



Nguyễn Thanh Bình (Chủ biên)
Đỗ Thị Kim Thanh

TIẾNG ANH 2



EXPLORE OUR WORLD

SÁCH GIÁO VIÊN



**NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH**



**NATIONAL
GEOGRAPHIC
LEARNING**

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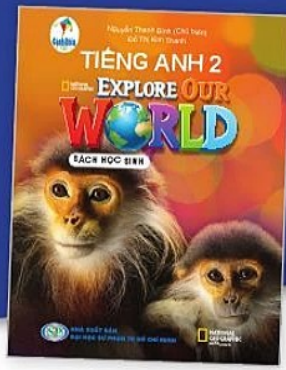


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Walk-through



UNIT OPENER

The Unit Opener uses high-interest photographs to engage students, present the unit theme, and provide opportunities for speaking and listening.

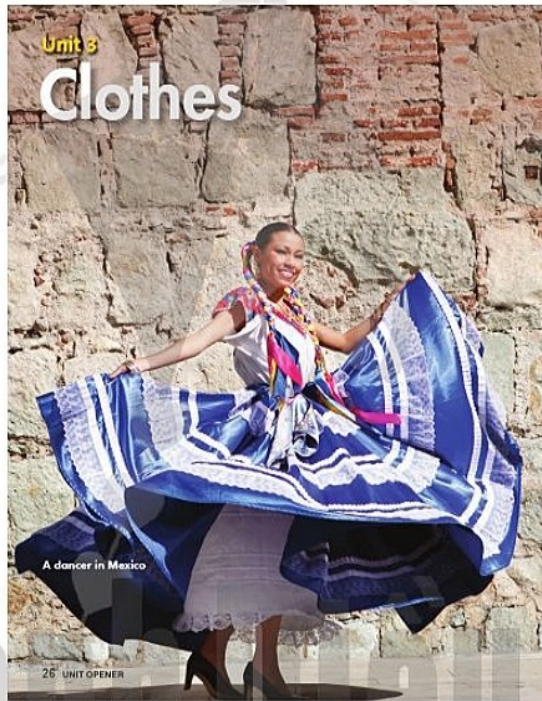


Image captions provide useful cultural and geographic information for teachers.

RESOURCES

Sách Giáo viên (Lesson Planner)

The **Lesson Planner** provides everything needed to successfully plan, teach, and supplement lessons, including:

- a detailed scope and sequence
- explicit instructions on how best to develop students' awareness of vocabulary, language, content concepts, and pronunciation
- answer keys and audio scripts for all activities in the Student Book and Workbook

VOCABULARY

Target vocabulary is presented visually, using photographs and illustrations, to create interest and enhance retention.

1 Listen and point. TR: B35

2 Point and say.

		
bananas	bread	milk
		
cookies	water	orange juice
		
rice	chicken	noodles

VOCABULARY 17

1 Listen and point. TR: B47

2 Point and say.

		
a coat	a hat	a dress
		
pants	a shirt	shoes
		
shorts	a skirt	socks

VOCABULARY 27

All target language is recorded in the audio program to help students practice pronunciation.

Cánh Diều

LANGUAGE USE/CONTENT CONCEPTS

Language models provide students with contexts for practicing the vocabulary in sentences and short dialogues.

3 Listen and circle. TR: B36

4 Listen and say. Talk. TR: B37

I like noodles.
Do you like noodles?

No, I don't like noodles.

5 Stick. Talk.

6 Listen and point. Say. TR: B38

a circle a square

7 Listen and color. TR: B39

1. 2. 3.

8 Listen and say. TR: B40
Read the sentences.

15
fifteen He wants 15 yellow bananas.

16
sixteen You have 16 cookies.

9 Listen. Count and say. TR: B41

10 Make the cards. Listen.
Put the cards in order. TR: B42

Concepts such as colors, numbers, and shapes are introduced visually, and reinforced through listening and speaking activities.

Sticker activities in each unit provide reward, motivation, and interactive practice.

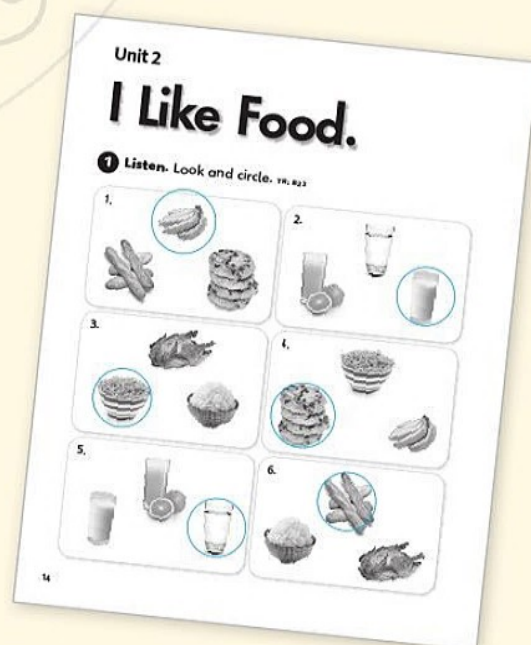
RESOURCES

Workbook

The **Workbook** contains activities that reinforce and consolidate Student Book instruction, and include listening, speaking, and writing.

The **Workbook** includes:

- 6 pages of skills practice and activities for each unit
- Unit Review sections
- English pronunciation practice



THE SOUNDS OF ENGLISH/STORY

The Sounds of English activities introduce students to pronunciation. A phonics activity allows young learners to learn more about the connections between spoken sounds and written letters or letter combinations.

A unit chant supports the theme and incorporates target language and sounds. The rhythm of each chant makes it easy to learn and remember.

11 Listen and say.
Listen again, trace and write. YR: B43 and B44

1. **Cc Hh → Ch**
chicken chick n

2. **Rr** water ate

3. **Nn** noodles d s

12 Listen and chant. YR: B45

*I like chicken.
I like rice.
I like noodles.
They're so nice!*



13 Listen to the story. Then read. YR: B46

A Picnic

14 Do you like the story? Circle.

☐ ☐ ☐

20 THE SOUNDS OF ENGLISH STORY 21

Each unit ends with a four-panel original story, engaging students with colorful illustrations and audio. The story incorporates target language and develops students' readiness for reading.

TEACHING WITH *EXPLORE OUR WORLD*

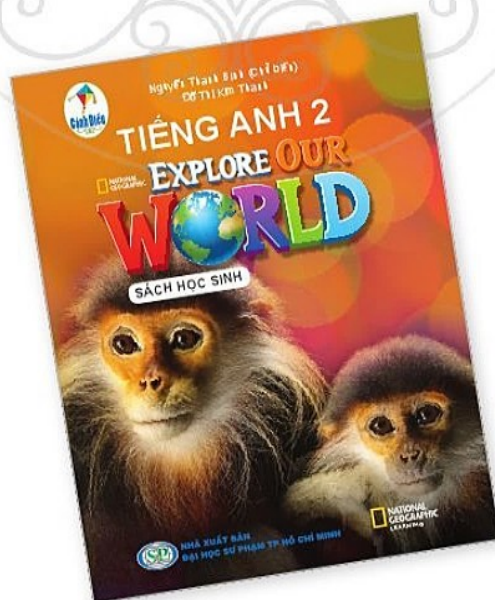
Introduction

Explore Our World, a primary series from National Geographic Learning, uses real-world content, stunning photographs, and a variety of digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. *Explore Our World* is unique in the way it brings the real world, with all its beauty and diversity, into the English language classroom.

Explore Our World Philosophy

The *Explore Our World* series reflects key concepts and principles of English language teaching and learning.

- Children learn through a process of constructing meaning. They are active learners who try to make sense of their world through interaction in personal, social, and academic contexts. As they do, they gradually modify their understanding of how both the world and language work.
- Activities designed for young learners must provide multiple opportunities for understanding and construction of meaning at a level appropriate to the emotional and intellectual stages of children's development.
- Children learn effectively when they are challenged just one step beyond their current stages of cognitive and language development. They most often need support from a knowledgeable person at this time to successfully understand and incorporate new information.
- Goal-oriented learning contributes to young learners' success. In addition to the larger goals of educating children to be responsible global citizens in the 21st century and to be knowledgeable and caring stewards of our planet, providing explicit goals for language learning helps learners understand the purpose of the activities they carry out. Young learners then have the opportunity to compare their outcomes to the original goals which is important in judging their own progress.



- Learning about the world through theme-based teaching benefits young learners. Different topics provide informational structure and a meaningful basis for exploration through a variety of language learning tasks. Children's learning is enriched through activities that expand their knowledge of the world and its cultures, people, and places.

- Addressing the needs of the whole child in the language class includes attention to learning styles, learning strategies, critical thinking skills, 21st century skills, and universal cultural values.

- In order to accurately evaluate students' progress, assessment of young learners must go beyond traditional paper-and-pencil tests. Multiple opportunities for concept checking and performance assessment provide different ways to determine students' depth of learning. Young learners benefit from peer- and self-assessment.

Explore Our World Content

The *Explore Our World* series uses real world and multicultural content to help young learners grow up to become successful global citizens. Dramatic photos from around the world spark students' curiosity and broaden their perspective by teaching them about the planet and different cultures. With authentic images and content, students explore other people, places and societies and learn to care about our fascinating and ever-changing world. As young learners move up through the series, their increased understanding of the world and their ability to communicate in English across cultures will help them be better prepared to actively and successfully participate in the world of the future.

It is also important to connect young learners to their home culture and school culture in the English language classroom. Making connections to the local culture will help young learners relate to the content and build a stronger understanding of themselves and their place in the world. In addition, learning to express aspects of their own culture

in English is another step toward effectively using English as a global language. *Explore Our World* helps young learners appreciate their own culture and encourages them to keep their culture strong.



Characteristics of Young Learners

In order to teach young learners successfully, it is important to understand how children develop and how they learn. Effective materials reflect children's gradual growth in ability in the areas of gross and fine motor skills, language, cognition, and socialization. Children of different ages have different levels of development, and it is important that teachers use methods and activities that are appropriate in terms of their students' abilities.

In general, children are very energetic and spontaneous. They do not like to sit still for long periods of time and they have short attention spans. Although they can be easily distracted, they are very curious and will pay attention if the topic is interesting or if the activity is fun and engaging. Although these characteristics can make teaching children challenging at times, they can also make the young learner classroom joyful and rewarding. *Explore Our World* keeps learners active and engaged by using developmentally appropriate activities that cater to their learning profiles.

Learning Styles

Children tend to process information about the world primarily through their senses. The sensory learning styles are visual, auditory, tactile, and kinesthetic.

• *Visual learners*

Visual learners notice the details of their surroundings and use color, shape, and position to help them learn and remember information. They understand instructions for activities much better when they are shown, rather than told, what to do. Visual learners respond well to board work, and to activities involving photos, drawings, picture cards, posters, video, arts and crafts, murals, projects, puzzles, and board games.

• *Auditory learners*

These students learn and remember information through sound and rhythm. They can memorize information easily and repeat back the text of stories, role plays, and songs and chants after

one or two chances to listen to the information. They understand oral directions for activities and often will agree to act them out or repeat them for other students. They do well with listening and pronunciation activities, and enjoy discussions, sound tracks, video and computer games, songs, and chants.

• *Tactile learners*

As the word *tactile* indicates, these learners use touch and the manipulation of objects to help them process and remember information. They depend on their physical and material surroundings. For example, when they are trying to concentrate, they may tap pencils or play with their hair. To understand instructions, they need to see, hear, and physically carry them out. Tactile learners do well with arts and crafts, picture cards, puzzles, board games, and real objects.

• *Kinesthetic learners*

These students process and remember information through physical movement. Like tactile learners, they also touch and manipulate objects, and they are good at working with their hands. They understand directions for activities much better when they can see, hear, and physically carry them out. They need to release tension through movement, and will look for ways to do so—going to the pencil sharpener or trash basket several times, for example. Kinesthetic learners do well with Total Physical Response (TPR) activities, charades, role plays, puzzles, and board games.



Skills and Strategies

Learning Strategies

Learning strategies are generally defined as behaviors that learners use to understand and complete a task. Instruction in the use of learning strategies can benefit children as well as adults. As described by Ana Chamot and Michael O'Malley,¹ these strategies fall into three categories: *metacognitive*, *cognitive*, and *social-affective*.

- Metacognition is “thinking about thinking.” For young learners, this means helping them plan before doing a task. They need to think about the purpose of the task, what information is most important, how they will use the information, what the best way to do the task is, and how much they understand about the task.

- Cognitive strategies include accessing prior knowledge about the topic, seeing how the new information connects to the material the student already knows, identifying where more information could be accessed, thinking of good ways to organize the material, and identifying ways to remember the new information.

- Social-affective strategies are especially useful in language classes, as language is social by nature. In English, young learners can ask for explanations from teachers and classmates, find out how and when they can ask for help, discuss how they can work together with classmates, and how they can get and give feedback.

Critical Thinking Skills

Critical thinking is a higher order of thought that involves analyzing, evaluating, and synthesizing information. In many young learner classrooms, teachers' questions are limited to basic comprehension questions (What is the story about? Is it a happy or sad story?) and to display questions (Is the lion eating or drinking?) Even though children under the age of ten have not yet developed analytical abilities, teachers can nevertheless encourage and model simple forms of predicting, classifying, comparing, contrasting, ranking, sequencing, and summarizing.

¹ The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach, by Anna Uhl Chamot & J. Michael O'Malley, ©1994, Longman

Creating Successful Lessons

Effective teaching begins with a lesson plan. It is like a road map for a trip, and the final destination or goal cannot be reached without carefully planning each stop along the way. These stops help learners reach the lesson objectives successfully, which is the final destination of the trip teachers and students are taking together. A good lesson plan has many benefits. It helps teachers prepare for class, including gathering or creating the materials needed to bring to class to make activities successful. It lays out step-by-step instructions that provide a guide for every moment in class. But most importantly, it requires teachers to define objectives for the lesson and plan activities in a sequence that will ensure student success.

Stages of a Lesson

Explore Our World uses six steps recognized as the standard for effective language instruction: Warm Up, Present, Practice, Apply, Extend, and Wrap Up.

- **Warm Up**

These activities help English language learners switch from their native language to English, help them remember material from earlier lessons, and help them begin class feeling confident about what they know. Warm up activities create interest and excitement about the topic and prepare learners for the new language input. In *Explore Our World*, students transition from their native language to thinking in English using the *English Time* chant.

English Time

English, (clap) English, (clap)
English (clap) today! (clap, clap)
English, (clap) English, (clap)
Hip, hip, (clap) hooray! (clap, clap)

After the chant, students are ready to engage in English with a beginning activity that generally reviews material from previous units and lessons. Teachers use short games to recycle vocabulary, structures, content concepts, or the sounds of English.

- **Present**

After students warm up, it is time to present the new language. This means teaching new vocabulary words, language models, or content concepts through visuals, realia, or examples. Teachers should take time on this step and provide numerous activities to give lots of meaningful listening input. This will help students gain comprehension of the new language. The *Explore Our World* Lesson Planner suggests multiple activities to present and check comprehension of language to support the activities in the Student Book.

- **Practice**

An important step in the process of learning, practice focuses on students' first efforts to use the new language. For young learners, especially beginners, the practice is guided, meaning that the students are given the structures and vocabulary needed to produce the language. Students are not yet expected to create the language independently. Of course, the goal is to give learners plenty of opportunities to try out the new language in order to prepare them for real communicative contexts. The Lesson Planner provides plenty of suggestions for providing additional support and guidance for the practice stage.

- **Apply**

Applying the new language in a communicative context is a natural step after practice, because it encourages students to act more independently with the language they have practiced previously with more guidance and support. At this stage students should be able to use the new language in a realistic context and to personalize the language with respect to their own lives. Application will further develop students' ability to use language communicatively. The Lesson Planner provides suggestions to help teachers carry out the *Apply* activities successfully.

- **Extend**

Extend activities are additional communicative activities that help students use the new language in realistic contexts and personalize the language. This step is important in that it stretches students' ability to communicate in more authentic situations. These are activities that are not in the Student Book and provide additional opportunities for real communication in the classroom among students.

- **Wrap up**

Concluding the lesson or class with a final activity is always important, as students need to leave the class knowing that they have completed an activity and learned something. This might be a worksheet, a game, or a chant. The *Explore Our World* Lesson Planner provides wrap-up activities for each class, as well as *The Goodbye Chant*.

The Goodbye Chant

Good work, class.
Hip hip, hooray!
Goodbye for now.
Have a nice day!

Lesson Adjustments

Teachers keep in mind many different elements as they plan their lessons. They identify their objectives and match appropriate activities to them. They plan how they will use their physical space and seating arrangements for individual, pair, and group work. They collect the materials and equipment they will need. They think about time management and pacing. But no matter the plan, teachers know to expect the unexpected as the day's lesson unfolds.

In a classroom full of children, there are many factors teachers cannot control. Successful teachers learn to be creative so that they can adapt to unplanned events, whether they be a surprise fire drill, equipment failure, or student behaviors. This includes adjusting instruction based on students' unique personalities, their mood swings, their varied interests, and their diverse personal, cognitive, and emotional needs.

In mixed-ability classes, for example, teachers may have to spend more time with some students than with others. When this is the case, they have ready a number of other activities for the rest of the class to do. These may include starting homework in class, or choosing something from an activity box that includes worksheets, puzzles, board games, vocabulary cards, comic books in English, and class-produced books. In the *Explore Our World* Lesson Planner, teachers have many different activities to choose from, including the *Extend* activities that are not in the Student Book.

Successful Activities

- **Activities have meaning and purpose**

Activities for young learners should be, above all, meaningful and purposeful. Engaging students in authentic and meaningful contexts helps them recognize and remember language patterns. As Lynne Cameron wrote, "... children see the foreign language 'from the inside' and try to find meaning in how the language is used in action, in interaction, and with intention, rather than 'from the outside' as a system and form".² So, instead of presenting language as isolated grammar structures to be analyzed, teachers do well to present language in meaningful contexts. They make sure to provide plenty of opportunities for students to practice the language through both repetition and recycling, and to give students a real purpose to communicate with each other in English.

- **Activities are supported and scaffolded**

Scaffolding is used to describe the exterior support structure around a building under construction. When the building is finished, the scaffolding is taken away and the building stands on its own. In the same way, teachers have to provide scaffolding to students in order to help them construct knowledge and learn language effectively. *Explore Our World* sets students up for success by supporting and scaffolding the learning process. It is important to break tasks down into small, achievable steps and give students a model to follow. *Explore Our World* teaches language step by step, but the teacher still needs to take the

time to make sure students have plenty of ways to show their comprehension of the new language.

- **Activities are engaging and hands-on**

Explore Our World materials promote an active and hands-on classroom. Because many students are kinesthetic learners and like to move their bodies and move around the room, it is important to keep instruction physically active. Students generally like to learn by touching and manipulating objects. In other words, students typically learn by doing. They need to be active and have many hands-on activities that encourage them to interact with objects and visuals. If possible, bring in real objects and incorporate projects that allow students to produce their own creations that further the learning process. Doing artwork, crafts, posters, and projects are great ways for learners to be active and make things with their own two hands.

- **Activities are enjoyable and interesting**

To teach young learners effectively, a language class needs to be enjoyable and interesting. The photographs and artwork in *Explore Our World* will capture students' attention and interest. There is a chant in each unit, as well as pair work, a game, and a story, all of which will engage students in the lessons.

Repetition and Recycling

Teachers should provide plenty of opportunities to practice the language. Using repetition and recycling is important when working with young learners. If children are interested in a story or chant, they will ask to hear it again. Repeating is a natural part of children's learning process. *Explore Our World* provides plenty of opportunities for meaningful repetition. Students will get the chance to hear, repeat, and use both vocabulary and grammar multiple times. Recycling happens within a unit and also across units to help with retention.

² Cameron, L. (2003) Challenges for ELT from the expansion in teaching children. *ELT Journal*, 57(2), 105-112

Classroom Management

As teachers everywhere know, no real learning can take place without a well-managed classroom. Teachers of young learners need to develop a plan for managing their own classroom that will keep students engaged and on-task, and avoid giving them opportunities to get distracted or out of control. Expectations of what proper classroom behavior is can vary from culture to culture, but in all cases, effective classroom management goes beyond dealing with misbehavior only. Many aspects of teaching can affect the behavior of students in the classroom.

- **Time**

Effective teachers use their class time carefully. They plan the time it takes to greet students and start the class, the duration of each activity, the time spent between activities, the time it takes for student breaks, and the time it takes to assign homework and end the class. They also reserve five minutes or so as extra time to be used as needed during the class. In addition, they keep in mind what is known as “wait time,” the amount of time the teacher waits for a student to answer a question. Some teachers count to ten slowly and silently, while others use a watch to allow from three to five seconds. This helps students formulate better quality responses.

- **Activities and transitions**

It is important to have ready all the materials needed for each activity before class so that young learners don't have time to get restless. Resources and materials necessary for the lesson are clearly listed in the yellow panel at the beginning of each lesson in this Lesson Planner. Activity instructions are another area that can require advance planning. To keep students' attention, it is a good idea to read all activity instructions before class so that there is time to simplify them and provide a model for learners if necessary.

Moving smoothly from one activity to another requires planning transitions. For the youngest learners, this could be a *Transition* chant, visual cues such as a teacher-held stop sign or flipping the light switch on and off three times, or auditory cues such as a whistle or bell. If the previous activity has involved movement, a useful transition to the next activity can be having students close their eyes and rest their heads on their hands for a minute. If the previous activity has been concentrated seat work, a useful transition to the next activity can be having students stand by their desks and “shake out” their hands and legs, or having them jump up and down a few times.

Transition Chant

We are done.
That was fun.
Now let's do
another one.



- **Classroom rules**

The establishment of rules in the young learner classroom is particularly important because students need rules to function successfully. Teachers need to communicate these rules clearly and simply, and make sure they are consistent in enforcing them, with age-appropriate rewards and sanctions. When possible, allow students to help create the rules and consequences. The teacher and students may come up with rules such as *Be quiet when someone is talking*, *Raise your hand to talk*, *Be kind to others*, *Work hard*, *Share*, and *Cooperate*. Display the rules on a poster on the classroom wall. The youngest learners can learn a song or chant about the rules.

- **Classroom routines**

Equally important is the establishment of predictable routines. Young learners feel secure when they know what to expect during different stages of the lesson. Routines help them to organize and prepare to learn in English. Common routines include starting the class with a greeting, designating the day's classroom helpers, taking attendance, naming the day and date, establishing objectives, checking homework, dividing the class into pairs or groups, cleaning up the room, assigning homework, and ending the class.

- **Classroom atmosphere**

Effective teachers take care to build a fair, safe, and supportive classroom climate. As supportive adults, rather than friends, they aim for positive relationships with all their students and consciously avoid favoritism. They have high but reasonable expectations and model the values they hope to inspire in their students—kindness, patience, fairness, and respect.

The 4 Skills: Listening, Speaking, Reading, and Writing

The *Explore Our World* series provides multiple opportunities for young learners to develop all four skills in a balanced and age-appropriate way. Students at the lower levels primarily focus on listening and speaking, with appropriate exposure to beginning aspects of reading and writing.

Listening

Young children learn about other people and the world around them primarily through oral interaction. In the classroom they benefit from multiple opportunities to listen to and practice routine language, vocabulary, basic structures, and patterns. And while practicing listening and speaking together is very important, so is a focus on listening-only activities. Some of these activities develop students' discrimination of sounds, words, and sentence boundaries, while others focus on stress, rhythm, and intonation. Stories and chants are a natural and fun way to practice, too. The Workbook includes a variety of listening activities as well.



Speaking

Listening and speaking interactions are the communicative foundation for language learning. Question and answer exchanges, whether between teacher and student or between student and student, play an important part in the classroom. At first, young learners will rely on modeled language in their exchanges, but it is also important to introduce opportunities for personalized, authentic language use as soon as possible. Gradually move away from display

questions (to which students provide already known answers, to show their comprehension such as *What color is your hair?* and *How many animals do you see?*) to authentic communication (questions to which the answers are not yet known, such as *Do you have a brother?* and *Do you like stories?*) The more relevant the language is to learners' lives, the more meaningful and memorable it becomes.

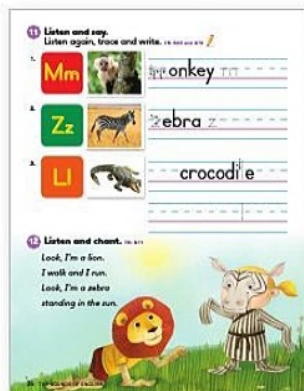
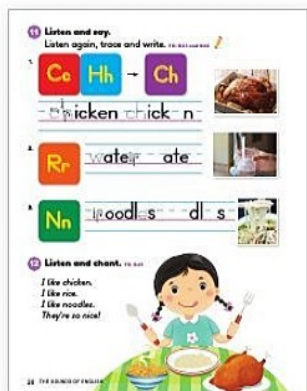
Reading

A unique feature of the *Explore Our World* series is the use of engaging content from the world-renowned National Geographic archives, incorporated in nonfiction readings that begin in Grade 3. But even students at the lower levels are introduced to simple fictional stories they appreciate hearing and repeating. An age-appropriate story is included in each unit, which exposes students to concepts such as reading from left to right, using visuals to understand context, and story conventions.



Writing

At the lower levels, students learn how to shape the letters of the alphabet and the numbers one through twenty.



Younger learners are systematically introduced to writing where they learn to write letters and numbers in the early grades, before they move on to working at the word level, to completing sentence stems, and finally to writing simple sentences. Students draw and then write about their drawings. In Grade 4, young learners are guided to organize and write short paragraphs through answering specific questions. In Grade 5, students learn about compound sentences, descriptive words, the parts of a paragraph, complex sentences with *because*, and sequence words. In Grade 3–5, a page in each Workbook unit provides additional writing practice.

A complete model is provided for each writing task in each unit in Grades 3–5, so that learners have clear, meaningful examples of what they are expected to do. When they are finished, writers read their work to classmates, who listen actively to fill in a chart or take notes. Students should be encouraged to give constructive criticism when applicable, pointing out something they liked, something they found confusing, or something they wanted to know more about.

Teachers may want students to create individual writing portfolios for evaluation purposes. A writing portfolio is a file or folder of each student's written work, assembled over a period of time. It contains final drafts of assignments, but it may also contain samples of work in other stages of the writing process, such as word maps, outlines, research cards, rough drafts, letters, poems, copies of group-produced work, and inspirational images. The teacher, together with the student, reviews selected work and comments on the student's writing progress.

Vocabulary, Content Concepts, and Language Use

Explore Our World helps develop vocabulary through a variety of activities that encourage communication. The target vocabulary items in each unit are presented in thematically related, meaningful contexts, and then recycled several times in different activities and in different components. Active vocabulary consists of words necessary to understand and talk about the unit theme, as well as high-frequency, high-utility items used in real communication relevant to the world of the child. For example, for younger learners at the lower levels, many items are related to concepts they are exploring in their first language, such as colors, shapes, and numbers. For older learners, vocabulary items are related to their own lives (habits, chores, likes and dislikes), to their relationships (as family members, as friends, as members of the community), and to their studies at school (science, health, language arts, social studies, sports).



Encourage students' active involvement in vocabulary learning through the use of pictures, flashcards, posters, arts and crafts, kinesthetic games, projects, personal dictionaries, word mobiles, and word walls. Younger learners in particular benefit from visuals and hands-on activities. For older students, when applicable, raise learner awareness of vocabulary strategies such as paraphrase and circumlocution ("the thing you cut paper with," for *scissors*), and familiarize students with the concept of cognates and false cognates. To clarify meaning, encourage word associations, and teach word collocations such as *have + noun*: *have a good time*, *have breakfast*,

have a flat tire, *have a toothache*, *have a quiz*. Have students keep vocabulary notebooks in which they write definitions, use words in sentences, develop word maps, note collocations, and build word families (*photo*, *photograph*, *photographer*, *photographic*, *photographically*, etc.). When appropriate, raise awareness of word formation through prefixes and suffixes.

Explore Our World presents grammar in age-appropriate, meaning-based ways. Because their analytical skills are not yet fully developed, younger learners gain little from analyzing forms and memorizing rules the way many adults do. They benefit more by seeing many repetitions of a target grammar point in different meaningful contexts, and by using grammar as unanalyzed "chunks" that help them communicate. Language activities in the Student Books and Workbooks, then, show target points in meaningful sentences that students can use as models for language production. Even students at the lower levels are given the opportunity to engage in dialogues using high-frequency grammatical structures along with recycled vocabulary.

As learners age and develop cognitively, they are invited to notice certain language features and think about how they function. The oldest learners can keep personal grammar reference notebooks in which they have a page for each grammar point, with examples of form, meaning, and use. They can also record their most frequent errors and write a corrected version of each one in their notebooks.



Grammar practice in the Student Book is supported by additional activities in the Workbook.

Assessment

In the last decade there has been growing interest in the assessment of young learners. Educators around the world are becoming more aware of the need to address the particular challenges that arise in the assessment of language learners between the ages of five and twelve. Because of their age, level of maturity, limited range of experience, and cognitive, linguistic, and literacy development, young learners need carefully designed assessment tasks that they can perform either individually or with other children.

Students are exposed to many different types of tests in their classrooms and to a growing number of external standardized tests as well. In addition to the elements common to any test, young language learners must understand, think, and display their knowledge in another language. Because of this additional challenge, it is extremely important that tests meet the following criteria.

- Tests should mirror learning; that is, the material actually taught in class is what is assessed. They should reflect the goals and objectives of the curriculum and provide children with the opportunity to demonstrate what they know and what they can do with the language in tasks and formats that are similar to the ones they have experienced in class. For example, if young learners are taught English orally through picture cards, chants, dialogues, stories and games, then they should be tested in the same ways.

- Tests should contribute to learning on the teacher's part as well as on the students' part. Test results should provide teachers with information on which to base subsequent instruction, especially modifications that are needed for some or all students. And of course the results should provide information to learners on their current strengths and weaknesses and progress in learning English.

- Tests should include a variety of techniques that correspond to learners' different intelligences and learning styles. That is to say, tests should provide opportunities for learners who are not primarily linguistically, logical-mathematically, or spatially inclined but rather demonstrate other types of intelligences or learning styles. All learners should have multiple chances to demonstrate their skills, strategies, and knowledge.

- Tests should be contextualized and reflect relevant tasks and language for young learners. Assessment items are more authentic when they reflect a previously taught theme or body of content, and when the language tested is that used by young learners in class and their real lives.

- Tests should allow all learners to experience success, while providing both lower than average learners and advanced learners opportunities to demonstrate their knowledge. Just as teachers deal with mixed-ability learners in class through differentiated instruction, so should they provide opportunities for mixed-ability learners on tests.

- Tests should motivate learners and build learner confidence. Teachers work hard to include a variety of motivating and fun activities in their lessons, and they are conscientious about providing praise and constructive feedback to their students in class. Students should have the same opportunities for fun, engagement, and motivating feedback in their assessments.

- Tests should take place over time in order to collect evidence of growth. Assessment should not be approached as an occasional but necessary, fear-inducing evil. Indeed, the more frequently students are assessed through a variety of ways, the less test anxiety they may have, and the more practiced and confident they may feel. In addition, both teachers and students are likely to develop a more accurate picture of the learner's strengths, weaknesses, and general knowledge through more frequent assessment opportunities.

