hat is good in cold weather. | True | False |
| 3 A knit hat is good in wet weather. | True | False |

16 Draw yourself wearing a useful hat. Then talk with a partner.



What are you wearing?

I'm wearing a knit hat.



THINK BIG

When do you wear a hat? Tell a friend.

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about different hats around the world.

Key Language

bush hat, conical hat, knit hat, weather
useful

Culture Connection | Around the World

I will learn about different hats around the world.

15 Look and listen. Circle **True** or **False**.

Useful Hats!

bush hat **conical hat** **knit hat**

- | | | |
|------------------------------------------|------|-------|
| 1 A bush hat is good in hot weather. | True | False |
| 2 A conical hat is good in cold weather. | True | False |
| 3 A knit hat is good in wet weather. | True | False |

16 Draw yourself wearing a useful hat. Then talk with a partner.

What are you wearing?

I'm wearing a knit hat.

THINK BIG

When do you wear a hat? Tell a friend.

Warm-up



- Do a “picture” dictation. Say a phrase, and encourage students to draw it. Monitor and check. Say: *A small orange hat. A big red and blue hat, etc.*

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about different hats around the world.*
- Students will learn about different hats, then talk about useful hats with a partner.

Pre-Listening



- Ask students to look at the different hats in the picture. Point to each picture and name each word. Have students repeat.
- For each picture, ask the students: *Why is he wearing a bush hat/conical hat/knit hat?* To prompt further, ask: *What’s the weather like? Is it hot? Is it cold? Is it wet? Is it dry?* Read the title aloud: *Useful Hats*. Check that students understand *useful*.

Listening



15 Look and listen. Circle True or False.

- Read through sentences 1-3 with students and encourage them to predict the answer for each sentence, *True or False*.
- Read the directions aloud. Play Audio Track 106. Have students listen and circle *True or False*.

MONITOR

- Play the audio one more time for students to check their answers. Check answers as a class. (*Answers: 1 True, 2 False, 3 False*)

Practice



16 Draw yourself wearing a useful hat. Then talk with a partner.

- Ask students to color and decorate the hat in the frame. When they finish, ask them to draw themselves in the space provided.
- When students finish, have them share their work with their classmates.

ASSIST

- Walk around as students are drawing and make sure they know how to describe their drawings. Help them with any new vocabulary they need.

Think BIG



21st Century Communication

- Ask students to work in small groups and discuss the question, *When do you wear a hat?* Tell them to agree on one answer. Then ask a member of each team to share their answer with the class.

ASSIST

- If students have difficulty understanding how to answer, write statements such as *I wear a hat when it’s raining. I wear a hat on sunny days.* and explain the differences in the statements.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today I have learned about different hats around the world.*
- Encourage awareness of what students have learned by quickly eliciting some different types of hats.

Extra Application and Practice Activity

Materials: Poster paper, magazines

- Have groups of students create a poster of different kinds of hats. Distribute some magazines, poster paper, scissors, and glue. Encourage groups to present their poster to the class.

MONITOR

- Check to see that students have followed directions, are using new vocabulary words, and are forming complete sentences as they present their posters.

Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *o*, *k*, *ck*.

Phonics | *o*, *k*, *ck*

I will learn to use the sounds *o*, *k*, *ck*.

107 Listen, look, and repeat.
1 *o* 2 *k* 3 *ck*

108 Listen and find. Then say.

 **kid**  **sock**  **on**

109 Listen and blend the sounds.

1 p-o-t pot 2 k-i-t-e kite 3 n-e-ck neck
4 k-i-ck kick 5 d-o-g dog 6 p-i-ck pick

110 Underline *o*, *k*, and *ck*. Then listen and chant.

Put on your socks,
Put on your shorts.
Kick the ball,
Kick, kick, kick!



52 Unit 4

Warm-up



Materials: Index cards, word cards from previous units

- Review the sounds from Units 2 and 3 using index cards with just the sounds on (*i*, *s*, *b*, *d*, *e*, *c*, *g*, and *m*) and the equivalent 20 word cards that you made for those lessons (*in*, *sit*, *bat*, *dad*, *is*, *pin*, *bad*, *dip*, *sad*, *it*, *pen*, *cap*, *gas*, *map*, *pet*, *cat*, *get*, *mat*, *wig*, and *bed*). Place them all facedown on a table. Explain, model, and play

Find it! in pairs. (See *Game Bank*, page T132, for details.) Invite pairs to play against each other. Once a matching pair has been found, students must say the word. Repeat with different volunteers.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the sounds o, k, and ck.*

- Students will identify the letters and distinguish between the sounds individually and as part of words.

Presentation

17 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 107 and have students listen and point to each sound as it is said. Have students repeat.

MONITOR

As students repeat, check they are pointing to the correct sound and listen for correct pronunciation.

Practice 1 P. T138 108

18 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 108 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

ASSIST

Discriminating Between Similar Sounds: Play a listening game to help students discriminate between similar sounds. Say a pair of words or the same words, each one having the target sounds in the same place, e.g. *goat/coat, goat/goat, coat/coat*. Have students listen for the beginning sounds. If the words are the same, students stand up. If the words are different, they remain seated.

Practice 2 WB p. 41/act. 12

12 Find and circle o, k, and ck.

- Read the directions aloud. Have the students work individually to find and circle the letters.

MONITOR

Check students are circling the correct letters. Have them compare their answers in pairs.

Practice 3 WB p. 41/act. 13

13 Read and circle o, k, and ck.

- Read the directions aloud. Have the students work individually to read the words and circle the letters.

MONITOR

Check students are circling the correct letters. Check answers as a class.

Practice 4 109

19 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 109 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

Practice 5 WB p. 41/act. 14

14 Match the words with the same sounds.

- Read the directions aloud. Walk through item 1 as a class, eliciting that the word has the same o sound as c (dog).
- Have the students match the words individually.

Practice 6 110

20 Underline o, k, and ck. Then listen and chant.

- Read the directions aloud. Read aloud the chant, while students follow in their books. Find the first word with o together (*on*) and have students underline it. Have students continue finding and underlining the other words with o independently. Remind them that the letter might be in the middle or even at the end of a word. Repeat for *k* and *ck*.
- Play Audio Track 110 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and the correct use of language. Check answers as a class. (Answers: o – *on, your, socks*; k – *socks, kit, kick*; ck – *socks, kick*)

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds o, k, and ck.*
- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *pot, neck, and pick*).

Homework WB p. 41/act. 15

15 Listen and chant.

- Direct students to WB Activity 15 on page 41. Read the directions aloud. Explain to students that they must listen and chant along.

Extra Application and Practice Activity

Materials: Index cards

- Explain, model and play *Whisper, Go, Touch*. (See *Game Bank*, page T132.) Use index cards to make ten word cards for the sound words in the lesson (*kid, sock, on, pot, kit, neck, kick, dog, pick, your*) and display them at the front of the classroom. Have students form into lines of four. Sound out one of the words by whispering into the first person's ear: *c-a-t*. Have students pass this down the line in the same way to the last student. The last student should go to the front and touch the "cat" word card. Play until everyone has had a turn.

I will learn to use the sounds o, k, ck.

107 Listen, look, and repeat.

1 o

2 k

3 ck

108 Listen and find. Then say.



kid



sock



on

109 Listen and blend the sounds.

1 p-o-t pot

2 k-i-t-e kite

3 n-e-ck neck

4 k-i-ck kick

5 d-o-g dog

6 p-i-ck pick

110 Underline o, k, and ck. Then listen and chant.

Put on your socks,
Put on your shorts.
Kick the ball,
Kick, kick, kick!



Values | Respect all cultures.

I will learn to talk about clothes from different cultures.

21 Listen and number. Then say.



They're wearing traditional clothes from Guatemala.



They're wearing traditional clothes from the Philippines.



They're wearing traditional clothes from Kenya.

22 Look at 21. Ask and answer.



What are they wearing?

They're wearing orange and green blouses



THINK BIG

Do people wear traditional clothes in your country? What do they wear?



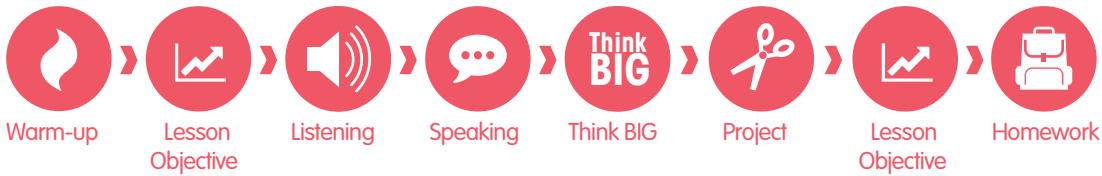
Project

23 Make a Traditional Clothes collage.



Values Lesson

Lesson Flow



Lesson Objective

I will learn to talk about clothes from different cultures.


Key Language


They're wearing traditional clothes from Guatemala.


Values | Respect all cultures.

I will learn to talk about clothes from different cultures.


21 Listen and number. Then say.


a  They're wearing traditional clothes from Guatemala.

b  They're wearing traditional clothes from the Philippines.

c  They're wearing traditional clothes from Kenya.

22 Look at 21. Ask and answer.


 What are they wearing?

 They're wearing orange and green blouses

THINK BIG Do people wear traditional clothes in your country? What do they wear?

Project

23 Make a Traditional Clothes collage.



Unit 4 53

Warm-up

- Review names for items of clothing by calling out different clothing items from this unit. Have all the students stand up. Say: *Sit down if you're wearing a blouse.* If students are wearing that item, have them sit down. Repeat with all items. Then do the activity again, saying sentences which contain clothing items and a color. Say: *Sit down if you're wearing a red shirt.*
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about clothes from different cultures.*
- Students will learn about traditional clothing from Guatemala, the Philippines, and Kenya and the importance of respecting all cultures through the listening activity, and then they will think about what learning about and respecting different cultures means to them through a Project.



Materials: World map or globe

21 Listen and number. Then say.

- Use the world map or globe and invite students up to find and point out these three countries, Guatemala, the Philippines, and Kenya. Say: *People in different cultures wear different clothes.*
- Tell students that every country has clothes that are worn every day and clothes that are worn for special occasions or holidays – called *traditional clothes*.
- Read the directions aloud. Play Audio Track 112. Have students listen, point to the clothing items in the pictures, and read the text.
- Replay the audio and number Item 1 with students (b). Have students complete the activity independently.

MONITOR

Check that students are completing the activity correctly by walking around the class. (Answers: a 2, b 1, c 3)

Speaking



22 Look at 21. Ask and answer.

- Read the directions aloud. Explain that students will ask and answer questions about the pictures in Activity 21.
- Divide the class into groups and then model the dialog on the page. Have one group read the girl's part after you and the other group the boy's part. Then have them switch parts.
- In pairs, students ask and answer about the traditional clothing using the dialog as a guide.

MONITOR

Check that they are describing the clothes in the pictures.

ASSIST

Help students describe clothes by reminding them of colors and adjectives learned in this unit.

CHALLENGE

Ask students to extend the activity by including the names of the countries and the words *traditional clothes* in their dialog.

Think BIG



Materials: Pictures of traditional clothing from different countries

21st Century Global Awareness

- Discuss with students what people wear as traditional clothing in their country/countries. Help them to identify and name the clothing items. Write on the board different kinds of traditional clothing they know, e.g. *kilt, turban, sarong*. Bring in pictures to help.



Materials: Magazines, art supplies

23 Make a Traditional Clothes collage.

- Read the directions aloud. Explain that a collage is a group of different pictures. Divide the class into groups. Help groups choose a country or several countries. Show pictures of different cultures and or clothing. If there is time, show students how to find pictures of different countries' clothing using the computer. Have students draw or cut out their pictures from magazines and use them to make a collage.

MONITOR

Check to make sure that students are choosing traditional clothing from the countries discussed.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to talk about clothes from different cultures.*

- Encourage awareness of what students have learned by quickly eliciting from a few students why respecting all cultures is important.

Homework

WB p. 42/act. 16 & 17



16 Look, read, and write.

- Direct students to WB Activity 16 on page 42. Read the directions aloud. Explain to the students that they need to look at the picture, read, and then write the words.

17 Draw.

- Direct students to WB Activity 17 on page 42. Read the directions aloud. Explain to the students that they need to draw a picture of them wearing traditional clothes.

Extra Application and Practice Activity

21st Century Global Awareness

- Continue Activity 23. Explain that we learn about different cultures so we can understand and respect them. Show one of the completed collages to the class. Use language from the lesson to show respect for the culture – for example: *Look! They're from Guatemala. I like their colorful blouses.* Have students repeat.
- Have the same groups work together. Have them practice presenting their collages to the class. When groups are ready, help them with language and vocabulary as they show and explain their collages.

Review Lesson 1 | Vocabulary and Grammar

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review | Vocabulary and Grammar

24 Listen and ✓.

1 a 	b 	c 
2 a 	b 	c 
3 a 	b 	c 
4 a 	b 	c 

25 Look and write. boots jacket pants shirt

			
1 _____	2 _____	3 _____	4 _____

I Can

- use words for clothes and footwear.

54 Unit 4

Warm-up



- Use the pictures on pages 54 and 55 of the Student's Book to review key vocabulary and the words *he*, *she*, *it*, *small*, *big*, *long*, and *short*, as well as colors. Choose a picture, say an incorrect color or item of clothing, and have students correct you, saying the correct color or item of clothing.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*
- Students will review clothing items by doing activities that involve listening and checking, and looking and writing.
- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Practice 1



Materials: Flashcards: Unit 4, clothing items

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 94, (the song with the lyrics). Have students follow along and join in the chant.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 95). You could use Flashcards to encourage students to sing other clothing items names that aren't in the song.

Practice 2



24 Listen and ✓.

- Read the directions aloud and explain that students will hear a description and check the matching picture.
- Play Audio Track 113 and do the first item together as a class. Then have students complete the activity independently.

MONITOR

Play the audio one more time for students to check their work. (Answers: 1 c, 2 c, 3 b, 4 a)

ASSIST

If students are having difficulty with vocabulary, go back and review the clothing items on page 44.

Critical Thinking: Encourage students to anticipate what a test question will be about. Helping students focus on the most important information will help them be successful when doing the task, which will then lead to added confidence.

Practice 3



25 Look and write.

- Read the directions aloud and explain them. Have students look at the pictures. Ask volunteers to tell you what they see. Have students write the words from the box on the lines below the pictures.

MONITOR

Check answers as a class. (Answers: 1 pants, 2 boots, 3 jacket, 4 shirt)

CHALLENGE

Invite volunteers to spell the words for the class. Encourage the class to guess the words.

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statement aloud. Explain that students should think about how well they know the language in the


unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 4 Practice Tests in the Assessment Pack.

WB Unit 4/p. 101

- Direct students who need help with grammar in particular to the Unit 4 Extra Grammar Practice (Workbook, page 101).
- For further vocabulary work, students can access  games in the Big English Student World.

Homework

WB p. 43/act. 18



18 Look and write.

- Direct students to WB Activity 18 on page 43. Read the directions aloud. Have students look at the pictures and write the words from the box.

Extra Application and Practice Activity

Materials: Art supplies

- Model and explain how to make a *My Favorite Clothes Book*. Show students how to fold a piece of paper in half, and in half again, so that it becomes a small book. *Write My Favorite Clothes* on the cover. Have students draw and color three pictures of themselves wearing their favorite clothing items. Then invite them to come up and share their books with the class. Encourage students to use complete sentences: *I'm wearing my blue dress and black shoes. I'm wearing green and white gloves. They're my favorite.*

MONITOR

Walk around the room and identify students who are having difficulty coming up with ideas for their book or need help sharing their books.

ASSIST













Offer sentence frames to students who are having difficulty sharing their books with the class.

Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 4 Unit Test in the Assessment Pack.

113
24

Listen and ✓.

1 a  <input type="checkbox"/>	b  <input type="checkbox"/>	c  <input type="checkbox"/>
2 a  <input type="checkbox"/>	b  <input type="checkbox"/>	c  <input type="checkbox"/>
3 a  <input type="checkbox"/>	b  <input type="checkbox"/>	c  <input type="checkbox"/>
4 a  <input type="checkbox"/>	b  <input type="checkbox"/>	c  <input type="checkbox"/>

25

Look and write.

boots jacket pants shirt



1 _____ 2 _____ 3 _____ 4 _____

I Can

- use words for clothes and footwear.



26 Work in two pairs. Ask and answer.



27 Work in two groups. One group looks away and answers the teacher. Score 1 point for each correct answer.



Take turns. Which group remembers the most?

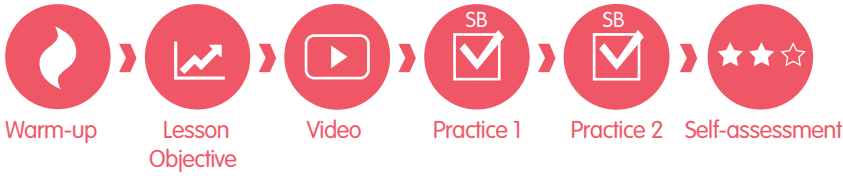
I Can

- say what I am wearing.
- ask and answer about what people are wearing.



Review Lesson 2 | Speaking

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review | Speaking

26 Work in two pairs. Ask and answer.

27 Work in two groups. One group looks away and answers the teacher. Score 1 point for each correct answer.

Take turns. Which group remembers the most?

I Can

- say what I am wearing.
- ask and answer about what people are wearing.

Unit 4 55

Warm-up



Materials: Flashcards: Unit 4, clothing items; Unit 3, colors; dress-up clothes

- Use the Flashcards to review key vocabulary, language and grammar. Include a quick review of colors as well.
- Invite a volunteer to put on some dress-up clothes and have students look at him or her for five seconds. Then have them close their eyes and ask a volunteer to describe what the student is wearing. Prompt them to include size and color words in their descriptions by saying: *Color? Size?* Then they open their eyes to check.

- Then have two students dress up at the same time and see if students can remember what both were wearing. Repeat the activity with three students.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*
- Students will review the words and structures of the unit through a variety of activities that involve having a conversation and playing a game. Then students will

complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Video Drama U 04



- Refer to Video Guide for pre-watching and post-watching activities.

Practice 1



26 Work in two pairs. Ask and answer.

- Read the directions aloud. Divide the class into two groups. Have Group 1 ask the questions and Group 2 answer the questions.
- Explain that the students are talking about other students in the picture. Help them find and point to Emily in the picture (bottom left). Help them find Michael (top left).
- Put students in pairs and have two pairs work together to practice the dialogs and point to the correct student in the picture when they say the response.

MONITOR

Walk around and listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

Point to each word in the speech bubbles as you say it aloud and have students repeat after you. If there are naming words, action words, or colors, and describing words that can be substituted or changed in a dialog, show students Flashcards or objects to cue the changes. When students are familiar with the language, encourage them to think of their own modifications and share them with the class.

Practice 2



27 Work in two groups. One group looks away and answers the teacher. Score 1 point for each correct answer.

- Play the game with students. Divide the class into two groups. Model the dialog in the picture. Alternate asking similar questions to each group, e.g. *What's (Alice) wearing?* The other group responds, e.g. *She's wearing a yellow shirt and green pants.* Groups score one point for each correct answer.

MONITOR

Check students' responses to make sure that they are describing their classmates' clothing correctly.

ASSIST

Make sure that students who are having difficulty have opportunities to participate by asking them questions such as: *Is she wearing a yellow shirt?*

21st Century Critical Thinking

- Add a twist to the game and ask students to think about how their clothes might change if the weather changes. Model: *Now it's raining. What's she wearing?*

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 4 Practice Tests in the Assessment Pack.

WB Unit 4/p.101

- Direct students who need help with grammar to the Unit 4 Extra Grammar Practice (Workbook, page 101).
- For further vocabulary work, students can access games in the Big English Student World

Extra Application and Practice Activity

- Play an alternative version of the game in Activity 27. Divide the class into two groups. Have a group create a sentence about what a student in the room is wearing. Model: *He's wearing blue pants and a black shirt.* Invite the other group to guess who is being described. Model: *Is it Juan?*

MONITOR

Listen for correct pronunciation and appropriate intonation.

Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 4 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



Busy at Home

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Objectives

Reading

Can understand basic sentences naming familiar everyday items, if supported by pictures.

Can understand basic sentences describing familiar everyday items (e.g. color, size), if supported by pictures.

Can recognize key words and basic phrases in short, simple cartoon stories.

Listening

Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.

Can understand basic information about someone else's house or flat.

Can recognize familiar words and phrases in short, simple songs or chants.

Can understand the letters of the alphabet by their names.

Speaking

Can answer simple questions about where people or things are, using basic phrases.

Can take part in basic games that use fixed expressions or rhymes.

Writing

Can use an apostrophe when writing contractions (e.g. *I'm, We're*).

Can write the letters of the alphabet in lower case.

Grammar

Can construct questions and answers to ask where someone is.

Unit Projects

Family Connection

Have students work with a family member to take pictures or do drawings of different rooms in their homes. Have students share their pictures with a partner and use the words they have learned to tell you what they do in each room. Then invite individual students to show the class a room and ask the class what they do in that room.

Key Language

Key Vocabulary

Home activities

brushing my teeth reading
combing my hair talking on the phone
drawing washing
drinking
making lunch
taking a bath
eating
playing

Rooms in the house:

bathroom
bedroom
dining room
kitchen
living room

Expressions

I'm busy.
He's washing the dishes.
She's drying the dishes.
She's cleaning her room.
She's helping her parents.

Content Words

circle apartment
rectangle home
shape Hong Kong
square houseboat
triangle lighthouse
Maine
Mongolia
Paris
yurt

Grammar/Structures

Where's Dylan?

where is = where's

He's in the dining room.

he is = he's

Where's Pam?

she is = she's

She's in the living room.

I am = I'm

Where are you?

I'm in the bedroom.

Phonics

The sounds: *u, f, ff*

Rooms Bulletin Board

Make a *Rooms* bulletin board collage with the pictures or drawings that students bring in of the rooms in their homes. Place the title *At Home* in the middle of the bulletin board. Make cards with actions that can be done in each room. Invite students to pin them in the appropriate spot on the board.

Cut out the *circle*, *triangle*, *rectangle*, and *square* shapes from card and invite students to post them on the board near the pictures in which they see the shapes.

Vocabulary Lesson

Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective

Lesson Objective

I will learn to name home activities.

Key Language

brushing (my) teeth, combing (my) hair, drawing, drinking, eating, making lunch, playing, reading, taking a bath, talking on the phone, washing

5

Busy at Home

Vocabulary

I will learn to name home activities.



Song Time!



1 Listen, look, and say.



1 brushing my teeth



2 combing my hair



3 reading



4 taking a bath



5 making lunch



6 washing



7 playing



8 talking on the phone



9 eating



10 drawing



11 drinking



2 Play the acting game.

Warm-up



- Have students work in pairs. Tell them to look at page 56 and talk about the pictures. Then expose them to the unit target language by miming things you do in the morning before you come to work: *brushing your teeth, combing your hair, eating, washing* and during the day: *making lunch, reading, talking on the phone, taking a bath, playing, drawing, drinking*. Say each expression as you perform the action. Have students copy your actions.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to name home activities.*

- Use 2–3 Flashcards to remind students what they already know and elicit a few names of home activities.
- Students will name and identify different home activities.

Song Time



Materials: Flashcards: Unit 5, home activities

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. The students will only hear the words at this point. They will not see the text of the song.

Presentation



1 Listen, look, and say.

INVOLVE

- Have students look at the pictures. Say: *I'm brushing my teeth*. Check to see that they understand all the actions by inviting students to mime each one.
- Read the directions aloud. Play Audio Track 115. Have students listen, point to each item, and say the word.
- Choosing different students say: *Number one. I'm...* and have the student complete the sentence. Do this for all actions and until all students have had a chance to speak.

MONITOR

Check to see that students are pointing to the correct pictures.

ASSIST

Replay the audio as needed, while students mime the actions, until you are sure they have learned them.

Practice

WB p.44/act. 1



1 Look, read, and match.

- Read the directions aloud. Explain to the students that they will match the sentences with the people in the picture.
- Have students work independently, and then compare answers with a partner. Ask students to read the sentences aloud.

MONITOR

Check answers as a class.

Game



Materials: Flashcards: Unit 5, home activities

2 Play the acting game.

- Divide students into two teams. Stand in front of the first team and hand them the Flashcards. Mime one of the actions, e.g. *brushing your teeth*. The team have to find the correct Flashcard, hold it up, and say the action.
- Repeat with the second team and alternate until all the actions have been said twice.
- Students can also take turns miming an action for the teams to guess.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to name home activities.*
- Encourage awareness of what students have learned by quickly eliciting the names of home activities.

Extra Application and Practice Activity

- Give students a piece of paper. Show them how to fold the paper into four sections. In each section, have them draw two actions they do before school and two they do after school. In pairs, invite students to name the actions as they share the pictures they drew.

MONITOR

Check that students are naming the actions correctly as they show their drawings.

5

Busy at Home

Vocabulary

I will learn to name home activities.



Song Time!



Listen, look, and say.



1 brushing my teeth



2 combing my hair



3 reading



4 taking a bath



5 making lunch



6 washing



7 playing



8 talking on the phone



9 eating



10 drawing



11 drinking



Play the acting game.

Song

I will learn to ask and answer questions about home activities.

116 117
3

Listen and sing. Then look at 1 and find.

What Are You Doing?



I'm brushing my teeth.
I'm combing my hair.
I'm busy. I'm busy.
What are you doing?

I'm eating my breakfast.
I'm washing my face.
I'm busy. I'm busy.
What are you doing?

I'm talking on the phone.
I'm making my lunch.
I'm busy. I'm busy.
What are you doing?

Chorus



118
4

Listen and say **yes** or **no**.

1



2



3



5

Look at 4. Ask and answer.



What are you doing?

You're Number 1!

I'm eating.



**THINK
BIG**

Why do we brush our teeth?
Why do we eat?

Song Lesson

Lesson Flow



Warm-up



Lesson Objective



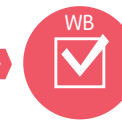
Listen and Sing



Practice 1



Speaking



Practice 2



Think BIG



Lesson Objective



Homework

Lesson Objective

I will learn to ask and answer questions about home activities.

Key Language

brushing my teeth, combing my hair, drawing, drinking, eating, making lunch, playing, reading, taking a bath, talking on the phone, washing

Song

I will learn to ask and answer questions about home activities.

116 117

3 Listen and sing. Then look at 1 and find.

What Are You Doing?



I'm brushing my teeth.
I'm combing my hair.
I'm busy. I'm busy.
What are you doing?

I'm eating my breakfast.
I'm washing my face.
I'm busy. I'm busy.
What are you doing?

I'm talking on the phone.
I'm making my lunch.
I'm busy. I'm busy.
What are you doing?

Chorus



118

4 Listen and say yes or no.

1



2



3



5

Look at 4. Ask and answer.



What are you doing?

You're Number 1!

I'm eating.



THINK BIG

Why do we brush our teeth?
Why do we eat?

Unit 5 57

Warm-up



- Bring a volunteer to the front of the class. Whisper in his or her ear an action and have him or her mime it in front of the class. The first student who calls out the correct action comes to the front and the volunteer whispers an action in this student's ear. Continue until all students have had a turn whispering and miming.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask and answer questions about home activities.*
- Students will sing a song and talk about home activities.

Listen and Sing



3 Listen and sing. Then look at 1 and find.

- Teach the word *busy* and review the actions by miming each action. Say: *I'm busy. I'm brushing my teeth.*
- Read the directions aloud. Play Audio Track 116. Have students listen and read the song lyrics silently.
- Replay the audio. Mime the actions as you hear them in the song: *brushing my teeth, combing my hair, etc.* Encourage students to mime and sing along.
- Ask students to look at Activity 1 and find the actions that are not in the song.

MONITOR

Listen for correct pronunciation and intonation. Check answers as a class. (*Answers: The words not mentioned in the chant are: drawing, drinking, reading, taking a bath, playing*)

Practice 1



4 Listen and say yes or no.

- Look at the pictures and have students name the three actions (*eating, taking a bath, reading*).
- Read the directions aloud. Play Audio Track 118. Pause after each action and have students repeat.
- Play the audio again, pausing after each action to invite students to call out *yes* if the action mentioned is the same as the one in the picture and *no* if it isn't.

MONITOR

Check answers with students. (*Answers: 1 no, 2 yes, 3 no*)

Speaking



5 Look at 4. Ask and answer.

- Read the dialog aloud and have students repeat after you.
- In pairs, students ask and answer about the pictures in Activity 4, using the dialog as a guide.

MONITOR

As students talk, listen for proper pronunciation, appropriate intonation, and correct use of language.

CHALLENGE

Repeat the activity using the pictures in Activity 1. Encourage students to substitute specific actions by writing actions on the board or miming them.

Practice 2

WB p. 45/act. 3



3 Draw.

- Read the directions aloud. Ask the students to draw the actions. Students work independently. Get feedback from the class.

Think BIG



21st Century Health Literacy

- Read the directions aloud. Discuss the questions as a class. Help them to put together simple answers in English, e.g. *to keep our teeth clean; to be healthy.*

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer questions about home activities.*
- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which home activities they heard.

Homework



WB p. 45/act. 2



2 Listen and write. Then sing.

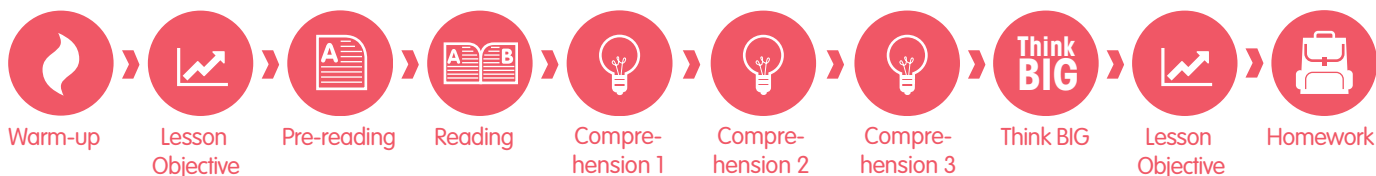
- Direct students to WB Activity 2 on page 45. Read the directions. Explain to students that they must listen to the song and write the words from the box. Encourage them to sing the song.

Extra Application and Practice Activity

- Play a game with students. Say two of the actions from Activity 1 and mime them. After modeling, invite students to play. As students become more proficient, say an action but mime the wrong one and have students correct you.

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about home activities.

Key Language

drawing, making lunch, playing, reading, talking on the phone

Story

I will read a story about home activities.

6 Listen and read. What's Patrick drawing?

Fun at Home



7 Look at the story. Circle.

1 Who is playing?



2 Who is making lunch?

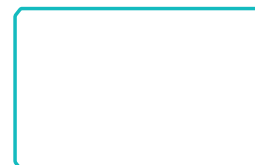


3 Who is drawing?



THINK BIG

What do you like doing at home? Draw.



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Warm-up



Materials: Flashcards: Unit 5, home activities

- Explain the *Sequence Game*. (See *Game Bank*, page

T132, for details.) Place three (or more) Flashcards on a table or in front of students. For larger classes, display the cards at the front of the room. Name each card. Then mix up the cards and display them again. Invite a volunteer to place the Flashcards in the order in

which you said them and to name each one. Allow the volunteer to repeat the game with another student.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will read a story about home activities.*

- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

Pre-reading

- Have students look at the pictures in the story frames and identify actions that they know (*playing, talking on the phone, reading, making lunch*).
- Point to and read the title aloud. Explain that *home* is another word for *house* and that we use it when we are talking about where we live.

Guided Prediction: Have students predict what they think the story will be about. Explain that this story is about Mom, Patrick, and Patrick's brother, and what each of them is doing at home.

Reading

6 Listen and read. What's Patrick drawing?

- Read the directions aloud. Play Audio Track 120 and have students listen and read silently.
- Ask the question: *What's Patrick drawing?* Have students find and point to Frame 6 in their books and tell you the answer (*a picture of his mom*).
- Replay the audio. Point to each story frame as students follow along.
- Ask students if they *play, make lunch, and read*. Help them to relate the story to their own lives.

Comprehension 1

MONITOR

Ask questions to check for understanding, e.g. Frame 1: *What's Patrick doing?* (He's playing.) Frame 2: *What's Mom doing?* (She's talking on the phone.)

Comprehension 2

WB p. 46/act. 4

4 Read and write.

- Have students read the story and point to the home activities. Have students read the questions and write the correct activity.

MONITOR

Check answers as a class.

Comprehension 3

7 Look at the story. Circle.

- Read the directions aloud. Complete Item 1 with

students. Point to Frame 1 in Activity 6. Ask: *Who is playing?* Have students identify the characters. Check to see that students have circled the two boys.

- Read and clarify the question aloud for each item. Have students repeat the question and then work in pairs to complete the activity.

MONITOR

Check answers as a class. (Answers: 1 Patrick and Tim, 2 Mom, 3 Patrick and Tim)

Think BIG

21st Century Creative Thinking

- Ask students what they like to do at home.
- Have them draw a picture of their favorite thing to do at home in the drawing box, and then invite students to tell you as much as they can about their picture.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have read a story about home activities.*

- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

Homework

WB p. 46

Think BIG

- Direct students to WB Think BIG on page 46. Have students read the question and think. They then write and draw what they and their friend are doing.

Extra Application and Practice Activity

21st Century Communication

- Ask students to tell you who their favorite story character is and why they like them. Give a few examples and have students repeat: *Mom is my favorite. Mom makes lunch. I like lunch. Patrick is my favorite. I like drawing, too!*

MONITOR

Check to make sure that students talk about the characters and not about the story events.

ASSIST

Assist and review story language as necessary. Provide sentence starters for struggling students.

CHALLENGE

Ask students to describe to a partner what he or she is doing in the story. Then have students guess which character is his or her partner's favorite, based on the clues they have heard, e.g. *My favorite character is making lunch.* (Mom)

Story

I will read a story about home activities.



Listen and read. What's Patrick drawing?

Fun at Home





7 Look at the story. Circle.

1 Who is playing?



2 Who is making lunch?



3 Who is drawing?



What do you like doing at home? Draw.



Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about home activities.

Key Language

brushing my teeth, combing my hair, drawing, drinking, eating, making lunch, playing, reading, taking a bath, talking on the phone, washing

bathroom, bedroom, dining room, kitchen, living room

Language in Action

I will listen to a dialog about home activities.

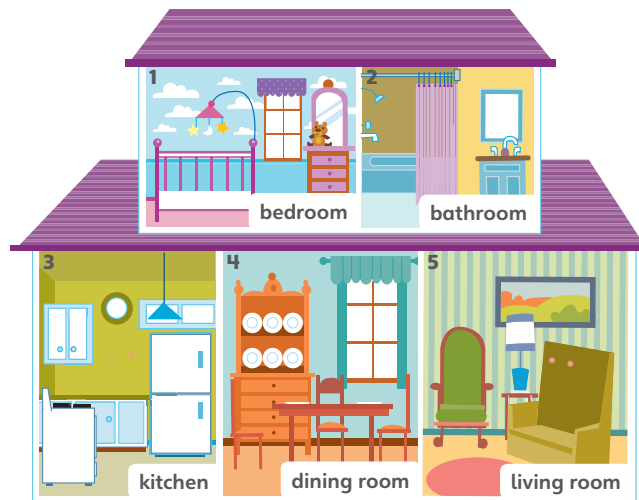
8 Listen and read. Then say.

Mrs. Miller: Hi, Grace.
Grace: Hi, Mrs. Miller. Where's Andrea?
Mrs. Miller: She's in the living room.
Grace: What's she doing?
Mrs. Miller: She's doing her homework.



9 Look at 8. Role-play with a partner.

10 Listen and stick. Then say.



60 Unit 5

Warm-up



Materials: Flashcards: Unit 5, rooms of the house

- Show the Flashcards: bathroom, bedroom, dining room,

kitchen and living room to the class one by one and elicit the words. Have the students repeat. Then place the Flashcards on a table. Invite a student to come up, choose a card, and act out what he or she normally does in the chosen room. Then select another student

to guess which room the student is in. If the student is right, he or she can choose the next card. If not, then select another student to guess until someone guesses right.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will listen to a dialog about home activities.*

- Students will practice listening skills through a dialog, use the language of the unit in context by acting out a conversation with a partner, and stick stickers.

Pre-listening

- Point to the girl and the woman. Introduce them as *Grace* and *Mrs. Miller* and tell students that they will hear Grace and Mrs. Miller talking about home activities, and say where people are in a house.

Listening



8 Listen and read. Then say.

- Read the directions aloud and explain that students will listen to a dialog. Play Audio Track 121 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

Comprehension

MONITOR

Say sentences about the dialog to check for understanding. Ask students to show thumbs-up for correct sentences and thumbs-down for incorrect sentences. Say: *Andrea is doing her homework.* (thumbs-up)

ASSIST

To help students better understand the dialog, say and role-play it for them.

Role Play

9 Look at 8. Role-play with a partner.

- Read and explain the directions aloud.
- Give pairs the roles of Mrs. Miller and Grace. Have pairs say the dialog and then switch roles.

MONITOR

As students work, walk around the room. Listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 1



Materials: Stickers

10 Listen and stick. Then say.

- Have students find the Unit 5 stickers at the back of

their Student's Book. Point to each picture and sticker and invite students to name the rooms in the house.

- Read the directions aloud. Play Audio Track 122 and have students listen and place the stickers in the correct rooms.

MONITOR

Check to make sure that students are placing the stickers in the correct rooms.

ASSIST

Check to see that students know what each character is doing. (*sleeping, brushing teeth, making lunch, eating, and talking*)

Practice 2

WB p. 47/act. 5



5 Look and color around the rooms.

- Read the directions aloud and explain that the students need to look at the pictures, and color around the rooms using the correct color.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about home activities.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog.

Homework

WB p. 47/act. 6



6 Look at 5. Read and circle.

- Direct students to WB Activity 6 on page 47. Ask them to look at Activity 5 again, and circle the correct room for each person.

Extra Application and Practice Activity

- Explain, model, and play *Simon Says*. (See *Game Bank*, page T132, for details.) Explain the game. Say: *Simon says (I'm reading)*. If you do not say *Simon says*, students do nothing. Use the key action words (*reading, making lunch, eating*). If students are confident, extend to use more actions (*brushing teeth, combing hair, doing homework, sleeping*). Allow students to continue playing even if they make a mistake.

MONITOR

Check to see that students' gestures match the directions that are given.

ASSIST

Remind students to listen for the words *Simon says*.

CHALLENGE

Choose a student to be Simon and lead the game.

I will listen to a dialog about home activities.

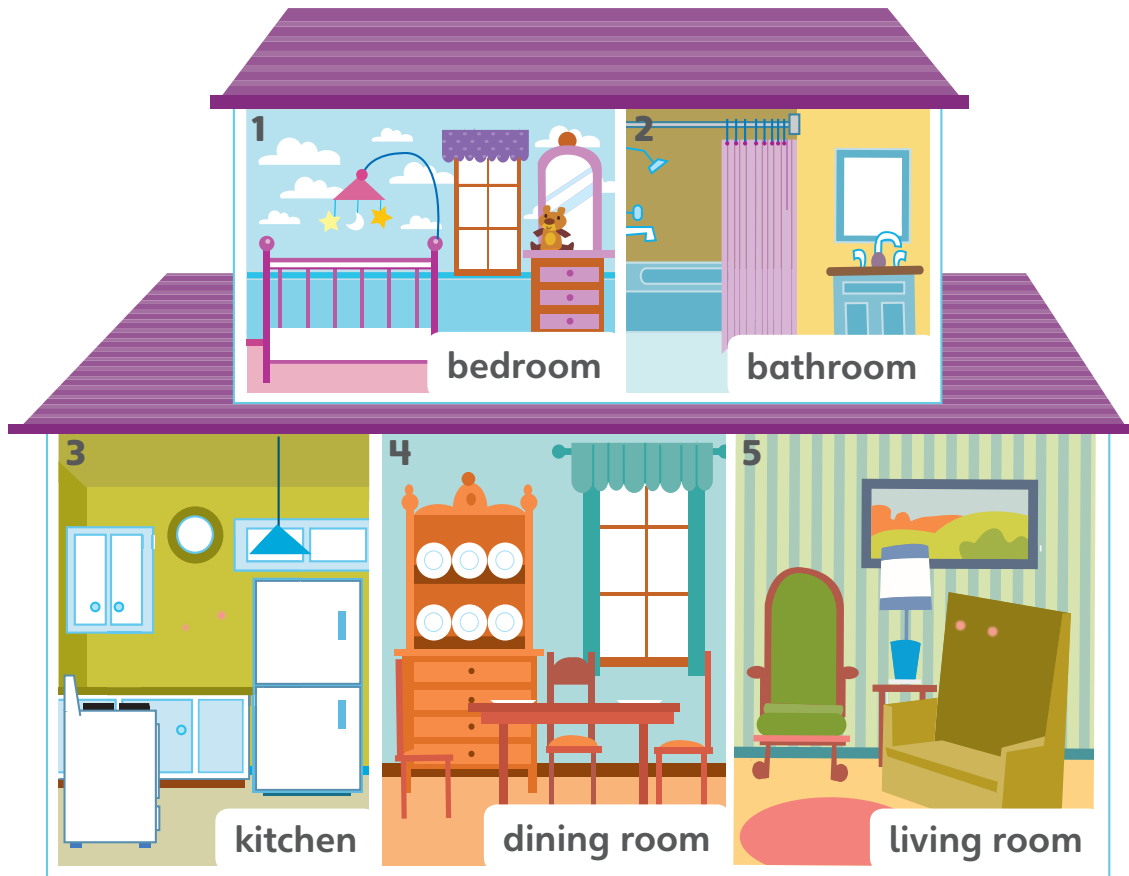
¹²¹
8 Listen and read. Then say.

Mrs. Miller: Hi, Grace.
Grace: Hi, Mrs. Miller. Where's Andrea?
Mrs. Miller: She's in the living room.
Grace: What's she doing?
Mrs. Miller: She's doing her homework.



9 Look at 8. Role-play with a partner.

¹²²
10 Listen and stick. Then say.



Grammar

I will learn to use *Where's/Where are...? He's in the...*

Where's Dylan?	He's in the dining room.
Where's Pam?	She's in the living room.
Where are you?	I'm in the bedroom.

where is = where's
he is = he's
she is = she's
I am = I'm

Listen and ✓.

1 Where's Sara?



2 Where's Manny?



3 Where's Kevin?



4 Where's Peggy?



Look at 11. Ask and answer.



Where's Sara?

She's in the kitchen.



Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *Where's/Where are...? He's in the...*

Key Language

Where's/Where are...?

He's/She's/I'm...

Grammar

I will learn to use *Where's/Where are...? He's in the...*

Where's Dylan?	He's in the dining room.	where is = where's he is = he's she is = she's I am = I'm
Where's Pam?	She's in the living room.	
Where are you?	I'm in the bedroom.	

Listen and ✓.

1 Where's Sara?

2 Where's Manny?

3 Where's Kevin?

4 Where's Peggy?

12 Look at 11. Ask and answer.

Where's Sara?

She's in the kitchen.

Unit 5 61

Warm-up



Materials: Flashcards: Unit 5, rooms of the house

- Display the Flashcards in the front of the room. Show students the Flashcards and then have them close their eyes. While their eyes are closed, take away one of the Flashcards. When students open their eyes, ask: *What's missing?* Students answer by saying which card is missing. Repeat using the other cards until each card has been taken away once.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use Where's/Where are...? He's in the...*

- Students will use *Where's/Where are...?* to ask questions about where people are in the house, and then answer accordingly.

Presentation



- Have students read the questions and answers in the grammar box at the top of the page aloud (repeating after you). Point out that the question *Where's/Where are...?* is answered with *He's/She's/I'm...*
- Refer students back to the Language in Action dialog

and elicit or highlight the grammar structures in the dialog.

Practice 1

P. T139
123



Materials: Flashcards: Unit 5, rooms of the house

11 Listen and ✓.

- Have students look at each picture and say what they see. Say, e.g. *She's in the kitchen*, and have students repeat.
- Read the directions aloud. Play Audio Track 123. Tell students to listen and point to the correct picture for each item.
- Replay the audio. Have students work in pairs to complete the activity.

MONITOR

■ Check answers as a class. (Answers: 1 in the kitchen, 2 in the dining room, 3 in the bedroom, 4 in the bathroom)

Practice 2

P. T139
124

WB p. 48/act. 7



7 Listen and match.

- Read the directions aloud. Play Audio Track 124. Tell students to listen and match the people to the rooms of the house.
- Replay the audio. Have students work in pairs to complete the activity.

MONITOR

■ Check answers as a class.

Practice 3

WB p. 48/act. 8



8 Look at 7. Write *He's*, *I'm*, or *She's*.

- Read the directions aloud. Ask students to read the questions and complete the answers with the correct contractions.

MONITOR

■ Check answers as a class.

Practice 4



12 Look at 11. Ask and answer.

- Read the directions aloud.
- Check to make sure that students know the names of the four characters in Activity 11. (*Sara, Manny, Kevin, Peggy*)
- Have partners practice the dialog as they point to the characters and pictures in Activity 11.

MONITOR

■ Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.

Lesson Objective



INVOLVE

■ Revisit the lesson objective: *Now I have learned to use Where's/Where are...? He's in the...*

- Encourage awareness of what students have learned by quickly asking a few students about certain objects are: *Where's the blue poster?* Students answer *It's..., and so on.*

Homework

P. T139
125

WB p. 49/act. 9, 10, & 11



9 Listen. Write the number.

- Read the directions aloud. Play Audio Track 125. Tell students to listen and write the numbers next to the people.

MONITOR

■ Check answers as a class.

10 Look at 9. Write.

- Direct students to WB Activity 10 on page 49. Ask students to read the questions, look at Activity 9 again, and write words from the word box.

11 Draw. Where are you?

- Direct students to WB Activity 11 on page 48. Ask students to draw a picture of them in a room of the house, and then write the name of the room.

Extra Application and Practice Activity

- Model a chant using the pictures in Activity 11 with the names of students in the class:
 - *Where's Sara? Where's Sara?*
 - *In the kitchen. In the kitchen.*
 - *Where's (name of a student in the class)?*
 - *I don't know!*
- Substitute names and rooms to make new verses.

MONITOR

■ Check to see that, even when chanting, students are using correct intonation for the question. At the end of the *where* question the voice should drop, not rise.

- **Chants:** can generate students' positive feelings and strengthen their motivation. As they hear the words in a chant, they can also feel the rhythm. Chants help students feel more relaxed as they acquire new language skills. You can often change drills into chants and encourage students to say language to a beat. This can help students with intonation and pronunciation.

CHALLENGE

■ Have a volunteer stand and say the first and fourth lines in the chant (the questions), and have the class respond.

Extra Grammar Practice

WB Unit 5/ p. 102

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Lesson Objective

I will learn about different shapes.


Key Language


circle, rectangle, square, triangle


Content Connection | Art


I will learn about different shapes.

13 Look. Listen and say.

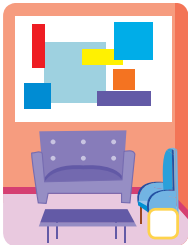
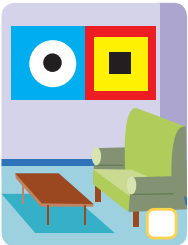


1 square


2 circle


3 triangle


4 rectangle

14 Look and listen. Write the number.

15 Draw shapes. Color. Write how many.

___ squares

___ circles

___ triangles

___ rectangles

THINK BIG Look around. What shapes are in your class?

62 Unit 5

Warm-up

Materials: Flashcards: Unit 5, rooms of the house

- Explain, model, and play *Pictionary*. (See *Game Bank*, page T132, for details.) Show students the Flashcards and have them each choose a room. Ask a volunteer to draw a room on the board. The student who guesses

the room correctly can be the next volunteer to draw the next room.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn about different shapes.*

- Students will learn, identify, and name the shapes: *circle, rectangle, square, and triangle.*

Presentation

Materials: Shapes cut out from paper

13 Look. Listen and say.

- Using the shapes cut out of paper, show the shape of *circle*. Say: *Circle*. Continue with all the shapes.
- Read the directions aloud. Play Audio Track 126. Have students listen, point to the shapes, and say what they are.

MONITOR

Check to see that students are pronouncing the vocabulary correctly and pointing to the correct shapes.

ASSIST

Model pronunciation of the *squ-* blend in *square* and the *-gle* in *triangle* and *rectangle* for students who are having difficulty.

Practice 1

14 Look and listen. Write the number.

- Have students say what they see in the pictures and name the shapes. Tell students they need to identify the correct picture based on what shapes are named.
- Read the directions aloud. Play Audio Track 127. Have student pairs listen to the audio, repeat, and then point to the correct shapes and write the numbers.

MONITOR

Check answers as a class. (*Answers: 3, 1, 2*)

CHALLENGE

Point to the first picture. Ask: *How many squares?* (four) *How many rectangles?* (three) Repeat for the other pictures.

Practice 2

12 Draw lines and connect the numbers. Then write.

- Read the directions aloud.
- Explain that students must find the numbers in the grids and connect them in order. Then they will write the name of the shapes created. Students work independently.

MONITOR

Check answers as a class.

