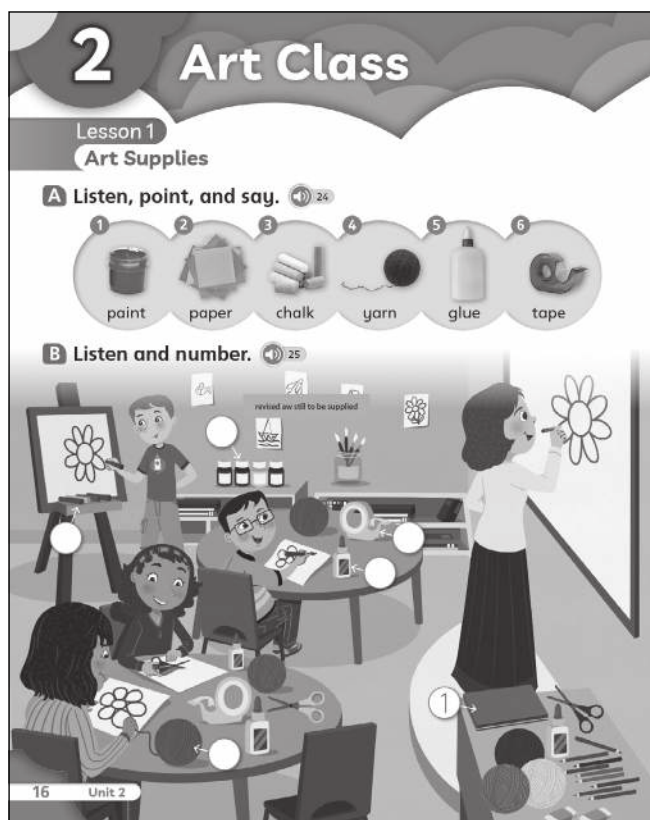


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Patrick Jackson
Susan Banman Sileci

OXFORD
UNIVERSITY PRESS



Lesson 1 Art Supplies

Objectives

Talking about art supplies

Grammar

Demonstrative pronoun *this*: *This is paint.*

Information question with *what*: *What's this? This is paint.*

Vocabulary

Art Supplies: paint, paper, chalk, yarn, glue, tape

Materials

Flashcards; Audio 017, 024–027

Student Book page 16

Warm up

- Greet the class and sing *Hi! How Are You?* (017).
- Review introductions. Approach a student and say *Hello. I'm (Ms. Jones). What's your name?* Elicit the response *I'm (Lisa) or My name is (Lisa)*. Students introduce themselves to their neighbors.
- Elicit the language from Unit 1, Lesson 4: *Look! It's a rectangle*. Students find shapes in the classroom and practice their own sentences with their neighbors.

A Listen, point, and say. 024

- Use the Classroom Presentation Tool interactive activity to present the new language. Alternatively, you can use the unit flashcards to present the new words.
- Continue until students can produce the words on their own.
- Play **Guess the Next Card** (Teacher's Guide page 115) using the unit flashcards.
- Link the language. Combine Unit 1, Lesson 4 grammar patterns with the new vocabulary. Hold up art supplies from around the classroom, asking *Is it (paper)?* Elicit *Yes, it is* or *No, it isn't*. Then student pairs ask and answer questions.
- Play the audio. Students listen, point, and say along with the audio.
- Students practice the words by pointing to the art supplies they can see around them.

B Listen and number. 025

- Read this while pointing to the picture:
Danny, Julie, Emma, and Mike are in art class. Look! Julie has yarn. Danny has chalk. There is some glue, paper, and paint, too.
- Play the audio. Students listen and number the items in the picture.