	Period	Unit	Section	Student Book page(s)
Week 1	1	-	Getting to know the students and introducing the textbook	-
	2	0	Language Use 1. Look and listen. Say. 2. Listen. Draw lines. 3. Listen and say.	p. 2
Week 2	3	0	Language Use <i>Review school objects.</i> 4. Listen and circle.	p. 3
	4		Language Use <i>Review school objects.</i> 5. Point and say.	p. 3
Week 3	5	0	Language Use <i>Review school objects</i> 6. Listen and say. Talk.	p. 3
	6		Language Use <i>Review toys.</i> 7. Listen and circle. 8. Point and say.	p. 4
Week 4	7	0	Language Use <i>Review toys.</i> 9. Listen and say. Talk.	p. 4
	8		Language Use <i>Review family members.</i> 10. Look and listen. Say. 11. Listen and say. Talk.	p. 5
Week 5	9	0	Language Use <i>Review rooms in the house.</i> 12. Listen and say. Talk.	p. 5
	10		Content Concepts <i>Review body parts.</i> 13. Look and listen. 14. Point and say.	p. 6

	Period	Unit	Section	Student Book page(s)
Week 6	11	0	Content Concepts 15. Look and listen. Say. 16. Listen and say. Read the sentences. 17. Listen. Count and say.	pp. 6-7
	12		The Sounds of English 18. Listen and say. Then listen again and trace. 19. Listen and chant.	p. 7
Week 7	13	0	Language Use 20. Listen and say. Talk.	p. 8
	14		Language Use <i>Review colors.</i> 21. Look and listen. Say. 22. Listen and say. 23. Read. Count and talk.	p. 9
Week 8	15	0	Unit review / Workbook	-
	16		Assessment and feedback	Materials available on the teacher's site
Week 9	17	0	Assessment and feedback	Materials available on the teacher's site
	18	1	Unit Opener Unit opener	p. 10
Week 10	19	1	Vocabulary 1. Listen and point.	p. 11
	20		Vocabulary 2. Point and say.	p. 11

Cánh Diều

	Period	Unit	Section	Student Book page(s)
Week 11	21	1	Language Use 3. Listen and check. 4. Listen and say. 5. Listen. Stick and say.	p. 12
	22		Content Concepts 6. Listen and point. Say. 7. Listen and stick. 8. Listen and say. Read the sentences.	p. 13
Week 12	23	1	Content Concepts 9. Listen. Count and say. 10. Make the game cards. Listen. Put the cards in two groups. Say.	p. 13
	24		The Sounds of English 11. Listen and say. Listen again and trace.	p. 14
Week 13	25	1	The Sounds of English 12. Listen and chant.	p. 14
	26		Story 13. Listen to the story. Read. 14. Do you like the story? Circle.	p. 15
Week 14	27	1	Unit review / Workbook	-
	28		Assessment and feedback	Materials available on the teacher's site
Week 15	29	1	Assessment and feedback	Materials available on the teacher's site
	30	2	Unit Opener Unit opener	p. 16

	Period	Unit	Section	Student Book page(s)
Week 16	31	2	Vocabulary 1. Listen and point.	p. 17
	32		Vocabulary 2. Point and say.	p. 17
Week 17	33	2	Language Use 3. Listen and circle. 4. Listen and say. Talk. 5. Stick. Talk.	p. 18
	34		Content Concepts 6. Listen and point. Say. 7. Listen and color. 8. Listen and say. Read the sentences.	p. 19
Week 18	35	2	Content Concepts 9. Listen. Count and say. 10. Make the cards. Listen. Put the cards in order.	p. 19
	36		The Sounds of English 11. Listen and say. Listen again, trace, and write.	p. 20
Week 19	37	2	The Sounds of English 12. Listen and chant.	p. 20
	38		Story 13. Listen to the story. Then read. 14. Do you like the story? Circle.	p. 21
Week 20	39	2	Unit review / Workbook	-
	40	1-2	Units 1-2 review	pp. 22-25

	Period	Unit	Section	Student Book page(s)
Week 21	41	2	Assessment and feedback	Materials available on the teacher's site
	42	3	Unit Opener Unit opener	p. 26
Week 22	43	3	Vocabulary 1. Listen and point.	p. 27
	44		Vocabulary 2. Point and say.	p. 27
Week 23	45	3	Language Use 3. Listen. Draw lines. 4. Listen and say. 5. Listen. Stick and say.	p. 28
	46		Content Concepts 6. Listen and point. Say. 7. Listen and color.	p. 29
Week 24	47	3	Content Concepts 8. Listen and say. Read the sentences. 9. Listen. Count and say. 10. Make the cards. Listen. Put the cards in order. Say.	p. 29
	48		The Sounds of English 11. Listen and say. Listen again, trace, and write.	p. 30
Week 25	49	3	The Sounds of English 12. Listen and chant.	p. 30
	50		Story 13. Listen to the story. Then read. 14. Do you like the story? Circle.	p. 31

	Period	Unit	Section	Student Book page(s)
Week 26	51	3	Unit review / Workbook	-
	52		Assessment and feedback	Materials available on the teacher's site
Week 27	53	3	Assessment and feedback	Materials available on the teacher's site
	54	4	Unit Opener Unit opener	p. 32
Week 28	55	4	Vocabulary 1. Listen and point.	p. 33
	56		Vocabulary 2. Point and say.	p. 33
Week 29	57	4	Language Use 3. Listen and check. 4. Listen and say. 5. Listen. Stick and say.	p. 34
	58		Content Concepts 6. Listen and point. Say. 7. Listen and color. 8. Listen and say. Read the sentences.	p. 35
Week 30	59	4	Content Concepts 9. Listen. Count and say. 10. Make the cards. Listen. Put the cards in order. Say.	p. 35
	60		The Sounds of English 11. Listen and say. Listen again, trace, and write.	p. 36

	Period	Unit	Section	Student Book page(s)
Week 31	61	4	The Sounds of English 12. Listen and chant.	p. 36
	62		Story 13. Listen to the story. Then read. 14. Do you like the story? Circle.	p. 37
Week 32	63	4	Unit review / Workbook	-
	64		Assessment and feedback	Materials available on the teacher's site
Week 33	65	1-4	Units 1-4 review	pp. 38-41
	66		Units 1-4 review	pp. 42-45
Week 34	67	1-4	Unit review / Workbook	-
	68		Unit review / Workbook	-
Week 35	69	1-4	Assessment and feedback	Materials available on the teacher's site
	70		Assessment and feedback	Materials available on the teacher's site

Scope & Sequence

Unit	Theme	Vocabulary	Language Use
0 Getting Started	Getting started	classroom objects, toys, family members, rooms in the house, parts of the body, elephant, frog, monkey, parrot, read, clap, touch, raise, look around, say hello, wave goodbye	Greetings Classroom instructions What is it? It's [a book]. Is it [a doll]? Yes, it is. / No, it isn't. Who's this? It's my [brother]. Where's [Grandma]? In the [kitchen]. I have [two hands]. It's [a red crayon]. How many [books]? [Two books].
1 Stories	Fairy tales	crown, friend, frog, king, prince, princess, queen, happy, sad, go away, be, go	I want [a crown].
2 I Like Food.	Food and drink	bananas, bread, chicken, cookies, noodles, rice, milk, orange juice, water	Do you like [noodles]? Yes, I like [noodles]. No, I don't like [noodles].
Units 1-2 Review			
3 Clothes	Clothing	coat, dress, hat, pants, shoes, shirt, shorts, skirt, socks, help	I'm wearing [a coat]. He/She's wearing [shorts].
4 Animals	Animals Actions	crocodile, giraffe, hippo, lion, monkey, zebra, drink, eat, run, walk	Is [the lion] [eating]? No, it isn't. It's [drinking].
Units 1-4 Review			

Content Concepts	The Sounds of English	Story
Colors: blue, red, green, yellow, brown, orange, black, white, pink, purple Numbers: 1–12	Phonics: <i>/s/ stand</i> <i>/ʌ/ up</i> <i>Ss, Uu</i> Chant: <i>Stand up</i>	
Colors: gold, silver Numbers: 13–14	Phonics: <i>/kw/ queen</i> <i>/w/ want</i> <i>/k/ king</i> <i>Qq (Qu), Ww, Kk</i> Chant: <i>The prince wants silver</i>	New Friends
Shapes: circle, square Numbers: 15–16	Phonics: <i>/tʃ/ chicken</i> <i>/t/ water</i> <i>/n/ noodles</i> <i>Ch, Rr, Nn</i> Chant: <i>I like chicken</i>	A Picnic
Shapes: rectangle, triangle Numbers: 17–18	Phonics: <i>/ʃ/ shirt</i> <i>/d/ red</i> <i>/f/ scarf</i> <i>Sh, Dd, Ff</i> Chant: <i>I want a shirt</i>	Wash Day
Shapes: heart, star Numbers: 19–20	Phonics: <i>/m/ monkey</i> <i>/z/ zebra</i> <i>/l/ crocodile</i> <i>Mm, Zz, Ll</i> Chant: <i>Look, I'm a lion</i>	At the Zoo

Unit 0

Getting Started: Language Use, p. 2

Lesson Objectives

By the end of this lesson, students will be able to:

- Use simple imperatives;
- Understand and respond to common classroom instructions;
- Greet and say goodbye

Language Focus

- **Review vocabulary**
Instructions
- **Related vocabulary**
Mascot animals



7 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Show students the mascots on p. 2 and remind them who they are.

Say *Hello, class! Do you remember these animals? That's right! They are Eddie the elephant, Freddy the frog, Mia the monkey, and Polly the parrot.*

Point to each animal as you say its name.

1 Play **TR: B2**, pausing after each word for students to repeat.

Point to the animals in random order and ask students to say what animal it is. Students should say *[An elephant]*.

7 mins Present

Show students the pictures in Activity 2 on p. 2.

Say *Do you remember these actions?*

Do each action as you say it, and gesture for students to do the action with you. Use props such as a book, if necessary.

5 mins Practice

2 Play **TR: B3**.

Have students listen and draw lines to match each number with the correct picture.

12 mins Apply

3 Have students open their books, and then point to the dialogue in Activity 3 on p. 2. Say *Let's listen to what they say.*

Play **TR: B4** and have students listen. Model the dialogue again by using different voices for the boy and girl.

Say *Now it's your turn to talk to your classmate.*

Put students in pairs and have them practice the dialogue using their own names.

Point to Activity 1 again and write the animals' names on the board as you read them out loud.

Say *Eddie, Freddy, Mia, Polly.*

Ask students to choose the animal they want to be. Have them practice the dialogue again using the names of the animals they have chosen.

Language Focus

• Structure / Sentence pattern

Imperatives. How are you? What's your name? I'm fine. I'm [Peter].

Resources

EOW materials

Audio TR: B2–B4

Be the Expert

Teacher Tip

Students may not always give you answers that you expect, so you should always be prepared to accept different answers, as long as they are correct. For example, in Activity 1, when you point to each animal and ask what it is, students may answer with *Eddie*, rather than *an elephant*, for the first picture. Although you may be expecting *an elephant* as the answer, you should note that *Eddie* is also a possible answer and accept it, but then ask further questions to get the expected answer you want, e.g. *What kind of animal is Eddie?*

2
mins

Wrap Up

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students use the simple present tense in greetings and talk about how they feel?

Ask them how they feel as they leave the class.

Cảnh Điều

Lesson Objectives

By the end of this lesson, students will be able to:

- Review classroom objects;
- Review letters H, G, V, E, P, O, T, B

Language Focus

• Review vocabulary

Book, crayon, paper, chair, eraser, desk, pencil, pen, school

• Structure/Sentence pattern

What is it? It's [a pen].


4
mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Show students the mascots on p. 2 and remind them who they are.

Say *Hello, class! Do you remember these animals? That's right! They are Eddie the elephant, Freddy the frog, Mia the monkey, and Polly the parrot.*

Point to each animal as you say its name.

2
mins

Present

Show students classroom objects and remind them what they are.

Say *Do you remember these objects?*

Point to each object and name them. Say *[A book] or [A red book].*

15
mins

Practice

4 Find some of the classroom objects in the class and ask students to name them.

Pick up a pen and ask *What's this?* Students should say *[A pen]* or *[It's a pen].*

Say *Listen and circle the item you hear.*

Have students open their books to page 3. Play **TR: B5**. Have students circle the correct pictures.

Have each student pick up a classroom object.

Divide the students into two groups. Get them into a circle.

Say *Today, we're going to play a game. Let's name what item each classmate has.*

Invite two students to stand at the front of the class with you to model the game.

The first student should hold up a pen and say *I have a pen.*

The second student should hold up a book and say *[He] has a pen. I have a book.*

Hold up an eraser and say *[He] has a pen. [She] has a book. I have an eraser.*

Resources

EOW materials

Audio TR: B5; alphabet cards for H, G, V, E, P, O, T, B

Other materials

Classroom objects, e.g., book, crayon, pencil, chair; lined paper

Be the Expert

Teacher Tip

As the students' books may be reused, teachers should ask students to do all the coloring, tracing, and writing activities in pencil and not pen.

Do the activity. Each student names the items that the classmates before them have. When students are comfortable with the activity, have them race against each other to see which team can name their classmates' objects the fastest.

10
mins

Apply

Give out lined paper to each student.

Say *Let's practice writing some of the letters we know.*

On the board, write the letter "H." Show the students how to draw the first, second, and third strokes. Say *This is uppercase (big) H. H is for have and has.*

Then do the same for the lowercase "h."

Have students practice writing the letter in uppercase and lowercase.

Continue this activity for the letters G, V, E, P, O, T, and B.

2
mins

Lesson Review

Can students use the simple present tense to talk about classroom objects?

Point to different classroom objects and ask the students *What is it?* as they leave the class.

2
mins

Wrap Up

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

Lesson Objectives

By the end of this lesson, students will be able to:

- Identify classroom objects;
- Ask and answer about classroom objects

Language Focus

• Review vocabulary

Pencil, book, eraser, pen, chair, crayon

• Related vocabulary

Colors; numbers 1–10

• Structure / Sentence pattern

What is it? It's [a book]. Is it [a doll]? Yes, it is. / No, it isn't.


5
mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

Show students the mascots on p. 2 and remind them who they are. Write their names on the board.

Say *Hello, class! Do you remember these animals? That's right! They are Eddie the elephant, Freddy the frog, Mia the monkey, and Polly the parrot.*

Point to each animal as you say its name.

Then ask *Who is [Eddie]?* Have students name the animal.

Students should say *Elephant. / The elephant.*

5
mins

Present

5 Point to the classroom objects on p. 3.

Name the classroom objects and have students repeat after you.

Point to each classroom object in random order and ask students to say what it is.

Students should say *[Eraser / An eraser].*

8
mins

Practice

Review classroom items by showing some items to the class and asking students to name them.

For example, pick up a pen and ask *What's this?*
Students should say *It's a pen.*

12
mins

Apply

Break the class up into two teams.

Bring a student from each team up to the board.
Point to an object in the book and have the two students draw the object.

Award a point to the first student to guess correctly what the object is.

Students should raise their hand and say *It's [a pen].*

Resources

Other materials

Classroom objects, e.g., book, crayon, pencil, chair

Be the Expert

Teacher Tip

When doing activities which require students to get up and move around, they may sometimes get over excited or carried away. To keep them focused or to bring their attention back to you, establish good classroom management by regularly using the same classroom instructions or commands, such as *Be quiet*, *Listen*, *Look at me*, or *Sit down*. If students hear certain instructions often, they will eventually understand them and are thus more likely to respond to them.

2
mins

Wrap Up

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

3
mins

Lesson Review

Can students use the simple present tense to talk about classroom objects?

Point to different classroom objects and ask the students *What is it?* as they leave the class.

Cánh Diều

Lesson Objectives

By the end of this lesson, students will be able to:

- Review classroom objects;
- Ask and answer about classroom objects;
- Review letters Y, A, I, J, C, X

Language Focus

• Review vocabulary

Pencil, book, eraser, pen, chair, crayon, paper

• Related vocabulary

Colors; numbers 1–10

• Structure / Sentence pattern

What is it? Is it [a pencil]? Yes, it is. No, it isn't.



3 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

3 mins Present

Show students the classroom objects on p. 3 and remind them what they are.

Say *Do you remember these objects?*

Point to each object and name them.

Say *[A book] or [A red book].*

3 mins Practice

Review classroom items by showing some items to the class and asking students to name them.

For example, pick up a pen and ask *What's this?* Students should say *[It's a pen.]*

22 mins Apply

6 Point to the dialogue in Activity 6 on p. 3.

Say *Let's listen to what they say.*

Play **TR: B6**.

Then put students in pairs and say *Now it's your turn to talk.*

Students should take turns asking each other what the different items are.

Student A should say *What is it?*

Student B should say *It's [a pen].*

Give out lined paper to each student.

Say *Let's practice writing.*

On the board, write the letter "Y." Show the students how to draw the two strokes.

Say *This is uppercase (big) Y. Y is for yellow.*

Then do the same for lowercase "y."

Continue this activity for the letters A, I, J, C, X.

Resources

EOW materials

Audio TR: B6; Workbook p. 2

Other materials

Classroom objects, e.g., book, crayon, pencil, chair; lined paper

2
mins

Wrap Up

Assign Workbook Activities 1–3, p. 2.

Say *Good job today, class. Now let's chant.*

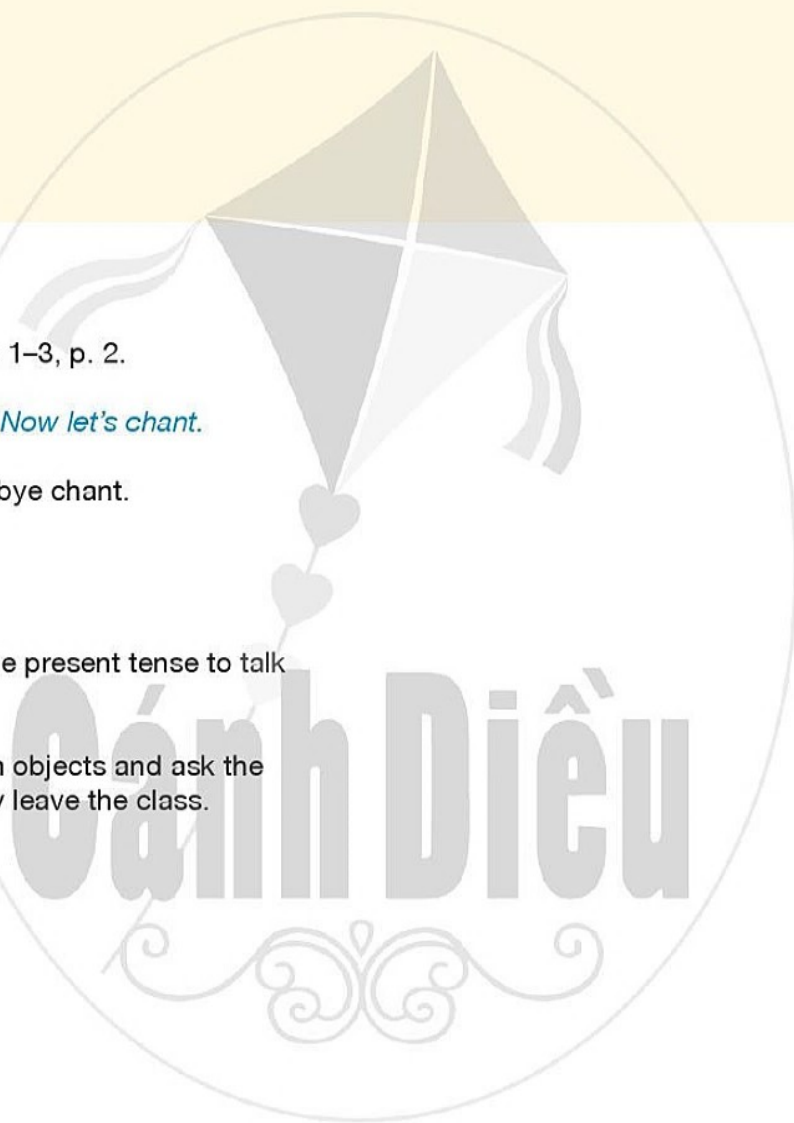
Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students use the simple present tense to talk about classroom objects?

Point to different classroom objects and ask the students *What is it?* as they leave the class.



Unit 0

Getting Started: Language Use, p. 4

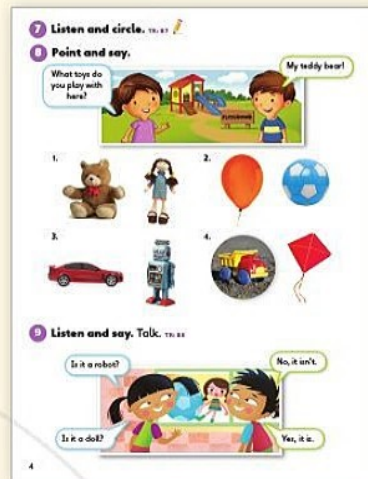
Lesson Objectives

By the end of this lesson, students will be able to:

- Review toys;
- Ask and answer questions about toys

Language Focus

- **Review vocabulary**
Teddy bear, doll, balloon, ball, car, robot, truck, kite
- **Related vocabulary**
Playground
- **Structure / Sentence pattern**
Simple present tense



2 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

2 mins Present

Say *What toys do you like to play with?*

If they can't remember the words for any toys, review the words with them by holding up some toys and asking *What is it?*
Students should say *It's [a ball]*.

8 mins Practice

7 Have students look at Activity 7 on p. 4.

Say *Listen and circle the item you hear.*

Play **TR: B7** and have students circle the correct pictures.

8 Point to each picture and have students tell you what it is.
Students should say *It's a [teddy bear]*.

18 mins Apply

Show students each toy, have them name the toy, put it in a paper bag, and then randomize the bags. Students should say *[A doll]*.

Put pictures of the toys on the whiteboard or write their names on the whiteboard. Name the toys.

Say *This is [a doll]*.

Have students form groups of three.

Have the first student choose a bag, look into it, and whisper to the second student to tell them what is inside.
Students should say *I have [a doll]*.

The second student then whispers what it is to the third student.

The third student should then run to the board to touch the picture or word belonging to the item in the bag. The first student then shows what's in the bag and says what it is. If the answers match, the team gets a point.

Say *Good job!*

Continue playing until all three students on each team have had a chance to look in one of the bags.

Hide toys (doll, teddy bear, ball, car, etc.) around the classroom.

Students then look for the objects.

Resources

EOW materials

Audio TR: B7

Other materials

Toys, e.g., doll, teddy bear, ball, car; a paper bag for each toy; pictures of each toy (optional)

Ask *Can you find [a doll]?*

Students should point to the toy and say *[A doll]*.

Say *That's right.*

Afterward, have the students that found the toys hide them for other students to find.

2
mins

Wrap Up

Ask students to bring a toy or stuffed animal for the next class to do Show and Tell.

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

3
mins

Lesson Review

Can students use the simple present tense to identify and name toys?

Point to the different toys in Activity 8 on page 4 and ask the students *What is it?* as they leave the class.

Lesson Objectives

By the end of this lesson, students will be able to:

- Identify and name toys;
- Ask and answer about toys

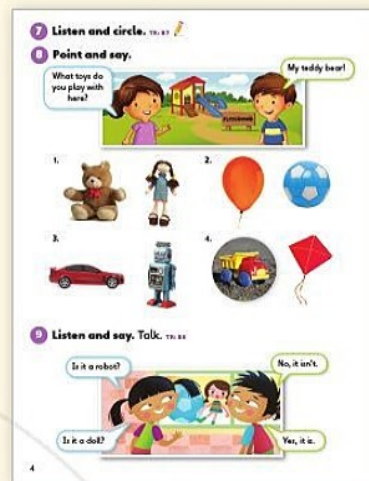
Language Focus

• Review vocabulary

Teddy bear, doll, car, robot, balloon, kite, truck, ball

• Structure / Sentence pattern

Is it [a car]? Yes, it is. / No it isn't.



2 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

2 mins Present

Say *What toys do you like to play with?*
Students should say *[A doll]*.

If they can't remember the words for any toys, review the words with them by holding up some toys and asking *What is it?*
Students should say *It's [a ball]*.

7 mins Practice

9 Point to the dialogue in Activity 9 on p. 4. Say *Let's listen to what they say.*

Play **TR: B8** and have students listen to the dialogue.

Put students in pairs and say *Now it's your turn to talk.*

Students should take turns pointing to a picture and asking each other *Is it [a ball]?* and answering *Yes, it is. / No, it isn't.*

20 mins Apply

Show the students some flash cards or pictures of toys before putting them all in a bag.

Pick one card at random and describe the toy using simple language. Use gestures for illustration whenever possible.

Say: *It's red and can run.*
Students should say *Is it [a kite]?*

Say *No, it isn't.*
Students should say *Is it [a car]?*

Say *Yes, it is.*

Continue with the other flash cards.

Write the target language for the students on the board. For example, write: *This is my doll. I like my doll. It is pretty.*

Each student should then come to the front of the class and talk about what they have brought to class.

Note

This is a great time to review previously learned vocabulary. Feel free to include any sentences that you feel appropriate.

Resources

EOW materials

Audio TR: B8; Workbook p. 3

Other materials

Students' personal items, flash cards or pictures of toys

Be the Expert

Teacher Tip

Remember not to promote gender stereotypes when discussing toys. Make sure students understand that girls don't have to only play with teddy bears and dolls, and boys don't have to only play with cars, trucks, and robots. When asking students what their favorite toys are or what toys they like to play with, make sure they understand that boys and girls may like playing with any of the toys you show.

2
mins

Wrap Up

Assign Workbook Activity 5, p. 3.

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students use the simple present tense to name familiar objects?

Point to different objects and ask the students *What is it?* as they leave the class.

Cánh Diều

Lesson Objectives

- By the end of this lesson, students will be able to:
- Identify family members;
 - Ask and answer questions about family members

Language Focus

- **Review vocabulary**
Me, grandpa, grandma, brother, sister, father, mother
- **Structure / Sentence pattern**
Who's this? It's [my mother].



2 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

2 mins Present

10 Have students look at Activity 10 on p. 5.

Play **TR: B9**, pausing after each word for students to repeat.

20 mins Practice

Draw a family tree on the board. A family tree shows the hierarchy of a family.

Illustrate the diagram so that it looks like a tree.

Say *This is a family tree. Let's fill in the tree with the correct words.*

Ask individual student which word from Activity 10 should go in which part of the family tree and write the words on the board.
Students should say [Grandmother].

Say *Now we're going to draw our family tree.*

Draw your own family tree on the whiteboard and go through the vocabulary with the students. Ask *Who's this?*

Students should say *It's your [mother]*.

Have students draw their family tree. Walk around to make sure students are following the instructions.

Afterward, pair students up and have them ask each other about their family tree.

Students should point to each other's pictures and ask *Who's this?*

Their partner should say *It's my [grandmother]*.

7 mins Apply

11 Have students open their books to p. 5 and look at Activity 11.

Say *Let's listen to what they say.*

Play **TR: B10** and have students listen to the dialogue. Ask students to repeat after the track.

Say *Now, it's your turn to talk.*

Have students pair up. Ask them to look at the pictures in Activity 10 and repeat the dialogue with different family members.

Student A should say *Who's this?*

Student B should say *It's my [brother]*.

Resources

EOW materials

Audio TR: B9–B10; Workbook p. 4

2
mins

Wrap Up

Ask students to bring family photos for the next class.

Assign Workbook Activity 8, p. 4.

Say *Good job today, class. Now let's chant.*

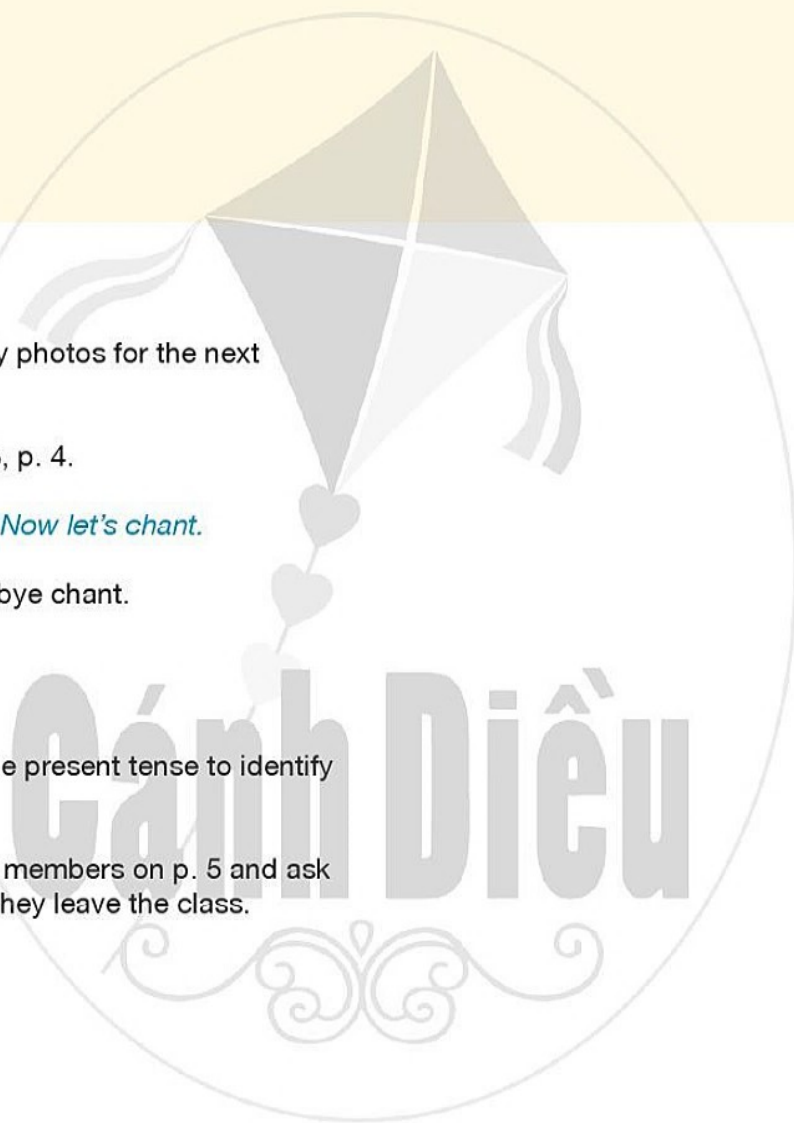
Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students use the simple present tense to identify family members?

Point to the different family members on p. 5 and ask the students *Who is it?* as they leave the class.



Unit 0

Getting Started: Language Use, p. 5

Lesson Objectives

- By the end of this lesson, students will be able to:
- Identify family members and rooms in the house;
 - Ask and answer questions about family members and rooms in the house

Language Focus

- **Review vocabulary**
A kitchen, a bedroom, a bathroom, a living room
- **Structure / Sentence pattern**
Where is [grandpa]? In the [living room].



3 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

5 mins Present

Have students look at the pictures of the four rooms in Activity 12 on p. 5.

Say the names of the rooms and have students repeat.
Students should say *It's [a kitchen].*

Point to the rooms in random order and have students tell you what room it is.

5 mins Practice

12 Have students open their books to p. 5. Point to the dialogue in Activity 12.

Say *Let's listen to what they say.*

Play **TR: B11** and have students listen to the dialogue.

Point to the first picture under the dialogue and model the dialogue again.

Put students in pairs and say *Now it's your turn to talk.*

Ask students to look at the remaining three pictures under the dialogue and take turns asking and answering about where each person is.

Student A should point to the second picture and asks *Where is [Mother/the mother]?*
Student B should say *She's in the bathroom.*

17 mins Apply

Say *Now we're going to show family pictures.*

Write the target language for the students on the board. For example, write: *This is my mother.* Each student comes to the front of the class to talk about their family photos.

Resources

EOW materials

Audio TR: B11; Workbook pp. 4–5

Other materials

Photos of family members

Be the Expert

Teacher Tip

Graphic organizers such as a family tree help students to better understand the meanings of words and often help them to categorize words, too. Using graphic organizers, diagrams, or illustrations while teaching or reviewing vocabulary words helps to engage students and provides them with another way of understanding the meaning of the language being taught.

2
mins

Wrap Up

Assign Workbook Activities 9–10, pp. 4–5.

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

3
mins

Lesson Review

Can students use the simple present tense to identify family members?

Point to the different family members on p. 5 and ask the students *Who is it?* as they leave the class. Students should say *[It's Mum!]*

Cánh Diều

Lesson Objectives

- By the end of this lesson, students will be able to:
- Identify parts of the body;
 - Talk about parts of the body;
 - Listen to and respond to instructions about parts of the body

Language Focus

- **Review vocabulary**
Nose, mouth, ears, hair, eyes, arms, legs, feet, hands
- **Structure / Sentence pattern**
Imperatives

13 Look and listen. (TR: B12)

14 Point and say.

15 Look and listen. Say. (TR: B12)

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

16 Listen and say. (TR: B12)
Read the sentences.

11
eleven
I have 11 erasers.

12
twelve
She has 12 pencils.

8 CONTENT CONCEPTS

2 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

4 mins Present

Review parts of the body with students by pointing to different parts of your body and asking students to name them.
Students should say [Head].

Help students if they have forgotten the names of body parts.

5 mins Practice

13 Have students look at Activity 13 on p. 6.

Say *Let's listen.*

Play **TR: B12** and have students listen.

Then, play **TR: B12** again, pausing after each word for students to repeat.

18 mins Apply

14 Point to each picture in Activity 14 in random order and have students tell you what it is.
Students should say *It's [a nose]*.

Have students stand up and follow your directions.
Sing or use music and act out the song "Head, Shoulders, Knees, and Toes."

Touch the parts of the body and sing:

*Head, shoulders, knees and toes, knees and toes,
Head, shoulders, knees and toes, knees and toes,
And eyes and ears and mouth and nose,
Head, shoulders, knees and toes, knees and toes.*

*Ankles, elbows, feet and seat, feet and seat,
Ankles, elbows, feet and seat, feet and seat,
And hair and hips and chin and cheeks,
Ankles, elbows, feet and seat, feet and seat.*

Students should copy your gestures and sing the song.

Note

Try doing the song three times at least. The first time round, use a normal speed. The second time round, use a slow speed (enunciate all the words very clearly). The third time around, use a very fast speed. Students will enjoy doing fast-paced actions.

Resources

EOW materials

Audio TR: B12; Workbook p. 5

2
mins

Wrap Up

Assign Workbook Activity 11, p. 5.