Practice 3

15 Draw shapes. Color. Write how many.

- Draw multiples of one shape on the board and count them with students. Underneath the shapes, write the number and the name of the shape. Continue the activity with different numbers and shapes. Have volunteers write the correct numbers on the board.
- Next, draw a picture of a familiar object using the shapes – for example, *a house, a table, or a chair*. Help

students name the objects and then count the shapes. Have a volunteer write the correct numbers.

- Have students work in pairs to complete the activity.

MONITOR

Check to see that students are following the model you presented on the board.

ASSIST

Encourage students to use a pencil to create simple drawings, not overly detailed ones.

Think BIG

21st Century Critical Thinking

- Say: *Look around. What shapes can you see? Ask a volunteer to stand up and show the class a shape, e.g. a book as a rectangle, or a clock as a circle. Write the name of the shape on the board, and underneath it the name of the object. Have as many students as possible find a shape, and add the words to the board.*

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned about different shapes.*
- Encourage awareness of what students have learned by quickly asking them to name the shapes that they know.

Homework

13 Count and write the number.

- Direct students to WB Activity 13 on page 50. Explain to them that they must look and count, then write the numbers.

Think BIG

- Direct students to WB Think Big on page 50. Tell students that they must think and then draw three things in their house that have the three different shapes.

Extra Application and Practice Activity

Materials: Index cards

- Have students draw the four shapes on index cards. Next, have students place their cards in front of them. As you name the four shapes, students must place their cards in the same order in which you say them. Say the names again and have students check to see if they did the activity correctly. Have students write the name of each shape on the back of the card. Challenge students by having them look at only the written word, not the pictures.

I will learn about different shapes.



Look. Listen and say.



1 square



2 circle



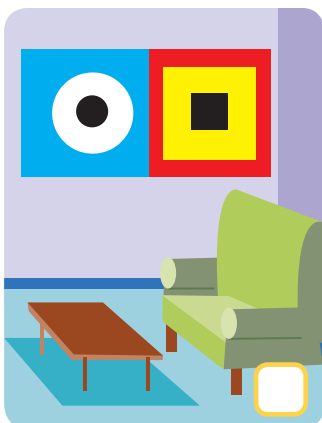
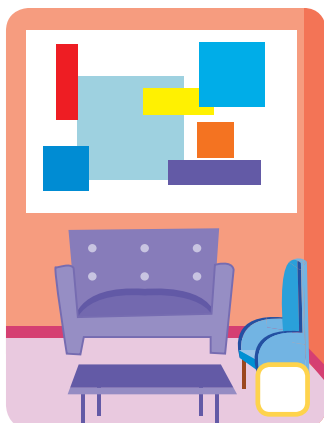
3 triangle



4 rectangle



Look and listen. Write the number.



15

Draw shapes. Color. Write how many.

___ squares

___ circles

___ triangles

___ rectangles



Look around. What shapes are in your class?

Culture Connection | Around the World

I will learn about different kinds of homes.

128 16 Look and listen.

My home is in... I live in a... I live on a...

Homes



apartment



yurt



houseboat



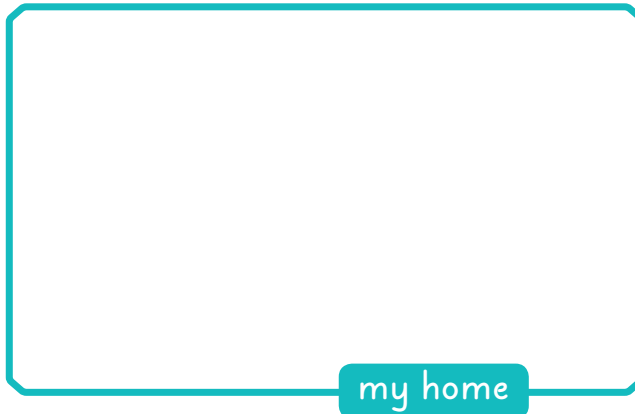
lighthouse

17 Draw your home. Talk with a partner.



My home is square.

My home is old.

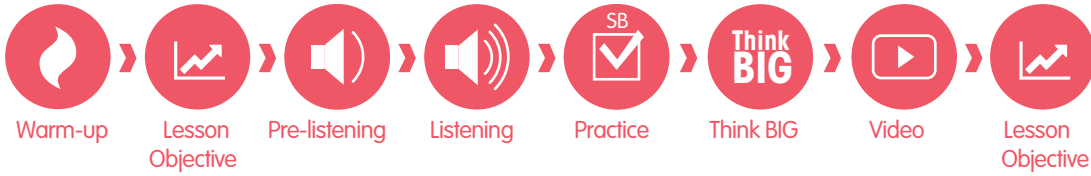


THINK BIG

Which home do you like from the above? Why?

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about different kinds of homes.

Key Language

apartment, home, houseboat, lighthouse, yurt

Hong Kong, Maine, Mongolia, Paris

Culture Connection | Around the World

I will learn about different kinds of homes.

16 Look and listen.

My home is in... I live in a... I live on a...

Homes

17 Draw your home. Talk with a partner.

Unit 5 63

Warm-up



Materials: World map or globe, pictures of homes from around the world

- Obtain from the Internet or another source two or three pictures of homes in different parts of the world. Ask:

Which home is in (Mexico)? Which home is in (Japan)?
Say: Homes in different parts of the world sometimes look different from each other.

- Display a world map or globe. Ask students to identify their city and their country on the map. Then point to the following countries on the map: *the United*

States, Mongolia, France, and China. Elicit the name of the countries, assisting as needed. Then point out the following places: *Maine* (the United States), *Paris* (France), and *Hong Kong* (China). Have students repeat these place names after you, along with *Mongolia*. Say: *In this lesson, we will learn about homes in these different places.*

21st Century Global Awareness

- Students may not have a lot of prior knowledge about the places that are pictured in this lesson. As time allows, give examples using simple language and displaying images to explain how each one is similar and/or different from the place in which you live. For example: *Hong Kong is a very big city. Our city is very small. Mongolia is not by the ocean. Is our country by the ocean? Maine is in the United States. It is by the ocean.*
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn about different kinds of homes.*

- Students will learn about different kinds of homes around the world. Students will also draw a picture of their own home.

Pre-listening

- Point to each picture and name each word. Have students repeat. Explain that these are different homes from around the world. Check that students remember the difference between *house* and *home*, as it was explained in the story lesson.

Listening



P T139
128

Materials: Books and magazines

16 Look and listen.

- Read the directions aloud. Play Audio Track 128. Have students look, listen, and point to each picture.

MONITOR

Check answers as a class. (Answers: 1 Hong Kong, apartment, 2 Mongolia, yurt, 3 Paris, houseboat, 4 Maine, lighthouse)

ASSIST

Have students look at the pictures. Name each country and home. Have students repeat. Say: *This is Mongolia. This is a yurt.*

21st Century Global Awareness

- Have students look for pictures of other kinds of houses from around the world in books and magazines. Have them share the pictures with the class and talk about the ones they like best.

Practice



Materials: Art supplies

17 Draw your home. Talk with a partner.

- Read the directions aloud. Explain that students will draw a picture of their homes and then talk about their pictures with a partner.
- Have students complete their drawings and say the dialog in pairs.
- Brainstorm other words students can use to describe their homes. Write the words on the board and explain them, if necessary. Examples include *old/new*, *long/short*, *big/small*, *blue* (colors), and *square* (shapes).
- Then have pairs use their pictures and the words on the board to describe their homes.

MONITOR

Check to make sure that students are following directions correctly and using complete sentences to describe their homes.

ASSIST

Help students who are having difficulty describing their homes. Offer new vocabulary and have students repeat.

Think BIG



21st Century Critical Thinking

- Read the question aloud and have students answer individually, using the homes from Activity 16.
- Encourage students to think and say why they like the home that they do.

Video

Documentary U 05



- Refer to Video Guide for pre-watching and post-watching activities.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned about different kinds of homes.*

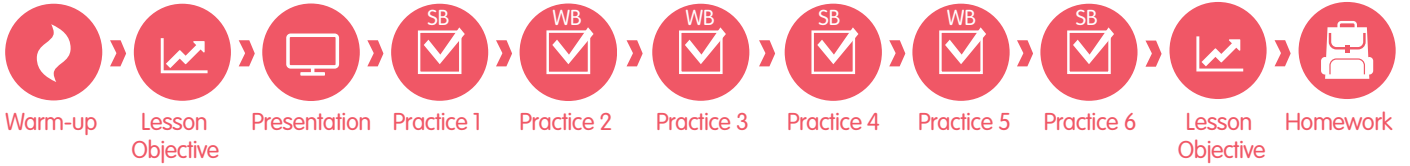
- Encourage awareness of what students have learned by quickly eliciting a few kinds of homes from around the world.

Extra Application and Practice Activity

- Continue Activity 17. Invite students to draw their favorite homes from the activity. Help students describe their drawings. Model language and have students repeat: *I like the lighthouse. I like the ocean. The lighthouse is in Maine.*

Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *u*, *f*, *ff*

Phonics | *u*, *f*, *ff*

I will learn to use the sounds *u*, *f*, *ff*.

18 Listen, look, and repeat.

1 *u* 2 *f* 3 *ff*

19 Listen and find. Then say.

fan **up** **puff**

20 Listen and blend the sounds.

1 r-u-n run 2 f-u-n fun 3 o-ff off
4 s-u-n sun 5 f-o-g fog

21 Underline *u*, *f*, and *ff*. Then listen and chant.

We're having fun,
Running in the sun.
Up, up, up!
Puff, puff, puff!

64 Unit 5

Warm-up



- Review *o*, *k*, and *ck* from the previous unit. Play a clapping game with students. Say and clap the word *clap* at the same time. Emphasize the /k/ sound in the word *clap*. Call out different words that either have or do not have the /k/ sound. Have students clap when they hear the sound. Use other words from Unit 4 (*kid*,

pot, *dog*, *kick*, *pick*, *on*, and *sock*). Repeat with /o/, using the same list of words.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the sounds u, f, and ff.*

- Students will identify the letters and distinguish between the sounds individually and as part of words.

Presentation

18 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 129 and have students listen and point to each sound as it is said. Have students repeat.

MONITOR

As students repeat, check they are pointing to the correct sound and listen for correct pronunciation.

Practice 1 P. T140

19 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 130 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

ASSIST

Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

Practice 2 WB p. 51/act. 14

14 Find and circle *u*, *f*, and *ff*.

- Read the directions aloud. Have the students work individually to find and circle the letters.

MONITOR

Check students are circling the correct letters. Have them compare their answers in pairs.

Practice 3 WB p. 51/act. 15

15 Read and circle *u*, *f*, and *ff*.

- Read the directions aloud. Have the students work individually to read the words and circle the letters.

MONITOR

Check students are circling the correct letters. Check answers as a class.

Practice 4 131

20 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 131 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

Practice 5 WB p. 51/act. 16

16 Match the words with the same sounds.

- Read the directions aloud. Walk through Item 1 as a class, eliciting that the word has the same *u* sound as *b* (up).
- Have the students match the words individually.

MONITOR

Check answers as a class.

Practice 6 132

21 Underline *u*, *f*, and *ff*. Then listen and chant.

- Read the directions aloud. Read aloud the chant, while students follow in their books. Find the first word with *u* together (*fun*) and have students underline it. Have students continue finding and underlining the other words with *u* independently. Remind them that the letter might be in the middle or even at the end of a word. Repeat for *f* and *ff*.
- Play Audio Track 132 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation and appropriate intonation. Check the answers as a class. (Answers: *u* – *fun*, *Running*, *sun*, *Up*, *Puff*; *f* – *fun*, *Puff*; *ff* – *Puff*)

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned to use the sounds u, f, and ff.*

- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *sun*, *off*, *fog*).

Homework WB p. 51/act. 17

17 Listen and chant.

- Direct students to WB Activity 17 on page 51. Read the directions aloud. Explain to students that they must listen and chant along.

Extra Application and Practice Activity

- Using words taught in this lesson make a few nonsense tongue twisters. Say, e.g. *Run in the sun for fun.*
- Chant each tongue twister slowly a few times and then build up speed as you repeat it over a few more times.
- Have students make more nonsense tongue twisters with the target sounds, using vocabulary from the unit or from previous units.

I will learn to use the sounds u, f, ff.

¹²⁹
18 Listen, look, and repeat.

1 u

2 f

3 ff

¹³⁰
19 Listen and find. Then say.



fan



up



puff

¹³¹
20 Listen and blend the sounds.

1 r-u-n run

2 f-u-n fun

3 o-ff off

4 s-u-n sun

5 f-o-g fog

¹³²
21 Underline u, f, and ff. Then listen and chant.

We're having fun,
Running in the sun.
Up, up, up!
Puff, puff, puff!



I will learn to talk about helping at home.



Listen and match. Then listen and repeat.

She's washing the dishes. He's drying the dishes. He's cleaning his room.



How do you help at home? Act it out. Your partner guesses.

He's drying the dishes.



Does it feel good to help at home? Why?

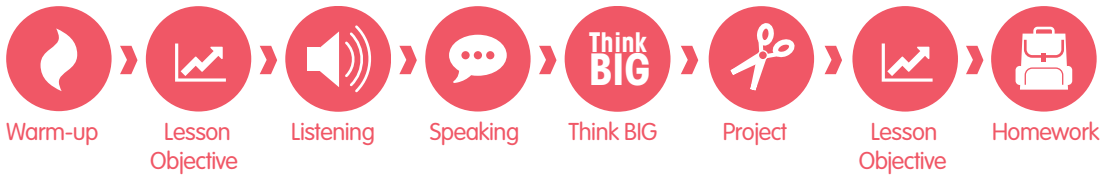


Project

24 Make a Helping at Home chart. Work in small groups.

	Me	1 _____	2 _____	3 _____
Clean my room.				
Do my homework.				
Help my parents.				
Wash the dishes.				

Lesson Flow



Lesson Objective

I will learn to talk about helping at home.

Key Language

He's washing the dishes.

She's drying the dishes.

She's cleaning her room.

She's helping her parents.

Values | Help at home.

I will learn to talk about helping at home.

22 Listen and match. Then listen and repeat.

She's washing the dishes. He's drying the dishes. He's cleaning his room.

1

2

3

23 How do you help at home? Act it out. Your partner guesses.

He's drying the dishes.

THINK BIG Does it feel good to help at home? Why?

Project

24 Make a Helping at Home chart. Work in small groups.

	Me	1 _____	2 _____	3 _____
Clean my room.				
Do my homework.				
Help my parents.				
Wash the dishes.				

Unit 5 65

Warm-up

- Make an *Idea Web*. Draw a large circle on the board. Write *I Help at Home* in the center. Ask students why they think it is important for them to help out at home. Have them role-play different tasks to show what they do to help at home. Assist with language and then write responses on a line extending from the outside of the circle.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about helping at home.*
- Students will learn the importance of helping at home through the listening activity, and then they will think

about what helping at home means to them through a Project.

Listening

22 Listen and match. Then listen and repeat..

- Have students look at the pictures and have volunteers describe what they can see.
- Read the directions aloud. Play Audio Track 134. Have students match the correct sentence at the top with each picture.
- Play the audio again, pausing after each sentence for students to repeat.

MONITOR

Check answers as a class. (Answers: 1 He's cleaning his room. 2 She's washing the dishes. 3 He's drying the dishes.)

ASSIST

Help students match by pointing to each picture in turn and asking: *What's he/she doing?*

Speaking

23 How do you help at home? Act it out. Your partner guesses.

- Read the directions aloud. Explain that one student will role-play and the other student will guess the action. Have them use the action words from Activity 22.

MONITOR

Check to make sure that students are using unit vocabulary to correctly describe their partner's actions.

ASSIST

If students ask, offer language suggestions for any activities that students do not know how to say in English.

Peer and Teacher Support: Point out that students can get help finding out how to say something by asking their teachers and classmates questions. Encourage students to ask: *How do you say... in English?* When possible, allow another student to respond before saying the answer.

Think BIG

21st Century Critical Thinking

- Refer back to the *Idea Web* on the board (from the Warm-up).
- Discuss with students whether it feels good to help at home and why. Make sure they understand the meaning of *feel*.

MONITOR

They may answer *yes* or *no* for the first question but encourage them to express their reasons in simple sentences, e.g. *Because I help my parents./Because I learn how to do things.*

ASSIST

Help students with vocabulary and expression.

Project

Materials: Art supplies

24 Make a Helping at Home chart. Work in small groups.

- Read the directions aloud. Point to and explain the chart. Copy the chart on the board and complete it as a class. Have students practice a question and answer with you: *How do you help at home? I clean my room.* As they say each one, write a student's name in the row next to the numbers. Then place a checkmark next to the action. Have students complete the chart in small groups.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned to talk about helping at home.*

- Encourage awareness of what students have learned by quickly eliciting from a few students ways that they help at home.

Homework WB p. 52/act. 18 & 19

18 Listen and write.

- Direct students to WB Activity 18 on page 52. Read the directions aloud. Explain to the students that they need to listen to the dialogs and then write words from the box in the sentences.

19 Draw.

- Direct students to WB Activity 19 on page 52. Read the directions aloud. Explain to the students that they need to draw a picture that indicates how they help at home.

Extra Application and Practice Activity

- Expand on the language in Activity 24. Draw two columns on the board. Label them *Yes* and *No*. Elicit ways students help at home, such as *dry the dishes, clean the kitchen, clean the car, wash the clothes, etc.* and write them on the board. Encourage students to expand on the activities they have come across in the unit. Help students with the language, as needed.
- When the list is complete, ask students about each one, having them raise their hands if they do the activity at home. Put a check in the *Yes* or *No* column, depending on whether the majority of students respond *yes* or *no*.
- Quiz students on the chart. Say: *Most students clean the kitchen.* Students reply *yes* if the statement is true, *no* if it is false.

Review Lesson 1 | Vocabulary and Grammar

Lesson Flow




Lesson Objective

To review the words and structures of the unit.

Review | Vocabulary and Grammar


136
25 Listen and number.

a  b  c 

d  e 

26 Look and write.

eating playing reading talking

1 She's _____ 2 He's _____ 3 He's _____ 4 She's _____

I Can

- use words for daily routines.

66 Unit 5

☆☆☆

Warm-up

Materials: Stuffed animal

- Have two volunteers come to the front of the class and stand on either side of you. Place a stuffed animal, on a table or desk in front of you. Role-play one of the

activities from the unit, such as *eating*. The students race to touch the object. The first one who touches it describes what you are doing: *She's/He's eating*. If the student is correct, he or she remains up front, and another challenger replaces the losing student.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*
- Students will review home activities by doing activities that involve listening and numbering, and looking and writing.
 - Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Practice 1



Materials: Flashcards: Unit 5, home activities

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 116, (the song with the lyrics). Have students follow along and join in the chant.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 117). You could use Flashcards to encourage students to sing other home activities that aren't in the song.

Practice 2



25 Listen and number.

- Read the directions aloud and explain that students will number the picture that corresponds to what they hear.
- Play Audio Track 136 and complete the first item with students. Then begin the audio again and have students complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 kitchen, 2 bedroom, 3 living room, 4 bathroom, 5 dining room)

Practice 3



20 Look, read, and match.

- Read the directions aloud.
- Have the students look at the pictures, read the sentences, and match.

ASSIST

Read the sentences aloud. Ensure students understand all the words.

Practice 4



26 Look and write.

- Read the directions aloud. Invite students to look at the pictures and say which activity is their favorite.
- Have students identify the actions in each picture and write the correct words. Give students time to write the words on the lines.

MONITOR

Check students' work for comprehension of vocabulary and for correct spelling. (Answers: 1 playing, 2 eating, 3 talking, 4 reading)

CHALLENGE

For Activities 25 and 26, invite volunteers to point to the pictures, say the words, and then spell the words for the class. Have the rest of the class follow along.

Self-assessment



I Can


- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statement aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 5 Practice Tests in the Assessment Pack.

WB Unit 5/p. 102

- Direct students who need help with grammar in particular to the Unit 5 Extra Grammar Practice (Workbook, page 102).
- For further vocabulary work, students can access  Big English Student World.

Extra Application and Practice Activity

Materials: Flashcards: Unit 5, rooms of the house

- Place the Flashcards for each room in the home facedown in a different part of the classroom. Explain that this is their home. Students choose an action (these can be written on the board to help), go to an appropriate room, and then role-play the action. The rest of the class guesses the room and the action – for example: *He's in the kitchen. He's eating.* The student who guesses correctly gets to role-play the next sentence.

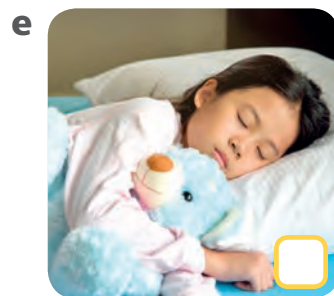
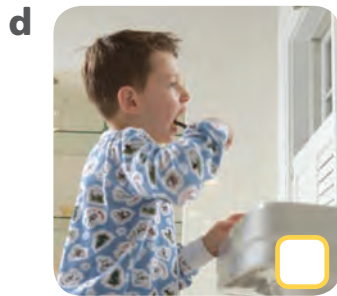
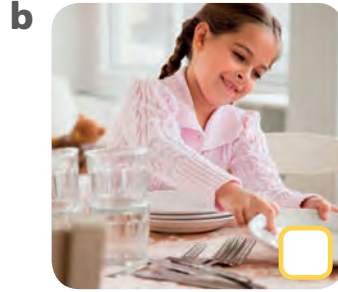
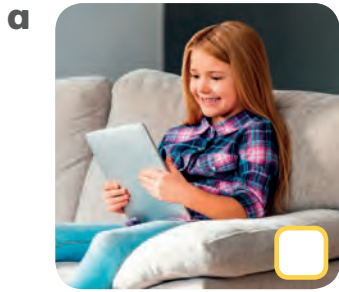
Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 5 Unit Test in the Assessment Pack.

Review | Vocabulary and Grammar

136
25

Listen and number.



26 Look and write.

eating playing reading talking



1 She's



2 He's



3 He's



4 She's

I Can

- use words for daily routines.



27 Work in groups. Play the **Memory** game.

Student 1:
Act and say.

Student 2:
Talk about Student 1.
Then act and say.



Student 3:
Talk about Students 1 and 2. Then act and say.

**Play with the whole class.
How much can you remember?**

I Can

- say what I do around the house.
- ask and answer about what people do around the house.



Review Lesson 2 | Speaking

Lesson Flow



Warm-up



Lesson Objective



Video



Practice



Self-assessment

Lesson Objective

To review the words and structures of the unit.

Review | Speaking

27 Work in groups. Play the **Memory** game.

Student 1:

Act and say.



I'm eating.

Student 2:

Talk about Student 1.
Then act and say.

She's eating.
I'm reading.



She's eating.
He's reading.
I'm washing.

Student 3:

Talk about Students 1 and 2. Then act and say.

**Play with the whole class.
How much can you remember?**

I Can

- say what I do around the house.
- ask and answer about what people do around the house.



Unit 5 67

Warm-up



- Write the following words and phrases on the board:

cleaning, brushing your teeth, combing your hair, washing, reading, making lunch, eating, playing, and drawing.

- Invite five volunteers to come to the front of the room. Have each volunteer say one of the actions aloud and then role-play it. After the first volunteer says and role-plays his or her action, the second volunteer says that action, role-plays it, and then adds his or her own and so on. The last of the five volunteers must repeat and role-play the actions of the previous four students in the correct order.
- Invite different groups of students to come up and play.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review the words and structures of the unit through playing a game. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Video

Drama U 05



- Refer to Video Guide for pre-watching and post-watching activities.

Practice



27 Work in groups. Play the Memory game.

- Read the directions aloud and explain what Students 1, 2, and 3 will do.
- Explain that this game is similar to the game in the Warm-up but students must remember what the previous students were doing and say sentences instead of single words or phrases. Only one person will role-play the action and the next person must repeat all the previous actions.
- Have students look at the pictures and tell you what they see. Invite students to say what each student is doing, e.g. *She's eating.*
- Read each character's part on the page. Have the class repeat after you. Then have three volunteers role-play the parts. Practice with other volunteers until the class is comfortable with the language and the game.
- Read the directions aloud and explain the question at the bottom of the page (Play with the whole class. How much can you remember?). Have students repeat after you. Play the game as a whole class. Challenge students to say as many actions, in the correct order, as they can.

MONITOR

Walk around the room, playing along with students and helping those who are having difficulty producing language. Listen for correct vocabulary, pronunciation, and intonation.

ASSIST

Have the action Flashcards available for students to look at when role-playing their activities.

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 5 Practice Tests in the Assessment Pack.

WB Unit 5/p. 102

- Direct students who need help with grammar to the Unit 5 Extra Grammar Practice (Workbook, page 102).
- For further vocabulary work, students can access Big English Student World games in the Big English Student World.

Extra Application and Practice Activity

- Divide the class into groups with equal numbers of students and have them line up. Using the actions from the Warm-up on the board, whisper one action word to the students at the beginning of each line. Tell them to wait until you say: *Go!*
- These students go as quickly as they can to the actions on the board, touch the appropriate action, role-play it, and then say what they are doing, e.g. *I'm eating.* The first student to do this correctly wins a token or a "gold coin" for his or her group. Continue playing. The group with the most tokens wins.

MONITOR

Make sure students complete the actions correctly and announce the winner each time.

Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 5 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



On the Farm

Objectives

Reading

Can follow simple dialogs in short illustrated stories, if they can listen while reading.

Can understand basic written instructions for classroom activities (e.g. Read and match).

Can recognize key words and basic phrases in short, simple cartoon stories.

Listening

Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. color, size), if spoken slowly and clearly.

Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.

Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.

Can recognize familiar words and phrases in short, simple songs or chants.

Can understand the letters of the alphabet by their names.

Speaking

Can answer simple questions about their family and friends, using basic phrases.

Writing

Can label simple pictures related to familiar topics by copying single words.

Can write the letters of the alphabet in lower case.

Grammar

Can use the present continuous to refer to events at the time of speaking.

Unit Projects

Family Connection

Have students draw a picture of a farm animal and ask a family member to describe the sound the animal makes in the student's home language. Show students how to use a speech bubble to show the sound. Then teach students the English words for all the sounds. Students can then share these new words with their families.

Key Language

Key Vocabulary

Animals

cat	horse
cow	sheep
dog	turtle
duck	
frog	
goat	
hen	

Actions

climbing
eating
flying
jumping
running
sleeping
swimming

Expressions

Be nice to animals.
I'm feeding the chicks.
Look over here!
Look over there!
Oh, no!

Content Words

calf	Australia
chick	canary
kitten	Greece
puppy	hamster
	Japan
	mouse
	pet
	snake
	United States

Grammar/Structures

What's the duck **doing**?

It's **swimming**.

What **are** the cows **doing**?

They're **eating**.

What's he/she **doing**?

He's/She's **running**.

Phonics

The sounds: *r, h, j*

Farm Life Bulletin Board

Prepare a bulletin board entitled *Farm Life* with drawings or cutouts of different farm elements, such as a barn, a farmer, and a pond. Have students choose an animal that they might find on a farm, draw a picture of it, and cut it out. Encourage students to show their animal to the class and name it: *It's a (duck)*. To elicit information, you may ask: *What is it?* Help students post their pictures on the bulletin board.

Vocabulary Lesson

Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective

Lesson Objective

I will learn to name animals.

Key Language

cat, cow, dog, duck, frog, goat, hen, horse, sheep, turtle

eating, flying, jumping, running, sleeping, swimming

6

On the Farm

Vocabulary

I will learn to name animals.



Song Time!



1 Listen, look, and say.



1 turtle



2 hen



3 cow



4 sheep



5 sleeping 6 cat



7 running 8 horse



9 flying 10 duck



11 jumping 12 frog



13 swimming 14 dog



15 eating 16 goat

2 Play the guessing game.

68 Unit 6

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Warm-up



Materials: Flashcards: Unit 6, animals, pictures of a farm and of animals

- Show students a picture of a farm. Invite students to name different animals that they know. After students name each animal, ask: *Does it live on a farm?*
- Show students pictures of various animals. Point to each animal and name it. Have students clap their hands if the animal lives on a farm.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to name animals.*

- Use 2–3 Flashcards to remind students what they already know and elicit a few names of animals.
- Students will name and identify different animals.

Song Time



Materials: Flashcards: Unit 6, animals

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. The students will only hear the words at this point. They will not see the text of the song.

Presentation



1 Listen, look, and say.

- Read the directions aloud. Play Audio Track 138. Have students listen, point to each picture, and say the word.
- Name the animals at random and have students point to the correct picture. Ask: *What is it?* Choose a volunteer and elicit the answer: *It's a (cow).* If the student simply says: *cow*, say: *Yes, it's a cow.*

MONITOR

Check to see that students are pointing to the correct pictures and pronouncing each word correctly.

CHALLENGE

Allow students 30 seconds to look at the pictures in Activity 1. Then have them close their books and name as many animals as they remember. List the words on the board. Then have students compare the list to the pictures in their books to see how many they remembered correctly.

Practice

WB p. 54/act. 1



1 Look and write. Then circle.

- Read the directions aloud. Explain to the students that they will look at the pictures, write the words from the box on the lines, and circle the correct action words.
- Have students work independently, and then compare answers with a partner. Ask students to say the words aloud.

MONITOR

Check answers as a class.

Game



Materials: Flashcards: Unit 6, animals

2 Play the guessing game.

- Using the Flashcards, go through the animals once more and have students say each one. Correct them if they make mistakes.
- Place Flashcards in front of you. Make an animal sound, e.g. *quack, quack* and have students identify it. If they are correct, show the appropriate Flashcard. Continue with all the animals. For the turtle, role-play “swimming” instead.
- Have volunteers take turns coming up and playing the teacher’s role.

MONITOR

Check to see that students are pronouncing each animal correctly.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to name animals.*

- Encourage awareness of what students have learned by quickly eliciting from a few students the names of animals.

Extra Application and Practice Activity

- Have students look at Activity 1. Say: *This animal's name starts with H and ends with E.* Elicit the answer *horse* from the students. Go through all the animals as a class and then have students play again in pairs.

6

On the Farm

Vocabulary

I will learn to name animals.



Song Time!



Listen, look, and say.



1 turtle



2 hen



3 cow



4 sheep



5 sleeping 6 cat



7 running 8 horse



9 flying 10 duck



11 jumping 12 frog



13 swimming 14 dog



15 eating 16 goat



Play the guessing game.

Song

I will learn to ask and answer about what animals are doing.

139 140
3

Listen and chant. Then look at 1 and find.

Look at the Animals



Look over here!
Look over there!
There are animals
Everywhere!

What is it?
It's a duck.
What's it doing?
It's flying up high!

What is it?
It's a dog!
What's it doing?
It's jumping with the frogs!

What are they?
They're goats!
What are they doing?
They're eating some oats!

Chorus

141
4

Listen and number.

a



b



c



5

Look at 4. Ask and answer.



What is it?

What's it doing?

It's a horse.

It's running.



**THINK
BIG**

What animals can jump?
What animals can fly?
What animals can swim?

Unit 6 69

Song Lesson

Lesson Flow



Lesson Objective

I will learn to ask and answer about what animals are doing.

Key Language

cat, cow, dog, duck, frog, goat, hen, horse, sheep, turtle
 eating, flying, jumping, running, sleeping, swimming

Song

I will learn to ask and answer about what animals are doing.

3 Listen and chant. Then look at 1 and find.

Look at the Animals



Look over here!
Look over there!
There are animals
Everywhere!

What is it?
It's a duck.
What's it doing?
It's flying up high!

What is it?
It's a dog!
What's it doing?
It's jumping with the frogs!


What are they?
They're goats!
What are they doing?
They're eating some oats!

Chorus

4 Listen and number.




5 Look at 4. Ask and answer.



What is it?
What's it doing?

It's a horse.
It's running.



THINK BIG

What animals can jump?
What animals can fly?
What animals can swim?

Unit 6 69

Warm-up



Materials: Flashcards: Unit 6, animals

- Draw a picture of a farm on the board without any

animals. Tell students that it's a farm and ask them what animals they can expect to see there. Elicit *horse*, *duck*, *frog*, and so on. As they name the animals, place the matching Flashcard on the board. If time allows, sing *Old MacDonald*.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to ask and answer about what animals are doing.*

- Students will sing a song and talk about what animals are doing.

Listen and Sing



Materials: Flashcards: Unit 6, animals

3 Listen and chant. Then look at 1 and find.

- Read the directions aloud. Play Audio Track 139 and ask students to raise their hands when they hear one of the animals. Encourage students to chant the lines *Look over here! Look over there!* along with the audio in the second chorus.
- Replay the audio. Role-play the actions as you hear them in the song: *flying, jumping, eating*. Encourage students to role-play and chant along.
- Ask students to look at Activity 1 and find the animals that are in the song.

MONITOR

Check for understanding by asking: *Which animal is flying/jumping/eating?* Check answers as a class. (Answers: *duck, dog, frogs, goats*)

ASSIST

Replay the audio as necessary. Explain that *oats* are a cereal that animals eat. Indicate *up high* with your hands.

Practice 1



141

P. T140



4 Listen and number.

- Read the directions aloud. Play Audio Track 141. Have students listen and point to the correct picture.
- Play the audio again and have students number the animals in the order they hear them.
- Invite students to name the animals in the pictures. Then ask: *What's it doing?* Model the response as you point to the picture: *It's (eating)*. Have students point and repeat. Remind students of the use of *it* (animals/objects), and *he* and *she* (people).

MONITOR

Check answers as a class. (Answers: *a 3, b 1, c 2*)

Speaking



5 Look at 4. Ask and answer.

- Read the directions aloud. Invite two volunteers to read the dialog and have the rest of the class repeat.
- Ask: *What is it?* Elicit the correct answer: *It's a horse*. Then ask: *What's it doing?* *It's running*. Ask students which picture is being talked about. (Item a)
- In pairs, have students ask and answer about the animals in Activity 4.

MONITOR

Check to see that students are pronouncing the *-ing* ending correctly.

Practice 2

WB p. 55/act. 3



3 Write. Then draw.

- Read the directions aloud. Ask the students to write the name of their favorite animal on the line, and then draw it. Students work independently. Get feedback from the class.

Think BIG



21st Century Critical Thinking

- Have students look at the animals in Activity 1 and ask what each one can do. Model by saying: *The cat can jump. The duck can fly. The turtle can swim.* (Possible answers: *Dogs, horses, frogs and cats can jump. Ducks and hens can fly. Ducks and turtles can swim.*)

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to ask and answer about what animals are doing.*

- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which animals they heard in the song.

Homework



142

WB p. 55/act. 2



2 Listen and match. Then sing.

- Direct students to WB Activity 2 on page 55. Read the directions. Explain to students that they must listen to the song and match the animals. Encourage them to chant the song.

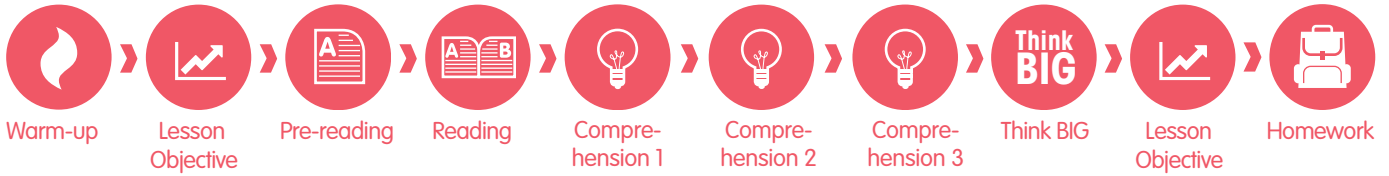
Extra Application and Practice Activity

Materials: Flashcards : Unit 6, animals

- Play *Charades*. (See *Game Bank*, page T132, for details.) Place the Flashcards facedown on a table. Have students take turns going to the front of the room and picking a card. Then tell them one of the actions the animal can do, e.g. *jumping*. Have them perform it for the class.
- **Games:** Although students are playing, the intensity of practice and learning is maintained during language games, just as in a regular lesson. Games motivate students to use their language capabilities to the fullest and they provide a meaningful context. Games make the language-learning experience fun!

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about animals.

Key Language

cat, duck, goat, hen, skirt

eating, flying, jumping, running

Story

I will read a story about animals.

6 Listen and read. What's the goat doing?

It's Eating Your Skirt!

1 Is that your cat?
Yes, it is.

2 What's it doing?
It's jumping.

3 What's the duck doing?
It's flying.

4 What are the hens doing?
They're running.

70 Unit 6

5 Maria, what's the goat doing?

6 Oh, no! It's eating your skirt!
Shoo! Shoo!

7 Look and number.

1 running 2 flying 3 eating 4 jumping

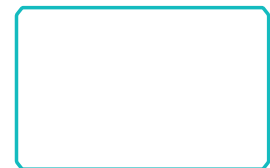
a

b

c

d

THINK BIG What happens next?
Draw.



Unit 6 71

Warm-up



• Say: *It's lunch time!* Tell students that they are going to role-play eating lunch. Model the activity by pretending

to bite into an apple. Say: *I'm eating an apple.*

- Have students take turns pretending to eat something. Help them say: *I'm eating (pizza).*
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will read a story about animals.*

- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

Pre-reading



- Have students look at the story and identify animals they know (*cat, duck, hens, goat*).
- Point to and read the title aloud. Explain that two girls, Maria and Jane, are on a farm. Maria is showing the farm to her friend. They are talking about what each animal is doing.

Guided Prediction: Have students look at the pictures in the story frames. Help them point to and name the animals in the pictures. Then point to each animal and say what it is. Have students point and repeat after you.

Reading



6 Listen and read. What's the goat doing?

- Play Audio Track 143 and have students listen and read silently. Point out that we ask: *What's it doing?* for one animal and: *What are they doing?* for two animals.
- Ask the question: *What's the goat doing?* Have students find and point to Frame 6 in their books and tell you the answer (*It's eating Jane's skirt.*).

Comprehension 1



- Replay Audio Track 143. Have students point to the matching pictures as they follow along.
- Ask volunteers to mime the actions in the story (*jumping, flying, running, eating*).

MONITOR

Have students point to the correct story frame as you say sentences about each one, e.g. *It's jumping.* (Frame 2) Give students time to listen, look for, and point to the correct picture.

ASSIST

Retell the story using simple language and gestures as you point to the story frames.

CHALLENGE

Ask simple comprehension questions about the story and one that requires critical thinking. For example, for Frame 2, ask: *What's the cat doing?* (It's jumping.) For Frame 4, ask: *What are the hens doing?* (They're running.) For Frame 6, ask: *Is Jane happy?* (No.) *Why/Why not?* (Because the goat is eating her skirt.)

Comprehension 2

WB p. 56/act. 4



4 Read and number.

- Have students read the story and point to the animals. Have students read again and number the sentences.

MONITOR

- Check answers as a class.

Comprehension 3



7 Look and number.

- Read the directions aloud and explain them. Have students point to the pictures and say what they see, e.g. *I see a (cat jumping).* Ask students to point to and identify each animal and what it's doing.
- Have students complete the activity independently, matching the pictures to the action words.

MONITOR

- Check to see that students are matching the pictures correctly. (Answers: 1 d, 2 c, 3 b, 4 a)

ASSIST

- Discuss and correct any errors as a class. Show students where to find the answers in the story.

Think BIG



21st Century Critical Thinking

- Have students think about what Jane might do next. In the drawing box, have them draw a picture showing what they think she does next. Encourage them by asking: *Do you think she's happy? Is she running?* Invite students to share their finished drawings with the class.

MONITOR

- As students are working, go around and make sure they are able to describe what they are drawing.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have read a story about animals.*

- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

Homework

WB p. 56



Think Big

- Direct students to WB Think BIG on page 56. Have students read the question, and check or cross the sentences.

Extra Application and Practice Activity

- Continue talking about the story. Explain, model, and play a game. Point to specific story frames and say a sentence about the story frame. If the sentence is correct, have students make a happy face. If the sentence is wrong, students make a sad face. Say: Frame 2: *It's a cat. It's flying.* (sad face) Frame 4: *The hens are running.* (happy face)

Story

I will read a story about animals.

¹⁴³
6 Listen and read. What's the goat doing?

It's Eating Your Skirt!





7 Look and number.

- 1 running 2 flying 3 eating 4 jumping



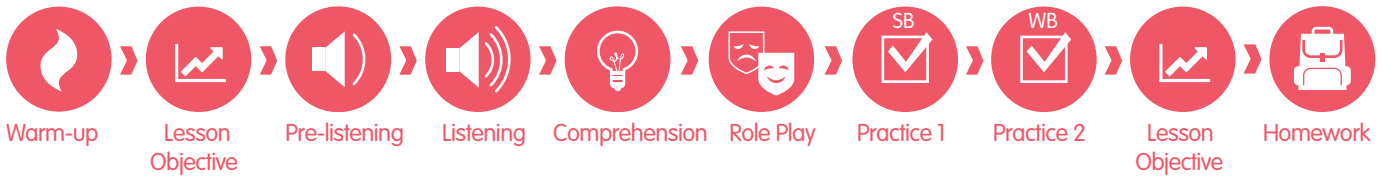
THINK BIG

What happens next?
Draw.



Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about what animals are doing.

Key Language

chick, dog, duck, frog, horse, sheep
eating, jumping, running, sleeping

Language in Action

I will listen to a dialog about what animals are doing.

8 Listen and read. Then say.

Peggy: What's the sheep doing?

Matt: It's eating.

Peggy: What are the hens doing?

Matt: They're running!



9 Look at 8. Role-play with a partner.

10 Listen and stick. Then say.



72 Unit 6

Warm-up



Materials: Index cards

- Explain, model, and play a game. Write the action words (*eating, flying, jumping, running, sleeping,*

swimming) on index cards in addition to the following actions from previous units: *brushing my teeth, doing homework, drying the dishes, making lunch, reading, taking a bath, washing the dishes, and washing my face*. Have a student pick a card and perform the action. Ask: *What's he/she doing?* Classmates respond:

He/She's (running). Repeat this with a group of two or more students. Ask: *What are they doing?* The class guesses: *They're (brushing their teeth).* Choose other volunteers and play the game several times.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective: Say: *Today I will listen to a dialog about what animals are doing.*

- Students will practice listening skills through a dialog, use the language of the unit in context by acting out a conversation with a partner, and talk about what animals are doing.

Pre-listening

- Point to the picture. Elicit that it is a hen running. Tell students that they will hear Peggy and Matt talking about the animals. Elicit the name of the animal they can see in the picture: *hen*

Listening

8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 144. Have students listen and repeat the words with the audio. Use movements to explain any unfamiliar words.

Comprehension

MONITOR

Make sure that students understand the difference between the questions about one animal and two.

ASSIST

Replay Audio Track 144. Point to the sheep as Peggy asks the first question. Pause the audio for students to answer. Then point to the hen as she asks the second question. Pause the audio again for students to answer.

Role Play

9 Look at 8. Role-play with a partner.

- Read the directions aloud. Have pairs say the dialog. Invite volunteers to go to the front of the room and perform the dialog for the class.

MONITOR

As students work, listen for the proper pronunciation, appropriate intonation, and correct use of language.

Making Mistakes and Correcting Errors: It is important to remember that making mistakes is a natural part of the learning process. Students might even recognize their own errors while speaking. When this happens, allow students to self-correct and continue speaking. If you notice errors that should be corrected, do not draw attention to individual students. Instead, model the correct language or word and have the entire class repeat.

Practice 1

P. T140
145

Materials: Stickers

10 Listen and stick. Then say.

- Help students find the Unit 6 stickers at the back of the Student's Book.
- Read the directions aloud. Play Audio Track 145. Have students point to the animals as they hear them named.
- Replay the audio. Model Item 1, showing students how to place the sticker in the book. Continue playing the audio. Have students complete the rest of the activity independently.

MONITOR

As students work, make sure that they place the stickers on the correct numbers. Check answers as a class.

(Answers: 1 The horse is eating. 2 The cat is sleeping. 3 The dog and the duck are running. 4 The frog is jumping.)

Practice 2

P. T140
146

WB p. 57/act. 5

5 Listen and number.

- Read the directions aloud and explain that the students need to listen and write the correct number.
- Play Audio Track 146 and pause at the end of each dialog. Have students write the correct number. Replay the audio as needed.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about what animals are doing.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog.

Homework

WB p. 57/act. 6

6 Look and write.

- Direct students to WB Activity 6 on page 57. Ask them to look at the pictures and write the words from the box on the lines below the animals.

Extra Application and Practice Activity

Materials: Index cards

- Write the words *cat, dog, cow, sheep, turtle, horse, duck, frog, hen,* and *goat* each on an index card. On another set of cards write the words *jumping, sleeping, running, eating, flying, swimming, playing, talking, sitting,* and *standing.* Shuffle the cards and place the deck facedown.
- Write the labels *Animals and Actions* in big letters on the board. Have students choose a card, determine whether the word names an animal or an action, and place it under the appropriate label.

Language in Action

I will listen to a dialog about what animals are doing.

¹⁴⁴ 8 Listen and read. Then say.

Peggy: What's the sheep doing?

Matt: It's eating.

Peggy: What are the hens doing?

Matt: They're running!



9 Look at 8. Role-play with a partner.

¹⁴⁵ 10 Listen and stick. Then say.



Grammar

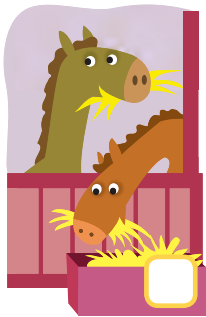
I will learn to use *What's the... doing? It's swimming.*

What's the duck doing ?	It's swimming .
What are the cows doing ?	They're eating .
What's he/she doing ?	He's/She's running .

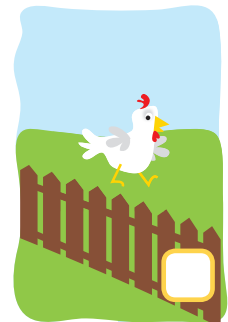
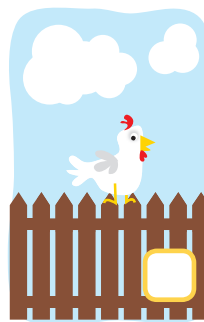


Listen and ✓.

1



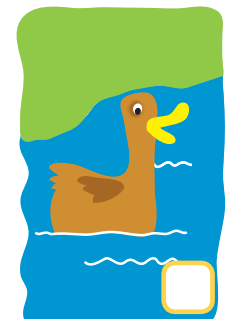
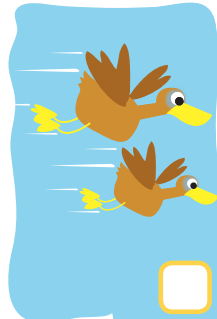
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3



4



12 Look at 11. Ask and answer.



What are the horses doing?

They're eating hay.



Unit 6 **73**

Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *What's the... doing?* It's swimming.

Key Language

What's the... doing? It's... .

What are the... doing? They're... .

What's he/she doing? He's/She's... .

Grammar

I will learn to use *What's the... doing? It's swimming.*

What's the duck doing ?	It's swimming .
What are the cows doing ?	They're eating .
What's he/she doing ?	He's/She's running .

11 Listen and ✓.

1

2

3

4

12 Look at 11. Ask and answer.

What are the horses doing?

They're eating hay.

Unit 6 73

Warm-up



Materials: Flashcards: Unit 6, animals

- Place the Flashcards on the board. Review the animal names with students.

21st Century Critical Thinking

- Tell students that you are going to describe an animal for them to guess. Invite them to work in

pairs. Use recycled and key vocabulary to describe the animal. For example, to describe a horse, say: *It's brown. It's big. It has four legs. It's running.* Ask: *What is it?* (It's a horse.)

- Invite volunteers to describe an animal for the class to guess. Encourage them to use recycled and key vocabulary.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective: Say, *Today I will learn to use What's the... doing? It's swimming.*
- Students will ask and answer questions about animals.

Presentation



- Have students read the question and answers in the grammar box at the top of the page aloud (repeating after you).
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

ASSIST

- Elicit two or three questions and answers from the students to illustrate these concepts and write them on the board. Draw arrows from the questions to the answers. Have students refer to these questions and answers as they do the activity.

Practice 1



11 Listen and ✓.

- Have students look at each picture and describe what they see.
- Read the directions aloud. Play Audio Track 147. Have students listen and point to the correct picture for each item.
- Play the audio again and have students check the correct boxes.

MONITOR

- Check answers as a class. (Answers: 1 a, 2 b, 3 b, 4 a)

ASSIST

- Review singular and plural nouns and verbs. Replay the audio as needed.

Practice 2

WB p. 58/act. 7



7 Look, read, and circle.

- Read the directions aloud. Refer students to the grammar box to find the model questions and answers. Walk students through the first item, then have students do the other items independently.

MONITOR

- Check answers as a class. Have pairs read the questions and answers aloud. Then have them switch roles and repeat.

Practice 3

WB p. 59/act. 9



9 Look and write.

- Read the directions aloud. Walk students through Item 1.
- Have students write the action words from the box on the lines independently.
- Refer students to the grammar box at the top of the

previous page. Read the model questions and answers aloud. Have pairs ask and answer questions about the farm animals. Then have them switch roles and repeat.

MONITOR

- Check answers as a class.

Practice 4



12 Look at 11. Ask and answer.

- Have students work with a partner. Have them ask and answer questions about the farm animals from Activity 11.

