

Student Book pages 12–13

Objectives

- Talking about occupations

Grammar

- Affirmative and negative statements with *be*
He's a doctor. He isn't a nurse.
- Yes/No questions with *be*
Is he a doctor?
Yes, he is./No, he isn't.

Vocabulary

Jobs: doctor, nurse, teacher, student, pilot, cook

Materials

Picture Cards 22–27; Class CD1
Tracks 13, 21–24

Student Book page 12

Warm up

1. Greet students saying *Good (morning), everyone*. Review the conversation language from Unit 1, Lesson 4: *What can she see? She can see a pen*. Students can practice the expression with their classmates.
2. Review Unit 1, Lesson 4 vocabulary: *see, hear, smell, taste, touch*. Say each word. Students repeat, point to, and say the name of the body part associated with each sense.
3. Sing *He's Excited* (Class CD1 Track 13).

3. Play **Guess the Next Card** (Teacher's Book pages 28–31) using Picture Cards 22–27.
4. Play Class CD1 Track 21. Students listen, point, and say along with the CD.



- | | | |
|------------|----------|------------|
| 1. doctor | 2. nurse | 3. teacher |
| 4. student | 5. pilot | 6. cook |

5. Students practice saying the occupations on their own, using their books.

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:
Look at Danny, Julie, Emma, and Mike. They're in the classroom. Julie is standing next to her mother. She's a nurse. She's happy. She isn't sad. Mike's happy, too. The doctor is standing next to Mike. He's happy. He's Mike's father. Look at Emma. She's excited. Is her mother a pilot? Yes, she is. Dan is standing next to his father. Is his father a cook? Yes, he is. He has a cake. It smells good. Yummy! And look! This is the teacher, Mr. Smith. This is Jay, and this is Carla. They're students.
2. Play Class CD1 Track 22. Students listen and number the items in the picture.



1. Julie: This is my mother.
Julie's mom: Hi. I'm a nurse.
2. Danny: This is my father.
Danny's dad: I'm a cook.
3. Emma: This is my mother. She's a pilot.
Emma's mom: Hello!
4. Carla: Are you a doctor?
Mike's dad: Yes, I am.
5. Teacher: I'm a teacher. My name is Mr. Smith.
6. Jay: I'm a student. My name is Jay.
7. Carla: I'm a student, too. My name is Carla.

3. Check answers together. Invite students to talk about other things they see in the picture.

Student Book page 13

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *He's a doctor. He isn't a nurse. She's a doctor. She isn't a nurse.*
2. Present the contractions: *He's = He is, She's = She is, isn't = is not*
3. Direct students' attention to the first grammar box on page 13.
4. Play Class CD1 Track 23. Students listen and say along with the CD.



- He's a doctor. He isn't a nurse.
She's a doctor. She isn't a nurse.
He's, He is
She's, She is
isn't, is not
1. He's a doctor. He isn't a nurse.
 2. He's a nurse. He isn't a doctor.
 3. He's a teacher. He isn't a student.
 4. She's a student. She isn't a teacher.
 5. She's a pilot. She isn't a cook.
 6. She's a cook. She isn't a pilot.

5. Students practice the pattern, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *Is he a doctor? Yes, he is./ No, he isn't. Is she a doctor? Yes, she is./No, she isn't.*
2. Direct students' attention to the second grammar box on page 13.
3. Play Class CD1 Track 24. Students listen, ask, and answer along with the CD.



- Is he a doctor? Yes, he is.
Is he a doctor? No, he isn't. He's a nurse.
Is she a doctor? Yes, she is.
Is she a doctor? No, she isn't. She's a nurse.
1. Is she a doctor? Yes, she is.
 2. Is he a doctor? No, he isn't. He's a nurse.
 3. Is she a teacher? Yes, she is.
 4. Is she a teacher? No, she isn't. She's a student.
 5. Is he a cook? Yes, he is.
 6. Is he a cook? No, he isn't. He's a pilot.