Say *Good job today, class. Now let's chant.*

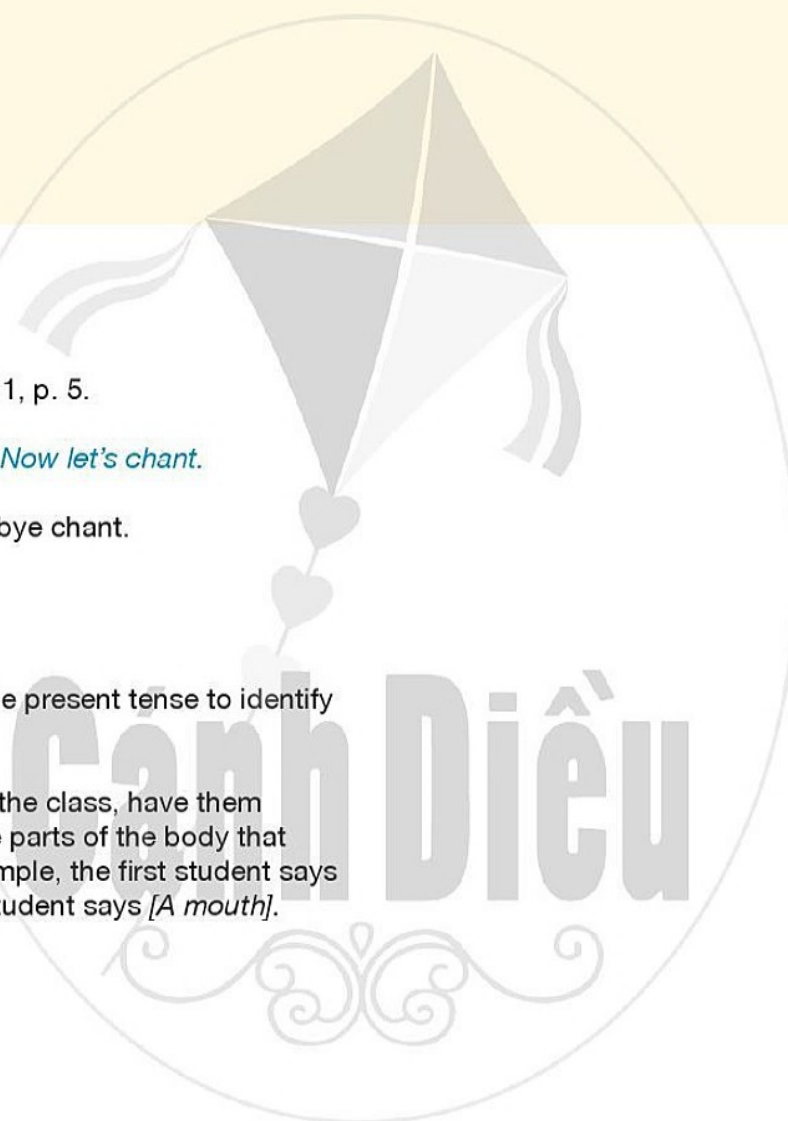
Lead the class in the Goodbye chant.

4
mins

Lesson Review

Can students use the simple present tense to identify body parts?

When each student leaves the class, have them touch or point to one of the parts of the body that they have learned. For example, the first student says *[A nose]*, and the second student says *[A mouth]*.



Lesson Objectives

- By the end of this lesson, students will be able to:
- Identify parts of the body;
 - Talk about parts of the body;
 - Listen to and respond to instructions about parts of the body

Language Focus

Vocabulary

Numbers 11–12

Review vocabulary

Nose, mouth, ears, hair, eyes, arms, legs, feet, hands; numbers 1–10

13 Look and listen. TR: B12

14 Point and say.

15 Look and listen. Say. TR: B13

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

16 Listen and say. TR: B14
Read the sentences.

11
eleven I have 11 erasers.

12
twelve She has 12 pencils.

8 CONTENT CONCEPTS

2
mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Review numbers one to ten.

Students should say *One, two, three, four, five, six, seven, eight, nine, ten.*

8
mins

Present

Review parts of the body with students by pointing to different parts of your body and asking students to name them. Make use of this time to review the numbers 1 and 2 with the body parts. Students should say *[One head/Two hands]*.

15 Say *Now listen to these numbers.*

Play **TR: B13** and have students listen.

Then, play **TR: B13** again, pausing after each word for students to repeat. Students should say *[Ten]*.

Say *The number 11 comes after 10. 12 comes after 11.*

8
mins

Practice

16 Play **TR: B14** and have students listen.

Then, play **TR: B14** again, pausing after each number for students to repeat. Students should say *Eleven. Twelve.*

Then call for volunteers to read each of the sentences aloud. Students should say *I have 11 erasers. She has 12 pencils.*

17 Have students look at Activity 17 on p. 7. Say *Let's listen.*

Play **TR: B15** and pause after the first question. Repeat it and pause for students to count. Students should say *Eleven blue pens.*

Then play the rest of **TR: B15**, again pausing after the question and repeating it for the students if necessary. Check the answers as a class. Students should say *Twelve red pens.*

Language Focus

- **Related vocabulary**
Fingers, toes
- **Structure / Sentence pattern**
I have [two eyes].

Resources

EOW materials

Audio TR: B13–B15; Workbook p. 3 and p. 5

Other materials

Crayons, paper, a die for each group

12
mins

Apply

Break the students up into groups. Give each student their own crayons and paper. Each group gets one die.

Write the words *head, body, arms, hands, legs, and feet* on the board.

Point to the word *head* and say *Head*.

Roll a die and say *My monster has [three heads]*. Students should say *Three heads*.

Draw a monster with three heads on the board. Ask each group to roll their die. They should draw as many heads on their paper as appear on their die. Repeat the activity for each part of the body. Students should say *My monster has [four arms]*.

If time allows, write fingers and toes on the board and teach students what they mean. Ask students to talk about what their monsters have.

Say *Now give your monster [eleven] fingers. Give your monster [twelve] toes*. Students should say *My monster has [eleven fingers]*.

2
mins

Wrap Up

Assign Workbook Activity 6, p. 3 and Activity 12, p. 5.

Say *Good job today, class. Now let's chant*.

Lead the class in the Goodbye chant.

3
mins

Lesson Review

Can students use the simple present tense to identify body parts?

When each student leaves the class, have them touch or point to one of the parts of the body that they learned. For example, the first student says *A nose*, the second student says *A mouth*.

Lesson Objectives

By the end of this lesson, students will be able to:

- Identify and make the target sounds
- Follow and give simple instructions

Language Focus

• Review vocabulary

Stand up, clap, open, close, touch, sit down, hands, eyes, mouth, ears

• Related vocabulary

Raise, look around, say hello, wave goodbye, friend

• Structure / Sentence pattern

Touch [your nose]. Say hello to [a friend]. Wave goodbye to [a friend].

17 Listen. Count and say. **TR: B15**

18 Listen and say. Then listen again and trace. **TR: B16 and B17**

19 Listen and chant. **TR: B18**

Stand up.
Clap your hands.
Open your eyes and close your mouth.
Touch your ears and raise your hands!

Sit down and look around.
Say hello to a friend.
Wave goodbye to a friend.
Stand up.
Clap your hands!

THE SOUNDS OF ENGLISH 7

2 mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

10 mins

Present

18 Say *Now let's learn about some sounds of English.*

Have students look at Activity 18 on p.7.

Make a few sounds, such as /b/, /p/, and /h/ to help students understand the sounds of English.

Say *Let's listen to some new sounds.* Play **TR: B16**.

Say *Stand has the /s/ sound.*

Say the /s/ sound again, and have students repeat the sound and the word.

Students should repeat the sound and the word.

Then, ask *Which has /s/—sit or talk?*

Students should say *Sit*.

Emphasize the first sounds of these words. Go through a few more examples using simple words such as *school*, *sister*, and *spin*.

Say *Up has the /n/ sound.*

Repeat the word, emphasizing the /n/. Have students repeat the sound and the word.

Students should repeat the sound and the word.

Then, ask *Which has /n/—umbrella or pencil?*

Students should say *Umbrella*.

Emphasize the first sounds of these words as you say them. Go through a few more examples using simple words, such as *under* and *unhappy*.

12 mins

Practice

Write *Ss* on the board.

Ask *What letter is this?*

Students should say *S*.

Then say *This letter makes the sound /s/*. Have students make the /s/ sound.

Ask students to open their books to p. 7. Then say *Let's learn to pronounce /s/. Listen and repeat what you hear.*

Play **TR: B17**. Have students follow along with the track by looking at Activity 18 and pointing to the letters and words. Play the track again and have students repeat the sounds.

19 Have students look at Activity 19 on p. 7. Say *Let's listen to a chant.*

Play **TR: B18** two times.

Resources

EOW materials

Audio TR: B16–B18; Workbook pp. 6–7

Be the Expert

Target sounds:

- The /s/ sound is the first sound in the words *stand* and *sit*. It is also the last sound in the words *kites* and *robots*.
- The /ʌ/ sound is the first sound in the word *up*. It is also the vowel sound in the word *touch*.

Play the first half of **TR: B18**.
Have students should say the first half of the chant.

When it's comfortable for the students, play the second half of **TR: B18**.
Have students say the second half of the chant.

Play **TR: B18** and have students say the whole chant.

Divide the class into two groups.

Tell students that they can combine two commands by using the word *and*.

Write a few possible actions on the board. For example, write:
Stand up, clap, open, close, touch, sit down, raise, look around, say hello, wave goodbye

Choose a student from one group to say two commands and have the other group do the actions.

A student from Group A should say [*Sit down and talk*].
Students from Group B should sit down and talk among themselves.

Repeat with the other group and with other students.
Play a few rounds with the other actions.

Then say *Look at the word and picture for stand again*. Listen to the sound /s/ and use your pencil to trace the letter s. Play **TR: B17** and stop after *stand*. Students should say *Stand*.

Make sure students trace s two times for *stand*. Then call on volunteers to say the word aloud. Repeat the activity for *u* and play the rest of **TR: B17**.

2
mins

Wrap Up

Assign Workbook Activities 13–16, pp. 6–7.

Say *Good job today, class. Now let's chant*.

Lead the class in the Goodbye chant.

4
mins

Lesson Review

Can students follow and give simple instructions?

Have students line up in a row to leave the class. Give the first student an instruction to follow, such as *Touch your nose* and have that student do that action. Then ask the student to give the next student an instruction for him/her to follow.

5
mins

Apply

Draw Ss in dotted outline on the board. Say *Let's trace the letter s*. Model tracing over the outline. Students should find and trace s.

Unit 0

Getting Started: Language Use, p. 8

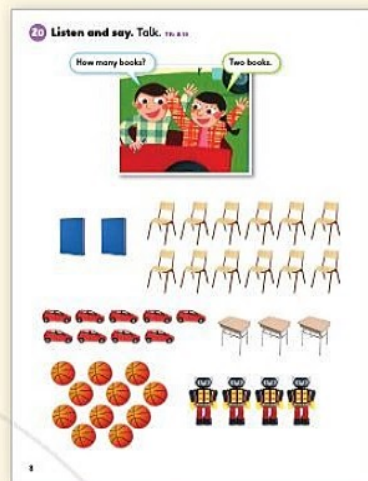
Lesson Objectives

By the end of this lesson, students will be able to:

- Recognize and identify numbers 1–12;
- Identify colors and count 1–12 objects

Language Focus

- **Review vocabulary**
Numbers 1–12; toys; colors; school objects
- **Structure / Sentence pattern**
Simple present tense



2 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

5 mins Present

Review numbers 1–12 by showing different numbers of crayons on your desk or by drawing different numbers of lines on the board and asking students to say the number.
Students should say *[One]*.

Review colors by using the crayons.

Hold up a crayon, for example, and say *This crayon is [black]*. Then hold up a crayon with a different color, say *This crayon is* and let students name the color.
Students should say *[Blue]*.

Repeat with the other crayons, and focus on blue, red, and orange in particular.

Have students look at Activity 20 on p. 8 to review toys and classroom objects.

Point to one of the books and ask *What's this?*
Students should say *A book*.

Repeat with the other pictures.

4 mins Practice

20 Have students look at Activity 20 on p. 8.

Say *Let's listen to what they say*.

Play **TR: B19** and have students listen to the dialogue.

Point to the two books under the dialogue and model the dialogue again. Then put students in pairs and say *Now it's your turn to talk*.

Ask students to look at the remaining pictures under the dialogue and take turns asking and answering about how many objects there are.

20 mins Apply

Have students stand in rows of twelve, each holding one classroom object or toy. In each row, start with the student closest to the front of the class and have him or her say *One [eraser]*.

Have the next student in that row say *Two [balls]*.

Students should say the number corresponding to their place in the line and the object they are holding in their hands.

Say *Today, we're going to play Bingo*.

Give each student a card/paper with a 3x3 grid or have them draw the grid on their card/paper. Leave the middle empty. Give each student crayons in five different colors.

Resources

EOW materials

Audio TR: B19

Other materials

5 crayons in different colors (a set for each student if possible), cards/paper with a 3x3 grid (bingo cards)

Be the Expert

Teacher Tip

When reviewing or recycling language that has already been taught previously, remember to try to give students a chance to identify the vocabulary or language first to see how much they remember before you present the language again. This way, you can assess how much of the language they have managed to learn and retain. If students seem to have trouble remembering what they have learned before, then you may need to recall what methods you used to teach that language and make adjustments to see if a different way of teaching might work better for your class.

Note

Each box must have a different combination of colors.

Say *Color each box with two different colors.*

Randomly call different color combinations and have the students cross out the box on their paper if it has those two colors.

Say *Blue and yellow.*

Continue until a student gets 3 boxes in a row (vertically or horizontally). Have them say *Bingo*. The first student to say *Bingo* wins. Students with 3 boxes in a row should say *Bingo*.

Note

You can get the winner to call out the next colors if the game is over too quickly.

2
mins

Lesson Review

Can students use the simple present tense to identify numbers and colors?

As each student leaves the class, hold up a different number of crayons and have the student tell you how many crayons he/she sees and what colors they are.

2
mins

Wrap Up

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

Unit 0

Getting Started: Language Use, p. 9

Lesson Objectives

- By the end of this lesson, students will be able to:
- Ask and answer questions about the numbers of objects;
 - Describe objects by their colors

Language Focus

• Review vocabulary

Numbers 1–12; red, blue, green, yellow, brown, orange, black, white, pink, purple, crayon, toy, truck, pencil, car, kite, teddy bear

• Structure / Sentence pattern

It's a red crayon. How many green trucks? Three green trucks.



2 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

5 mins Present

Review numbers 1–12 by showing different numbers of crayons on your desk or by drawing different numbers of lines on the board and asking students to say the number. Students should say *[One]*.

Have students look at the school objects and toys on page 9.

Ask *What is this?*

Students should say *It's a [truck]*.

Repeat with the other toys and school objects.

12 mins Practice

21 Have students look at Activity 21 on p. 9. Say *Let's listen*. Play **TR: B20** and have students listen.

Then, play **TR: B20** again, pausing after each word for students to repeat. Students should say *[Red]*.

Then, point to each color in random order and have students tell you what it is.

22 Point to the boy in Activity 22 on p. 9. Say *Let's listen to what he says*. Play **TR: B21** and have students listen.

Then put students in pairs and say *Now it's your turn to talk*.

Ask students in each pair to take turns talking about the crayons in Activity 21. Students should say *It's [a red] crayon*.

23 Point to the dialogue in Activity 23 on p. 9. Invite a pair of students to read the dialogue and help them with any words they do not know.

Student A should say *How many green trucks?*

Student B should say *Three green trucks*.

Point to the three green trucks under the dialogue and model the dialogue again.

Then put students in pairs and say *Now it's your turn to talk*. Ask students to look at the remaining pictures under the dialogue and take turns asking and answering about how many objects there are.

Remind students to also describe the color of the objects.

Resources

EOW materials

Audio TR: B20–B21; Workbook p. 3 and p. 4

Other materials

Crayons, sheets of paper (colored or with a color written on it) for all the students in class

12
mins

Apply

Say *Today we're going to play Changing Chairs.*

Stick a piece of paper on each student's chair with a color written or colored on it. Give each student a crayon corresponding to their chair.

Make sure there are at least two of each color for each chair. Arrange chairs in two rows facing each other or in a circle.

Ask the students to stand. Walk around the chairs.

Say *Blue and yellow.* Quickly sit down on one of the students' chairs that is marked blue or yellow. Students holding blue or yellow crayons have to rush to sit on to one of the remaining chairs marked blue or yellow.

The student left without a chair has to name another pair of colors.

2
mins

Lesson Review

Can students ask about and identify colors, toys and school objects?

When each student leaves the class, name a different color on p. 9 and have the student name something that they see on the page in that color.

2
mins

Wrap Up

Assign Workbook Activity 4, p. 3 and Activity 7, p. 4.

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

Unit 1

Stories: Unit Opener, p. 10

Lesson Objectives

By the end of this lesson, students will be able to:

- Learn vocabulary about characters in stories;
- Ask and answer simple questions about stories;
- Recall good morals from stories

Language Focus

• Review vocabulary

Castle, Germany, Sleeping Beauty, mountains, clouds, trees, rock

• Structure / Sentence pattern

What story is this?

6
mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Show students p. 10. Point to the unit title and say *Stories*.

Hold up several picture books and say *These books have stories*.

One at a time, go through the pages of these books, and say *Look at the stories*.

Write this question on the board as you ask *What stories do you know?*

Students should say *[Eight is Great]*.

Note

If they mention a fairy tale, come back to it in the next part.

Have students name familiar stories that they know from English (such as the stories from Grade 1) or in their native language.

15
mins

Present

Draw a rectangle on the board and divide it into three parts using dotted lines.

Get students to name a story, such as a familiar fairy tale.

Ask *Do you know of any more stories?*

Students should say *[Snow White]*.

Make a story board for the story. In a story board, you make drawings to tell the story. Include three parts in your story—the introduction, the action, and the ending.

Give each student a piece of paper. Show students how to fold the paper to create three parts. Have them draw a story board for a familiar story.

Note

If the students have trouble, coming up with any stories, guide them by asking about famous movies/princesses they may have seen e.g., Snow White

Note

If students cannot think of a story, provide the names of stories that they may be familiar with.

Resources

Other materials

Story books, paper

Be the Expert

About the Photo

This photo shows the Neuschwanstein Castle in Bavaria, Germany. King Ludwig II of Germany (1845–1886) had the castle built in the mountains so that he could escape from public life. Shortly after his death in 1886, the castle was opened to the public.

Reading Strategy

Predicting: Give students paper to cover up parts of a picture story. Have them study the pictures, think about what happens next. Encourage students to share their thoughts with the class. Making predictions helps students become familiar with the action of the story and think about logical sequences of events.

8
mins

Practice

When students finish, walk around the room to collect their story boards.

Ask each student to tell you what story is represented.

Students should say *The story is [Cinderella].*

Write the story's name on the back of the paper. Once you have all of the story boards, hold them up, one by one.

Ask the class *What story is this?*

Students should say *It's [Cinderella].*

Note

If students have trouble identifying the story from the drawing, give them a choice between two stories.

For example, in English, you might ask *Cinderella or Pinocchio?* Use titles in students' native language, if necessary.

Note

If students haven't included target words in their drawings, hold up the story books you showed students, or p. 11 in the Student Book, as you point to and name people and things in a story.

2
mins

Wrap Up

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students use the simple present tense to answer simple questions about stories?

Can students identify and give examples of stories, and recognize things/characters in stories?

2
mins

Apply

Say *This unit is about stories.*

If students have drawn any of the Unit 1 vocabulary words in their story boards, point to the pictures for the class to see, and name the words.

Say *Some stories have [kings and queens].*

Unit 1

Stories: Vocabulary, p. 11

Lesson Objectives

- By the end of this lesson, students will be able to:
- Know simple adjectives of feelings;
 - Identify and name people relevant to the description of their feelings;
 - Become more observant of the way others express their feelings

Language Focus

Vocabulary

A crown, a king, a princess, a queen, sad, happy, a frog, a friend, a prince



5 mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Help students open their books to p. 10.

Point to the castle. Say *This is a castle.*

Ask *Do you live in a castle?*
Students should say *No.*

Say *Kings and queens live in castles.*

Say *Princes and princesses live in castles, too.*

Say *These are people in stories. Let's learn about stories.*

6 mins

Present

Help students open their books to p. 11.

Point to the picture for each word and say the word aloud. Students should repeat after you.

8 mins

Practice

Say *I say a word. Give me another word that you think of. Listen: I say brother and you say sister.*

Say the following words: [*mother, grandpa, open*].
Students should say [*father, grandma, close*].

Point to p. 11.

Point to the king and say *King*.

Point to the queen and say *Queen*. Say *King and queen*.

Point to the prince and say *Prince*.

Ask *Prince and?*
Students should say *Princess*.

Note

If students don't guess princess, ask *Prince and friend, or prince and princess?*

Point to the happy face and say *Happy*.

Point to the sad face and say *Sad*.

Say *Happy and sad are both feelings.*

Language Focus

- **Review / Related vocabulary**
Numbers up to 5 (five).
- **Structure / Sentence pattern**
Simple present tense. I'm [happy]. What is it? It's [a crown]. Who's this?

Resources

EOW materials
Audio TR: B22

Be the Expert

Teacher Tip

At this point, students are learning to do more and more things on their own. Try not to do things for students when you know that they can do them alone. For example, when opening the book to a certain page, hold your book up as a model, and encourage students to find the same page on their own. Have students learn to do other classroom tasks, such as sharpening their pencils, taking out paper, or handing in work without your help. Help students only if you see them start to struggle. By learning to do things on their own, students gain a feeling of confidence and independence.

10
mins

Apply

- 1 Make sure students' books are open to p. 11.

Say *Now we will hear the words.*

Listen and point. Model doing this. Play **TR: B22**.

Pause after the first word, and ask *What word did you hear?*

Students should say *Crown*.

Hold up your book, point to the king's crown, and say *Point to the crown.*

Ask *How many crowns do you see?*

Students should say *Five*.

Continue playing **TR: B22** until students have pointed to pictures for each of the words.

3
mins

Lesson Review

Can students identify and name people and things in a story?

Hold up p. 11. Point to each picture, and ask *Is it [a frog] or [a crown]?*

3
mins

Wrap Up

Point to each of the Unit 1 pictures in random order.

Ask *What's this?* or *Who's this?*

Students should say *It's a [princess]*.

Once students answer correctly, say *That's right! It's a [princess]!* Repeat this for each of the Unit 1 pictures.

Say *Nice job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

Unit 1

Stories: Vocabulary, p. 11

Lesson Objectives

- By the end of this lesson, students will be able to:
- Know simple adjectives of feelings;
 - Identify and name people relevant to the description of their feelings;
 - Become more observant of others' feelings

Language Focus

Vocabulary

A crown, a friend, a frog, happy, sad, a king, a queen, a prince, a princess

Review / Related vocabulary

Numbers up to 5 (five)



5 mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Review the last lesson's vocabulary.

Say *What's this?*

Students should say *It's [a crown].*

Note

Students may find it easy to remember new vocabulary when it is presented with a related term. Present and practice related words two at a time, instead of focusing on an individual word. For example, if you are presenting words for people, present the male and female words together, such as *mother/father, brother/sister, and king/queen*. Present words that are opposites together, such as *open/close* or *happy/sad*.

6 mins

Present

Draw a T-chart organizer on the board.

Say *Look!*

Write *king* in the left-hand column. Point to the word and ask *What is it?*

Students should say *King*.

Point to the pictures for *friend* and *queen*. Ask *Which one goes with the king?*

Students should say *Queen*.

Write *queen* into the right-hand column, next to *king*. Then, repeat this with *prince/princess* and *happy/sad*.

Say *Look at the words, and practice saying them together.*

5 mins

Practice

2 Place students in pairs. Have them take turns pointing to a picture for a word on p. 11 for their partner to say.

After they finish, ask *Who's happy?*

Students should say *The queen, the prince, the frog.*

Ask *Who's sad?*

Students should say *The princess.*

Note

Students may need more explanation on when to use *a*, *an*, and *the*. Explain to them that *a* and *an* are used when we talk about people, animals, or things, for the first time, but we can use *the* after that.

Language Focus

• Structure / Sentence pattern

What is it? It's [a crown], Who's this?

Resources

EOW materials

Workbook p. 8

Other materials

Glue, scissors, poster board, stapler and staples, crayons, stickers, beads, buttons, glitter

Be the Expert

Vocabulary Strategy

Relating words: Students may find it easy to remember new vocabulary when it is presented with a related term. Present and practice related words two at a time, instead of focusing on an individual word. For example, if you are presenting words for people, present the male and female words together, such as *mother/father*, *brother/sister*, and *king/queen*. Present words that are opposites together, such as *open/close* or *happy/sad*. Doing this helps organize students' thinking about the new vocabulary. It also helps provide context within the vocabulary list.

15
mins

Apply

Have students make their own crowns. Give each student a strip of poster board.

One at a time, measure each student's head. Cut the poster board to form a crown that fits the student's head.

Have students use crayons, stickers, buttons, beads, or glitter to decorate their crowns. Staple the crowns. Once students finish their crowns, have them wear them. Encourage students to get up and show their crowns to one another.

Students should walk around and introduce themselves.

They should say *I'm a [king/queen/prince/princess]*.

You may want to have students vote on the best crown in the class.

3
mins

Wrap Up

Point to each of the Unit 1 pictures, one at a time. Ask *What is it?*

Once students answer correctly, say *That's right! It's [a princess]!*

Repeat this for each of the Unit 1 pictures.

Assign Workbook Activities 1–2, p. 8

Say *Nice job today, class. Now, let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students identify and name people and things in a story? Can they identify feelings of happiness and sadness?

Hold up p. 11. Point to each picture, and ask *Is it [a frog] or [a crown]? Is [the king] happy or sad?*

Unit 1

Language Use, p. 12

Lesson Objectives

- By the end of this lesson, students will be able to:
- Review vocabulary about toys and common objects;
 - Say what they want;
 - Express their wants

Language Focus

• Vocabulary

A king, a queen, a friend, a prince, a princess, happy, frog, a crown

• Review vocabulary

Red, blue, a book, a ball, a balloon, a car, a doll, a kite, a robot, a teddy bear, a truck

1 Listen and check. TR: B23

	yes	no		yes	no
1. 	☐	☐	5. 	☐	☐
2. 	☐	☐	6. 	☐	☐
3. 	☐	☐	7. 	☐	☐
4. 	☐	☐	8. 	☐	☐

4 Listen and say. TR: B23

I want a crown.  I want a friend. 

5 Listen. Stick and say. TR: B23

1	2	3	4
---	---	---	---

12 LANGUAGE USE

5 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

3 Have students open their books to p. 12. Point to the number 1, and ask *Who's this?* Students should say *A king.*

Play **TR: B23**. Pause after item 1 and ask a student to repeat the sentence.

Ask *Is this right?*

Students should say *Yes, he's the king.*

Say *Yes, that's right. He's the king. Let's put a check under yes.*

Point to the word *yes* and say it aloud.

Model putting a check under *yes* for number 1. Do number 2 with students, too.

Be sure to point to the word *no* in the column, and say it aloud, as you model putting a check for *no*.

5 mins Present

4 Hold up a piece of candy, rub your stomach with your other hand, and say *Mm. I want candy.*

Hold up a picture of a new car and say *I want a new car.*

Say the following sentences aloud, and have students raise their hands when it's true for them:

- *I want new toys.*
- *I want candy.*
- *I want a crown.*
- *I want a good book.*
- *I want crayons.*

Point to the mascots on p. 12 as you say *Let's listen.*

Play **TR: B24** two times. Each time, pause the audio for students to repeat the sentences.

14 mins Practice

Point to the mascots on p. 12 as you say *Let's listen.*

Play **TR: B24** two times. Each time, pause the audio for students to repeat the sentences.

Have students look at p. 11 again. Point to the king. Say *He's the king. He wants a castle. And you? Do you want a castle?*

Gesture for students to raise their hands if they want a castle. Then, call on each student with a raised hand.

Students should say *I want a castle.*

Language Focus

• Structure / Sentence pattern

I want [a crown].

Resources

EOW materials

Audio TR: B23–B25; Unit 1 stickers; Workbook p. 9

Other materials

A piece of candy, a picture of a new car

Be the Expert

Teacher Tip

Remember to provide positive feedback for students when they earn it. When students give a correct answer or do good work on an assignment, let them know how you feel. Use phrases like *Good job!*, *Nice work!*, or *Very good!* Be consistent in the language that you use, so that students can easily recognize the compliment and feel good about their work.

Teacher Tip

Remember to consider students' learning styles and vary the lesson accordingly. When doing a reading activity with aural learners, for example, read the story aloud and encourage them to read it aloud, too.

If time allows, do the following too:

Point to the princess, and say *She is sad. She wants a friend. And you?*

Students who raise their hands should say *I want a friend.*

Point to the queen, and say *She is the queen. She wants a crown. And you?*

Students should say *I want a crown.*

5 Say *Let's do a sticker activity!*

Show students the Unit 1 stickers in the back of the book.

Say Listen. Play TR: B25. Pause after the first item.

Then ask *Is it a boy or a girl?*

Students should say *A boy.*

Say *Yes, it's a boy. What does he want?*

Students should say *A truck.*

Model finding and placing the correct sticker in the first space on p. 12. Continue playing TR: B25. Have students place the correct sticker after each item.

Have students look at the stickers that are left after Activity 5. Hold up the sticker of the boy and the car, and ask *What does he say?*

Students should say *I want a car.*

Repeat for the last sticker.

Students should say *I want a yellow crayon.*

7
mins

Apply

Have students work in pairs. Have one student say that he or she wants something in the room. Students should say *I want [a red book].*

The student's partner should look around the room, find the item being described, and bring it to the student who wants it. Then, have students switch roles.

Continue this until each student has three items.

2
mins

Wrap Up

Assign Workbook Activities 3–5, p. 9.

Say *Nice job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students say what they want?

Show some pictures of a ball, doll, and kite, and have students say what toy they want.

Unit 1

Stories: Content Concepts, p. 13

Lesson Objectives

- By the end of this lesson, students will be able to:
- Know more vocabulary for colors;
 - Identify and name things relevant to the description of their colors;
 - Become more observant of colors

Language Focus

• Vocabulary

Gold, silver; numbers 13–14

• Review / Related vocabulary

Numbers 1–12; red, blue, green, yellow, orange, brown, pink, purple, black; letters H, G, V, E, P, O, T, B, Y, A, I, J, C, and X

1 Listen and point. Say. TR: B26

gold silver

2 Listen and stick. TR: B27

1 2 3 4

3 Listen and say. TR: B28
Read the sentences.

13
thirteen I want 13 crowns.

14
fourteen You have 14 friends.

4 Listen. Count and say. TR: B29

5 Make the game cards.
Listen. Put the cards in two groups. Say. TR: B30

CONTENT CONCEPTS 13

5 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

Give each student a red, blue, green, yellow, orange, brown, pink, purple, and black crayon and a sheet of paper. Say *Let's review colors and letters.*

Have students write letters H, G, V, E, P, O, T, B, Y, A, I, J, C, and X, using different colors.

For example, say *Write a red A. Write a green G.*

Walk around the room to check students' work.

If possible, find other gold- or silver-colored items in your classroom, and have students say their colors.

Have students name any other gold or silver objects they have come across.

7 Say *Let's do a sticker activity.*

Show students the second set of Unit 1 stickers in the back of their book. Play TR: B27.

Pause after item 1, and ask *What is it?*
Students should say *A silver car.*

Continue playing TR: B27 and have students place the other stickers.

15 mins Present

6 Play TR: B26. Have students point to each color as they hear it. Then, have students name each of the colors.

Point to the gold picture, and ask *Gold or silver?*
Students should say *Gold.*

Repeat, using the silver picture.
Students should say *Silver.*

If you are wearing any jewelry that is gold or silver, point to it and ask *Gold or silver?*

5 mins Practice

8 Have students look at Activity 8. Say *Let's listen. Repeat the numbers you hear.*

Play TR: B28 and have students listen and repeat what they hear.
Students should say *Thirteen. Fourteen.*

Ask students to number off from 1 to 14. Call a random number from 1 to 14 and have the student(s) with the number read the sentences aloud.
Students should say *I want 13 crowns. / You have 14 friends.*

Language Focus

• Structure / Sentence pattern

Noun phrases (e.g., silver car). I want [a gold car].

Resources

EOW materials

Audio TR: B26–B28; Unit 1 stickers

Other materials

Crayons, a sheet of paper for each student, half sheets of construction paper; glue; gold and silver glitter

Be the Expert

Teacher Tip

When presenting new information, be sure to check frequently for understanding, especially if students seem confused. To check for understanding, go beyond just asking *Do you understand?* Instead, ask students to demonstrate understanding. If students seem confused about instructions, ask them to repeat the instructions back to you. If they cannot, repeat instructions again to make them clear. For vocabulary or content concepts, ask students to show examples of what they are learning. Assess understanding of new language by engaging in dialogue with students and checking their response. Reteach information as necessary when you see that students don't understand.