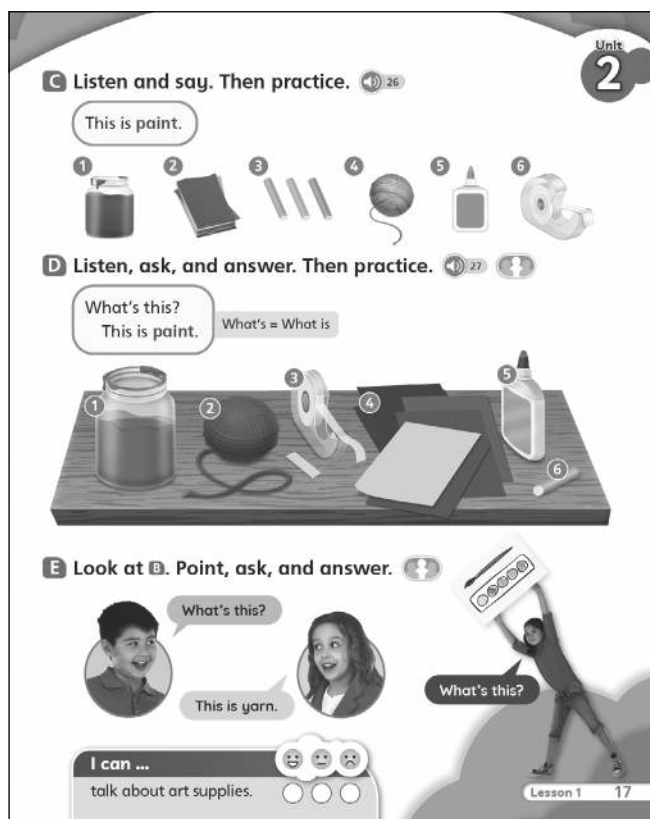
Audio script 025

- 1 **Mike** Danny. Where's the paper?
Danny Here. Green paper for you.
Mike Thank you.
- 2 **Julie** Mike, what's that?
Mike It's glue.
Emma I like your picture!
Mike Thanks!
- 3 **Woman** Danny, that's great!
Danny Thank you.
Woman Is it chalk?
Danny Yes, it is.
- 4 **Woman** The paints are here, Emma.
Emma Great, thank you. So many colors!
- 5 **Julie** Look at my triangle!
Emma Nice! Is it yarn?
Julie Yes, it is. It's pink!
- 6 **Julie** Mike, is it tape?
Mike Yes, it is. Here you are.
Julie Thank you!
- Invite students to talk about what else they see in the picture, using previously learned language.

ANSWER KEY

(Clockwise from top left)

- 3 chalk 4 paint 2 glue 1 paper 6 tape
5 triangle



Student Book page 17

C Listen and say. Then practice. 026

- Introduce the new pattern: *This is paint.*
- Direct students' attention to the first grammar box on page 17.
- Play the audio. Students listen and say along with the audio.

Audio script 026

This is paint.

- 1 This is paint.
- 2 This is paper.
- 3 This is chalk.
- 4 This is yarn.
- 5 This is glue.
- 6 This is tape.

- Practice the pattern with the students. Hold up the unit flashcards and elicit *This is (paint)* for each card.
- Students practice the sentences by themselves, using their books.

D Listen, ask, and answer. Then practice. 027

- Introduce the new pattern: *What's this? This is paint.*
- Present the short form: *What's = What is.*
- Direct students' attention to the second grammar box on page 17.
- Play the audio. Students listen, ask, and answer along with the audio.

Audio script 027

What's this? This is paint.

What's = What is

- 1 What's this? This is paint.
- 2 What's this? This is yarn.
- 3 What's this? This is tape.
- 4 What's this? This is paper.

5 What's this? This is glue.

6 What's this? This is chalk.

- Use the Classroom Presentation Tool grammar video to present and practice the new language.
- Student pairs practice the pattern, using their books.
- Student pairs play **Word Roll** (Teacher's Guide page 116). Each student makes a die using the six new vocabulary items. To play, S1 rolls a die and asks *What's this?* S2 answers *This is (paper)* and rolls a die.

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, using all the new vocabulary: *What's this? This is yarn.*

EVERYBODY UP GLOBAL SKILLS

Creativity and Collaboration: Direct students' attention to the Everybody Up Friend. Students draw a picture of an art supply. Pairs of students use their pictures and communication skills to ask and answer the question together.

Games and Activities

Circles (Teacher's Guide page 114). Give each student in the inner ring a piece of art supplies from around the class or a flashcard. Outer ring students ask *What's this?* Inner ring students answer *This is (paper)*. After a round, give the objects / cards to the outer ring students and switch roles.

Toss and Tell (Teacher's Guide page 116). Students stand in a circle and toss (or hand around) an art supplies object, asking *What this?* and answering *This is (yarn)*. Change the objects after a round.

Categories (Teacher's Guide page 114). Use the categories *Art Supplies* (paint, paper, chalk, yarn, glue, tape) and *School Supplies* (pen, pencil, eraser, ruler, pencil case, backpack, book, notebook, desk, chair). You can also include the category *Shapes* (triangle, circle, square, rectangle).

Assessment for learning

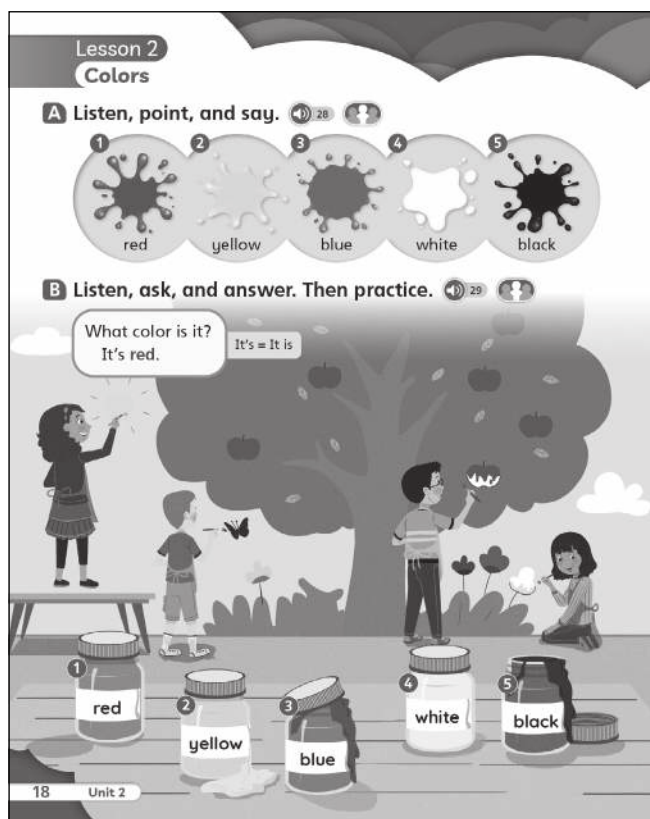
Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher's Resources or the Workbook, if they need extra support.