MONITOR

- Check to make sure that students are substituting the names of the correct animals and actions.

ASSIST

- Model substitutions for the animal names and actions as you point to the pictures, and have pairs repeat after you.

CHALLENGE

- Model adding prepositional phrases to describe place. Write on the board: *The horses are eating hay in the barn.* Encourage students to use the sentence model to make their own sentences about the pictures.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to use What's the... doing? It's swimming.*
- Encourage awareness of what students have learned by quickly asking a few students about farm animals

Homework

WB p. 58/act. 8



8 Draw.

- Direct students to WB Activity 8 on page 58. Ask students to draw a cat sleeping.

Extra Application and Practice Activity

- Play *Simon Says*. (See *Game Bank*, page T132, for details.) Say the name of an animal and what it is doing. For example, say: *Simon says: The turtle is swimming.* Students repeat: *The turtle is swimming.* Then they role-play the sentence. If you don't say *Simon says*, students do nothing. Allow students who make a mistake to continue playing.

MONITOR

- Check to see that students are role-playing the correct farm animal and action.

Extra Grammar Practice

WB Unit 6/ p. 103

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Warm-up



Lesson Objective



Presentation



Practice 1



Practice 2



Think BIG



Lesson Objective



Homework

Lesson Objective

I will learn about baby animals.

Key Language

calf, chick, kitten, puppy

Content Connection | Social Science

I will learn about baby animals.

13 Look, listen, and repeat. Then match.



1 chick



2 puppy



3 kitten



4 calf

- a** It has black ears. **b** It's black and white. **c** It has blue eyes. **d** It's yellow.

14 Look, listen, and point. How many baby animals are there?



THINK BIG

Read and match.

chick kitten puppy calf
dog chicken cow cat

Warm-up



- Ask students to raise their hands if they have any animals at home. Then ask them if they have a dog. Write *dog* on the board and beside it write the number of students who have a dog. Then ask: *Is it a big dog or a baby dog?* Write *puppy* beside the word *dog* and explain that a *puppy* is a baby dog. Repeat this with *cat* and *kitten*. After completing the class survey, ask: *Which animal is the most popular in our class?*
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about baby animals.*
- Students will learn, identify and name four baby animals.

Presentation



13 Look, listen, and repeat. Then match.

- Read the directions aloud. Play Audio Track 148 once through without pausing and have students point to each picture as they hear the word.
- Play the audio again but this time pause after each word so that students can repeat it.
- Ask students to read sentences a-d and say which sentence matches the chick in picture 1. (d It's yellow.) Then have students complete the activity independently.

MONITOR

- Check to make sure that students are matching the correct sentences. (Answers: 1 d, 2 b, 3 c, 4 a)

Practice 1



14 Look, listen, and point. How many baby animals are there?

- Have students look at each picture and tell you what they can see.
- Read the directions aloud and play Audio Track 149 once through. As students listen to the audio have them point to each picture.
- Point to the first picture and ask: *How many baby animals do you see? (one) What type of animal is it? (a calf)* Repeat with the second picture, changing the second question to: *What type of animal are they?*
- Put students in pairs. Have them look at each picture and describe it as best they can.

MONITOR

- Check that students are naming and counting the animals correctly. (Answers: *There's one calf. There are five puppies (Count the tails!), thirteen chicks [approximately], and four kittens.*)

Practice 2



WB p. 60/act. 10



10 Listen. Then color, match, and circle.

- Play Audio Track 150. Ask students to point to the animals in the pictures as they are mentioned. Say: *This cow is...* and elicit the answer (black and white).
- Play the audio again, pausing after each item for students to color the pictures. Then play the audio a third time, and have students match the pictures with the sentences below, circling the correct words as they go.

ASSIST

- Play the audio as many times as necessary, as students have a lot to do in this activity.

Think BIG



21st Century Critical Thinking

- Read the directions aloud and have students complete the activity independently. Check answers as a class. (Answers: *chicken – chick, cat – kitten, cow – calf, dog – puppy*)

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about baby animals.*
- Encourage awareness of what students have learned by quickly asking them to name some baby animals that they know.

Homework

WB p. 60/act. 11



11 What's your favorite baby animal? Write and draw.

- Direct students to WB Activity 11 on page 60. Explain to students that they should complete the sentences about their favorite baby animal, then draw it.

Think BIG

- Tell students that they must read the question, and circle the wrong picture.

Extra Application and Practice Activity

Materials: Cutouts and/or drawings of animals

- Have students bring cutouts or drawings of animals to class.
- Have two students mix up their pictures and place them face up in a line on the table. One student begins at each end, pointing to the pictures and naming them. The student who names the most pictures first wins.

I will learn about baby animals.



Look, listen, and repeat. Then match.



1 chick



2 puppy



3 kitten



4 calf

- a** It has black ears. **b** It's black and white. **c** It has blue eyes. **d** It's yellow.



Look, listen, and point. How many baby animals are there?



Read and match.

- | | | | |
|-------|---------|-------|------|
| chick | kitten | puppy | calf |
| dog | chicken | cow | cat |



Culture Connection | Around the World

I will learn about pets from around the world.

15

Look and listen. Match the pets with the countries.

1



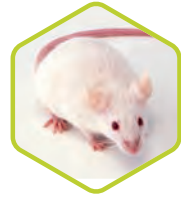
2



3



4



United States



Greece



Australia



Japan

16

Draw a pet for you. Then describe your pet to a partner.



I'm Juanita. This is my pet cat. She's...

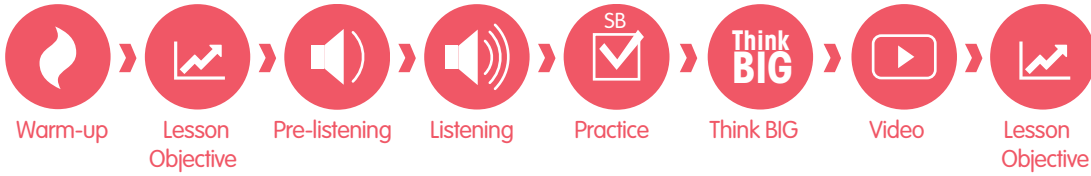


THINK
BIG

Which animals make good pets?
Which animals make bad pets?

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about pets from around the world.

Key Language

canary, hamster, mouse, pet, snake

Australia, Greece, Japan

Culture Connection | Around the World

I will learn about pets from around the world.

15 Look and listen. Match the pets with the countries.

1  2  3  4 

United States Greece Australia Japan

16 Draw a pet for you. Then describe your pet to a partner.



I'm Juanita. This is my pet cat. She's...



THINK BIG

Which animals make good pets?
Which animals make bad pets?

Unit 6 75

Warm-up



Materials: Flashcards: Unit 6, animals

- Explain how to play *Whisper, Go, Touch*. (See *Game Bank*, page T132, for details.) Place the Flashcards in front of students and review the names of the animals on them. When the students have formed up in their teams, whisper to the first student: *I have a pet. It's a (dog)*. Then say: *Go!* When the last student hears the phrase, tell him or her to touch the corresponding Flashcard and repeat the sentences.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about pets from around the world.*
- Students will talk about where people are from and what pets they have.

Pre-listening



Materials: World map or globe

- Display the world map. Ask students to look at the pictures of the children and flags in Activity 15 and find their countries on the map.

Listening



15 Look and listen. Match the pets with the countries.

- Read the directions aloud. Play Audio Track 151. Have students listen and point to each picture.
- Replay the audio. Complete Item 1 with students by matching Australia to the hamster. Continue playing the audio. Have students complete the activity independently.

MONITOR

- Check answers as a class. (*Answers: 1 Australia, 2 Japan, 3 United States, 4 Greece*)

Practice



16 Draw a pet for you. Then describe your pet to a partner.

- Brainstorm different pets, regular ones as well as unusual ones. Make a list on the board.
- Read the directions aloud. Ask students to choose a pet they would like to have from the list on the board. Have students draw and color their pets.
- Invite a student to read out the speech bubble. Ask students what information they can include in their descriptions (type of animal, size, color, name, etc.). Model a description and write it on the board. *My name is (Miss Elena). I'm from (Greece). This is my pet (hamster). She's (very small). She's (brown and white). Her name's (Linda).*

- Invite a student to describe his or her pet to the class. When you think students are comfortable with the language, have them work in pairs and describe their pets to their partners.

MONITOR

- Walk around and listen for correct pronunciation and intonation.

ASSIST

- Help students with the names of some of the more unusual animals that people keep as pets. If students are having problems with their descriptions, model the language and have them repeat.

Think BIG



21st Century Critical Thinking

- Read out the questions. Have students work in small groups and discuss the questions.
- Invite groups to share their ideas with the class and make a list on the board of good pets and bad pets. Encourage students to give reasons why some animals make bad pets. Ask them if these animals enjoy being pets or if they prefer being in the wild.

ASSIST

- Walk around and help students with vocabulary and language where needed.

Video

Documentary U 06



- Refer to Video Guide for pre-watching and post-watching activities.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Today we have learned about pets from around the world.*
- Encourage awareness of what students have learned by quickly eliciting who they learned about and what pets they have.

Extra Application and Practice Activity

- Put students in pairs to role-play a dialog. Explain that one student should pretend to be a pet and the other student should pretend to be the owner. Invite the “owners” to bring their “pets” to the front of the class and describe their pet: *This is my pet (canary). His name is (Joey). He's (small). He's (yellow).*
- Encourage the “pets” to do various actions from the unit and ask the “owners” to say what he or she is doing, e.g. *Look at Joey! He's (flying).*
- Have pairs switch roles if there is time, or continue the role play at another time.
- Praise and thank each pair for participating. Say: *That was great! Thank you so much for bringing your pet here today.*

Phonics Lesson

Lesson Flow



Lesson Objective




I will learn to use the sounds *r, h, j*.

Phonics | *r, h, j*

I will learn to use the sounds *r, h, j*.

17 Listen, look, and repeat.
1 *r* 2 *h* 3 *j*

18 Listen and find. Then say.


 **hat**  **jam**  **rock**

19 Listen and blend the sounds.

1 r-e-d red 2 h-e-n hen 3 j-e-t jet
4 r-u-n run 5 h-u-t hut 6 j-o-b job

20 Underline *r, h, and j*. Then listen and chant.

A red hen in
A red hat
Is eating red jam.
Run, red hen, run!



76 Unit 6

Warm-up



- Review the sounds for the letters *u, f,* and *ff*.
- Explain, model, and play *Two Too Many*. (See *Game Bank*, page T133, for details.) Call out a word, e.g. *Run*. Then spell it. Write five letters on the board – two more than the actual word (*b-u-e-r-n*). Invite a student to come up and write the word. Have students name the two extra letters. Repeat, choosing from *puff, fun, off, sun,* and *fog*.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds r, h, and j.*
- Students will identify the letters and distinguish between the sounds individually and as part of words.

Presentation 152



17 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 152 and have students listen and point to each sound as it is said. Have students repeat.

MONITOR

As students repeat, check they are pointing to the correct sound and listen for correct pronunciation.

Practice 1 153



18 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 153 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

ASSIST

Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

Practice 2



12 Find and circle *r, h, and j*.

- Read the directions aloud. Have the students work individually to find and circle the letters.

MONITOR

Check students are circling the correct letters. Have them compare their answers in pairs.

Practice 3



13 Read and circle *r, h, and j*.

- Read the directions aloud. Have the students work individually to read the words and circle the letters.

MONITOR

Check students are circling the correct letters. Check answers as a class.

Practice 4 154



19 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 154 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

Practice 5



14 Match the words with the same sounds.

- Read the directions aloud. Walk through Item 1 as a class, eliciting that the word has the same *r* sound as *b* (rock).

- Have the students match the words individually.

MONITOR

Check answers as a class.

Practice 6 155



20 Underline *r, h, and j*. Then listen and chant.

- Read the directions aloud. Read aloud the chant, while students follow in their books. Find the first word with *r* together (*red*) and have students underline it. Have students continue finding and underlining the other words with *r* independently. Remind them that the letter might be in the middle or even at the end of a word. Repeat for *h* and *j*.
- Play Audio Track 155 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation and appropriate intonation. Check the answers as a class. (Answers: *r* – *red, run*; *h* – *hen, hat*; *j* – *jam*)

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds r, h, and j.*
- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *red, hen, job*).

Homework 156



15 Listen and chant.

- Direct students to WB Activity 15 on page 61. Read the directions aloud. Explain to students that they must listen and chant along.

Extra Application and Practice Activity

Materials: Index cards, timer

- Using index cards, make letter cards for the letters *r, h, and j* and word cards for the vocabulary words from the lesson (*hat, jam, rock, red, hen, jet, run, hut, job*).
- Model this activity. Place the index letter card for *r* and the matching word cards (*red, rock, run*) on the table. Say the *r* words with students and place each word card beside the *r*. Repeat using the letter and word cards for *h* (*hat, hen, hut*) and *j* (*jam, jet, job*).
- Mix the cards together. Have groups of students separate the sets of cards into the three letter groups. Turn it into a competition by using a timer. Repeat until all students have had a turn. Once correctly sorted, ask students to say each word.

I will learn to use the sounds r, h, j.

¹⁵²
17 Listen, look, and repeat.

1 r 2 h 3 j

¹⁵³
18 Listen and find. Then say.



hat



jam



rock

¹⁵⁴
19 Listen and blend the sounds.

1 r-e-d red

2 h-e-n hen

3 j-e-t jet

4 r-u-n run

5 h-u-t hut

6 j-o-b job

¹⁵⁵
20 Underline r, h, and j. Then listen and chant.

A red hen in
A red hat
Is eating red jam.
Run, red hen, run!



Values | Be nice to animals.

I will learn to talk about being nice to animals.

157
21

Listen and find the picture. Listen again and repeat.



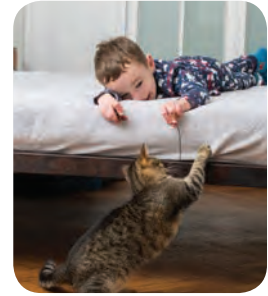
1 feeding



2 walking



3 brushing



4 playing

22

Look at 21. Role-play with a partner.



What are you doing?

I'm feeding the chicks.



THINK
BIG

How do you look after animals? Draw.



Project

23

Make a Bird Feeder.



1 Clean.



2 Cut.



3 Tie.



4 Fill.



5 Hang.

Unit 6 77

Values Lesson

Lesson Flow



Lesson Objective

I will learn to talk about being nice to animals.

Key Language





brushing, feeding, playing, walking

I'm feeding the chicks.

Values | Be nice to animals.


I will learn to talk about being nice to animals.

21 Listen and find the picture. Listen again and repeat.







1 feeding 2 walking 3 brushing 4 playing

22 Look at 21. Role-play with a partner.



What are you doing?








I'm feeding the chicks.

THINK BIG How do you look after animals? Draw.

Project

23 Make a Bird Feeder.

1 Clean. 2 Cut. 3 Tie. 4 Fill. 5 Hang.

Unit 6 77

Warm-up

- Write the alphabet on the board. As a class, see if you can write the name of an animal for as many of the letters as possible. (Possible answers: bird, cat, dog, elephant, frog, goat, hen, lion, puppy, sheep, turtle)

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: Today I will learn to talk about being nice to animals.

- Students will learn the importance of being nice to animals through the listening activity, and the conversation activity. Then they will think about what being nice to animals means to them through a Project.

Listening

21 Listen and find the picture. Listen again and repeat.

- Tell students that it is important to be nice to animals. Explain that being nice to animals means being good to them and taking care of them. Invite students to talk about how they take care of animals, including pets. Talk in general terms so that students who don't have pets can be involved in the discussion.
- Read the directions aloud. Play Audio Track 157 and have students point to the correct pictures as they hear them mentioned.
- Play the audio again, pausing after each picture for students to repeat, first as a class and then individually.

MONITOR

Check that students are pronouncing the new action words correctly.

ASSIST

Repeat the audio as needed.

Role Play

22 Look at 21. Role-play with a partner.

- Read the directions aloud. Invite two volunteers to read the speech bubbles and have the class repeat.
- Model with a different verb. Ask: *What are you doing?* Model: *I'm brushing the horse.* Repeat if necessary.
- In pairs, have students ask and answer about the pictures in Activity 21, using the dialog as a guide.

MONITOR

Walk around the room listening for proper pronunciation, appropriate intonation, and correct use of language.

- **Dialogs:** Practicing dialogs is an essential part of learning a language. When possible, provide students with props, costumes, pictures, Flashcards, etc. to make practicing the dialogs fun and engaging.

Think BIG

21st Century Taking Responsibility

- Ask the question aloud and elicit answers. Encourage students to answer in English if they can, e.g. *I hug my cat. I feed my dog.*
- Tell students that they should draw a picture in the drawing box that shows how they are nice to animals.

ASSIST

Help with vocabulary for other pets and activities, e.g. *hamster, goldfish, rabbit, stroke, hug.*

CHALLENGE

Have students present and explain their drawings to the class. Have the class use the information to come up with a list of actions that they can do in their everyday lives to be nice to animals.

Project

Materials: Tape, pictures of bird feeders, milk cartons, bird food, string

23 Make a Bird Feeder.

- Show students pictures of different bird feeders. Say: *Bird feeder.* Then ask: *What are these?* Help students answer: *They're bird feeders.* Discuss and model how to make the bird feeder. Discuss how this is one way that we all can be nice to animals.
- Give students the materials they need. Read the directions aloud. Ask them to follow the directions to make their bird feeders.

ASSIST

Explain and model the directions and provide hands-on help, as needed.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned to talk about being nice to animals.*

- Encourage awareness of what students have learned by quickly eliciting from a few students ways they can be nice to animals.

Homework WB p. 62/act. 16 & 17

16 Listen and match. Then write.

- Direct students to WB Activity 16 on page 62. Read the directions aloud. Explain to the students that they need to listen to the dialogs and write the words from the box. Then they must match the sentences to the pictures.

17 Draw.

- Direct students to WB Activity 17 on page 62. Read the directions aloud. Explain to the students that they need to draw a picture of them playing with a cat.

Extra Application and Practice Activity

21st Century Information Literacy

- Have students make a journal of how they take care of their pets every day. For students who don't have pets, pair them up with students who do so they can keep the journal together. Then have students share their journals with the class.

Review Lesson 1 | Vocabulary and Grammar

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review | Vocabulary and Grammar

24 Look and write. eating flying jumping running

1 They're _____.

2 It's _____.

3 It's _____.

4 It's _____.

25 Listen and number.

a b c d

I Can

- use words for pets and farm animals.

78 Unit 6

Warm-up

- Play a guessing game with students. Choose four or five volunteers and give them each an action to perform for the class.
- Ask the rest of the class to close their eyes. While their eyes are closed, one volunteer sits down. Ask students to open their eyes and guess which volunteer is missing and recall what he or she was doing – for example: *Marcos. He's sleeping.*
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review names of animals by doing activities that involve looking and writing, and listening and numbering.
- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Practice 1



Materials: Flashcards: Unit 6, animals

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 139, (the song with the lyrics). Have students follow along and join in the chant.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 140). You could use Flashcards to encourage students to suggest other names of animals that aren't in the song.

Practice 2



24 Look and write.

- Read the directions aloud. Have students look at the pictures. Ask them to tell what they are doing – for example, Item 1: *They're flying*.
- Have students complete the rest of the activity independently. Remind students to check the word box if they are not sure how to spell a word.

MONITOR

Check answers as a class. (Answers: 1 flying, 2 eating, 3 running, 4 jumping)

Practice 3

WB p. 63/act. 18



18 Look, read, and circle.

- Read the directions aloud. Have students look at the pictures, read the sentence and circle the words.
- Have the students complete the activity independently.

Practice 4



25 Listen and number.

- Read the directions aloud. Have students look at the pictures and tell you what the animals are.
- Play Audio Track 159. Have students listen and point to the pictures as they hear them.
- Play the audio again, pausing after each sentence for students to number the pictures.

MONITOR

Check to see if students are numbering the pictures correctly. (Answers: a 3, b 4, c 1, d 2)

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statement aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color

three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 6 Practice Tests in the Assessment Pack.

WB Unit 6/p. 103

- Direct students who need help with grammar in particular to the Unit 6 Extra Grammar Practice (Workbook, page 103).
- For further vocabulary work, students can access games in the Big English Student World.

Homework



WB p. 63/act. 19



19 Listen and √. Then write.

- Direct students to WB Activity 19, on page 63. Read the directions aloud. Explain to students that they must listen to the audio, check the correct picture in each item, and write the words from the box.

Extra Application and Practice Activity

Materials: Flashcards: Unit 6, animals, *Bingo* markers

- Play *Bingo*. (See *Game Bank*, on page T133, for details.) Give each student a blank grid with nine squares on it. Students choose nine pictures from the animals on the Flashcards and draw one in each space on the grid. Give students nine coins or chips to use as *Bingo* markers.
- Play *Bingo* by randomly saying an animal. Students put a marker on the space if the animal shown on it is called. When a student gets three markers in a row, he or she wins and says, *Bingo*. Have the student name the animal on each winning space. Award a token or a gold coin made from yellow paper to the winners. The student with the most tokens at the end of the game wins.

MONITOR

Check to see that students are able to make simple drawings on their grids and that they can identify the animals.

Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 6 Unit Test in the Assessment Pack.

Review | Vocabulary and Grammar

24 Look and write.

eating flying jumping running



1 They're _____.



2 It's _____.



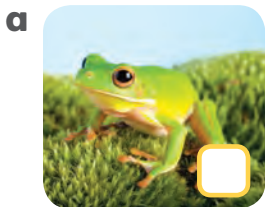
3 It's _____.



4 It's _____.

159 25

Listen and number.



I Can

- use words for pets and farm animals.



160
26

Listen, find, and say. Then role-play.

1



2



3



4



27

Work in teams. Role-play. Ask and answer.



What's the dog doing?



It's jumping.

I Can

- ask and answer about what animals and people are doing.



Review Lesson 2 | Speaking

Lesson Flow



Warm-up



Lesson Objective



Video



Practice 1



Practice 2



Self-assessment

Lesson Objective

To review the words and structures of the unit.

Review | Speaking

26 Listen, find, and say. Then role-play.

1 

2 

3 

4 

27 Work in teams. Role-play. Ask and answer.

 What's the dog doing?

 It's jumping.

I Can

- ask and answer about what animals and people are doing.

Unit 6 79

Warm-up



Materials: Flashcards: Unit 6, animals

- Invite students to play a guessing game. Use the animal Flashcards. Choose one of the cards and place a large piece of paper over it so students can't see it. Slowly move the paper off the card, pausing to let students guess what the picture shows.
- When a student guesses correctly, reveal the card and

show it to the class. Have students tell you what they see, e.g. *It's a horse*. Continue playing until all of the cards have been used.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review the words and structures of the unit through a variety of activities that involve listening and finding, and having a conversation. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Video Drama U 06



- Refer to Video Guide for pre-watching and post-watching activities.

Practice 1 P. T141



26 Listen, find, and say. Then role-play.

- Point to the pictures and ask students to tell you what they see. Then point to the first picture and ask: *What is it? (It's a horse.) What's it doing? (It's running.)* Check to make sure that students recognize all the actions: *running, jumping, flying, and eating.*
- Read the directions aloud. Play Audio Track 160. Have students listen and point to the pictures as they hear them.
- Replay the audio, pausing after each item for students to repeat the words.
- In pairs, have students role-play the dialogs about the pictures in the same way: *What's the horse doing? (It's running.)*

MONITOR

As students work, go around making sure they are forming the questions and answers correctly.

ASSIST

If students cannot identify an action, ask questions to help them, e.g. *Is it flying or running?* or replay the audio for them to check.

Practice 2



Materials: Flashcards: Unit 6, animals

27 Work in teams. Role-play. Ask and answer.

- Read the directions aloud. Point to the girl and the boy as you model the dialog and have the class repeat.
- Divide the class into three teams. Invite Team 1 to ask a question about another animal: *What's the horse doing?* Teams 2 and 3 mime an action, e.g. running on the spot and call out their answer: *It's running.* The team who gives a unanimous answer and mimes better gets to ask the next question. Discuss how, as a team, you need to work together and share ideas before answering. Tell students they can use any animals and actions they like.

MONITOR

Listen for correct vocabulary, pronunciation, and intonation.

ASSIST

Display the Flashcards and encourage students to use them for reference. Write actions on the board for them to refer to as well.

Self-assessment



I Can


- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statement aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 6 Practice Tests in the Assessment Pack.

WB Unit 6/p. 103

- Direct students who need help with grammar to the Unit 6 Extra Grammar Practice (Workbook, page 103).
- For further vocabulary work, students can access  games in the Big English Student World.

Extra Application and Practice Activity

- Divide students into groups of three and give one action to each person in the group. Invite a group to stand in a line and perform their actions. Then ask the class to point to each student and say what each is doing – for example, *He is jumping. She is running. He is sleeping.*

21st Century Social Skills

- Remind students to interact with each other in a respectful way. During the *Application and Practice Activity*, remind students never to make fun of how somebody mimes their actions. Students should enjoy “playing” but never laugh or comment about how someone does something.

Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 6 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

Checkpoint 4-6 Lesson 1

Lesson Flow



Warm-up



Lesson Objective



Self-assessment



Practice

Lesson Objective

To think about how well I can use what I have learned in Units 4-6

Checkpoint | Units 4-6

Do I know it?

1 Think about it. Look and circle. Practice.



I know this.



I need more practice.



I don't know this.

<p>1 p. 44</p> <p>Three emoji options: happy, neutral, sad.</p>	<p>2 p. 49</p> <p>What are you wearing?</p> <p>Three emoji options: happy, neutral, sad.</p>
<p>3 p. 56</p> <p>Three emoji options: happy, neutral, sad.</p>	<p>4 p. 61</p> <p>Where's... ?</p> <p>Three emoji options: happy, neutral, sad.</p>
<p>5 p. 68</p> <p>Three emoji options: happy, neutral, sad.</p>	<p>6 p. 73</p> <p>What's the cat doing?</p> <p>Three emoji options: happy, neutral, sad.</p>

Warm-up



Materials: Index cards, paper clips

- Have students create word jumbles to review key vocabulary from Units 4–6. Have each student choose a word, write its letters on separate index cards, shuffle the cards and clip them together.
- Have students exchange card sets and try to rearrange the cards to spell the vocabulary word.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will see how well I can use what I have learned in Units 4–6.*
- Students will review key language in Units 4–6.

Self-assessment



Materials: Index cards, magazines

1 Think about it. Look and circle. Practice.

- Read the directions aloud. Have students point to the face icons at the top of the page as you read the descriptions aloud. Then have students repeat after you, using intonation and facial expressions to act out the meanings.
- Have students use a colored pencil to complete the exercise. They will choose a different color when they review this exercise at the end of the Checkpoint.

MONITOR

Follow the suggestions below to review the key language in the unit. Check to see how well students are able to use the language. Remind students that they will be asked to assess their own abilities. You may wish to review all the language in the checklist first, and then have students complete it, or have students mark the checklist as each language point is reviewed.

21st Century Self-Direction

- Remind students that there are no right or wrong answers on this page. Emphasize the fact that they should circle the face that shows how they feel about each skill. Say: *This page will help us find out what you know well and what you should study more.*

ASSIST

Encourage students to turn to the page references when they need additional support to refresh their memories.

1 Clothing items (page 44)

- Ask: *Can you name clothing?* Replay Audio Track 93 from Activity 1 on page 44. Have students mime putting on each item of clothing named.

2 What's he/she wearing? (page 49)

- Ask: *Can you say what someone is wearing?* Have

students ask and answer questions about what the girl and boy are wearing. Model: *What's she wearing? She's wearing pink shoes. What's he wearing? He's wearing a green shirt.*

3 Daily activities (page 56)

- Write these words on the board: *brushing my teeth, drinking, combing my hair, reading, taking a bath, making lunch, washing, and getting dressed.* Have students look through magazines to find pictures of each activity. Allow students to share pictures they find with the class.

4 Where's ...? (page 61)

- Have students work in pairs to practice asking and answering about where people are in some of the pictures in Unit 5. For example, for page 56, model: *Picture 1. Where's the girl? She's in the bathroom.*

5 Animals (page 68)

- Have students play *Charades* (See *Game Bank*, page T132, for details.), taking turns miming one of the animals on page 68. Students can mime animals with or without making animal sounds. Encourage classmates to guess which of the ten animals the student is miming.

6 What's he/she/it doing? (page 73)

- Have students point to people in the magazine pictures they found of different activities. Have them ask and answer questions about what each person is doing. Model: *What's he doing? He's eating. What's she doing? She's making lunch.* Write these words on the board: *eating, flying, jumping, running, sleeping, and drinking.* Have one volunteer choose an animal and one of these actions. Ask: *What's it doing?*

Practice

WB p. 64/oct. 1, 2, 3, 4



1 Look, find, and number.

- Read the directions aloud. Ask the students to look at the picture, then find the items listed and number them.

2 Look and √. What is Sue wearing?

- Read the directions aloud. Have students read the list, then look at the picture, and check the items Sue is wearing.

3 Look at 1 and draw. What other animals can you see?

- Read the directions aloud. Have students look at the animals listed in 1, and the picture, then draw the animals not listed.

4 Work in groups and share.

- Read the directions aloud. Have students work in small groups to share information about the Checkpoint.

Checkpoint 4-6 Lesson 2



Lesson Flow



Lesson Objective

To put together what I have learned in Units 4-6

I can do it!



Get ready.

A. Look. Circle the correct words.



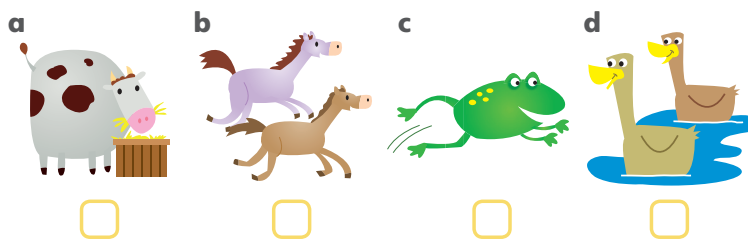
- 1 Mom is **reading a book** / eating.
- 2 Dad is **washing** / making lunch.
- 3 The cat is **sleeping** / playing.
- 4 The girl is **drinking** / **talking on the phone**.

B. Look at A and point. Ask and answer.

What's she wearing?

She's wearing a green shirt and brown pants.

C. Listen and number.



Checkpoint Units 4-6 81

Warm-up



- Invite students to play *Photo Freeze*. One student mimes doing something and another pretends to take a picture with a camera, by saying: *Click!* The student doing something “freezes”. Then students ask and answer questions about the “picture”. Model: *What’s he doing?* (He’s jumping.) *What’s he wearing?* (He’s wearing blue pants and a green shirt.)

21st Century Technology Literacy

- Allow students to use a smartphone to take pictures, and repeat the activity. Ask students to share tips for taking good pictures.

Lesson Objective



INVOLVE

- Introduce the Lesson Objective. Say: *Today I will put together what I have learned in Units 4–6.*
- Students will listen and match what they read and hear with pictures. They will also talk about what they see.

Practice 1



2 Get ready.

A Look. Circle the correct words.

- Ask students to point to the following activities in the picture: *sleeping, talking on the phone, reading, and making lunch.*
- Ask a volunteer to read Item 1 aloud twice, completing the sentence with each possible activity. Model: *Mom is reading a book. Mom is eating.* Ask: *Which sentence is correct?* (Mom is reading a book.)
- Have students complete Part A independently.

MONITOR

- Check to make sure that students circle the correct answers. (Answers: 1 reading a book, 2 making lunch, 3 sleeping, 4 talking on the phone.)
- True/False: Students can use the examples in Part A to practice identifying true and false statements. Have them write the two possible sentences for each item and say whether each sentence is true or false. Model: *Mom is reading a book.* (true) *Mom is eating.* (false)

Practice 2



B Look at A and point. Ask and answer.

- Read the directions aloud. Ask volunteers to read the speech bubbles. Then have partners ask and answer questions about the mother, father, and girl in Part A. Point out that they can ask about what these people are wearing and doing. Model: *What’s Mom doing?* (She’s reading.)

MONITOR

As students ask and answer questions, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

Write these phrases on the board to help students name clothing items as they talk about what people in the picture are wearing: purple blouse, green shirt, yellow shirt; blue pants, brown pants, red skirt, black shoes, green shoes, purple shoes.

CHALLENGE

Have students describe how they might add a fourth person, a boy, to the drawing in Part A. Model: The boy is in the bedroom. He’s wearing purple pants and a yellow shirt. He’s sleeping.

Practice 3



P. T141
162



C Listen and number.

- Read the directions aloud.
- Play Audio Track 162. Pause after the first dialog. Ask: *What are they talking about?* (a jumping frog) Continue playing the audio.

MONITOR

Check to see that students number the pictures correctly. (Answers: a 3, b 4, c 1, d 2)

Checkpoint 4–6 Lesson 3

Lesson Flow



Warm-up



Lesson
Objective



Practice



Speaking

Lesson Objective

To put together what I have learned in Units 4–6

Checkpoint | Units 4–6

3 Get set.



STEP 1 Cut out the cards on page 135.



STEP 2 Put the cards on your desk. Mix the cards up. Now you're ready to **Go!**

4 Go!

A. Arrange the cards to make the person below. Ask and answer with a partner.



- What's she wearing?
- What's she doing?

B. Make 3 more people. Don't show your cards. Describe one of your people. Your partner makes the same person. Show your cards and check.

He's in the bathroom. He's talking on the phone...

Warm-up



3 Get set.

- Have students preview the cutouts on page 135. Have students look at the top of each card. Ask: *What clothes do you see?* (blue shirt, brown pants, white shoes; blue jacket, blue pants, black shoes; brown hat, red shirt, black pants, brown boots; green hat, green jacket, brown pants, green boots)
- Have students look at the top of each person. Say: *This part shows what the person is doing. What do you see?* (She's reading. He's playing. He's feeding a bird. She's eating.)
- Read the directions aloud and have them cut out the cards on page 135.

Lesson Objective



INVOLVE

- Introduce the Lesson Objective. Say: *Today I will put together what I have learned in Units 4–6.*
- Students will match descriptions with pictures. Then they will ask and answer questions about students.

Practice



4 Go!

A Arrange the cards to make the person below. Ask and answer with a partner.

- Read the directions aloud. Have students use their cards to make the person shown on the page. Then have volunteers read the questions on the page aloud and answer them. (*What's she wearing? A green hat, a green jacket, brown pants and white shoes. What's she doing? She's eating an apple.*)

ASSIST

- Have students begin by creating four people using the cards and describing them while looking at the cards. This activity can help prepare students to play the matching game in Part B.

Speaking



B Make 3 more people. Don't show your cards. Describe one of your people. Your partner makes the same person. Show your cards and check.

- Read the directions aloud. Have partners take turns creating three more people. Then they give clues about the people so their partner can use the cards to make the same three people.
- After students match their partners' three people, they can mix up the cards and create three or four new people for their partners to match.
- To match cards, partners can give clues (*He's in the bathroom. She's eating an apple.*) or ask questions (*What's he doing? Where is she?*).

MONITOR

- As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

21st Century Critical Thinking

- Ask: *How many different people can you make?* (There are 16 different possible people: girl reading in each of the four rooms; basketball player in each of the four rooms; boy feeding the bird in each of the four rooms; and girl eating an apple in each of the four rooms.) Invite students to make a chart that shows all of the possible combinations.
- Writing: Encourage students to write sentences that describe the people they make with their cutouts. Challenge them to write one sentence that gives enough clues so that their classmates can make the same person. Model: *He is playing basketball in the kitchen. She is reading in the living room.*

Lesson Flow



Warm-up



Lesson Objective



Practice



Self-assessment 1



Self-assessment 2

Lesson Objective

To think about how well I can use what I have learned in Units 4-6

5 Draw.

ALL About Me

My favorite animal is:

I'm wearing:

Do I know it now?

6 Think about it.

A. Go to page 80. Look and circle again.

B. Check (✓).

I can start the next unit.

I can ask my teacher for help and then start the next unit.

I can practice and then start the next unit.




1

2

3

4

5

6

7

8

9

7 Rate this Checkpoint. Color.




hard



OK



easy



not fun



OK



fun

Checkpoint Units 4-6 **83**

S83 Unit 6

Warm-up



- Review the meaning of *favorite*. Say: *Something that is your favorite is something you like best.* Reinforce its meaning by taking a class survey about favorite colors. Ask: *What is your favorite color?* Have each student write down his or her answer. Then have students look for others that have the same favorite color. Write the color names on the board and invite students to line up in front of these labels to create a life-size pictograph showing the survey results.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will think again about how well I can use what I have learned in Units 4–6.*

- Students will write and draw about their favorite animal, and about what they are wearing. Then they will think about how well they can use key language for Units 4–6.

Practice



5 Draw.

- Read the directions and journal title aloud. Invite volunteers to read the text aloud.
- Then have students draw to complete *All About Me*. Encourage them to add simple written labels to their drawings. Provide additional paper as needed.
- Invite students to share their journal entries.

MONITOR

- Check students' work for correct use of language.

ASSIST

Point out that students do not have to write complete sentences in the *All About Me* journal entry. Model writing labels such as: duck, running horse, dress, green hat.

Self-assessment 1



6 Think about it.

A Go to page 80. Look and circle again.

- Read the directions aloud.

21st Century Self-Direction

- Have students turn to the “Look and circle” exercise on page 80 and think about each of the categories again. Remind students to take their time to think about each category carefully. Suggest that they look at the reference pages listed as they review their skills.
- Ask students to use a different colored marker or pencil when they revisit the checklist on page 80. This will help them see both sets of circles.
- Students may want to circle the same face icon when they revisit the exercise. Model drawing the second circle outside the first so that both colors are visible, rather than covering up the first circle with the second color.

B Check (√).

- Read the directions aloud. Say: *You will check one box.* Students can use the “Look and circle” exercise on page 80 to help them choose a response. If they circled ten to twelve smiling faces, they can start the next unit with confidence. If they circled fewer than ten smiling faces, they should probably check one of the other choices.

Self-assessment 2



7 Rate this Checkpoint. Color.

- Write *easy* and *hard* on the board. Say: *Something is easy if you can do it without any problems. It's hard if you have trouble doing it.* Give students examples of easy and hard activities: *It's easy to raise your hand. It's hard to touch the top of a door.*
- Write *fun* and *not fun* on the board. Say: *Something is fun if you really enjoy doing it.* Ask students to mime things that are fun to do.
- Read the directions aloud. Point out that they will color only one star in each section. Say: *First, you will say if the Checkpoint was easy, OK, or, hard. Then you will say if it was fun, OK, or, not fun.*

Using Checkpoint Evaluations: Student evaluations of the Checkpoint (*easy/OK/hard, fun/OK/not fun*) can give you insight into students' reactions to classroom activities. Review their answers to help you engage and motivate them as they continue to review Units 4–6 and move on to the next units. Consider whether students require additional assistance, deeper challenges, or more inspiring activities.

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Party Time

Objectives

Reading

Can follow simple dialogs in short illustrated stories, if they can listen while reading.

Can understand basic written instructions for classroom activities (e.g. Read and match).

Listening

Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.

Can recognize familiar words and phrases in short, simple songs or chants.

Can understand the letters of the alphabet by their names.

Can recognize the letters of the alphabet by their sounds.

Speaking

Can ask basic questions to find out what possessions others have.

Writing

Can write some familiar words.

Can write the letters of the alphabet in lower case.

Can write simple facts about themselves (e.g. name, age), given prompts or a model.

Can write basic sentences referring to everyday items (e.g. classroom objects), given prompts or a model.

Grammar

Can use common forms of *have* in the present tense.

Unit Projects

Family Connection

Invite students to work with a family member to choose pictures of themselves from a birthday celebration. Encourage them to use the new language they have learned to talk with the family member about the celebration; what food, drink, and party items they usually have; and what day their birthdays are on this year. Invite students to present their pictures to the class and talk about how they celebrate birthdays in their family.

Key Language

Key Vocabulary

Food

apple	juice
cake	milk
fruit	orange
grapes	pizza
hamburger	salad
hot dog	sandwich
ice cream	

Days of the week

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Expressions

Happy Birthday!
It's my party!
Today is Saturday.

Content Words

chips	candy
chocolate	pie
cookies	seaweed soup
fries	
salt	
salty	
sugar	
sweet	

Grammar/Structures

What **does** he **have**?

He **has** milk.

What **do** you **have**?

I **have** juice.

Phonics

The sounds: *l, ll, v, w*

Our Calendar Bulletin Board

Create a class calendar by posting labels of the days of the week across the top of the board. Choose a particular week to do this project. Have students create drawings for the foods they have eaten on each previous day. Have them label and post the drawings under the correct days. If any students have a birthday during the week, post a drawing of a birthday cake and the student's name under that day.

Vocabulary Lesson

Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective



Homework

Lesson Objective

I will learn to name food.

Key Language

apple, cake, fruit, grapes, hamburger, hot dog, ice cream, juice, milk, orange, pizza, salad, sandwich

7 Party Time

Vocabulary

I will learn to name food.

163 **Song Time!**

164 **1 Listen, look, and say.**

 1 cake	 2 apple	 3 ice cream	 4 juice	 5 milk
 6 grapes	 7 pizza	 8 salad	 9 hamburger	
 10 fruit	 11 sandwich	 12 hot dog	 13 orange	

2 Play the memory game.

84 Unit 7

Warm-up



Materials: Flashcards: Unit 7, food, pictures of parties

- Show students pictures of a party. Ask them to say what

they see. Introduce the word *party*. Invite students to say how they celebrate with their families. Ask students what food and drink they have at their parties. Allow them to use simple sentences, phrases, words, or gestures to explain.

- Explain that we often have special foods, drinks or items at parties. Show students the *food* Flashcards and have them identify any items they may know in English. Ask them to point out any items that are related to parties. Say the name of each item aloud as you show it and have students repeat.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name food.*
- Use 2–3 Flashcards remind students what they already know and elicit a few names of food.
- Students will name and identify different food.

Song Time

Materials: Flashcards: Unit 7, food

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. The students will only hear the words at this point. They will not see the text of the song.

Presentation

1 Listen, look, and say.

INVOLVE

- Read the directions aloud. Play Audio Track 164. Have students listen, point to each picture, and say the word.
- Name the food and drink items at random and have students point to the correct picture. Ask: *What is it?* Choose a volunteer and elicit the answer: *It's (cake).* If the student simply says: *Cake*, say: *Yes, it's cake.*

MONITOR

Check to see that students are pointing to the correct pictures as they say the words.

CHALLENGE

Allow students 30 seconds to look at the pictures in Activity 1. Then have them close their books and name as many food and drink items as they can remember. List the words on the board. Then have students compare the list to the pictures in their books to see how many they remembered correctly.

Practice

1 Match.

- Read the directions aloud. Explain to the students that they will match the words in the circle with the people in the photos.
- Have students work independently, and then compare answers with a partner. Ask students to say the words aloud.

MONITOR

Check answers as a class.

Game

Materials: Flashcards: Unit 7, food

2 Play the memory game.

- On the board write *cake* and *pizza*. Show students the matching Flashcards. Ask one student to say another item of food and write it on the board. Show its Flashcard. Continue until all food items have been mentioned.

MONITOR

Check to see if students are referring to the correct items.

ASSIST

If students have difficulty remembering food items, have them look at Activity 1 and go through the food items orally once more.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to name food.*
- Encourage awareness of what students have learned by quickly eliciting from a few students the names of food.

Homework

2 Look at 1. Write.

- Direct students to WB Activity 2 on page 66. Read the directions. Explain to the students that they must look at Activity 1 and write the correct words.

Extra Application and Practice Activity

Materials: Flashcards: food

- Place the Flashcards on the board, picture side up. Write on the board *c _ _ _*. Have students spell the word for you (*c-a-k-e*) and fill in the missing letters as they do so. Continue with all the food vocabulary items. If time allows, have students play the game in pairs.

MONITOR

Check for correct pronunciation and proper intonation.

ASSIST

Allow students to look back at the Student's Book for reference if necessary.

7

Party Time

Vocabulary

I will learn to name food.



Song Time!



1 Listen, look, and say.



1 cake



2 apple



3 ice cream



4 juice



5 milk



6 grapes



7 pizza



8 salad



9 hamburger



10 fruit



11 sandwich



12 hot dog



13 orange

2

Play the memory game.

I will learn to ask and answer questions about food.

165 166
3

Listen and sing. Then look at 1 and find.

It's My Birthday Party!



Welcome, friends.
Please sit down.
It's my birthday party!
With games and a clown!

We have pizza, hot dogs,
Salad, too.
Apples, cake,
And ice cream for you!

Or put a hamburger
On your plate.
With juice or milk
It'll taste great.

Thanks for the presents.
What a great day!
Let's eat and drink
And play, play, play.



167
4

Listen and say yes or no.

1



2



3



4



5 Look at 4. Ask and answer.



What does
he have?

He has milk.



**THINK
BIG**

What food do you eat every day?
What food do you eat on special days?

Song Lesson

Lesson Flow



Lesson Objective

I will learn to ask and answer questions about food.

Key Language

apple, cake, fruit, grapes, hamburger, hot dog, ice cream, juice, milk, orange, pizza, salad, sandwich

Song

I will learn to ask and answer questions about food.

3 Listen and sing. Then look at 1 and find.

It's My Birthday Party!



Welcome, friends.
Please sit down.
It's my birthday party!
With games and a clown!

We have pizza, hot dogs,
Salad, too.
Apples, cake,
And ice cream for you!

Or put a hamburger
On your plate.
With juice or milk
It'll taste great.

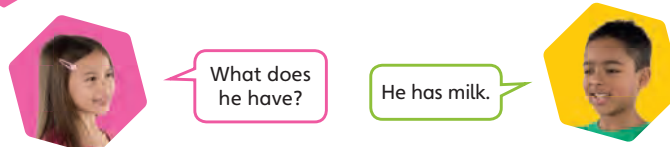
Thanks for the presents.
What a great day!
Let's eat and drink
And play, play, play.



4 Listen and say **yes** or **no**.



5 Look at 4. Ask and answer.



THINK BIG What food do you eat every day?
What food do you eat on special days?

Unit 7 85

Warm-up



Materials: Flashcards: Unit 7, food, picture of a birthday party

- Show students pictures of a birthday party. Ask them

to tell what they see. Introduce the words *birthday* and *birthday party*. Invite the students to say how they celebrate their birthdays. Ask students what food and drink they have on their birthday. Allow them to use simple sentences, phrases, words, or gestures to explain.

- Explain that we often have special foods, drinks, or items on someone's birthday. Show students the Flashcards and ask them to point out any items that are related to birthdays.
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask and answer questions about food.*
- Students will sing a song and talk about food.

Listen and Sing

Materials: Flashcards: Unit 7, food

3 Listen and sing. Then look at 1 and find.

- Invite students to point to and identify the *cake* and *present*. Then model sentences: *It's a cake. I see a present.*
- Explain any language students do not understand – for example: *welcome, clown.*
- Read the directions aloud. Play Audio Track 165. Have students listen and sing the song.

MONITOR

- Observe students to see if they are comfortable with the song. Hold up Flashcards at the appropriate time.

ASSIST

Presenting Songs: One way to present a song is to start with the lyrics. Recite the lyrics several times while the students listen. Say the lyrics for the first verse, line by line, and have the class repeat. When students are familiar with the first verse, continue presenting the rest of the song in the same manner. Then sing the song with the class.

Practice 1

4 Listen and say yes or no.

- Look at the pictures and ask students what the child in each picture has.
- Read the directions aloud and play Audio Track 167. Pause after each item and invite students to say: *yes* or *no*, according to what they hear.

MONITOR

- Check answers as a class. (*Answers: 1 no, 2 yes, 3 no, 4 yes*)

Speaking

5 Look at 4. Ask and answer.

- Read the directions aloud. Invite two volunteers to read the dialog and have the rest of the class repeat.
- Ask: *What does he have?* Elicit the correct answer: *He has milk.* Ask students which picture is being talked about. (Picture 2)

- In pairs, have students ask and answer about what the children in Activity 4 have.

MONITOR

- As students talk, listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 2

4 Draw.

- Read the directions aloud. Ask the students to draw the food and drink from the speech bubble in the drawing box. Students work independently. Get feedback from the class.

Think BIG

Materials: Flashcards: Unit 7, food

21st Century Health Literacy

- Write the words *Healthy Foods* and *Unhealthy Foods* on the board. Explain their meaning through simple language and gestures. Explain that they can eat healthy foods, like salad, anytime they want. Other foods, like cake, are treats that are eaten on special occasions. Place the Flashcards of food items under each heading. (*Possible answers: I eat sandwiches and salads every day. I eat pizza and cake on special days.*)

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer questions about food.*
- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which food items they heard in the song.

Homework

3 Listen and number. Then sing.

- Direct students to WB Activity 3 on page 67. Read the directions. Explain to students that they must listen to the song and number the food items. Encourage them to sing the song.