5
mins

Apply

Give each student half a sheet of construction paper and a bottle of glue or a glue stick.

If students are able, have them write the first letter of their first name using the glue. If they cannot yet write the letter, have students make a simple design.

Walk around the room with a container of gold glitter and a container of silver glitter.

Have students say *I want gold* or *I want silver*. Students should say *I want [gold]*.

Sprinkle the color of glitter they want over the glue on their paper.

2
mins

Wrap Up

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

3
mins

Lesson Review

Can students identify and name things that are gold and silver?

Point to the gold and silver pictures, and have students name each color.

Unit 1

Stories: Content Concepts, p. 13

Lesson Objectives

- By the end of this lesson, students will be able to:
- Know more vocabulary of colors;
 - Identify and name things relevant to the description of their colors (gold, silver);
 - Become more observant of colors

Language Focus

- **Vocabulary**
Gold, silver; numbers 13–14
- **Related vocabulary**
Numbers 1–12; red, blue, green, yellow, orange, brown, pink, purple, and black

1 Listen and point. Say. TR: B26

2 Listen and stick. TR: B27

3 Listen and say. TR: B28
Read the sentences.

13 I want 13 crowns.

14 You have 14 friends.

4 Listen. Count and say. TR: B29

5 Make the game cards.
Listen. Put the cards in two groups. Say. TR: B30

2 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

5 mins Present

Play **TR: B26**. Have students point to each color as they hear it. Then, have students name each of the colors.

Have students open their books to p. 13. Point to the numbers 13 and 14.

Ask *What numbers come after 10, 11 and 12?*
Students should say *Thirteen. Fourteen.*

5 mins Practice

9 Have students count the crowns and write the number on a paper. Then, say *Now, let's listen.*

Play **TR: B29** and pause after the first item.

Say *There are 14 gold crowns. Do you have the right answer?*

Students should raise their hand if they counted 14 gold crowns.

Continue playing **TR: B29**, pausing after each item to have students count and answer the questions.

19 mins Apply

10 Say *Let's do a sticker activity.*

Play **TR: B30** and pause after the directions.

Give students scissors and poster board to make the cards and the game board. Hold up the game board, point to the girl, and ask *Who's this?*
Students should say *A princess.*

Repeat for the boy.
Students should say *A prince.*

Continue playing **TR: B30**. Pause after the first item, and ask *Who's talking?*
Students should say *The prince.*

Ask *What does he want?*
Students should say *Four gold crowns.*

Model finding the correct card and placing it next to the prince.

Continue playing **TR: B30**.

Pause after each item, to give students time to find and place the correct card.

When students finish, place them in pairs.

Have one student play the role of the prince, and the other play the role of the princess.

Language Focus

- **Structure / Sentence pattern**
I want [a crown].

Resources

EOW materials

Audio TR: B26, B29–B30; Unit 1 stickers; Workbook p. 10

Other materials

Scissors, circles cut from poster board; gold crayons, markers, or glitter; silver crayons, markers, glitter, or aluminum foil; poster board

Be the Expert

Teacher Tip

Remind students not to speak if someone else is talking. Encourage them to be patient and wait for their turn. Tell students that it's important that they raise their hand and wait to be called on if they want to speak in a whole-class setting. Remind students to also take turns speaking when working in small groups. Give each group a small toy or other object. Walk around as students work in groups. Stop at each group to show students how to take the object and hold it while speaking, and then to put it back down when finished. Point out that the students must wait to hold the object in their hand before speaking, and must allow others to take it when they finish.

Have them take turns holding up the cards in their piles and saying what they want.
Students should say I want *[two silver crowns]*.

Create gold medals for half of your class using gold crayons, markers, or glitter on circles cut from poster board.

Create silver medals for the other half, using silver crayons, markers, or glitter, or aluminum foil, around circles.

Hold an “English Olympics” in your class.

Divide students into two teams. Have one member at a time from each team come to the front. Point to pictures for any of the words from this unit or Grade 1 for students to name.

Award a point to the team with the student who identifies the word first.

After each picture has been reviewed, count the points and announce the winner.

Give the gold medals to the winning team, and silver medals to the second-place team.

2
mins

Lesson Review

Can students identify and name things that are gold and silver?

Point to the gold and silver pictures, and have students name each color.

2
mins

Wrap Up

Assign Workbook Activities 6–8, p. 10.

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

Unit 1

Stories: The Sounds of English, p. 14

Lesson Objectives

- By the end of this lesson, students will be able to:
- Notice the pronunciation of the sounds /kw/, /w/, /k/;
 - Recognize and pronounce these sounds correctly

Language Focus

• Phonics

/kw/ queen, /w/ want, /k/ king

• Review phonics

/s/ sit, /ʌ/ up



5 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Point to the picture of the king on p. 14 and ask students to name what they see. Students should say *A king*.

Then make the /s/ sound. Say *Sit. The king sits*. Ask *What other words starts with /s/?* Students should say [*Stand, stories*].

Make the /ʌ/ sound, and ask *What words have /ʌ/?* Students should say [*Up*].

9 mins Present

Say *Let's listen to new sounds*. Play **TR: B31**. Ask students to repeat each sound or word they hear.

Say *Queen has the /kw/ sound*. Have students repeat the sound and the word. Then, say the following words, and have students raise their hands when they hear /kw/: *hello, goodbye, queen, frog, quiet, crown*. Students should raise their hands when they hear *queen, quiet*.

Say *Want has the /w/ sound*. Have students repeat the sound and the word. Then, say the following words, and have students raise their hands when they hear /w/: *red, want, green, water, arm, feet, white*.

Students should raise their hands when they hear *want, water, white*.

Say *King has the /k/ sound*. Have students repeat the sound and the word. Then, say the following words, and have students raise their hands when they hear /k/. Remind students that the sound can appear in the middle or at the end of a word: *kite, king, pen, sit, book*.

Students should raise their hands when they hear *kite, king, book*.

If there are students in your class with /kw/, /w/, or /k/ in their names, point them out. For example, say *Wanda. What sounds do you hear in Wanda's name?* Students should say /w/.

9 mins Practice

11 Write *Qq* on the board. Ask *What letter is this?* Students should say *Q*.

Then write *Uu* on the board. Ask *What letter is this?* Students should say *U*.

Then say *The letter q together with the letter u makes the sound /kw/*. Have students make the /kw/ sound. Students should say /kw/.

Resources

EOW materials

Audio TR: B31–32

Be the Expert

Teacher Tip

Engage students in games whenever possible. Games help motivate students and provide a new context for practicing previously-taught concepts. Games can be done independently, with a partner, in small groups, or as a whole class. For young students, it is important to keep a game's rules simple and clear. Only include one or two rules or instructions per game. Try to adapt games that are familiar to students whenever possible. If students are playing games in small groups or pairs, make sure you walk around the class to check that students understand the rules and are following them correctly.

Ask students to open their books to p. 14. Then say *Let's learn to pronounce /kw/. Listen and repeat what you hear.*

Play **TR: B31**.

Have students follow along with the track by looking at Activity 11 and pointing to the letters and words. Play the track again and have students repeat the sounds.

8
mins

Apply

Draw *Qu* and *qu* in dotted outline on the board. Say *Let's trace the letters qu*. Model tracing over the outline. Then say *Look at the word and picture for queen again. Listen to the sound /kw/ and use your pencil to trace the letters qu*.

Play **TR: B32** and stop after *queen*. Make sure students trace *qu* two times for *queen*.

Call on volunteers to say the word aloud. Students should say *Queen*.

Repeat the activity for *w* and *k* and play the rest of **TR: B32**.

2
mins

Wrap Up

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students identify and make the /kw/, /w/ and /k/ sounds?

Display the pictures for *queen*, *want*, and *king*.

Make a target sound, and have students point to the picture and say the word that has the sound they hear.

Unit 1

Stories: The Sounds of English, p. 14

Lesson Objectives

- By the end of this lesson, students will be able to:
- Notice the pronunciation of the sounds /kw/, /w/, /k/;
 - Recognize and pronounce these sounds correctly

Language Focus

• Phonics

/kw/ queen, /w/ want, /k/ king



2 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

5 mins Present

Say *Let's listen to new sounds.* Play **TR: B31**. Pause after each word for students to repeat the sound and the word.

Say *Queen has the /kw/ sound.* Have students repeat the sound and the word. Then, say the following words, and have students raise their hands when they hear /kw/: *hello, goodbye, queen, frog, quiet, crown.*

Students should raise their hands when they hear *queen* and *quiet*.

Repeat for the other sounds.

If there are students in your class with /kw/, /w/, or /k/ in their names, point them out. For example, say *Kanga. What sounds do you hear in Kanga's name?* Students should say /k/.

10 mins Practice

12 Say Let's listen to a chant.

Play **TR: B33** two times. Have students listen to the chant.

Play **TR: B33** a third time and pause after each line. Have students try to say the entire chant.

Put students in pairs. Have them look at pictures for *frog, prince, princess, queen, king, and friend* on p. 11.

This time, have students replace the words *prince, queen, and king* with the words for the pictures that they chose.

Students should take turns repeating the chant.

10 mins Apply

Have students play Red Light, Green Light.

Have students line up on one side of the room.

Hold up a piece of green paper to show go.

Have students say the chant as they walk across the room. Every few seconds, hold up a piece of red paper, and have students stop.

Continue having students walk and chant until they have crossed the room a few times.

Resources

EOW materials

Audio TR: B31, B33; Workbook pp. 11–13

Other materials

Red and green construction paper, pictures for queen, want, and king

Be the Expert

Target Sounds

- The /kw/ sound is the first sound in the word **queen**.
- The /w/ sound is the first sound in the word **want**. It is also in the word **queen** and is the first sound of many question words like **what**, **where**, **when**, and **why**.
- The /k/ sound is the first sound in the words **king** and **crown**. It is the last sound in words like **book** and **pink**.

Teacher Tip

When students make errors in pronunciation, do not emphasize the error. Rather, say the word again correctly as a model. Then, ask the student to repeat it after you. Pointing out errors may cause anxiety and discourage students from speaking up in class.

5
mins

Wrap Up

Hide pictures or picture cards for **queen**, **want**, and **king** in the room. Say *I'm looking for something with /k/*.

Call on a student.

Ask *[Meilyn], can you help me?*

Have that student look for the picture of the king. Once he or she finds it, have the student say the word and then sit back down. Repeat for the other two sounds.

Assign Workbook Activities 9–12, pp. 11–13.

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

3
mins

Lesson Review

Can students identify and make the /kw/, /w/, and /k/ sounds?

Display the pictures for **queen**, **want**, and **king**.

Make a target sound, and have students point to the picture and say the word that has the sound they hear.

Lesson Objectives

By the end of this lesson, students will be able to:

- See the use of simple tense in narratives;
- Identify people and things relevant to their descriptions and actions;
- Predict what may happen in the story

Language Focus

• Vocabulary

Frog, prince, princess, crown, sad, friend, happy

• Related vocabulary

Snake, river, dress, lily pad



5 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Point students to the story on p. 15.

Say *This story is called New Friends!*

Ask *Do you have a new friend?*
Students should say [Yes].

Call on a few students to name a new friend they have made. Give examples of students who are friends with one another.

Say *[Ismael] and [Youssef] are new friends.*

Ask *How do you feel when you have a new friend—happy or sad?*
Students should say *Happy*.

Say *That's right! You feel happy!*

3 mins Present

Have students look at the story on p. 15.

Ask students the following questions:

- *Who has a crown?*

Students should say *The frog, the prince, the princess.*

- *Is the frog happy or sad?*

Students should say *Happy*.

- *Who is sad?*

Students should say *The princess.*

10 mins Practice

13 Give students two strips of paper each, and have them cover the story, except for the first panel.

Point to the first panel of the story and say *Look! A snake!* Point to the frog, and say *Oh, no! The snake will get the frog!* Point to the boy and say *Look! A friend!*

Read aloud the boy's line from the first panel. Then, ask students *Who does the friend help—the frog or the snake?*

Students should say *The frog*.

Let students uncover the second panel of the story. Read the text, and ask *Are you right? Does the friend help the frog?*

Students should say *Yes*.

Say *Now the friend is a prince!*

Have students look at the third panel as you read it aloud. Then, ask the following questions:

- *Who is it?*

Students should say *The princess*.

- *How does she feel?*

Students should say *Sad*.

- *What does she want?*

Students should say *A friend*.

- *Who will be the friend—the frog or the prince?*

Students should say *The prince*.

Language Focus

• Structure / Sentence pattern

I am [sad]. I want [a friend]. What happens next?

Resources

EOW materials

Audio TR: B34

Other materials

Paper, crayons or markers

Have students uncover the fourth panel and read the story. Have them confirm their predictions.

Note

Remember to consider students' learning styles when doing reading activities and vary the lesson accordingly. Read the story aloud to aural learners and encourage them to read it aloud to themselves. Since kinesthetic learners learn best by doing, encourage them to act out the story.

Say *Let's read about new friends.*

Play **TR: B34**. As the story plays, point to each panel.

Play **TR: B34** a second time. This time, have students point to each panel as they hear the story.

Divide students into four groups. Have each group read the text from each panel. If time permits, rotate the reading so that all groups get to read the text from all four panels. Alternatively, have volunteers act out the story.

10
mins

Apply

14 Say *I like the story!*

Hold up your book and point to the happy face.

Say *I like the story. I circle the happy face.*

Model circling the happy face. Then, gesture toward the students, and ask *Do you like the story?* Students should choose a face and circle it to show how they feel about the story.

When students finish, draw each of the faces on the board. Point to each face and ask students to raise their hands if they have circled it.

Have students decide which response is the most popular by counting the number of marks next to each face.

Give each student a piece of paper and some crayons or markers.

Have them draw a picture to show what happens next in the story. For example, they might draw a picture of the prince and the princess going off to a castle or playing together.

Allow students a few moments to draw. Collect students' pictures, and hold them up, one at a time.

For each one, ask *What happens next?* Have students say what happens in each picture.

Provide support whenever necessary, if students do not have the language to describe the scene. Then, have the class vote on their favorite ending.

5
mins

Wrap Up

Have students close their books.

Then ask them the following questions to test their memory:

- *What color are the prince's clothes?*

Students should say *Blue and black.*

- *What color is the princess's hair?*

Students should say *Black.*

- *Does the frog have a crown?*

Students should say *Yes.*

- *Is it gold or silver?*

Students should say *Gold.*

- *Who is holding hands at the end of the story?*

Students should say *The prince, the frog, and the princess.*

Listen to students' answers. Then, have them open their books and check to see which answers were correct.

Say *Nice work today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students listen to and understand a story?

Read *New Friends*. Then ask students *Who became friends?*

Can students recognize target vocabulary in context?

Slowly say each of the Unit 1 vocabulary words, and have students raise their hands when they hear a word that was included in the story.

Unit 2

I Like Food: Unit Opener, p. 16

Lesson Objectives

By the end of this lesson, students will be able to:

- Identify three to five foods;
- Name colors;
- Ask and answer questions about food preferences

Language Focus

- **Review vocabulary**
Colors
- **Structure/Sentence pattern**
Simple present tense

8
mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

Put a few real or toy food items in a bag and hold it up for students. Tell students what they are as you hold each one up.

Say *[An apple.]*

Shake the bag, open it a little, and smell the contents (if using real food).

Close the bag and shake it again.

Ask *What's in the bag?*

Students should say *[An apple.]*

Walk around the room and invite several students to put a hand inside the bag and feel the items without looking. Have students guess what is in the bag. They should name it or draw a picture if they don't know the word.

Then, open the bag and pour out all the items onto a desk or table.

Point to the items and say *Food! Look. Food!*

Have students say the word *food* several times.

Ask *What is our next unit about?*

Say *It's about food! Let's look.*

8
mins

Present

Help students open their books to p. 16.

Say *Look. Food! Mmmm!*

Write food on the board and have students repeat it.
Say *I like food.*

Draw a happy face on the board.

Have students look at the photo and say everything they can about it. Ask questions to encourage discussion.

For example, ask:

- *What do you see?*

Students should say *[A mother, a father, a daughter, a table, food].*

- *What colors do you see?*

Students should say *[Black, yellow, white, orange, green].*

- *Does the girl like the food?*

Students should say *Yes.*

- *Do you like the food?*

Students should say *[Yes/No].*

Resources

A paper bag with three to five food items (real or plastic)

Be the Expert

Teacher Tip

Research has shown that smells and memory are closely linked. Certain odors can help with recollection. Bring in real food items and allow students to touch, taste, and smell them as they learn vocabulary.

Teacher Tip

When working with food items as part of an activity or project, or when providing snacks in class, always check with parents first to make sure that their children do not have any food allergies or other restrictions.

5
mins

Practice

Point to the bowl of salad the girl is holding in the photo and say *Look, this food is green, orange, and yellow!* Explain to your students that the food is called salad, and that it can be made with different ingredients. Explain that the green food is cucumber, the orange food is tomato, and the yellow food is corn.

Say *Look at the other food on the table. Can you see any food that is white?*

Students should say Yes.

Point to the rice in the bowls. Say *That's rice!*

Write the word rice on the board and draw a happy face and a sad face under the word. Ask *Do you like rice?* as you point to the happy face.

Students should say [Yes/No].

Make a check under the happy face for each student who says "Yes" and an "X" under the sad face for each student who says "No." Find out how many students in the class like rice. Point out the plate of sushi on the table and explain that it is also made of rice, as well as seaweed, and egg.

10
mins

Apply

Say the chant once while students listen. Say it again and have them repeat it after you, clapping their hands after each sentence.

Practice the chant until everyone feels confident, and then have students chant, clap, and march around the room.

Chant:

I like food. (clap) *Yes, I do!* (clap)

I like food. (clap) *We do, too!* (clap)

If time allows, ask students to name different types of food and use it to replace food in the chant.

2
mins

Wrap Up

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students talk about food preferences?

Take out the food items that were used at the beginning of class.

As students leave the classroom, point to an item and ask *Do you like [bananas]?*
Students should say Yes/No.

Unit 2

I Like Food: Vocabulary, p. 17

Lesson Objectives

By the end of this lesson, students will be able to identify and name some common food and drinks.

Language Focus

• Vocabulary

Bananas, bread, chicken, cookies, milk, noodles, orange juice, rice, water

• Review vocabulary

Colors

• Structure/Sentence pattern

Simple present tense. I want [a cookie].



5 mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.

Get ready eight to ten pictures for words that you want to review from Grade 1 or Unit 1.

Show the students a picture.

Say *Look at the picture. What is it? Tell me the word.* Students should say [Crown].

If necessary, model the activity first to make sure all students understand what to do.

Say *Good job! Now let's learn some new words. Let's learn about food.*

3 mins

Present

Have students open their books to p. 17.

Say *Look. Find a yellow food.*

Point. Walk around the room to check that students are pointing to the bananas in their books.

Say *Listen and say. Bananas. Bananas.*

Have students repeat after you. Then repeat this for each of the other foods and drinks.

Note

Since water has no color, you may want to teach *clear* as a descriptive word.

15 mins

Practice

Put students in pairs.

Say *Look at page 17.*

In their pairs, ask one student to name a color while the other student points to a food or drink with that color. If necessary, model the activity with a student.

Make picture cards for each vocabulary word and place them in different places on the board. Make sure the pictures are placed where students can reach them.

Have students form groups and line up at the back of the room. Then give each group a fly swatter. Model the activity by doing the following:

Say *Listen. Bananas.*

Walk quickly to the board with a fly swatter and tap the picture of bananas.

Make sure students understand that one person from each group should walk quickly to the board at

Resources

EOW materials

Audio TR: B35

Other materials

Eight to ten pictures or picture cards of vocabulary words from previous lessons or from Grade 1, a fly swatter for each group, one paper plate per student, tape

Be the Expert

Vocabulary Strategy

When checking student attendance, after students respond with here or present, give them a vocabulary category and have each student supply a word in that category. For example, if the day's category is family, each student would say here and a word such as *mother, father, brother, sister*, and so on.

Teacher Tip

When students make a mistake, first invite them to self-correct. Always give students the opportunity to say the correct answers themselves, or ask other students to help, rather than giving the correct answer yourself. This will give students self-confidence and help them avoid the error in the future.

the same time and tap the picture of the word you say. The first student to tap the correct picture wins a point for his or her group, and the group with the most points is the winner.

Play the game and continue until all the pictures have been identified.

1 Say *OK, class. Ready? Let's do Activity 1. Listen and point to the food.*

Play **TR: B35** once through. Allow students a few seconds to find the correct picture for each item. Then play the track a second time. Walk around the room to check that students are pointing to the correct image for each vocabulary word.

5
mins

Apply

Say *Now it's time to point and say.*

Have students form groups of four. Have them open their books to p. 17. Ask one student in each group to point to a picture and say the correct word. The other group members should then point to the same picture and repeat the word. Have students take turns pointing to images and saying words.

If necessary, model the activity with three students first. As the groups are working, walk around the room to check that students are pointing to the images and saying the correct words.

5
mins

Wrap Up

Say *It's time for lunch. What do you want?*
Students should say *I want [chicken]. I want [rice].*

Give students a paper plate each. Ask students to draw three or four food and drink items on their plates. Then have them show their plate to a partner and say what they want. Walk around the room to listen to students' conversations and check that the correct foods are on their plates.

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students identify and name foods and drinks?

Point to the pictures of food on p. 17 and have students name them.

Unit 2

I Like Food: Vocabulary, p. 17

Lesson Objectives

By the end of this lesson, students will be able to:

- Identify and name foods and drinks;
- Say what food and drink they want

Language Focus

• Vocabulary

Bananas, bread, chicken, cookies, milk, noodles, orange juice, rice, water

• Review vocabulary

Colors

• Structure/Sentence pattern

Simple present tense. I want [a cookie].



5 mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Have ready eight to ten pictures for words that you want to review from Grade 1 or Unit 1.

Show a picture. Say *Look at the picture. What is it? Tell me the word.*

Students should say *Princess*.

If necessary, model the activity first to make sure all students understand what to do.

Say *Good job! Now let's learn some new words. Let's learn about food.*

Say *[Milk]*.

Students should point to the picture of milk.

7 mins

Practice

Have students form groups of four. Say *Now it's time to point and say.*

Have students take turns pointing to images and saying words.

Student A should point to the picture of [bread] and says *[Bread]*.

The other students in Student A's group should point to the picture and say *[Bread]*.

If necessary, model the activity with three students first.

As the groups are working, walk around the room to check that students are pointing to the images and saying the correct words.

7 mins

Present

- 2 Have students open their books to p. 17.

Play **TR: B35** once through and ask students to listen and point to the correct picture for each item.

Read out items at random and ask students to point to the correct picture.

12 mins

Apply

On the board, draw a large grid with nine spaces. Tape or stick one of the Unit 2 pictures in each of the spaces.

Review how tic-tac-toe is played. Explain that the two teams should compete to be the first to get a vertical, horizontal, or diagonal line of three Xs or Os in a row.

Resources

EOW materials

Audio TR: B35; Workbook p. 14

Other materials

Eight to ten picture cards of vocabulary words from previous lessons or from Grade 1, pictures of food, plastic food items (optional)

Be the Expert

Teacher Tip

It can be difficult to get students' attention when you want to change activities. Teach students a signal to help with transition. For example, turn the classroom lights on and off a few times. Or, raise your hand. Explain that when you raise your hand, students should stop talking and raise their own hands. Once all students have raised their hands and become quiet, gesture for them to put their hands down. Then, begin the new activity.

However, in this version, teams cannot mark an X or O until they have identified the picture in the space.

For example, the first space has a picture of bread. Team X wants to mark that space. In order to do so, they must first identify the picture as bread. If they are correct, remove the picture and write an X in the space. If they are not correct, leave the picture in its place. Then it is Team O's turn.

Say *Let's play a game. We need two teams.*

Divide the class into two teams.

Say to one team *You are Team X.*

Say to the other team *You are Team O. Team X; you want to get 3 Xs in a row. Team O, you want to get 3 Os in a row.*

If necessary, demonstrate how 3 Xs and 3 Os can be written in vertical, horizontal, and diagonal rows on the board.

Say *In your team, you choose a picture and say the word. If you are right, I take off the picture and write an X or O. If you are wrong, I don't write your X or O.*

Model taking a turn before students begin to make sure that everyone understands how to play.

2
mins

Wrap Up

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students identify and name foods? Point to the pictures of food on p. 17 and have students name them.

Unit 2

I Like Food: Language Use, p. 18

Lesson Objectives

By the end of this lesson, students will be able to:

- Identify and name foods and drinks;
- Express food likes and dislikes

Language Focus

• Vocabulary

Bananas, bread, chicken, cookie(s), noodles, rice, milk, orange juice

• Review vocabulary

Colors

• Structure/Sentence pattern

Simple present tense. Do you like [bananas]? I like [bananas]. I don't like [bread].



6 mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Give each student an envelope with Unit 2 pictures or words inside.

Have each student reach in and pull out a card with a picture or word, which he or she cannot show to anyone.

On the board, write the sentence stem *I have* _____.

Practice a sentence or two with students. Students should say *I have [bananas]. I have [milk].*

Say *Stand up. Walk. Find other students with your picture or word, and then stand together.*

Model the activity, if necessary. Make sure students say what they have rather than showing their cards to each other. Students should get into groups with the same food card.

When everyone is standing in groups, check students' cards to be sure they're all the same.

10 mins

Present

3 Help students open their books to p. 18. Say *Let's do Activity 3.*

Listen and circle. Play TR: B36.

Pause after the first item and ask *Do you see bananas?*

Students should point to the picture of bananas.

Model circling the item, and have students do the same.

Continue playing the track and pause after each item to allow students time to circle it.

4 Have students look at the mascots on p. 18.

Point to Freddy the Frog and ask *Who's this?*

Students should say *It's Freddy.*

Say *Yes, it's Freddy.*

Point to Polly the Parrot and ask *What's her name?*

Students should say *It's Polly.*

Say *Yes, it's Polly. Freddy and Polly are talking about food. Let's listen.*

Play TR: B37.

Draw a happy face and a sad face on the board. Stand by the happy face.

Resources

EOW materials

Audio TR: B36–B37; Unit 2 stickers; Workbook p. 15;

Other materials

Two bananas or two cookies; a glass of water or milk, an envelope with Unit 2 pictures/words for each student, pictures of school supplies, toys, and food

Hold up two bananas (or two cookies) and say *I like [bananas]. I do! I like [bananas].*

Move over to the sad face. Hold up a glass of milk or water and say *I don't like [milk]. I don't! I don't like [milk].*

Check for understanding. Encourage students to respond with *Yes, you do* or *No, you don't*.

Ask *Do I like [bananas]?*

Students should say *Yes, you do. You like [bananas].*

Ask *Do I like [milk]?*

Students should say *No, you don't. You don't like [milk].*

5 mins Practice

Have students form groups of three.

Model the activity with yourself and two students.

Point to one of the food pictures and say *I like [orange juice].* Ask *Do you like [orange juice]?* Students should say *[Yes. / Yes, I do. / Yes, I like orange juice.]*

Have students answer the question and help them to extend their responses. For example, instead of saying *Yes*, a student may say *Yes, I do*. Once the student is comfortable saying *Yes, I do*, encourage them to say *Yes, I like [orange juice]*. Do the same to elicit a negative response.

When everyone understands what to do, point to each picture, and allow students to say what they like and don't like.

7 mins Apply

5 Say *Now let's do a sticker activity.*

Have them form pairs. Have one student begin by choosing a sticker and placing it in the appropriate space.

If the first student says *I like [bread]*, have the student paste the sticker in the "happy face" space in their own book.

The second student then sticks the same bread sticker according to their own likes and dislikes in their own book.

The second student chooses the next sticker to talk about.

Students should take out their Unit 2 stickers and place them in the appropriate spaces. They should continue taking turns until they have finished using all their stickers.

5 mins Wrap Up

Show pictures of school supplies, toys, and food. As you hold up two pictures from the same category, students will say which of the two they like more. Model the activity. Hold up [crayons] and [pencils].

Say *I like [pencils].*

Call on two or three students and have them say which of the two items they like more. Students should say *I like [crayons].*

Logical pairings include crayons/pencils, pens/pencils, dolls/robots, teddy bears/robots, cars/trucks, balls/balloons, kites/balloons, bananas/cookies, bread/cookies, milk/orange juice, water/milk, and noodles/rice.

Assign Workbook Activities 2–4, p. 15.

Say *Good work today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2 mins Lesson Review

Can students identify and name foods and use *I like* and *I don't like* to express food likes and dislikes?

Have students point to pictures of food and drink, identify them, and say whether they like or don't like them.

Unit 2

I Like Food: Content Concepts, p. 19

Lesson Objectives

- By the end of this lesson, students will be able to:
- Identify and name shapes (circle and square)
 - Count up to sixteen items

Language Focus

- **Vocabulary**
Circle, square; numbers 15–16
- **Review vocabulary**
Colors; numbers 1–14
- **Structure/Sentence pattern**
Simple present tense

1 Listen and point. Say. TR: B28

2 Listen and color. TR: B29

3 Listen and say. TR: B30
Read the sentences.

15 fifteen He wants 15 yellow bananas.

16 sixteen You have 16 cookies.

4 Listen. Count and say. TR: B31

5 Make the cards. Listen.
Put the cards in order. TR: B32

5 mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

Choose a total of 18 pictures from Unit 1-2 and Grade 1. Show any three pictures. Say a vocabulary word for one of the pictures and have students point to the correct picture.

Repeat a total of six times, using three different pictures each time.

16 mins

Present

Say *Circle* as you draw a circle on the board.

Have students repeat. Call on a few students to come to the board and draw circles.

Hold up a circular item, such as a CD, and say *Circle*. Then, do the same for the word *Square*.

Note

If you want to draw a perfect circle on the board, hold the chalk/whiteboard marker behind you and move your arm in a circular motion.

- 6** Have students open their books to p. 19. Point to Activity 6.

Ask *What colors do you see?*
Students should say *Yellow and green*.

Say *Yes, yellow and green. A yellow circle. A green square.*

Say *Now let's listen. Then, point and say.*

Play **TR: B38** once. Repeat if necessary.
Students should point to the pictures and say the words.

Point randomly to the circle or square. Ask *What is it?*
Call on several students to respond.
Students should say *A circle/A square*.

Say *Good job!*

Have students name some items that are circular.
Ask if any of those circles are also yellow, e.g. the sun. Then have students name some items that are square.

- 7** Ask *What color is the circle?*
Students should say *Pink*.

Say *Take out your crayons. Let's listen and color.*

Play item one in **TR: B39**. Make sure students understand that they will choose a circle or a square each time and color it based on what they hear.

Continue playing **TR: B39**, pausing after each item to allow students time to color it.

Resources

EOW materials

Audio TR: B38–B40

Other materials

18 pictures of Unit 1-2 and Grade 1 vocabulary words; flat circular objects, flat square objects

Be the Expert

Teacher Tip

Young learners often have trouble staying still for long periods of time. After two or three seated activities, do an activity that allows students to get up from their seats and move around.

Reading Strategy

Echo Reading: Help students learn to develop oral reading skills by using the Echo-Read procedure. Play the audio for the first sentence, or read it aloud. Have students repeat the sentence after you as they move their fingers along the words in the printed sentence. Do the same for each sentence. Help students imitate the stress, rhythm, and intonation patterns of each sentence.

5
mins

Practice

- 8 Ask the class to tell you the numbers that come after 10. Ask *What numbers come after 10?* Students should say *Eleven, twelve, thirteen, fourteen.*

Write the sentence stems *I want...* and *You have...* on the board. Point to the pictures and words on p. 17 and make simple sentences using the numbers 1–14. Students should say *[I want eleven cookies.]*

Have students look at Activity 8. Ask *What comes after 14?* Students should say *Fifteen. Sixteen.*

Say *Let's listen. Repeat the numbers you hear.* Students should say *Fifteen. Sixteen.*

Play TR: B40.

Call on a few students to read the sentences aloud.

2
mins

Wrap Up

Say *Good work today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students identify and name circles and squares?

Have students draw, color, and count a number of circles and squares.

5
mins

Apply

Say *Draw something using circles and squares.*

If students are not sure what to draw, give suggestions such as the moon, a house, or a robot. They should draw pictures using squares and circles.

Have students share their drawings with a partner and talk about them. Students should say *This is [a robot].*

Unit 2

I Like Food: Content Concepts, p. 19

Lesson Objectives

- By the end of this lesson, students will be able to:
- Identify and name shapes (circle and square);
 - Describe shapes and their colors

Language Focus

- Vocabulary**
Circle, square; numbers 15–16
- Review vocabulary**
Colors; numbers 1–14; shapes
- Structure/Sentence pattern**
Simple present tense

1 Listen and point. Say. TR: B38

2 Listen and color. TR: B39

3 Listen and say. TR: B40
Read the sentences.

15 Fifteen He wants 15 yellow bananas.

16 Sixteen You have 16 cookies.

4 Listen. Count and say. TR: B41

5 Make the cards. Listen.
Put the cards in order. TR: B42

5 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

Choose a total of 18 pictures from previous units and Grade 1. Show any three pictures.