Extra Practice

Workbook pages 14–15

Classroom Presentation Tool

Online Practice



Lesson 2 Colors

Objectives

Asking and answering about colors

Grammar

Information question with *what*: *What color is it? It's red.*

Vocabulary

Colors: red, yellow, blue, white, black

Materials

Flashcards; Audio 028–031; Unit 2 Song video

A Listen, point, and say. 028

- Use the Classroom Presentation Tool interactive activity to present the new language. Alternatively, you can use the unit flashcards to present the new words.
- Continue until students can produce the words on their own.
- Link the language. Combine grammar patterns from Unit 1 with the new vocabulary. Display art supplies from around the classroom in the new colors. Point and say *What is it?* Students reply *It's (paper)*. Ask *Is it (red)?* Students reply *Yes, it is* or *No, it isn't*.
- Play the audio. Students listen, point, and say along with the audio.
- Students practice the words by pointing to items with different colors in the classroom.

B Listen, ask, and answer. Then practice. 029

- Introduce the new pattern: *What color is it? It's red.*
- Present the short form: *It's = It is.*
- Direct students' attention to the grammar box on page 18.
- Play the audio. Students listen, point to the items in the picture, and say along with the audio.

Audio script 029

What color is it? It's red.

It's = It is

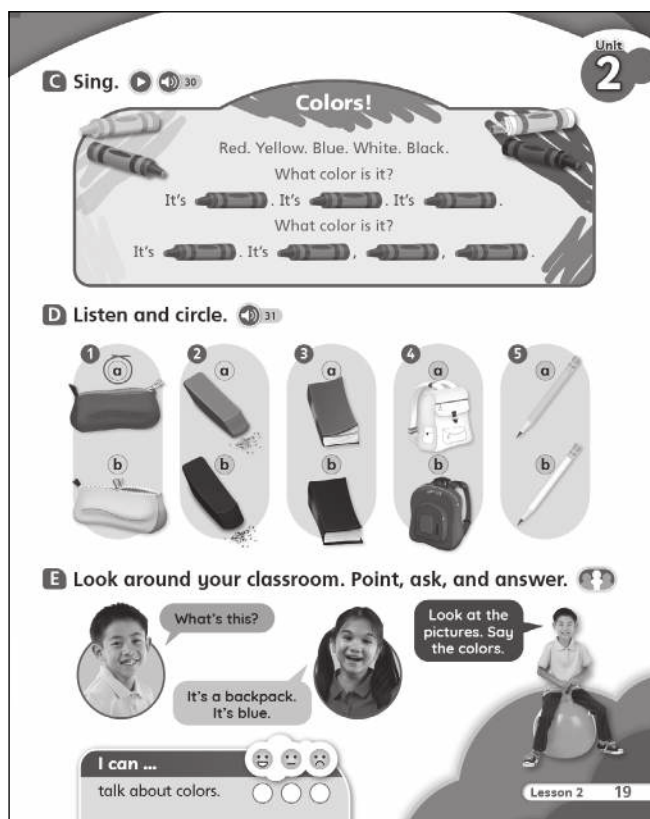
- 1 What color is it? It's red.
- 2 What color is it? It's yellow.
- 3 What color is it? It's blue.
- 4 What color is it? It's white.
- 5 What color is it? It's black.

- Use the Classroom Presentation Tool grammar video to present and practice the new language.
- Student pairs practice the questions and answers, using their books.

Student Book page 18

Warm up

- Greet the class. Students circulate and greet each other by name.
- Elicit the language from Unit 2, Lesson 1: *What's this?* Students can practice asking and answering with their neighbors, using their own art or school supplies.
- Review Unit 2, Lesson 1 language. Hold up the unit flashcards and elicit the words. Then play **Blindfold** (Teacher's Guide page 114). Distribute blindfolds and art supplies from around the classroom to student pairs. S1 hands S2 (blindfolded) an object and asks *What's this?* S2 answers *This is (paper)*. Continue with other vocabulary items.