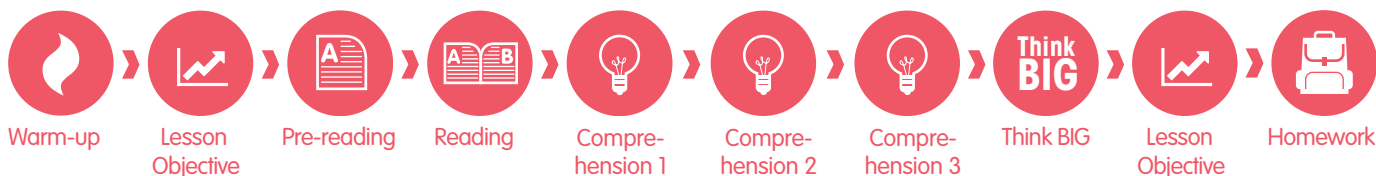
Extra Application and Practice Activity

Materials: Flashcards: food

- Play a game with students. Mix up the Flashcards. Divide the class into two teams. Hold up a card and elicit whether students drink or eat the item. The first student to raise his or her hand and make a correct sentence gets a point. Encourage students to use the target language: *He's eating pizza. They're eating pizza.*

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about a party.

Key Language

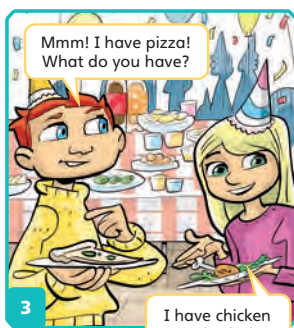
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, today, numbers

Story







I will read a story about a party.

6 Listen and read. What day is Tim's party?

How Many More Days?



7 Look at the story. Read and circle.

- 1 Tim has... a  b 
- 2 Jane has... a  b 
- 3 What does Patrick have? a  b 

THINK BIG

What is your favorite day?
Sunday Monday Tuesday Wednesday
Thursday Friday Saturday
What's your favorite party food? Say.

Warm-up



Materials: A large calendar

- Display a large calendar. Point to each day of the week on the calendar and say it aloud. Have students repeat the days after you.
- If culturally appropriate, ask: *When's your birthday?* Invite a few students to come up, find their birthday

on the calendar, and write their names on the day. After each student writes his or her name on the calendar, point to the day and ask the class: *When is his/her birthday?* Have the class tell you the date of the student's birthday.

- Find today's day on the calendar and point to it. Then ask students: *What day is it today?* Prompt students to answer: *Today is (Tuesday).* Choose a day within ten

days of today, point to it and write “My Party” on the calendar in big letters. Have students identify the day, e.g. *It’s (Saturday)*. Then ask: *How many days until my party?* Count out the number of days as you point to each one. Then say: *That’s (four) more days. Then it’s my party.* Have students repeat the question and answer after you.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will read a story about a party.*

- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

Pre-reading

Materials: A large calendar

- Point to and read the title aloud. Explain that this story is about Tim’s party. Have students look at the pictures in the story frames and identify any food items that they know (*pizza, chicken, salad, pasta, cake, ice cream*).
- **Guided Prediction:** Have them use a calendar to tell what today is and to work out how many days there are until Tim’s party.

Reading



6 Listen and read. What day is Tim’s party?

- Read the directions aloud. Play Audio Track 169 and have students listen and read silently.
- Ask the question: *What day is Tim’s party?* Have students find and point to Frame 2 in their books and tell you the answer. (*Tim’s party is on Saturday.*)
- Replay the audio. Have students point to the pictures as they follow along. Ask volunteers (or groups) to role-play the story aloud, without the audio.

Comprehension 1

MONITOR

Point to and name specific story frames as you ask questions about the story. For example, say: *Look at Frame 3. What does Jane have?* (Chicken and salad/She has chicken and salad.)

Comprehension 2

WB p. 68/act. 5



5 Read and write.

- Have students look at the story and read each sentence under the frames. Have students read again and write the correct answer.

Comprehension 3

Materials: Flashcards: Unit 7, food

7 Look at the story. Read and circle.

- Go through each frame in the story and talk about it in simple English, e.g. *It’s Friday* (Frame 1), *Tim’s party is on Saturday* (Frame 2), etc.
- Have students look at the story and tell you what they see in each frame. Read the directions aloud and complete the activity as a class by reading each question, then allowing students time to answer.

MONITOR

Check to see that students have understood the activity and are answering correctly. (*Answers: 1 a, 2 a, 3 b*)

Think BIG



21st Century Communication

- Ask students to talk in small groups about their favorite day and their party food.
- Elicit answers, helping students with vocabulary when necessary. Ask: *What do your friends like to eat?* Invite volunteers to report back to the class on their group discussion.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have read a story about a party.*

- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

Homework

WB p. 68



Think BIG

- Direct students to WB Think BIG on page 68. Have students think about the correct order of the days of the week. They then write the days of the week in the correct order, and circle what it is today.

Extra Application and Practice Activity

Materials: A large calendar

- Use the large calendar. Say two or three consecutive days of the week and have students say the next day. For example, say: *Sunday, Monday*. Students say: *Tuesday*. Say: *Thursday, Friday, Saturday*. Students say: *Sunday*.

MONITOR

Check to see that students respond by saying the correct day and that they pronounce it correctly.

CHALLENGE

Have students sit in a circle. Ask one student to name a day. Then have the students go around the circle to say the next consecutive days. Repeat the activity, allowing different volunteers to start with a different day.

Story

I will read a story about a party.

169
6

Listen and read. What day is Tim's party?

How Many More Days?





7 Look at the story. Read and circle.

1 Tim has...



2 Jane has...



3 What does Patrick have?



What is your favorite day?
 Sunday Monday Tuesday Wednesday
 Thursday Friday Saturday
 What's your favorite party food? Say.

Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about what people have.

Key Language

apple, cake, grapes, hamburger, hot dog, ice cream, orange, present

Language in Action

I will listen to a dialog about what people have.

8 Listen and read. Then say.

Tom: What do you have, Ben?

Ben: I have a present for you.
Happy birthday, Tom!

Tom: Thanks!

Ben: Is Matt here?

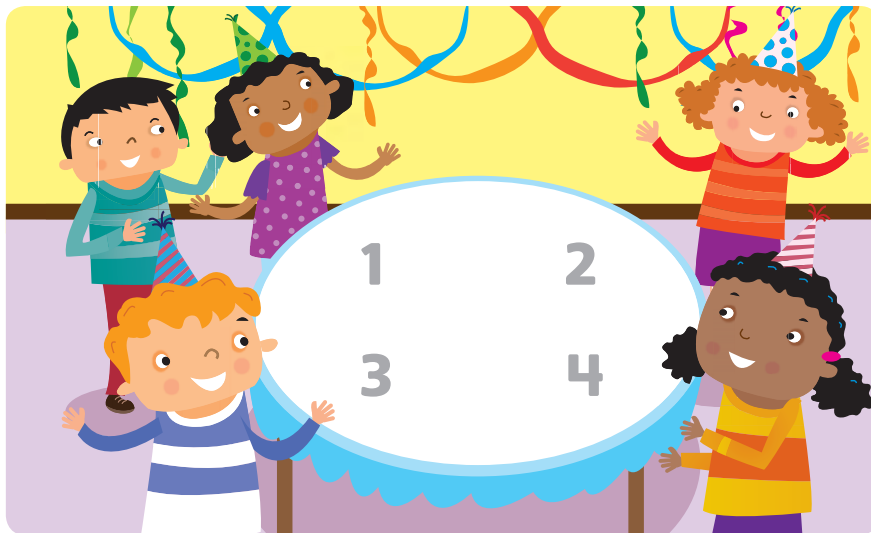
Tom: Yes, he is.

Ben: Oh, good. He has a great
present for you!



9 Look at 8. Role-play with a partner.

10 Listen and stick. Then say.



Warm-up



Materials: Flashcards: Unit 7, food

- Explain, model, and play *Whisper, Go, Touch!* (See *Game Bank*, page T132, for details.) Use the Flashcards.
- After playing the game, draw a simple birthday cake on the board with seven candles. Draw two stick figures with speech bubbles. In one speech bubble write: *How old are you?* Count the candles and in the other speech bubble write: *I'm seven years old.* Read the sentences aloud with students and have them repeat. Have students practice both parts. Then erase *seven* to leave *I'm... years old.* Have students work in pairs to ask and answer.
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will listen to a dialog about what people have.*
- Students will practice listening skills through a dialog, use the language of the unit in context by acting out a conversation with a partner, and stick stickers.

Pre-listening

- Have students look at the picture. Introduce the two boys as *Tom* and *Ben*. Tell them they are going to listen to Tom and Ben talking. Have the students predict what Ben and Tom are saying to each other.

Listening



8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 170 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear.

Comprehension

MONITOR

- Check for understanding. Ask: *Who is the present for?* (Tom) *Is Matt at the party?* (Yes, he is.) *Is it Ben's birthday or Tom's birthday?* (Tom's birthday)

Role Play

9 Look at 8. Role-play with a partner.

- Read the directions aloud. Give pairs the roles of Tom and Ben. Have pairs say and role-play the dialog. Have partners switch roles. Invite volunteers to say and role-play the dialog for the class.

MONITOR

- Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 1



P. T142
171

Materials: Stickers

10 Listen and stick. Then say.

- Help students find the Unit 7 stickers at the back of the Student's Book. Point to each sticker and invite students to name the food items. Tell students they will listen to the audio and place stickers in the correct numbered places, based on what they hear.
- Read the directions aloud. Play Audio Track 171 and have students listen and place the stickers in the correct place.

MONITOR

- As students work, make sure that they place the stickers in the correct numbered places. Check answers as a class. (Answers: 1 ice cream, 2 fruit, 3 cake, 4 some presents)

Practice 2

WB p. 69/act. 6

6 Look and write.

- Read the directions aloud and explain that the students need to look at what the boy and girl have and write the words from the box into the correct speech bubbles.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have listened to a dialog about what people have.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog.

Homework

WB p. 69/act. 7

7 Read and draw.

- Direct students to WB Activity 7 on page 69. Ask them to read and draw the food items onto the plates.

Extra Application and Practice Activity

Materials: A menu from a local restaurant, art supplies

- Bring to the class a menu from a local restaurant. Give students time to look at it, then tell them that they are going to make a menu for the school canteen.
- Have students write and illustrate the menu as a class. Display it in the classroom and invite students to talk about what food items the school canteen has.

I will listen to a dialog about what people have.

¹⁷⁰
8 Listen and read. Then say.

Tom: What do you have, Ben?

Ben: I have a present for you.
Happy birthday, Tom!

Tom: Thanks!

Ben: Is Matt here?

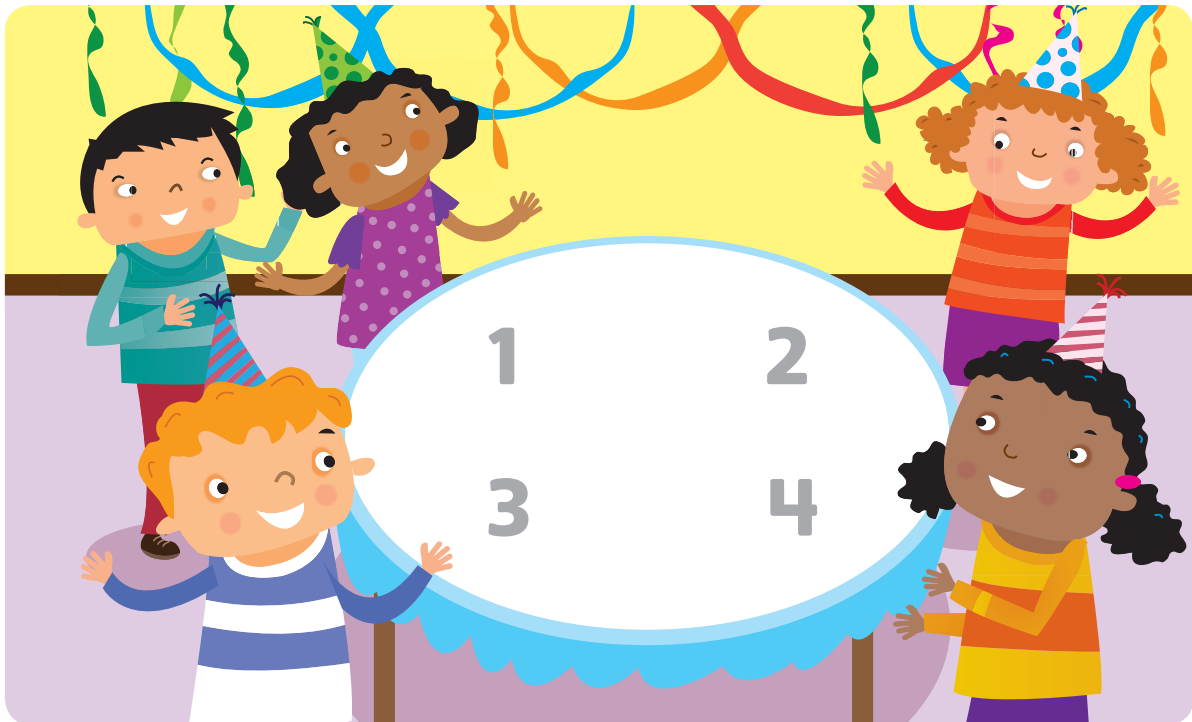
Tom: Yes, he is.

Ben: Oh, good. He has a great
present for you!



9 Look at 8. Role-play with a partner.

¹⁷¹
10 Listen and stick. Then say.



Grammar

I will learn to use *What does he have? He has...*

What does he have ?	He has milk.
What do you have ?	I have juice.

11 Match. Then say.

1 What do you have?
I have salad.

2 What do you have?
I have cake and milk.

3 What do you have?
I have juice and ice cream.

4 What do you have?
I have fruit.



12 Look at 11. Ask and answer.



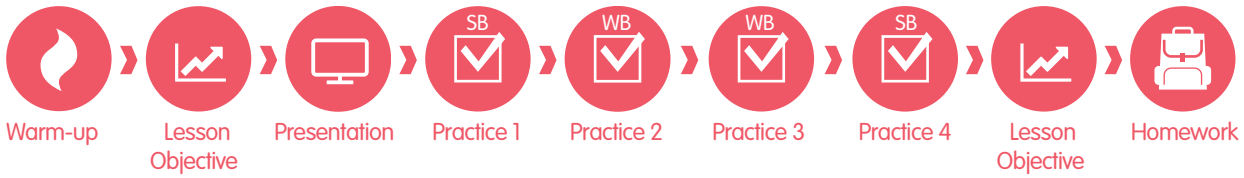
What does she have?

She has cake and milk.



Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *What does he have? He has...*

Key Language

What does he/she have?

He/She has...

Grammar

I will learn to use *What does he have? He has...*

What does he have ?	He has milk.
What do you have ?	I have juice.

11 Match. Then say.

1 What do you have?
I have salad.



2 What do you have?
I have cake and milk.

3 What do you have?
I have juice and ice cream.



4 What do you have?
I have fruit.

12 Look at 11. Ask and answer.



What does she have?

She has cake and milk.



Unit 7 89

Warm-up



- On the board, write: *What do you have? I have...* Have students write or draw on a piece of paper a few food items of their choice. Ask a student: *What do you have?*

Elicit: *I have...*, pointing at the board to the question and answering. Do this with all the students in the class. Place students in pairs and have them do the activity with their partners.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about what people have using What does he have? He has... .*

- Students will use *What does he have? He has... .* to ask and answer questions about food.

Presentation



- Have students read the question and answers in the grammar box at the top of the page aloud (repeating after you). Point out that the question *What does he have?* is answered with *He has... .*
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

Practice 1



11 Match. Then say.

- Have students look at each picture and describe what food and drink items each person has.
- Read the directions aloud and then invite volunteers to read each question and answer aloud. Allow the students a little time to answer after each item.

MONITOR

Check to see that students have answered correctly by answering as a class. (*Answers: 1 d, 2 a, 3 c, 4 b*)

CHALLENGE

Have students make a list of things they have around them, including classroom objects such as a ruler, a pencil, etc. and have them ask and answer in the same way using these items.

Practice 2

WB p. 70/act. 8



8 Look and match. Then write.

- Read the directions aloud. Refer students to the grammar box at the top of the page to find the model questions and answers. Walk students through the first item, then have students do the other items independently.

Practice 3



P. T142
WB p. 71/act. 9



9 Listen and match. Then write.

- Read the directions aloud. Play Audio Track 172 and walk students through the example Item 1.
- Play the audio again and have students match and write independently.
- Refer students to the grammar box at the top of the previous page. Read the model questions and answers aloud. Have pairs ask and answer questions about what the people have.

Practice 4



12 Look at 11. Ask and answer.

- Have students work with a partner. Have them ask and answer questions about the food in Activity 11 using the dialog as a model.

MONITOR

Check to see that students are using *he/she* correctly. Listen for proper pronunciation, appropriate intonation, and correct use of language.

21st Century Health Literacy

- Have partners ask and answer questions about the food and drink they have for lunch at school today. Invite students to tell the class what their partner has for lunch today. Discuss unhealthy and healthy lunches. Remind students that it is important to eat a variety of healthful foods. Talk about how food gives us energy and helps our bodies to grow.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to talk about what people have using What does he have? He has... .*

- Encourage awareness of what students have learned by quickly asking a few students about food: *What does he have?* Students answer using *He has... .*

Homework

WB p. 71/act. 10



10 Look and write.

- Direct students to WB Activity 10 on page 71. Ask students to look at the pictures and write what the boy and girl have.

Extra Application and Practice Activity

- Continue Activity 12. Have students draw pictures of their favorite lunches. Invite pairs to come to the front of the room with their pictures. Point to one of the students and model: *What does he/she have?* Have the class repeat the question after you.
- Then have the other student point to his or her partner and respond: *He/She has... .* If students present a food that is not a key vocabulary word, assist with vocabulary and language.

MONITOR

Check to see that students are using *he/she* and *has* correctly.

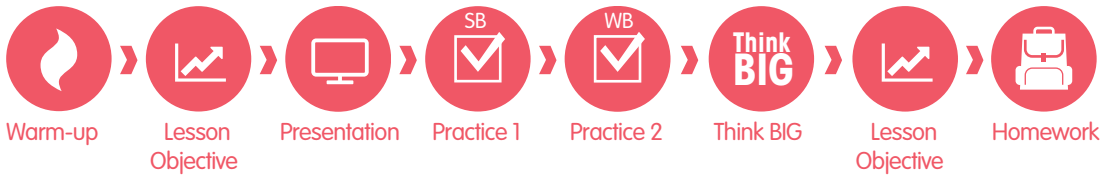
Extra Grammar Practice

WB Unit 7/ p. 104

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Lesson Objective

I will learn about sweet and salty foods.

Key Language

chips, chocolate, cookies, fries, salt, sugar
salty, sweet

Content Connection | Life Science

I will learn about sweet and salty foods.

13 Look, listen, and repeat. Then say.



1 sugar



2 chocolate



3 cookies



4 salt



5 chips



6 fries

I have chocolate and fries.

14 Look and match. Then listen and check.



THINK BIG

Name other sweet and salty foods.
What's your favorite? Salty or sweet?

Warm-up



Materials: Picture of ice cream or cookies, bag of chips

- Pre-teach the words *sweet* and *salty*. Show a picture of ice cream and/or cookies and say: *Mmm. They're sweet.* Then show the class a bag of chips, lick your lips and say: *They're salty.* Continue with different kinds of food asking students to repeat after you.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn about sweet and salty foods.*

- Students will learn how to identify *sweet* and *salty* foods.

Presentation



Materials: Flashcards: Unit 7, food, pictures of sweet and salty foods

13 Look, listen, and repeat. Then say.

- Hold up the Flashcards and pictures one at a time and say: *Is this sweet or salty?* Have students answer as a class.
- Read the directions aloud. Play Audio Track 173 once through without pausing and have students point to each picture as they hear the word.
- Play the audio again but this time pause after each word so that students can repeat it.

Practice 1



14 Look and match. Then listen and check.

- Have students look at the pictures in the activity and have students name each one.
- Read the directions aloud and have students match the pictures to either the sugar cubes (for sweet) or salt cellar (for salty) by drawing lines.
- Play Audio Track 174 and have students check their answers.
- Play the audio track again, pausing after each picture for students to repeat what they hear.

MONITOR

Check that students have correctly matched the food items. (Answers: *Salty: chips, fries, pasta, chicken; Sweet: chocolate, cake, ice cream, fruit, juice, cookies*)

Practice 2

WB p. 72/act. 11



11 Look and write.

- Read the directions aloud. Invite a student to read aloud the words. Have the class repeat.
- Explain that students must look at the pictures, read the words, and then write. Students work independently.

MONITOR

Check answers as a class.

Think BIG



Materials: Flashcards: Unit 7, food, pictures of supermarket shelves

21st Century Critical Thinking

- From the Internet or a magazine, show pictures of supermarket shelves packed with different kinds of food. Have students name other sweet and salty foods from this unit and from the pictures. Ask the students which is their favorite – sweet or salty?

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned about sweet and salty foods.*

- Encourage awareness of what students have learned by quickly asking them to name sweet and salty foods that they know.

Homework



P T143
175

WB p. 72/act. 12



12 Listen, read, and circle.

- Direct students to WB Activity 12 on page 72. Explain to them that they must listen, read, and then circle the answers correctly.

ASSIST

- Tell students that they can replay the audio as needed.

Think BIG

- Direct students to WB Think BIG on page 72. Tell students that they must draw and then write about one sweet food and one salty food.

Extra Application and Practice Activity

Materials: Flashcards: Unit 7, food

- Display all the Flashcards. Hold up the cards one at a time and have students name them. Invite students to tell you which food is their favorite, and if it is sweet or salty.
- Draw two plates on the board. Then model drawing one sweet and one salty food on each of the plates. Have students repeat after you, e.g. *It's ice cream. It's sweet. They're chips. They're salty.*
- Have students draw their own plates of food and talk about their dishes with their partners.

I will learn about sweet and salty foods.

13 Look, listen, and repeat. Then say.



1 sugar



2 chocolate



3 cookies



4 salt



5 chips



6 fries

I have chocolate and fries.

14 Look and match. Then listen and check.



THINK BIG

Name other sweet and salty foods.
What's your favorite? Salty or sweet?

Culture Connection | Around the World

I will learn about birthday food around the world.

176
15

What food do the children have on their birthday?
Listen and circle the correct words.

Birthday Food



Candy

Pie

Soup



Miguel

1 Miguel has **candy** / **soup** on his birthday.

2 Jack has **pie** / **cake** on his birthday.



Jack



Susie

3 Susie has **cake** / **soup** on her birthday.

4 Anya has **pie** / **candy** on her birthday.



Anya

16 Tell your partner about you.

On my birthday, I have cake and fruit.

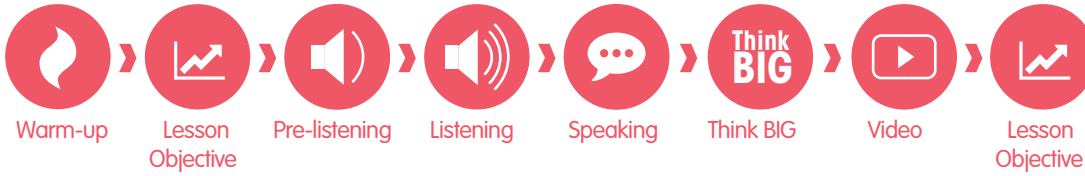


THINK BIG

Why do people have special food on their birthday? How else do they celebrate?

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about birthday food around the world.

Key Language

candy, pie, seaweed soup

Culture Connection | Around the World

I will learn about birthday food around the world.

15 What food do the children have on their birthday? Listen and circle the correct words.

1 Miguel has **candy** / **soup** on his birthday.

2 Jack has **pie** / **cake** on his birthday.

3 Susie has **cake** / **soup** on her birthday.

4 Anya has **pie** / **candy** on her birthday.

16 Tell your partner about you.

On my birthday, I have cake and fruit.

THINK BIG Why do people have special food on their birthday? How else do they celebrate?

Unit 7 91

Warm-up



Materials: Pictures of different celebrations

- Introduce the concept of celebration. Explain that

people celebrate birthdays, and they also celebrate other special days. Show students pictures for different celebrations: *birthdays*, *Father's Day*, *Mother's Day*, *New Year*. Name each one. Have students repeat.

- As you show pictures for celebrations, say a chant and have students repeat. Say: *Happy, happy birthday! Happy, happy birthday! Happy, happy birthday!* (Role-play blowing out candles) *Hooray!*

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn about birthday food around the world.*

- Students will talk about traditional birthday foods in different countries.

Pre-listening

- Have the students look at the pictures in Activity 15 and encourage them to name the foods they know. Point out the new words: *soup*, *fruit pie*, and *candy*. Have students repeat the new words.
- Write on the board: *What food do you have on your birthday? What is your favorite food?* Brainstorm the foods the students have on their birthday and make a list on the board.
- Then ask: *What is your favorite food?* Ask each student what his or her favorite food is and put a checkmark next to it on the board.

MONITOR

When every student has answered, have the class count aloud the number of checkmarks next to each item of food to find the class favorite.

Listening



Materials: World map or globe

15 What food do the children have on their birthday? Listen and circle the correct words.

- Display the world map. Ask students to find the different countries on the map.
- Read the directions aloud and play Audio Track 176. Have students look at the picture as they listen and point to the food as it is mentioned.
- Play the audio again and have students follow along in their books.
- Play the audio again and ask students to circle the correct words.

MONITOR

Check answers orally. What food does (Miguel) have on his birthday? (Answers: Miguel – *candy*, Jack – *cake*, Susie – *soup*, Anya – *pie*)

CHALLENGE

Invite individual students to read the different texts aloud.

Speaking

16 Tell your partner about you.

- Read the directions and the speech bubble aloud. Ask

students to work in pairs and tell their partners what they have for their birthdays.

MONITOR

Walk around and listen for correct pronunciation and intonation.

ASSIST

Help students with the name of any food they need.

Think BIG

21st Century Critical Thinking

- Read out the questions. Have students work in small groups and discuss the questions. Invite groups to share their ideas with the class.
- Make a list on the board of ways people celebrate on their birthdays. Ask students what games they play, what songs they sing, what presents they receive, if there are special traditions at school, etc.

MONITOR

Walk around and listen for correct pronunciation and intonation.

ASSIST

Help students with ideas, vocabulary, and language where needed.

Video

Documentary U 07



- Refer to Video Guide for pre-watching and post-watching activities.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Today I have learned about birthday food from around the world.*

- Encourage awareness of what students have learned by quickly eliciting some birthday foods and the country they come from.

Extra Application and Practice Activity

Materials: Paper plates

- Plan a party. Have students work in small groups. Tell them to plan a party using the information on the board. Give each group three paper plates and tell them to choose three types of food from the list on the board and draw them on the plates. Tell them to also choose a song, and two games.
- Tell students they are going to role-play their party in front of the class and to practice their role-plays. Walk around and help groups with ideas and language where needed. Finally, have groups role-play their parties in front of the class. Praise and thank each group for participating.

Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *l*, *ll*, *v*, *w*.

Phonics | *l*, *ll*, *v*, *w*

I will learn to use the sounds *l*, *ll*, *v*, *w*.

177 Listen, look, and repeat.

1 *l*

2 *ll*

3 *v*

4 *w*

178 Listen and find. Then say.



web



doll



leg



van

179 Listen and blend the sounds.

1 l-e-t let

2 b-e-ll bell

3 v-e-t vet

4 w-e we

5 w-i-n win

6 t-a-ll tall

180 Underline *l*, *ll*, *v*, and *w*. Then listen and chant.

Let's ring the bell
For the vet
With the van!



92 Unit 7

Warm-up



- Review the sounds from Units 5 and 6 using index cards with just the sounds on (*u*, *f*, *ff*, *r*, *h* and *j*) and 15 word cards (*puff*, *fun*, *off*, *sun*, *fog*, *hat*, *jam*, *rock*, *red*, *hen*, *jet*, *run*, *hut* and *job*). Place them all facedown

on a table. Explain, model, and play *Find it!* in pairs. (See *Game Bank*, page T132, for details.) Invite pairs to play against each other. Once a pair has been found, students must say the word. Repeat with different volunteers.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds l, ll, v, and w.*
- Students will identify the letters and distinguish between the sounds individually and as part of words.

Presentation



17 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 177 and have students listen and point to each sound as it is said. Have students repeat.

MONITOR

- As students repeat, check they are pointing to the correct sound and listen for correct pronunciation.

Practice 1



18 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 178 and have students listen, find and point to each word and its picture as it is said. Have students repeat each word.

ASSIST

- Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

Practice 2

WB p. 73/act. 13



13 Find and circle l, ll, v, and w.

- Read the directions aloud. Have the students work individually to find and circle the letters.

MONITOR

- Check students are circling the correct letters. Have them compare their answers in pairs.

Practice 3

WB p. 73/act. 14



14 Read and circle l, ll, v, and w.

- Read the directions aloud. Have the students work individually to read the words and circle the letters.

MONITOR

- Check students are circling the correct letters. Check answers as a class.

Practice 4



19 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 179 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

- As students repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

Practice 5

WB p. 73/act. 15



15 Match the words with the same sounds.

- Read the directions aloud. Walk through Item 1 as a class, eliciting that the word has the same *l* sound as *b* (leg).
- Have the students match the words individually.

MONITOR

- Check answers as a class.

Practice 6



20 Underline l, ll, v, and w. Then listen and chant.

- Read the directions aloud. Read aloud the chant, while students follow in their books. Find the first word with *l* together (*Let's*) and have students underline it. Have students continue finding and underlining the other words with *l* independently. Remind them that the letter might be in the middle or even at the end of a word. Repeat for *ll*, *v*, and *d*.
- Play Audio Track 180 and have students listen. Replay several times and encourage them to join in.

MONITOR

- As students repeat the chant, listen for proper pronunciation and appropriate intonation. Check answers as a class. (Answers: *l* – *Let's*; *ll* – *bell*; *v* – *vet, van*; *w* – *with*)

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds l, ll, v, and w.*
- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *let, bell, vet, win*).

Homework



WB p. 73/act. 16



16 Listen and chant.

- Direct students to WB Activity 16 on page 73. Read the directions aloud. Explain to students that they must listen and chant along.

Extra Application and Practice Activity

- Ask students to listen to each word as you say it carefully. If they hear an *l* word, students make a happy face. If the word does not have an *l*, students make a sad face, e.g. say: *let* (happy face) and *hat* (sad face).
- Continue with other words from the unit: *let, lunch, boy, dinner, van*, etc.
- Repeat the words at random, speeding up the tempo and adding other vowel sounds to make the game more challenging.

I will learn to use the sounds l, ll, v, w.

¹⁷⁷
17 Listen, look, and repeat.

1 l

2 ll

3 v

4 w

¹⁷⁸
18 Listen and find. Then say.



web



doll



leg



van

¹⁷⁹
19 Listen and blend the sounds.

1 l-e-t let

2 b-e-ll bell

3 v-e-t vet

4 w-e we

5 w-i-n win

6 t-a-ll tall

¹⁸⁰
20 Underline l, ll, v, and w. Then listen and chant.

Let's ring the bell
For the vet
With the van!



I will learn to talk about celebrations.

21 Listen and number.

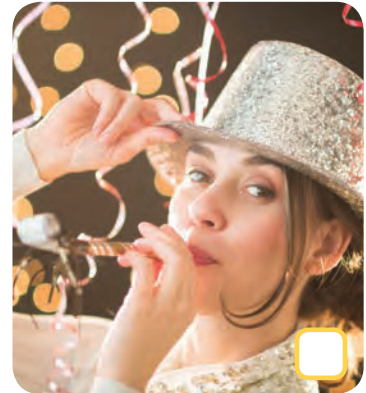
Birthday



Father's Day



New Year's Day



22 Look at 21. Role-play with a partner.

Happy New Year!

Thank you. Happy New Year to you!

THINK BIG

Do you celebrate birthdays in your country?
Why do you think it is important?



Project

23 Make a Greeting Card.



1 Fold.



2 Write.



3 Cut.



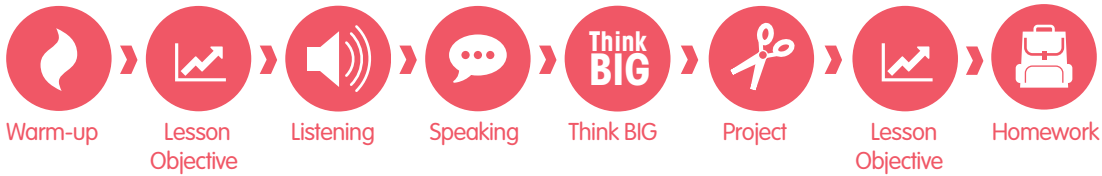
4 Paste.



5 Color.

Values Lesson

Lesson Flow



Lesson Objective

I will learn to talk about celebrations.




Key Language

birthday, Father's Day, New Year's Day

Values | Celebrate.

I will learn to talk about celebrations.

21 Listen and number.

<p>Birthday</p> 	<p>Father's Day</p> 	<p>New Year's Day</p> 
----------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------

22 Look at 21. Role-play with a partner.

Happy New Year!


Thank you. Happy New Year to you!

THINK
BIG


Do you celebrate birthdays in your country? Why do you think it is important?

Project


23 Make a Greeting Card.




1 Fold.




2 Write.



3 Cut.



4 Paste.



5 Color.

Unit 7 93

Warm-up

Materials: Pictures of birthday, Father's Day, Mother's Day, and New Year's Eve celebrations

- Explain that people celebrate birthdays, and they also celebrate other special days. Show students pictures for different celebrations: *birthdays*, *Father's Day*, *Mother's Day*, *New Year*. Name each one. Have students repeat.

- As you show pictures for celebrations, say a chant and have students repeat. Say: *Happy, happy birthday! Happy, happy birthday! Happy, happy birthday!* (Role-play blowing out candles.) *Hooray!*
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about celebrations.*
- Students will learn the importance of celebrating special days through the listening activity and then they will think about what celebrating special days means to them through a Project.

Listening



21 Listen and number.

- Explain that people around the world celebrate these days in different ways. Invite students to discuss how and what they celebrate with their families.
- Read the directions aloud. Play Audio Track 182. Together listen, point to the pictures, and repeat. Replay the audio. Have students number the pictures.

MONITOR

- Check answers as a class. (*Answers: Birthday – 2, Father's Day – 3, New Year's Day – 1*)

Speaking

22 Look at 21. Role-play with a partner.

- Read the directions aloud. Read the first speech bubble aloud and elicit the second from the class. Then switch roles.

MONITOR

- As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Think BIG

21st Century Critical Thinking

- Read the first question aloud. Ask students whether or not birthdays are celebrated in their country/ countries. If there are children from more than one country in the class, write the names of the countries on the board. If not, ask students if they know any children from different countries, and write those on the board, too. Explain to students that birthdays are not celebrated in all countries the same way. In some countries in Europe, for example, name days are celebrated more than birthdays.
- Have students discuss the second question in small groups, then invite volunteers to report back to the class.

Project



Materials: Art supplies

23 Make a Greeting Card.

- Explain that one way people celebrate a special occasion is to make a card. Ask students to discuss giving greeting cards – who they give them to, and when they give them.
- Hold up a sheet of paper. Read each direction aloud. Demonstrate how to do each step.
- Discuss which greeting card students would like to make and who it will be for. Give students the materials they need. Have students follow the directions to make their greeting cards.

MONITOR

- Check students' work to see that they have chosen an appropriate expression for their card.

ASSIST

- If students need ideas for their cards' images, refer them to the pictures in Activity 21.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about celebrations.*
- Encourage awareness of what students have learned by quickly eliciting from a few students some celebrations.

Homework

WB p. 74/act. 17 & 18

17 Write.

- Direct students to WB Activity 17 on page 74. Read the directions aloud. Explain to the students that they need to read the second speech bubble in each dialog and then write the correct words from the box into the first speech bubble.

18 Choose and draw.

- Direct students to WB Activity 18 on page 74. Read the directions aloud. Explain to the students that they need to choose one of the three celebrations listed and then draw it.

Extra Application and Practice Activity

- Invite students to share their greeting cards with the class. Have students name the celebration, describe their pictures, read their cards aloud, and name the recipient. Display students' greeting cards.

Review Lesson 1 | Vocabulary and Grammar

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review | Vocabulary and Grammar

24 Look and match.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

- On Monday, I have
- On Tuesday, I have
- On Wednesday, I have
- On Thursday, I have
- On Friday, I have
- On Saturday, I have
- On Sunday, I have

- cake.
- pizza.
- salad.
- a hamburger.
- an apple.
- a hot dog.
- grapes.

25 Look and write. Use *have* or *has*.

- They _____ a soccer ball.
- She _____ birthday presents.
- My sister _____ a blue bicycle.
- My mother and father _____ a red car.

I Can

- use words for party foods and drinks.

94 Unit 7

Warm-up

- On the board, make two lists. Head one *Lunch* and the other *Party*. Ask students what foods you can write under each heading. Start by writing *salad* under *lunch* and *cake* under *party*.
- Place students in small groups and have them do the same exercise on a piece of paper for *Dinner* and *Party*.
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review food by doing activities that involve looking and matching, and looking and writing.
- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Practice 1



Materials: Flashcards: Unit 7, food

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 165. (the song with the lyrics). Have students follow along and join in the chant.

- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 166). You could use Flashcards to encourage students to sing other food items that aren't in the song.

Practice 2



24 Look and match.

- Have students look at the pictures. Ask them to name each day of the week on the calendar and each food shown in the chart.
- Read Item 1 aloud. Have students repeat. Show students how to match the phrase *On Monday, I have* to Item C *salad* in the right column.
- Have students complete the activity independently. Then have volunteers read the completed sentences aloud as the rest of the class points to the correct pictures.

MONITOR

Check answers as a class. (Answers: 1 c, 2 d, 3 f, 4 g, 5 b, 6 a, 7 e)

Practice 3

WB p. 75/act. 19



19 Look and write questions and answers.

- Read the directions aloud. Have the students look at the photos and write questions and answers independently.

Practice 4

WB p. 75/act. 20



20 Color. Then match and read.

- Read the directions aloud. Explain to students that they must color the food items, then match the pictures with the food words.
- Have students read the complete sentences aloud.

Practice 5



25 Look and write. Use *have* or *has*.

- Read the directions aloud. Have students look at the pictures. Invite them to tell what they see. Read Item 1 aloud. Invite students to tell which word is missing. Then have students write *have* on the line. Have students write in the words independently.

MONITOR

Check answers as a class. (Answers: 1 *have*, 2 *has*, 3 *has*, 4 *have*)

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statement aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color

three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 7 Practice Tests in the Assessment Pack.

WB Unit 7/p. 104

- Direct students who need help with grammar in particular to the Unit 7 Extra Grammar Practice (Workbook, page 104).
- For further vocabulary work, students can access



Homework

WB p.75/act. 21



21 Read and circle.

- Direct students to Activity 21 on page 75. Tell students they must circle the correct words to complete the sentences.

Extra Application and Practice Activity

Materials: Flashcards: Unit 7, food, bean bag or marker

- Explain and model a party game. Place all of the Flashcards face up on the floor in front of students. Students take turns throwing a bean bag or a marker at the pictures. If the bean bag/marker lands on a Flashcard, the student names the picture, and keeps it. Continue playing until all of the Flashcards are gone. Then ask students to talk about their Flashcards: *I have cake. She has an apple.* Mix up the cards, and play again.

21st Century Collaboration

- Valuable language practice is taking place when partners and small groups practice speaking together. It allows students to speak many more times during one class period than they would if you randomly invited one student at a time to respond.

Assessment Pack





- To assess student progress at the end of the unit, have students complete the Unit 7 Unit Test in the Assessment Pack.

24 Look and match.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						

- | | |
|------------------------|----------------|
| 1 On Monday, I have | a cake. |
| 2 On Tuesday, I have | b pizza. |
| 3 On Wednesday, I have | c salad. |
| 4 On Thursday, I have | d a hamburger. |
| 5 On Friday, I have | e an apple. |
| 6 On Saturday, I have | f a hot dog. |
| 7 On Sunday, I have | g grapes. |

25 Look and write. Use **have** or **has**.

- They _____ a soccer ball. 
-  She _____ birthday presents.
- My sister _____ a blue bicycle. 
-  My mother and father _____ a red car.

I Can

- use words for party foods and drinks.



183
26

Find the differences and say. Then listen and check.



27 Look at 26. Play a game.



In Picture A, Sam has ice cream.



In Picture B, Sam has fruit.

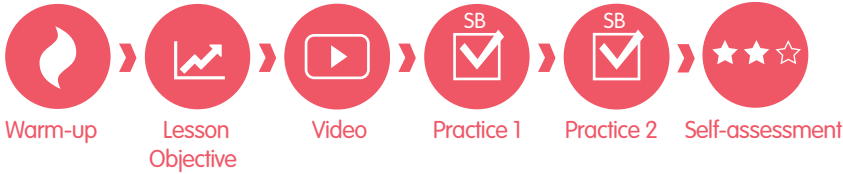
I Can

- say what I have or don't have.
- ask a classmate about what they have or don't have.



Review Lesson 2 | Speaking

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review | Speaking

26 Find the differences and say. Then listen and check.

Picture A

Picture B

27 Look at 26. Play a game.

I Can

- say what I have or don't have.
- ask a classmate about what they have or don't have.

Unit 7 95

Warm-up



Materials: Flashcards: Unit 7, food

- Explain, model and play *Memory Game*. Place the Flashcards of party foods on a table. Give students a minute or two to study the items. Then ask students to close their eyes. Remove two or three objects. Ask students to open their eyes and say what is different.
- Play the game several times. You may want to try leaving all objects on the table once. When students cannot find differences, tell them that the items are the same.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*
- Students will review the words and structures of the unit through a variety of activities that involve finding differences in pictures and then listening and checking, and playing a game. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.



- Refer to Video Guide for pre-watching and post-watching activities.

Practice 1

**26 Find the differences and say. Then listen and check.**

- Have students look at Pictures A and B and tell you what they see in each picture. Model language and have students repeat. For example, point to the ice cream in Picture A and say: *Sam has ice cream in Picture A.* Repeat the process for Picture B.
- Read the directions aloud and explain them. Model a difference between the two pictures: *In Picture A, Mom has salad. In Picture B, Mom has cake.* Have students repeat.
- Have students work with a partner to find the five differences.
- Play Audio Track 183 for students to listen and check their answers.

MONITOR

Check answers as a class. (Answers: Picture A: 1 Sam has ice cream, 2 Dad has juice, 3 Mom has salad, 4 Suzie has a present, 5 Sally has soup; Picture B: 1 Sam has fruit, 2 Dad has milk, 3 Mom has cake, 4 Sally has candy, 5 Suzie has ice cream.)

ASSIST

If students are not able to find the differences, point to an item in Picture A and ask: *What does Suzie have?* Then point to the same item in Picture B and repeat the question. Vary Activity 26. Have students use a crayon or marker to circle the differences between Picture A and Picture B before practicing the dialog with their partners. Then, as they say the dialog, have them point to the circled pictures.

Practice 2

**27 Look at 26. Play a game.**

- Read the directions aloud. Point to the girl and the boy as you model the dialog and have the class repeat. Point to another person in the pictures in Activity 26, e.g. *Dad*, and model another dialog but have students complete the answer: *In Picture A, Dad has... . In Picture B, Dad has... .*
- In pairs, students play the game, using the dialog as a guide.

Assessment through Dialogs: Use dialogs to assess students' speaking skills often. By carefully listening to students as they role-play dialogs, you can discover which language areas need reviewing and which areas students have mastered. For example, if students consistently omit a word ending when speaking, such as the final *-s* for plural nouns, you may need to review and provide additional practice for this topic.

Self-assessment

I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 7 Practice Tests in the Assessment Pack.

WB Unit 7/p. 104

- Direct students who need help with grammar to the Unit 7 Extra Grammar Practice (Workbook, page 104).
- For further vocabulary work, students can access games in the Big English Student World.

Extra Application and Practice Activity

Materials: Art supplies

- Give students drawing paper, crayons, markers, and pencils. Tell students you would like them to draw a picture of a celebration. Encourage them to include as many party items as they can, including cake, party hats, balloons, etc. Then put students in pairs to discuss the differences between their pictures. Model: *I have cake. You have juice.*

MONITOR

Walk around the room and listen for proper pronunciation, appropriate intonation, and correct use of language.

Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 7 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



Fun and Games

Objectives

Reading

Can follow simple dialogs in short illustrated stories.

Can understand basic written instructions for classroom activities (e.g. Read and match).

Can recognize key words and basic phrases in short, simple cartoon stories.

Listening

Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.

Can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.

Can understand familiar words and basic phrases.

Can recognize familiar words and phrases in short, simple songs or chants.

Can understand the letters of the alphabet by their names.

Speaking

Can answer simple questions about where people or things are, using basic phrases.

Can describe basic differences between common objects or animals (e.g. color, size, position), given a model.

Writing

Can write some familiar words.

Grammar

Can use basic prepositions of place with nouns and noun phrases.

Unit Projects

Family Connection

Have students ask family members what their favorite toys were when they were children. Students should find out how the toys worked and why they were a favorite. If possible, students should find or draw pictures of the toys to share with the class when they present what they have learned.

Key Language

Key Vocabulary

Toys

action figure puppet
plane skates
ball stuffed animals
bike train
blocks
cars
doll
game

Furniture

couch
shelf
table
toy box

Expressions

Sorry.
Here they are.
It looks like a...
It has a shape like a...
Sharing is fun!
Here's my car. Let's share.
Okay. Thank you!

Content Words

eleven bird
twelve butterfly
thirteen dragon
fourteen fish
fifteen kite
sixteen
seventeen
eighteen
nineteen
twenty

Grammar/Structures

Where's the ball?

It's **in** the toy box.

It's **on** the shelf.

It's **under** the table.

Where are the skates?

They're **under** the desk.

They're **on** the couch.

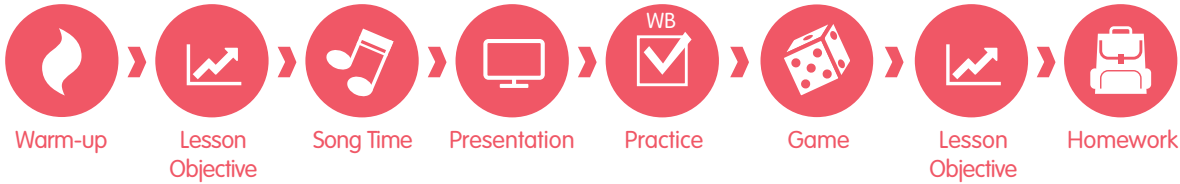
Phonics

The sounds: *qu, x, y*

Our Toys Bulletin Board

Have students draw or take a picture of their favorite toys and post them on the bulletin board. Place the title *Our Toys* in the middle of the board. Have students present the picture of their toy to the class and explain why it is their favorite. After all students have presented their toys, ask them to vote on which of the toys they like the most.

Lesson Flow



Lesson Objective

I will learn to name toys.

Key Language

action figure, plane, ball, bike, blocks, cars, doll, game, puppet, skates, stuffed animals, train

8

Fun and Games

Vocabulary

I will learn to name toys.



Song Time!



1 Listen, look, and say.

 1 action figure	 2 plane	 3 ball	 4 bike
 5 blocks	 6 cars	 7 stuffed animals	 8 doll
 9 game	 10 puppet	 11 train	 12 skates

2 Play the memory game.

Warm-up



Materials: A big box decorated as a toy box, various toys

- Ahead of time, decorate a big box to look like a toy box. Show students the toy box. Say: *This is a toy box.* Have students repeat.
- Bring in toys or ask students to bring in toys. Display them and say: *These are our toys.* Pick up a toy and say: *This is my favorite toy.*
- Have students take turns going to the front of the room, picking up a toy, showing it to the class, and saying: *This is my favorite toy.* Tell the student: *Please put the toy in the box.* The student should put the toy in the box. Continue until there are no more toys left.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to name toys.*
- Use 2–3 Flashcards to remind students what they already know and elicit a few names of toys.
- Students will name and identify different toys.

Song Time



Materials: Flashcards: Unit 8, toys

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. The students will only hear the words at this point. They will not see the text of the song.

Presentation



1 Listen, look, and say.

INVOLVE

- Read the directions aloud. Play Audio Track 185. Have students listen, point to each picture, and say the word.

MONITOR

- Check that students are pointing to the correct pictures as they say the words.

CHALLENGE

- Call out four of the words in random order. Have students repeat the words in order while pointing to the correct pictures.

21st Century Leadership

- Invite a volunteer to come up and lead the class by calling out the words in a different order. Encourage the volunteer to check that other students are pointing to the correct words.

Practice



WB p. 76/act. 1



1 Listen and number.

- Read the directions aloud. Explain to the students that they will listen and number the toys.
- Play Audio Track 186. Have students work independently, and then compare answers with a partner. Ask students to say the numbers aloud.

MONITOR

- Check answers as a class.

Game



Materials: Flashcards: Unit 8, toys

2 Play the memory game.

- Explain to students that they will be playing the *What's missing?* game.
- Put two or three of the toy Flashcards on the board at a time and ask students to look for five seconds and then close their eyes.
- Remove a Flashcard and ask students to open their eyes and identify what's missing.
- Repeat until all the Flashcards have been used. Students can continue playing this game in pairs or small groups as well.

MONITOR

- Check to see that students are pronouncing each toy correctly.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to name toys.*
- Encourage awareness of what students have learned by quickly eliciting from a few students the names of toys.