Say a vocabulary word for one of the pictures and have students point to the correct picture.

Repeat a total of six times, using three different pictures each time.

5 mins Present

Say *Open your book to p. 19.*
Point to the circle or square at random. Ask *What is it?*

Call on several students to respond.
Students should say *It's a circle/square.*

Say *Good job!*

Point to the numbers 15 and 16 at random.

Ask *What number is this?*
Students should say *Fifteen/Sixteen.*

Call on several students to respond.

11 mins Practice

9 Say *Now it's time for Activity 9. Let's listen, count, and say.*

Play TR: B41. Pause after each item to allow students time to count and answer.

10 Say *Now let's do a sticker activity.*

Have students stick the stickers on poster board.
Then have them cut out the cards.

Say *Let's listen and put the cards in order.*

Model the activity first, if necessary.

Play TR: B42. As students listen and order their cards according to the dialogue, walk around the room and check their work. Provide help as needed.

10 mins Apply

Have students use their cards from Activity 10 to play a memory chain game.

First, review *I have _____ and he/she has _____* with students.

Then model the activity. For example, hold up a card with a red circle and say *I have a red circle.*

Have a student hold up a card with a blue square so that the class can see it. Say *I have a red circle. He has a blue square.*

Resources

EOW materials

Audio TR: B41–B42; Unit 2 stickers; Workbook p. 16

Other materials

18 pictures of Unit 1-2 and Grade 1 vocabulary words; scissors, poster board

Be the Expert

Teacher Tip

Keep a basket of readings with audio in your classroom. Zip each reading in a labeled plastic bag, together with a recording of the text and headphones. When students finish an activity or a test early, allow them to pick something from the basket to listen to and read.

2
mins

Lesson Review

Can students identify and name circles and squares?

Have students draw, color, and count a number of circles and squares.

Have another student hold up a card with a green circle. *Say I have a red circle. He has a blue square. She has a green circle.*

Have students form groups of five or six. Have students choose a card.

Make sure that students look only at their own cards. Call on one student in each group to begin by saying what color and shape is on his or her card. Students should say *I have [a blue circle]*.

Have students continue, going around the circle to the right, adding on the new information each time. Students should try to remember what cards one another has.

Find out if the last student can remember everyone's cards.

2
mins

Wrap Up

Assign Workbook Activities 5–7, p. 16.

Say *Good work today, class. Now let's chant.*

Lead the class in the Goodbye chant.

Unit 2

I Like Food: The Sounds of English, p. 20

Lesson Objectives

- By the end of this lesson, students will be able to:
- Notice and recognize the /tʃ/, /r/ and /n/ sounds;
 - Pronounce the target sounds correctly

Language Focus

Phonics:

/tʃ/: chicken, /r/: water, /n/: noodles

11 Listen and say.
Listen again, trace and write. TR: B43 and B44

1. **Cc Hh → Ch**
chicken chick n

2. **Rr** water ate

3. **Nn** noodles d s

12 Listen and chant. TR: B43
I like chicken.
I like rice.
I like noodles.
They're so nice!



5 mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

Say *We're going to play What's Missing?*

Write on the board twelve words containing target sounds from Units 1–2 or Grade 1, such as *chair, kitchen, brown, pen, eraser, red, robot*.

Have students study the words for a minute or two.

Next, have students stand up and turn their backs to the board. Remove one of the words.

Have students turn around and try to identify the missing word.
Students should say [Chair].

Pay attention to their pronunciation of the target sounds and words.

9 mins

Present

11 Say *Let's listen to new sounds.*

Play **TR: B43**. Ask students to repeat each sound or word they hear.

Say *Chicken has the /tʃ/ sound*. Have students repeat the sound and the word. Then, ask students to raise their hands when they hear /tʃ/. Remind them that the sound can be heard anywhere in the word. Say the following words: *Chair, chicken, juice, purple, square, lunch*.

Students should raise their hands when they hear *chair, chicken, and lunch*.

Say *Water has the /r/ sound*. Have students repeat the sound and the word. Then, ask students to raise their hands when they hear /r/. Say the following words: *Cookie, brother, red, doll, rice, prince, water*. Students should raise their hands when they hear *brother, red, rice, prince, and water*.

Say *Noodles has the /n/ sound*. Have students repeat the sound and the word. Then, ask students to raise their hands when they hear /n/. Say the following words: *Nice, water, pen, noodles, no*. Students should raise their hands when they hear *nice, pen, noodles, and no*.

If there are students in your class with /tʃ/, /r/, or /n/ in their names, point them out. For example, say *Rukia*. *What sounds do you hear in Rukia's name?* Students should say /r/.

Resources

EOW materials

Audio TR: B43–B44

Other materials

Pictures (optional) of *chicken*, *chair*, *noodles*, *nose*, *rice*, and *robot*

Be the Expert

Target Sounds

- The /tʃ/ sound is the first sound found in *chicken* and *chair*. It is also found in the middle of the word *kitchen*.
- The /n/ sound is the first sound found in *noodles* and *nose*. It is also found in the middle of the word *banana* and at the end of the word *chicken*.
- The /r/ sound is the last sound in *water*. It is also the first sound in *rice*, *red*, and *robot*. It is also found in the middle of the word *bedroom*.

9
mins

Practice

Write *Cc* on the board. Ask *What letter is this?* Then write *Hh* on the board. Ask *What letter is this?* Then say *The letter c together with the letter h makes the sound /tʃ/*. Have students make the /tʃ/ sound. Ask students to open their books to p. 20. Then say *Let's learn to pronounce /tʃ/. Listen and repeat what you hear.*

Play **TR: B43**. Have students follow along with the track by looking at Activity 11 and pointing to the letters and words. Play the track again and have students repeat the sounds as they point to the letters and words.

8
mins

Apply

Draw *Ch* and *ch* in dotted outline on the board. Say *Let's trace the letters ch*. Model tracing over the outline. Then say *Look at the word and picture for chicken again. Listen to the sound /tʃ/ and use your pencil to trace the letters ch*.

Play **TR: B44** and stop after *chicken*. Make sure students trace *ch* two times for *chicken* and fill in the missing *e* to complete the word *chicken*. Call on volunteers to say the word aloud.

Repeat the activity for *r* and *n* and play the rest of **TR: B44**.

2
mins

Wrap Up

Say *Good work today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students recognize and pronounce the sounds: /tʃ/ as in *chicken*, /n/ as in *noodles*, and /r/ as in *water* correctly?

Point to words or pictures of *chicken*, *chair*, *noodles*, *nose*, *rice*, and *robot*. Have students say the words.

Unit 2

I Like Food: The Sounds of English, p. 20

Lesson Objectives

By the end of this lesson, students will be able to:

- Notice and recognize the /tʃ/, /r/ and /n/ sounds;
- Pronounce the target sounds correctly

Language Focus

Phonics:

/tʃ/: chicken, /r/: water, /n/: noodles

11 Listen and say.
Listen again, trace and write. TR: B43 and B44

1. Cc Hh → Ch 

2. Rr water ate 

3. Nn noodles d s 

12 Listen and chant. TR: B45

I like chicken.
I like rice.
I like noodles.
They're so nice!



20 THE SOUNDS OF ENGLISH

2 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

10 mins Present

Say *Let's listen to new sounds.*

Play **TR: B43**. Ask students to repeat each sound or word they hear.

Say *Chicken has the /tʃ/ sound*. Have students repeat the sound and the word. Then, ask students to raise their hands when they hear /tʃ/. Remind them that the sound can be heard anywhere in the word. Say the following words: *Chair, chicken, juice, purple, square, lunch*.

Students should raise their hands when they hear *chair, chicken, and lunch*.

Say *Water has the /r/ sound*. Have students repeat the sound and the word. Then, ask students to raise their hands when they hear /r/. Say the following words: *cookie, brother, red, doll, rice, prince, water*. Students should raise their hands when they hear *brother, red, rice, prince, and water*.

Say *Noodles has the /n/ sound*. Have students repeat the sound and the word. Then, ask students to raise their hands when they hear /n/. Say the following words: *nice, water, pen, noodles, no*.

Students should raise their hands when they hear *nice, pen, noodles, and no*.

If there are students in your class with /tʃ/, /r/, or /n/ in their names, point them out. For example, say *Rukia*. *What sounds do you hear in Rukia's name?* Students should say /r/.

8 mins Practice

12 Say *Look at Activity 12. Look at the picture. What do you see?*

Have students say all they can about the picture. Also teach the word *chopsticks*. Students should say *The girl likes [rice]*.

Say *Now let's listen*.

Play **TR: B45** twice while students just listen.

Point out and pronounce words in the chant that have the target sounds.

Have students repeat them. Play **TR: B45** a third time, and have students say the chant. Repeat it until students feel confident in saying the chant.

Resources

EOW materials

Audio TR: B43, B45; Workbook pp. 17–19

Other materials

A soft ball; string; picture cards for words with the target sounds /tʃ/, /r/, /n/; paper clips or hole puncher

Be the Expert

Teacher Tip

To help students feel confident with pronunciation, make a “Pronunciation Robot.” Make a paper bag puppet that looks like a robot, a figure on a stick, or a circular strip with antennae to wear on your head. Explain that students can ask the robot to pronounce sounds and words, as many times as necessary. Students can just listen, or listen and repeat.

8
mins

Apply

Make mini picture cards for the target sounds and use a string to make picture necklaces for each student.

Use a paper clip to attach each card to string, or punch holes in the top two corners of each card and pull the string through the holes.

Have students walk around the room, look at the pictures, and group themselves by target sound: /tʃ/, /n/, and /r/.

Say *Stand up. Walk and look at the pictures. Find students with the same sound as you. Make a group.* Student should then walk around the room and find other students with pictures which have the same sound.

Model the activity. Put on a necklace and find other students who have the same target sound.

Say *I have [noodles]. [Maria] has [nose]. [Ricardo] has [nine]. We are a group.*

Make sure students pay attention to beginning, middle, and final sounds to form their groups.

Do the chants as a call-and-response activity. Have students form two groups.

Group 1 chants the whole chant using *I want*.

In response, group 2 chants the whole chant using *I have*.

Finally, both groups chant the whole chant together using *Let's eat*.

You may want students to hold up pictures of chicken, rice, and noodles as they chant.

4
mins

Wrap Up

Assign Workbook Activities 8–11, pp. 17–19.

On the board, write *I want* _____ in one section.

Say the chant again, using this sentence frame instead of *I like* _____.

Have students say the chant with you. Do this again with *I have* _____ and *Let's eat* _____.

Say *Nice work today, class. Now let's chant.*

Lead the class in the Goodbye chant.

3
mins

Lesson Review

Can students recognize and pronounce the sounds /tʃ/ as in *chicken*, /n/ as in *noodles*, and /r/ as in *water*, correctly?

Point to pictures or words such as *chicken*, *chair*, *noodles*, *nose*, *rice*, and *robot*. Have students say the words.

Unit 2

I Like Food: Story, p. 21

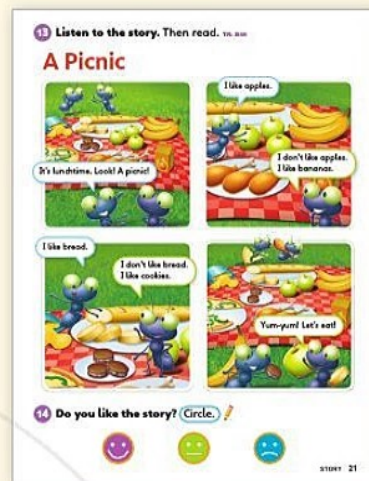
Lesson Objectives

By the end of this lesson, students will be able to:

- Read about a picnic;
- Recognize vocabulary about food in context;
- Use pictures to understand context

Language Focus

- **Review vocabulary:**
Foods and drinks; colors; shapes
- **Structure / Sentence pattern:**
Simple present tense to talk about foods and drinks



6 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Say *Today, we're going to play the game Odd Man Out.*

Prepare six envelopes, each of which contains five cut-outs or pictures.

Four of the images in each envelope belong to the same vocabulary group, such as toys, family, rooms in a house, food, and so on.

The fifth picture belongs to a different group. For example, an envelope could contain images of a doll, truck, robot, kite, and banana.

The "odd man out" is the banana, as all the other words are toys, and banana is a food. Each of the envelopes should contain different images and categories.

Choose a set of five pictures to display for students. Four out of the five should belong to the same category (such as toys, food, etc.)

The fifth picture should belong to a different category. For example, a group of five could include pencil, eraser, noodles, pen, and crayon. Call on students to pick out the picture that doesn't belong in the same

category as the others. Repeat this a few times, being sure to use different pictures each time.

Challenge!

Have students explain their choice. Students should say *It's [food]. I don't use it in school.*

12 mins Present

Hold up a blanket or tablecloth. Hold up a picnic basket. Hold up real or plastic food items.

Say *Let's have a picnic!*

Put the blanket or tablecloth on a desk, a table, or the floor. Open the picnic basket and take out the food.

Have students say the words for any foods they know.

Students should say *[Bananas]*.

Say *Time to eat!*

13 Say Let's read about a picnic.

Have students open their books to p. 21. Encourage them to say everything they can about the illustrations by asking questions. For example, ask *What's this? What colors do you see? How many [ants]?*

Students should say *[Bananas/Yellow bananas/Four ants]*.

Resources

EW materials

Audio TR: B46

Other materials

Six envelopes containing five cut-outs or pictures each, a blanket or tablecloth, a picnic basket, real or plastic food items

Teach the word *apples*.

Have students listen as you play **TR: B46** or read the story once.

Point to the pictures and use gestures to help with meaning.

7
mins

Practice

Play **TR: B46** or read the story a second time.

Encourage students to point to pictures and use gestures as you read. Allow them to ask questions and make comments on the story.

Play **TR: B46** or read the story a third time. This time, play the audio or read aloud one sentence at a time.

Have the students repeat each sentence after you as they track the print in the story with their fingers.

Pay attention to stress, rhythm, and intonation as you read.

Divide students into four groups. Have each group read the text from each panel.

If time permits, rotate the reading so that all groups get to read the text from all panels.

Alternatively, have volunteers act out the story.

14 Say *I like the story!* Hold up your book and point to the happy face.

Say *I like the story. I circle the happy face.* Model circling the happy face.

Gesture towards the students and ask *Do you like the story?* Have students choose a face and circle it.

Say *Think about our other stories in Grade 1 and Unit 1. Think about this story.*

Ask *Which story is your favorite? Ask your partner.* Students should tell their partners what their favorite stories are.

6
mins

Apply

Have students take out crayons and paper. Ask *What do you want at your picnic? Draw.*

Students should draw the foods they would want to eat at their own picnic.

If you see students drawing foods that aren't from the unit, provide additional vocabulary to them.

When students finish, have them share their pictures in small groups.

2
mins

Wrap Up

Say *Now we know about picnics and picnic food.*

Ask *What foods are at a picnic? Do you like picnics?* Students should say [*Bananas. Yes*].

Say *Nice work today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students listen to and understand a story?

Read aloud *A Picnic*. Then, ask *What do they like?* (apples, bananas, bread, cookies).

Can students also recognize target vocabulary in context?

Say each of the Unit 2 vocabulary words, and have students raise their hands when they hear a word that was included in the text or illustrations in the story (bananas, bread, cookies, orange juice, chicken).

Lesson Objectives

By the end of this lesson, students will have reviewed Units 1-2 vocabulary, language use, and content concepts.

Language Focus

- **Review vocabulary:**
Foods, drinks, colors, shapes, numbers, royalty, feelings
- **Structure / Sentence pattern:**
Simple present tense to ask and answer about things students want or like



7 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Say *Today, we're going to play a game.*

Have them open their books to pp. 22-23.

Have students find the pictures of the two-colored counter on p. 23. Read the text aloud and explain what it means to move 1 or 2 spaces.

Say *Now let's do a sticker activity.* Have students stick the blue circle on poster board. Then, have them cut out the circle. Then, have them stick the yellow sticker on the back of the cut-out circle.

Say *Our counter is now ready.*

Then hold up one example of a counter for students to see. Point to the blue side and say *This lets you move 1 space.* Point to the yellow side and say *This lets you move 2 spaces.*

Walk around and help students with their counters as necessary.

8 mins Present

Model playing the game.

Point to a student and say *Play with me, please.* Toss the counter. If it shows blue, say *Blue.*

Show students how both the student's and your playing pieces must be placed on the word *Start* on p. 22 before the game can begin.

Move your playing piece one space forward and ask your partner a question using the word *rice*, *white*, or *red*. For example, ask *Do you like rice?* Students should say *Yes, I like rice.* / *No, I don't like rice.*

Model taking turns.

Flip the counter to show the yellow side. Have your partner move their own playing piece forward by two spaces.

Prompt the student to say *Yellow* and then ask you a question using the word *water*. Students should say *[Do you like water?]*

Remind students that the questions can be about themselves, other people, or even other things.

Resources

EOW materials

Workbook pp. 20–21

Other materials

Scissors, poster board, playing pieces (such as buttons, tokens, or other small, flat objects)

Be the Expert

Teacher Tip

Students who are more nervous or shy about participating in class may sometimes feel more comfortable talking about other people instead of themselves. Encourage students to talk about themselves as well as the people they know. You can model this by providing more information about your friends or family and asking about others. For example, you can say, "I like [banana milk]. Do you like [banana milk], too? What about [your brother]?"

9
mins

Practice

Then say *Now it's your turn. Play! Take turns. When it's your turn, move one or two spaces. Then ask a question based on what you see.*

Have students play the game in pairs. Give two playing pieces to each pair. Remind them that they can make questions using anything that they see in the picture.

Monitor pairs as they play the game. Make sure that both the student asking the question and the student answering the question have a chance to use and review the vocabulary words.

Make sure students understand that they should keep moving along the game route until they reach the word *Finish*.

If students need help thinking of questions, write examples on the board for them.

2
mins

Wrap Up

Assign Workbook Activities 1–4, pp. 20–21.

Say *Nice work today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students remember and use the new words they've learnt?

As students leave the class, ask them to make a sentence with one word they remember from Units 1 and 2 (foods, drinks, colors, shapes, numbers, royalty, feelings).

7
mins

Apply

Tell students that they are going to review and revise what they have learnt so far by doing some written exercises.

Have students open up their books to pp. 24–25. Go through each activity first and answer any questions they might have about how to do the activities.

Have students try them on their own.

Unit 3

Clothes: Unit Opener, p. 26

Lesson Objectives

By the end of this lesson, students will be able to:

- Learn vocabulary about colors;
- Describe things using colors

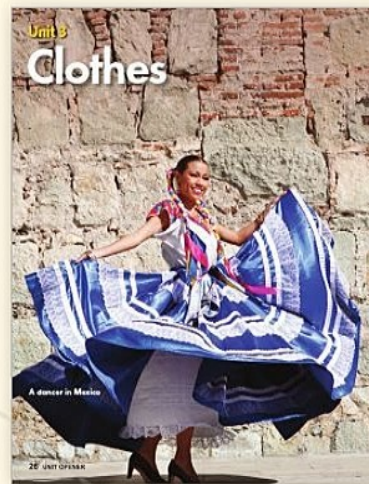
Language Focus

• Review vocabulary

Red, blue, green, yellow, orange, black, white, pink, purple, hair, arms, ears, hands, mouth

• Structure / Sentence pattern

What color? What body parts do you see?

7
mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

Have students open their books to p. 26.

Point to the photo, and say *Look! This girl is dancing.*

Dance around a little to show the meaning of dancing, and say the word again.

Point to the girl's clothes. Say *Look at her hair and clothes! There are many different colors.*

Ask students to identify the colors that they see.
Students should say *White, blue, pink, yellow.*

5
mins

Present

Hold up the book to p. 26 and have students answer the following questions using the photo:

Ask *What body parts do you see?*

Students should say *Hands, arms, ears, hair.*

Ask *What color is her hair?*

Students should say *Black.*

Point to the ribbons in her hair.

Say *These are ribbons. What colors are they?*
Students should say *Red, blue, yellow.*

8
mins

Practice

Have students close their books and write the numbers 1–5 on a sheet of paper. Tell students that to answer *yes*, they should make a check next to the number. To answer *no*, they should write an X.

Ask them simple memory questions about the photo:

1. *Is the girl sitting down?*

Students should write an X.

2. *Is the girl's dress red?*

Students should write an X.

3. *Is the girl's hair black?*

Students should make a check.

4. *Can we see the girl's mouth?*

Students should write an X.

5. *Are the girl's arms up?*

Students should make a check.

When you finish, have students open their books to p. 26 to check their work.

Repeat the questions, one at a time, and call on students to say the answer.

Resources

Other materials

Paper, a hat, a shirt, a dress, pants, socks, shoes, a coat, shorts, a skirt, a paper bag, a few familiar items such as a ball or a banana

Be the Expert

About the Photo

The photo shows a girl doing traditional folkloric dancing in Mexico. Folkloric dances are known for colorful costumes, careful movements, and lively music. Women dancers wear brightly colored costumes. These include skirts or dresses, and the dancers move them to the music. Men generally wear suits and large hats called sombreros. Often the dances are performed to music played with guitars, violins, trumpets, and accordions.

Teacher Tip

Be sure to involve all students in class discussions. Often, the same students try to talk. Encourage other students to participate by asking them questions directly.

10
mins

Apply

Point to the girl on p. 26 as you say *We see the girl's clothes. Her clothes have many colors.*

As you say *clothes*, point to her shirt and then to her skirt.

Hold up clothing items, such as a hat, a shirt, a dress, pants, socks, shoes, a coat, shorts, and a skirt.

As you hold them up, say *These are clothes.*

When students aren't looking, put a clothing item in a paper bag along with another item, such as a pencil, a ball, or a banana.

Say *Take out the clothes.*

Call on a student to reach in the bag, without looking, and pull out the clothing item.

Repeat this a few times, being sure to change the two items in the bag each time.

3
mins

Lesson Review

Can students identify different colors and describe things using colors?

As students leave the class, hold up the book and point to a different color. Have students name the color.

2
mins

Wrap Up

Say *Nice work today, class. Now let's chant.*

Lead the class in the Goodbye chant.

Unit 3

Clothes: Vocabulary, p. 27

Lesson Objectives

By the end of this lesson, students will be able to:

- Identify and name clothing items;
- Describe clothing items using colors

Language Focus

• Vocabulary

A coat, a dress, a hat, pants, shoes, a shirt, shorts, a skirt, socks

• Structure / Sentence pattern

What is it? It's [a shirt]. Is it [a shirt]?


6
mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Hold up p. 27 and point to the clothes.

Point to the clothes and say *Look. These are clothes.*

Then take out some clothing items that you've brought to class. Point to them and say *These are clothes, too.*

Hold up a winter hat and say *Look, I have a hat.*

Hold up a pair of shorts. Say *I have shorts, too.*

Repeat this with a coat and a shirt.

5
mins

Present

Have students open their books to p. 27.

Say *Look at the clothes.*

Hold up real examples of each of the clothing items, one at a time, and say aloud the word for each one. Have students repeat the word after you.

Hold each item up again. This time, ask *Who has [pants] today?*

Students should raise their hand if they are wearing [pants].

Each time, have students raise their hands if they are wearing the clothing item you say.

Repeat this until you have presented each of the new words.

12
mins

Practice

Gesture toward your own clothing and ask students yes/no questions about what you're wearing.

For example, ask *Do I have [a dress] today? Do I have [shoes] today?*

Students should say [Yes].

Put a hat on your head. Then, say *I put the hat on my head, over my hair.*

Hold up a pair of socks. Ask *Where do I put socks?* Students should say *On your feet.*

Then, hold up a pair of pants, and ask *Where do I put pants?*

Students should say *On your legs.*

Note

If students need extra help, ask *Do I put pants on my legs or on my arms?*

Resources

EOW materials

Audio TR: B47

Other materials

A coat, a dress, a winter hat, pants, shoes, a shirt, shorts, a skirt, socks, scissors, glue, old magazines or catalogues, two sheets of paper per student, a stapler and staples

Be the Expert

Vocabulary Strategy

Identify Plural Endings: Point out to students that most of the vocabulary that they are learning is in the singular form. Explain that an -s is added to most words in English to make them plural, to say that there is more than one of that item. Some vocabulary words, such as *socks*, *shoes*, *ears*, *eyes*, or *noodles*, are already presented as plurals because these things typically do not stand alone. Point out that these words can also be in the singular. Have students practice saying vocabulary in the plural forms. Teach them to add -es to form the plural of *dress* and *princess*.

Name different parts of the body, such as hair, arms, legs, and feet.

Students should say the clothing item(s) that cover that part of the body.

For example, a coat or a shirt covers the arms. A skirt or pants covers the legs.

1 Make sure students' books are open to p. 27.

Say *Now we will hear the words.*

Listen and point. Model doing this. Play **TR: B47**.

Pause after the first word, and ask *What word did you hear?*

Students should say *A coat*.

Continue playing **TR: B47** until students have pointed to each of the words.

Hold up a clothing catalogue to help students understand the word *catalogue*.

Model cutting out a picture of one of the clothing items and pasting it to the inside of a small book.

Say *Now you do it! Use all of the new words.* Students should make a clothing catalogue.

Have students cut out pictures for each of the clothing items and paste them inside their books. Give students crayons or markers to decorate the fronts of their catalogues.

Ask students to save their catalogues for the next lesson.

2
mins

Wrap Up

Say *Nice work today, class. Now let's chant.*

Lead the class in the Goodbye chant.

8
mins

Apply

Have students sit at tables in small groups. Place scissors, glue, and old magazines or catalogues at each table.

Give each student two pieces of white paper. Have students fold the papers in half. As students work, walk around the room, and staple their folded papers at the fold to create small books.

Say *Let's make a catalogue for clothes.*

2
mins

Lesson Review

Can students identify and name clothing items?

Point to pictures for clothing items, one at a time, and call on students to name the item.

Unit 3

Clothes: Vocabulary, p. 27

Lesson Objectives

By the end of this lesson, students will be able to:

- Identify and name clothing items;
- Describe clothing using colors

Language Focus

• Vocabulary

Coat, dress, hat, pants, shoes, a shirt, shorts, a skirt, socks

• Structure / Sentence pattern

What is it? It's [a shirt]. Is it [a shirt]? I like the [black pants].



6 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

2 Hold up p. 27 and point to the clothes.

Point to the dress and say *Look. That's a dress.*

Then, point to the dress on the left on p. 26 and say *That's a dress, too.*

Say *Let's look at some other clothes.*

Hold up a winter hat and say *Look, this is a hat.*

Hold up a pair of shorts. Say *These are shorts.*

Repeat this with a coat and a shirt.

Hold each item up again. This time, ask *Who has [pants] today?*

Each time, have students raise their hands if they are wearing the clothing item you say. Students should raise their hand if they are wearing [pants].

Repeat this until you have presented each of the new words.

6 mins Practice

Place students in pairs.

Have them name a clothing item that their partner is wearing. The partner should touch or point to that clothing item on his or her own body.

Have students continue doing this until they have named all of the clothes that they are wearing.

5 mins Present

Have students open their books to p. 27.

Say *Look at the clothes.*

Hold up real examples of each of the clothing items, one at a time, and say aloud the word for each one.

Have students repeat the word after you.

12 mins Apply

Have students work in pairs and give a set of picture cards to each pair.

Say *In pairs, place the cards in the right order.*

Name five clothing items, one at a time. For example, you can use the following patterns:

– shoes, a coat, a hat, pants, a skirt

– a dress, shorts, socks, a shirt, shoes

Resources

EOW materials

Workbook p. 22

Other materials

A coat, a dress, a winter hat, pants, shoes, a shirt, shorts, a skirt, socks; Unit 3 picture cards for pairs of students in class; students' clothes catalogues from the previous lesson

Be the Expert

Teacher Tip

Use sticky notes to mark places in your lesson planner where there is an activity that you did not get to. Then, if you finish early at another point of the unit, go back and do that activity. When you finish a lesson before the class time is over, always find something to do. Remember a few activities that can be done without advance preparation. For example, play a quick game of charades to review vocabulary, play *I spy* with students to review colors and shapes (for example *I spy a circle*; *I spy something green*), or simply review the previous unit's chant.

Have students work with a partner. Have them take turns naming five clothing items and having their partner put the correct cards on the desk in the order that they hear.

Student A should say *[A coat, a skirt, pants, a dress, shoes]*.

Student B should then put the cards according to that order.

Have students work in pairs and share their catalogues with their partners.

Model turning the pages of a completed catalogue and commenting on the clothes.

Point to one item in the catalogue and say *I like the [pants]!*

Point to another item and say *I don't like the [shoes]*.

Then, have pairs say what they like and don't like in one another's catalogue.

Help students to review colors by asking them to expand on their statements. For example, point to one item and say *I like the [black pants]!*

4
mins

Wrap Up

Display different clothing items around the class.

Say the name of a clothing item. Call on a student to find the clothing item you say and bring it to you. As he or she hands you the item, ask *What is it?* The student should say *It's [a shirt]*.

Confirm that the student is correct by asking the class *Is it [a shirt]?* Students should say *Yes, it's [a shirt]*.

Challenge!

Include two or three of the same item in different colors, and have students find the item using the color and the vocabulary word. For example, you can ask students to look for purple socks or brown shoes.

Assign Workbook Activities 1–2, p. 22.

Say *Nice job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students identify and name clothing items?

Point to pictures for clothing items, one at a time, and call on students to name the item.

Unit 3

Clothes: Language Use, p. 28

Lesson Objectives

By the end of this lesson, students will be able to identify what they and others are wearing.

Language Focus

• Review vocabulary

Colors, coat, dress, hat, pants, shoes, shirt, shorts, skirt, socks

• Structure / Sentence pattern

Present continuous tense: I'm wearing [a coat]. He/She's wearing [shorts].

1 Listen. Draw lines. TR: B48

4 Listen and say. TR: B49

I'm wearing a coat. He's wearing shorts.

3 Listen. Stick and say. TR: B49

1	2	3	4
5	6	7	8

28 LANGUAGE USE

7 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

3 Have students open their books to p. 28. Point to the number 1 and say *Listen*.

Play **TR: B48**. Pause after item one, and ask *What is it?*

Students should say *A dress*.

Model drawing a line from the number 1 to the dress.

Then, play the rest of **TR: B48** and have students complete the activity.

Note

If students wear uniforms, give a few students photos of people from a magazine.

Have students stand in the front of the room and hold the photos for everyone to see.

Describe the photos, and have the class identify the student who is holding it.

9 mins Practice

4 Point to the mascots on p. 28 and say *Let's listen*.

Play **TR: B49** two times.

Pause the audio after each sentence for students to repeat.

5 Say *Let's do a sticker activity!*

Show students the Unit 3 stickers in the back of the book.

Say *Listen*. Play **TR: B50**.

Pause after the first item, and then repeat it.

Say *I'm wearing a brown coat*. Students should repeat the sentence.

6 mins Present

Choose a student to describe and have students guess whom you're talking about.

For example, say *He's wearing green pants and a white shirt*.

Students should say *It's [Jakub]!*

Repeat this until you have described three or four students' clothing.

Resources

EOW materials

Audio TR: B48–B50; Unit 3 stickers; Workbook, p. 23

Other materials

Photos of people wearing different outfits

Be the Expert

Teacher Tip

Always remember to model what you want students to say or do. Modeling provides good examples and sets clear expectations of what students should say or do. It can also increase their confidence. If students see or hear clear examples of what is expected of them, they will have a stronger belief that they can perform the task themselves.

Teacher Tip

Remember to speak slowly and clearly at all times so that students understand what you are saying. Keep the language you use steady and controlled. Do not speed up your speech, even as students advance. Pause frequently to check for understanding. Repeat information and instructions as often as necessary to make sure that students understand.

Hold up the sticker page, and ask *Where is the brown coat?*

Students should peel the correct sticker and place it in the space with number 1.

Continue playing **TR: B50**, pausing after each item for students to repeat the sentence and place the sticker.

2
mins

Lesson Review

Can students say what they and others are wearing?

Point to pictures for clothing items, one at a time, and call on students to name the item.

9
mins

Apply

Divide the class into pairs. Have students tell their partners what they are wearing. Students should say *[I'm wearing a shirt.]*

When students finish, call pairs to the front of the room.

This time, have each student describe his or her partner's clothes. Students should say *[He's/She's] wearing [a shirt].*

2
mins

Wrap Up

Assign Workbook Activities 3–5, p. 23.

Say *Nice job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

Unit 3

Clothes: Content Concepts, p. 29

Lesson Objectives

By the end of this lesson, students will be able to identify rectangles and triangles.

Language Focus

• Vocabulary

Rectangle, triangle, numbers 17–18

• Review vocabulary

Colors; numbers 1–16; rectangle, triangle

• Structure / Sentence pattern

It's [cold/hot]. / Present continuous tense. I'm wearing [a coat]. He/She is wearing [shorts].

1 Listen and point. Say. TR. B51

2 Listen and color. TR. B52

3 Listen and say. TR. B53
Read the sentences.

17
seventeen
She has 17 green hats.

