



Lesson Scaffolding

Warm-Up

Use the pictures in the book to interact with students. Ask questions about the picture at the start of the unit (*What is this? What can you see? Where are they? What are they doing? Is he/she sad/happy?* etc.) to get the students thinking about the content of the unit.

A Find the words and number them in the picture.









- 1 desk
- 2 book
- 3 ruler
- 4 classroom
- 5 calendar
- 6 glasses

A Introduction of new words

- Read the new words with the students. Practice the pronunciation. Have the students point to the words in the picture. Students should write a number by the correct part of the image.

Note Sample answers are included in the AK. In some units, more than one correct answer is possible.

B Match the expressions. Listen and check your answers. 

- | | | |
|---|---|---|
| 1.  Hello! What's your name? | • | • a.  Nice to meet you, too. |
| 2.  How old are you? | • | • b.  My name is Mel. |
| 3.  It's nice to meet you. | • | • c.  I'm 10 years old. |

Extension Students work with a partner and practice reading the dialogs.

B Introduction of new expressions

- Have the students close their books. Play the audio. Encourage students to listen carefully and pay attention to the track.
- After listening, ask the students if they recognized any of the words they heard.
- Have the students look at the textbook. In pairs or individually, they should try to match the expressions.
- Play the audio again and check the answers with the whole class.

Listening Practice 1


A Listen and circle the word or phrase you hear.


1. Hello, everyone. My name is (Mary Jones / Maria Green).
2. I am (12 / 13) years old.
3. Nice to meet you, (Janet / Michael).


A Check the new words and expressions


- Look at the sentences with the students. Play the audio and have students circle the correct answers.
- After the first listening, students check their answers with a partner.
- Play the audio again. Check the answers with the whole class.

B Listen. Write the letter that matches the picture.

1.  →

2.  →

3.  →

4.  →

B Check the new words and expressions with pictures

- Talk about what the students see in the pictures.
- Play the audio and have the students fill in the correct letter. Check the answers with the whole class.

Extension 1. Put the sentences on the board and practice reading them with the students.
2. Have the students write their own sentences for the pictures.

C Listen and fill in the blanks.

A: Hi, • _____ your name?
B: My • _____ is Matt.
A: It is • _____ to meet you, Matt.

Word Box

name / nice
good / old
is Amy / what's

C Short dialog

- Read through the dialog with the students. Look at the Word Box together. Answer any questions about vocabulary.
- Play the audio. If the students need it, play the audio again.
- Check the answers with the whole class.
- Have the students work with a partner and have them practice the dialog.
- Select a few pairs to perform the dialog for the class. In high level classes, encourage the students to use their own ideas.



Listening Practice 2

A Listen and write notes.



Peter's _____
Day at School

- Meets _____
- (Wears / Doesn't wear)

A Brainstorming

- Look at the photo at the top of the page.
- Ask the students questions about what they see in the photo.

B Note-taking

- Write the words and blanks for this activity on the board. Read through them with the students.
- Explain to the students that they are going to take notes. Emphasize that notes should consist only of key words. They should NOT write sentences.
- Play the audio, reminding the students that they do not need to write sentences.
- Have student volunteers fill in the missing words on the board. Check with the whole class.

B Listen again and answer the questions.

- Who is Peter's teacher?
 - Sally
 - Mrs. Glasses
 - Mrs. Jones
 - Mr. Jones
- What does Peter want to know?
 - The girl's name
 - His teacher's name
 - The girl's teacher
 - His classroom number
- Which room is Peter's classroom?
 - 115
 - 200
 - 220
 - 215

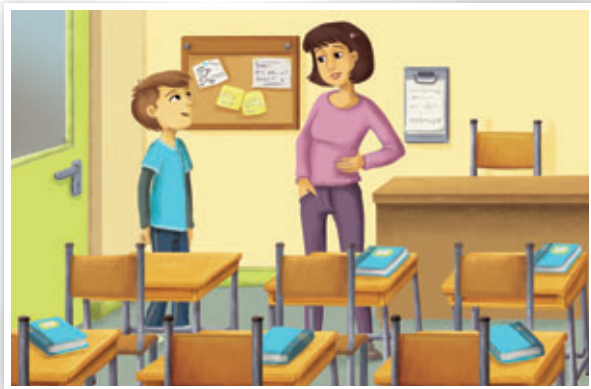


C Comprehension questions

- Give the students time to read the questions, then play the audio again. If students are struggling, play the audio a third time before checking the answers.
- Go over the answers with the whole class.

Listening Practice 3

A Listen and answer the questions.  Unit 8



- Put a check mark (✓) on Peter's new desk.
- Who sits next to Peter's desk?
 - No one
 - Paul
 - Lucy
 - Peter's teacher

Note Activities in this section vary from unit to unit. Activities may include labeling diagrams, completing charts, circling information, and choosing or filling in missing words.

B Listen again and choose **T** for true or **F** for false.  Unit 8

- There is no empty desk for Peter. T F
- There are no books on Peter's desk. T F

★ Useful Expression

get along with

A: Jim and Tina are kind and friendly.