Homework

WB p. 76/act. 2



2 Look at 1. Write.

- Direct students to WB Activity 2 on page 76. Read the directions. Explain to the students that they must look at the toys in Activity 1 and write the words from the box on the lines.

Extra Application and Practice Activity

- Draw a box on the board and in it draw a few toys. Around it draw a few more toys – different to those that are in the box.
- Ask: *Where's the... ?*, making sure you are asking about a toy in the box. Elicit: *The... is in the box.* Have students continue in pairs.

8

Fun and Games

Vocabulary

I will learn to name toys.



Song Time!



Listen, look, and say.



2 Play the memory game.

Song

I will learn to ask and answer questions about toys.

187 188
3

Listen and sing. Then look at 1 and find.

What's in Your Toy Box?

Kim, what's in your toy box?
Do you have a plane?
No, but this is my blue car.
And where's my gray train?

Kim, what's on your toy shelf?
Do you have a ball?
Yes, yes, here it is.
And here's my purple doll.

Kim, what's on your table?
Do you have big blocks?
Yes, and these are my puppets.
My favorite's Mr. Fox!

These are my favorite toys,
Purple, green, and gray.
I share my toys with my friends.
And I play every day!

189
4

Listen and number.

a



b



c



5

Look at 4. Ask and answer.



What's in your toy box?

These are my blocks.



**THINK
BIG**

What toys can a baby play with? Why?
What toys do you play with? Why?

Song Lesson

Lesson Flow



Lesson Objective

I will learn to ask and answer questions about toys.

Key Language

action figure, plane, ball, bike, blocks, cars, doll, game, puppet, stuffed animals, table, toy box, toy shelf, train

in, on

Song

I will learn to ask and answer questions about toys.

What's in Your Toy Box?

<p>Kim, what's in your toy box? Do you have a plane? No, but this is my blue car. And where's my gray train?</p> <p>Kim, what's on your toy shelf? Do you have a ball? Yes, yes, here it is. And here's my purple doll.</p>	<p>Kim, what's on your table? Do you have big blocks? Yes, and these are my puppets. My favorite's Mr. Fox!</p> <p>These are my favorite toys, Purple, green, and gray. I share my toys with my friends. And I play every day!</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4 Listen and number.

<p>a</p>  <p><input type="checkbox"/></p>	<p>b</p>  <p><input type="checkbox"/></p>	<p>c</p>  <p><input type="checkbox"/></p>
-------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------

5 Look at 4. Ask and answer.



What's in your toy box?



These are my blocks.

THINK BIG

What toys can a baby play with? Why?
What toys do you play with? Why?

Unit 8 97

Warm-up



- Have students bring in one of their favorite toys from home or have them draw it on a piece of paper. Ask volunteers to come to the front of the class and describe

their favorite toys as best they can. Encourage students to use adjectives from previous lessons to talk about color and size.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask and answer questions about toys.*
- Students will sing a song and talk about toys.

Listen and Sing



Materials: Flashcards: Unit 8, toys

3 Listen and sing. Then look at 1 and find.

- Explain the meaning of new words such as *toy box*, *shelf*, and *table* by pointing to them in the class or by drawing them.
- Read the directions aloud. Play Audio Track 187 and ask students to raise their hands when they hear one of the toys.
- Replay the audio. Have students sing along.
- Ask students to look at Activity 1 and find the toys that are in the song.

MONITOR

Check for understanding by asking where the toys are and observe students to see if they are comfortable learning the new song. Hold up Flashcards at the appropriate time. (Answers: *plane, car, train, ball, doll, blocks, puppet*)

ASSIST

Before teaching the lyrics to a song, you may want to play the melody for students in order to familiarize them with the tune. You can hum it or use the karaoke version of the song.

Practice 1



4 Listen and number.

- Read the directions aloud. Play Audio Track 189. Have students listen and point to the correct picture.
- Play the audio again, pausing after each item for students to number the toys in the order they hear them.

MONITOR

Check to see that students are numbering the toys correctly. (Answers: *a 2, b 3, c 1*)

ASSIST

Replay the audio as needed.

Speaking



5 Look at 4. Ask and answer.

- Read the directions aloud. Invite two volunteers to read the dialog and have the rest of the class repeat.
- Ask: *What's in your toy box?* and point to the blocks. Elicit: *These are my blocks.* Ask students which picture is being talked about. (Item a)
- In pairs, students ask and answer about the toys in Activity 4, using the dialog as a guide.

CHALLENGE

Have students continue the activity with items from Activity 1.

Practice 2

WB p. 77/act. 4



4 Draw toys. Then write.

- Read the directions aloud. Ask the students to draw their toys, and write the words. Students work independently. Get feedback from the class.

Think BIG



21st Century Critical Thinking

- Read the questions aloud. Point to different toys in Activity 1 and ask students if a baby can play with them. Help them to explain why. They should also name toys that older children, like themselves, can play with and explain why or why not. (Possible answers: *Babies play with big toys because they often put them in their mouths. Big children, like me, can play with small toys because we don't put them in our mouths.*)

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer questions about toys.*
- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which toys they heard in the song.

Homework



WB p. 77/act. 3



3 Listen and circle. Then sing.

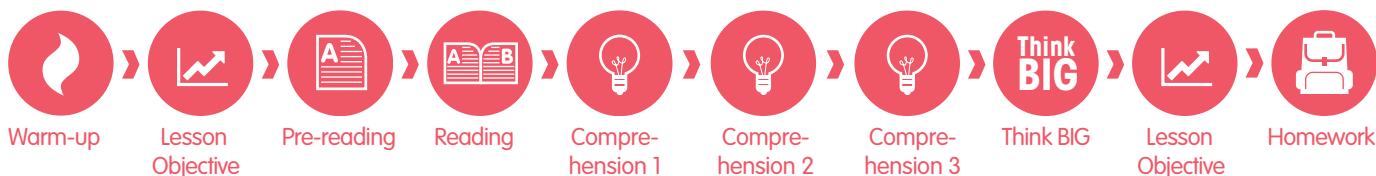
- Direct students to WB Activity 3 on page 77. Read the directions. Explain to students that they must listen to the song and circle the toys. Encourage them to sing the song. (Answers: *plane, car, ball, doll, big blocks, puppets*)

Extra Application and Practice Activity

- Have students draw a picture of a toy, then have them cut it into four to six pieces. Then have them mix up the pieces and give them to a partner to assemble.
- When students are finished putting the puzzles together, have them ask and answer: *What is it? It's a (doll).* Then have students give each other back their puzzles.

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about toys.

Key Language

action figure, bike, doll

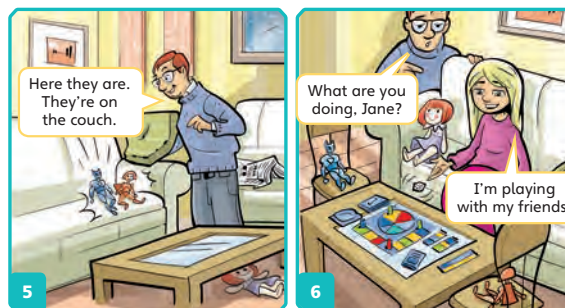
in, on, under

Story

I will read a story about toys.

6 Listen and read. Where is Jane's doll?

Where Are My Toys?



7 Look at the story. Read and circle.

- Jane's doll is under the...
- Jane's action figures are on the...
- Jane is playing with her...



THINK BIG What's your favorite toy?
Where's your favorite toy?

Warm-up



Materials: Flashcards: Unit 8, toys

- Place the toy Flashcards in the classroom where students can see them but put them under other objects, such as a desk, table, or chair.
- Ask students questions about where the toys are: *Where are the blocks?* Invite students to find and point to the Flashcard. Have the class repeat the word *under*. Repeat for the prepositions *in* and *on*.
- Have students close their eyes while a volunteer hides

one of the Flashcards in, on, or under another object in the classroom. Have students open their eyes. Ask them: *Where's the ball? Is it under the desk?* Students respond: Yes. Choose other volunteers and repeat for other toys.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will read a story about toys.*
- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

Pre-reading



- Point to and read the title aloud. Explain that this story is about Jane. She wants to play with her toys but she can't find them or she can't play with them because it's too cold. She asks her dad where her toys are and he helps her find them.

Guided Prediction: Have students tell you what they see in each story frame. Help them identify the toys and where they are – *in*, *on*, or *under* objects. Teach *couch*, if necessary.

Reading



6 Listen and read. Where is Jane's doll?

- Play Audio Track 191 and have students listen and read silently.
- Ask the question: *Where is Jane's doll?* Have students find and point to Frame 3 in their books and tell you the answer. (under the table)
- Replay the audio. Have students put up a hand when they hear a toy in the story. (*Frame 1: bike, Frame 2: ball, Frame 3: doll, Frame 4: action figures*)

Comprehension 1



MONITOR

Point to specific story frames as you ask questions to check comprehension: Frame 1: *Where's Jane's bike?* (We don't know.) Frame 5: *Where are the action figures?* (on the couch)

CHALLENGE

Describe a specific story frame and have students point to the correct one, e.g. say: *Jane wants her action figures.* (Students point to Frame 4.) Repeat until you have described all of the story frames. Divide the class into groups of six. Prepare enough copies of the story so that each group has one copy. Cut apart the story frames and cut off each number. Give each group a set of the cutouts and have students hold one frame in front of them. Then ask each group to arrange themselves in the correct order. Choose volunteers to look at the story frames held by different groups and use them to reread or retell the story in their own words.

21st Century Social Skills

- Point out that when we express what we want, it is polite to say *Please*. For example, *I want my bike, please*. Explain that when someone gives us what we ask for, it is polite to respond with: *Thank you*. Ask students to rephrase the sentences in the story to make them more polite: *I want my bike, please*. Have others respond: *Thank you, Dad*.

Comprehension 2

WB p. 78/act. 5



5 Read and circle.

- Have students read the story in the Workbook and point

to the toys. Have students read the questions and circle the words to make correct answers.

Comprehension 3



7 Look at the story. Read and circle.

- Read the directions aloud. Complete Item 1 with students. Point to Frame 3 in Activity 6. Ask: *Where's Jane's doll?* Have students identify the characters. Check to see that students have circled the correct answer (b).
- Read and clarify the question aloud for each item. Have students repeat the question and then work in pairs to complete the activity.

MONITOR

Check answers as a class. (*Answers: 1 b, 2 b, 3 a*)

Think BIG



21st Century Communication

- Read the questions aloud. Start the discussion by telling students about your favorite toy. Tell them where it is kept, e.g. *It's at home. It's on my bed.* or *It's at home. It's on the table.* Encourage students to name their favorite toys and to say where they are kept.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have read a story about toys.*
- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

Homework

WB p. 78



Think BIG

- Direct students to WB Think BIG on page 78. Have students look and think. They then must find three differences in the frames.

Extra Application and Practice Activity

Materials: Flashcards: Unit 8, toys

- Have students sit in a circle to play a game. Place the Flashcards facedown in the center of the circle. Turn over the first card and say: *I have a (doll)*.
- Choose a volunteer to pick the next card and add the toy to your sentence, e.g. *I have a (doll) and (blocks)*. You may line the cards up where students can see them to support them as they make their sentences.

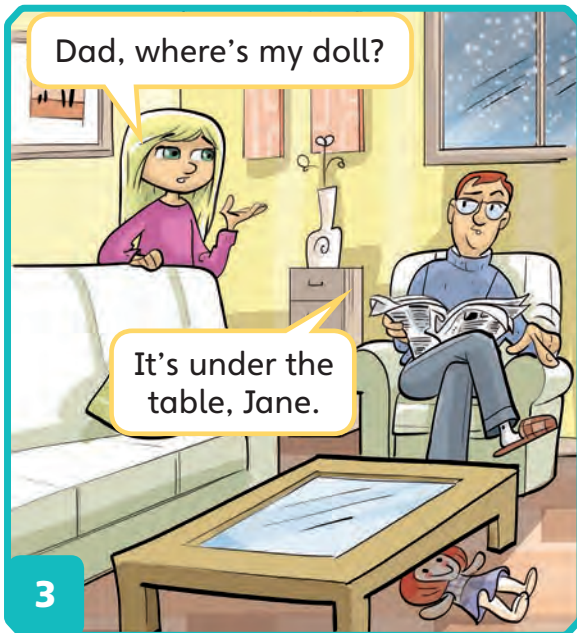
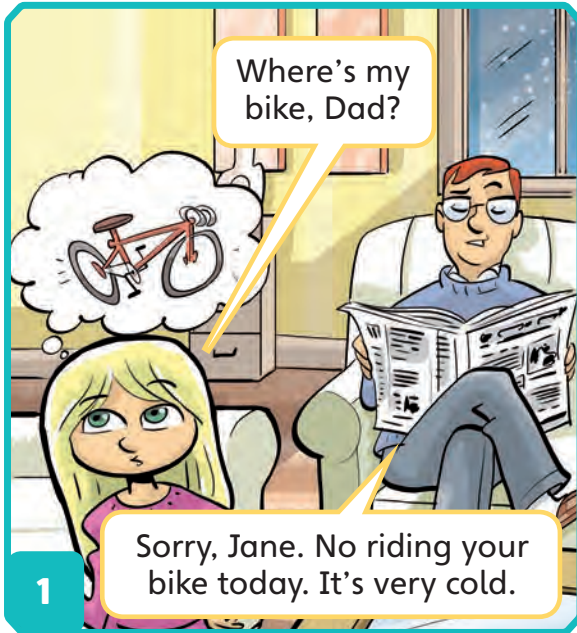
ASSIST

If students are having trouble using the articles correctly, repeat their sentences using the correct articles, e.g. *Yes, I have a (doll) and (blocks) and a (ball)*.

I will read a story about toys.

6 Listen and read. Where is Jane's doll?

Where Are My Toys?





7 Look at the story. Read and circle.

1 Jane's doll is under the...



2 Jane's action figures are on the...



3 Jane is playing with her...



What's your favorite toy?
Where's your favorite toy?

Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about where something is.

Key Language

Nouns: plane, game, skates, bed, chair, closet, desk, shelf, table, toy box, washing machine

Language in Action

I will listen to a dialog about where something is.

8 Listen and read. Then say.

Dan: Mom, where's my plane?
Mom: It's under the table.
Dan: Oh, and where are my blocks?
Mom: They're on the shelf.
Dan: Thanks. Where's my stuffed animal?
Mom: It's in the washing machine!



9 Look at 8. Role-play with a partner.

10 Listen and stick. Then say.



100 Unit 8

Warm-up



Materials: Toys, a large cloth

- Use real toys to play a game. Place three toys in a row. Have students look at them for a few moments. Then take the toys away or cover them with a cloth.
- Students name the toys in the order in which they were

placed. The student who does this first gets to place the next three toys in a row.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will listen to a dialog about where something is.*

- Students will practice listening skills through a dialog, use the language of the unit in context by acting out a conversation with a partner, and stick stickers.

Pre-listening

- Read the directions aloud and explain that the dialog is between Mom and Dan. Check that students understand the words *shelf*, *table*, and *washing machine*. Point to these words in the picture as you say each one.
- Review the meanings of *in*, *on*, and *under*. Place one of the toys *in*, *on*, or *under* something in the classroom. Ask: *Where is the (plane)?* Allow students to point to the toy and use simple language when answering: *on the (desk)*, etc.

Listening

8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 192. Have students listen and follow along silently.
- Teach a gesture to demonstrate *in*, *on*, and *under*. Encourage students to act out the correct gesture when they hear the preposition. Replay the audio. Pause the audio from time to time so students can repeat what they hear.

Comprehension

MONITOR

Ask questions to check students' comprehension *Where are the skates? (on the shelf) Where is the stuffed animal? (in the washing machine)*

ASSIST

Replay Audio Track 192 as needed. Use gestures and simple language to explain unfamiliar words.

Role Play

Materials: Flashcards: Unit 8, toys

9 Look at 8. Role-play with a partner.

- To prepare students for the activity, give pairs the roles of Dan and Mom. Have pairs use Flashcards as props as they role-play the dialog. Encourage students to use *backpack*, *book*, *chair*, and *desk* in their own dialog.

MONITOR

Make sure students are placing the props *in*, *on*, and *under*.

ASSIST

Activities for small groups: Many students respond well to working in small groups. Shy students may feel more relaxed and participate more than they do in a large group. Good activities for small groups include: asking and answering questions, performing dialogs, role-playing mini conversations, playing games, and sorting and matching activities.

Practice 1

P. T143
193

Materials: Stickers

10 Listen and stick. Then say.

- Help students find the Unit 8 stickers at the back of the Student's Book.
- Check that students know the words *closet* and *bed*. Then read the directions aloud. Play Audio Track 193. Listen and invite students to place the stickers.

MONITOR

As students work, make sure they place the stickers in the correct places. (Answers: 1 dolls, 2 game, 3 ball, 4 action figure, 5 stuffed animal)

Practice 2

WB p. 79/act. 6

6 Read and number.

- Read the directions aloud and explain that the students need to read the sentences and write the correct numbers in the boxes.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about where something is.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog.

Homework

WB p. 79/act. 7 & 8

7 Write *in*, *on*, or *under*.

- Direct students to WB Activity 7 on page 79. Ask them to look at the pictures, and then write *in*, *on*, or *under* to describe where the toys are.

8 Read and draw.

- Direct students to WB Activity 8 on page 79. Ask them to read, and then draw the toys on and under a table.

Extra Application and Practice Activity

Materials: Flashcards: Unit 8, toys

- Have students work with a partner. Show students how to fold a piece of paper so they have four spaces, and then have them number the spaces 1–4.
- Give directions, model, and have students draw these objects in the spaces: Space 1: a table; Space 2: a chair; Space 3: a bed; Space 4: a toy box. Say: 1. Draw a table. 2. Draw a chair. etc.
- Then show a Flashcard and say: Draw an action figure under the table. Students look for the table they drew in Space 1, and draw an action figure. Continue the activity using the Flashcards and the prepositions *in*, *on*, and *under*. Invite students to share their pictures with the class.

Language in Action

I will listen to a dialog about where something is.

8 Listen and read. Then say.

Dan: Mom, where's my plane?

Mom: It's under the table.

Dan: Oh, and where are my blocks?

Mom: They're on the shelf.

Dan: Thanks. Where's my stuffed animal?

Mom: It's in the washing machine!



9 Look at 8. Role-play with a partner.

10 Listen and stick. Then say.



Grammar

I will learn to use *Where's the...? It's in/on/under the...*

Where's the ball?

It's **in** the toy box.
It's **on** the shelf.
It's **under** the table.

Where are the skates?

They're **under** the desk.
They're **on** the couch.



Listen and ✓.

1

a



b



2

a



b

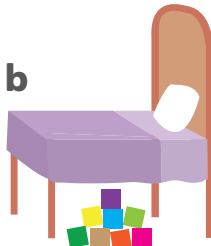


3

a

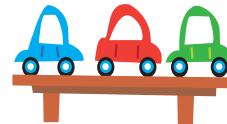


b

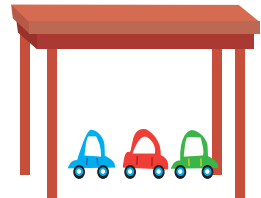


4

a



b



12

Look at 11. Ask and answer.



Where's the doll?

It's on the shelf.



Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *Where's the...? It's in/on/under the...*

Key Language

Where's the... ?

It's in/on/under the...

Grammar

I will learn to use *Where's the...? It's in/on/under the...*

Where's the ball?	It's in the toy box. It's on the shelf. It's under the table.
Where are the skates?	They're under the desk. They're on the couch.

11 Listen and ✓.

1

a



b



2

a



b



3

a



b



4

a



b



12 Look at 11. Ask and answer.



Where's the doll?



It's on the shelf.

Unit 8 101

Warm-up

Materials: Toys

- Before students arrive, place toys *in*, *on*, and *under* other objects in the classroom. Greet students and ask them to look very carefully around the room for one

minute. After one minute, have students close their eyes.

- Then ask where each object is – for example: *Where's the ball?* Invite a student to answer: *The ball is under the chair.* Have the rest of the students clap their hands if they agree with the answer. If they do not, they can open their eyes to confirm the answer. Then elicit the correct answer.

S101 Unit 8

- Continue until students have identified where all of the objects are.
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use Where's the... ? It's in/on/under the...*
- Students will use *Where's the... ? It's in/on/under the...* to ask and answer questions about toys.

Presentation

- Have students read the questions and answers in the grammar box at the top of the page aloud (repeating after you). Point out that the question *Where's the... ?* is answered with *It's in/on/under the...*
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

Practice 1



11 Listen and √.

- Read the directions aloud. Play Audio Track 194. Have students listen and point to the correct picture for each item.
- Replay the audio. Do Item 1 as a class and check (√) the first picture: *doll on the shelf*. Have students complete the activity with a partner.

MONITOR

- Check answers as a class. (1 first picture: *doll on the shelf*, 2 second picture: *action figure under the desk*, 3 first picture: *skates in the toy box*, 4 second picture: *cars under the table*)

CHALLENGE

- Have students go back and describe each of the pictures they did not check in the activity. For example, the correct answer for item 1 is *The doll is on the shelf*. Have students describe the other picture: *The doll is in the toy box*.

Practice 2



WB p. 80/act. 9



9 Listen and circle *in*, *on*, or *under*.

- Read the directions aloud. Refer students to the grammar box to find the model question and answers.
- Play Audio Track 195. Have students listen and point to the toys.
- Replay the audio. Do Item 1 as a class. Have students complete the activity independently.

Practice 3

WB p. 81/act. 10



10 Join and draw.

- Read the directions aloud. Walk students through Item 1.

- Have students follow the dotted lines to join the toys to the prepositions and the places, and then draw the toys *in*, *on*, or *under* the places accordingly.
- Refer students to the grammar box at the top of the previous page. Read the model question and answers aloud. Have pairs ask and answer questions about the toys. Then have them switch roles and repeat.

MONITOR

- Check answers as a class.

Practice 4



12 Look at 11. Ask and answer.

- Practice the dialog a few times with students. Model how to use the pictures to ask and answer new questions for the dialog. Remind students to use *Where is* for singular items and *Where are* for plural items (*skates*, *cars*).
- Have students work with a partner. Have them ask and answer questions about where the toys are in Activity 11.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to use Where's the... ? It's in/on/under the...*
- Encourage awareness of what students have learned by quickly asking a few students about toys: *Where's the... ?* Students answer using *It's in/on/under the...*

Homework

WB p. 81/act. 11



11 Look at 10 and circle.

- Direct students to WB Activity 11 on page 81. Ask students to look at Activity 10 and circle the correct prepositions.

Extra Application and Practice Activity

Materials: Toy vocabulary words written on slips of paper, box

- Write the names of each toy on slips of paper ahead of time. Place them in a box. A student chooses a slip of paper and then acts out how to play with that toy. The rest of the class guesses which toy it is: *It's a (ball)*. The student who guesses correctly acts out playing with the next toy.

ASSIST

- Point to the first letters and whisper the beginning sounds of the word to the students, if necessary.

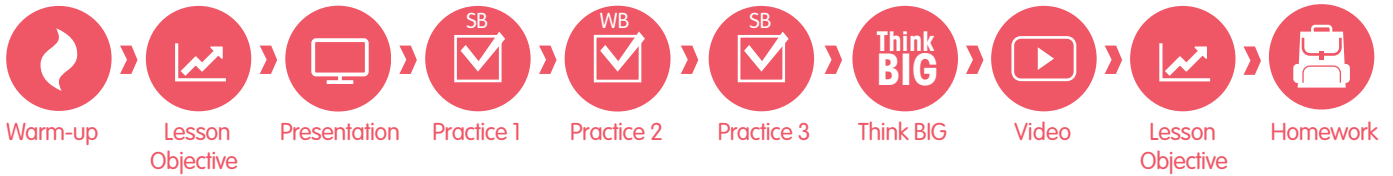
Extra Grammar Practice

WB Unit 8/p. 105

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Lesson Objective

I will learn to count from 11 to 20.

Key Language

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Content Connection | Math

I will learn to count from 11 to 20.

13 Listen and trace. Point and say.

11	12	13	14	15
eleven	twelve	thirteen	fourteen	fifteen
16	17	18	19	20
sixteen	seventeen	eighteen	nineteen	twenty

14 Count the apples and write the number.

15 How old are you? Write the number. Draw the same number of apples in the box.

THINK BIG Do you count with your fingers? Why?

102 Unit 8

Warm-up

Materials: Toys

- Review numbers 1–10 in English. Practice the rhyme from Unit 1. (See page T10.)

- Place toys in front of the students. Ask: *How many toys?* As you practice counting the toys with students, have a student move a toy to the side as it is counted. Use numbers 1–10.
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn to count from 11 to 20.*

- Students will to count from eleven to twenty.

Presentation

Materials: Poster: Level 1, Math

13 Listen and trace. Point and say.

- Using the Math poster, show number *eleven*. Say: *Eleven*. Continue with numbers twelve to twenty.
- Read the directions aloud. Play Audio Track 196. Have students listen, point to the correct number, and repeat.

MONITOR

Check to make sure that students trace and say the number words correctly.

ASSIST

When teaching words that naturally occur in a sequence, such as numbers or days of the week, use a chant or rhyme. Students will be engaged and more apt to remember the lesson.

Practice 1

14 Count the apples and write the number.

- Have students say what they see in the picture. Ask: *What are these?* Help students answer: *They're apples.* Ask: *Where are the apples?* Help students answer: *They're in the tree.* Repeat for the apples under the tree.
- Read the directions aloud. Have students count the apples and write the number. Ask: *How many apples are in the tree?* (Answer: 14) Repeat for the apples under the tree. (Answer: 18)

MONITOR

Check to see that students are counting and writing the numbers correctly.

Practice 2

WB p. 82/act. 12

12 Trace.

- Read the directions aloud. Invite a student to read aloud the numbers. Have the class repeat.
- Explain that students must trace over the numbers with a pencil. Students work independently.

Practice 3

15 How old are you? Write the number. Draw the same number of apples in the box.

- Read the directions aloud. Have students write their age in the apple and then draw the same number of apples.

MONITOR

Check to see that students are following directions and drawing the correct number of apples.

ASSIST

When students have drawn one apple for each year, help them say: *I am (seven) years old.* Have partners count each other's apples and ask and answer: *How old are you? I'm (seven) years old.*

CHALLENGE

Have students ask three classmates: *How old are you?* Then have students report to the class. As a class, make a tally chart to show the ages of students in the class.

Think BIG

21st Century Critical Thinking

- Read the questions aloud. Write $7 + 8 =$ on the board and ask students to tell you the answer. Ask: *Did you count on your fingers to find the answer?* Have the students discuss in pairs why they count on their fingers. (Possible answers: *I have 10 fingers. It's easier to do Math.*)

Video

Documentary U 08

- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned to count from 11 to 20.*

- Encourage awareness of what students have learned by quickly asking them to count from eleven to twenty.

Homework

WB p. 82/act. 13

13 Count and write. How many?

- Direct students to WB Activity 13 on page 82. Explain to students that they need to count the number of items in each box, and write the numbers on the lines

Extra Application and Practice Activity

Materials: Bingo grids, small slips of paper or chips

- Play *Bingo*. (See *Game Bank*, page T132, for details.) Give each student a blank grid with nine squares on it. Have students choose and write nine numbers from 11–20. Give students nine chips or nine small pieces of paper that can be placed on the nine spaces.
- This game can be played with numbers 1–20, too.

MONITOR

Make sure that students are writing the numbers correctly and can name them.

ASSIST

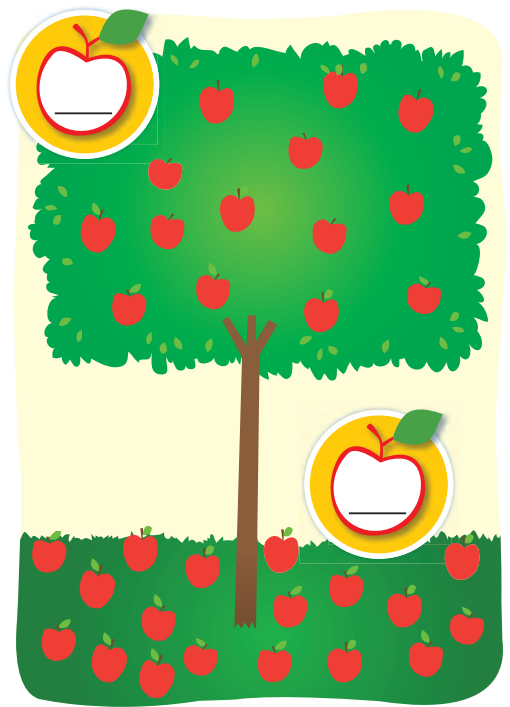
Model how to use the numbers on page 102 as a reference when creating their *Bingo* cards.

I will learn to count from 11 to 20.

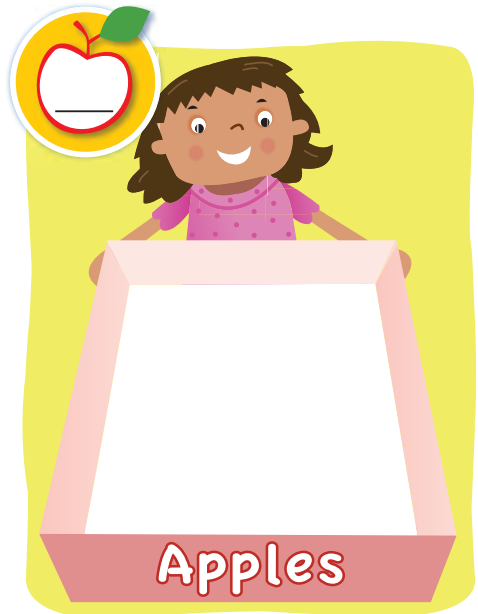
 Listen and trace. Point and say.

- | | | | | |
|----------------------|------------------------|-----------------------|-----------------------|----------------------|
| 11
eleven | 12
twelve | 13
thirteen | 14
fourteen | 15
fifteen |
| 16
sixteen | 17
seventeen | 18
eighteen | 19
nineteen | 20
twenty |

14 Count the apples and write the number.



15 How old are you? Write the number. Draw the same number of apples in the box.



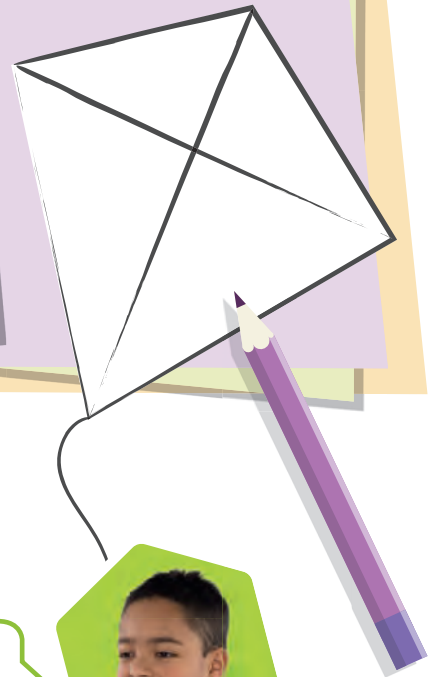
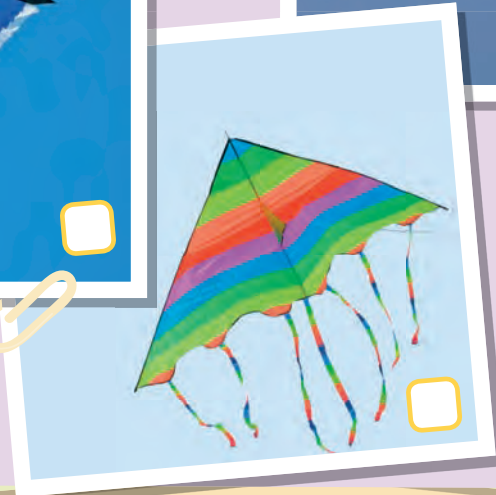
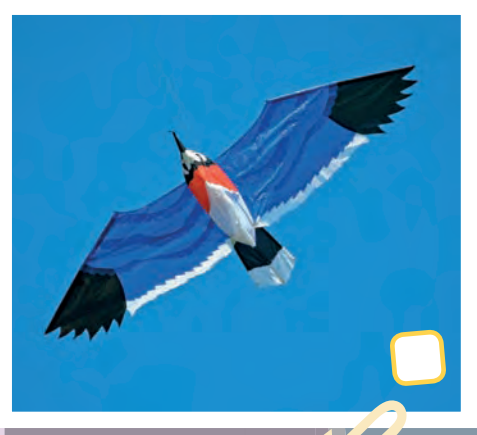
THINK BIG Do you count with your fingers? Why?

I will learn about kites from around the world.

16 Look and listen. Number.

It looks like a...
It has a shape like a...

Cool Kites



17 Color the kite. Talk with a partner.



What color is your kite?

My kite is green, red, and yellow.



THINK BIG

Where is the best place to fly a kite near your home or school?

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn to talk about kites from around the world.

Key Language

bird, butterfly, dragon, fish, kite

Malaysia, Mexico, New Zealand

Culture Connection | Around the World

I will learn about kites from around the world.

16 Look and listen. Number.

It looks like a...
It has a shape like a...

Cool Kites

17 Color the kite. Talk with a partner.

What color is your kite?

My kite is green, red, and yellow.

THINK BIG Where is the best place to fly a kite near your home or school?

Warm-up



Materials: World map or globe, kite

21st Century Global Awareness

- Display a world map or globe. Point to and name *Mexico*, *New Zealand*, and *Malaysia*. Have students repeat the country names.
- Bring in a kite and show it to students. Point to the kite and say: *This is a kite*. Have students repeat. Explain that a kite is a toy and that people all over the world fly kites. Show a video or internet clip of a person flying a kite. If possible, choose a video that shows how to get the kite into the air.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about kites from around the world.*

- Students will learn about kites from around the world. Students will also color a kite.

Pre-listening



- Point to the kites in the photos. Tell students that they will hear someone talking about them.
- Read the title aloud: *Cool Kites*. Check that students understand *cool*.
- Ask the students to look at the first kite. Ask: *What color is it?* Elicit: *It is red, blue, white, and black*. Have students tell each other in pairs the colors of the other two kites.
- Have students predict which country each kite comes from.

Listening



16 Look and listen. Number.

- Point to the kites in the photos. Tell students that they will hear someone talking about them.
- Read the title aloud: *Cool Kites*. Check that students understand *cool*.
- Read the directions aloud. Play Audio Track 197. With students, listen and point to each kite. Replay the audio. Have students listen and then number the kites according to the audio descriptions.
- Model the phrases in the word box: *It looks like a fish. It has a shape like a bird*. Have the students repeat.

MONITOR

Check answers as a class. (*Answers, from left to right: 2, 3, 1*)

Practice



Materials: Art supplies

17 Color the kite. Talk with a partner.

- Review the colors by pointing to items in the classroom. Ask: *What color is it?* Have students color their kites.
- Have students practice the dialog with a partner as they talk about their kites.

MONITOR

Listen for correct language and vocabulary as they talk about their kites.

Think BIG



21st Century Communication

- Read the question aloud and have students discuss their ideas in pairs or small groups.
- Ask volunteers to report to the class on their discussion. Make a list on the board of the places they suggest, then vote on the best.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to talk about kites from around the world.*

- Encourage awareness of what students have learned by quickly eliciting a few popular colors for kites from around the world.

Extra Application and Practice Activity

Materials: Art supplies

- Give students drawing paper and crayons or markers, and ask them to draw a kite. Tell them to be as creative as they can when selecting a shape and colors. Give students time to complete their drawings. When they are finished, collect the drawings and display them around the room.
- Model sentences as you point to the kites. Have students repeat and point: *This kite looks like a bird. This kite looks like a fish. This kite is a triangle. This kite has many colors. This kite has a shape like an plane*. Write a few of these model sentences on the board. Have the students then talk in pairs and describe the kites displayed using these model sentences as a guide.

CHALLENGE

Pick different categories – for example: red kites, kites that look like fish, kites that are triangles, etc.– and ask students to count how many kites fit that description. Have them point to each kite that fits the description as they count it aloud.

Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *qu*, *x*, *y*.

Phonics | *qu*, *x*, *y*

I will learn to use the sounds *qu*, *x*, *y*.

18 Listen, look, and repeat.

1 *qu* 2 *x* 3 *y*

19 Listen and find. Then say.



yell



quick



six

20 Listen and blend the sounds.

1 qu-a-ck quack 2 b-o-x box 3 y-e-s yes
4 o-x ox 5 f-o-x fox 6 y-u-m yum

21 Underline *qu*, *x*, and *y*. Then listen and chant.

Six quick foxes,
In a yellow box!



Warm-up



- Play *Relay Race*. (See *Game Bank*, page T133, for

details.) Spell out a word and ask individual students to come to the board and write the word. This can also be played as a team game. Review the sounds and letters from the previous units.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use the sounds qu, x, and y.*
- Students will identify the letters and distinguish between the sounds individually and as part of words.

Presentation



18 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 198 and have students listen and point to each sound as it is said. Have students repeat.

MONITOR

- As students repeat, check they are pointing to the correct sound and listen for correct pronunciation.

Practice 1



19 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 199 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

ASSIST

- Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

Practice 2

WB p. 83/act. 14



14 Find and circle qu, x, and y.

- Read the directions aloud. Have the students work individually to find and circle the letters.

MONITOR

- Check students are circling the correct letters. Have them compare their answers in pairs.

Practice 3

WB p. 83/act. 15



15 Read and circle qu, x, and y.

- Read the directions aloud. Have the students work individually to read the words and circle the letters.

MONITOR

- Check students are circling the correct letters. Check answers as a class.

Practice 4



20 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 200 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

- As students repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

Practice 5

WB p. 83/act. 16



16 Match the words with the same sounds.

- Read the directions aloud. Walk through item 1 as a class, eliciting that the word has the same *qu* sound as *c* (quack).
- Have the students match the words individually.

MONITOR

- Check answers as a class.

Practice 6



21 Underline qu, x, and y. Then listen and chant.

- Read the directions aloud. Read aloud the chant, while students follow in their books. Find the word with *qu* together (*quick*) and have students underline it. Have students find and underline the other words with *x* and *y* independently. Remind them that the letter might be in the middle or even at the end of a word.
- Play Audio Track 201 and have students listen. Replay several times and encourage them to join in.

MONITOR

- As students repeat the chant, listen for proper pronunciation, appropriate intonation, and the correct use of language. Check answers as a class. (Answers: *qu* – *quick*; *x* – *Six, foxes, box*; *y* – *yellow*)

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to use the sounds qu, x, and y.*
- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *quick, fox, yum*).

Homework



WB p. 83/act. 17



17 Listen and chant.

- Direct students to WB Activity 17 on page 83. Read the directions aloud. Explain to students that they must listen and chant along.

Extra Application and Practice Activity

- Show students how to fold a piece of paper to make it look like a greetings card. Have them write *qu*, *x*, and *y* on the front page. Then have them draw pictures of words with *qu*, *x*, and *y* on the two inside pages and on the back page. When they are finished, invite students to share their books with a partner and then with the class.

I will learn to use the sounds qu, x, y.

18 Listen, look, and repeat.

1 qu

2 x

3 y

19 Listen and find. Then say.



yell



quick



six

20 Listen and blend the sounds.

1 qu-a-ck

quack

2 b-o-x

box

3 y-e-s

yes

4 o-x

ox

5 f-o-x

fox

6 y-u-m

yum

21 Underline qu, x, and y. Then listen and chant.

Six quick foxes,
In a yellow box!

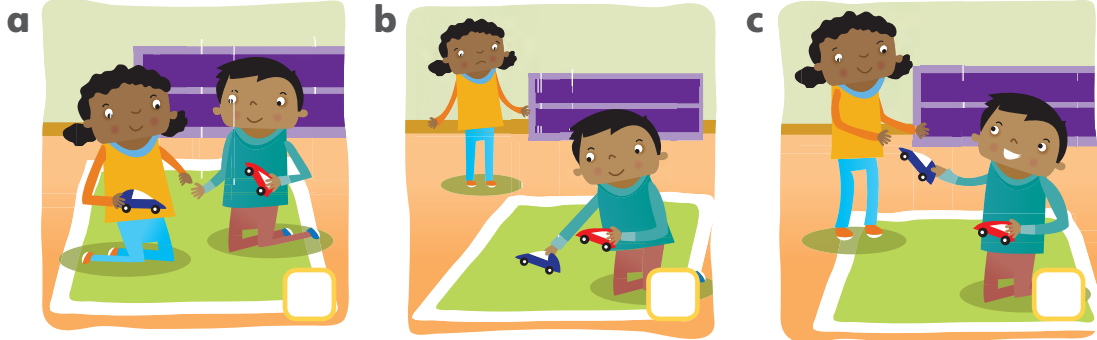


Values | Share your toys.

I will learn to talk about sharing my toys.

203
22

Listen and number.



23

How do you share with your friends?
Act it out with a partner.



Here's my plane.
Let's share.

OK.
Thank you!



THINK
BIG

Is it good to share your toys? Why?



Project

24

Make a Fun Kite to show and share.



1 Draw.



2 Cut.



3 Paste.

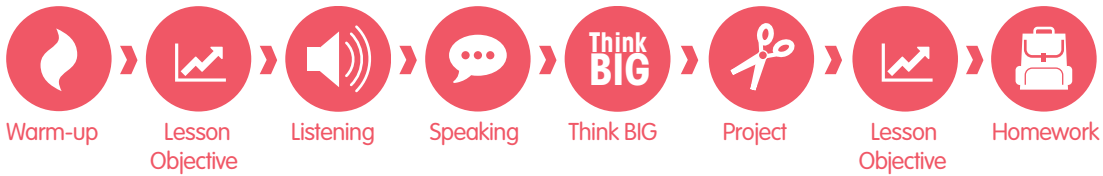


4 Show.

Unit 8 105

Values Lesson

Lesson Flow



Lesson Objective

I will learn to talk about sharing my toys.

Key Language




Sharing is fun!

Here's my car. Let's share.



Okay. Thank you!

Values | Share your toys.
I will learn to talk about sharing my toys.

22 Listen and number.

a  b  c 

**23 How do you share with your friends?
Act it out with a partner.**

 Here's my plane.
Let's share.  OK.
Thank you!

THINK BIG Is it good to share your toys? Why?

Project

24 Make a Fun Kite to show and share.

1 Draw. 2 Cut. 3 Paste. 4 Show.

Unit 8 105

Warm-up

Materials: Flashcards: Unit 8, toys

- Play *Pictionary* to review the names of toys. (See *Game Bank*, page T132, for details.) Divide the class into groups. Invite a representative from each group to the front of the class and show them a toy that is hidden in a bag. Have them return to their groups and draw a

picture of the toy for their teammates to guess. When someone on the team guesses correctly, the group wins a point.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about sharing my toys.*

- Students will learn the importance of sharing their toys through the listening activity and then they will think about what sharing their toys means to them through a Project.

Listening

22 Listen and number.

- Explain that the pictures are out of order. Explain that there are two children talking about sharing the cars.
- Read the directions aloud. Play Audio Track 203. Listen together and point to the correct pictures.
- Replay the audio and have students number the pictures.

MONITOR

Check answers as a class. (Answers, from left to right: 3, 1, 2)

ASSIST

Provide support to help students understand the order in which the pictures should occur by explaining that the cars belong to the boy and the girl doesn't have her own cars to play with.

Speaking

Materials: Toys

23 How do you share with your friends? Act it out with a partner.

- Read the directions aloud and explain them.
- Give students some toys. Say the dialog again, but substitute a different toy. Have students hold up the toy you name and repeat the dialog after you.
- Have pairs practice the dialog using their own toys to create new dialogs.

MONITOR

Listen to students as they act out the dialogs and make sure they are using language and gestures that demonstrate sharing.

Think BIG

21st Century Social Skills

- Have students look at Activity 22 again. Ask them if the girl is happy and why? (*Because the boy is sharing his toys*). Continue the discussion asking why people should share their toys. Encourage them to describe how they share their toys.

Project

Materials: Art supplies, sticks and string for making kites, pictures of kites, homemade kite

24 Make a Fun Kite to show and share.

- Have students look at the pictures and say what they see. Show students different types of kites and discuss

what they are made with and how they are made. Discuss how you can share a kite with a friend.

- Explain the directions again, using simple language and gestures. Show students how to glue the sticks to the back of the kite and attach a long string so it can fly. Explain that their kites should be fun and they can decorate them. Show students a model of a kite that you prepared ahead of time.
- Give students the materials they need to make a kite. Have students follow the directions to make their kites.
- When students are finished, invite them to display their kites and say one way they can share it with a friend.

MONITOR

Check to see that students are following each step to make their kites correctly.

ASSIST

Point to the pictures on the page and repeat each step for students who are having difficulty.

21st Century Collaboration

- When children work in pairs or small groups on thematically related craft projects, they can discuss which materials they need, use the target vocabulary and language, discuss the different steps needed to complete the project, and use English in a natural setting. When projects are finished, encourage students to share their projects with the class.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about sharing my toys.*
- Encourage awareness of what students have learned by quickly eliciting from a few students why sharing their toys is important.

Homework WB p. 84/oct. 18 & 19

18 Match.

- Direct students to WB Activity 18 on page 84. Read the directions aloud. Explain to the students that they need to match the pictures with the speech bubbles.

19 Draw.

- Direct students to WB Activity 19 on page 84. Read the directions aloud. Explain to the students that they need to draw a picture that shows them sharing their chosen toy with someone.

Extra Application and Practice Activity

- Have students describe their kite to a partner and act out the dialog in Activity 23.
- If possible, bring the class outside with their kites and attempt to fly them.

Review Lesson 1 | Vocabulary and Grammar

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review | Vocabulary and Grammar

25 Look and write.

plane bike doll game puppet train

- Where's my _____?
- Do you like my new _____?
- I want a big _____.
- Look at my _____.
- That's a funny _____.
- Let's play a _____.

26 Look and write in, on, or under.

- They're _____ the table.
- It's _____ the toy box.
- It's _____ the chair.

I Can
• use words for toys.

106 Unit 8

Warm-up

- Write the words *plane*, *bike*, *doll*, *game*, and *train* on the board. Read them aloud with students. Draw these items in a different order on the board. Point to and say the word *plane*, and have students repeat. Invite a volunteer to find the picture and draw a line to the word *plane*. Continue for the other words.
- Have students close their eyes. Erase the matching lines and remove two pictures, but do not erase the words. Have students open their eyes and erase the two words of the items that are missing. Continue playing with different volunteers.
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review toys by doing activities that involve looking and writing.
- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Practice 1

Materials: Flashcards: Unit 8, toys

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 187, (the song with the lyrics). Have students follow along and join in the chant.

- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 188). You could use Flashcards to encourage students to sing other toys that aren't in the song.

Practice 2



25 Look and write.

- Read the directions aloud. Complete the first item as a class. Check to see that students have written the correct word. (*plane*) Then have them finish the exercise independently. Invite volunteers to read the sentences for the class and then spell the word they wrote in the sentence.

MONITOR

Check answers as a class. (Answers: 1 plane, 2 doll, 3 bike, 4 train, 5 puppet, 6 game)

Practice 3

WB p. 85/act. 20



20 Look and match. Then read.

- Read the directions aloud. Have students look at the pictures and match the halves to make toys. Then they match them to the words.

MONITOR

Check answers as a class.

Practice 4



P T143

WB p. 85/act. 21



21 Listen and number.

- Read the directions aloud. Play Audio Track 205.
- Have the students listen and number the toys in the order that they hear them independently.

MONITOR

Replay the audio as needed. Check answers as a class.

Practice 5



Materials: A toy

26 Look and write *in, on, or under*.

- Read the directions aloud. Point to and read *in, on,* and *under*. Have students point to the words and repeat.
- Have students look at the pictures and write the words underneath the pictures.

MONITOR

Check the answers as a class. (Answers: 1 on, 2 in, 3 under)

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statement aloud. Explain that students should think about how well they know the language in the

unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 8 Practice Tests in the Assessment Pack.

WB Unit 8/p. 105

- Direct students who need help with grammar in particular to the Unit 8 Extra Grammar Practice (Workbook, page 105).
- For further vocabulary work, students can access Big English Student World.

Homework

WB p. 85/act. 22



22 Look at 21. Count and write.

- Direct students to WB Activity 22, on page 85. Read the directions aloud. Explain to students that they must look at Activity 21 again, count the toys, and write how many toys there are.

Extra Application and Practice Activity

Materials: A ball

- Play *Throw and Catch*. (See *Game Bank*, page T132, for details.) Have the class stand in a circle. Hold a ball big enough for students to catch (soccer ball, kick ball, etc.). Begin the game by saying a sentence about a toy. Example: *I see a blue puppet*. Then throw the ball to a student. The student catches the ball, says another sentence about a toy, and throws the ball back to you. Continue playing until everyone has had a turn.

MONITOR

Listen to make sure that students are able to generate their own sentences and are not repeating what other students have said.

ASSIST

Display Flashcards of toys where students can see them to give them ideas.

Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 8 Unit Test in the Assessment Pack.

25 Look and write.

plane bike doll game puppet train

1 Where's my _____?



2 Do you like my new _____?



3 I want a big _____.



4 Look at my _____.



5 That's a funny _____.



6 Let's play a _____.



26 Look and write **in, on, or under**.



1 They're _____ the table.

2 It's _____ the toy box.

3 It's _____ the chair.

I Can

- use words for toys.