18
eighteen
He likes shoes. He has 18 shoes.

4 Listen. Count and say. TR. B54

5 Make the cards. Listen.
Put the cards in order. Say. TR. B55

7 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

Place students in pairs. Give each pair one minute to find as many circle shapes in the classroom as they can.

Each time they find one, have them write a check on a piece of paper.

After one minute, ask *How many circles do you see?*
Students should count their check marks and say their answer.

Then, call on students to show you the circles they found.

Repeat this activity for squares.

Have students repeat the word.

Repeat this for *triangle*.

Note

Since triangles are less likely to be found in your classroom, you may want to cut out a few triangles from paper and hang them around the room ahead of time.

6 Point to Activity 6.
Ask *What colors do you see?*

Say *There's an orange rectangle. There's a purple triangle.*

Students should say *Orange, purple.*

Play **TR: B51**.

Students should repeat the words they hear.

Have students name some items that are rectangular.
Then have students name some items that are triangular.

14 mins Present

Say *Rectangle* as you draw a rectangle on the board.

Have students repeat the word.

Gesture toward the board, the door, your desk, or any other rectangular items in the class, and say *Rectangle*.

7 Have students look at Activity 7.

Ask *What color is the rectangle?*
Students should say *Green*.

Make sure students have crayons on their desks.

Say *Let's listen and color.*

Resources

EOW materials

Audio TR: B51–B52

Other materials

Scissors; circles, squares, triangles, and rectangles cut-outs using colored paper; copies of a stick-figure drawing—one per pair

Be the Expert

Teacher Tip

When doing listening activities, let students hear the entire track first to give them an idea of what they will need to listen out for. Play the track a second time and pause when students need to provide answers. Then, play the track again for students to check their work. Being able to preview and review audio helps students do listening activities well.

Reading Strategy

Connect Reading to Personal Experience: Many stories include activities in students' daily lives. As you read, ask students about their own experiences. Point out actions and ask students questions like *Do you do this? Do you like to do this? Where do you do this?*

Play **TR: B52**. Pause after the first item and say *A green rectangle* as you point to the completed example.

Continue playing **TR: B52**, pausing after each item for students to color it.

10
mins

Apply

Cut out two circles, two squares, two triangles, and two rectangles from colored paper.

Have students work in pairs. Give a set of shapes to each pair of students.

Make copies of a drawing of a stick figure and give one to each pair. Describe an outfit, and have students use their shapes to "dress" the stick figure.

For example, say *She's wearing a shirt, a skirt, and a hat*.

Students might put a square on as a shirt, a triangle as the skirt, and a rectangle for the hat.

Walk around and ask students about their work. Students should say what shape each clothing item is.

Repeat this activity several times, using different clothing items each time.

2
mins

Wrap Up

Help the class to revise the numbers they have learnt by calling out the students in groups of 2 to 9.

Say *[Maya. Derrick. Angela. Sophie. Joseph. Tom. Yiling. Claire. Rizuan.] How many shoes?*
Students should say *[Eighteen shoes]*.

Say *Nice job today, class. Now let's chant*.

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students identify and name rectangles and triangles?

Give each student a piece of paper and scissors. Have them cut a rectangle and a triangle from the paper. Say each word and have them hold up the correct shape. Then, hold up each shape and call on students to name them.

Unit 3

Clothes: Content Concepts, p. 29

Lesson Objectives

- By the end of this lesson, students will be able to:
- Identify and name different shapes;
 - Say how many shapes they see

Language Focus

• Vocabulary

Rectangle, triangle, numbers 17–18

• Review vocabulary

Colors; numbers 1–16; square, circle

• Structure / Sentence pattern

It's [cold/hot]. Present continuous tense. I'm wearing [a coat]. He/She is wearing [shorts].

1 Listen and point. Say. TR: B51

2 Listen and color. TR: B52

3 Listen and say. TR: B53

17 She has 17 green hats.

18 He likes shoes. He has 18 shoes.

4 Listen. Count and say. TR: B54

5 Make the cards. Listen. Put the cards in order. Say. TR: B55

2 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

8 mins Present

Get students into groups.

Say *Rectangle* as you draw a rectangle on the board. Students should say *Rectangle*.

Say *Stand up and make a rectangle.* Students should make a rectangle by joining hands.

Repeat this for triangle.

Note

You can also name the groups different vocabulary words. For example, *say [Shirts], make a triangle.*

Note

You can also use shapes that students have learnt before. E.g., circle or square.

Draw a variety of shapes on the board. Among these, include 18 rectangles.

Ask *How many rectangles? Eighteen!* Students should say *Eighteen rectangles.*

Say *Good job!*

Play TR: B52 and ask students to repeat after the track.

8 mins Practice

8 Have students look at Activity 8.

Ask *What comes after 16?* Students should say *Seventeen. Eighteen.*

Say *That's right! 17 and 18 come after 16.*

Say *Let's listen. Repeat the numbers you hear.* Students should repeat the numbers.

Play TR: B53 and have students listen and repeat what they hear.

Point to the sentences and call on a few students to try reading them out.

9 Say *Listen.* Play TR: B54 once without pausing.

Have students write the numbers 1–4 on a piece of paper. Play the audio again. This time, pause after each item to allow students time to count.

Students should count and write the correct shapes and numbers beside each number:

1. 18 rectangles
2. 5 red rectangles
3. 17 triangles
4. 8 pink triangles

Resources

EOW materials

Audio TR: B52–B55; Unit 3 stickers; Workbook p. 24

Other materials

Red, blue, green, and yellow crayons; scissors; poster board

When they finish, have students check their work by comparing their work with a partner.

Play the audio a third time for students to check their work. Ask students to read their answers to the class.

10
mins

Apply

10 Say *Now let's do a sticker activity.*

Have students stick the stickers on poster board. Then have them cut out the cards.

Say *Let's listen and put the cards in order.*

Play TR: B55.

Pause after the first item, and ask *What is it?*
Students should say *A yellow rectangle.*

Have students put down the yellow rectangle on their desks.

Play the next item. Have students find the green triangle card and place it to the right of the rectangle.

Continue playing TR: B55 and have students place their cards in order from left to right. Walk around the room to provide help as needed.

5
mins

Wrap Up

Have students look at Activity 9 on p. 29 again.

Give them a moment to study the numbers and colors of the triangles and the rectangles.

Have them close their books. Tell students that you will be reading out five sentences. If the sentence is true, have students say Yes. If it's false, have them say No.

Say the following five sentences:

- *There are ten triangles.*

Students should say No.

- *There are eighteen rectangles.*

Students should say Yes.

- *There is a silver triangle.*

Students should say No.

- *There are six gold rectangles.*

Students should say No.

- *There are no silver triangles.*

Students should say Yes.

Have students open their books again. Reread the sentences, and have students confirm their answers.

Assign Workbook Activities 6–8, p. 24.

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students identify and name rectangles and triangles?

Give each student a piece of paper and scissors. Have them cut a rectangle and a triangle from the paper. Say each word, and have them hold up the correct shape. Then, hold up each shape and call on students to name them.

Unit 3

Clothes: The Sounds of English, p. 30

Lesson Objectives

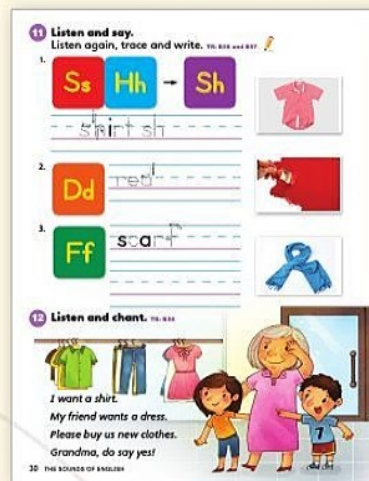
By the end of this lesson, students will be able to:

- Notice and recognize the /ʃ/, /d/, and /f/ sounds;
- Pronounce the sounds correctly

Language Focus

• Phonics

/ʃ/ shirt, /d/ red, /f/ scarf



7 mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

Slowly say the Unit 3 vocabulary, emphasizing the beginning sounds of each word.

Say *A coat, a dress, a hat, pants, shoes, a shirt, shorts, a skirt, socks*

Then, ask *What words begin with the same sound?*
Students should say *Shoes, shirt, shorts.*

7 mins

Present

11 Say *Let's listen to new sounds.*

Play **TR: B56**. Have students repeat each sound or word they hear.

Say *Shirt has the /ʃ/ sound*. Have students repeat the sound and the word. Then, ask students to raise their hands when they hear /ʃ/. Remind them that the sound can be heard anywhere in the word. Say the following words: *Shorts, socks, she, shirt, dress*. Students should raise their hands when they hear *shorts, she, shirt*.

Say *Red has the /d/ sound*. Have students repeat the sound and the word. Then, ask students to raise their hands when they hear /d/. Say the following words: *Write, up, dog, do, arm, bread*.

Students should raise their hands when they hear *dog, do, bread*.

Say *Scarf has the /f/ sound*. Have students repeat the sound and the word. Then, ask students to raise their hands when they hear /f/. Say the following words: *Frog, queen, father, fish, scarf*.

Students should raise their hands when they hear *frog, father, fish, scarf*.

If there are students in your class with /ʃ/, /d/, or /f/ in their names, point them out. For example, say *Sheldon. What sounds do you hear in Sheldon's name?*

Students should say /ʃ/, /d/.

9 mins

Practice

Write Ss on the board. Ask *What letter is this?*
Students should say S.

Then write Hh on the board. Ask *What letter is this?*
Students should say H.

Then say *The letter s together with the letter h makes the sound /ʃ/*. Have students make the /ʃ/ sound.
Students should say /ʃ/.

Ask students to open their books to p. 30. Then say *Let's learn to pronounce /ʃ/. Listen and repeat what you hear.*

Resources

EOW materials

Audio TR: B56–B57

Be the Expert

Target Sounds

- The /f/ sound is the first sound in the words *shirt*, *shorts*, *shoes*, and *she*.
- The /d/ sound is the last sound in the words *sad*, *red*, and *friend*. It is also the first sound in the word *dress*.
- The /f/ is the first sound in the words *friends* and *five*. It is also the first and middle sound in *fifteen*, and the last sound in *scarf*.

Play **TR: B56**.

Have students follow along with the track by looking at Activity 11 and pointing to the letters and words. Students should point to the letters and words as they listen.

Play the track again and have students repeat the /f/ sound.

Repeat the activity for /d/ and /f/.

8
mins

Apply

Draw *Sh* and *sh* in dotted outline on the board.

Say *Let's trace the letters sh*. Model tracing over the outline. Then say *Look at the word and picture for shirt again. Listen to the sound /f/ and use your pencil to trace the letters sh*.

Play **TR: B57** and stop after *shirt*. Make sure students trace *sh* two times for *shirt*, and then trace and complete writing the whole word *shirt*.

Call on volunteers to say the word aloud. Students should say the word *Shirt*.

Repeat the activity for *d* and *f* and play the rest of **TR: B57**.

2
mins

Wrap Up

Say *Good work today, class. Now let's chant*.

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students identify and make the /f/, /d/, and /f/ sounds?

Display pictures for *shirt*, *red* and *scarf*. Make a target sound, and have students point to the picture and say the word that has the sound they hear.

Unit 3

Clothes: The Sounds of English, p. 30

Lesson Objectives

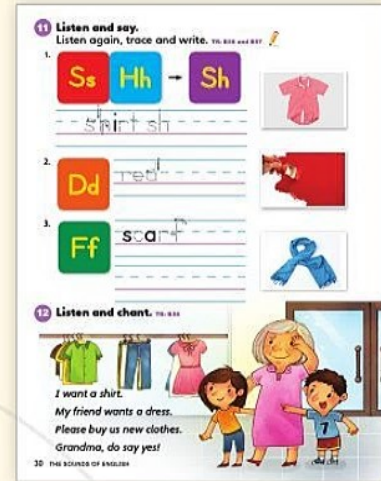
By the end of this lesson, students will be able to:

- Notice and recognize the /f/, /d/, /f/ sounds;
- Pronounce the sounds correctly

Language Focus

• Phonics

/f/ shirt, /d/ red, /f/ scarf



2 mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

7 mins

Present

Say *Let's listen to new sounds.*

Play **TR: B56**. Pause after each word for students to repeat the sound and the word.

Say *Shirt has the /f/ sound*. Have students repeat the sound and the word. Students should say /f/, shirt.

Have students raise their hands when they hear /f/. Say the following words: *shorts, socks, she, shirt, dress*.

Students should raise their hand when they hear *shorts, she, shirt*.

Repeat for the other sounds of /d/ and /f/.

If there are students in your class with /f/, /d/, or /f/ in their names, point them out. For example, say *Sheldon. What sounds do you hear in Sheldon's name?*

Students should say /f/, /d/.

7 mins

Practice

12 Say *Let's listen to a chant.*

Play **TR: B58** two times.

Students should repeat the chant line by line.

Play **TR: B58** a third time and have students repeat the chant.

Make the /f/, /d/, and /f/ sounds. Have students raise their hands when they hear /f/, /d/, and /f/.

Say *Friend ends with /d/ but it also starts with /f/. Raise your hand when you first hear it, put it down, and then raise it again.*

Then say the chant again as a class.

Students should chant and raise their hands when they hear *shirt, dress, do, and friend*.

12 mins

Apply

Say *Watch me dance.*

Dance on the spot. Say the word *dance* again. Have students repeat the word a few times. Students should say *Dance*.

Ask *What new sound do you hear in dance?* Students should say /d/.

Say *You do it!* Have students say the word *dance* as they dance on the spot. Students should say *Dance*.

Resources

EOW materials

Audio TR: B56, B58; Workbook pp. 25–27

Other materials

Music that students can move to

Be the Expert

Teacher Tip

Students at this age are just learning to deal with people outside of their families. They may not be used to people whose attitudes and experiences are different from their own. Teach students to be respectful of one another's differences. Remind students that they should learn about one another by being good listeners and asking questions to learn more about their classmates. Point out that different experiences and viewpoints are OK.

Say *Watch me fall.*

Show students how to pretend to fall by throwing your hands up and crouching quickly. Then say the word *fall* and have students repeat the word a few times.

Students should say *Fall*.

Ask *What new sound do you hear in fall?*

Students should say /f/.

Have students mimic the action as they say the word *fall*.

Students should say *Fall* as they fall.

Say *Watch me shake.*

Show students how to shake your body. Then, say the word *shake* again. Have students repeat the word a few times.

Students should say *Shake*.

Ask *What new sound do you hear in shake?*

Students should say /f/.

Have students shake as they say the word *shake*.

Students should say *Shake* as they shake their bodies.

Play music, and have students get up and move around. Call out a sound, and have students say the word and do the correct move. For example, call out /f/ and have students say *Shake!* and shake their bodies. Call out a different sound every 20 seconds or so and have students say the correct words and do the correct moves.

5
mins

Wrap Up

Call on a few students to say the chant again, using different clothes and family member names. For example, a student might say *I want shoes. Father wants pants. Please buy new clothes. Mother, do say yes!*

Assign Workbook Activities 9–12, pp. 25–27.

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students identify and make the /f/, /d/, and /t/ sounds?

Display the pictures for *shirt*, *red*, and *scarf*. Make a target sound, and have students point to the picture and say the word that has the sound they hear.

Lesson Objectives

By the end of this lesson, students will be able to:

- Read about helping with washing clothes;
- Recognize vocabulary about clothes in context;
- Use pictures to understand context

Language Focus

• Vocabulary

Socks, shirts, pants, skirts, hot, cold; rectangle, triangle, circle, square; colors

• Structure / Sentence pattern

Present continuous tense

5
mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

Say *This story is called Wash Day!*

Point to each of the panels on p. 31 as you say *The children are washing clothes.*

Ask students *In your house, does your mother wash clothes?*

Students should raise their hands if the answer is yes.

Ask the other students *Does your father wash clothes? Do you wash clothes?* until you have a response from each student.
Students should raise their hands if the answer is yes to these questions.

13
mins

Present

Have students open their book to p. 31.

Ask the following questions:

Ask *Who is in the story?*

Students should say *A brother, a sister, a mother.*

Point to the first panel, and ask *What does she want to wash?*

Students should say *A teddy bear.*

Ask *What clothes are they washing? What colors are the clothes?*

Students should say *A red sock, a white shirt, a purple skirt.*

Point to the girl, and ask *What's she wearing?*

Students should say *A red shirt, blue shorts, white socks, blue shoes.*

Ask *What's the mother wearing?*

Students should say *A white shirt, blue pants, brown shoes.*

Ask *Is the mother happy?*

Students should say *No.*

13 Say *Let's read the story.*

Play TR: B59. As the story plays, point to each panel.

Play TR: B59 a second time. This time, have students point to each panel as they hear the story.

Divide students into four groups. Have each group read the text from each panel. If time permits, allow all groups to read the text from all four panels.
Alternatively, have volunteers act out the story.

Resources

EOW materials

Audio TR: B59

Other materials

Paper, crayons; a box, a teddy bear, a hat, a shirt, a coat, pants, a skirt, socks, shoes, shorts, a dress

Say *The children want to help their mother.*

Emphasize the word *help*.

Ask *Do you help your mother or father?*

Students should raise their hands if they help their mother or father.

Say *The children help. They wash the clothes to help. What do you do?*

Students should act out what they do to help at home.

Watch them, and then name the action for the class. For example, if a child acts out picking up toys, say *[Juana] helps. She picks up her toys.*

Say *Look at the clothes.* Point to the clothes in the story on p. 31.

Each time, say *She has [a white shirt]. Do you have [a white shirt]?*

Students should say *I [have/don't have] [a white shirt].*

Ask students to think of three things that are the same in the story and in their lives. For example, students may say *I have a teddy bear. My mother has brown hair. I have blue shorts.*

2 mins

Practice

14 Say *I like the story!*

Hold up your book, and point to the happy face. Say *I like the story. I circle the happy face.*

Model circling the happy face. Students should choose a face and circle it.

Then, gesture toward the students, and ask *Do you like the story?*

Call on a few students to share their responses. Students should say *Yes, I like it. / No, I don't like it.*

7 mins

Apply

Give each student a piece of paper and ask the students to fold it in half.

Point to the fourth panel of the story on p. 31. Say *The mother is not happy.*

Ask *When is your mother or father not happy? When is she or he happy? Draw!*

Students should draw a picture of themselves doing something that does not make their [mother] happy on one half of the paper, and then something that does make her happy on the other half.

Have students share their drawings with the class.

Note

Children may choose to show a different caregiver in their drawing.

5 mins

Wrap Up

Place a box in the front of the room. Say *This is the washing machine.*

Set out a teddy bear, a hat, a shirt, a coat, pants, a skirt, socks, shoes, shorts, and a dress.

Call on a student to come to the front of the room and put the clothes from the story into the “washing machine.”

When he or she finishes, take each item from the box, hold it up, and ask *Is this right? Is there [a coat] in the story?*

Students should say *[Yes.]*

Say *Good work today, class. Now let's chant.*

Lead the class in the Goodbye chant.

3 mins

Lesson Review

Can students listen to and understand a story?

Read *Wash Day*. Then, ask *Is the mother happy? Are the children happy?*

Students should say *No, she isn't. / Yes, they are.*

Can students recognize target vocabulary in context?

Call on students to name the clothing items that the children put into the washing machine.

Lesson Objectives

- By the end of this lesson, students will be able to:
- Identify animals;
 - Describe numbers, body parts, colors of the animals

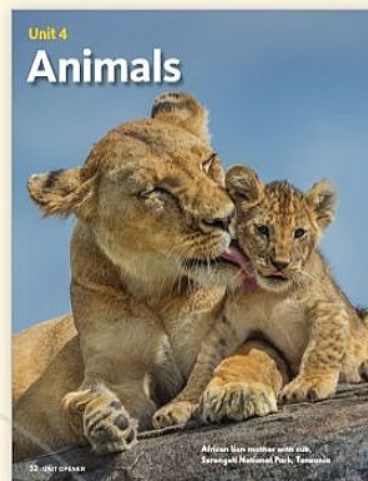
Language Focus

• Vocabulary

A lion, a crocodile, a giraffe, a hippo, a monkey, a zebra

• Review / Related vocabulary

Pet, baby, mother, father, girl, boy, hair, stand up, brown, yellow, ears, eyes, nose, mouth, feet, leg

2
mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

5
mins

Present

Say *In this unit, we are going to learn about animals.*

Hold up the book to p. 33 to show the animals.

Ask *Do you have an animal at home?*

Students should say Yes/No.

Have students draw their pets if they have one, or draw pets that they would like to have.

Give each student a piece of paper and some crayons.

Note

If students do not have a pet, have them draw animals that live outside their house, such as a bird or a rabbit.

When they finish, have students share their pictures. As you look at each picture, name the animal.

For example, say *[Isaias] has a cat. [Sara] has a dog.*

10
mins

Practice

Say *Open your books to p. 32.*

Point to the photo and say *Look! These are lions.*

Hold up your book and turn the page to p. 33.

Point to the lion at the bottom of the page. Say *This is a lion, too!*

Turn back to pp. 32, and have students look at the photo. Ask the following questions:

- *How many lions are there?*

Students should say Two.

- *Are the lions standing up?*

Students should say No.

- *What colors are the lions?*

Students should say *[Brown and yellow/white].*

- *What parts of the lions' bodies do you see?*

Students should say *Ears, eyes, nose, mouth, feet, and legs.*

- *Is the baby lion with its mother or its father?*

Students should say *Mother.*

Note

If students do not answer correctly, point to the adult lion on pp. 32, and say *Girl.* Point to the lion on p. 33 and say *Boy.* Then, say *Boy lions have more hair.*

Language Focus

• Structure / Sentence pattern

I [have/don't have] a/an [animal].

Resources

Other materials

A sheet of paper and some crayons for each student

Be the Expert

About the Photo

This photo shows a female African lion with her cub. African lions travel in groups called prides, which typically include two or three males, as many as twelve females, and their young. Females work together as the primary hunters for the pride. Female lion cubs tend to stay with their mothers as they get older, while male lions leave the pride in order to form their own pride. In the past, lions lived in various parts of the world including Europe and Asia. Today, almost all of the lion population lives in sub-Saharan Africa.

13
mins

Apply

Pretend to be one of the animals. For example, hold your arms together, and make a loud roaring sound. Have students point to the lion picture.

Continue to make the roaring sound as you walk around the room, checking that students are pointing to the correct picture.

Next, open your arms in front of you like a crocodile's jaws. Students should point to the crocodile picture.

Repeat this with different actions, until students have pointed to each of the pictures.

Challenge!

Call on a student to perform the action for his or her classmates.

2
mins

Wrap Up

Say *Nice work today, class. Now let's chant.*

Lead the class in the Goodbye chant.

3
mins

Lesson Review

Can students identify animals? As students leave the class, point to the pictures in the book and ask them individually for previous vocabulary.

For example, ask:

- *What color is the lion?*

Students should say *Brown, white.*

- *How many legs does a lion have?*

Students should say *Four.*

Unit 4

Animals: Vocabulary, p. 33

Lesson Objectives

By the end of this lesson, students will be able to:

- Identify and name animals;
- Describe what people and animals are doing

Language Focus

• Vocabulary

A crocodile, a giraffe, a hippo, a lion, a monkey, a zebra, drink, eat, run, walk

• Review / Related vocabulary

A frog, a parrot, an elephant; colors

• Structure / Sentence pattern

Is this a/an [animal]? The [animal] is [running].


7
mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant.
Lead the class in the chant.

Say *Open your book to p. 33.*

Hold up your book to p. 33. Point to each of the animals and say *These are animals.*

Point to each of the mascots on p. 34 and p. 28, one at a time, and say *These are animals, too.*

Point to Freddy the frog and ask *What animal is this?*
Students should say *A frog.*

Point to Polly the parrot and say *This is a parrot.*

Repeat this with Eddie the elephant.

Then, point to Mia the monkey and say *This is a monkey.*

Point to the monkey on p. 33, and say *This is a monkey, too!*

3
mins

Present

Say *Look at the animals.*

Point to the giraffe at the top of p. 33 and say *This is a giraffe.*

Point to the giraffe in the middle of p. 33 and have students say the word with you.

Continue pointing to each of the animals on p. 33, say the name of each animal two times, and have students say the names of the animals.

5
mins

Practice

1 Say *Now we will hear the words. Listen and point.*

Model doing this. Play **TR: B60**.

Pause after the first word, and ask *What word did you hear?*

Students should say *Eat.*

Model pointing to the giraffe eating on p. 33, and have students point to it, too.

Continue playing **TR: B60** until students have pointed to each of the words.

Resources

EOW materials

Audio TR: B60

Other materials

A T-chart for each student, a set of Unit 4 picture cards for each student

Be the Expert

Teacher Tip

Whenever possible, engage students in games of pretend. Pretending to be someone or something that they're not helps expand students' imaginations. Pretend play encourages students to think about things from a different point of view. You may find that students are more willing to speak when pretending to be someone or something that they're not.

Teacher Tip

Remind parents to support their children's developing literacy even after the class ends. Send a letter home to parents with suggestions on how to do this. For example, ask parents to read with their children every day. If the parents know English, encourage them to read to their children daily in English, too.

12
mins

Apply

Before class begins, prepare a T-chart.

Print out a copy of the T-chart, and write the word *Animals* at the top of the left-hand column.

Write *Actions* at the top of the right-hand column. Make enough copies so that each student has a prepared chart. Give each student a copy of the prepared T-chart.

Hold one up, and point to the word *Animals* in the left-hand column.

Say *We are learning words for animals. Tell me an animal.*

Students should say *[Bird]*.

Then, point to the word *Actions* in the right-hand column, and say *We are learning words for actions, too. Eat, drink, walk, and run are all actions.*

Make a set of Unit 4 picture cards for each student beforehand. Pass a set to each student.

Hold up the picture card for *hippo* and say the word.

Ask *Is a hippo an animal or an action?*

Students should say *An animal.*

Say *That's right! A hippo is an animal.*

Model gluing the hippo card in the left-hand column.

Do the same with the drink picture card, modeling how to glue it in the right-hand column. Say *Now you do it!*

Say *Put the words in the correct column.*

When they finish, check their work.

Challenge!

If students are ready, have them write the words on their T-charts by copying the words from p. 33.

5
mins

Wrap Up

Point to the Unit 4 pictures, one at a time. For each animal, call on a student to name the animal and describe it by color.

For example, a student might say *It's a zebra. It's black and white.*

Say *Nice job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

3
mins

Lesson Review

Can students identify animals?

Point to pictures for the animals, one at a time. Call on students to name each animal.

Unit 4

Animals: Vocabulary, p. 33

Lesson Objectives

By the end of this lesson, students will be able to:

- Identify and name animals;
- Describe what animals are doing

Language Focus

• Vocabulary

A crocodile, a giraffe, a hippo, a lion, a monkey, a zebra, drink, eat, run, walk

• Review / Related vocabulary

A frog, a parrot, an elephant; colors; water, sleep, swim

• Structure / Sentence pattern

Is this a/an [animal]? The [animal] is [running].



5 mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Say *Open your book to p. 33.*

Hold up your book to p. 33. Point to each of the animals and say *These are animals.*

Point to the mascots, one at a time. Each time, ask *Is this [a frog] or [a monkey]?* Students should say *[A frog].*

Continue practicing this until students are familiar with the animal names.

Point to the zebra near the top of p. 33 and say *Look. The zebra is running.*

Point to the monkey near the top of p. 33 and say *Look. The monkey is walking.*

Go to one side of the room, and model running to the other side, as you say *Run*. Repeat this with *walk*.

Clear a path in the center of the room. Students should line up on one side of the room, with the first student at one side of the path.

Say *Run!* and have that student run along the path. Students should run only when they hear the teacher give the instruction.

When he or she reaches the end, ask *Run or walk?* Students should say *Run*.

Call on the next student to walk along the path.

Repeat this, mixing up the order of *run* and *walk*, until each student has had a turn.

12 mins

Present

Say *Look at the animals.*

Point to the lion near the top of p. 33 and say *Look. The lion is drinking water.*

Give each student a cup. Walk around the room to fill each cup with water.

Say *Let's drink water, too.* Students should say *Drink!* and then drink the water.

5 mins

Practice

2 Place students in pairs.

Have them take turns pointing to a photo for a word on p. 33 for their partner to say.

When students finish, ask *What animal is [eating]?* Repeat this for the other action words. Students should say *[A giraffe].*

Resources

EOW materials

Workbook p. 28

Other materials

Crackers or other snacks, a pitcher of water, cups

Be the Expert

Vocabulary Strategy

Categorizing: Help students remember vocabulary better by presenting it in categories, such as animals and actions. Use graphic organizers, such as a T-chart, to help students categorize vocabulary. Write the category name at the top of the chart, and then have students either write the names for words or draw or glue pictures to show the words in the correct columns. Help students make connections across units by having them list all words that they know in a specific category. For example, for animals, students might also add frog or bear (from the word teddy bear). For actions, they might add *stand up*, *sit down*, *open your books*, and *close your books*. Have students add any other words to each category as appropriate.

8
mins

Apply

Point to a picture of Freddy the Frog and hold up a cracker. Say *Eat, Freddy* and make the frog “eat” the cracker, by holding the food up to its mouth and making an eating sound.

Hold up a cup. Say *Drink, Freddy*. Have the frog “drink” from the cup as you make a drinking noise with your mouth.

Give each student a cup (or have them reuse their empty water cups) and a cracker or other small snack.

Say *Make Freddy eat*.

Students should hold up the cracker and make eating sounds as though the frog is eating the cracker.

Point to a picture of Mia the monkey. Say *Make Mia drink*.

Students should hold up the cup and make drinking noises as though the monkey is drinking from the cup.

Repeat this with the other two mascots and the actions of running and walking.

Divide students into groups of four and have them pretend to be the mascots.

Have group members take turns giving commands for the mascots, such as *Walk, Freddy* or *Run, Mia*. Students should take turns giving commands and following them.

Have students repeat this until all of the words have been practiced. As they work, walk around the room to watch them.

Stop at each group to check understanding. Give a command, and have students respond.

3
mins

Wrap Up

Point to the Unit 4 pictures, one at a time. For each animal, call on a student to name the animal and describe it by color.

For example, a student might say *It's a zebra. It's black and white.*

For each action, have students name the animal and the action.

Assign Workbook Activity 1, p. 28.

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students talk about actions that people and animals do?

Model doing (or pretending to do) each of the actions, and have students say what you are doing.

Unit 4

Animals: Language Use, p. 34

Lesson Objectives

By the end of this lesson, students will be able to:

- Identify animals;
- Describe the actions that people and animals do

Language Focus

• Vocabulary

Crocodile, giraffe, hippo, lion, monkey, zebra, eat, drink, run, walk

• Review / Related vocabulary

Frog, water; colors

• Structure / Sentence pattern

Is [the lion] [eating]? No, it isn't. It's [drinking].

3 Listen and check. TR: B61

	yes	no		yes	no
1. 	☐	☐	5. 	☐	☐
2. 	☐	☐	6. 	☐	☐
3. 	☐	☐	7. 	☐	☐
4. 	☐	☐	8. 	☐	☐

4 Listen and say. TR: B62

Is the lion eating?  No, it isn't. It's drinking.

5 Listen. Stick and say. TR: B63

1	2	3	4
5	6	7	8

34 LANGUAGE USE

5 mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

3 Write the words *yes* and *no* on the board.

Call on a student to come to the board. Say *Show me yes.*

The student should point to the word *yes* on the board.

Repeat this for *no*.

Point to Activity 3 and say *Listen*. Play **TR: B61**.

Pause after item one and repeat the sentence and say *It's a lion*.

Point to the picture of the crocodile for item one and say the sentence again.

Ask *Yes or no?*

Students should say *No*.

Say *No, it's not a lion. It's a crocodile*.

Model checking *no*. Then, play the rest of **TR: B61**. Students should complete the activity.

When students finish, check their work.

13 mins

Present

Write the action words on the board: *eat, drink, run, walk*. Then, do one of the actions. Walk across the room. Say *I'm walking*.

Pretend to eat, and say *I'm eating*.

Repeat this with *running* and *drinking*.

Next to each of the action words on the board, write that same word with the *-ing* ending: *eating, drinking, running, walking*.

Have students stand up at their desks. Say *Walk*.

Model walking in place, and have students do it, too.

Then, chant *Walking, walking, walking* as you walk in place.

Students should repeat the chant and walk in place.

Pretend to eat with a fork and knife, as you chant *Eating, eating, eating*.

Students should repeat *Eating, eating, eating* as they pretend to eat.

Note

If students feel more comfortable using a spoon and chopsticks, do this action instead.

Repeat this with *drinking* and *running*.

Resources

EOW materials

Audio TR: B61–B63; Unit 4 stickers; Workbook p. 29

Other materials

A bag

Stop doing the actions and give students commands to chant and do the actions. Revise all four of the action words.

4 Point to the mascots on p. 34.

Say *Let's listen*.

Play TR: B62.

Play the track again, pausing the audio after each sentence for students to repeat what they have heard.