4. Students practice in pairs, using their books.
5. Play **Picture Pieces** (Teacher's Book pages 28–31). Slowly draw simple pictures illustrating the jobs. Students try to be first to identify the job.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B and practice asking and answering with the language pattern in the speech bubbles: *Is she a pilot? Yes, she is.*

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

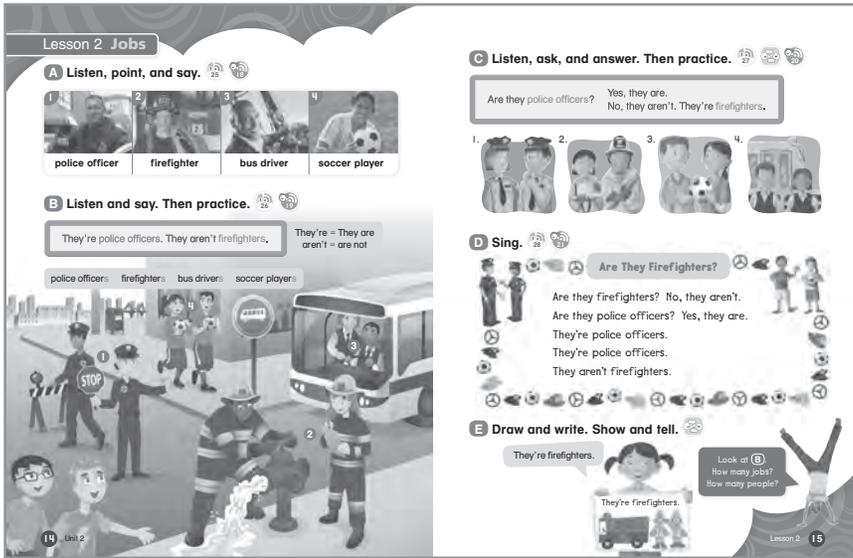
Creativity: Direct students' attention to the Everybody Up Friend. Have students choose a job and use their imaginations to act out some of the tasks they would do if they had that job.

Games and Activities

- **Charades** (Teacher's Book pages 28–31). Use Picture Cards 22–27. Students try to guess which job is being acted out.
- **Five Questions** (Teacher's Book pages 28–31). S1 thinks of a job and tells S2. The other students ask S2 up to five questions to guess the job.
- **Rollers** (Teacher's Book pages 28–31). Display Picture Cards 22–27. S1 makes positive and negative sentences (*He's a doctor. He isn't a nurse.*) and rolls the ball to S2. S2 repeats the sentences, makes a new pair of sentences, and rolls the ball on.

Extra Practice

Workbook pages 12–13
Student Audio CD Tracks 15–17
iTools
Online Practice



Student Book pages 14–15

Objectives

- Talking about occupations

Grammar

- Statements with *be*
They're police officers. They aren't firefighters.
- Yes/No questions with *be*
Are they police officers?
Yes, they are./No, they aren't.

Vocabulary

Jobs: police officer, firefighter, bus driver, soccer player

Materials

Picture Cards 22–27, 28–31; Class CD1 Tracks 25–28

Student Book page 14

Warm up

1. Greet the class, saying *Hello, class. I'm happy today. Are you happy?* Elicit individual responses: *Yes, I am* or *No, I'm not. I'm (tired).*
2. Review Unit 2, Lesson 1 grammar. Hold up Picture Cards 22–27, asking *Is (he) a (doctor)?* Elicit positive and negative answers.
3. Review the conversation language from Lesson 1: *Is she a pilot? Yes, she is.*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 28–31. Continue until students can produce the words on their own.
2. Link the language. Combine the new vocabulary with the grammar pattern from Unit 2, Lesson 1. Hold up Picture Cards 28–31. Ask *Is (he) a (police officer)?* Elicit positive and negative answers. When a negative answer is required, prompt students to follow up with a positive answer.
3. Play Class CD1 Track 25. Students listen, point, and say along with the CD.



- | | |
|-------------------|------------------|
| 1. police officer | 2. firefighter |
| 3. bus driver | 4. soccer player |

4. Play **Telephone** (Teacher's Book pages 28–31). Whisper a different sentence to the student at each end of the line (such as *He's a police officer* and *She's a soccer player*).