Student Book page 19

C Sing. 🎵 030

- Students look at the pictures and name the colors.
- Read the song lyrics with the students. As you read out each color, identify an object in the classroom that is that color. Point to it as you say the color, and encourage students to do the same.
- Play the video or the audio to present the song. Then play the video or audio again for students to sing along, using the gestures as they sing.

Audio script 🎵 030

Colors!

Red. Yellow. Blue. White. Black.

What color is it?

It's red. It's red. It's red.

What color is it?

It's red. It's red, red, red.

Yellow!

What color is it?

It's yellow. It's yellow. It's yellow.

What color is it?

It's yellow. It's yellow, yellow, yellow.

Blue!

What color is it?

It's blue. It's blue. It's blue.

What color is it?

It's blue. It's blue, blue, blue.

White!

What color is it?

It's white. It's white. It's white.

What color is it?

It's white. It's white, white, white.

Black!

What color is it?

It's black. It's black. It's black.

What color is it?

It's black. It's black, black, black.

Red, yellow, blue, white, black.

- Students sing the song again, taking turns to point at classroom items with colors that match the song.

D Listen and circle. 🎧 031

- Students describe what they see in the pictures.
- Play the audio. Students listen and circle the pictures of items described on the audio.

Audio script 🎧 031

- What is it? It's a pencil case. What color is it? It's red.
- What is it? It's an eraser. What color is it? It's blue.
- What is it? It's a book. What color is it? It's black.
- What is it? It's a backpack. What color is it? It's white.
- What is it? It's a pencil. What color is it? It's yellow.

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

ANSWER KEY

1 a 2 a 3 b 4 a 5 a

- Student pairs ask and answer about the pictures.

E Look around your classroom. Point, ask, and answer.

- Student pairs look around the classroom and practice making sentences using the language pattern in the speech bubbles: *What's this? It's a backpack. It's blue.* Invite students to also use previously learned language.

EVERYBODY UP GLOBAL SKILLS

Critical Thinking / Communication / Collaboration:

Direct students' attention to the Everybody Up Friend. Students use critical thinking to identify the color and say it. Students practice with neighbors, pointing to the pictures and naming the colors.

Games and Activities

Say to students *It's (blue)*. Students run to touch something in that color. After a few rounds, invite a student to call out the colors.

Circles (Teacher's Guide page 114). Give each student in the inner ring an object in a Lesson 2 color. Inner-ring students ask *What color is it?* Outer-ring partners answer *It's (red)*. Switch roles.

Down the Line (Teacher's Guide page 114). Use the unit flashcards. Students say *It's a (circle)* or *It's (red)*. For a challenge question, show an object and ask *What's this? What color is it?*

Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher's Resources or the Workbook, if they need extra support.

Extra Practice

Workbook pages 16–17

Song video

Classroom Presentation Tool

Online Practice



A Talk about the pictures. Then listen and read.

▶ 032

- Students look at the pictures and name the characters, colors, and objects they see.
- Students say what they think could be happening in each picture.
- Play the video or the audio for students to enjoy the story. Then play the video or audio again, pausing at intervals to check students' understanding.

Audio script 032

The Blue Paint

Mike This is my paint.

Danny This is my paint.

Mike Hey!

Danny This is my paint, too!

Danny Let's share.

Mike OK.

Mike Look!

Danny Cool!

- Read the story aloud with the students. Then direct students' attention to the value *Be nice* and play the audio again. Students listen and read along. Ask if students can think of other examples of this value.

Lesson 3 Story

Objectives

Building reading and listening skills

Conversation

Offering to share something: *Let's share. OK.*

Value

Be nice.