5 mins Practice

5 Say *Let's do a sticker activity!*

Show students the Unit 4 stickers in the back of the book. Say *Listen*. Play TR: B63.

Pause after the first question and answer, and ask *What is the lion doing?*
Students should say *Walking*.

Hold up the sticker page, and point to the lion in the top row. Ask *Is this lion walking?*
Students should say *No, it isn't. It's drinking*.

Say *Show me the other lion*.
Students should point to the lion in the bottom row.

Ask *Is this lion walking?*
Students should say *Yes*.

Say *Yes, that's right. Let's stick it on number 1*.
Students should place the correct sticker in the right place.

Continue playing TR: B63, pausing after each item for students to repeat each question and answer set.

When students finish, review their work.

7 mins

Apply

Call on a student to come to the front of the room. Whisper an action in his or her ear.

Have the student perform that action. For example, whisper *Run* and have the student run in place.

Ask the class *Is [she] eating?*
Students should say *No, [she] isn't. [She's] running*.

Repeat this a few times, with different students doing the actions each time.

2 mins

Wrap Up

Point to the pictures for *eat*, *drink*, *run*, and *walk*. Ask a question that will get a no answer for each picture.

For example, ask *Is the giraffe running?*
Students should say *[No, it isn't.]*

Assign Workbook Activities 2–4, p. 29.

Say *Good job today, class. Now let's chant*.

Lead the class in the Goodbye chant.

3 mins

Lesson Review

Can students talk about actions that people and animals do?

Hold up the book to p. 33. Point to the action photos and ask questions.

For example, ask *Is the giraffe drinking?*
Students should respond using language they have learnt *[No, it isn't. It's eating.]*

Unit 4

Animals, Content Concepts, p. 35

Lesson Objectives

- By the end of this lesson, students will be able to:
- Identify and name shapes;
 - Describe things using shapes, colors, and numbers

Language Focus

Vocabulary

Heart, star, monkeys, giraffes; numbers 19–20

Review / Related vocabulary

Colors; numbers 1–18

Structure / Sentence pattern

Is [the lion] [eating]? No, it isn't. It's [drinking].

1 Listen and point. Say. TR: B61

2 Listen and color. TR: B62

3 Listen and say. TR: B63

Read the sentences.

19 Look! My book has 19 monkeys.

20 It has 20 giraffes. How many do you have?

4 Listen. Count and say. TR: B64

5 Make the cards. Listen. Put the cards in order. Say. TR: B65

CONTENT CONCEPTS 35

5 mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Hold up a large square cut out of poster board.

Ask *What shape is this?*

Students should say *A square.*

Turn the square so that one of its corners points to the ceiling, and tape the square to the board.

Hold up a large circle cut out of poster board, and ask *What shape is this?*

Students should say *A circle.*

Still holding the circle up, cut it in half.

Tape each of the semi-circles to the board so that they are touching the top sides of the square, forming a heart shape. Then, say *Look. This is a heart.*

12 mins

Present

Say *Heart* as you point to the heart on the board. Students should say *Heart.*

Point to the heart on p. 35.

Then, point to the star, and say *Star*. Students should say *Star.*

Draw ten stars on the board. Call on a student to count them. Students should count the stars and say *Ten stars.*

6 Point to Activity 6.

Ask *What colors do you see?*

Students should say *Red, yellow.*

Say *There's a red heart. There's a yellow star.*

Play TR: B64 and have students repeat the words.

Have students name some items that are heart-shaped. Then have students name some items that are star-shaped, and if any of them are yellow.

7 Point to Activity 7.

Ask *What color is the heart?*

Students should say *Pink.*

Make sure students have pink, blue and purple crayons on their desks. Say *Let's listen and color.*

Play TR: B65. Pause after the first item, and say *A pink heart* as you point to the completed example.

Continue playing TR: B65, pausing after each item for students to color it.

Resources

EOW materials

Audio TR: B64–B66

Other materials

A large square and a large circle cut from poster board, tape, scissors, a photo or diagram showing constellations from a magazine or a science book, black construction paper, chalk

Be the Expert

Teacher Tip

Give parents guidance on how to help students practice English at home. Direct them to audio tracks with vocabulary and language models. Have them encourage their children to listen to the tracks and repeat them at home. Have parents make flashcards for their children. Encourage parents to set a few moments aside, two or three times a week, to review English with their children. Remind parents to continue this even after the course ends, so that students can maintain their level of English when they are not in school.

4
mins

Practice

- 8 Have students look at Activity 8. Ask *What comes after 18?*

Say *Let's listen. Repeat the numbers you hear.* Students should say *Nineteen. Twenty.*

Play **TR: B66** and have students listen and repeat what they hear.

Point to the sentences and call on a few students to try reading them out.

10
mins

Apply

Show students a photo or diagram of a constellation in the night sky.

Say *This is a group of stars. Look at how it makes a picture.*

Give students a piece of black construction paper and chalk.

Model doing this with a simple picture, such as a kite. Students should draw stars to form a constellation in the night sky.

After a few moments, collect students' pictures. Hold up a few of them and have others guess what the picture is.

2
mins

Wrap Up

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students identify and name hearts and stars?

Hold up the book to p. 35. Point to the heart and star pictures, and have students name each shape.

Unit 4

Animals: Content Concepts, p. 35

Lesson Objectives

- By the end of this lesson, students will be able to:
- Identify and name shapes;
 - Describe things using shapes, colors, and numbers

Language Focus

- Vocabulary**
Kite, circle, square, numbers 19–20
- Review / Related vocabulary**
Colors; numbers 1–18
- Structure / Sentence pattern**
Is [the lion] [eating]? No, it isn't. It's [drinking]. Walk and eat.

1 Listen and point. Say. TR: B61

2 Listen and color. TR: B62

3 Listen and say. TR: B63

Read the sentences.

19 Look! My book has 19 monkeys.

20 It has 20 giraffes. How many do you have?

4 Listen. Count and say. TR: B67

10 Make the cards. Listen. Put the cards in order. Say. TR: B68

CONTENT CONCEPTS 35

7 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Hold up a large square cut out of poster board.

Ask *What shape is this?*
Students should say *A square.*

Turn the square so that one of its corners points to the ceiling, and tape the square to the board.

Cut out five triangle pieces. Point to one and ask *What shape is this?*
Students should say *A triangle.*

Tape each of the triangles to the board so that they form a star shape.

Say *Look. This is a star.*
Students should say *A star.*

5 mins Present

Have students open to p. 35 and point to Activity 6.

Ask *What colors do you see?*
Students should say *Red, yellow.*

Say *There's a red heart. There's a yellow star.*

Play TR: B64 and have students repeat the words.

7 mins Practice

9 Say *Listen.*

Play TR: B67 once without pausing. Then play the audio again.

This time, pause after each question for students to count and write the correct number.

Students should write numbers 1–4 for the four questions on a piece of paper. Then they should count and write the answers to each question.

When they finish, review their work as a class.

Resources

EOW materials

Audio TR: B64, B67–B68; Unit 4 stickers; Workbook p. 30

Other materials

A large square and five triangles cut from poster board, tape, scissors, poster board

Be the Expert

Teacher Tip

Always try to keep students' stress levels low, so that they become confident speakers as they acquire language. Never put pressure on students to speak if they seem uncomfortable. When students are speaking, be patient as they form their sentences. If they make a mistake, don't interrupt them to correct it. If it doesn't affect the message, don't point it out. If it does affect the meaning of what students are trying to say, ask for clarity by using correct language as a model. Use encouraging phrases such as *It's OK!* or *You're doing great!* if you see students start to get stressed. Students will be more willing to participate if they are in a low-stress environment.

10
mins

Apply

10 Say *Now let's do a sticker activity.* Have students stick the stickers on poster board. Then have them cut out the cards.

Say *Listen. Put the cards in order.*

Play **TR: B68**. Pause after the first item, and ask *What is it?*

Students should say *A green star.*

Continue playing **TR: B68** as students place their cards in order from left to right. Walk around the room, providing help as needed.

3
mins

Wrap Up

Assign Workbook Activities 5–7, p. 30.

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

3
mins

Lesson Review

Can students identify and name hearts and stars?

Hold up the book to p. 35. Point to the heart and star pictures, and have students name each shape.

Unit 4

Animals: The Sounds of English, p. 36

Lesson Objectives

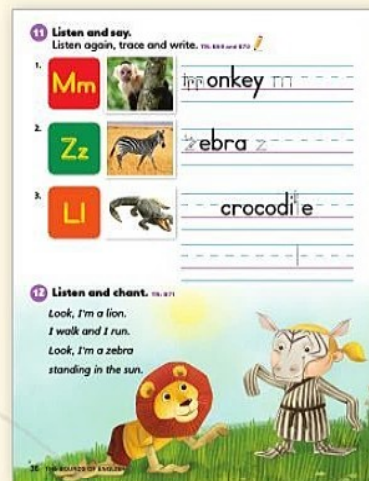
By the end of this lesson, students will be able to:

- Notice and recognize the /m/, /z/, /l/ sounds;
- Pronounce the sounds correctly

Language Focus

• Phonics

/m/ monkey, /z/ zebra, /l/ crocodile


7
mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Say *We know many sounds in English. Let's review the sounds we know.*

Make the /r/ sound, and have students make it as well. Call on a few students to give you words that they know.

Say *Do you know any words that have the /r/ sound? What are they?*

Students should say [Red, read, room, rice, crown, bread, giraffe, zebra].

Repeat this with other sounds taught in previous units.

Say *Zebra has the /z/ sound*. Have students repeat the sound and the word. Then, say *An -s at the end of some words can make a /z/ sound*. Give the examples of *brothers, eyes, and chairs*. Students should repeat the words, emphasizing the /z/ at the end of each word.

Say *Crocodile has the /l/ sound*. Have students repeat the sound and the word. Then, say the following words, and have students raise their hands when they hear /l/: *hippo, orange juice, silver, noodle, shirt, princess, lion, ball*. Remind students that sounds can appear at the start, in the middle, or at the end of a word. Students should raise their hands when they hear *silver, noodle, lion, ball*.

If there are students in your class with /m/, /z/, or /l/ in their names, point them out. For example, say *Melissa. What sounds do you hear in Melissa's name?* Students should say /m/, /l/.

5
mins

Practice

11 Write Mm on the board. Ask *What letter is this?* Then say *The letter m makes the sound /m/*.

Have students make the /m/ sound. Students should say /m/.

Ask students to open their books to p. 36. Then say *Let's learn to pronounce /m/. Listen and repeat what you hear*.

Students should say /m/.

Play TR: B69.

9
mins

Present

Say *Monkey has the /m/ sound*. Have students repeat the sound and the word. Then, say the following words, and have students raise their hands when they hear /m/: *bathroom, mother, king, milk, bananas, gold, crown*.

Students should raise their hands when they hear *bathroom, mother, milk*.

Resources

EOW materials

Audio TR: B69–B70

Be the Expert

Teacher Tip

Whenever you play a game or do group work, have each group or team take a name. Encourage students to use recycled vocabulary to name their group or team. For example, you might have students choose animals to represent their group or team, such as *The Lions* or *The Zebras*. Or, have students choose a color and shape for their group or team, such as *The Gold Stars* or *The Silver Hearts*. Students will work well together when they share a common identity as a member of a group. They will also be reviewing vocabulary without even realizing it!

Have students follow along with the track by looking at Activity 11 and pointing to the letters and words.

Play the track again and have students repeat the sounds.

10
mins

Apply

Draw *Mm* in dotted outline on the board. Say *Let's trace the letter m*.

Model tracing over the outline. Then say *Look at the word and picture for monkey again. Listen to the sound /m/ and use your pencil to trace the letter m*.

Play **TR: B70** and stop after *monkey*. Make sure students trace *m* for *monkey*, and then trace and complete writing the whole word *monkey*.

Call on volunteers to say the word aloud. Students should say *Monkey*.

Repeat the activity for *z* and *l* and play the rest of **TR: B70**.

2
mins

Wrap Up

Say *Good job today, class. Now let's chant*.

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students identify and make the /m/, /z/, and /l/ sounds?

Make each of the target sounds and call on students to give a word or words with that sound.

Unit 4

Animals: The Sounds of English, p. 36

Lesson Objectives

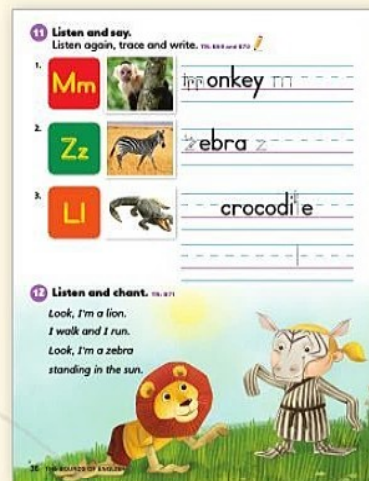
By the end of this lesson, students will be able to:

- Notice and recognize the /m/, /z/, /l/ sounds;
- Pronounce the sounds correctly

Language Focus

• Phonics

/m/ monkey, /z/ zebra, /l/ crocodile



5 mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Say *We know many sounds in English. Let's review the sounds we know.*

Make the /tʃ/ sound, and have students make it as well.

Call on a few students to give you words that they know with /tʃ/. Students should say [*Chicken, chair, touch, lunch*].

Repeat this with other sounds taught in previous units.

5 mins

Present

Say *Let's listen to new sounds.*

Play **TR: B69**. Pause after each word for students to repeat the sound and the word.

Say *Monkey has the /m/ sound*. Have students repeat the sound and the word. Then, say the following words, and have students raise their hands when they hear /m/: *bathroom, mother, king, milk, bananas, gold, crown*.

Students should raise their hands when they hear *bathroom, mother, milk*.

Repeat for the other sounds.

If there are students in your class with /m/, /z/, or /l/ in their names, point them out. For example, say *Melissa*. *What sounds do you hear in Melissa's name?* Students should say /m/, /l/.

7 mins

Practice

12 Say *Let's listen to a chant*.

Play **TR: B71** two times. Have students listen to the chant.

Play **TR: B71** a third time and have students repeat the chant. Make the /m/ sound.

Say the chant again as a class.

Have students raise their hands when they say /m/.

Repeat this with /z/ and /l/.

Students should raise hands when they say *I'm, look, lion, and zebra*.

10 mins

Apply

Say the following: *There's a lion lying in the room! He's not in the zoo. I'm running upstairs! What about you?*

Repeat this a few times.

Resources

EOW materials

Audio TR: B69, B71; Workbook pp. 31–33

Be the Expert

Target Sounds

- The /m/ sound is the first sound in the words *monkey*, *milk*, and *mother*. It is also the last sound in *room*.
- The /z/ sound is the first sound in the word *zebra*. It is also heard in certain plural words, such as *eyes* and *ears*.
- The /l/ sound is the last sound in *doll* and *crocodile*. It is also the first sound in the words *lion* and *like*.

Teacher Tip

If students have a question about a word's meaning or pronunciation, encourage them to ask a classmate before coming to you. By asking for help from a classmate, students are learning to get information on their own, without your constant guidance. This practice also helps students to learn to work well with one another.

Have students raise their hands when they hear the target sounds of /m/, /z/, and /l/.

Students should raise their hands when they hear:

/m/: *room*, *I'm*;

/z/: *zoo*, *upstairs*;

/l/: *lion*, *lying*

Make sure that students have paper and crayons.

Say *There's a lion in the kitchen! I'm running upstairs!*

Ask students to draw this scene, show their pictures to their partner, and describe it to one another.

Call on several students to share their pictures with the class.

Assign Workbook Activities 8–11, pp. 31–33.

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students identify and make the /m/, /z/, and /l/ sounds?

Make each of the target sounds and call on students to give a word or words with that sound.

6
mins

Wrap Up

Divide the class into two groups again. This time switch the groups and say *You will be the lion*. Say to the other *You will be the zebra*.

Have students in the lion group say the first two lines of the chant together, walking and running in place as they say the words walk and run.

Then, have the zebra group say the last two lines together, holding their arms out to take in the sun's rays as they say standing in the sun.

Students should repeat the chant a few times, saying it faster each time.

Lesson Objectives

- By the end of this lesson, students will be able to:
- Read about a trip to the zoo;
 - Recognize vocabulary about animals and actions in context;
 - Use pictures to understand context

Language Focus

Vocabulary

Giraffe, lion, hippo, monkey, walking, running, drinking, eating

Review vocabulary

Animals; actions; shapes; colors



5 mins Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Say *Open your books to p. 37. This story is called At the Zoo. Look at the panels.*

Ask students *Do you like the zoo?*
Students should say [Yes].

Call on a few students to respond. Then, ask *What animals do you see at the zoo?*
Students should name animals they know.

Make a list of the animals that students name. Review words like *elephant*, *frog*, and *parrot*, as well. Teach students words for other animals that they might think of, such as tigers or snakes.

13 mins Present

Point to the different panels and ask *Who is in the story?*
Students should say *A brother, a sister, a father.*

Ask *What toy does the girl have?*
Students should say *A teddy bear.*

Ask *What animals are at the zoo?*
Students should say *Giraffe, lions, hippo, monkeys.*

13 Point to the teddy bear and the ice cream cone in the girl's hands. Say *The girl has a teddy bear. She is showing the animals to her teddy bear. She has ice cream, too.*

Say *Now, let's read the story.*

Play **TR: B72**. Students should point to each panel as they hear the story.

Play **TR: B72** a second time.

Say *The girl is talking to her teddy bear. She says, "Look, Teddy!"*
Students should repeat *Look, Teddy!*

Make sure students use the same stress and intonation that you do. Point out the phrase in each of the first three panels. Then write the sentence frame on the board: *The _____ is _____.*

Point to second panel in the story, and ask *Is this a giraffe? What is it?*
Students should say *A lion.*

Ask *Is the lion walking?* Call on a student to answer using the language *No, it isn't. It's running.*

Say *That's right. The lion is running.*

As you say this, point to the sentence frame on the board.

Resources

EOW materials

Audio TR: B72

Point to the third panel, and ask *What is the hippo doing?*

Students should answer using the sentence frame:
The hippo is drinking.

Then, repeat the activity using the fourth panel.

Point to each panel again and read the story.
Then have students read the story chorally.

When students get to the fourth panel, model saying *Oh no!* with great exaggeration. Have students do the same, as they repeat the last phrase of the story with you.

If time permits, have volunteers act out the story.

4
mins

Practice

14 Say *I like the story!*

Hold up your book and point to the happy face.
Say *I like the story. I circle the happy face.*

Model circling the happy face. Then, gesture toward the students and ask *Do you like the story?*
Students should say [Yes], then choose the correct face and circle it.

Call on a few students to share their responses.

6
mins

Apply

Place students in pairs. Have students take turns asking questions about the panel, using the language model for Unit 4.

Point out that students should ask a question that would lead to a *no* answer.
Students should say *Is the [giraffe] [eating]?*

Then, their partner should answer the question using the language they have learnt.
The students' partners should say *No, it isn't. It's [walking].*

Have pairs do this for each of the four panels. Encourage students to be creative in their questions. For example, students might ask *Is the hippo drinking orange juice?* or *Is the monkey eating noodles?*

When students finish, call on each pair to say a question and answer set for the class.

4
mins

Wrap Up

Have students close their books. Call on them to answer questions about the story.

Ask the following questions:

- *What animal is walking?*

Students should say *The giraffe is walking.*

- *What does the girl have?*

Students should say *A teddy bear.*

- *What animal eats her ice cream?*

Students should say *A monkey.*

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

3
mins

Lesson Review

Can students listen to and understand a story and recognize target vocabulary in context?

Read *At the Zoo*. Then, ask *What does the monkey do?*

Students should say *It's eating.*

Call on students to name the animals that the girl sees at the zoo.

Student should say *Giraffe, lion, hippo, monkey.*

Lesson Objectives

By the end of this lesson, students will have reviewed Units 1-4 vocabulary, language use, and content concepts.

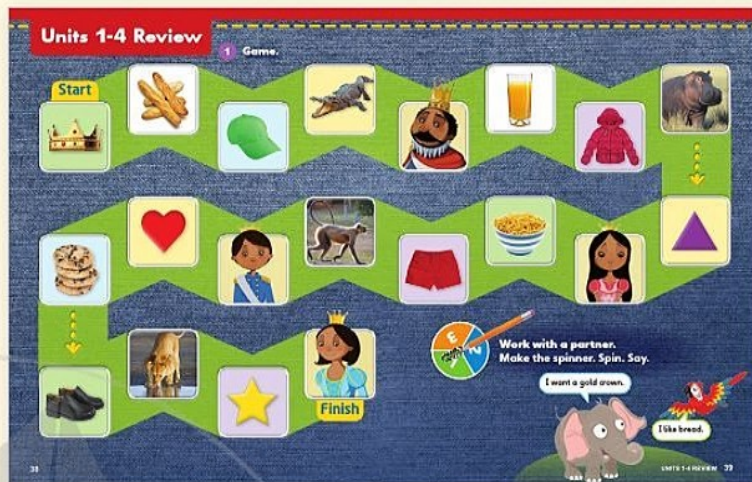
Language Focus

• Review vocabulary

Foods; drinks; colors; shapes; numbers; royalty; feelings; clothing; animals; actions

• Structure / Sentence pattern

Simple present tense; present continuous tense



6
mins

Warm Up

Say *Good morning/afternoon, class. How are you today?*

Get students ready to use the English Time chant. Lead the class in the chant.

Say *Today, we're going to play a game. First, let's make the spinner.*

Have students stick the spinner sticker onto poster board and cut it out to make the spinner. Make sure that students have a pencil and a paper clip to use for the spinner. Students should make the spinner.

Help students open their books to pp. 38-39. Point to the mascots on the bottom of p. 39. Point to each mascot and read what it says. Then, say *Say a sentence for each picture. Use language you know.*

8
mins

Present

Have students look at the game board. Point to the first space, and ask *What is it?* Students should say *It's a gold crown.*

Then, model language that students could use to talk about the gold crown. For example, say *I want a gold crown. I'm wearing a gold crown.* Students should say *[I like gold crowns. / I don't like gold crowns. / I have a gold crown.]*

Point to the second space and ask *What is it?* Students should say *Bread.*

Again, model language that students can use to talk about bread. For example, say *I like bread. / I don't like bread.* Then, ask *What else can we say about bread?*

Students should say *[I want bread. / I'm eating bread.]*

Point to the third space. Ask *What is it?* Students should say *It's a green hat.*

Again, work with students to say things about the green hat. Students should say *[I like the green hat. / I don't like green hats. / I'm wearing a green hat. / She's wearing a green hat.]*

Point to the fourth space. Say *Look at the crocodile. The crocodile is opening its mouth.*

Then, ask *What else can we say about the crocodile?* Have students respond, using language such as *I don't like crocodiles* and *The crocodile is walking.*

Point to the fifth space. Ask *What can you say about the king?* Have students respond, using language such as *The king is sad* and *The king is wearing a gold crown.*

Resources

EOW materials

Workbook pp. 34–35

Other materials

Scissors, paper clips, pencils, game pieces (such as buttons, tokens, or other small, flat objects), poster board

Be the Expert

Teacher Tip

Encourage students to work with one another to review information. Divide students into groups of four. Have each student take on the role of a certain type of “expert.” For example, working within one unit, one student might be a vocabulary expert, another a content concept expert, etc. Model reviewing vocabulary and content concepts with students so that they understand their roles. For this review activity, one student can be the expert on Unit 1, another on Unit 2, and so on. Allow students time to review their assigned material. Then, give students 5–10 minutes to work in groups. Each expert should present his or her review information to the group.

7
mins

Practice

Place students in pairs.

Have students place their game pieces before the first space. Note that students can choose to play in the same book, or if they prefer, they can each move their piece in their own book.

Have students spin to decide who goes first. On their turn, the student should spin and move the correct number of spaces indicated by the spinner. Once a student lands on a space, he or she must use the language models from Units 1–4 to say something about the item on that space.

Have students take turns spinning, moving their game pieces, and talking about the pictures. The student who gets to the end of the path first wins the game.

For extra practice, encourage students to play the game again, this time with a different partner.

2
mins

Wrap Up

Assign Workbook Activities 1–4, pp. 34–35.

Say *Good job today, class. Now let's chant.*

Lead the class in the Goodbye chant.

2
mins

Lesson Review

Can students remember and use the new words they've learnt?

As students leave the class, ask them to make a sentence with one word they remember from Units 1–4. These can include words related to foods, drinks, colors, shapes, numbers, royalty, feelings, clothing, animals, and actions.

10
mins

Apply

Tell students that they are going to review and revise what they have learnt so far by doing some written exercises.

Have students open up their books to pp. 40–45. Go through each activity first and answer any questions they might have about how to do the activities.

Have students try them on their own.

Unit 0

Student Book

TR: B2 1 Look and listen. Say.
an elephant, a frog, a monkey, a parrot

TR: B3 2 Listen. Draw lines.
1. Listen. 2. Sit down. 3. Open your book.
4. Close your book. 5. Stand up.

TR: B4 3 Listen and say.
(Boy) Hello. I'm Fred. What's your name? (Girl) Hi,
I'm Sally. How are you? (Boy) I'm fine, thanks. How
are you? (Girl) I'm fine, thank you. (Boy) Goodbye.
(Girl) Bye.

TR: B5 4 Listen and circle.
1. a book 2. a chair 3. a desk 4. an eraser
5. a crayon 6. a school

TR: B6 6 Listen and say. Talk.
(Boy) What is it? (Girl) It's a pen.

TR: B7 7 Listen and circle.
(Girl) What toys do you play with here?
(Boy) My teddy bear!
1. my teddy bear 2. my ball 3. my car 4. my kite

TR: B8 9 Listen and say. Talk.
(Girl) Is it a robot? (Boy) No, it isn't.
(Girl) Is it a doll? (Boy) Yes, it is.

TR: B9 10 Look and listen. Say.
my family, me, grandpa, grandma, brother, sister,
father, mother

TR: B10 11 Listen and say. Talk.
(Boy) Who's this? (Girl) It's my mother.

TR: B11 12 Listen and say. Talk.
(Girl) Where's Grandpa? (Boy) In the kitchen.

TR: B12 13 Look and listen.
a nose, a mouth, ears, hair, eyes, arms, legs,
feet, hands

TR: B13 15 Look and listen. Say.
one, two, three, four, five, six, seven, eight, nine, ten

TR: B14 16 Listen and say. Read the sentences.
eleven; I have 11 erasers.
twelve; She has 12 pencils.

TR: B15 17 Listen. Count and say.
(Boy) How many blue pens?
(Girl) How many red pens?

TR: B16 18 Listen and say.
1. S /s/ Stand 2. U /ʌ/ Up

TR: B17 18 Listen and trace.
1. S /s/ Stand 2. U /ʌ/ Up

TR: B18 19 Listen and chant.
Stand up.
Clap your hands.
Open your eyes and close your mouth.
Touch your ears and raise your hands!

Sit down and look around.
Say hello to a friend.
Wave goodbye to a friend.
Stand up.
Clap your hands!

TR: B19 20 Listen and say. Talk.
(Boy) How many books?
(Girl) Two books.

TR: B20 21 Look and listen. Say.
red, blue, green, yellow, brown, orange, black,
white, pink, purple

TR: B21 22 Listen and say.
(Boy) It's a red crayon.

Unit 0

Workbook

TR: B2 1 Listen. Look and circle.

1. a parrot
2. an elephant

TR: B3 2 Listen and look. Draw lines.

1. Sit down.
2. Hello.
3. Open your book.
4. Goodbye.

TR: B4 3 Listen and circle.

1. Is it a desk?
2. Is it a book?
3. Is it a chair?
4. Is it a pen?

TR: B5 4 Listen. Count and color. Say.
How many red crayons? How many brown desks?
How many black pens? How many orange erasers?

TR: B6 5 Listen. Look and circle.

1. What is it? It's a truck.
2. What is it? It's a robot.

TR: B7 7 Listen. Count and color. Say.
How many green trucks? How many pink balls?
How many yellow teddy bears? How many blue cars?

TR: B8 8 Listen. Look and circle.

1. Who's this? It's my grandpa.
2. Who's this? It's my father.

TR: B9 9 Listen and circle.

1. Is it a living room?
2. Is it a bedroom?
3. Is it a kitchen?
4. Is it a bathroom?

TR: B10 10 Listen and look. Draw lines.

1. Where's Father? In the bathroom.
2. Where's Mother? In the living room.
3. Where's Grandpa? In the kitchen.
4. Where's Grandma? In the bedroom.

TR: B11 11 Listen. Look and circle.

1. I have two legs.
2. I have one mouth.

TR: B12 13 Listen and say.

1. S /s/ Stand
2. U /ʌ/ Up

TR: B13 14 Listen and look. Which word is different? Circle.

- | | |
|--------------|----------------|
| 1. /s/ Stand | 2. /ʌ/ Kitchen |
| /s/ Paper | /ʌ/ Umbrella |
| /s/ Sit | /ʌ/ Up |

TR: B14 15 Listen and chant.

Stand up. Clap your hands. Open your eyes and close your mouth. Touch your ears and raise your hands!

Sit down and look around. Say hello to a friend.

Wave goodbye to a friend. Stand up. Clap your hands!

Answer Key

Unit 0

Student Book

2 SB p. 2

- 1: listen 2: sit down 3: open your book
- 4: close your book 5: stand up

4 SB p. 3

1. book 2. chair 3. desk 4. eraser 5. crayon 6. school

7 SB p. 4

1. teddy bear 2. ball 3. car 4. kite

17 SB p. 7

- 11 blue pens. 12 red pens.

Workbook

Go to pp. 140–141 for the Workbook Answer Key for this unit.

Unit 1

Student Book

TR: B22 1 Listen and point.

a crown, a king, a princess, a queen, a frog, a friend,
a prince, happy, sad

TR: B23 3 Listen and check.

1. He's a king. 2. She's a princess.
3. She's a princess. 4. He's a friend.
5. He's a king. 6. He's a prince.
7. The princess is happy. 8. It's a frog.

TR: B24 4 Listen and say.

(Monkey) I want a crown. (Parrot) I want a friend.

TR: B25 5 Listen. Stick and say.

1. I want a truck. 2. I want a teddy bear.
3. I want a blue crayon. 4. I want my mommy!

TR: B26 6 Listen and point. Say.

gold, a gold crown
silver, a silver crown

TR: B27 7 Listen and stick.

1. a silver car 2. a gold pen 3. a silver chair
4. a gold crown

TR: B28 8 Listen and say. Read the sentences.

thirteen; I want 13 crowns.
fourteen; You have 14 friends.

TR: B29 9 Listen. Count and say.

How many gold crowns?
How many silver crowns?

TR: B30 10 Make the game cards. Listen. Put the
cards in two groups. Say.

(boy) I'm a prince. I want four gold crowns.
(girl) I'm a princess. I want one white teddy bear.
(boy) I'm a prince. I want ten blue cars.
(girl) I'm a princess. I want thirteen pink erasers.
(boy) I'm a prince. I want eight black pens.
(girl) I'm a princess. I want two silver crowns.

(boy) I'm a prince. I want three purple pencils.

(girl) I'm a princess. I want fourteen red crayons.

TR: B31 11 Listen and say.

1. Q U /kw/ Queen
2. W /w/ Want
3. K /k/ King

TR: B32 11 Listen and trace.

1. Q U /kw/ Queen
2. W /w/ Want
3. K /k/ King

TR: B33 12 Listen and chant.

The prince wants silver. The queen wants gold.
The king wants a crown of silver and gold!

TR: B34 13 Listen to the story. Then read.

New Friends

(Boy) You, snake! Stop! Go away!

(Frog) Thank you! Now you are a prince with a gold
crown!

(Princess) I am sad. I want a friend.

(Frog) Now you are friends! Be happy. Go, play!

Cảnh Điều

Unit 1

Workbook

TR: B15 1 Listen. Look and circle.

1. a king, a king 2. a queen, a queen 3. a prince, a prince 4. a friend, a friend 5. a frog, a frog 6. a crown, a crown

TR: B16 2 Listen. Draw.

1. I'm sad. I'm sad. 2. I'm happy. I'm happy.

TR: B17 4 Cut out the cards for Unit 1. Listen. Glue the cards. Say.

1. I want a doll. 2. I want paper. 3. I want my grandma. 4. I want a kite. 5. I want a crown. 6. I want a pencil. 7. I want a friend. 8. I want a truck.

TR: B18 6 Listen. Color and say.

1. a purple car 2. a gold crown 3. a red pen 4. a silver ball

TR: B19 7 Listen. Color and say.

- seven blue squares, four red crowns, nine brown erasers, three pink circles

TR: B20 9 Listen and say.

1. Q U /kw/ Queen
2. W /w/ Want
3. K /k/ King

TR: B21 10 Listen and look.

Which word is different? Circle.

- | | | |
|---------------|-------------|----------------|
| 1. /kw/ Quiet | 2. /w/ Want | 3. /k/ Kitchen |
| /kw/ Friends | /w/ Water | /k/ Sad |
| /kw/ Queen | /w/ Stand | /k/ King |

TR: B22 11 Listen and chant. Say a new verse.

