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### Sentence Patterns

- **How are you today?**
  - I'm **good**.
  - I feel **bad**.

- **Do you like ice cream?**
  - Yes, I do. / No, I don't.

- **Look at this/that zebra!**
  - Wow! It's **cute**.

- **Can you swim?**
  - Yes, I can. / No, I can't.

- **What's this/that?**
  - It's a **seashell**. It's from the **ocean**.

- **Is this/that your laptop?**
  - Yes, it is.
  - No, it isn't. It belongs to **my sister**.

- **Are these/those your glasses?**
  - Yes, they are. / No, they're not.

- **Where are my keys?**
  - They're **under** your book.
  - Where is my watch? - It's in the **bathroom**.

- **I'm hungry!**
  - Me, too! Let's have a **snack**!
  - Good idea!

- **What's your favorite color?**
  - My favorite color is **pink**.

- **What do you do after school?**
  - I **paint** pictures.
  - What does he/she do after school? - He/She goes to the **library**.

- **How many crabs are there?**
  - There are **twelve crabs**.
  - There is only one **dolphin**.

### Functions

- **Greetings**
- **Feelings**
- **Food**
- **Expressing likes and dislikes**
- **Describing animals**
- **Descriptive words**
- **Identifying objects and their origins**
- **Possessions**
- **Electronic equipment**
- **Singular items**
- **Clothing**
- **Prepositions of place**
- **Locating lost items**
- **Expressing hunger and thirst**
- **Making a suggestion**
- **Expressing favorites**
- **Seasons**
- **Cardinal numbers 1-15**
- **Sea and nocturnal animals**
- **Cardinal numbers 11-15**
- **Sea and nocturnal animals**

### Vocabulary

- **good, bad, fine, not so good, terrific, great, OK, basketball, soccer, ballet, baseball, cold, tennis**
- **cake, chocolate, ice cream, chicken, rice, fish, pizza, candy, tea, eggs, soup, salad, camping, hiking, fishing**
- **zebra, monkey, lion, frog, rabbit, spider, horse, turtle, butterfly, elephant, big, small, cute, fast, slow, old, young, pet, zoo**
- **read, swim, juggle, sing, dance, ride, laugh, play the guitar, run fast, jump high, walk on one's hands, pool, clown**
- **seashell, sea, beach, tail, wing, helmet, robot, string, yo-yo, tail, toy horse, mask, costume, roof, doll house, lid, paint set**
- **laptop, pencil sharpener, glue, stapler, stereo, CD, pencil case, cell phone, MP3 player, computer, camera, TV**
- **socks, shoes, glasses, sandals, scissors, mittens, boots, gloves, pants, sweaters, shorts, dresses**
- **keys, bathroom, cap, watch, comb, brush, hair bands, toothbrush, earrings, towel, cup, sink, drawer, shelf, door, bed, bedroom, bathroom, in, under, on, behind**
- **pizza, chips, hamburger, Coke, French fries, grapes, cookies, lemonade, hungry, thirsty, breakfast, lunch, dinner, snack**
- **sunshine, leaves, bugs, snow, rain, flower, rose, animal, monkey, dog, season, winter, spring, fall, summer**
- **paint pictures, watch TV, do one's homework, play basketball/baseball, go to the library, play computer games, go jogging, read books, draw pictures, listen to music, practice the piano, play the guitar**
- **eleven, twelve, thirteen, fourteen, fifteen, crab, whale, shark, dolphin, jellyfish, seahorse, owl, mice, snake, bat, panther**
Amy is fun and outgoing. She is a girly-girl who likes to go to the mall and talk to her friends on the phone.

Eric is smart and easy-going. He enjoys science, photography, and taekwondo. Some of his family lives in China!

Rachel is talkative and athletic. She likes to go to the park and spend time outdoors. She also likes to play the piano.

Max is energetic and kind. He likes to listen to music and skateboard. He also likes to hang out with his older brother, Cody.

Katie is friendly and nice. She likes to sing and dance. Her parents are from France, and she speaks French.

Jeff is funny and adventurous. He likes to tell jokes and water-ski. He also likes to watch scary movies.

These six children are the main characters of the book. They appear in the Listening Chest. They are all friends, and they go to the same school. They help teach students the target language and conversational expressions.

Ms. Monster appears in various personalization activities. She asks students questions about themselves.