204
27

Listen and circle. Then say.



28 Look at 27. Ask and answer.



Where are the action figures?

Where are the planes?

They're on the bed and under the chair.

They're on the shelf and under the desk.



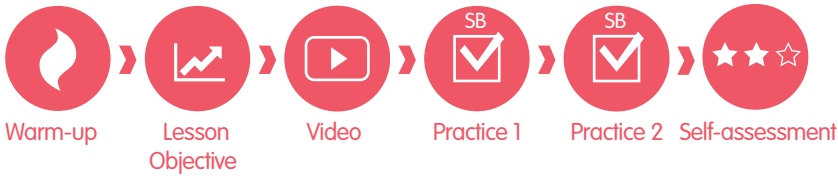
I Can

- ask and answer about where something is.



Review Lesson 2 | Speaking

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review | Speaking

27 Listen and circle. Then say.

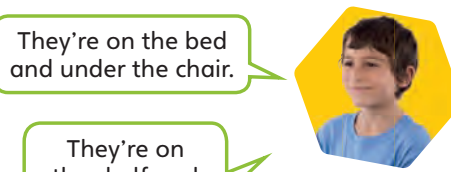


28 Look at 27. Ask and answer.



Where are the action figures?

Where are the planes?



They're on the bed and under the chair.

They're on the shelf and under the desk.

I Can

- ask and answer about where something is.



Warm-up



- Take a few classroom objects learned in Unit 1 and place them on shelves, tables, under desks, in boxes, and so forth around the classroom. Try and have enough objects for all students to be able to answer. On the board, make two score boards – one that is for the students and one that is for the teacher. Ask each student where one of the objects is. If they get it right, take the object from its place and add a mark to their score board. If they get it wrong, add a mark to the teacher's score board. Continue until all objects have been asked about. Look at the scores. If students win, give them a gold star, etc.
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*
- Students will review the words and structures of the unit through a variety of activities that involve listening and circling, and having a conversation. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Video

Drama U 08



- Refer to Video Guide for pre-watching and post-watching activities.

Practice 1

P. T144
204



27 Listen and circle. Then say.

- Have students look at the picture and tell you what toys they see (*planes, action figures, balls, dolls, stuffed toys, etc.*). Have them tell you where they see these items. Prompt by asking: *Where is the ball?*
- Read the directions aloud. Play Audio Track 204. Play the audio once through and have students point to the toys mentioned.
- Play the audio again, pausing so that students can circle them in the picture.
- On the board, write: *It's on the shelf.* Point to the doll in the picture, then write: *They're under the chair.* Point to the action figures. Continue this activity with all the toys.

MONITOR

Check answers as a class. (*Answers: 1 doll on the shelf, 2 action figures under the chair, 3 ball in the toy box, 4 stuffed animal on the bed, 5 plane under the desk*)

Practice 2



28 Look at 27. Ask and answer.

- Read the directions aloud. Point to the girl and the boy as you model the dialog and have the class repeat.
- In pairs, have students ask and answer about the items

in Activity 27, using the dialog as a guide.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

ASSIST

Help students to describe the positions of the toys by describing the similar position of some objects in the classroom.

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statement aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 8 Practice Tests in the Assessment Pack.

WB Unit 8/p. 105

- Direct students who need help with grammar to the Unit 8 Extra Grammar Practice (Workbook, page 105).
- For further vocabulary work, students can access games in the Big English Student World.

Extra Application and Practice Activity

- Extend Activity 28. Say: *It's on the shelf.* Have a student answer: *It's a doll.* Then say: *They're on the bed.* Have another student answer: *They're action figures.* Continue for a few more toys.
- Place students in small groups of three or four and have them continue the activity.

Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 8 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



Play Time

Objectives

Reading

Can follow simple dialogs in short illustrated stories, if they can listen while reading.

Can recognize key words and basic phrases in short, simple cartoon stories.

Listening

Can recognize familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.

Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing.

Can understand simple spoken commands as parts of a game.

Can recognize familiar words and phrases in short, simple songs or chants.

Can understand the letters of the alphabet by their names

Can recognize the letters of the alphabet by their sounds.

Speaking

Can say what people are doing at the time of speaking, if supported by pictures or gestures.

Writing

Can write some familiar words.

Can write the letters of the alphabet in lower case.

Can complete simple forms with basic personal details.

Grammar

Can use that and this as determiners relating to people or objects.

Can use the present continuous to refer to events at the time of speaking.

Unit Projects

Family Connection

Invite students to work with a family member at home to draw or take pictures of their favorite places to play. Have students talk with their families at home about what activities they like doing at each place. Have students share their pictures and descriptions with the class.

Key Language

Key Vocabulary

Action words

catching running
dancing singing
hitting skating
jumping throwing
kicking
riding

Expressions

Where about you?
Take care of your
body.

Content Words

climbing break
hide and seek cover
hop cut
hopscotch paper
jump player
jumping rope rock
tag scissors
win

Grammar/Structures

Is she singing?

Yes, she **is**.

No, she **isn't**.

Are they dancing?

Yes, they **are**.

No, they **aren't**.

Phonics

The sounds: ss, z, zz

Play Time Bulletin Board

Pin students' pictures from the *Family Connections* to the bulletin board. Post the title *Play Time!* in the center of the board. As students work through the unit, have them identify any places they drew in *Family Connections*. When new places are found, have students draw those places and add them to the board.

Vocabulary Lesson

Lesson Flow



Warm-up



Lesson Objective



Song Time



Presentation



Practice



Game



Lesson Objective

Lesson Objective

I will learn to name action words.

Key Language

catching, dancing, hitting, jumping, kicking, riding, running, singing, skating, throwing

9

Play Time

Vocabulary

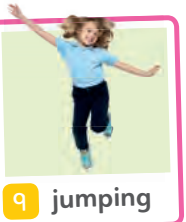
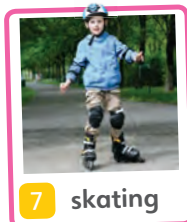
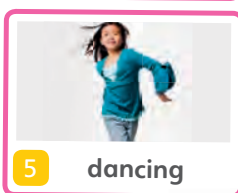
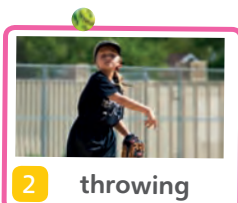
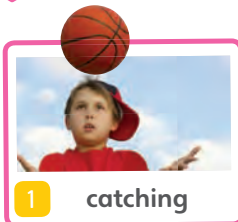
I will learn to name action words.



Song Time!



1 Listen, look, and say.



2 Play the miming game.

Warm-up



- See if students can remember any actions from the Student's Book. Pair students and give them ten minutes to look in their books and find actions that people do for fun. (*running, swimming, jumping, climbing, playing, walking, singing*) Write the first letters on the board to help. Have students stand. Call out one of the words and have them mime it. For a more challenging activity, say one word while you mime another. Tell students they should mime the word you say, regardless of what you are miming yourself.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to name action words.*

- Use 2–3 Flashcards to remind students what they already know and elicit a few action words.
- Students will name and identify different actions.

Song Time



Materials: Flashcards: Unit 9, action words

Listen and sing.

- Play the unit song and encourage students to dance and use gestures for engagement and to assess what vocabulary students already know.
- Display the Flashcards as you hear the words come up in the song. The students will only hear the words at this point. They will not see the text of the song.

Presentation



1 Listen, look, and say.

INVOLVE

Read the directions aloud. Play Audio Track 207. Have students listen, point to each picture and say the word.

MONITOR

Check to see that students point to the correct pictures and pronounce the words correctly.

CHALLENGE

Look at the first picture and say: *He's catching*, emphasizing *He's*. Have students continue with the rest of the pictures. Check that they are using the correct pronoun.

Practice

WB p. 86/act. 1



1 Follow the path. Write.

- Read the directions aloud. Explain to the students that they will follow the path to the picture and write what the people in the picture are doing.
- Have students work independently, and then compare answers with a partner. Ask students to say the words aloud.

MONITOR

Check answers as a class.

Game



2 Play the miming game.

- Stand in front of the class and mime “jumping rope”. Say: *I am...* and elicit: *jumping rope*. Do this for a few more actions and then invite volunteers to come to the front of the class and play the game with their classmates.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to name action words.*

- Encourage awareness of what students have learned by quickly eliciting from a few students the names of actions.

Extra Application and Practice Activity

- Invite a volunteer to the front of the class and in a whisper ask him or her to mime jumping rope. As he or she is miming, say: *He's/She's running*. Elicit from the class: *No or No, he/she isn't*. If possible, have students say: *He's/She's jumping*. Continue with two more action words. Then have the volunteer invite another classmate to the front and continue with three more action words. Continue until all students have had a turn at miming.

9

Play Time

Vocabulary

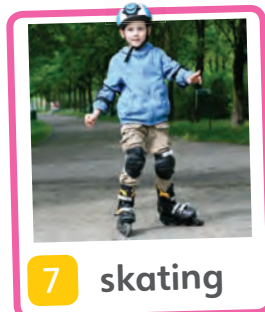
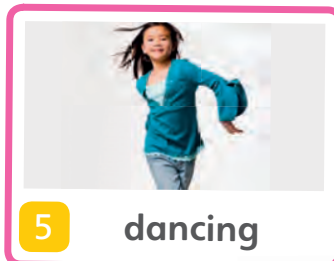
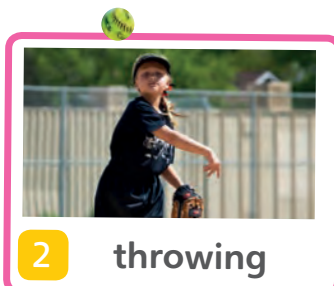
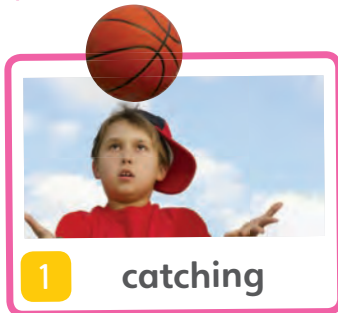
I will learn to name action words.



Song Time!



1 Listen, look, and say.



2 Play the miming game.

Song

I will learn to ask and answer questions about play time.

208 209
3

Listen and sing. Then look at 1 and find.

Play Time Is Cool!

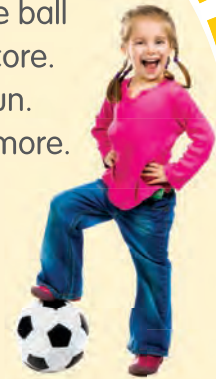
We like play time at our school.
Singing and dancing,
Throwing and catching.
Play time is cool at our school!



I'm throwing the ball.
It's so much fun!
Are you
Hitting and running?
Yes, and it's fun.

We're kicking the ball
And trying to score.
It's so much fun.
Let's play some more.

Chorus



210
4

Listen and ✓.

1 a



b



2 a



b



5

Look at 4. Ask and answer.



Are you kicking?

Yes, I am.



**THINK
BIG**

What do you like doing at play time?
Do you use your hands or feet?

Song Lesson

Lesson Flow



Lesson Objective

I will learn to ask and answer questions about play time.

Key Language

catching, dancing, hitting, jumping, kicking, riding, running, singing, skating, throwing

Song

I will learn to ask and answer questions about play time.

3 Listen and sing. Then look at 1 and find.

Play Time Is Cool!


We like play time at our school.
Singing and dancing,
Throwing and catching.
Play time is cool at our school!


I'm throwing the ball.
It's so much fun!
Are you
Hitting and running?
Yes, and it's fun.


We're kicking the ball
And trying to score.
It's so much fun.
Let's play some more.


Chorus

4 Listen and ✓.


1 a 

b 


2 a 

b 

5 Look at 4. Ask and answer.



Are you kicking?



Yes, I am.

THINK BIG What do you like doing at play time?
Do you use your hands or feet?

Unit 9 109

Warm-up



- Have three students come to the front of the class. Whisper an action verb in the first one's ear, e.g. *kick*.

Have him or her whisper it to the next student, who in turn whispers it to the third student. The third student has to mime the action he is told and the class calls out what action is being mimed.

- Place students in groups of three and have them play this game, each group coming to the front of the class to mime their action verb. Teaching action words provides the perfect opportunity to allow students to move around. When students are given the opportunity to mime language, it is easier for them to internalize the meanings of the new vocabulary. It's also fun!
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to ask and answer questions about play time.*
- Students will sing a song and talk about play time.

Listen and Sing



Materials: Flashcards: Unit 9, action words

3 Listen and sing. Then look at 1 and find.

- Explain the meaning of new words such as *cool* and *score*.
- Read the directions aloud. Play Audio Track 208 and ask students to raise their hands when they hear one of the activities.
- Replay the audio. Have students sing along.
- Ask students to look at Activity 1 and find the activities that are not in the song.

MONITOR

- Observe students to see if they are comfortable learning the new song. Hold up Flashcards at the appropriate time. Check answers as a class. (*Answers: jumping, skating, riding*)

ASSIST

- Replay the audio as necessary. Use simple language and gestures to explain the new words.

Practice 1



4 Listen and √.

- Read the directions aloud. Play Audio Track 210. Have students listen and point to the correct picture.
- Play the audio again, pausing after each item for students to number the actions in the order they hear them.

MONITOR

- Check to see that students are numbering the correct action. (*Answers: 1 a, 2 b*)

ASSIST

- Replay the audio as needed.

Speaking

5 Look at 4. Ask and answer.

- Read the directions aloud. Invite two volunteers to read the dialog and have the rest of the class repeat.

- In pairs, have students ask and answer about the activities in Activity 5, using the dialog as a guide.

ASSIST

- Remind the students of the structure: *No, I'm not*, if students need to answer in the negative.

CHALLENGE

- Have students continue the activity with actions from Activity 1, turning it into a guessing game.

Practice 2



3 Look at 2 and write.

- Direct students to WB Activity 3 on page 87. Read the directions. Explain to students that they must look at Activity 2 and write the correct action words.

Practice 3



4 What are you doing? Draw and write.

- Read the directions aloud. Ask the students to draw what they are doing, and write the words. Students work independently. Get feedback from the class.

Think BIG

21st Century Critical Thinking

- Have students look at the actions in Activity 1 and answer the questions in pairs. (*Answers: Do with the feet: kicking, dancing, running, skating, riding, jumping. Do with the hands: catching, throwing, hitting*)

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to ask and answer questions about play time.*
- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the song, for example, which action words they heard in the song.

Homework

WB p. 87/act. 2



2 Listen and sing. Then match.

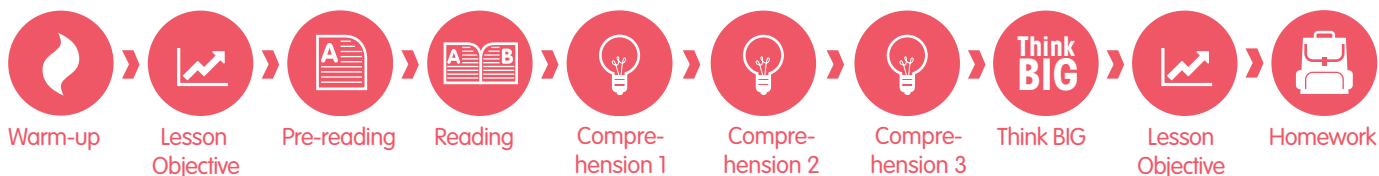
- Direct students to WB Activity 2 on page 87. Read the directions. Explain to students that they must sing the song and then match the action words with the people in the pictures.

Extra Application and Practice Activity

- Extend the Think BIG. Ask students what other activities we do with our hands and feet. Elicit: *eating, writing, and walking*. Ask: *What do we do with our mouths?* Elicit: *singing and speaking*.

Story Lesson

Lesson Flow



Lesson Objective

I will read a story about getting ready for bed.

Key Language

dancing, jumping, sleeping

Story

I will read a story about getting ready for bed.

6 Listen and read. What's Ann doing?

I'm Not Tired!

1 Hi, Ann.
Hi, Mrs. Smith.

2 Thanks for babysitting, Ann. Is Tim sleeping?
No, he isn't, Mrs. Smith.

3 Is Patrick sleeping?
No, he isn't. He's jumping on the bed.

4 Tim! Patrick! Let's go to bed!
I'm not tired!
I'm not tired!

5 Are they sleeping now?
No, they aren't. They're dancing.

6 It's quiet now! Are they sleeping?
Yes, they are!

7 Look at the story. Number the pictures in order.

a b
c d



How do you get ready for bed?
Act it out and say what you are doing!

Warm-up



Materials: Flashcards: Unit 9, action words

- Say: *I like dancing* and do the action at the same time. Encourage students who also like dancing to stand up and dance. Repeat for *catching, throwing, hitting, kicking, skating, riding, jumping, singing, and sleeping*. Invite a student to come up and lead the activity using other action words. Secretly show students the

Flashcards if necessary.

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will read a story about getting ready for bed.*
- Students will listen to and read a story, answer a question about it, and discuss ideas related to it.

Pre-reading



- Point to and read the title aloud. Make sure that students understand what *tired* means by pretending to yawn as you say it. Explain that Mrs. Smith is Patrick and Tim's mom, and that this is a story about babysitting.

Guided Prediction: Have students look at the pictures in the story frames. Help them point to and name actions in the pictures. Have students point and repeat after you.

Reading



6 Listen and read. What's Ann doing?

- Read the directions. Play Audio Track 212 and have students listen and read silently.
- Ask the question: *What's Ann doing?* Have students find and point to Frame 2 in their books and tell you the answer. (She's babysitting.)
- Replay the audio. Have students raise a hand when they hear an action in the story. (*Frame 2: sleeping, Frame 3: jumping, Frame 5: dancing*)

Comprehension 1



- Point to specific story frames and say sentences about the story to check for understanding. Students make a happy face if the sentence is correct and a sad face if the sentence is wrong, e.g. say: *Look at Frame 3. Patrick is sleeping.* (sad face) Say: *Look at Frame 5. Tim is dancing.* (happy face)

CHALLENGE

Call out different actions that Patrick and Tim are doing in the story. Have students identify which story frame you are describing. Say: *Patrick is jumping on his bed.* (Frame 3) Then call out a number and elicit what Tim or Patrick is doing in that story frame. Model: *Five.* (They are dancing.)

21st Century Critical Thinking

- Ask comprehension questions about the story that require critical thinking. Say: *Look at Frame 1. Where is Mrs. Smith?* (in a restaurant – see the menu on the table) Say: *Frame 3. Look at Ann and Mrs. Smith. Are they happy?* (no) *Why not?* (Patrick is jumping on the bed.) Say: *Look at Frame 4. Is Ann happy?* (no) *Why not?* (It's time to go to sleep and the boys aren't tired.) Say: *Look at Frame 5. Is Tim happy?* (yes) *Why?* (Tim is dancing.)

Comprehension 2

WB p. 88/act. 5



5 Read and write.

- Have students read the story and point to the actions. Have students read the questions and write action words.

Comprehension 3



7 Look at the story. Number the pictures in order.

- Read the directions aloud and explain them. Explain that the pictures tell the story but that they are not in the correct order.
- Point to Picture a. Ask: *What are they doing?* Model: *They're dancing.* Have students repeat. Continue for each picture.
- In pairs, have students number the pictures so they tell the story in order.

MONITOR

- Check answers as a class. (Answers: a 3, b 4, c 1, d 2)

Think BIG



21st Century Creative Thinking

- Draw a bed and a pair of pajamas on the board. Yawn in front of the class and tell them you are tired. Tell them you want to sleep but it isn't bed time. Then demonstrate in simple actions for the whole class what you do before bed, e.g. *brushing your teeth, taking a bath, reading a book*, etc. Students call out the actions. Students can then take turns role-playing what they do before getting into bed, telling the class what they are doing as they mime.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have read a story about getting ready for bed.*
- Encourage awareness of what students have learned by quickly eliciting something they remember about the story.

Homework

WB p. 88



Think BIG

- Direct students to WB Think BIG on page 88. Have students think about an action they enjoy doing. Have them write the action word, and then draw a picture of themselves doing the action.

Extra Application and Practice Activity

- Divide the class into groups of four to role-play the story. Give the roles of Ann, Tim, Patrick, and Mrs. Smith. Give students a few minutes to practice their roles. As students work, circulate to provide help as needed.
- When they have finished, have groups take turns performing the story.

ASSIST

Point to each story frame and model how to role-play it correctly. Have students repeat after you. Or you may ask beginners to mime the role-play in their groups as you read the sentences from the story.

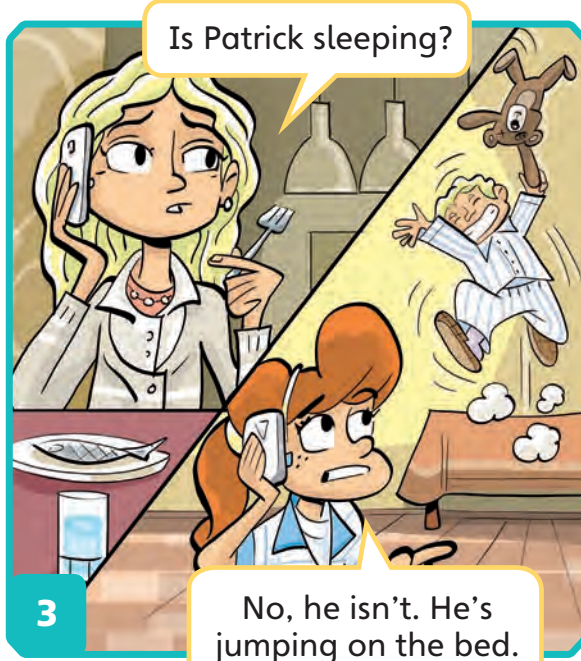
Story

I will read a story about getting ready for bed.



212 6 Listen and read. What's Ann doing?

I'm Not Tired!





7 Look at the story. Number the pictures in order.



How do you get ready for bed?
Act it out and say what you are doing!

Language in Action Lesson

Lesson Flow



Lesson Objective

I will listen to a dialog about what people are doing.

Key Language

catching, kicking, jumping, playing, riding, running, singing, skating, taking a bus, throwing

Language in Action

I will listen to a dialog about what people are doing.

8 Listen and read. Then say.

- Dad:** Where's Amy?
Tim: She's going to school.
Dad: Is she riding her bike?
Tim: No, she isn't.
Dad: Is she taking the bus?
Tim: No, she isn't. She's skating!



9 Look at 8. Role-play with a partner.

10 Listen and stick. Then say.



112 Unit 9

Warm-up



Materials: Pictures of a school bus, bike, and skates

- Use pictures of a *school bus*, a *bike*, and *skates* to talk about ways children go to school. As you say each mode of transportation, ask students to raise their hands if they go to school in that way.

- Choose volunteers to count the number of students with raised hands for each type of transportation. Invite them to write the number on the board beside the appropriate pictures.
- Discuss exciting ways to get to school – suggest in an *plane*, on a *boat*, on a *camel*. Ask which students would like to travel that way.
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will listen to a dialog about what people are doing.*

- Students will practice listening skills through a dialog, use the language of the unit in context by acting out a conversation with a partner, and stick stickers.

Pre-listening

- Ask students to talk about the picture: who and what they see. Explain that the dialog is about Amy, but that Dad and Tim are talking.

Listening

8 Listen and read. Then say.

- Read the directions aloud. Play Audio Track 213 twice. The first time, have students listen and read silently. The second time, pause the audio from time to time so that students can repeat what they hear. Explain any unfamiliar words using gestures and simple language.

Comprehension

MONITOR

Ask questions to check for understanding. *Who is going to school? (Amy) Is she taking the bus? (No, she isn't.) Is she skating to school? (Yes, she is.) Is she riding her bike to school? (No, she isn't.)*

ASSIST

Replay Audio Track 213 as needed and retell the dialog using simple language.

Role Play

9 Look at 8. Role-play with a partner.

- Give pairs the roles of Dad and Tim. Have pairs role-play the dialog. Then have partners switch roles. Invite volunteers to say and role-play the dialog for the class.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

Practice 1

Materials: Stickers

10 Listen and stick. Then say.

- Brainstorm different activities you do in a school gym. Ask students to role-play or say the words. Then write the words on the board.
- Help students find the Unit 9 stickers at the back of the Student's Book.
- Read the directions aloud. Play Audio Track 214. Together, listen to the audio and point to the children in the picture at the appropriate times.
- Replay the audio and pause to allow students to place the stickers.

MONITOR

As students work, make sure they are placing the stickers on the correct activity. (Answers: 1 girl kicking a ball, 2 boy throwing the ball, 3 boy jumping, 4 girl dancing)

Practice 2

WB p. 89/act. 6

6 Look and √.

- Read the directions aloud and explain that the students need to look at the pictures, read the questions in the speech bubbles, and then check the correct answers.

MONITOR

Check answers as a class.

Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about what people are doing.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog.

Homework

WB p. 89/act. 7

7 Look and write.

- Direct students to WB Activity 7 on page 89. Tell them they must look at the pictures, read the questions, and write the correct answers.

Extra Application and Practice Activity

Materials: Flashcards: Unit 9, action words

- Explain, model, and play *Whisper, Go, and Touch*. (See *Game Bank*, page T132, for details.) Use the Flashcards.

MONITOR

Check to make sure that students are pronouncing the words correctly.

ASSIST

Tell students that if they do not understand the word the first time, they can say *Please say that again*.

Language in Action

I will listen to a dialog about what people are doing.

8 Listen and read. Then say.

Dad: Where's Amy?
Tim: She's going to school.
Dad: Is she riding her bike?
Tim: No, she isn't.
Dad: Is she taking the bus?
Tim: No, she isn't. She's skating!



9 Look at 8. Role-play with a partner.

10 Listen and stick. Then say.

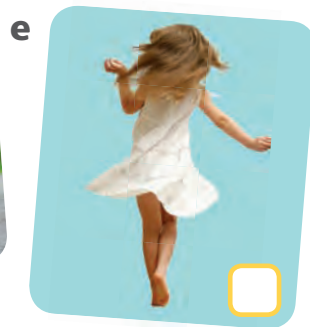


Grammar

I will learn to use *Is/Are... singing? Yes, ... is/are.*

Is she singing ?	Yes, she is .	No, she isn't
Are they dancing ?	Yes, they are .	No, they aren't .

11 Listen and number.



12 Look at 11. Ask and answer.



Is he running?

No, he isn't. He's riding a bike.



Grammar Lesson

Lesson Flow



Lesson Objective

I will learn to use *Is/Are... singing? Yes,... is/are.*

Key Language

Is/Are... singing? Yes,... is/are. / No,... isn't/aren't.

Grammar

I will learn to use *Is/Are... singing? Yes, ... is/are.*


Is she singing?	Yes, she is .	No, she isn't .
Are they dancing?	Yes, they are .	No, they aren't .

11 Listen and number.


a




b




c



d



e



f



12 Look at 11. Ask and answer.



Is he running?



No, he isn't. He's riding a bike.

Unit 9 113

Warm-up



Materials: Flashcards: Unit 9, action words

- Display five Flashcards from this unit. Check to make sure that students can identify and say each action that is represented. Have students close their eyes. Have a volunteer take one Flashcard away and hide it. Then have students open their eyes and try to name the missing action. Repeat with other sets of Flashcards.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to use Is/Are... singing? Yes,... is/are.*
- Students will use *Is/Are... singing? Yes,... is/are.* to ask and answer questions about actions.

Presentation



- Have students read the questions and answers in the grammar box at the top of the page aloud (repeating after you). Point out that the questions *Is/Are... singing?* is answered with *Yes... is/are*.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

Practice 1



11 Listen and number.

- Read the directions aloud. Play Audio Track 215. Elicit the answer to Item 1. (*girl jumping*)
- Replay the audio. Pause it to allow students to find and number the pictures.

MONITOR

Check answers as a class. (Answers: 1 girl jumping, 2 boy riding a bike, 3 boy kicking a ball, 4 boy and his dad skating, 5 girls running, 6 girl dancing)

Practice 2



WB p. 90/act. 8



8 Listen and number.

- Read the directions aloud. Play Audio Track 216. Elicit the answer to Item 1.
- Replay the audio. Pause it to allow students to find and number the actions in the pictures.

Practice 3

WB p. 90/act. 9



9 Look at 8. Count and write.

- Read the directions aloud. Ask students to look at Activity 8, count how many people are doing the actions, and write the number on the lines.

Practice 4



WB p. 91/act. 10



10 Look, listen, and circle.

- Read the directions aloud. Play Audio Track 217. Walk students through Item 1.
- Have students circle the answers to the other items independently.

ASSIST

Refer students to the grammar box at the top of the previous page. Read the model questions and answers aloud. Have pairs ask and answer questions about the actions in the pictures. Then have them switch roles and repeat.

Practice 5



12 Look at 11. Ask and answer.

- In preparation for the activity, ask a female student to stand in front of the class and do what you say. For example, say: *Dance*. As the student dances, point to her and ask the class: *Is she dancing?* Elicit the answer:

Yes, she is. Ask: *Is she singing?* (No, she isn't.) Repeat this with a male student and a different action. Then have two or more students go to the front of the room and do the action you say. For example, say: *Jump*. Ask: *Are they jumping?* (Yes, they are.) Ask: *Are they swimming?* and help the class answer: *No, they aren't.*

- Read the directions aloud. Have students work with a partner. Have them ask and answer questions about what the children in the pictures are doing.

MONITOR

Check to make sure that students are using new vocabulary to change the dialog according to what is shown in the picture.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to use Is/Are... singing? Yes,... is/are. / No,... isn't/aren't.*

- Encourage awareness of what students have learned by quickly asking a few students about actions: *Is/Are... singing?* Students answer using *Yes... is/are*.

Homework

WB p. 91/act. 11



11 Look and write.

- Direct students to WB Activity 11 on page 91. Ask students to look at the pictures, read the questions, and write the correct answers.

Extra Application and Practice Activity

Materials: Flashcards: Unit 9, action words

- Play a sequence game. Place the Flashcards in a pile. Show the first three Flashcards and make three sentences using the actions. Mix up the three cards and place them on a table or in front of students. Invite a volunteer to place the Flashcards in the order in which you said them and, if possible, to use the actions in a sentence. Continue the game until all students have participated.

ASSIST

Each class and student has its own personality and learning styles. Because of this, students will learn in different ways and at different paces. When necessary, adjust your teaching and modify your materials to accommodate students' needs, abilities, and interests. Add a variety of different types of accommodations during each lesson to meet the needs of a variety of learning styles.

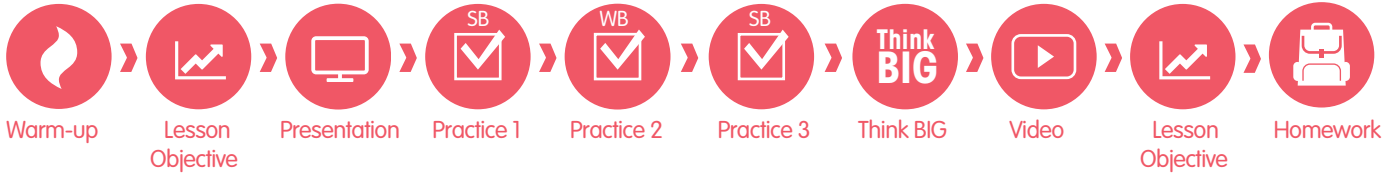
Extra Grammar Practice

WB Unit 9/ p. 106

- For optional further practice, have students complete the Extra Grammar Practice activities.

Content Connection Lesson

Lesson Flow



Lesson Objective

I will learn about games and activities.

Key Language

climbing, hide and seek, hopscotch, jumping rope, tag

Content Connection | Physical Education

I will learn about games and activities.

13 Listen, repeat, and point. Then ask and answer.

What games do you play in the playground? Hopscotch and jumping rope.

14 Listen and point. What's her favorite game?



climbing



jumping rope



hide and seek



hopscotch



tag

15 Match. Then act and say.

<p>1 1, 2, 3... Where are you?</p> <p>2 Hop, hop, hop!</p> <p>3 Let's run! Run! Run!</p> <p>4 Jump! Jump! Jump!</p> <p>5 Up! Up! Up!</p>	<p>a hopscotch</p> <p>b hide and seek</p> <p>c jumping rope</p> <p>d climbing</p> <p>e tag</p>
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Jump! Jump! Jump!



THINK BIG

Who do you play with? What are your favorite games?

114 Unit 9

Warm-up



Materials: Pictures of a playground or park

- Bring in pictures of a playground or park. Ask students if they like playing and where. Ask them what they like to play and how often they play in a playground or park. Then have students draw a simple picture of themselves in a playground or park, playing their favorite game.

Have them present it to the class and describe it as best they can.

- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn about games and activities.*

- Students will learn, identify, and name *climbing*, *hide and seek*, *hopscotch*, *jumping rope*, and *tag*.

Presentation P. T144 218



Materials: Flashcards: Unit 9, action words

13 Listen, repeat, and point. Then ask and answer.

- Read the directions aloud. Play Audio Track 218 once through without pausing and have students point to each picture as they hear the words.
- Play the audio again, pausing after each word so that students can repeat it.
- Invite two students to read aloud the speech bubbles and then ask students what games they like to play in the playground.
- Have students work in pairs to ask and answer the question, switching roles.

MONITOR

Check that students are pointing to the correct pictures. While they are talking, check for proper pronunciation and appropriate intonation.

ASSIST

Show action Flashcards and pictures of a playground or park games and activities. Model and have students repeat.

Practice 1 P. T144 219

Materials: Pictures of a playground or park games and activities

14 Listen and point. What's her favorite game?

- Using the pictures, show the picture of *climbing*. Say: *Climbing*. Continue with *hide and seek*, *hopscotch*, *jumping rope*, and *tag*.
- Read the directions aloud. Play Audio Track 219 once through without pausing and have students point to each picture as they hear the words.
- Play the audio again, pausing after each word so that students can repeat it.
- Have students work in pairs to answer the question.

Practice 2 WB p. 92/act. 12

12 Look and match.

- Read the directions aloud. Invite a student to read aloud the games. Have the class repeat.
- Explain that students must look at the pictures, read the words, and then match. Students work independently.

Practice 3

15 Match. Then act and say.

- Read the directions aloud. Invite a student to read aloud the speech bubble and have the class repeat.
- Explain that students have to match the phrase to the action. Read aloud Item 1 and ask students what game

the words are from. Elicit: *hide and seek*. Have students draw a line with a colored pencil from Item 1 to b.

- Have students complete the activity in pairs. Check answers as a class and have students repeat. (Answers: 1 b, 2 a, 3 e, 4 c, 5 d)
- Invite one pair to act out Item 1 and then have them say the matching parts. Ask students to work in their pairs to repeat for the remaining items.

Think BIG

21st Century Communication

- Place students in pairs. Ask them to think in pairs about the games they play in the playground at school. Then ask the whole class to share their thoughts.

CHALLENGE

Play a miming game – ask students to mime an activity they do in the playground and have the other students guess and say the word in English.

Video Documentary U 09



- Refer to the Video Guide for pre-watching and post-watching activities.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned about games and activities.*
- Encourage awareness of what students have learned by quickly asking them to name a few games and activities.

Homework P. T145 220 WB p. 92/act. 13

13 Listen, read, and write.

- Direct students to WB Activity 13 on page 92. Explain to them that they must listen and read, and then write the words from the box on the lines.

Think BIG

- Direct students to WB Think BIG on page 92. Tell students that they must read the question, think, and write the games that they play.

Extra Application and Practice Activity

Materials: Index cards

- On index cards, write *climbing*, *jumping rope*, *hide and seek*, *hopscotch*, and *tag*. Stand in front of the class and show one card to the students. Purposely say the wrong term – if the index card reads: *climbing*, say: *jumping rope*. Have students correct you. Alternate between correct and incorrect terms.

I will learn about games and activities.

13 Listen, repeat, and point. Then ask and answer.

What games do you play in the playground?

Hopscotch and jumping rope.

14 Listen and point. What's her favorite game?



climbing



jumping rope



hide and seek



hopscotch



tag

15 Match. Then act and say.

1 1, 2, 3... Where are you?

2 Hop, hop, hop!

3 Let's run! Run! Run!

4 Jump! Jump! Jump!

5 Up! Up! Up!

a hopscotch

b hide and seek

c jumping rope

d climbing

e tag

Jump! Jump! Jump!



THINK BIG

Who do you play with? What are your favorite games?

I will learn about the Rock, Paper, Scissors game.

221
16

Look and listen. Say and do the action.

- Rock, Paper, Scissors
- Same Game... Different Name!



222
17

Listen and match. Draw lines.

1



Eva

2



Michio

3



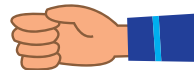
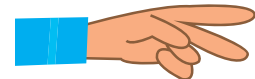
Raúl

- 1 Eva plays Rock, Paper, Scissors with her
- 2 Michio plays Janken with his
- 3 Raúl plays Cachipún with his

- a brother Martin.
- b friends at school.
- c sisters and best friend.

223
18

Look, listen, and say. Play with a friend.



- 1 Rock breaks scissors. Rock wins!

- 2 Paper covers rock. Paper wins!

- 3 Scissors cut paper. Scissors win!



Do you play Rock, Paper, Scissors in your country? What do you call it? Who do you play with? Who wins?

Culture Connection Lesson

Lesson Flow



Lesson Objective

I will learn about the Rock, Paper, Scissors game.

Key Language

paper, player, rock, scissors

break, cover, cut, win



Culture Connection | Around the World

I will learn about the Rock, Paper, Scissors game.

16 Look and listen. Say and do the action.

Rock, Paper, Scissors
Same Game... Different Name!

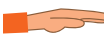



17 Listen and match. Draw lines.

1 	2 	3 
Eva	Michio	Raúl

1 Eva plays Rock, Paper, Scissors with her
2 Michio plays Janken with his
3 Raúl plays Cachipún with his

a brother Martin.
b friends at school.
c sisters and best friend.

18 Look, listen, and say. Play with a friend.

1 Rock breaks scissors. Rock wins!
2 Paper covers rock. Paper wins!
3 Scissors cut paper. Scissors win!

THINK BIG Do you play Rock, Paper, Scissors in your country? What do you call it? Who do you play with? Who wins?

Unit 9 115

Warm-up



Materials: World map, self-stick notes, pictures or realia for rock, paper, and scissors

- Show students these objects: a *rock*, *paper*, and *scissors*. Name each one and have students repeat. Explain that there is a game called *Rock, Paper, Scissors*. If students are familiar with the game, ask them to use gestures, or role playing to explain it. Tell students that they will learn how to play the game later.

21st Century Global Awareness

- Display a world map. Invite volunteers to place a sticky note on the countries they have learned in English and to share what they know about them. **Cross-Cultural Skills:** When students learn about people in other countries, it is important for them to make connections to the ways that their own lives are similar, so they understand that even though life in other places may seem different, they have similar needs. People all over the world like to have fun and play games!

- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn about the Rock, Paper, Scissors game.*

- Students will learn about a game that is popular in many countries. Students will also play the game with a friend.

Listening



16 Look and listen. Say and do the action.

- Have students look at the pictures. Ask them if they recognize the game and if so, what they call it.
- Read the directions aloud. Play Audio Track 221 and have students listen and point to the pictures as the actions are mentioned.
- Replay the audio. Pause after each action is named and have students repeat and do the action.

Practice 1



17 Listen and match. Draw lines.

- Read the directions aloud. Invite students to read out the text.
- Play Audio Track 222 and have students point to Eva, Michio, and Raúl as they are mentioned.
- Play the audio again. Pause after each Eva and have students match. Repeat for Michio and Raúl.

MONITOR

Check to make sure that students are matching correctly. Check answers as a class. (*Answers: 1c, 2b, 3a*)

Practice 2



18 Look, listen, and say. Play with a friend.

- Read the directions aloud. Have students look at the pictures. Elicit what the different pictures represent, e.g. say: *Point to the (scissors).*
- Play Audio Track 223 and have students point to the pictures as they are mentioned.
- Play the audio again. Pause after each sentence and have students repeat.
- Invite two students to come to the front of the class to demonstrate how to play. After each turn, ask the class which student wins and why: (*Eric wins. Scissors cut paper.*) Have students play until all the permutations have been covered. If the two players have the same symbol, it is a draw and they play again to find the winner.
- Have students play the game in pairs. Tell the winner of each game to say why he or she won, e.g. *Paper covers rock.*

MONITOR

Walk around and make sure the winner of each game is saying why he or she won. Have students play up to five points and change partners.

ASSIST

If students are unfamiliar with the game, explain that both players must shape one hand into a fist. They then move their fists up and down three times while saying together: *Rock, paper, scissors!*, with the fist coming down each time a word is said. Their fists should not touch. As the fist comes down on the third count (scissors) each player should form his or her hand into the chosen item (rock, paper, or scissors).

Think BIG



21st Century Critical Thinking

- Read out the questions. Have students work in small groups and discuss the questions. Invite groups to share their ideas with the class.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned about the Rock, Paper, Scissors game.*
- Encourage awareness of what students have learned by quickly eliciting how the *Rock, Paper, Scissors* game is played.

Extra Application and Practice Activity

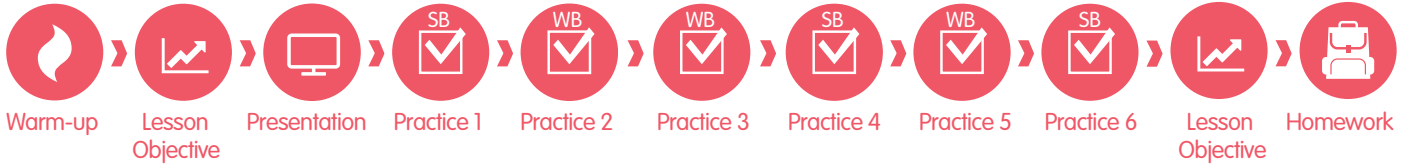
- *Rock, Paper, Scissors* Championship. Hold a knockout competition to find the class champion of the game.
- Have students stand up and come to the front. Have them play the game in pairs. Explain that the first student to win five games is the winner. Ask the losers to sit down.
- For the next round have the students sitting down chant: *Rock, paper, scissors!* and have the competitors move their fists up and down to the beat.
- Repeat until there are only two or three students left in the competition. If there are two, have a grand final. If there are three have them play one game against each other to find the finalists.

MONITOR

Walk around and make sure the winners say why they have won after each game, e.g. *Rock covers paper. I win!* In the final, encourage the class to say why the winner has won after each game, e.g. (*Scissors cut paper*). (*David*) wins!

Phonics Lesson

Lesson Flow



Lesson Objective

I will learn to use the sounds *ss*, *z*, *zz*.

Phonics | *ss*, *z*, *zz*

I will learn to use the sounds *ss*, *z*, *zz*.

19 Listen, look, and repeat.

1 *SS* 2 *Z* 3 *ZZ*

20 Listen and find. Then say.



buzz



kiss



zip

21 Listen and blend the sounds.

1 m-e-ss mess 2 z-a-p zap 3 f-i-zz fizz
4 m-i-ss miss 5 j-a-zz jazz

22 Underline *ss*, *z*, and *zz*. Then listen and chant.

Buzz goes the bee.
Zip, zap!
It misses me!



116 Unit 9

Warm-up



- Explain, model, and play *Spin the Pen*. Draw a clock on a large piece of paper and write letters around the clock

face: *r*, *h*, *ff*, *u*, *qu*, *f*, *ll*, *p*, *b*, and *m*. Place a pen in the middle, spin it and invite students to say a word that contains that sound.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the sounds ss, z, and zz.*

- Students will identify the letters and distinguish between the sounds individually and as part of words.

Presentation



19 Listen, look, and repeat.

- Read the directions aloud. Play Audio Track 224 and have students listen and point to each sound as it is said. Have students repeat.

MONITOR

As students repeat, check they are pointing to the correct sound and listen for correct pronunciation.

Practice 1



P. T145
225



20 Listen and find. Then say.

- Read the directions aloud. Play Audio Track 225 and have students listen, find, and point to each word and its matching picture as it is said. Have students repeat each word.

ASSIST

Replay the audio as needed. Students can also check that they are pointing to the correct word and saying it properly with a partner.

Practice 2

WB p. 93/act. 14



14 Find and circle ss, z, and zz.

- Read the directions aloud. Have the students work individually to find and circle the letters.

MONITOR

Check students are circling the correct letters. Have them compare their answers in pairs.

Practice 3

WB p. 93/act. 15



15 Read and circle ss, z, and zz.

- Read the directions aloud. Have the students work individually to read the words and circle the letters.

MONITOR

Check students are circling the correct letters. Check answers as a class.

Practice 4



226



21 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 226 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have students repeat the activity.

MONITOR

As students repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

Practice 5

WB p. 93/act. 16



16 Match the words with the same sounds.

- Read the directions aloud. Walk through item 1 as a class, eliciting that the word has the same z sound as a (zap).
- Have the students match the words individually.

MONITOR

Check answers as a class.

Practice 6



227



22 Underline ss, z, and zz. Then listen and chant.

- Read the directions aloud. Read aloud the chant, while students follow in their books. Find the first word with ss together (*misses*) and have students underline it. Have students continue finding and underlining the other words with z and zz independently. Remind them that the letter might be in the middle or even at the end of a word.
- Play Audio Track 227 and have students listen. Replay several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation and appropriate intonation. Check the answers as a class. (Answers: ss – *misses*; z – *Zip, zap*; zz – *Buzz*)

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to use the sounds ss, z, and zz.*

- Encourage awareness of what students have learned by saying a few words and quickly eliciting from students the sounds that they hear in those words (for example, *zip, miss, buzz*).

Homework



WB p. 93/act. 17



17 Listen and chant.

- Direct students to WB Activity 17 on page 93. Read the directions aloud. Explain to students that they must listen and chant along.

Extra Application and Practice Activity

- Write an anagram on the board of one of the words containing ss. Invite a student to guess the word and rewrite it, e.g. *ss-m-e* (*mess*). Ask students to say the word once it's written correctly.
- Repeat using the words from this unit. Expand to other words from the previous units.

I will learn to use the sounds ss, z, zz.

²²⁴
19 Listen, look, and repeat.

1 **SS**

2 **Z**

3 **ZZ**

²²⁵
20 Listen and find. Then say.



buzz



kiss



zip

²²⁶
21 Listen and blend the sounds.

1 m-e-ss mess

2 z-a-p zap

3 f-i-zz fizz

4 m-i-ss miss

5 j-a-zz jazz

²²⁷
22 Underline **ss**, **z**, and **zz**. Then listen and chant.

Buzz goes the bee.
Zip, zap!
It misses me!



Values | Take care of your body.

I will learn to say how I take care of my body.

23 Look and listen. Then write.

jumping kicking running

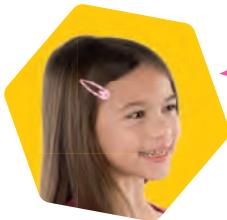


1 _____

2 _____

3 _____

24 Ask and answer. Act it out with a partner.



What are you doing?



I'm jumping.

THINK BIG

How do you take care of your body?
Why is it important?



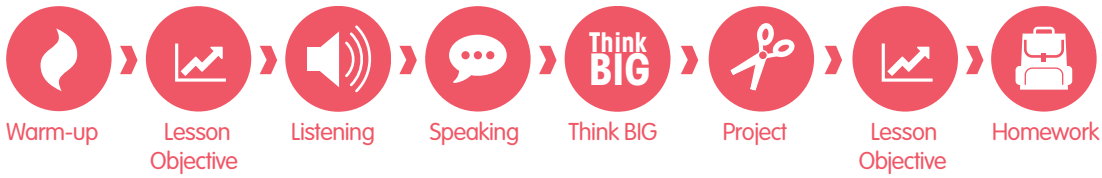
Project

25 Make a **Daily Exercise** chart to show and share.

	S	M	T	W	T	F	S
Jump	5 min						
Kick	5 min						
Run	10 min						

Values Lesson

Lesson Flow



Lesson Objective

I will learn to say how I take care of my body.

Key Language

Talk about and do healthy actions.

Values | Take care of your body.

I will learn to say how I take care of my body.

23 **Look and listen. Then write.**

jumping kicking running

1 _____ 2 _____ 3 _____

24 **Ask and answer. Act it out with a partner.**

THINK BIG How do you take care of your body?
Why is it important?

Project

25 **Make a Daily Exercise chart to show and share.**

	S	M	T	W	T	F	S
Jump	5 min						
Kick	5 min						
Run	10 min						

Unit 9 117

Warm-up

Materials: Flashcards: Unit 9, action words

- Explain, model, and play *Pictionary*. (See *Game Bank*, page T132, for details.) Use the Flashcards to draw actions and elicit the actions from students. Encourage students to make complete sentences where possible. Divide the class into teams and turn the game into a competition.
- Check answers from the HW in the last lesson.

Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to say how I take care of my body.*
- Students will learn the importance of taking care of their body through the listening activity, having a conversation, and then they will think about what taking care of their body means to them through a Project.

Listening



Materials: A picture of a gym

23 Look and listen. Then write.

- Read the directions aloud. Play Audio Track 229. Listen together and point to the correct pictures. Then have students choose the correct words from the box and write them on the lines independently.