The prince wants silver.
The queen wants gold.
The king wants a crown
of silver and gold!

The princess wants silver.
The friend wants gold.
The frog wants a ring
of silver and gold.

Answer Key

Unit 1

Student Book

3 SB p. 12

1. yes 2. no 3. yes 4. yes 5. no 6. no 7. no 8. yes

5 SB p. 12

- 1: truck 2: teddy bear 3: blue crayon 4: mommy

7 SB p. 13

- 1: silver car 2: gold pen 3: silver chair 4: gold crown

9 SB p. 13

- 14 gold crowns, 13 silver crowns

10 SB p. 13

- princess: teddy bear, erasers, silver crowns, crayons
prince: gold crowns, cars, pens, pencils

Workbook

Go to pp. 141–142 for the Workbook Answer Key for this unit.

Unit 2

Student Book

TR: B35 1 Listen and point.
bananas, bread, milk, cookies, water, orange juice,
rice, chicken, noodles

TR: B36 3 Listen and circle.
cookies, bananas, orange juice, bread

TR: B37 4 Listen and say. Talk.
(Frog) I like noodles. Do you like noodles?
(Parrot) No, I don't like noodles.

TR: B38 6 Listen and point. Say.
a circle, a yellow circle
a square, a green square

TR: B39 7 Listen and color.
1. pink circle 2. brown square 3. blue circle

TR: B40 8 Listen and say. Read the sentences.
fifteen; He wants 15 yellow bananas.
sixteen; You have 16 cookies.

TR: B41 9 Listen. Count and say.
How many squares?
How many white squares?
How many circles?
How many orange circles?

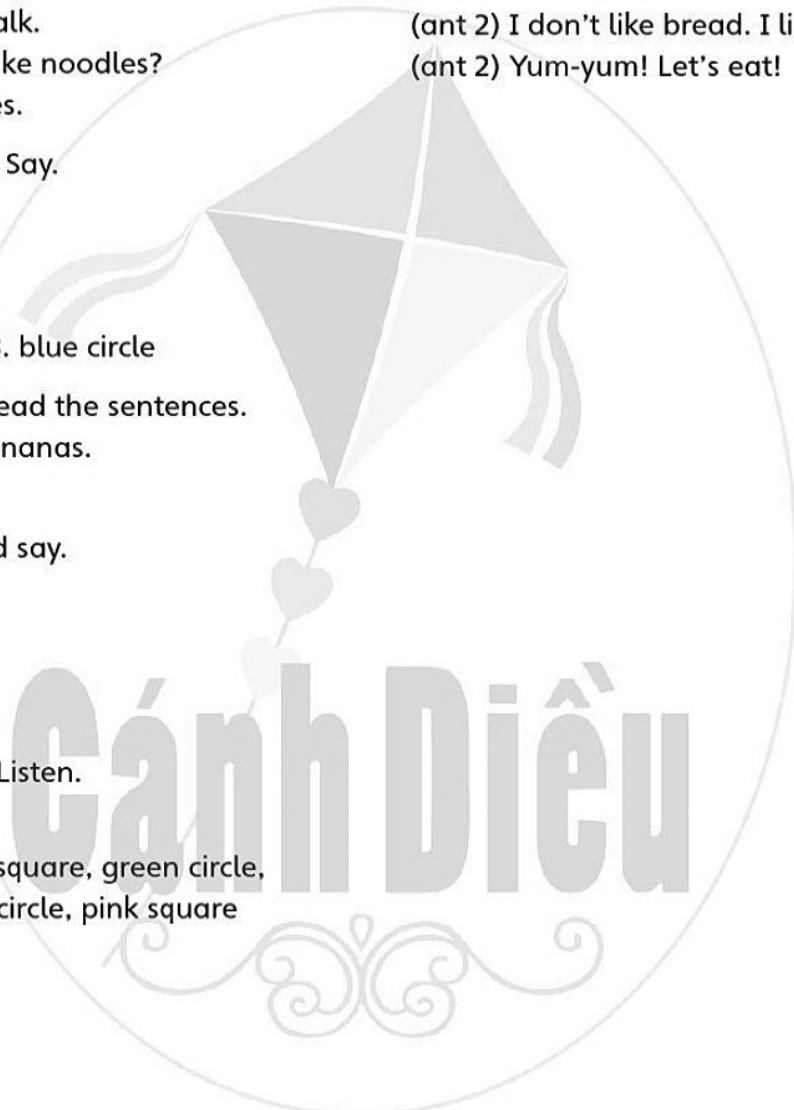
TR: B42 10 Make the cards. Listen.
Put the cards in order.
brown circle, blue square, red square, green circle,
yellow square, red circle, blue circle, pink square

TR: B43 11 Listen and say.
1. C H /tʃ/ Chicken
2. R /r/ Water
3. N /n/ Noodles

TR: B44 11 Listen and trace.
1. C H /tʃ/ Chicken
2. R /r/ Water
3. N /n/ Noodles

TR: B45 12 Listen and chant.
I like chicken.
I like rice.
I like noodles.
They're so nice!

TR: B46 13 Listen to the story. Then read.
A Picnic
(ant 1) It's lunchtime. Look! A picnic!
(ant 1) I like apples.
(ant 2) I don't like apples. I like bananas.
(ant 1) I like bread.
(ant 2) I don't like bread. I like cookies.
(ant 2) Yum-yum! Let's eat!



Unit 2

Workbook

TR: B23 ① Listen. Look and circle.

1. bananas 2. milk 3. noodles
4. cookies 5. water 6. bread

TR: B24 ⑤ Listen and color. Say.

1. Two black circles. Three red circles. One black circle.
Four red circles. Two black circles. Five red circles.
Three black circles. How many black circles? How many red circles?

2. Two orange squares. One blue square. One green square. Two blue squares. Four orange squares. How many orange squares? How many blue squares? How many green squares?

TR: B25 ⑧ Listen and say.

1. C H /tʃ/ Chicken 2. R /r/ Water 3. N /n/ Noodles

TR: B26 ⑨ Listen and look. Which word is different? Circle.

- | | | |
|---------------|--------------|-------------|
| 1. /tʃ/ Chair | 2. /r/ Water | 3. /n/ Nose |
| /tʃ/ Cookie | /r/ Happy | /n/ Noodles |
| /tʃ/ Chicken | /r/ Ear | /n/ Black |

TR: B27 ⑩ Listen and chant. Say a new verse.

- | | |
|------------------|------------------|
| I like chicken. | I like water. |
| I like rice. | I like rice. |
| I like noodles. | I like cookies. |
| They're so nice! | They're so nice! |

(Units 1–2 Review)

TR: B28 ① Listen and look. Draw a line.

1. a princess 2. a banana 3. a crown
4. a frog 5. a cookie

TR: B29 ② Listen. Count and color.

1. 13 black circles 2. 16 blue squares

TR: B30 ④ Listen. Look and write.

1. The queen has a gold crown.
2. My friends want orange juice.

Answer Key

Unit 2

Student Book

3 SB p. 18

cookies, bananas, orange juice, bread

7 SB p. 19

1. pink circle 2. brown square 3. blue circle

9 SB p. 19

15 squares, 5 white squares, 16 circles, 6 orange circles

10 SB p. 19

11 blue pens. 12 red pens.

(Units 1–2 Review)

2 SB p. 24

Circle the following pictures:

1. left 2. right 3. right 4. left

3 SB p. 24

1. king 2. happy 3. bananas 4. milk

4 SB p. 25

1. I want a crown.
2. It's a frog.
3. I like noodles.

5 SB p. 25

10 silver circles, 11 gold squares,
16 yellow bananas, 12 brown cookies

Workbook

Go to pp. 143–144 for the Workbook Answer Key for this unit, and p. 144 for the Units 1–2 Review.

Unit 3

Student Book

TR: B47 1 Listen and point.

a coat, a hat, a dress, pants, a shirt, shoes, shorts, a skirt, socks

TR: B48 3 Listen. Draw lines.

1. a dress 2. a hat 3. a shirt 4. a coat 5. a skirt
6. pants 7. shoes 8. shorts 9. socks

TR: B49 4 Listen and say.

(Monkey) I'm wearing a coat.
He's wearing shorts.

TR: B50 5 Listen. Stick and say.

1. I'm wearing a brown coat. 2. I'm wearing a pink skirt. 3. I'm wearing black pants. 4. I'm wearing a white dress. 5. He's wearing a blue shirt. 6. She's wearing red shorts. 7. He's wearing brown shoes. 8. She's wearing a white hat.

TR: B51 6 Listen and point. Say.

a rectangle, an orange rectangle
a triangle, a purple triangle

TR: B52 7 Listen and color.

1. green rectangle 2. red triangle 3. yellow rectangle

TR: B53 8 Listen and say. Read the sentences.

seventeen; She has 17 green hats.
eighteen; He likes shoes. He has 18 shoes.

TR: B54 9 Listen. Count and say.

How many rectangles? How many red rectangles?
How many triangles? How many pink triangles?

TR: B55 10 Make the cards. Listen.

Put the cards in order. Say.

yellow rectangle, green triangle, silver triangle, pink rectangle, red square, orange circle, blue rectangle, brown triangle

TR: B56 11 Listen and say.

1. S H /f/ Shirt 2. D /d/ Red 3. F /f/ Scarf

TR: B57 11 Listen and trace.

1. S H /f/ Shirt 2. D /d/ Red 3. F /f/ Scarf

TR: B58 12 Listen and chant.

I want a shirt. My friend wants a dress. Please buy us new clothes. Grandma, do say yes!

TR: B59 13 Listen to the story. Then read.

Wash Day

(Girl) My teddy bear is dirty. (Boy) The clothes are dirty. Let's help Mom! Let's put the socks, shirts, pants, and skirts in! (Girl) Hi, Mom. We are helping! Are you happy?

Unit 3

Workbook

TR: B31 ① Listen and look. Draw a line.

1. a shirt, a shirt 2. shoes, shoes 3. shorts, shorts
4. pants, pants 5. a coat, a coat 6. a hat, a hat
7. a dress, a dress 8. a skirt, a skirt

TR: B32 ② Listen and look. Draw a line. Color. red shoes and blue socks

TR: B33 ④ Cut out the cards for Unit 3. Listen. Glue the cards. Say.

1. I'm wearing pants. 2. He's wearing a shirt.
3. I'm wearing a dress. 4. She's wearing shoes. 5. I'm wearing a skirt. 6. He's wearing socks. 7. He's wearing shorts. 8. She's wearing a coat.

TR: B34 ⑥ Listen. Color and say.

1. a green circle 2. a yellow rectangle 3. a pink square 4. an orange triangle

TR: B35 ⑦ Listen. Color and say.

- three brown rectangles, eighteen purple squares, seventeen red triangles, six blue circles

TR: B36 ⑨ Listen and say.

1. S H /ʃ/ Shirt 2. D /d/ Red 3. F /f/ Scarf

TR: B37 ⑩ Listen and look. Which word is different? Circle.

- | | | |
|--------------|--------------|-------------|
| 1. /ʃ/ Shoes | 2. /d/ Pants | 3. /f/ Frog |
| /ʃ/ Shorts | /d/ Friend | /f/ Face |
| /ʃ/ Skirt | /d/ Sad | /f/ Coat |

TR: B38 ⑪ Listen and chant. Say a new verse.

I want a shirt.

I want some pants.

My friend wants a dress.

My friend wants a dress.

Please buy us new clothes.

We want some new clothes.

Grandma, do say yes!

Grandpa, do say yes!

Answer Key

Unit 3

Student Book

3 SB p. 28

- 1: dress 2: hat 3: shirt 4: coat 5: skirt 6: pants 7: shoes
- 8: shorts 9: socks

5 SB p. 28

- 1: brown coat 2: pink skirt 3: black pants 4: white dress
- 5: blue shirt 6: red shorts 7: brown shoes 8: white hat

7 SB p. 29

1. green rectangle 2. red triangle 3. yellow rectangle

9 SB p. 29

- eighteen rectangles, five red rectangles, seventeen triangles, eight pink triangles

Workbook

Go to pp. 145–146 for the Workbook Answer Key for this unit.

Unit 4

Student Book

TR: B60 1 Listen and point.
eat, run, walk, drink, a giraffe, a monkey, a zebra,
a hippo, a lion, a crocodile

TR: B61 3 Listen and check.
1. It's a lion. 2. It's a monkey.
3. It's a zebra. 4. It's a crocodile.
5. It's a hippo. 6. It's a giraffe.
7. It's drinking. 8. It's walking.

TR: B62 4 Listen and say.
(Frog) Is the lion eating?
(Parrot) No, it isn't. It's drinking.

TR: B63 5 Listen. Stick and say.
1. Is the lion running? No, it isn't. It's walking.
2. Is the giraffe drinking? No, it isn't. It's eating.
3. Is the zebra walking? No, it isn't. It's running.
4. Is the lion eating? No, it isn't. It's drinking.
5. Is the boy walking? No, he isn't. He's running.
6. Is the girl eating? No, she isn't. She's drinking.
7. Is the boy drinking? No, he isn't. He's eating.
8. Is the girl running? No, she isn't. She's walking.

TR: B64 6 Listen and point. Say.
a heart, a red heart
a star, a yellow star

TR: B65 7 Listen and color.
1. pink heart 2. blue star 3. purple heart

TR: B66 8 Listen and say. Read the sentences.
nineteen; Look! My book has 19 monkeys.
twenty; It has 20 giraffes. How many do you have?

TR: B67 9 Listen. Count and say.
How many hearts? How many red hearts?
How many stars? How many orange stars?

TR: B68 10 Make the cards. Listen. Put the cards in
order. Say.
green star, red heart, blue circle, brown rectangle, pink
heart, purple triangle, white square, yellow star

TR: B69 11 Listen and say.
1. M /m/ Monkey
2. Z /z/ Zebra
3. L /l/ Crocodile

TR: B70 11 Listen, trace, and write.
1. M /m/ Monkey
2. Z /z/ Zebra
3. L /l/ Crocodile

TR: B71 12 Listen and chant.
Look, I'm a lion. I walk and I run.
Look, I'm a zebra standing in the sun.

TR: B72 13 Listen to the story. Then read.
At the Zoo
Look, Teddy. The giraffe is walking. Look, Teddy. The
lion is running. Look, Teddy. The hippo is drinking.
Oh no! The monkey is eating my ice cream!

Unit 4

Workbook

TR: B39 1 Listen and look. Draw a line.

1. drink, drink 2. eat, eat 3. walk, walk 4. run, run
5. a hippo, a hippo 6. a monkey, a monkey 7. a lion, a lion
8. a zebra, a zebra 9. a giraffe, a giraffe
10. a crocodile, a crocodile

TR: B40 3 Cut out the cards for Unit 4. Listen. Glue the cards. Say.

1. Is the monkey drinking? No, it isn't. It's eating.
2. Is the lion walking? No, it isn't. It's running.
3. Is the zebra eating? No, it isn't. It's drinking.
4. Is the crocodile running? No, it isn't. It's walking.
5. Is the girl drinking? No, she isn't. She's eating.
6. Is the boy wearing pants? No, he isn't. He's wearing shorts.
7. Is the girl running? No, she isn't. She's walking.
8. Is the boy eating? No, he isn't. He's drinking.

TR: B41 5 Listen. Color and say.
a yellow circle, a blue star, an orange rectangle,
a pink heart, a green triangle, a red square

TR: B42 6 Listen. Color and say.
six red hearts, five purple triangles, nineteen yellow stars,
three blue circles, one green rectangle, two orange squares

TR: B43 8 Listen and say.
1. M /m/ Monkey 2. Z /z/ Zebra 3. L /l/ Crocodile

TR: B44 9 Listen and look. Which word is different? Circle.

- | | | |
|--------------|-------------|---------------|
| 1. /m/ Drink | 2. /z/ Zoo | 3. /l/ Ball |
| /m/ Monkey | /z/ Giraffe | /l/ Crocodile |
| /m/ Milk | /z/ Zebra | /l/ Hippo |

TR: B45 10 Listen and chant. Say a new verse.
Look, I'm a lion. I walk and I run.
Look, I'm a zebra standing in the sun.
Look, I'm a monkey. I walk and I run.
Look, I'm a crocodile standing in the sun.

(Units 1–4 Review)

TR: B46 1 Listen. Look and circle.
1. a princess 2. a king 3. rice 4. milk 5. pants 6. a dress
7. a crocodile 8. run

TR: B47 2 Listen. Look and circle. Say.
1. (Monkey) I want a crown. (Parrot) I want a friend.
2. (Frog) I like rice. (Parrot) I don't like rice.
3. (Monkey) Is the lion eating? (Elephant) No, it isn't.
It's drinking.

TR: B48 3 Listen and color.
a black circle, a red triangle, a yellow star

Answer Key

Unit 4

Student Book

3 SB p. 34

1. no 2. yes 3. yes 4. no 5. yes 6. yes 7. no 8. yes

5 SB p. 34

1: lion walking 2: giraffe eating 3: zebra running

4: lion drinking 5: boy running 6: girl drinking

7: boy eating 8: girl walking

7 SB p. 35

1. pink heart 2. blue star 3. purple heart

9 SB p. 35

19 hearts, 7 red hearts, 20 stars, 6 orange stars

(Units 1–4 Review)

2 SB p. 40

Circle the following pictures:

1. left 2. right 3. left 4. left

5. right 6. left 7. right 8. right

3 SB p. 41

1. zebra 2. heart 3. gold 4. star

4 SB p. 41

1. crown 2. bananas 3. socks 4. lion

5 SB p. 42

1. water 2. bread 3. crocodile 4. drink

5. shirt 6. frog 7. prince 8. shoes

6 SB p. 43

1. 15 stars. 2. In the kitchen.

3. Yes, I like rice. 4. Yes, it is eating.

7 SB p. 44

1. I'm wearing a hat.

2. The monkey is eating.

3. I like cookies.

4. I want a friend.

8 SB p. 45

12 gold crowns, 16 red hearts,

14 silver hats, 15 gold stars

Workbook

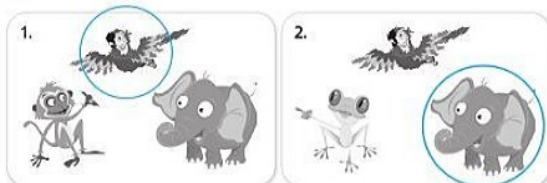
Go to pp. 146–147 for the Workbook Answer Key for this unit, and p. 148 for the Units 1–4 Review.



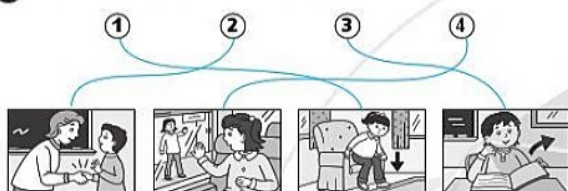
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Unit 0 Getting Started

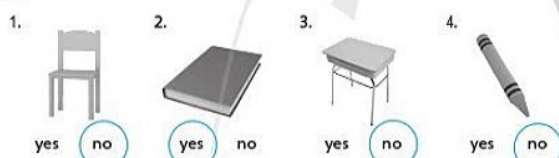
1 Listen. Look and circle. TR: B2



2 Listen and look. Draw lines. TR: B3

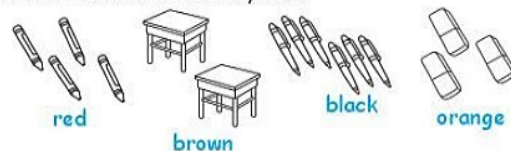


3 Listen and circle. TR: B4



2

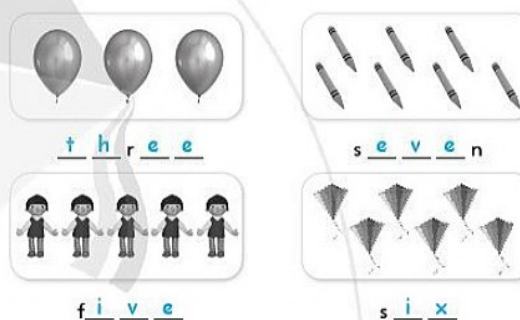
4 Listen. Count and color. Say. TR: B5



5 Listen. Look and circle. TR: B6

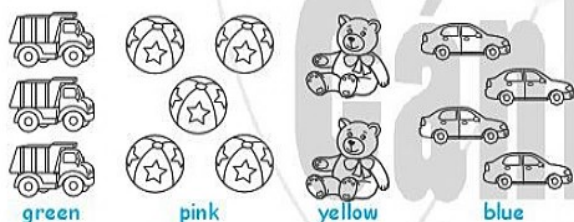


6 Count and write. Say.



3

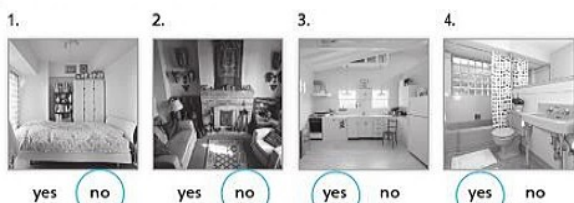
7 Listen. Count and color. Say. TR: B7



8 Listen. Look and circle. TR: B8

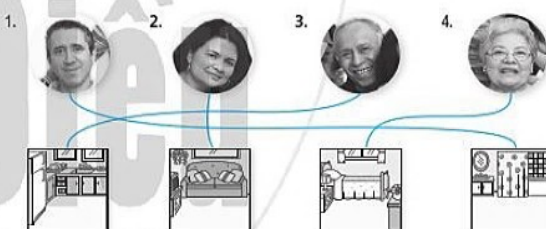


9 Listen and circle. TR: B9

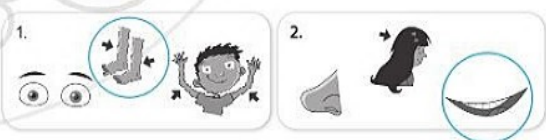


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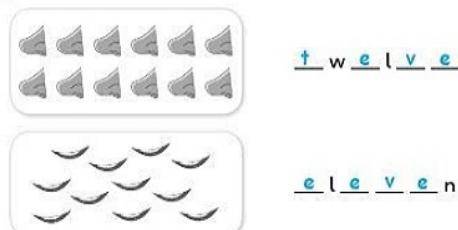
10 Listen and look. Draw lines. TR: B10



11 Listen. Look and circle. TR: B11



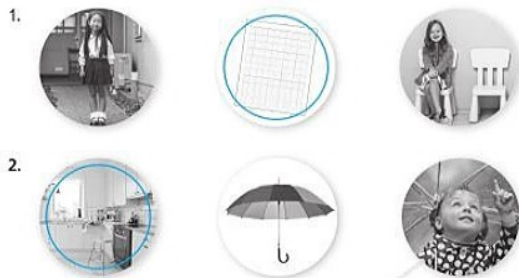
12 Count and write. Say.



5

13 Listen and say. TR: B12

14 Listen and look. Which word is different? Circle. TR: B13



15 Listen and chant. TR: B14



Stand up.
Clap your hands.
Open your eyes
and close your mouth.
Touch your ears
and raise your hands!



Sit down and look around.
Say hello to a friend.
Wave goodbye to a friend.
Stand up.
Clap your hands!

6

16 Trace and write.

s s s

S S S

u u u

U U U



stand



up



trucks

nd

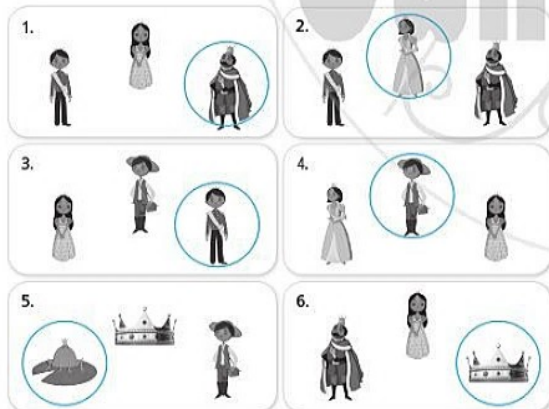
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7

Unit 1

Stories

1 Listen. Look and circle. TR: B15



2 Listen. Draw. TR: B16

1. sad face

2. happy face

8

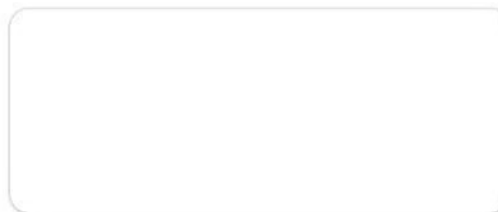
3 Read.



4 Cut out the cards for Unit 1. Listen. Glue the cards. Say. TR: B17



5 Draw. What do you want? Say. Color.

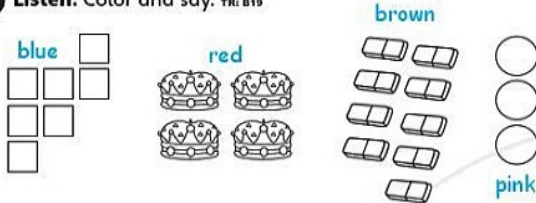


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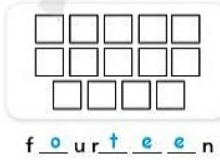
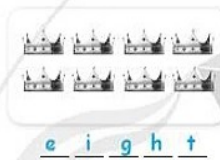
6 Listen. Color and say. TR: B18

-  purple
-  gold
-  red
-  silver

7 Listen. Color and say. TR: B19



8 Count and write.



10

9 Listen and say. TR: B20

10 Listen and look. Which word is different? Circle. TR: B21



11 Listen and chant. Say a new verse. TR: B22

The  wants silver.

The  wants silver.

The  wants gold.

The  wants gold.

The  wants a  of silver and gold!

The  wants a  of silver and gold!

11

12 Trace and write.

qu qu qu

Qu Qu Qu

w w w

W W W



queen



want



quiet

n n

n n

n n

12

k k k

K K K

11 eleven 12 twelve

13 thirteen 14 fourteen



king



kite



walk

n n

n n

n n

13

Unit 2

I Like Food.

1 Listen. Look and circle. TR: B23

1.

2.

3.

4.

5.

6.

14

2 Read.



3 Cut out the cards for Unit 2. Glue the cards. Say.

I like... I don't like...

4 Draw. What is your favorite food? Say. Color.



15

5 Listen and color. Say. TR: B24 **8 black circles. 12 red circles.**

1.

2. Two black circles.

6 orange squares. 3 blue squares. 1 green square.

6 Count and say. How many circles? How many squares?

circles 15
squares 12

7 Count and write.

t w o

f i v e

s i x t e e n

t e n

16

8 Listen and say. TR: B25

9 Listen and look. Which word is different? Circle. TR: B26

1.

2.

3.

10 Listen and chant. Say a new verse. TR: B27

I like

I like

I like

They're so nice!

I like

I like

I like

They're so nice!

17

11 Trace and write.

ch ch ch
Ch Ch Ch
r r r
R R R



crown



rice



water

n

18

n n n

N N N

15 fifteen f f n

16 sixteen n



bananas



noodles



chicken

dl

19

Units 1-2

Review

1 Listen and look. Draw a line. TR: B28



1

2

3

4

5



2 Listen. Count and color. TR: B29 13 black circles



20

3 Look and read. Check.

1.

Yes

No



The prince is happy.

2.

Yes

No



You like noodles.

3.

Yes

No



You don't like milk.

4.

Yes

No



The book is square.

4 Listen. Look and write. TR: B30

1.



The q u e e n has a gold c r o w n.

2.



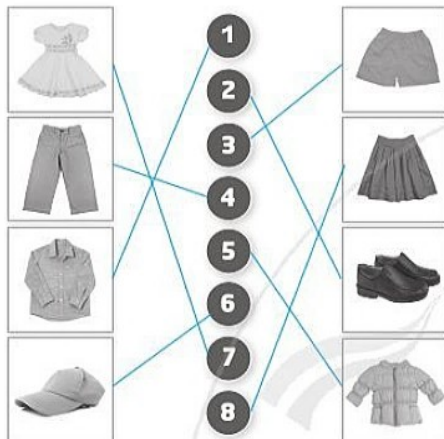
My friends w a n t orange j u i c e.

21

Unit 3

Clothes

1 Listen and look. Draw a line. TR: B31



2 Listen and look. Draw a line. Color. TR: B32



22

3 Read.

I'm wearing shorts.

He's wearing a hat.



4 Cut out the cards for Unit 3. Listen. Glue the cards.

Say. TR: B33



5 Connect the dots. What is it? Say. Color.

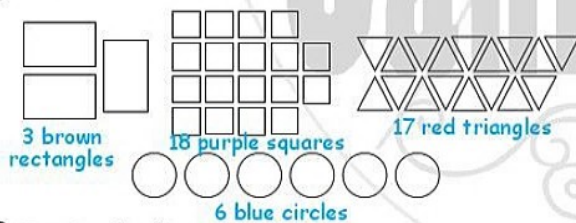


23

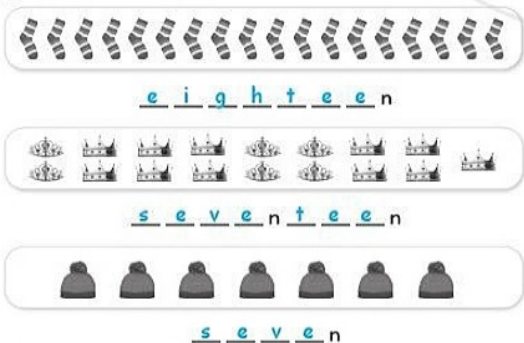
6 Listen. Color and say. TR: B34



7 Listen. Color and say. TR: B35



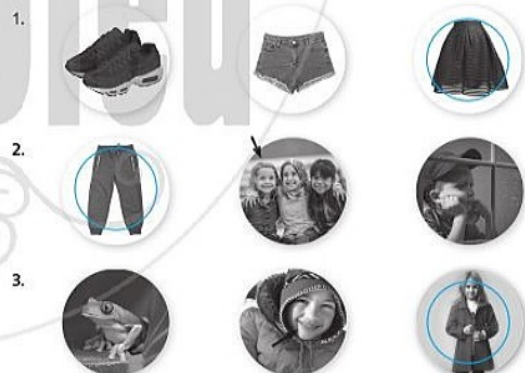
8 Count and write.



24

9 Listen and say. TR: B36

10 Listen and look. Which word is different? Circle. TR: B37



11 Listen and chant. Say a new verse. TR: B38

I want a .
My friend wants a .
Please buy us new clothes.
 do say yes!

I want some .
My friend wants a .
We want some new clothes.
 do say yes!

25

12 Trace and write.

sh sh sh

Sh Sh Sh

d d d

D D D



red



shorts



shirt

26

f f f

F F F

17 seventeen n n

18 eighteen n



scarf



food



frog

27

Unit 4

Animals

1 Listen and look. Draw a line. TR: B39



1



2



3



4



5



6



7



8



9



10

28

2 Read.

Is the zebra walking?



No, it isn't. It's running.



3 Cut out the cards for Unit 4. Listen. Glue the cards. Say. TR: B40

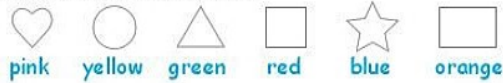


4 Connect the dots. What is it? Say. Color.

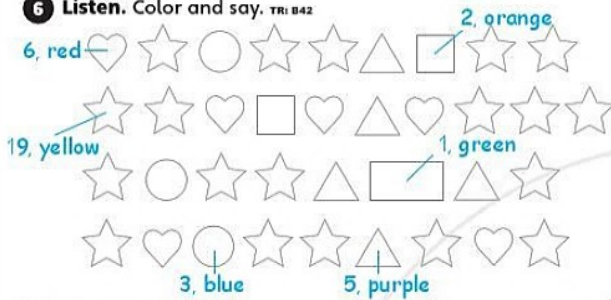


29

5 Listen. Color and say. TR: B41



6 Listen. Color and say. TR: B42



7 Count and write.



f i v e



f o u r



f o u r t e e n



t w e n t y

30

8 Listen and say. TR: B43

9 Listen and look. Which word is different? Circle. TR: B44



10 Listen and chant. Say a new verse. TR: B45



Look, I'm a
I walk and I run.



Look, I'm a
standing in the sun.



Look, I'm a
I walk and I run.



Look, I'm a
standing in the sun.

31

11 Trace and write.

m m m

M M M

z z z

Z Z Z



monkey



zoo



zebra

32

19 nineteen

20 twenty



milk



lion



crocodile

33

Units 1-4

Review

1 Listen. Look and circle. TR: B46

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

34

2 Listen. Look and circle. Say. TR: B47

1.	
2.	
3.	

3 Listen and color. TR: B48

black
red
yellow

4 Look and write.

1. <u>r</u> un	2. brea <u>d</u>
3. <u>s</u> <u>a</u> <u>d</u>	4. <u>s</u> <u>h</u> <u>i</u> <u>r</u> <u>t</u>

35

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ISBN:

In, khổ 20,5 x 26,2cm, tại

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