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *They're police officers. They aren't firefighters.*
2. Present the contractions: *They're = They are, aren't = are not*
3. Review plural nouns. Draw students' attention to the *-s* at the end of the plural words in the vocabulary box. Remind students that adding *-s* makes a singular word plural. Say (*police officer, police officers*) and have students repeat after you.
4. Direct students' attention to the grammar box on page 14.
5. Play Class CD1 Track 26. Students listen and say along with the CD.



They're police officers. They aren't firefighters.
They're, They are
aren't, are not

1. They're police officers. They aren't firefighters.
2. They're firefighters. They aren't bus drivers.
3. They're bus drivers. They aren't soccer players.
4. They're soccer players. They aren't police officers.

6. Play **Teacher's Mistake** (Teacher's Book pages 28–31) using Picture Cards 28–31. Say correct or incorrect sentences using the grammar pattern: *They're (bus drivers). They aren't (soccer players).*

Student Book page 15

C Listen, ask, and answer.
Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *Are they police officers? Yes, they are./No, they aren't. They're firefighters.*
2. Direct students to the grammar box on page 15.
3. Play Class CD1 Track 27. Students listen, ask, and answer along with the CD.



Are they police officers? Yes, they are.
Are they police officers? No, they aren't.
They're firefighters.

1. Are they police officers? Yes, they are.
2. Are they police officers? No, they aren't.
They're firefighters.
3. Are they soccer players? Yes, they are.
4. Are they soccer players? No, they aren't.
They're bus drivers.

4. Students practice in pairs, using their books.

D Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Students look at the pictures and say what they see.
2. Read the lyrics with the students.
3. Play Class CD1 Track 28. Students listen and sing.



Are They Firefighters?
Are they firefighters?
No, they aren't.
Are they police officers?
Yes, they are.
They're police officers.
They're police officers.
They aren't firefighters.
Are they bus drivers?
No, they aren't.
Are they soccer players?
Yes, they are.
They're soccer players.
They're soccer players.
They aren't bus drivers.
(x2)

4. Students sing the song again, nodding their heads for *Yes* and shaking their heads for *No*.

E Draw and write.
Show and tell.



Students draw and label two people with the same job. The drawing on page 15 can be used as a model. Students show their pictures and read the labels.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to answer: *How many jobs? How many people?* in Activity B.

Games and Activities

- **BINGO** (Teacher's Book pages 28–31). Use any nine of Picture Cards 22–31. Attach the cards to the board, picture-side up in a 3 × 3 grid. Say *They're (doctors) or Are they (doctors)? Yes, they are.* One at a time, students come to the board and turn over the card if they see it or sit back down. If a student turns over three cards in a row, he or she calls out *Bingo!*
- **Jump to the Word** (Teacher's Book pages 28–31). Use Picture Cards 22–31. Instruct pairs to go to a card and use it to practice a grammar pattern from the lesson.
- **Buzzers** (Teacher's Book pages 28–31). Show Picture Cards 28–31 and ask *Are they (soccer players)?* Students race to slap the buzzer and answer *Yes, they are* or *No, they aren't. They're (police officers).*

Extra Practice

Workbook pages 14–15
Student Audio CD Tracks 18–21
iTools
Online Practice

Lesson 3 Story

A Talk about the pictures. Then listen and read.

Oh, Danny

Look at me. I like trees!

Danny, be careful!

Whoa!

Oh, no!

Excuse me. May I borrow your phone?

Sure. Here you are.

Thanks!

You're welcome!

Please may I borrow your phone?

Sure! Here you are.

She's a firefighter!

Oh, Danny.

I'm sorry, Mom.

Value: Be careful.

B Listen and circle ✓ or ✗.

1 ✓ ✗ 2 ✓ ✗ 3 ✓ ✗ 4 ✓ ✗

C Sing.

May I Borrow Your Phone?

Excuse me. May I borrow your phone?
Sure. Here you are.
Thanks!
You're welcome!
Please may I borrow your phone?
Sure! Here you are.

D Listen and say. Then act.

Excuse me. May I borrow your phone?
Thanks. Sure. Here you are.