MONITOR

Check answers as a class. (Answers: 1 running, 2 jumping, 3 kicking)

21st Century Health Literacy

- Show students a picture of a gym and discuss what they do in gym class. Have students pretend that they have to teach a gym class. Ask: *What activities would you do to make sure your students stay healthy?*

Speaking



Materials: Flashcards: Unit 9, action words

24 Ask and answer. Act it out with a partner.

- Read the directions aloud and explain them. Encourage students to look at the Flashcards to get ideas for new dialogs. Have pairs of students take turns role-playing an action.

MONITOR

Listen to students as they role-play dialogs and make sure they are using language and gestures that demonstrate physical activities.

Think BIG



21st Century Health Literacy

- Look at the pictures in Activity 23 and in Activity 1 on page 108. Ask students how they take care of their bodies. Help them to understand the importance of good food, rest, and exercise which help us to have a healthy, balanced life. You can also refer back to Unit 7, which also talks about food, to enhance the discussion. (Possible answers: *get enough exercise, get enough sleep, eat healthy food*).

Project



Materials: Poster paper, art supplies

25 Make a Daily Exercise chart to show and share.

- Review the days of the week. Point to the letters and have students say the days the letters represent. Point to the abbreviation *min* on the chart. Explain that this is short for *minutes*. Use an analog clock to show students *five minutes* and *ten minutes*.
- Tell students that the chart shows what exercises a person will do on each day of the week and how many minutes the person will do it. Explain that the chart

shows that the person will jump for five minutes on Sunday.

- As a class, complete the Monday column on the board by writing the amount of time students do each activity in P.E. class for that day. Model saying sentences about the chart and have students repeat. Have students copy the information and continue to complete Monday. Have them complete the rest of the chart independently. Then invite students to share their charts.

MONITOR

Observe students' charts to make sure they understand the task.

Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to say how I take care of my body.*
- Encourage awareness of what students have learned by quickly eliciting from a few students how they take care of their body.

Homework

WB p. 94/act. 18 & 19



18 Write. Match.

- Direct students to WB Activity 18 on page 94. Read the directions aloud. Explain to the students that they need to look at the pictures, write the words from the box, and then match them to one of the two sentences.

19 Draw an exercise. Then write.

- Direct students to WB Activity 19 on page 94. Read the directions aloud. Explain to the students that they need to draw a picture that indicates an exercise and then write the word for it.

Extra Application and Practice Activity

Materials: Flashcards: Unit 9, action words

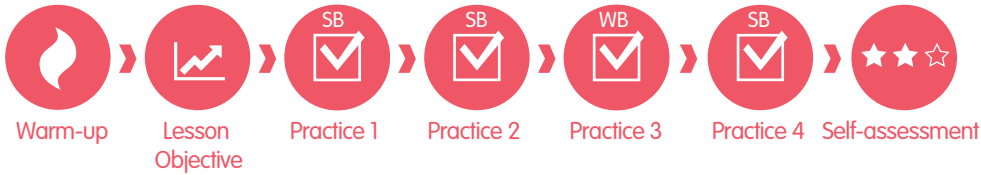
- Have a volunteer choose an action word from the Flashcards. Have the volunteer stand at the back of the class so the rest of the students cannot see him or her. Have the volunteer role-play the action. Then have the class ask: *What are you doing?* Have the volunteer respond in a complete sentence – for example: *I'm running*. Ask the rest of the class to listen to the volunteer's response and then stand up and perform the action without looking at the volunteer.
- Continue the activity with different volunteers.

CHALLENGE

Play the game a different way. Have a volunteer perform the action where the class cannot see him or her. Have the class guess the action by asking questions: *Are you jumping? Yes, I am./No, I'm not*. The student who guesses correctly will get to perform the next action.

Review Lesson 1 | Vocabulary and Grammar

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review | Vocabulary and Grammar

26 Listen and number.

a

b

c

d

e

f

27 Find eight action words.

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

I Can

- use sports and action words.

.....

★ ★ ★

118 Unit 9

Warm-up



- Explain, model, and play *I Can Spell* with the action words from the unit. (See *Game Bank*, page T133, for details.)
- Check answers from the HW in the last lesson.

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*
- Students will review action words by doing activities that involve listening and numbering, and completing a word search activity.

- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Practice 1



Materials: Flashcards: Unit 9, action words

- Remind students about the song they sang a few lessons before and refer them to the song on the song lesson page.
- Play Audio Track 208, (the song with the lyrics). Have students follow along and join in the chant.
- Once students are familiar again with the song, have them practice it using the karaoke version (Audio Track 209). You could use Flashcards to encourage students to suggest other action words that aren't in the song.

Practice 2



26 Listen and number.

- Read the directions aloud and explain that students will hear short dialogs and need to identify the pictures that represent them.
- Play Audio Track 230 and have students point to the correct pictures.
- Replay the audio, pausing after each item for students to number the pictures in the order they hear them.

MONITOR

Check answers as a class. (Answers: a 5, b 2, c 3, d 4, e 1, f 6)

Practice 3

WB p. 95/act. 20



20 Listen and number. Then write.

- Read the directions aloud and explain that students need to listen and number the actions in the order that they hear them.
- Play Audio Track 231 and have students point to the actions.
- Replay the audio, pausing after each item for students to number the pictures in the order they hear them.
- Now ask students to complete the questions and answers below the picture.

MONITOR

Have students compare their answers in pairs, then check answers as a class.

Practice 4

27 Find eight action words.

- Read the directions aloud. Pair students and have them work together to find and list the ten action words hidden in the grid.

MONITOR

Invite students to tell you words they have found, and write them on the board until you have all ten. (Answers: catching, throwing, hitting, kicking, skating, riding, jumping, running)

CHALLENGE

Invite volunteers to suggest additional action words, and add any acceptable ones (e.g. *playing games, climbing, hopping*) to the list on the board.

Self-assessment

I Can


- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statement aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 9 Practice Tests in the Assessment Pack.

WB Unit 9/p. 106

- Direct students who need help with grammar in particular to the Unit 9 Extra Grammar Practice (Workbook, page 106).
- For further vocabulary work, students can access  Big English Student World.

Extra Application and Practice Activity

- Explain, model, and play *Bingo!* (See *Game Bank*, page T133, for details.) Have students look back through their books to get ideas about actions. Students draw pictures for nine activities, one in each space. Invite winners to name their activities and mime them. As students are performing, ask the class: *What's he/she doing?* Students respond: *He's/She's (riding a bike).*

MONITOR

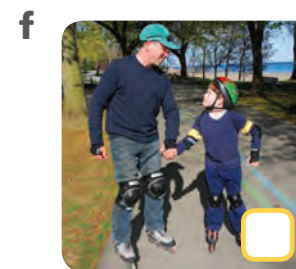
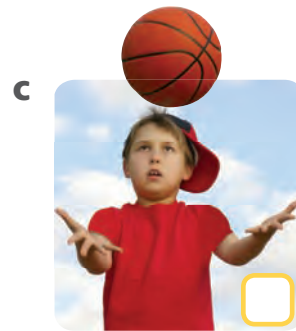
Check to make sure that students name the actions correctly and can ask and answer questions about what others are doing.

Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 9 Unit Test in the Assessment Pack.

230
26

Listen and number.



27 Find eight action words.

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

I Can

- use sports and action words.



232 **28** Listen and circle.



29 Look at 28. Ask and answer.



Is he jumping?

Yes, he is.

Are they dancing?

No, they aren't.
They're running.



I Can

- say what I am doing.
- ask and answer about what people are doing.



Review Lesson 2 | Speaking

Lesson Flow



Lesson Objective

To review the words and structures of the unit.

Review | Speaking

28 Listen and circle.

29 Look at 28. Ask and answer.

Is he jumping?
Yes, he is.

Are they dancing?
No, they aren't. They're running.

I Can

- say what I am doing.
- ask and answer about what people are doing.

Unit 9 119

Warm-up



- Elicit from students the different action words learned in this unit. List them on the board. Point to each word, say it and ask students to repeat.
- Make a sentence using one of these words: *He's jumping*. Invite a student to repeat the sentence and add his or her own: *He's jumping. I'm dancing*. Continue

around the class. If a student says the sentences in the wrong order, he or she is out.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will review the words and structures of the unit.*

- Students will review the words and structures of the unit through a variety of activities that involve listening and circling, and having a conversation. Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

Video Drama U 09



- Refer to Video Guide for pre-watching and post-watching activities.

Practice 1 P T145 232



28 Listen and circle.

- Read the directions aloud. Explain that the audio is a short story about what is happening in the park and what the people are doing. Play Audio Track 232. Play the audio once through and have students point to the activities mentioned.
- Play the audio again, pausing so that students can circle them in the picture.
- Have students look at the picture and tell you what they see. Point to each person in the picture and elicit from students what he or she is doing. Ask: *What is she doing?* (She's singing.) If necessary, modify the questions to ask *yes/no* questions. Ask: *Is she sitting?* (Yes, she is.)

MONITOR

Check answers as a class. (Answers: 1 boy jumping, 2 girl singing, 3 boy throwing the ball, 4 girl skating)

Practice 2



29 Look at 28. Ask and answer.

- Read the directions aloud. Point to the girl and the boy as you model the dialog and have the class repeat.
- In pairs, have students ask and answer about the activities in Activity 28, using the dialog as a guide.

MONITOR

Check to make sure that students are able to refer to all the people in the picture. Tell them not to forget the animals!

ASSIST

If necessary, replay Audio Track 232 to help students do the activity. Giving students a task while listening – for example, specific information to listen for – allows them to focus on specific points. This helps students break down information into more manageable chunks for them to process.

CHALLENGE

Have students write sentences about the picture in their notebooks.

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate

their progress. Say: *The I Can statements show what you have learned in this unit.*


- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color in the stars. They should color three stars if they feel the unit was easy, two stars if they need some help and one star if the unit was hard and they need more help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 9 Practice Tests in the Assessment Pack.

WB Unit 9/p. 106

- Direct students who need help with grammar to the Unit 9 Extra Grammar Practice (Workbook, page 106).
- For further vocabulary work, students can access  games in the Big English Student World.

Extra Application and Practice Activity

- Invite students to sit in a circle. Tell them that they are going to tell a story about activities they do in a park. Begin by creating a setting: *It's a beautiful day in the park. The sun is shining and everyone is having fun.* Then say what you are doing: *I am walking my dog in the park.*
- Point to a student and have him or her add a sentence saying what he or she is doing: *I am singing.* Continue around the circle.
- You may want to write the sentences on the board to make a class story. Later you can read the story back to the class.

MONITOR

Check to see that students are able to make new sentences correctly.

Assessment Pack

- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 9 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

Checkpoint 7-9 Lesson 1

Lesson Flow



Warm-up

Lesson
Objective

Self-assessment

Practice

Lesson Objective

To think about how well I can use what I have learned in Units 7-9

Checkpoint | Units 7-9

Do I know it?

1 Think about it. Look and circle. Practice.



I know this.



I need more practice.



I don't know this.

<p>1 p. 84</p> <p>Three emoji options: happy, neutral, sad.</p>	<p>2 p. 89</p> <p>What does she have?</p> <p>Three emoji options: happy, neutral, sad.</p>
<p>3 p. 96</p> <p>Three emoji options: happy, neutral, sad.</p>	<p>4 p. 101</p> <p>Three emoji options: happy, neutral, sad.</p>
<p>5 p. 108</p> <p>Three emoji options: happy, neutral, sad.</p>	<p>6 p. 113</p> <p>Is she dancing?</p> <p>Three emoji options: happy, neutral, sad.</p>

Warm-up



- Have students play *I Spy* to review key vocabulary from Units 7-9. (See *Game Bank*, page T132, for details.) Invite students to write words from these units on the board. Then have them take turns choosing and giving clues about a word. Model: *I spy food. Is it salad? No. Is it pizza? No. Is it cake? Yes!*

Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will see how well I can use what I have learned in Units 7-9.*
- Students will review key language in Units 7-9.

Self-assessment



Materials: Index cards, magazines

1 Think about it. Look and circle. Practice.

- Read the directions aloud. Have students point to the face icons at the top of the page as you read the descriptions aloud. Then have students repeat after you, using intonation and facial expressions to act out the meanings.
- Have students use a colored pencil to complete the exercise. They will choose a different color when they review this exercise at the end of the Checkpoint.

MONITOR

Follow the suggestions below to review the key language in the unit. Check to see how well students are able to use the language. Remind students that they will be asked to assess their own abilities. You may wish to review all the language in the checklist first, and then have students complete it, or have students mark the checklist as each language point is reviewed.

21st Century Self-Direction

- Remind students that there are no right or wrong answers on this page. Emphasize the fact that they should circle the face that shows how they feel about each skill. Say: *This page will help us find out what you know well and what you should study more.*

ASSIST

Encourage students to turn to the page references when they need additional support to refresh their memories.

Food (page 84)

- Ask: *Can you name the food items?* Replay Audio Track 164 from Activity 1 on page 84. Have students work in pairs to review the words on page 84. One partner draws a picture of a food item and the other tries to guess the name of the food.

What does he/she have? (page 89)

- Ask: *What does he/she have?* Students look at each picture and answer using *He/She has ...*

Toys (page 96)

- Have students play *Charades* (See *Game Bank*, page T132, for details) using the pictures of toys on page 96. One student chooses a toy and mimes playing with it while others try to guess what the toy is.

Where's ...? (page 101)

- Have students look at each toy in Activity 10 on page 101. Ask: *Where's the doll?* Elicit: *On the shelf.* Put students in pairs and have them complete the activity for all the pictures.

Play Time activities (page 108)

- Replay Audio Track 207 from Activity 1 on page 108. Have students mime each activity. Then have students review the pictures on page 108. Ask: *What's he/she doing?* Invite students to answer.

Is he/she ...? (page 113)

- Write these words on the board: *Is he ...?* and *Is she ...?* Put students in pairs and have them ask and answer about what each person in Activity 10 on page 113 is doing.

Practice

WB p. 96/ act. 1, 2, 3, 4



1 Look, find, and number.

- Read the directions aloud. Ask the students to look at the picture, then find the items listed and number them.

2 Look and ✓. What does he have?

- Read the directions aloud. Have students read the party list, then look at the picture, and check the items he has.

3 Think and draw. What is in the present?

- Read the directions aloud. Have students look at the picture, then draw what they think is in the present.

4 Work in groups and share.

- Read the directions aloud. Have students work in small groups to share information about the Checkpoint.

Checkpoint 7–9 Lesson 2

Lesson Flow



Warm-up



Lesson Objective



Pre-listening



Listening



Practice 1



Practice 2

Lesson Objective

To put together what I have learned in Units 7–9

I can do it!



Get ready.

A. Look. Listen to the questions. Circle the correct words.



1 It's on the shelf / table.

2 They're on / under the bed.

3 Yes, he / she does.

B. Listen again and check. Then practice with a partner.

C. Look at A. Answer these questions with a partner.

1 What food can you see? What drinks can you see?

2 How many toys can you see? What are they?

3 What day is it?

1

2

3

4

5

6

7

8

9

Warm-up



- Ask: *Where's the door? Where's the table? Where are the windows?* Allow students to point to the objects. Then have students ask their own questions that begin with *Where*.

Lesson Objective



INVOLVE

- Introduce the Lesson Objective. Say: *Today I will put together what I have learned in Units 7–9.*
- Students will listen to questions and find the correct answers. Then they will practice asking and answering questions.

Pre-listening



- Read the directions aloud. Have students preview the picture. Ask: *What do you see in this picture?* (Answers include: boy, girl, bed, shelf, cake, milk, ball, car, plane, book, cow, sheep, frog, dog, stuffed animals, action figure, puppet)

Listening



2 Get ready.

A Look. Listen to the questions. Circle the correct words.

- Play Audio Track 233 and pause after the first item. Have students point to the plane in the picture. Then have them read aloud Item 1 and circle the correct answer. (shelf)
- Continue playing the audio track and have students complete the activity independently.
- Have students complete Part A independently.

ASSIST

Encourage students to write out the complete sentences for Part A. Model: *It's on the shelf. They're on the bed.* Then have students decide which sentence is true and which is false.

Practice 1



B Listen again and check. Then practice with a partner.

- Read the directions aloud. Play Audio Track 234 for students to check their answers to Part A.
- Replay the audio as necessary, pausing as necessary for students to practice the dialog. Encourage them to switch roles in order to practice both asking and answering questions.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language. Check answers as a class. (Answers: 1 shelf, 2 on, 3 he)

CHALLENGE

Invite students to repeat the dialog, changing some of the questions and answers. Model: *Where are the cars? (They're on the shelf.) Where's the frog? (It's on the bed.) Does she have an apple? (No, she doesn't.)*

21st Century Technology Literacy

- Allow students to rehearse and record their questions and answers in Part B. After rehearsing the dialog, record the conversation. Plan at least two sessions for students to listen to their recordings: one immediately after recording it and one a day or two later. Listening to a recording after a break can help students hear the recording more objectively.

Practice 2



C Look at A. Answer these questions with a partner.

- Read the directions and invite volunteers to read the questions aloud.
- Have partners work together to ask and answer the questions. Encourage them to switch roles so they get a chance to ask and answer questions.

MONITOR

Check answers as a class. (Answers: 1 cake, milk; 2 action figure, cars, plane, stuffed animals, puppet, balls; 3 Saturday)

21st Century Social Skills

- Use the picture to talk about the importance of sharing and taking turns. Ask: *How can you share when you play or eat with a friend? How can these two friends take turns?*

CHALLENGE

Ask students to draw another picture that shows one or two students, food items and toys. Display their drawings in the classroom and invite others to ask and answer questions about the items in the drawings.



Checkpoint 7–9 Lesson 3

Lesson Flow



Warm-up



Lesson
Objective



Practice



Speaking

Lesson Objective

To put together what I have learned in Units 7–9

Checkpoint | Units 7–9

3 Get set.



STEP 1 Cut out the outline on page 137.



STEP 2 Fold the paper to make a book.



STEP 3 Write in your book. Color the front.
Now you're ready to **Go!**

4 Go!

A. Read your book with three classmates. Take turns. Write the presents.

Classmate	Present
Bruno	a train
1	
2	
3	

B. Look at your books. Answer these questions with a partner.

- 1 Page 2: What are they doing?
- 2 Page 3: What food and drink do they have?
- 3 Page 3: Where's the cat?
- 4 Page 4: How many presents can you see?

Warm-up



3 Get set.

- Have students preview the cutouts on page 137. Say: *You will fill in the blanks to make your own books.* Have students read the pages aloud. Explain any unfamiliar terms.
- Use questions to check for understanding. Ask: *What is the name of the book? (It's My Party!) On which page do you see presents? (page 4) On which page are the friends playing? (page 2) On which page are they eating? (page 3)*
- Read the directions aloud and have them cut out their books on page 137 and fold them.
- Explain that the words under the blanks tell students how they can complete their books. Ask: *What will you write on the first page? (your name) What will you write on page 2? (the name of a day)*
- Have students color and complete their books independently.

MONITOR

Check students' spelling and grammar as they complete their books.

ASSIST

Allow students to use the Flashcards from Unit 8 to help them think of a toy that might be in the box on page 4.

Lesson Objective



INVOLVE

- Introduce the Lesson Objective. Say: *Today I will put together what I have learned in Units 7–9.*
- Students will read each other's party books, then ask and answer questions about them in groups.

Practice



4 Go!

A Read your book with three classmates. Take turns. Write the presents.

- Read the directions and chart labels aloud. Say: *You will read books by three classmates. Use this chart to write the name of the toys in their books.*

ASSIST

Suggest that students take turns reading their books aloud. Students can then pass the books around and read them to confirm information they heard.

Speaking



B Look at your books. Answer these questions with a partner.

- Read the directions aloud. Have partners ask and answer the questions.

MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language.

CHALLENGE

Encourage students to add one more sentence to each page of their books or to write new books about a friend's party. Invite students to share their new books with the class.

Checkpoint 7-9 Lesson 4

Lesson Flow



Warm-up



Lesson Objective



Practice



Self-assessment 1



Self-assessment 2

Lesson Objective

To think about how well I can use what I have learned in Units 7-9

5 Draw.

ALL About Me

My favorite food is:

My favorite toy is:

Do I know it now?

6 Think about it.

A. Go to page 120. Look and circle again.

B. Check (✓).

I can ask my teacher for help.

I can practice.

7 Rate this Checkpoint. Color.

hard OK easy | not fun OK fun

1
2
3
4
5
6
7
8
9

Checkpoint Units 7-9 123

Warm-up



- Draw a two-column chart with the headings *Foods* and *Toys* on the board. Have students brainstorm words that belong in each category. Volunteers can write their answers on the board under the correct label.
- Leave the chart on the board for students to use as a reference as they complete their journals.

Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will think again about how well I can use what I have learned in Units 7–9.*

- Students will write and draw about their favorite food items and toys. Then they will think about how well they can use key language for Units 7–9.

Practice



5 Draw.

- Read the directions and journal title aloud. Invite volunteers to read the text aloud.
- Then have students write and/or draw to complete *All About Me*. Encourage them to add simple written labels to their drawings. Provide additional paper as needed.
- Invite students to share their journal entries.

MONITOR

Check students' work for correct use of language.

ASSIST

Remind students that they can use the words from the *Foods/Toys* chart on the board to complete the sentences in *All About Me*.

CHALLENGE

Ask students to report back on their classmates' favorite food items and activities.

21st Century Critical Thinking

- Use questions to encourage students to make generalizations: *What food should we have if we have a class party? Why? What toy do you think would make a good present? Why?*

Self-assessment 1



6 Think about it.

A Go to page 120. Look and circle again.

- Read the directions aloud.

21st Century Self-Direction

- Have students turn to the “Look and circle” exercise on page 120 and think about each of the categories again. Remind students to take their time to think about each category carefully. Suggest that they look at the reference pages listed as they review their skills.
- Ask students to use a different colored marker or pencil when they revisit the checklist on page 120. This will help them see both sets of circles.
- Students may want to circle the same face icon when they revisit the exercise. Model drawing the second circle outside the first so that both colors are visible, rather than covering up the first circle with the second color.

B Check (✓).

- Read the directions aloud. Say: *You will check one box.* Students can use the “Look and circle” exercise on page 120 to help them choose a response. If they circled ten to twelve smiling faces, they can practice their English with confidence. If they circled fewer than ten smiling faces, they should probably check I can ask my teacher for help.

Self-assessment 2



7 Rate this Checkpoint. Color.

- Write *easy* and *hard* on the board. Say: *Something is easy if you can do it without any problems. It's hard if you have trouble doing it.* Give students examples of easy and hard activities: *It's easy to raise your hand. It's hard to touch the top of a door.*
- Write *fun* and *not fun* on the board. Say: *Something is fun if you really enjoy doing it.* Ask students to mime things that are fun to do.
- Read the directions aloud. Point out that they will color only one star in each section. Say: *First, you will say if the Checkpoint was easy, OK, or hard. Then you will say if it was fun, OK, or not fun.*
- Using Checkpoint Evaluations: Student evaluations of the Checkpoint (*easy/OK/hard*, *fun/OK/not fun*) can give you insight into students' reactions to classroom activities. Review their answers to help you engage and motivate them as they continue to review Units 7–9. Consider whether students require additional assistance, deeper challenges, or more inspiring activities.

Cutouts for Checkpoints

✂ Cutouts for Page 42, Checkpoint Units 1–3

Checkpoint Cutouts Units 1–3 133

✂ Cutouts for Page 82, Checkpoint Units 4–6

Checkpoint Cutouts Units 4–6 135

✂ Cutouts for Page 122, Checkpoint Units 7–9

It's My Party!

[name] _____

I have a present. It's a _____ [toy] _____

I'm happy today!

Checkpoint Cutouts Units 7–9 137

✂ Cutouts for Page 122, Checkpoint Units 7–9

Today is _____ [day] _____

I'm having a party.

2

My friends are eating _____ [food] _____

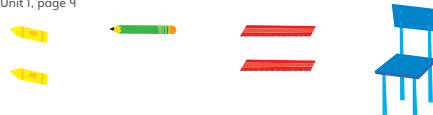
3

138 Checkpoint Cutouts Units 7–9


Stickers

Stickers

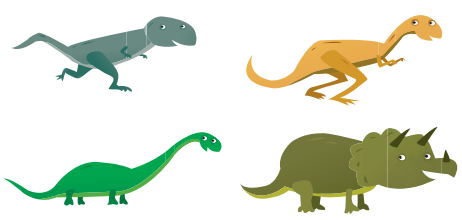
Unit 1, page 9



Unit 2, page 20



Unit 3, page 32



Stickers

Unit 4, page 48



Unit 5, page 60



Unit 6, page 72



Stickers

Unit 7, page 88



Unit 8, page 100




Unit 9, page 112



Cambridge Young Learners English: Starters Practice Paper

Cambridge Young Learners English: Starters Practice Paper | Listening

- 5 questions -

 Look at the pictures. Now listen and check. There is one example.

What's she wearing?



A



B



C

1 Is your brother eating?



A



B



C

2 What's she doing?



A



B



C

124 Listening

3 What are they?



A



B



C

4 What are the cats doing?



A



B



C

5 What are his favorite clothes?



A



B



C

Listening 125

Listening

In this part, students listen for information and then check the correct picture.

Do the test

- 1 Ask students to turn to pages 124–125. Read the questions aloud and make sure students understand what they mean.
- 2 Ask students to look at the pictures and to guess what each dialog will be about. If there are people in the pictures, students could guess how they are related or connected (*They are family; They are friends, etc.*) and what they are saying.
- 3 Check that students know the names of the items shown in the pictures. Teach any unknown words as necessary.
- 4 Read the directions aloud, then play the first part of the recording. Go through the example.
- 5 Play the rest of the recording. While they listen, students check the box below the illustration that correctly answers the question.
- 6 Let students listen to the recording again. Check answers. Ask students to describe one or two of the pictures.



Audio Script

Narrator: Look at the pictures. Now listen and check. There is one example.

Narrator: What's she wearing?

Female: Is she wearing a blue dress?

Boy: No, she isn't. She's wearing pants.

Female: Are her pants red?

Boy: Yes, she's wearing red pants and a yellow blouse.

Narrator: Can you see the check? Now you listen and check the box.

Narrator: 1 Is your brother eating?

Female: Is your brother eating?

Boy: Yes, he is. He's eating breakfast.

Narrator: 2 What's she doing?

Female: Is Maria sleeping?

Girl: No, she isn't. She's reading a book.

Narrator: 3 What are they?

Female: Look at all the animals.

Boy: Yes, I see them.

Female: What's your favorite animal?

Boy: I like frogs. They're very funny.

Narrator: 4 What are the cats doing?

Female: I see two cats.

Girl: Where?

Female: Over there.

Girl: Oh, I see them. The cats are chasing the ducks.

Narrator: 5 What are his favorite clothes?

Female: What are your favorite clothes, Tom?

Boy: I like my yellow shirt.

Female: Do you like black pants?

Boy: No, I don't. I'm wearing blue pants.

Narrator: Now listen again.

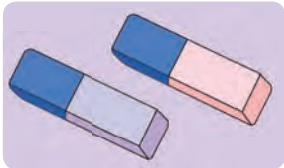
– 5 questions –

Look and check. Put a check (✓) or an (✗) in the box.
There are two examples.

Examples



This is a chair. ✓



These are rulers. ✗

Questions

1



This is a baby. ✓

2



This is a foot. ✗

3



These are books. ✓

4



This is a sister. ✗

5



These are hands. ✓

Reading & Writing A

In this part, students look at the picture, read the sentence and put a check or a cross depending on whether the sentence is true or false.

Do the test

- 1 Ask students to turn to pages 126–127. Read the directions aloud.
- 2 Write the example sentences on the board. Underline the key word in each, e.g. *chair*, *ruler*. Ask students to correct the second example sentence, e.g. *These are erasers*.
- 3 Students underline the key word in the rest of the sentences and decide if the sentences are correct or not.
- 4 Ask students to compare answers in pairs.
- 5 Check answers. Students correct the false sentences. (2 *This is a mouth*. 3 *This is a book*. 4 *This is a brother*.)

- 5 questions -

Look and read. Write **yes** or **no**.**Examples**

The farmer is wearing boots. yes
 The dog is running. no

Questions

- 1 The girl is feeding the ducks. no
- 2 The chickens are eating. yes
- 3 The girl has short hair. no
- 4 The boy is reading a book. yes
- 5 The farmer has a red shirt. no

128 Reading & Writing B

- 5 questions -

Look at the pictures. Look at the letters. Write the words.

Examples

t r a i n a r n t i

Questions

1



o r a n g e g n a o e r

2



p u p p e t t p u e p e

3



s a l a d l a d s a

4



s k a t e s t a k s e s

5



s a n d w i c h d i n s h c a w

Reading & Writing C 129

Reading & Writing B

In this part, students look at a picture, read the sentences and then write yes or no, depending on whether the sentences are true or false.

Do the test

- 1 Ask students to turn to page 128. Ask them some questions about the picture, e.g. *How many children can you see? What color is the barn?* etc.
- 2 Discuss the examples together. Ask students to find evidence in the picture to justify the answers.
- 3 Give students some time to read the descriptions and to check that they match what is happening in the picture.
- 4 Ask students to compare answers in pairs.
- 5 Check answers. Students correct the false sentences. (1 *The girl is feeding the chickens.* 3 *The girl has long hair.* 5 *The farmer has a yellow shirt.*)

Reading & Writing C

In this part, students reorder letters and write words.

Do the test

- 1 Ask students to turn to page 129. Read the directions aloud. Explain that each dash represents a letter and that the pictures should help them.
- 2 Write the example on the board. Write both the jumbled letters and the word spelled correctly.
- 3 Give students some time to unscramble the rest of the jumbled words. Encourage them to cross out the letters after they have used them. Remind them to write only one letter in each space.
- 4 Ask students to compare answers in pairs.
- 5 Check that students have spelled the words correctly.



130 Speaking A

Speaking A

In this part, students answer questions about the scene in the picture.

Do the test

- 1 Ask students to turn to page 130. Tell students that you are going to talk about the picture.
- 2 Ask students questions about the scene. Create questions that can be answered with single words, phrases, and simple sentences. Examples:
What's this? (a photo album)
How many people do you see? (four)
Who is this? (the father)
What is the mother doing? (She's holding the baby.)
What color is the girl's hair? (brown)
- 3 Choose an object in the picture and ask students to tell you about it.
Tell me about ...



Speaking B 131



132 Speaking C

Speaking B

In this part, students answer questions about the scene in the picture.

Do the test

- 1 Ask students to turn to page 131. Tell students that you are going to talk about the picture.
- 2 Ask students questions about the scene. Create questions that can be answered with single words, phrases, and simple sentences. Examples:
What's this? (a cake)
How many children are playing in the field? (three)
Is the girl eating the cake? (No, she's eating ice cream.)
What is the dog doing? (It's chasing the boy.)
What color are the birds? (blue)
- 3 Choose an object in the picture and ask students to tell you about it.
Tell me about ...

Speaking B

In this part, students answer questions about the scene in the picture.

Do the test

- 1 Ask students to turn to page 132. Tell students that you are going to talk about the picture.
- 2 Ask students questions about the scene. Create questions that can be answered with single words, phrases, and simple sentences. Examples:
Is this a school or a house? (a house)
How many rooms are in the house? (six)
Is the boy washing his face? (No, he's brushing his teeth.)
What is the mother doing? (She's talking on the phone.)
Where is the father? (He's in the kitchen.)
- 3 Choose an object in the picture and ask students to tell you about it.
Tell me about ...

Game Bank



Games are a great way for children to practice, correct, confirm, and reinforce their vocabulary, usage, and numerical skills. Help everyone in class enjoy game time by creating an environment where the competitive aspect is challenging and motivating while remaining stress-free. Model supportive, friendly reactions when children make mistakes or don't know certain vocabulary words or just need more time than others to express the answer, such as "Nice try!" and "You're getting much quicker!"

Flashcard Games

Find It!

Have students use two sets of Flashcards and sit with a partner. Pairs put both sets of cards together, mix them up, and place them facedown on a table or in front of them. Students take turns turning over two cards and naming them. If the cards match, they keep the pair. The student with the most cards at the end of the game wins.

I Have Something

First show students all of the Flashcards. Together name each one and tell what color it is. Encourage students to use complete sentences: It's a (an) It's (blue). Place all of the Flashcards in a pile, face down. Take the top card, look at it without showing students, and then place it behind your back. Say: "I have something (red)." Invite volunteers to guess what the picture is: "Is it a (pencil)?" Have students continue guessing until someone guesses correctly. The student who guesses correctly gets to hold the next card and ask the class to guess what it is.

Sequence Game

Place three (or more) Flashcards on a table or in front of students. Name each card. Then mix up the cards and place them on the table again. Invite a volunteer to place the Flashcards in the order in which you said them and to name each one.

Whisper, Go, Touch

Place the Flashcards in front of students. Divide the class into teams. Have each team form a line in front of the Flashcards. Whisper the name of one of the cards to the first student. When you say Go! students whisper the word to the next student in line. When the last student hears the word, she/he goes to the Flashcards and touches the correct one. The group to correctly complete the task first

wins a token. The group with the most tokens wins! You can play the game in other variations, too (e.g. Whisper, Go, Draw).

Yes or No

With the whole class, review a related set of Flashcards. Encourage everyone to say the words aloud with you. Then mix up the cards (without looking) so they are in a different order. Pick a card without looking at it and hold it over your head with the picture facing the class. You try to guess which card you are holding by saying words from the lexical set. If you guess right, children shout "Yes!" If you guess wrong, they shout "No!" and you keep guessing words from the same set.

Vocabulary and Word Games

I Spy (or I See, I See)

Look around the room and say: "I spy with my little eye (or I see, I see . . .) something beginning with b (or whatever letter you choose)." Students guess the object you are thinking of. You can also play the game using colors.

Pictionary and Charades

Divide the class into two teams. On index cards write vocabulary words, important phrases, or the names of stories or movies the class has read or seen. A child from Team A picks a card from the pile and draws a picture of the word/phrase/title on the board (Pictionary) or acts out the word/phrase/title (Charades) for his/her teammates to guess. If the team guesses correctly (they can make several tries, or you can set a time limit), they win a point. Then Team B takes a turn.

Simon Says

In this game, students do as you command provided you begin the instruction with "Simon Says." For example, if you say: "Simon Says touch your nose," students touch their nose. If you say: "Touch your ears," students do not move since you didn't precede the command with "Simon Says." If desired, have students sit down if they mistakenly do a task when you didn't say Simon Says. The last student standing wins.

Throw and Catch

Have the students stand in a circle. Use a soft ball (or bean bag). Toss the ball to a student. The student who catches the ball must respond to your question. For example, ask:

“Look at this Flashcard. Is she singing?” After the student answers, he or she tosses the ball back to you, and the game continues.

Bingo

Give each student a blank grid divided into nine squares, plus a small number of items such as beans or pennies. Have students write nine words on the card – one in each square, in no particular order. Call out words randomly. If a student has a matching word on his or her card, he or she places one of the beans (or other small item) on the square. The first person with three items in a row is the winner. This game can also be played using letters or numbers.

Phonics and Spelling Games

Cheerleader Game

Choose words to spell out as if they were cheers and write them on cards. Start by leading the “cheer” yourself. Choose easy words to begin with (e.g. cow, ball) and move on to more difficult words. For example, with cow, you say, “Give me a C!” and the class responds, “C!” Then you call the second letter and so on. When you finish spelling, ask “What word is it?” Students answer as a chorus. As children get used to the game, invite children to take on your role.

I Can Spell (Hangman)

Write the letters of the alphabet on the board. Choose a word (e.g., jumping) and write letter spaces on the board (7 short lines). Elicit a letter from an individual. If the letter is in the word, write it on the correct line. If not, then start to draw a person, one body part per missed letter. Explain that the word needs to be guessed before the person is fully drawn. As students guess, cross through the letters on the board.

Relay Race

Divide students into teams. Choose a representative from each team. Say a word and spell it out. Have the team representatives write the word on the board. The first student to write the word correctly receives a point for his or her team. Continue the game with other team representatives.

Two Too Many

Call out a word and spell it, for example: pen. Write five letters on the board, two more than needed to spell the word (e.g., b e a p n). Invite a student to come to the board and write the word. Have the student spell the word aloud, and elicit the two extra letters from the rest of the class.

Color, Number, and Shape Games

Bird and Worms

Take eleven index cards. On ten of the cards, draw a single wiggly worm. On the eleventh card, draw a bird with its beak wide open. Put all the cards into a bag or basket.

One by one, students take a card from the bag. If the card has a worm on it, the student says: “One worm.” He or she can then choose another card. As long as the student continues collecting getting worms, he or she continues to count them (e.g., two worms, three worms, etc.). When the student picks the card with the bird on it, his or her turn is up. Write each student’s score on the board (the number of worms they counted before picking the bird). The student with the highest number of worms wins. For added challenge, color the worms (e.g., two purple worms, three purple worms, etc.)

What’s the Shape?

Cut out several shapes from colored paper or large sticky notes. Attach one to a student’s back. The student wearing the shape tries to guess what it is: “Is it a circle? Is it a square?” As a variation, have students guess both shape and color at the same time.

AUDIO SCRIPTS

Student's Book and Workbook



Welcome Unit, Welcome to Class!

Student's Book page b. Activity 3

Listen and draw lines.

Maria: I'm Maria. What's your name?

Jane: I'm Jane.

Maria: Hello, Jane.

Tim: Hello, Maria. I'm Tim.

Maria: And what's your name?

Patrick: I'm Patrick.

Unit 1, Good Morning, Class!

Student's Book page 5. Activity 4

Listen and number.

- | | |
|----------------------------------------------------|-----------------------------------------------------|
| 1 A: What is it?
B: It's a chair. | 2 A: What is it?
B: It's a pen. |
| 3 A: What is it?
B: It's a desk. | 4 A: What is it?
B: It's a marker. |

Workbook page 4. Activity 6

Listen and color.

- A:** What is it?
B: It's a marker.
A: What color is it?
B: Red. It's a red marker.
- A:** What are they?
B: They're pens.
A: What color are they?
B: Green. They're green pens.
- A:** What are they?
B: They're pencils.
A: What color are they?
B: Yellow. They're yellow pencils.
- A:** What is it?
B: It's a backpack.

A: What color is it?

B: Blue. It's a blue backpack.

Student's Book page 8. Activity 10

Listen and circle.

- | | |
|-------------------------------------------------------------|-----------------------------------------------------------|
| 1 A: What is it?
B: It's a blue pen. | 2 A: What is it?
B: It's a yellow ruler. |
| 3 A: What is it?
B: It's a green backpack. | 4 A: What is it?
B: It's a red chair. |

Workbook page 5. Activity 7

Listen and check.

- | | |
|-------------------------------------------------------|----------------------------------------------------|
| 1 A: What is it?
B: It's a desk. | 2 A: What is it?
B: It's a pen. |
| 3 A: What is it?
B: It's a backpack. | 4 A: What is it?
B: It's a ruler. |

Student's Book page 9. Activity 11

Listen and stick.

- A:** What is it?
B: It's a green pencil.
- A:** What are they?
B: They're red rulers.
- A:** What is it?
B: It's a blue chair.
- A:** What are they?
B: They're yellow crayons.

Workbook page 6. Activity 10

Listen and circle. Then color.

- | | |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 1 A: What is it?
B: It's a pencil.
A: What color is it?
B: It's green. | 2 A: What is it?
B: It's a ruler.
A: What color is it?
B: It's yellow. |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|

Student's Book page 10. Activity 14

Listen. Count and color.

- 1 Four blue chairs.
- 2 Six yellow books
- 3 Five red crayons.
- 4 Three green backpacks.

Student's Book page 11. Activity 15

Look, listen, and repeat.

- 1 Hello! I'm Jabu. I'm from Kenya.
- 2 Hi! I'm Katie. I'm from the United States of America.
- 3 Hello. I'm Li. I'm from China.

Student's Book page 11. Activity 16

Listen. Match the desk with the person above.

- 1 I'm Jabu. I'm seven. I live in Kenya. I have a book, a ruler, and three pencils.
- 2 I'm Katie. I'm six. I live in the United States of America. I have a red backpack, books, markers, and pencils.
- 3 I'm Li. I'm eight. I live in China. I have three markers, a ruler, and a red eraser.

Student's Book page 12. Activity 20

Listen and find. Then say.

/n/ /n/ nap
/p/ /p/ pan
/t/ /t/ tap
/a/ /a/ ant

Student's Book Page 14. Activity 26

Listen. Look and match.

- | | |
|---------------------------|--------------------------|
| 1 A: What is it? | 2 A: What is it? |
| B: It's an eraser. | B: It's a book. |
| 3 A: What is it? | 4 A: What is it? |
| B: It's a desk. | B: It's a crayon. |
| 5 A: What is it? | |
| B: It's a chair. | |

Student's Book Page 14. Activity 27

Listen and circle.

- 1 **A:** What is it?
B: It's a backpack. It's red.
- 2 **A:** What is it?
B: It's a ruler. It's green.
- 3 **A:** What is it?
B: It's a desk. It's blue.

Student's Book page 15. Activity 28

Look and find the differences. Then listen and check.

- A:** They're pencils. It's a pencil.
B: It's a marker. They're markers.
A: It's a green pen. They're green pens.
B: They're rulers. It's a ruler.
A: It's a book. They're books.
B: It's a blue chair. It's a red chair.
A: It's a red backpack. It's a blue backpack.

Student's Book page 15. Activity 29

Listen and play a game.

Game 1

- A:** It's a marker.
B: It's a green marker.
C: It's a green marker. It's a pencil.
D: It's a green marker. It's a blue pencil.

Game 2

- A:** They're books.
B: They're books and rulers.
C: They're books, rulers, and backpacks.
D: They're books, rulers, backpacks, and erasers.

Unit 2, My Family

Student's Book page 20. Activity 10

Listen and stick. Then say.

- 1 **A:** Who are they?
B: They're my mother and my father.
- 2 **A:** Who's she? And who's he?
B: They're my grandmother and my grandfather.
- 3 **A:** How many brothers and sisters do you have?
B: I have two sisters and one brother.
- 4 **A:** How many brothers and sisters do you have?
B: I have three brothers and one sister.

Workbook page 15. Activity 5

Listen and write the number.

- 1 **A:** Who are they?
B: They're my brothers and she's my sister.
- 2 **A:** Who's she?
B: She's my sister.
- 3 **A:** Who are they?
B: They're my father and mother. And she's my baby sister.

- 4 **A:** Who are they?
B: They're my grandmother and grandfather.
- 5 **A:** Who's he?
B: He's my brother.

Student's Book page 21. Activity 11

Listen and circle.

- 1 **A:** How many brothers and sisters do you have?
B: I have two brothers.
- 2 **A:** How many brothers and sisters do you have?
B: I have two brothers and one sister.
- 3 **A:** How many brothers and sisters do you have?
B: I have one brother.
- 4 **A:** How many brothers and sisters do you have?
B: I have two brothers and two sisters.

Student's Book page 22. Activity 13

Look, listen, and repeat. Then say.

- 1 This is a boy. He's my brother.
- 2 This is a girl. She's my sister.
- 3 This is a man. He's my father.
- 4 This is a woman. She's my mother.

Student's Book page 22. Activity 14

Listen and point. How many boys and girls do you see? How many men and women do you see?

- 1 I'm Tyler. This is a picture of our family. It's me and my brother Thomas, our mother, and our father.
- 2 My name is Madison, and my family is big! Here's a picture of me, my sister Alyssa, my father, my mother... and here is my grandfather and grandmother. I love my family.
- 3 My name is Li Hua. This is my family. It's my father, my mother, and me.
- 4 Hi, my name is Rafael. This is a picture of my family. This is my father... this is my mother. And here's my sister Gabriela.

Workbook page 18. Activity 9

Look. Then listen, read, and circle.

This is my family. I am a boy. My name's Ian. This man is my father. This woman is my mother. This boy is my brother. This girl is my sister. This woman is my grandmother, and this is my grandfather.

Student's Book page 23. Activity 15

Look and listen.

- 1 My name is Maria. I'm from Mexico.
- 2 Hello! I'm Minjoon. I'm from South Korea.
- 3 Hi! I'm Celine. I'm from France.

Student's Book page 24. Activity 19

Listen and find. Then say.

- /d/ /d/ dad /b/ /b/ bat
/i/ /i/ in /s/ /s/ sit

Student's Book page 26. Activity 25

Listen and check.

- 1 **A:** How many brothers and sisters do you have?
B: I have two sisters.
- 2 **A:** How many brothers and sisters do you have?
B: I have one brother and one sister.
- 3 **A:** How many brothers and sisters do you have?
B: I have three brothers.
- 4 **A:** How many brothers and sisters do you have?
B: I have one brother and three sisters.

Student's Book page 26. Activity 26

Listen and number.

- 1 **A:** Who are they?
B: They are my mother, my father, and my two sisters.
- 2 **A:** Who are they?
B: This is my family: my mother, my father, my sister, my brother, and me.
- 3 **A:** Who are they?
B: They are my grandmother and my grandfather.

Unit 3, My Body

Student's Book page 29. Activity 4

Listen and check.

- 1 I have two hands.
- 2 I have one mouth.
- 3 I have ten fingers.

Student's Book page 32. Activity 10

Listen and stick. Then say.

- 1 It has a small head and short legs.
- 2 It has a big head and short legs.
- 3 It has short arms, long legs, and a big head.
- 4 It has short arms, long legs, and a small head.

Workbook page 25. Activity 8

Listen and check.

- 1 **A:** Wow. That's a cool dinosaur.
B: I know. It has short legs.
A: Does it have a big head?
B: No, it doesn't. It has a small head.

- 2 **A:** Wow, that's a cool dinosaur.
B: I know. It has short arms.
A: Does it have short legs?
B: No, it doesn't. It has long legs.

Student's Book page 33. Activity 11

Listen and check.

- 1 **A:** Does your sister have long hair?
B: No, she doesn't. She has short hair.
2 **A:** Does your brother have small feet?
B: Yes, he does.
3 **A:** Does your dog have long ears?
B: Yes, it does.
4 **A:** Does your grandfather have brown hair?
B: No, he doesn't. He has white hair.

Student's Book page 34. Activity 14

Look, listen, and read. Then match. What do you taste with?

- 1 I have two eyes. I see with my eyes. Look! I see a picture.
2 I have one nose. I smell with my nose. I smell a flower.
3 I have one mouth. I taste with my mouth. Mmm! I taste cake!
4 I have two ears. I hear with my ears. Listen! I hear a guitar.

Student's Book page 35. Activity 16

Look and listen. Write the number.

- 1 I see a flag. It's green, yellow, blue, and white.
2 I see a flag. It's red, white, green, blue, yellow, and black.
3 I see a flag. It's green, white, and orange.

Student's Book page 36. Activity 20

Listen and find. Then say.

/g/ /g/ gas
/e/ /e/ pen
/m/ /m/ map
/c/ /c/ cap

Student's Book page 37. Activity 23

Listen and number. Then listen and repeat.

- 1 Wash with soap. 2 Rinse with water.
3 Dry your hands.

Student's Book page 38. Activity 26

Listen and check.

- 1 **A:** Does your cat have big ears?

B: No, it doesn't. It has small ears.

- 2 **A:** Does your father have blue eyes?
B: No, he doesn't. He has brown eyes.
3 **A:** Does your sister have black hair?
B: No, she doesn't. She has brown hair.
4 **A:** Does it have short legs?
B: Yes, it does. And a small head!

Student's Book page 39. Activity 28

Complete the monster. Listen, draw, and color.

Look at the monster. He has two short legs. He has four long arms! Look at his face. He has three small eyes, a big mouth, and a big nose. He's funny!

Checkpoint, Units 1–3

Student's Book page 41. Activity 2

Get ready. A. Listen and number.

- 1 He has short hair. It's black.
2 She has long hair.
3 **A:** Does he have short hair?
B: Yes, he does. It's red.
4 **A:** Does she have long hair?
B: No, she doesn't. She has short hair.

Student's Book page 41. Activity 2

Get ready. C. Listen and circle.

- 1 **A:** How many brothers and sisters do you have?
B: I have one sister and one brother.
2 **A:** How many brothers and sisters do you have?
B: I have two sisters and one brother.

Student's Book page 42. Activity 4

Go! A. Listen. Put the cards on the numbers.

- 1 She has a red pencil.
2 She has long hair.
3 He has a blue backpack.
4 She has a sister and a brother.
5 He has a grandmother and a grandfather.
6 He has three crayons.

Unit 4, My Favorite Clothes!

Student's Book page 45. Activity 4

Listen and number in order.

- A:** What are you wearing?
B: I'm wearing a skirt.

- A:** What's he wearing?
B: He's wearing old boots.
A: What's she wearing?
B: She's wearing a red hat.
A: What's she wearing?
B: She's wearing pink shoes.

Workbook page 35. Activity 3

Listen and circle. Then sing.

- What are you wearing?
 I'm wearing a T-shirt.
 What are you wearing?
 I'm wearing a skirt.
 What's he wearing?
 He's wearing new shorts.
 What's he wearing?
 He's wearing old boots.
 What's she wearing?
 She's wearing a red hat.
 What's she wearing?
 She's wearing pink shoes.

Student's Book page 48. Activity 10

Listen and stick. Then say.

- A:** What are you wearing?
B: I'm wearing a big green hat and small red boots.
A: What are you wearing?
B: I'm wearing small blue shoes and small brown pants.