B: Yes, they are. I **get along with** them because they are nice.

A Diagram/Chart

- Look at the picture with the students.
- Ask questions about what they see. Ask them to point to parts of the picture which show the words from the unit.
- Check the activity instructions with the class, then play the audio.
- Play the audio a second time if necessary and check the answers with the whole class.

B True/False

- Play the audio again and have the students answer the two T/F questions.

C Useful expression

- Each unit has a 'Useful Expression' – a challenging, but useful phrase commonly used in English. After reading the Useful Expression section at the bottom of the page, play the audio again, and have the students raise their hands or shout out when they hear it.

On Your Own

A Ask your partners. Write down their answers.



Name?	How old?	Glasses?	Classroom?

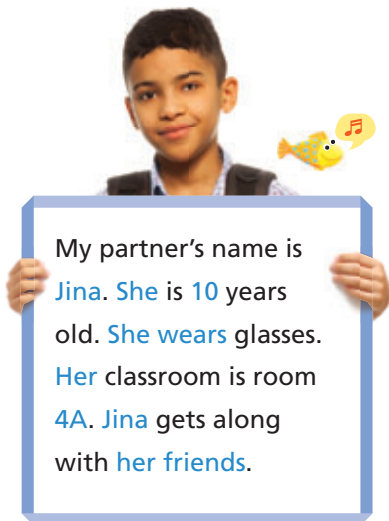
- What is your name?
- How old are you?
- Do you wear glasses?
- What room number is your classroom?

A Partner interviews

- Tell students that they will interview 3 partners using the questions provided under the chart.
- Remind students about note-taking skills: they should write only the key words from their partners.
- Encourage students to ask follow-up questions in higher level classes.

Extension Have the students make and ask an additional question using their own ideas.

B Use the information above. Write about one of your partners.



My Partner

B Writing


- Look at the example writing with the students.
- Have students volunteers read the sentences to the class.
- Draw students' attention to the black and colored lettering. Explain that the black bits can be reused. They can replace the colored bits with the information from one of their interviews.
- Give the students time to write about their partner. This can be done in class, or assigned for homework.







Quiz

This section provides the students with practice of test-style questions. It can be done in pairs, individually, under test conditions (using the downloadable answer sheet), or in a more relaxed manner.

Odd units (1, 3, 5, 7, 9, & 11):

A Listen. Write the letter that matches the picture.  **Unit 7**

Students see 4 pictures.

1.		→	<input type="text"/>	2.		→	<input type="text"/>	Write the correct letter, a, b, c, or d.
3.		→	<input type="text"/>	4.		→	<input type="text"/>	


Students hear 4 sentences. There is one sentence for each picture.

- a. This classroom is empty.
- b. I have a ruler and two pencils.
- c. We study in room 442.
- d. He is my teacher.

A Match the sentences and pictures.

- There are two styles of activity in this section.

Even units (2, 4, 6, 8, 10, & 12):

A Listen. Write the correct letter that matches the picture.  **Unit 12**

Students see 4 pictures.

1.		→	<input type="text"/>	2.		→	<input type="text"/>	Write the correct letter, a, b, or c for each picture.
3.		→	<input type="text"/>	4.		→	<input type="text"/>	

Students hear 3 sentences per picture, 12 sentences in total:

1. a. He reads a book at bedtime.
b. He watches TV at night.
c. He brushes his hair before bedtime.

B Listen. Choose the best response. 

5. a. Yes, it's fun!
b. I get dressed.
c. I go with my mom.
6. a. I play them with my sister.
b. No, it's bad.
c. I watch TV on Saturdays.

B Best response

- Students hear a statement or question.
- They read 3 responses.
- Students choose the best response.

C Listen to the dialog. Choose **T** for true or **F** for false. 

7. John doesn't sleep in on Sundays. **T** **F**
8. John plays the guitar on Sundays. **T** **F**

C True/False

- Students hear a short dialog.
- Students read two statements.
- Students choose the correct response: T/F

D Listen to the speaker. Choose the correct answer. 

9. What does the speaker do?
a. She listens to music with her dad.
b. She plays the piano with her dad.
10. When does the speaker do this?
a. After school
b. At night

D Short talk

- Students hear a short monolog.
- Students read two multiple-choice questions and choose the correct answer.

Extension Play the audio and have the students choose the answers. Check the answers by having student volunteers write their answers on the board.

Additional Practice

Workbook Assign workbook pages for homework, or completion in class.

Spelling Test Give the students 6 target words to study before the next class. At the start of class, read the 6 words and have students write them from memory. Check spelling with the whole class by asking volunteers to write the words on the board. Correct the spelling as necessary.

Dictation Test Read a sentence from the unit. Have the students listen and write down what they hear. Check by writing the correct sentence on the board.

Act It Out Give the students transcripts from any of the dialogs in the unit to practice. Have students act out the dialog in front of the class.

Our Own Dialog Have students work in groups to write their own dialogs/conversations based on the language and expressions from the unit. Have the groups perform their dialogs.