Look at (A). What's wrong?
pen
phone
marker

Student Book pages 16–17

Objectives

- Building reading and listening skills

Conversation

- Playing safely
 - Asking to borrow something
- Excuse me. May I borrow your phone?*
Sure. Here you are.
Thanks!

Value

Be careful.

Materials

Picture Cards 22–31; Class CD1
Tracks 28, 29–32

Student Book page 16

Warm up

1. Greet the class and model a self-introduction: *Hello, class. I'm (Ms. Jones). I like to (play soccer).* Invite individual students to introduce themselves to the class, using your model. Then have students introduce themselves to their classmates.
2. Sing *Are They Firefighters?* (Class CD1 Track 28).
3. Practice vocabulary and grammar from Unit 2, Lessons 1 and 2. Distribute Picture Cards 22–31 to a mix of single students and pairs (or groups, depending on class size). For each card, guide the class to ask and answer questions and make sentences about the student(s) holding each card.
4. Review the conversation language from Unit 1, Lesson 3: *Ouch! What's wrong? My leg hurts.* Encourage students to look for opportunities to use the language in class today.

2. Students say what they think could be happening in each picture.
3. Play Class CD1 Track 29. Students listen, point, and read along with the CD.



Oh, Danny

Danny: Look at me. I like trees!
Julie: Danny, be careful!!
Danny: Whoa!
Julie: Oh, no!
Julie: Excuse me. May I borrow your phone?
Boy: Sure. Here you are.
Julie: Thanks.
Danny's mom: Oh, Danny.
Danny: I'm sorry, Mom.
Boy: She's a firefighter!

4. Read the story aloud with the students. Then direct students' attention to the value *Be careful* and discuss what this means. Ask if students can think of other examples of this value. Play the track again. Students listen and read along.

A Talk about the pictures. Then listen and read.



See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and name the characters, colors, feelings, objects, and jobs they see.

B Listen and circle ✓ or X.

- Students look at each picture and say what they think is happening.
- Play Class CD1 Track 30. Students listen and circle ✓ or X.



- Look at me!
- Be careful.
- Excuse me. May I borrow your phone?
- She's a firefighter!

- Play the track again so students can check their work. Then check the answers together.

Answer Key

1. X 2. ✓ 3. ✓ 4. X

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

- Have students look at the picture and guess what the children are saying.
- Read the song lyrics with the students.
- Play Class CD1 Track 31. Students listen and sing along with the CD.



May I Borrow Your Phone?

Excuse me. May I borrow your phone?
 Sure. Here you are.
 Thanks!
 You're welcome!

Please may I borrow your phone?
 Sure! Here you are.

Excuse me. May I borrow your pen?
 Sure. Here you are.
 Thanks!
 You're welcome!

Please may I borrow your pen?
 Sure! Here you are.

Excuse me. May I borrow your book?
 Sure. Here you are.
 Thanks!
 You're welcome!

Please may I borrow your book?
 Sure! Here you are.

Sure! Here you are.
 Sure! Here you are.

- Students sing the song again, acting out what they do with the objects (phone: *talk on the phone*, pen: *write*, book: *read*).



D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 25.

- Play Class CD1 Track 32. Students listen and say with the CD.



- Excuse me. May I borrow your phone?
 Sure. Here you are.
 Thanks.
- Excuse me. May I borrow your pen?
 Sure. Here you are.
 Thanks.
- Excuse me. May I borrow your marker?
 Sure. Here you are.
 Thanks.