Mr. Kitty appears in the Listening Chest. He helps draw attention to important parts in conversations.

These icons appear before most of the exercises. They signal the different types of activities to students.

These children represent the students themselves. They appear in the Language Chest, and they introduce part of the target language of each unit.
A Guide for Teachers

The Word Chest introduces key vocabulary. Look curiously at the pictures as if you are discovering them with the children. See if the children can help you by identifying any of the words, and then help them discover the words they do not know. The students listen to the audio recording and number the pictures accordingly. The recording presents the words in complete sentences.

The Listening Chest features the main characters. The target language is used in a real-life situation. The children first practice the dialogue orally with books closed, then listen to the dialogue, and finally open the books and read it. The target language is highlighted in blue text.

The Language Chest introduces target patterns. First practice these patterns orally with the books closed. Then open the books and help the students discover what the children are saying.

The grammar boxes help both you and the students identify key grammatical points. It is important not to explain or analyze the grammar. Let the students acquire it through trial and error as they work through the unit.

The follow-up activity is a comprehension checking exercise. The format varies from unit to unit.
The **Talk Chest** presents the target language together with the key vocabulary. The students look at the picture and talk about it - such as by identifying the things and children in the picture. They then try to work out what the children are saying.

The **Reading Chest** recycles some of the key vocabulary and/or target patterns. The students try to read the text. They can also talk or write about themselves or the world around them using the patterns in the text.

The **Guide** focuses on key patterns. The children look at the guide and either use it to talk about themselves or pretend they are a puppet or toy animal and imagine what the puppet/animal would say.

The picture prompts focus on key patterns. The students first look at the picture and try to work out what to say. They then listen to the audio recording while looking at the pictures.

The follow-up activity is a comprehension checking exercise. The format varies from unit to unit.

The **Writing Chest** is a simple writing activity that helps consolidate the target patterns.
The **Activity Chest** a classroom game or board game. It is a fun way for the students to practice and consolidate the patterns and vocabulary introduced in the unit. The activities can be used in a variety of classrooms and do not require a lot of preparation.

A personalization activity accompanies the classroom games. This gives the children another opportunity to express themselves.

The **Song Chest** is a song set to a familiar tune. Ending a unit with a song is a great way to help students retain the unit language targets. We can introduce the song by playing the audio recording, getting the children to read the song before playing the recording, or simply by starting to sing it with the children.

Many of the songs can be altered to include the personal information of the students in the class. The students can also listen to the song again at home or in the car with their parents.

A special illustration accompanies each song. This makes the song more interesting and memorable for the students.
The Weekend

Lesson 1  How Are You Today?
Lesson 2  Do You Like Ice Cream?
Lesson 3  Look at That Zebra!
Lesson 4  Can You Swim?
How Are You Today?

**WORD CHEST**

A. Listen and number.

1. bad
2. basketball
3. good
4. soccer
5. ballet
6. baseball

**LANGUAGE CHEST**

B. Ask and answer.

1. How are you today?
   - I’m good!

2. How are you today?
   - I feel bad.
C. Talk, listen, and read.

Hi, Katie!

Hi!

Hi, Katie!

Fine. How are you?

Not so good. I have a cold.

D. Trace and write.

1. How is ? __________________________.
   
   She’s __________________________.
   
2. How is ? __________________________.
   
   He has __________________________.
   
3. How are you? __________________________.
   
   __________________________.
E. Look and say.

How are you ______? 

Great!

Not ______ good.

F. Picture prompts. 

1. great
2. fine
3. not so good
4. OK

Guide

How are you today? ________.
G. Read and circle Yes or No.

Today is sports day.
My dad plays tennis.
My mom plays soccer.
And I play baseball.
We feel great!

1. Does his dad play baseball?   Yes  No
2. Does his mom play soccer?   Yes  No
3. Do they feel great today?   Yes  No

H. Unscramble and write the sentence.

1. His name is Sam. He plays a b a k s l e t b l.

2. Her m a e n is Jill. She does l e b l t a.

3. e r h i T names are Kelly and Nick. They play c e o c s r.
I. Play. Try to go under the bridge without getting caught.

J. Answer and draw yourself.
K. Listen and sing along.

**How Are You Today?**

How are you today?
How are you today?
How are you? How are you?
How are you today?

I’m great!

I’m great!

Great! Great! Great! Great!

I’m great today!