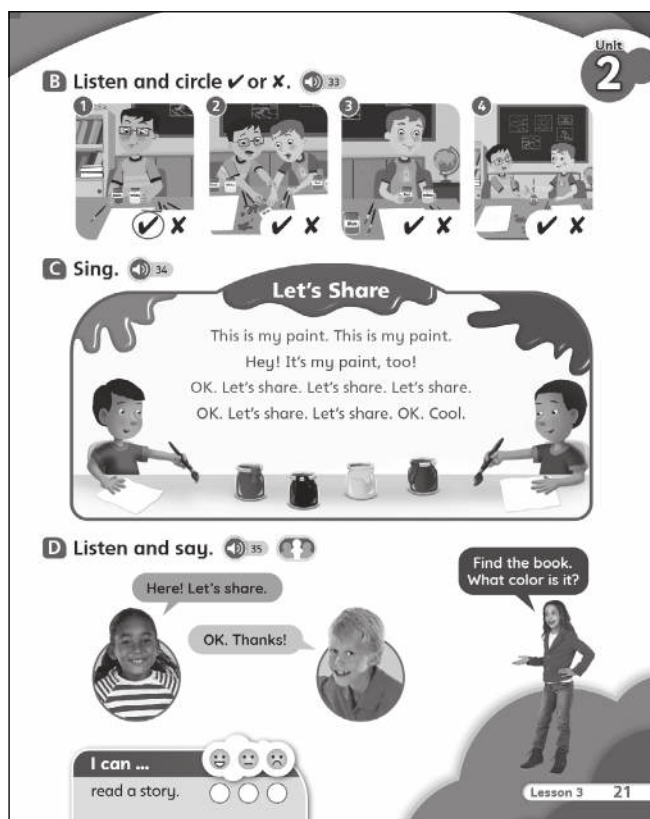
Materials

Flashcards; Audio 032–035; Unit 2 Story video

Student Book page 20

Warm up

- Greet the class. Then greet individual students and ask different questions with familiar language, e.g., *Hi, Emma. How are you? What's your name? What's this? What color is it?* Elicit the appropriate responses.
- Review colors and art supplies vocabulary. Hold up the unit flashcards one by one, eliciting the words without saying them yourself. Repeat the activity, speeding up as students become more comfortable.
- Point to one of the pictures on pages 20–21 and elicit the language from Unit 2 Lesson 2: *Look at the pictures. Say the colors.* Students can practice saying the colors with their neighbors, using the pictures in Lesson 2 or 3.



Student Book page 21

B Listen and circle ✓ or X. 033

- Students look at each picture and say what they think is happening.
- Play the audio. Students listen and circle the check or cross.

Audio script 033

- Mike** This is my paint, black and white.
- Danny** This is my paint, red and yellow.
- Mike** Hey!
Danny This is my paint, too!
- Danny** Let's share.
Mike OK.

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

ANSWER KEY

From left to right: ✓ X X ✓

- Student pairs make their own sentences using the pattern *This is my paint (black and blue)*. They end by saying *Let's share*.

C Sing. 034

- Students look at the pictures and talk about what they see.
- Read the song lyrics with the students.
- Play the audio. Students listen and then sing along with the audio.
- Students sing the song again, turning to partners and using props or gestures to act out sharing.

Audio script 034

Let's Share

This is my paint.
This is my paint.
Hey! It's my paint, too!
OK. Let's share. Let's share. Let's share.
OK. Let's share. Let's share. OK.
Cool.
(2x)

D Listen and say. 035

- Play the audio. Student pairs listen and say along with the audio.
- Students practice the conversations in pairs. They could use props, if there are any available, to act out the conversation.

EVERYBODY UP GLOBAL SKILLS

Critical Thinking / Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking to find the picture of the book in the lesson and say what color it is. Neighbors can play a game finding and identifying the color of other items on the page with one another.

Games and Activities

Form two groups to read the story aloud. Group 1 will read Mike. Group 2 will read Danny. Then the groups switch roles.

Toss and Tell (Teacher's Guide page 116). A student says a line from the story and tosses a beanbag or ball to the next student, who responds (following the story). Review possible exchanges before starting:

This is my paint. / This is my paint.
Hey! / This is my paint, too!
Let's share. / OK.
Look! / Cool!

Using the existing story as a model, student pairs act out a new story that demonstrates the Lesson 3 value: *Be nice*.

Extra Practice

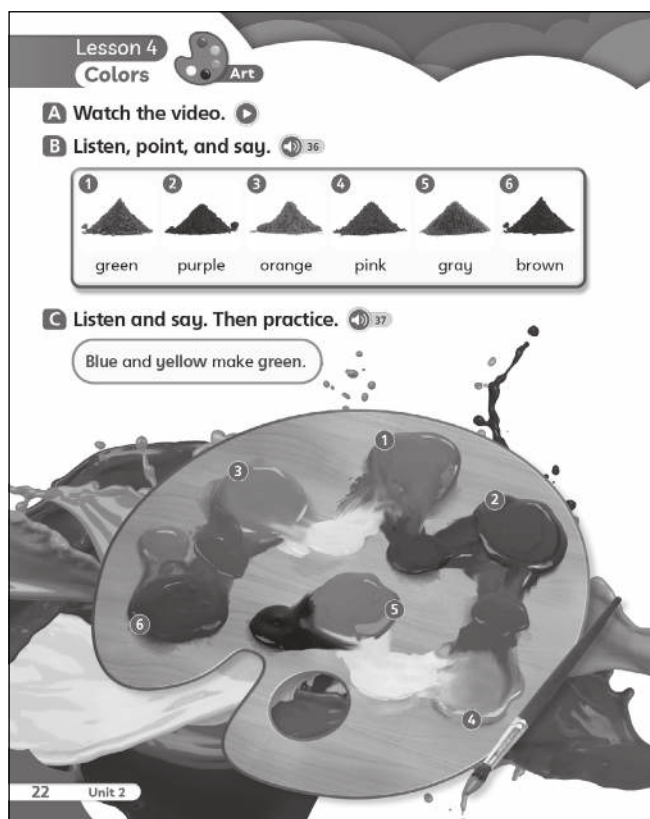
Workbook pages 18–19

Unit 2, Lesson 3 Values Worksheet

Story video

Classroom Presentation Tool

Online Practice



Lesson 4 Colors

Objectives

Talking about secondary colors

Grammar

Simple present statements with *make* (3rd person plural)

Compound subjects with *and*: *Blue and yellow make green.*

Vocabulary

Colors: green, purple, orange, pink, gray, brown

Materials

Flashcards; Audio 036–037; Unit 2 CLIL video and Poster (Colors)

Student Book page 22

School Subject Connection: Art

Lesson 4 is a cross-curricular lesson with a connection to art. Encourage students to look around the classroom to see how many different colors there are.