- Students rehearse and act out the conversation, using facial expressions and gestures related to the situations in the three pictures.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

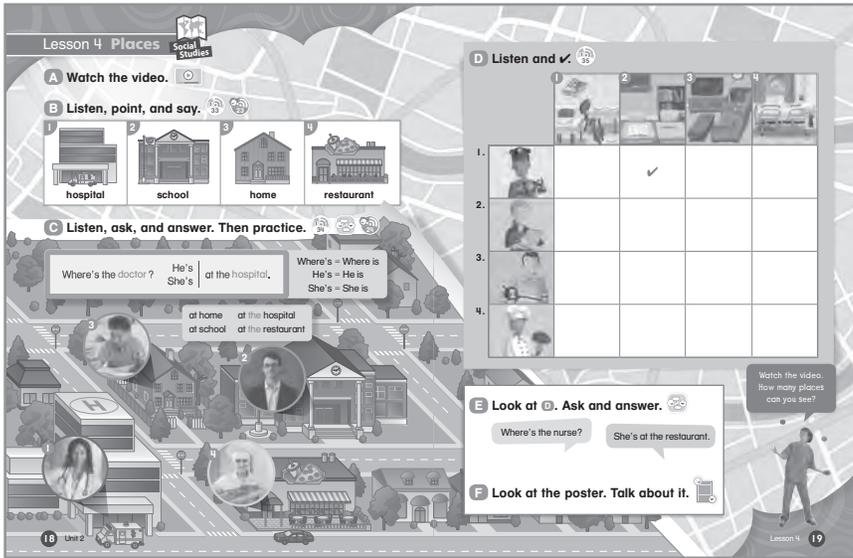
Critical Thinking: Direct students' attention to the Everybody Up Friend. Have students look at the story in Activity A and use critical thinking to decide what is wrong.

Games and Activities

- Students can draw a picture to illustrate the value *Be careful*. Display the pictures in the classroom.
- Using the existing story as a model, student pairs write and act out a new story that demonstrates the Lesson 3 value: *Be careful*. Beginning students might simply copy the pictures and text from the Student Book.
- Toss and Tell** (Teacher's Book pages 28–31). A student tosses a beanbag to another student, saying *Excuse me. May I borrow your (pen)?* using any object he or she sees. The "catcher" responds *Sure. Here you are*.

Extra Practice

Workbook pages 16–17
 Student Audio CD Track 22
 Unit 2, Lesson 3 Worksheet
 iTools
 Online Practice



Student Book pages 18–19

Objectives

- Asking and answering about location

Grammar

- Information questions with *where*
Where's the doctor?
He's/She's at the hospital.

Vocabulary

Places: hospital, school, home, restaurant

Materials

Picture Cards 22–31, 32–35; Class CD1 Tracks 31, 33–35; Unit 2 Video and Poster, Places

Student Book page 18

School Subject Connection: Social Studies



Lesson 4 is a cross-curricular lesson with a connection to social studies. Distribute art supplies and invite students to draw pictures of the different locations introduced in the lesson.

Warm up

1. Greet the class. Play **Fruit Salad** (Teacher's Book pages 28–31). Call on two students to stand, introduce themselves to each other, and sit down again.
2. Review the Unit 2, Lesson 3 conversation language. First, model the conversation with a student: *Excuse me. May I borrow your (phone)?* The student hands you the object saying *Sure. Here you are. Say Thanks.* Have students practice the conversation with their classmates, using their own objects.
3. Sing *May I Borrow Your Phone?* (Class CD1 Track 31).

A Watch the video.



See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Talk about the following places: hospital, school, home, and restaurant. Ask: Who lives

or works here? What things can we see/hear/smell/touch/taste here? What do people do here? Where are these places in the students' neighborhoods?

1. Play the video. See Video Scripts on Teacher's Book pages 116–117.
2. Ask students questions to evaluate their understanding of the video: *Where is Mickey?* *Where is Scott?* *Where are the children?*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 32–35 to introduce the places. Continue until students can produce the words on their own.
2. Play **What's Missing?** (Teacher's Book pages 28–31) using Picture Cards 32–35.
3. Play Class CD1 Track 33. Students listen, point, and say along with the CD.



- | | |
|-------------|---------------|
| 1. hospital | 2. school |
| 3. home | 4. restaurant |

4. Give each student four blank cards and drawing supplies. Students make picture cards for the new vocabulary words.

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *Where's the doctor? He's at the hospital.*
Where's the doctor? She's at the hospital.
2. Present the contractions: *Where's = Where is, He's = He is, She's = She is*
3. On the board, write out the prepositional phrases found in the box below the grammar box: *at home, at school, at the hospital, at the restaurant.* Say each phrase. Students repeat.
4. Have students look at the people in the big picture and identify their jobs (*student, teacher, doctor, cook*).
5. Play Class CD1 Track 34. Students listen and say along with the CD.