Workbook page 37. Activity 5

Listen and check.

- 1 A:** What's she wearing?
B: She's wearing a hat, a skirt, and boots.
2 A: What's she wearing?
B: She's wearing a blouse, pants, and shoes.
3 A: What's he wearing?
B: He's wearing a jacket, pants, and shoes.
4 A: What's he wearing?
B: He's wearing a shirt, pants, and shoes.

Student's Book page 49. Activity 11

Listen and match.

- 1 A:** What's your grandmother wearing?
B: She's wearing a red hat, a white blouse, and a blue skirt.
2 A: What's your grandfather wearing?
B: He's wearing an orange shirt, brown pants, and brown shoes.

- 3 A:** What's your father wearing?
B: He's wearing a green jacket, blue pants, and black shoes.
4 A: What's your mother wearing?
B: She's wearing a purple blouse, a yellow skirt, and white boots.

Student's Book page 50. Activity 14

Listen and point. Is it wet in the desert?

The weather isn't the same everywhere. It's very cold in the mountains. It isn't hot. He's wearing his hat and gloves. It's very hot and dry in the desert. It isn't cold. She's wearing her shorts and hat. It's wet in the jungle. He's wearing his jacket and boots.

Workbook page 40. Activity 11

Find and write. Then listen and circle.

- 1** It's cold in the mountains. I'm wearing my hat.
2 It's wet in the jungle. I'm wearing my boots.
3 It's hot in the desert. I'm wearing my shorts.

Student's Book page 51. Activity 15

Look and listen. Circle True or False.

- 1** Hi, I'm from Australia. I'm wearing a bush hat. It's hot here. A bush hat is good in hot weather.
2 Hi, I live in Vietnam. I'm wearing a conical hat. It's hot and wet in Vietnam. A conical hat is good in hot weather. And it's good in wet weather. It isn't good in cold weather.
3 Hi, I'm from Canada. It's cold here today. I'm wearing a knit hat. A knit hat is good in cold weather. It isn't good in wet weather. And it isn't good in hot weather!

Student's Book page 52. Activity 18

Listen and find. Then say.

/o/ /o/ on
 /k/ /k/ kid
 /ck//ck/ sock

Student's Book page 53. Activity 21

Listen and number. Then say.

- 1 A:** Look! What are they wearing?
B: They're wearing traditional clothes from the Philippines.
A: He's wearing a long, blue shirt and she's wearing a red dress.
2 A: Look! What are they wearing?
B: They're wearing traditional clothes from Guatemala.
A: Oh. They're wearing orange, green and pink blouses.

- 3 **A:** And what are they wearing?
B: They're wearing traditional clothes from Kenya.
A: Yes. They're wearing orange and red dresses.

Student's Book page 54. Activity 24 113

Listen and check.

- 1 **A:** What's she wearing?
B: She's wearing a purple dress and a green hat.
- 2 **A:** What's she wearing?
B: She's wearing black boots and blue pants.
- 3 **A:** What's he wearing?
B: He's wearing an orange jacket and a white T-shirt.
- 4 **A:** What's she wearing?
B: She's wearing a blue blouse and a yellow skirt.

Unit 5, Busy at Home

Student's Book page 57. Activity 4 118

Listen and say yes or no.

- 1 I'm drinking.
2 I'm taking a bath.
3 I'm sleeping.

Student's Book page 60. Activity 10 122

Listen and stick. Then say.

- 1 **A:** Tom, what's Lucy doing?
B: She's sleeping.
A: Oh.
- 2 **A:** Tom, what are you doing?
B: I'm brushing my teeth.
A: Good!
- 3 **A:** What's Mom doing?
B: She's making lunch.
A: Great!
- 4 **A:** Grandma, what are you doing?
B: I'm eating.
A: Mmm!
- 5 **A:** Grandma, what's Dad doing?
B: He's talking on the phone.
A: Okay, thanks!

Student's Book page 61. Activity 11 123

Listen and check.

- 1 **A:** Where's Sara?
B: She's in the kitchen.
- 2 **A:** Where's Manny?
B: He's in the dining room.

- 3 **A:** Where's Kevin?
B: He's in the bedroom.
- 4 **A:** Where's Peggy?
B: She's in the bathroom.

Workbook page 48. Activity 7 124

Listen and match.

- 1 **A:** Where's your mother?
B: She's in the bedroom.
- 2 **A:** Where's your brother?
B: He's in the bathroom.
- 3 **A:** Where's your father?
B: He's in the kitchen.
- 4 **A:** Where are you?
B: I'm in the living room.

Workbook page 49. Activity 9 125

Listen. Write the number.

- 1 **A:** Where's Ana?
B: She's in the kitchen.
A: What's she doing?
B: She's doing her homework.
- 2 **A:** Where's her father?
B: He's in the dining room.
A: What's he doing?
B: He's reading.
- 3 **A:** Where's her grandfather?
B: He's in the dining room.
A: What's he doing?
B: He's eating.
- 4 **A:** Where's her mother?
B: She's in the kitchen.
A: What's she doing?
B: She's making lunch.

Student's Book page 62. Activity 14 127

Look and listen. Write the number.

- 1 This picture has circles and squares.
2 This picture has triangles.
3 This picture has squares and rectangles.

Student's Book page 63. Activity 16 128

Look and listen.

- 1 My home is in Hong Kong. I live in an apartment.
2 My home is in Mongolia. I live in a yurt.
3 My home is in Paris. I live on a houseboat.
4 My home is in Maine. I live in a lighthouse.

Student's Book page 64. Activity 19 130

Listen and find. Then say.

- /u/ /u/ up
/f/ /f/ fan
/ff/ /ff/ puff

Student's Book page 65. Activity 22 134

Listen and match. Then listen and repeat.

- A:** What's he doing?
B: He's cleaning his room.
- A:** What's she doing?
B: She's washing the dishes.
- A:** What's he doing?
B: He's drying the dishes.

Workbook page 52. Activity 18 135

Listen and write.

- A:** What's she doing?
B: She's cleaning her room.
- A:** What's she doing?
B: She's drying the dishes.
- A:** What's he doing?
B: He's washing the dishes.
- A:** What's she doing?
B: She's helping her mom.

Student's Book page 66. Activity 25 136

Listen and number.

- A:** Where's Kenny?
B: He's in the kitchen.
- A:** Where's Lorna?
B: She's in the bedroom.
- A:** Where's Donna?
B: She's in the living room.
- A:** Where's Jimmy?
B: He's in the bathroom.
- A:** Where's Sally?
B: She's in the dining room.

Unit 6, On the Farm

Student's Book page 69. Activity 4 141

Listen and number.

- It's a cow. It's eating.
- It's a duck. It's flying.
- It's a horse. It's running.

Student's Book page 72. Activity 10 145

Listen and stick. Then say.

- A:** Look! What is it?
B: It's a small gray horse.
A: Oh. What's it doing?
B: It's eating.
- A:** Oh, look. Is that a cat over there?
B: Yes, it is. It's a small orange cat.
A: What's it doing?
B: It's sleeping.
- A:** Look at the brown dog and the white duck.
B: Yes, I see them.
A: What are they doing?
B: They're running.
- A:** What is it?
B: It's a big green frog.
A: Oh. What's it doing?
B: It's jumping.

Workbook page 57. Activity 5 146

Listen and number.

- A:** What's the duck doing?
B: It's running.
- A:** What's the frog doing?
B: It's jumping.
- A:** What's the horse doing?
B: It's eating.
- A:** What's the cat doing?
B: It's sleeping.
- A:** What's the dog doing?
B: It's running.

Student's Book page 73. Activity 11 147

Listen and check.

- A:** What are the horses doing?
B: They're eating.
- A:** What's the hen doing?
B: It's running.
- A:** What's the cat doing?
B: It's jumping.
- A:** What are the ducks doing?
B: They're flying.

Student's Book page 74. Activity 14 149

Look, listen, and point. How many baby animals are there?

Look at the cows. The big cow is brown. She has a baby

cow. A baby cow is called a calf.

The big dog is happy. Look at her baby dogs. Baby dogs are called puppies.

This chicken is very big. Look at the baby hens. They're called chicks.

Look at the cats. There's one big cat and three baby cats. Baby cats are called kittens.

Workbook page 60. Activity 10 150

Listen. Then color, match, and circle.

- 1 This cow is black and white. A baby cow is called a calf.
- 2 This hen is red. A baby hen is called a chick.
- 3 This dog is brown. A baby dog is called a puppy.
- 4 This cat is black. A baby cat is called a kitten.

Student's Book page 75. Activity 15 151

Look and listen. Match the pets with the countries.

- 1 I'm Sharon. I'm from Australia. This is my pet hamster. He's brown. His name's Charlie.
- 2 My name is Reiko. I'm from Japan. I have a pet canary. He's yellow. His name's Tom Bird.
- 3 Hi. My name's Zack. I'm from the United States. I have a pet snake. She's green. Her name's Samantha.
- 4 I'm Elina. I'm from Greece. This is my pet mouse. She's very small. She's white. Her name's Zoe.

Student's Book page 76. Activity 18 153

Listen and find. Then say.

/r/ /r/ rock

/h/ /h/ hat

/j/ /j/ jam

Student's Book page 77. Activity 21 157

Listen and find the picture. Listen again and repeat.

- A:** I'm playing with my cat.
B: I'm feeding the chicks.
C: I'm brushing my horse.
D: I'm walking my dog.

Workbook page 62. Activity 16 158

Listen and match. Then write.

- 1 **A:** What are you doing?
B: I'm walking the dog.
- 2 **A:** What are you doing?
B: I'm playing with the cat.
- 3 **A:** What are you doing?
B: I'm feeding the hens.
- 4 **A:** What are you doing?
B: I'm brushing the horse.

Student's Book page 78. Activity 25 159

Listen and number.

- 1 **A:** What are they?
B: They're sheep.
- 2 **A:** What is it?
B: It's a turtle!
- 3 **A:** What is it?
B: It's a small frog.
- 4 **A:** What is it?
B: It's a duck.

Student's Book page 79. Activity 26 160

Listen, find, and say. Then role-play.

- A:** What are the goats doing?
B: They're eating.
A: What's the dog doing?
B: It's jumping.
A: What's the horse doing?
B: It's running.
A: What are the ducks doing?
B: They're flying.

Workbook page 63. Activity 19 161

Listen and check. Then write.

- 1 **A:** What are they doing?
B: They're jumping.
- 2 **A:** What's the dog doing?
B: It's swimming.
- 3 **A:** What are they doing?
B: They're flying.

Checkpoint, Units 4–6

Student's Book page 81. Activity 2 162

Get Ready. C. Listen and number.

- 1 **A:** What is it?
B: It's a frog.
A: What's it doing?
B: It's jumping.
- 2 **A:** What are they?
B: They're ducks.
A: What are they doing?
B: They're swimming.
- 3 **A:** What is it?
B: It's a cow.
A: What's it doing?
B: It's eating.

- 4 **A:** What are they?
B: They're horses.
A: What are they doing?
B: They're running.

Unit 7, Party Time

Student's Book page 85. Activity 4

Listen and say yes or no.

- 1 **A:** What does she have?
B: She has ice cream.
2 **A:** What does he have?
B: He has milk.
3 **A:** What does she have?
B: She has fruit.
4 **A:** What does he have?
B: He has pizza.

Student's Book page 88. Activity 10

Listen and stick. Then say.

- 1 **A:** I have ice cream.
B: I love ice cream!
2 **A:** She has fruit.
B: Mmm!
3 **A:** He has cake.
B: Oh, yum!
4 And she has some presents!

Workbook page 71. Activity 9

Listen and match. Then write.

- 1 **A:** What do you have?
B: I have pizza.
2 **A:** What do you have?
B: I have a hamburger.
3 **A:** What do you have?
B: I have a salad.
4 **A:** What do you have?
B: I have juice. Orange juice.
5 **A:** What do you have?
B: I have a sandwich.

Student's Book page 90. Activity 14

Look and match. Then listen and check.

- A:** Cake and chocolate are sweet. Ice cream is sweet and fruit is sweet, too. Orange juice is sweet and cookies are sweet.
B: Chips and fries are salty. Chicken is salty. Pasta is salty, too.

Workbook page 72. Activity 12

Listen, read, and circle.

Some foods are salty, and some are sweet. Chocolate is my favorite sweet food, and pizza is my favorite salty food. Fries are salty, and chips are salty, too. They have salt on them.
Cookies, cake, and ice cream are all sweet. They have sugar in them.

Student's Book page 91. Activity 15

What food do the children have on their birthday? Listen and circle the correct words.

- A:** My name is Miguel. In Mexico, I have a piñata with candy on my birthday. It's my favorite day.
B: I'm Jack. I live in the United States. I have a big cake on my birthday. It's very sweet.
C: I'm Susie from South Korea. I have seaweed soup on my birthday. It's salty.
D: I'm Anya. I'm from Russia. On my birthday, I have a big fruit pie.

Student's Book page 92. Activity 18

Listen and find. Then say.

- /l/ /l/ leg
/l/ /l/ doll
/v/ /v/ van
/w/ /w/ web

Student's Book page 93. Activity 21

Listen and number.

- 1 5-4-3-2-1... Happy New Year!
2 Happy Birthday to you!
3 Happy Father's Day, Dad.

Student's Book page 95. Activity 26

Find the differences and say. Then listen and check.

- 1 **A:** In Picture A, Sam has ice cream.
B: In Picture B, Sam has fruit.
2 **A:** In Picture A, Dad has juice.
B: In Picture B, Dad has milk.
3 **A:** In Picture A, Mom has salad.
B: In Picture B, Mom has cake.
4 **A:** In Picture A, Suzie has a present.
B: In Picture B, Suzie has ice cream.
5 **A:** In Picture A, Sally has soup.
B: In Picture B, Sally has candy.

Unit 8, Fun and Games

Workbook page 76. Activity 1 186

Listen and number.

- A:** What's on the toy shelf?
B: This is my red car.
- A:** What's on the toy shelf?
B: This is my brown puppet.
- A:** What's on the toy shelf?
B: These are my yellow blocks.
- A:** What's on the toy shelf?
B: This is my blue action figure.
- A:** What's on the toy shelf?
B: This is my green ball.
- A:** What's on the toy shelf?
B: This is my blue train.

Student's Book page 97. Activity 4 189

Listen and number.

- This is my plane.
- These are my blocks.
- This is my bike.

Student's Book page 100. Activity 10 193

Listen and stick. Then say.

- A:** Oh, no! Look at my room. Where are my dolls?
B: Your dolls are under the table.
A: Oh, thanks!
- A:** And where's my game?
B: It's on the bed.
A: Oh, yes. There it is. Thanks!
- A:** Now, where's my ball?
B: It's under the clothes.
A: Yes, there it is!
- A:** And where's my action figure?
B: It's in the toy box.
A: Oh, thanks!
- A:** Oh, where's my stuffed animal?
B: It's on the shelf. See?
A: Oh, no! That's not my stuffed animal!
B: What is it?
A: It's my cat! The cat is on the shelf!

Student's Book page 101. Activity 11 194

Listen and check.

- A:** Where's the doll?
B: It's on the shelf.

- A:** Where's the action figure?
B: It's under the desk.
- A:** Where are the blocks?
B: They're in the toy box.
- A:** Where are the cars?
B: They're under the table.

Workbook page 80. Activity 9 195

Listen and circle in, on, or under.

- A:** Where are the skates?
B: They're in the closet.
- A:** Where is the game?
B: It's on the bed.
- A:** Where's the doll?
B: It's under the table.
- A:** I want the cat. Where's the cat?
B: It's on the shelf.
- A:** Where is the shirt?
B: It's in the closet.
- A:** Where are the books?
B: They're on the shelf.

Student's Book page 103. Activity 16 197

Look and listen. Number.

- This kite is from Malaysia. It looks like a fish.
- This kite is from Mexico. It looks like a bird.
- This kite is from New Zealand. It has a shape like a triangle.

Student's Book page 104. Activity 19 199

Listen and find. Then say.

/qu/	/qu/	quick
/x/	/x/	six
/y/	/y/	yell

Student's Book page 105. Activity 22 203

Listen and number.

- A:** Where's your car?
B: I don't have a car.
- A:** I'll give you a car.
B: Thank you.
- A:** Let's play together.
B: Yes. Sharing is fun!

Student's Book page 107. Activity 27 204

Listen and circle. Then say.

- A:** Where's the doll?
B: It's on the shelf.

- 2 **A:** Where are the action figures?
B: They're under the chair.
- 3 **A:** Where's the ball?
B: It's in the toy box.
- 4 **A:** Where's the stuffed animal?
B: It's on the bed.
- 5 **A:** Where's the plane?
B: It's under the desk.

Workbook page 85. Activity 21

Listen and number.

- 1 Where's my doll? It's on the shelf.
- 2 Where's my stuffed animal? Oh, it's there in the toy box!
- 3 Where's my plane? It's under the desk.
- 4 Where's my ball? It's in the toy box.
- 5 My plane is... on the shelf!
- 6 Where are the action figures? Oh, they're on the bed.

Unit 9, Play Time

Student's Book page 109. Activity 4

Listen and check.

- 1 **A:** Are you kicking?
B: Yes, I am.
- 2 **A:** Are you singing?
B: Yes, I am.

Student's Book page 112. Activity 10

Listen and stick. Then say.

- 1 **A:** It's play time. Let's have fun!
B: Yes, look! What's Jessica doing? Is she kicking a ball?
A: Yes, she is!
- 2 **A:** Look! What's Mark doing? Is he throwing a ball?
B: No, he isn't. He's catching. Paul is throwing.
- 3 **A:** What's Tom doing? Is he running?
B: No, he isn't. He's jumping!
- 4 **A:** What's Anna doing? Is she dancing?
B: Yes, she is. She's really good!

Student's Book page 113. Activity 11

Listen and number.

- 1 **A:** Are you dancing?
B: No, I'm not. I'm jumping rope.
- 2 **A:** Are you riding a bike?
B: Yes, I am.
- 3 **A:** Are you hitting a ball?
B: No, I'm not. I'm kicking a ball.

- 4 **A:** Are they skating?
B: Yes, they are.
- 5 **A:** Are they playing?
B: No, they aren't. They're running.
- 6 **A:** Are you dancing?
B: Yes, I am.

Workbook page 90. Activity 8

Listen and number.

- 1 **A:** Are they jumping?
B: Yes, they are.
- 2 **A:** Is he singing?
B: No, he isn't. He isn't singing. He's running.
- 3 **A:** Is he singing?
B: Yes, he is.
- 4 **A:** Is she dancing?
B: Yes, she is.
- 5 **A:** Is he kicking the ball?
B: No, he isn't. He isn't kicking the ball. He's catching the ball.

Workbook page 91. Activity 10

Look, listen, and circle.

- 1 Is he jumping?
- 2 Is she dancing?
- 3 Are they skating?
- 4 Are they sleeping?

Student's Book page 114. Activity 13

Listen, repeat, and point. Then ask and answer.

- 1 climbing
- 2 jumping rope
- 3 hide and seek
- 4 hopscotch
- 5 tag

Student's Book page 114. Activity 14

Listen and point. What's her favorite game?

Playing games with my friends is a lot of fun. We play in the school playground.

We climb to the top of the bars. Up! Up! Up!

We also jump rope. My friends jump very fast. Jump! Jump! Jump!

We play hide and seek, too. I count to ten, then I look for my friends. 1, 2, 3 ... Where are you?

We also play hopscotch. Hop! Hop! Hop!

My favorite game of all is tag. Let's run! Run! Run! Tag, you're it!

Workbook page 92. Activity 13

Listen, read, and write.

- 1 Katie and Simon are playing hopscotch. I'm playing, too. It's our favorite game. Hop! Hop! Hop!
- 2 Emily is climbing the tree. Up! Up! She's at the top! It's very high.
- 3 The boys are playing hide and seek on the school playground. George is looking for his friends. Where are they?
- 4 Tom and Dan are playing tag with my brother. Run, Dan! Run! Tag, you're it, Tom!
- 5 My sisters jump rope on the playground. It's a lot of fun. Jump! Jump! Jump!

Student's Book page 115. Activity 16

Look and listen. Say and do the action.

- 1 rock
- 2 paper
- 3 scissors

Student's Book page 115. Activity 17

Listen and match. Draw lines.

- 1 I'm Eva. I'm nine. I play Rock, Paper, Scissors in Canada. I play with my sisters and my best friend, Tina. I always win.
- 2 I'm Michio. I'm seven. I'm from Japan. I play this game at school with my friends. We call it Janken. I sometimes win.
- 3 I'm Raúl. I'm eight. I'm from Chile. We play this game, too. We call it Cachipún. My brother, Martin, is the best player in our family.

Student's Book page 116. Activity 20

Listen and find. Then say.

- /ss/ /ss/ kiss
/z/ /z/ zip
/zz/ /zz/ buzz

Student's Book page 117. Activity 23

Look and listen. Then write.

- 1 I'm running. I'm running in place.
- 2 I'm jumping. I'm jumping up high.
- 3 I'm kicking. I'm kicking a soccer ball.

Student's Book page 118. Activity 26

Listen and number.

- 1 **A:** Is he riding a bike?
B: Yes, he is.
- 2 **A:** Is he hitting a ball?
B: Yes, he is.

- 3 **A:** Is he throwing a ball?
B: No, he isn't. He's catching a ball.
- 4 **A:** Is she kicking a ball?
B: Yes, she is.
- 5 **A:** Are they dancing?
B: Yes, they are.
- 6 **A:** Are they running?
B: No, they aren't. They're skating.

Workbook page 95. Activity 20

Listen and number. Then write.

- 1 **A:** Is she jumping?
B: No, she isn't. She's singing.
- 2 **A:** Is he hitting the ball?
B: No, he isn't. He's throwing the ball.
- 3 **A:** Is she catching the ball?
B: Yes, she is.
- 4 **A:** Are they dancing?
B: No, they aren't. They're skating.
- 5 **A:** Is he jumping rope?
B: Yes, he is.

Student's Book page 119. Activity 28

Listen and circle.

- 1 **A:** Are you jumping rope?
B: Yes, I am.
- 2 **A:** Are you dancing?
B: No, I'm not. I'm singing.
- 3 **A:** Are you catching the ball?
B: No, I'm not. I'm throwing the ball.
- 4 **A:** Are you running?
B: No, I'm not. I'm skating.

Checkpoint, Units 7–9

Student's Book page 121. Activity 2

Get Ready. A. Look. Listen to the questions. Circle the correct words.

- 1 Where's the plane?
- 2 Where are the stuffed animals?
- 3 Does he have an action figure?

Student's Book page 121. Activity 2

Get Ready. B. Listen again and check. Then practice with a partner.

- 1 Where's the plane?
- 2 Where are the stuffed animals?
- 3 Does he have an action figure?

WORKBOOK

Answer Key



Unit 1, Good Morning, Class!

- 1** 1 c 2 d 3 a 4 b
- 2** 1 marker 2 desk
- 3** a (Student draws an eraser.)
b (Student draws a ruler.)
c (Student draws a pencil.)
d (Student draws a crayon.)
- 5** pen; pencils
- 6** 1 (Student colors the marker red.)
2 (Student colors the pens green.)
3 (Student colors the pencils yellow.)
4 (Student colors the backpack blue.)
- Think BIG** (Student draws and colors a green desk.)
- 7** 1 b 2 a 3 b 4 a
- 8** 1 (Student draws and colors a green pencil.)
2 (Student draws and colors a blue book.)
3 (Student draws and colors a yellow crayon.)
- 10** 1 b (Student colors the pencil green.)
2 c (Student colors the ruler yellow.)
- 11** 1 c 2 d 3 e 4 a 5 b
- 12** 3, 2, 5 (Student joins the number and forms a desk.)
- 13** 1 4 2 4 3 10 4 1
- Think BIG** 4
- 14** a (x3), t (x2), p (x2), n (x2)
- 15** 1 a, n 2 t, n 3 p, n 4 n, p
- 16** 1 c 2 a 3 b
- 18** 1 welcome 2 Please, you
- 20** 1 (Student draws and colors a yellow pencil.)
2 (Student draws and colors a blue desk.)
3 (Student draws and colors three red markers.)

4 (Student draws and colors two green books.)

21 1 It's 2 They're 3 is it 4 are they

Unit 2, My Family

- 1** grandmother (older woman)
sister (girl)
grandfather (older man)
father (man)
brother (older boy)
mother (woman)
- 2** father, mother, sister, brother
- 4** b
- Think BIG** 1
- 5** a 3 b 1 c 4 d 2 e 5
- 6** (Student colors: two boy figures (example); one boy figure and two girl figures; three girl figures.)
- 7** (Student traces and matches.)
- 8** 1 c 3 d 2 a 4 b
- 9** 1 boy 2 man 3 woman 4 boy 5 girl 6 woman
- 10** i (x2), s (x2), b (x2), d (x2)
- 11** 1 d, d 2 i 3 b 4 s, i
- 12** 1 b 2 c 3 a
- 14** 1 b 2 a
- 16** She's my mother.
He's my father.
They're my brothers / sisters.
- 17** 1 d 2 b 3 c 4 a

Unit 3, My Body

- 1** Student matches the names of body parts to appropriate area on picture

- 3** ears, mouth, fingers, feet, legs, hair
- 4** 1 ten 2 one 3 ten 4 two 5 two
- 5** b, a
- 6** 1 No 2 Yes 3 No 4 Yes
- 7** 1 It has a long neck. 2 It has a small head.
3 It has short legs. 4 It has big eyes.
- 8** 1 a 2 b
- 9** a dog
- 10** 1 Yes, it does. 2 No, it doesn't. 3 No, it doesn't.
- 12** 1 No, she doesn't. 2 Yes she does.
- 13** 1 see 2 smell 3 taste 4 hear
- 14** 1 c 2 b 3 a 4 d
- 15** e (x2), c (x2), g (x2), m (x2)
- 16** 1 g 2 m 3 c 4 e
- 17** 1 c 2 b 3 a
- 19** 1 c 2 a 3 b
- 20** (Student draws a picture of themselves washing.)
- 21** 1 Yes, he does. 2 No, he doesn't. 3 Yes, he does.
- 22** 1 eye 2 mouth 3 finger 4 nose 5 leg

Checkpoint, Units 1–3

- 1** 1 (colored crayons box next to pencils)
2 (pink erasers next to yellow rulers)
3 (green pens box next to scissors)
4 (yellow rulers next to erasers)
5 (man in green shirt)
6 (woman in pink sweater)
7 (girl in blue T-shirt)
8 (boy in red T-shirt)
9 (boy in purple T-shirt)
10 (boy in purple T-shirt)
- 2** pens, erasers

Unit 4, My Favorite Clothes

- 1** (Student colors: Girl: 1 red blouse, 2 blue skirt, 3 yellow boots.
Boy: 1 red shoes, 2 blue pants, 3 yellow jacket, 4 green gloves.)

- 3** T-shirt, skirt, shorts, boots, red, pink
- 4** 1 b (Student colors hat green)
2 c (Student colors hat brown)
3 a (Student colors hat purple)
- Circle BIG** (Student circles the jackets on the three figures)
- 5** 1 b 2 a 3 a 4 b
- 6** 1 boots, green 2 yellow, shoes
- 7** 1 shirt 2 hat 3 pants 4 shoes 5 gloves
- 8** 1 b (She's wearing a red hat, green jacket, blue skirt and blue shoes.)
2 c (He's wearing a yellow shirt, red pants and brown shoes.)
3 a (He's wearing a green jacket, blue pants and black shoes.)
4 d (She's wearing a blue jacket, yellow skirt and white boots.)
- 10** 1 cold 2 hot 3 dry 4 wet
- 11** 1 a, mountains, hat 2 c, desert, shorts
3 b, jungle, boots
- 12** o, k (x2), ck (x2)
- 13** 1 o 2 k 3 o, ck 4 o
- 14** 1 c 2 a 3 b
- 16** shirt, dress
- 18** 1 boots 2 dress 3 jacket 4 hat 5 pants 6 blouse
7 socks 8 shoes 9 shirt 10 skirt 11 gloves

Unit 5, Busy at Home

- 1** 1 b 2 e 3 a 4 c 5 d
- 2** 1 teeth 2 hair 3 breakfast 4 face 5 phone
6 lunch
- 3** (Student draws a boy taking a bath and a girl playing.)
- 4** 1 playing 2 drawing 3 making lunch
- 5** a bathroom, blue b bedroom, green
c living room, yellow d kitchen, red
e dining room, orange
- 6** 1 bedroom 2 kitchen 3 dining room
- 7** 1 bedroom 2 bathroom 3 kitchen 4 living room

- 8** 1 He's 2 She's 3 I'm
9 1, 4, 3, 2
10 1 kitchen 2 dining room
12 1 triangle 2 square 3 rectangle
13 1 eight circles 2 twelve triangles
14 u(x2), f (x2), ff (x2)
15 1 u 2 f 3 u, ff 4 u
16 1 b 2 c 3 a
18 1 cleaning 2 drying 3 washing 4 helping
20 1 a 2 e 3 b 4 i 5 f 6 d 7 h 8 j 9 c 10 g

Unit 6, On the Farm

- 1** 1 cow, eating 2 horse, running 3 duck, flying
2 duck – c frogs – b
 dog – d goats – a
4 4, 1, 3, 2
Think BIG The cat is flying. X
5 1 duck running 2 frog jumping
 3 horse eating 4 cat sleeping
 5 dog running
6 1 jumping 2 flying 3 running 4 eating
7 1 It's 2 They're 3 It's 4 They're
8 (Student draws a picture of a cat sleeping.)
9 1 running 2 jumping
 3 sleeping 4 swimming
 5 flying 6 eating
10 1 black and white, d, calf
 2 red, a, chick
 3 brown, b, puppy
 4 black, c, kitten
Think BIG a
12 r (x2), h (x2), j (x2)
13 1 r 2 h 3 j 4 r
14 1 b 2 a 3 c
16 1 walking, d 2 playing, b
 3 feeding, c 4 brushing, a

- 17** (Student draws themselves playing with a cat.)
18 1 cat 2 dog 3 cow 4 sheep 5 turtle 6 horse
19 1 a, jumping 2 a, swimming
 3 a, flying.

Checkpoint Units 4–6

- 1** 1 (in closet)
 2 (on floor next to bed)
 3 (in closet)
 4 (in closet)
 5 (boy in the living room)
 6 (Sue)
 7 (Amy)
 8 (on bed)
 9 (outside with sheep)
 10 (in kitchen)
2 pants
3 (Student draws a frog and sheep.)

Unit 7, Party Time

- 1** 1 c 2 a 3 d 4 b
2 1 juice 2 milk 3 pizza 4 grapes
3 1 e 2 d 3 a 4 c 5 b 6 f
4 (Student draws themselves eating fries and drinking water.)
5 1 Saturday 2 pizza
 3 pasta 4 cake, ice cream
Think BIG Sunday, Tuesday, Wednesday, Friday
6 1 I have pizza.
 2 I have apples and oranges.
7 1 (Student draws a salad and hot dogs.)
 2 (Student draws ice cream and fruit.)
8 1 grapes 2 an apple
 3 has a hot dog 4 He has ice cream.
 5 She has cake.
9 1 have pizza. 2 have a hamburger.
 3 have a salad. 4 have orange juice.
 5 have a sandwich

10 1 sandwich, juice 2 hamburger, milk

11 1 sugar 2 chocolate
3 cookies 4 salt
5 chips 6 fries

12 1 sweet 2 salty
3 salty 4 salty
5 salt 6 sweet
7 sugar

13 l (x2), ll (x1), v (x2), w (x1)

14 1 v 2 l 3 w 4 ll

15 1 b 2 a 3 d 4 c

17 1 New Year 2 Birthday 3 Father's Day

19 1 do, milk 2 have, pizza 3 does, have, She

20 1 c 2 a 3 b

21 1 have 2 has 3 has 4 has

Unit 8, Fun and Games

1 1 c 2 f 3 b 4 a 5 d 6 e

2 a action figure b blocks
c car d ball
e train e puppet

3 airplane, car, ball, doll, big blocks, puppets

5 1 under 2 on

Think BIG Picture 1: there's a red action figure on the chair
Picture 2: there isn't a red action figure on the chair
Picture 1: doll's hair is red
Picture 2: doll's hair is yellow/blond
Picture 1: speech bubble says "friends"
Picture 2: speech bubble says "dolls"

6 1 c 2 a 3 b

7 1 under 2 in 3 on 4 on 5 in 6 under

8 (Student draws a book on a table.)
(Student draws a cat under a table.)

9 1 in 2 on 3 under 4 on 5 in 6 on

10 1 under (Student draws two balls under the table.)
2 in (Student draws a teddy bear in the toy box.)
3 on (Student draws a car on the shelf.)

11 1 under 2 in 3 on

13 20 balls, 13 cars, 15 trains, 18 airplanes, 11 games

14 qu (x2), x (x2), y (x2)

15 1 x 2 qu 3 y 4 x

16 1 c 2 b 3 a

18 1 c 2 a 3 b

20 1 a 2 d 3 b 4 e 5 c

21 1 (doll on shelf)
2 (stuffed animal in toy box)
3 (airplane under desk)
4 (ball in toy box)
5 (airplane on shelf)
6 (action figures on bed)

22 14

Unit 9, Play Time

1 1 catching 2 throwing
3 hitting 4 kicking
5 dancing 6 singing
7 skating 8 riding
9 jumping rope

2 singing – 3
throwing – 2
catching – 1
kicking – 4

3 1 catching 2 throwing
3 singing 4 kicking

5 1 jumping on the bed
2 dancing
3 sleeping

6 1 No, he isn't. 2 Yes, she is.

7 1 Yes, it is. 2 No, it isn't. 3 Yes, it is.

8 3, 2, 5, 4, 1

9 1 two 2 one 3 one 4 nine

10 1 No, he isn't. 2 Yes, she is.
3 Yes, they are. 4 No, they aren't

11 1 they are 2 they aren't

12 1 e 2 d 3 b 4 c 5 a

13 1 hopscotch 2 climbing

- 3 hide and seek 4 tag
5 jump rope

14 ss (x2), z (x2), zz (x1)

15 1 zz 2 ss 3 z 4 ss

16 1 a 2 c 3 b

- 18 1 running (This is exercise.)
2 reading (This isn't exercise.)
3 washing (This isn't exercise.)
4 eating (This isn't exercise.)
5 swimming (This is exercise.)
6 catching (This is exercise.)

- 20 1 (girl singing) 2 (boy throwing ball)
3 (girl catching ball) 4 (children skating)
5 (boy jumping rope)

- 1 isn't 2 throwing
3 catching 4 aren't
5 jumping

Checkpoint Units 7-9

- 1 1 (on table)
2 (in front of table)
3 (next to blocks)
4 (on hand of boy in purple T-shirt)
5 (on table)
6 (on table)
7 (on table)
8 (girl in pink T-shirt)
9 (boy in red T-shirt)
10 (boy in blue and green T-shirt)

2 a bike, a game, a puppet

Unit 1, Extra Grammar Practice

- 1 1 It's 2 is, It's
3 What, It's 4 it, It's
5 What, is, It's 6 is, it, It's

2 chair

Unit 2, Extra Grammar Practice

- 1 1 have, d 2 have, a 3 have, e

- 4 have, b 5 have, c

Unit 3, Extra Grammar Practice

- 1 1 Yes, she does. 2 No, she doesn't.
3 Yes, she does. 4 No, she doesn't.
5 No, he doesn't. 6 Yes, he does.
7 No, he doesn't. 8 Yes, he does.

2 1 nose 2 hair

Unit 4, Extra Grammar Practice

- 1 1 She's wearing 2 She's wearing
3 She's wearing

2 (Student colors the clothes in the assigned colors.)

Unit 5, Extra Grammar Practice

- 1 1 He's 2 She's 3 He's 4 She's

2 1 living room 2 kitchen

Unit 6, Extra Grammar Practice

- 1 1 d 2 c 3 a 4 b

- 2 1 He's, running 2 They're, eating
3 She's, swimming 4 It's, sleeping

Unit 7, Extra Grammar Practice

- 1 1 cake 2 an apple 3 pizza 4 juice

2 1 have, c 2 has, d 3 have, b 4 has, a

Unit 8, Extra Grammar Practice

- 1 1 Where are, c 2 Where's, a 3 Where are, b

2 1 in 2 under 3 on

Unit 9, Extra Grammar Practice

- 1 1 is 2 isn't 3 aren't 4 are

- 2 1 Is; No, she isn't.
2 Is; No, he isn't.
3 Are; Yes, they are.
4 Are; No, they aren't.

WORDLIST

Welcome unit

Greetings and introductions

hello	a
goodbye	a
thanks	c
welcome	a

Classroom language

clap (your hands)	d
point to (the door)	d
raise (your hand)	d
sit down	d
stand up	d
turn around	d

Other

class	a
student	c
teacher	c

Useful language

How are you?	c
I'm fine.	c
What's your name?	a

Unit 1

Greetings and introductions

good morning	5
--------------	---

Classroom language

good	6
let's start	5
look	6
open (your book)	5
pick up (your pen)	5
say (the words)	5
write	5

Classroom objects

backpack	4
book	4
chair	4
crayon	4
desk	4
eraser	4
marker	4
pen	4
pencil	4
ruler	4

Colors

blue	4
color	6
green	4
red	4
yellow	4

Numbers

one	10
two	10
three	10
four	10
five	10
six	10
seven	10
eight	10
nine	10
ten	10

Countries

China	11
Kenya	11
The United States of America	11

Being polite

please	13
thank you	13
you're welcome	13

Unit 2

Family members

brother	16
father	16
family	17
grandfather	16
grandmother	16
me	16
mother	16
sister	16

Other

boy	22
girl	22
help	22
man	22
name tag	23
photo album	18
popular	23
woman	22

Unit 3

Body parts

arm	28
body	28
ear	28
eye	28
finger	28
feet	29
foot	28
hair	28
hand	28
head	28
leg	28
mouth	28
nose	28

toe	28
Size	
big	28
long	28
short	28
small	28

Senses

hear	34
see	34
smell	34
taste	34

Colors

black	35
brown	30
orange	35
purple	35
white	35
yellow	35

Countries

Brazil	35
Ireland	35
South Africa	35

Keeping clean

dry (your hands)	37
rinse (with water)	37
wash (with soap)	37

Other

teddy bear	30
------------	----

Unit 4

Clothes

blouse	44
boots	44
dress	44
gloves	44
hat	44
jacket	44
pants	44
shirt	44
shoes	44
shorts	44
skirt	44
socks	52
T-shirt	44

Adjectives

favorite	44
funny	47
new	45
old	45
traditional	53

Weather & locations

cold	50
desert	50
dry	50
hot	50
jungle	50
mountains	50
wet	50

Color

purple	46
--------	----

Other

traditional	53
useful	51

Unit 5

Home activities

brushing (my teeth)	56
cleaning (his room)	65
combing my hair	56
doing homework	60
drawing	56
drinking	56
drying (the dishes)	65
eating	56
making (lunch)	56
playing	56
reading	56
taking a bath	56
talking (on the phone)	56
washing (the dishes)	56 (65)

Rooms of the house

bathroom	60
bedroom	60
dining room	60
kitchen	60
living room	60

Shapes

circle	62
--------	----

rectangle	62
square	62
triangle	62

Places to live

apartment	63
home	58
houseboat	63
lighthouse	63
yurt	63

Unit 6

Animals

cat	68
chicken	74
cow	68
dog	68
duck	68
frog	68
goat	68
hen	68
horse	68
sheep	68
turtle	68

Action words

eating	68
flying	68
jumping	68
running	68
sleeping	68
swimming	68

Baby animals

calf	74
chick	74
kitten	74
puppy	74

Countries

Australia	75
Greece	75
Japan	75

Looking after animals

brushing	77
feeding	77
playing	77
walking	77

Unit 7

Food

apple	84
cake	84
candy	91
chicken	86
chips	90
chocolate	90
cookies	90
fries	90
fruit	84
grapes	84
hamburger	84
hot dog	84
ice cream	84
juice	84
milk	84
orange	84
pasta	86
pie	91
pizza	84
salad	84
salt	90
sandwich	84
soup	91
sugar	90

Days of the week

Monday	87
Tuesday	87
Wednesday	87
Thursday	87
Friday	87
Saturday	87
Sunday	87

Celebrations

Birthday	93
Father's day	93
New Year's day	93

Useful language

What day is it today?	86
Today is (Monday).	86
Happy birthday!	88
Happy New Year!	93

Adjectives

salty	90
sweet	90

Unit 8

Toys

action figure	96
plane	96
ball	96
bike	96
blocks	96
cars	96
doll	96
game	96
kite	103
puppet	96
stuffed animal	96
train	96
skates	96

Furniture

bed	107
chair	106
couch	99
desk	107
shelf	100
table	100
toy box	97
washing machine	100

Numbers

eleven	102
twelve	102
thirteen	102
fourteen	102
fifteen	102
sixteen	102
seventeen	102
eighteen	102
nineteen	102
twenty	102

Other

cool	103
count	102
kite	103

Unit 9

Action words

catching	108
dancing	108
hitting	108
jumping rope	108
kicking	108
riding	108
running	108
singing	108
skating	108
throwing	108

Games and activities

climbing	114
hide and seek	114
hopscotch	114
jumping rope	114
tag	114

Adjectives

different	115
same	115
tired	110

Other

exercise	117
paper	115
rock	115
scissors	115
take care	117

International Phonetic Alphabet

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IPA Symbols

Consonants

/b/	baby, club
/d/	down, today, sad
/f/	fun, prefer, laugh
/g/	good, begin, dog
/h/	home, behind
/k/	key, chocolate, black
/l/	late, police, mail
/m/	may, woman, swim
/n/	no, opinion
/ŋ/	angry, long
/p/	paper, map
/r/	rain, parent, door
/s/	salt, medicine, bus
/ʃ/	sugar, special, fish
/t/	tea, material, date
/θ/	thing, healthy, bath
/ð/	this, mother, bathe
/v/	very, travel, of
/w/	way, anyone
/y/	yes, onion
/z/	zoo, cousin, always
/ʒ/	measure, garage
/tʃ/	check, picture, watch
/dʒ/	job, refrigerator, orange

Vowels

/ɑ/	on, hot, father
/æ/	and, cash
/ɛ/	egg, says, leather
/ɪ/	in, big
/ɔ/	off, daughter, draw
/e/	April, train, say
/i/	even, speak, tree
/o/	open, close, show
/u/	boot, do, through
/ʌ/	of, young, sun
/ʊ/	put, cook, would
/ə/	about, pencil, lemon
/ə-/	mother, Saturday, doctor
/ɜ-/	earth, burn, her

Diphthongs

/aɪ/	ice, style, lie
/aʊ/	out, down, how
/ɔɪ/	oil, noise, boy

The English Alphabet

Here is the pronunciation of the letters of the English alphabet, written in International Phonetic Alphabet Symbols.

a	/e/
b	/bi/
c	/si/
d	/di/
e	/i/
f	/ɛf/
g	/dʒi/
h	/eɪ/
i	/aɪ/
j	/dʒe/
k	/ke/
l	/ɛl/
m	/ɛm/
n	/ɛn/
o	/o/
p	/pi/
q	/kyu/
r	/ar/
s	/ɛs/
t	/ti/
u	/yu/
v	/vi/
w	/dʌbəlju/
x	/ɛks/
y	/waɪ/
z	/zi/

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14bc (left), windu 44/6, 54/1, wip-studio 77/4, xalanx 77/1, Tetiana Zbrodtko 96/10, 106/25 5, Ziablik 96/11, 106/25 4, Joanna Zielinska 108/8, 113 (a), 118 (e), 120/5 (left); **Getty Images:** Paul Bradbury 56/3, 66/4, 80/3 (top right), Digital Vision 56/9, 61/3 (right), 66 (d), 66/2, Fuse 56/8, 66/3, sdominick 28r, 38bc (left), 38br, 40/5; **Pearson Education Ltd:** Studio 8 56/10, 96/6, 114tl, Trevor Clifford 5l, 5r, 9l, 9r, 11b, 17bl, 17br, 21/3 (left), 21bl, 21br, 29l, 29r, 33/1 (left), 33/1 (right), 33bl, 33br, 35bl, 35br, 39tl, 39tr, 39bc (left), 40/6, 45bl, 45br, 51bl, 51br, 53cl, 53cr, 57bl, 57br, 61bl, 61br, 63bl, 63br, 65b, 69bl, 69br, 73l, 73r, 75b, 77bl, 77br, 85bl, 85br, 89l, 89r, 91b, 95l, 95r, 97bl, 97br, 101l, 101r, 103bl, 103br, 105l, 105r, 107l, 107r, 109bl, 109br, 113bl, 113br, 117bl, 117br, 119tl, 119tr, welcome bl, welcome br, welcome d/1, welcome d/2, welcome d/4, welcome dtl; **PhotoDisc:** Tony Gable. C Squared Studios 34 (c); **Photolibary.com:** Image Source 108/5; **Shutterstock.com:** 3445128471 84/11, 120/1 (bottom), Bragin Alexey 90 (sweet), 90/1, all_about_people 56/2, 66bl, Amazingmika 33/4 (right), AnetaPics 79/2, Anneka 74/2, 78 (a), Arvind Balaraman 85tl, Gyorgy Barna 56/11, 61/2 (left), 67bc (left), Chris Bence 84/7, 91 (pizza), 94 (Friday), Ingvar Bjork 4/3, 14bl, 40/2 (bottom), Mihai Blanu 118 (a), BlankaB 75 (Australian flag), Brenda Carson 84/12, 94 (Wednesday), byggarn.se 84/6, 94 (Thursday), Catmando 32t, Jacek Chabraszewski 85/4, charnsitr 75 (US flag), chatursunil 38/2 (b), Palle Christensen 90 (juice), Chros 115tr, DenisNata 85/3, Digital Media Pro 34/4, djigs 68/15, 78/2, Dragon Images 53 (b), Elena Elisseeva 118 (f), 120/5 (right), Mike Flippo 106/26 3 (ball), Fotogroove 75 (Japanese flag), g-stockstudio 66 (a), Gemenacom welcome dbl, welcome dbr, gengirl 74br, Volodymyr Goinyk 50/5, Golden Pixels LLC 77/2, gorillaimages 117/3, greenland 108/7, 109/1 (b), Happy person 34 (a), Margo Harrison 96/2, 97 (c), 106/25 1, haveseen 56/5, 66 (c), 80/3 (bottom), Darrin Henry 26/2 (a), Horiyan 84/5, 94bc (left), Mau Horng 94 (Saturday), iko 34bc (left), iofoto 75cr, Eric Isseelee 33/3 (left), 39bc (right), 69tl, 69tr, 79/4 (goat), Jenkedco 91cl (top), Karkas 44/5, 44/8, 44/12, 54/3, 54bc (left), kryzhov 60, Lucie Lang 4/5, 14 (a), 40/1 (top right), Aliaksei Lasevich 50b, Lenkadan 69 (a), 79/1, Lisovskaya Natalia 4/2, 14 (c), 15cr, Alexander Mak 74/3, Makarova Viktoria 68/7, 80/5 (top left), Rob Marmion 11tc, Matt Tilghman 50/7, Vladimir Melnikov 113 (e), 119bc (left), 120/6, michaeljung 26 (c), 45tr, Michael Ninger 68/9, 69 (c), 79/3, 80/5 (top right), Microgen 113 (b), Stuart Monk 63tr, Monkey Business Images 26 (a), 85/2, 113 (f), 119br, Pavel V Mukhin 44/1, 54/2, 80/1 (top left), Amy Myers 108/4, 118 (d), Martin Nemecek 68/3, 69 (b), 78bc (left), 80/5 (bottom), nito 91 (candy), Sergey Novikov 65/3, nrt 84/8, 94 (Monday), Alon Othnay 113 (c), 119bl, M. Unal Ozmen 90 (ice cream), PhotoNAN 44/9, 54br, Marius Pirvu 26/2 (b), PixieMe 23, Alexander Rath 33/2 (right), 39bl, 85tr, Randy Rimland 68/4, Karen Roach 4/9, 14br, 84/3, 91 (ice cream), 94bl, Ruslan Guzov 16, 26b, 40/3, Samokhin 84/13, Sean Locke Photography 115br, Anna Sedneva 69t (oats), 79/4 (oats), Sofarina79 113 (d), 119bc (right), spwidoff 100, Margaret M Stewart 4/6, 14 (b), 15cl, 40/1 (bottom), Sukharevskyy Dmytro (nevodka) 84/9, 94 (Tuesday), swissmacky 38/3 (b), Tatik22 96/9, 106/25 6, taviphoto 72, Tony Taylor 78 (c), Leah-Anne Thompson 108/1, 118 (c), topseller 84/2, 94 (Sunday), 120/1 (top left), Valentina S 68/2, 78bl, viki2win 115bl, VojtechVlk 26/4 (a), Tatyana Vychezhanina 109tr, wacpan 96/4, 97 (b), 106/25 3, 120/3 (top right), wavebreakmedia 8, 20, Kent Weakley 91cr (top), YanLev 26 (b), Kisialiou Yury 34 (d), Zurijeta 65/1, 117/2; **Sozajiten:** 75/4; **SuperStock:** 34/3, Blend Images 38/3 (a), 45tl, 49l, 79bl, 80/2 (left); **www.imageource.com:** 75 (Greek flag)

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