Warm up

- Greet the class. Then greet individual students and review the conversation language from Unit 2, Lesson 3. Act out sharing something with a student (e.g., a book) and say *Let's share*. The student answers *OK*. Divide the class into two groups – those who have items will offer to share, and those who will agree – and allow them to circulate and practice the conversation.
- Elicit the language from Unit 2, Lesson 3: *Find the book*. *What color is it?* Students ask about other classroom objects in Lessons 1, 2, 3, or in the classroom.

A Watch the video. ▶

Before you watch: Tell the class they're going to watch a video about colors. Bring in paints to demonstrate color mixing. Show what happens when white or black is added to other colors. Ask students what they might see in the video.

- Play the video. See Video Scripts on Teacher's Guide page 117 for reference.
- Play the video again. Pause the video and ask students questions about the colors. Encourage them to answer in full sentences to practice *What's this? (It's a pen.) What color is it? (It's black.) Black and white make what? (Black and white make gray.)*

B Listen, point, and say. 🎧 036

- Use the Classroom Presentation Tool interactive activity to present the new language. Alternatively, you can use the unit flashcards to present the new vocabulary.
- Continue until students can say the colors on their own.
- Link the language. Combine grammar from Unit 2, Lesson 2 with the new vocabulary. Hold up each card, saying *What color is it?* Elicit the response *It's (green).*
- Play the audio. Students listen, point, and say along with the audio.
- Students make flashcards for the new colors. Give eleven cards cut from blank paper and art supplies to each student.

C Listen and say. Then practice. 🎧 037

- Introduce the new pattern: *Blue and yellow make green.*
- Direct students' attention to the grammar box on page 22.
- Play the audio. Students listen and say along with the audio.

Audio script 🎧 037

Blue and yellow make green.

1 Blue and yellow make green.

2 Blue and red make purple.

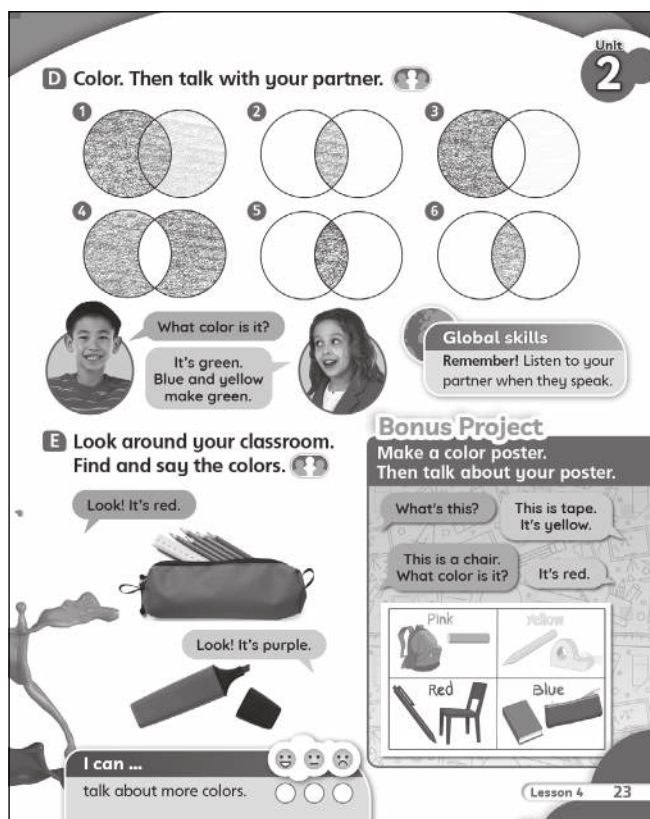
3 Red and yellow make orange.

4 Red and white make pink.

5 Black and white make gray.

6 Red and green make brown.

- Use the Classroom Presentation Tool grammar video to present and practice the new language.
- Students practice the patterns on their own, using their handmade flashcards.
- Write color-mixing statements on the board and leave one color blank (e.g., *Blue and _____ make green.*). Volunteers go to the board, write in the missing colors, and say the statements aloud.



Student Book page 23

D Color. Then talk with your partner.

- Review the pattern from Unit 2, Lesson 2: *What color is it? It's (blue).*
- Student pairs do the activity, using their books.