Where's the doctor? He's at the hospital.
Where's the doctor? She's at the hospital.
Where's, Where is
He's, He is
She's, She is
at home, at school, at the hospital, at the restaurant
1. Where's the doctor? She's at the hospital.
2. Where's the teacher? He's at school.
3. Where's the student? He's at home.
4. Where's the cook? She's at the restaurant.

6. Play **Card Grab** (Teacher's Book pages 28–31). Each pair of students uses one set of student-made picture cards for the new vocabulary. Cards are laid face up. Cue students by saying a question and answer: *Where's the (doctor)? (He's) at (home).* Players race to touch the location.
7. Students practice the pattern in pairs, using their books.

Student Book page 19

D Listen and ✓.

1. Students look at each picture and identify the people (*police officer, nurse, firefighter, cook*) and place a ✓ in the column where they are.
2. Play Class CD1 Track 35. Students listen and place ✓ in the correct columns.



1. Where is the police officer? He's at the school.
2. Where is the nurse? She's at the restaurant.
3. Where is the firefighter? He's at home.
4. Where's the cook? She's at the hospital.

3. Play the track again so students can check their work. Then check the answers together.

Answer Key

1. 2 2. 1 3. 3 4. 4

E Look at D. Ask and answer.



In pairs, students look at the pictures in Activity D and practice the language pattern in the speech bubbles. Students should use all of the new vocabulary.

F Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students identify familiar objects in the poster images. See Teacher's Book page 118 for poster information.
2. Students talk about the poster using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking: Direct students' attention to the Everybody Up Friend. Have students watch the video and use critical thinking to say how many places they see.

Games and Activities

- **Circles** (Teacher's Book pages 28–31). Hold up a job card (Picture Cards 22–31). Inner-circle students look at the card and ask *Where's the (doctor)?* Outer-circle students select one of their own student-made picture cards and answer (*She's) at (the hospital).*
- **Station Stop** (Teacher's Book pages 28–31). Use Picture Cards 32–35. When the train stops, ask *Where's the (teacher)?* and hold up a picture card. The student looks at the card and answers (*She's) at (the restaurant).*

Extra Practice

Workbook pages 18–19
Student Audio CD Tracks 23–24
Unit 2, Lesson 4 Worksheet
Unit 2 Test
iTools
Online Practice

D Listen and write. Then act.



1. Play Class CD1 Track 37. Students listen. Play the track again and students fill in the blanks with the words they hear.



1. Ouch!
What's wrong?
My leg hurts.
2. Excuse me. May I borrow your phone?
Sure. Here you are.
Thanks.

2. Students practice the conversations with a partner. Provide classroom objects for them to use as they act out the conversations.

E What can you do? Read and ✓.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share.

Games and Activities

Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31). Use language from Units 1 and 2 about feelings, senses, jobs, and places. Call out a category and then point to individual students to say a target word in that category. Change the category when all known words have been said.
- **Rollers** (Teacher's Book pages 28–31). Choose a category from the target language from Units 1 and 2, such as feelings. S1 says a sentence using the target word, such as *I am hungry*. Then S1 rolls the ball to a classmate who uses another word from the target language. For example, S2 says *I am happy*. Periodically change the categories.
- **Teacher's Mistake** (Teacher's Book pages 28–31). Use language from Units 1 and 2. For example, hold up the picture card of a nurse and say *nurse*. Or hold up the picture card of the *sick boy* and say *This boy is bored*. Students raise their hands when they hear a mistake and correct it.

Extra Practice

Workbook pages 20–22

iTools

Online Practice

Phonics

Bonus

Student Book pages 22–23

Phonics

- Initial consonants: c, g, j, h, k
- Final consonant: x

Materials

Phonics: Picture Cards 17–35; Class CD1, Tracks 38–40

Project Language

- Units 1 and 2 grammar and vocabulary

Materials

Photocopiable Project Template; scissors, markers or crayons, brass fasteners

Student Book page 22

Warm up

1. Greet the class. Say *What can you see?* Elicit responses from individual students, such as *I can see a desk*. Then continue by asking *what* questions about the other senses.
2. Review: **A–Z Words** (Teacher’s Book pages 28–31). Students take a turn saying any word they know that begins with a letter of the alphabet.
3. Review target language from Units 1 and 2 about jobs and senses using Picture Cards 17–35.

A Listen, point, and say.

See *Teaching Phonics*, Teacher’s Book page 26.

1. Introduce the sound for *c*. Write *c* on the board. Say the letter and the sound it makes: *c, /c/*. Students listen and repeat. Introduce the sounds for *g, j, h, k*, and *x*.

Pronouncing voiced consonants

When students produce the voiced consonants *g* and *j*, make sure they use their voices as they say them. Have them touch their throats. They should feel a vibration.

Pronouncing silent consonants

When students produce the silent consonants *c, k, h*, and *x*, make sure they do not use their voices as they say them. Have them touch their throats. They should not feel a vibration.

2. Drill the new sounds. Point to each letter on the board, say the sound, and have students repeat. Continue until students are comfortable producing the sounds on their own. Gradually increase the speed of the activity.
3. Play Class CD1 Track 38. Students listen, point, and say with the CD.



c (letter), *c* (sound), cave, cub
g (letter), *g* (sound), girl, game
j (letter), *j* (sound), jam, jug
h (letter), *h* (sound), hippo, hose
k (letter), *k* (sound), king, kitten
x (letter), *x* (sound), six, box

4. Link the sounds. Write *c, g, j, h, k*, and *x* on the board. Point to a letter (*c*) and say (*/c/*). Students find a picture and word on the Student Book page that has that consonant sound, point to the picture, and say the letter, the sound it makes, and then the whole word (for example, *c, /c/, cub*). Continue with the rest of the pictures and words on the page.

B Look at A. Point and read with your partner.



Student pairs look at Activity A, point to each item, and say the word.

C Listen and read.

1. Play Class CD1 Track 39. Students listen and read along.



1. The girl is in the cave.
2. The hippo is on the jug.
3. I can see six kittens.

2. Students point to the pictures and read the sentences on their own.

Project Spinner

A Make a spinner.

See *Teaching Projects*, Teacher's Book page 26.

1. Make copies of the Photocopiable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Explain to students that they will make a spinner. Review target language for senses and places that students have learned.
2. Students cut out the small circle and label the body parts.
3. Students cut out the large circle and draw and color the places.
4. Students attach the small circle on top of the large circle to make the spinner.

B Listen. Then use your spinner and talk.



1. Play Class CD1 Track 40. Students listen and use their spinner and talk.



1. What can you smell at the restaurant?
I can smell pizza.
2. What can you see at the hospital?
I can see a doctor.

2. **Tip:** Draw students' attention to the tip: *Be creative! Use lots of words.* Review with students the various words they have learned in Units 1 and 2.
3. Play **Station Stop** (Teacher's Book pages 28–31). When students stop at a station, choose a student to spin the spinner and then answer the question.

Home-School Link

1. Tell the students to share what they've learned in class at home. Their families will be interested in their spinners.
2. Students make a list of the senses and places that they talked about with their family and present their list to the class.

Games and Activities

- **Phonics: Everybody Up! Everybody Down!** (Teacher's Book pages 28–31). Tell students a specific phonics sound to listen for, such as the initial *g*, and then clearly say a number of sounds. Repeat the activity with all of the phonics sounds (*c, g, j, h, k* and the end sound *x*).
- **Project: Two Truths and a Lie** (Teacher's Book pages 28–31). Use language from Units 1 and 2 and the spinners for this activity. Hold up a spinner and spin it. If it lands on *see* and *restaurant*, say *I see a pizza*. Then spin two more times and say one more true statement and one untrue statement. Students must listen carefully to catch the "lie" and then say a correct statement.

Extra Practice

Workbook page 23
Student Audio CD Track 25
iTools
Online Practice