ANSWER KEY

- green
- red, yellow
- pink
- brown
- blue, red
- black, white

EVERYBODY UP GLOBAL SKILLS

Collaboration: Direct students' attention to the Global skills tip. Remind them that it's important to pay attention when their partner is speaking, and not try to talk at the same time.

E Look around your classroom. Find and say the colors.

- First, practice the activity with the class. Look around the classroom, point to a red object, and say *Look! It's red.*
- Students do the activity in pairs.
- For each color, ask student pairs to say what objects they found in the classroom.

Poster activity

- Students identify familiar objects in the poster images.
- Students talk about the poster using the speech bubbles as a model.

Bonus Project

- Explain to students that they will make a poster that shows four colors. Review colors that students have learned and write them on the board. Students choose four colors.
- Students draw four squares on their paper and label each square with each of their four colors.
- Students draw pictures of objects and color them in the correct color. Or, if you have magazines available, they could look through the magazines and cut out pictures of items that represent each of their colors and glue them in the matching color square.
- Students talk about their posters in pairs, following the model in the Student Book.

Games and Activities

Bingo (Teacher's Guide page 114). Students use nine of their handmade flashcards to make their Bingo board.

Two Truths and a Lie (Teacher's Guide page 116). Hold up an object and make three statements about it, e.g., *It's an eraser. It's orange. Red and blue make orange.* Students must listen carefully to catch the "lie" and then say the correct statement: *Red and yellow make orange.*

Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher's Resources or the Workbook, if they need extra support.

Extra Practice

Workbook pages 20–21

Unit 2, Lesson 4 CLIL Worksheet

CLIL video

Classroom Presentation Tool

Online Practice

Unit 2

A Listen and number. 038

B Write the words. blue color is tape -This-

1 What's this? This is yarn.

2 What color is it? It's .

3 What's this? This red paint.

4 What is it? It's green.

5 What's this? This is .

I can ...

talk about art supplies.

talk about colors..

Value

I can be nice.

24 Unit 2

Review Language

Unit 2 grammar and vocabulary

Materials

Audio 038

ANSWER KEY

1 b 2 a 3 e 4 c 5 d

B Write the words.

- Students look at the picture, read the question, then write the correct word to complete the answer.
- Students practice asking and answering the questions with a partner, using their books.
- Write new questions on the board for each picture and have volunteers answer. Then have students practice the new questions and answers in pairs.

ANSWER KEY

1 This

2 blue

3 is

4 color

5 tape

Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher's Resources or the Workbook, if they need extra support.

Extra Practice

Workbook page 22

Unit 2 Test

Classroom Presentation Tool

Online Practice

Student Book page 24

Warm up

- Elicit the vocabulary for art supplies by using the flashcards. Hold up the cards and ask *What's this?* Elicit the answers *This is (paint).*
- Point to different items around the classroom and ask *What color is it?* Review the words for colors from Lesson 1 and Lesson 4. Students continue the activity, working in pairs.

A Listen and number. 038

- Play the audio. Students listen and number the items in the order they hear them.
- Students practice saying the words in pairs, using their books.

Audio script 038

- It's pink.
- It's chalk.
- It's black.
- It's glue.
- It's purple.

Phonics Bonus Unit 2

A Listen, point, and sing. 039

B Look at A. Point and say with a partner. 040

C Listen and circle a or e. 040

1 a e

2 a e

3 a e

4 a e

5 a e

6 a e

Phonics 25

Objectives

Practice identifying and saying the short vowel sound *e* in words such as *pet*, *net*, *wet*.

Practice hearing the difference between the vowel sounds *e* and *a* in simple words.

Materials

Audio 039–040, Unit 2 Phonics video

Student Book page 25

Warm up

- Elicit the words *pen*, *pencil*, *desk*, and *red*, by pointing to things in the classroom and asking *What's this? What color is it?* Write the words on the board and underline the *e* sound in each one. Say each word again, and get students to repeat. Point out that all the words have the same sound.

A Listen, point, and sing. 039

- Play the video or the audio to present the song as students listen.
- Play the song again. Students listen, point, and sing.

Audio script 039

Let's sing the /e/ song!

Let's sing /e/ /e/ /e/,

Let's sing /e/ /e/ /e/,

Let's sing /e/

Let's sing /e/ /e/ /e/

/e/ in jet

/e/ in net

/e/ in pet

/e/ in wet

/e/ /e/ /e/

B Look at A. Point and say with a partner.

- Students work with a partner. They take turns to point and say the words.

C Listen and circle a or e. 040

- Play the first word, then pause to repeat the word and point out the example answer.
- Play the rest of the audio. Students listen and circle the correct sound.
- To check the answers, play the audio again and pause after each word. Repeat the word yourself, then have students repeat it.
- Students then work with a partner and practice saying the words.

Audio script 040

1 net

2 mat

3 pet

4 wet

5 bat

6 jet

ANSWER KEY

1 e 2 a 3 e 4 e 5 a 6 e

Extra Practice

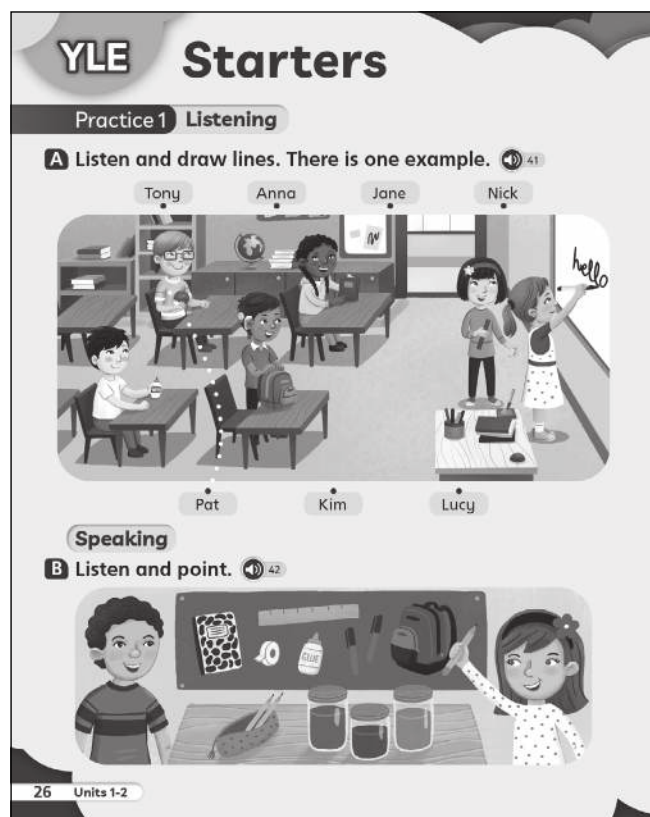
Workbook page 23

Unit 2 Phonics Worksheet

Phonics video

Classroom Presentation Tool

UNITS 1-2 Cambridge Young Learners English



Starters Practice 1

Objectives

Practice the language from Units 1 and 2 in exam-style exercises.

Materials

Audio 041–042

Student Book pages 26–27

Warm up

- Play **Categories** (Teacher's Guide page 114) to review vocabulary from Units 1 and 2: School supplies, Shapes, Art supplies, Colors.
- Review the language from Units 1 and 2 by asking about things in the classroom, e.g., *What is it? It's a pen. Is it a desk? Yes, it is. What color is it? It's (blue).*

Listening

A Listen and draw lines. There is one example.

041

- Play the first part of the audio, then pause and point out the example answer.
- Play the rest of the audio for students to listen and draw lines.
- To check the answers, play the audio again and pause after each item to confirm the answer.

Audio script 041

Boy Look! It's my classroom.

Woman Oh yes! And do you know these children?

Boy Yes. There's Pat. He has yarn.

Woman Oh! It's blue yarn!

Boy That's right.

Narrator Can you see the line? This is an example. Now you listen and draw lines.

Woman Who's that? The girl with the notebook?

Boy That's Lucy. Her notebook is red.

Woman Yes. I like it.

Woman What's that girl's name?

Boy The girl with the yellow eraser? That's Anna.

Woman And is that Anna's ruler?

Boy Yes! It's new.

Boy And can you see Tony?

Woman Sorry? Tony?

Boy Yes! He's the boy with the green backpack.

Woman Oh, the boy near the desk.

Boy Yes, that's him.

Woman And who's that boy? He's sitting on his chair.

Boy The boy with the glue? That's Nick.

Woman Oh. Nick's glue is white.

Woman There's another girl in the classroom. She's holding a pen.

Boy Yes. She's my friend. Her name's Jane.

Woman What color is her pen?

Boy It's black.

Woman Well, I like your classroom!

Boy Me too. It's great!

Narrator Now listen again.

ANSWER KEY

Lines from:

Pat to blue yarn

Lucy to red notebook

Anna to yellow eraser (and ruler)

Tony to green backpack


Nick to white glue

Jane to black pen


Units
1-2

Reading and Writing

C Look and read. Put a tick (✓) or a cross (X) in the box. There is one example.




☒ This is a chair.




☐ This is a circle.




☐ This is paper.



☐ This is a desk.



☐ This is chalk.



☐ This is a square.

D Look and read. Write yes or no.



Examples
 The yarn is red. yes
 The paint is blue. no

1. The paint is green. _____

4. The tape is orange. _____

2. The glue is pink. _____

5. The paper is white. _____

3. The chalk is blue. _____

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D Look and read. Write yes or no.

- Read out the two example sentences and point out the answers, and how they match the picture.
- Students read the sentences and write *yes* or *no*.
- When you have checked the answers, students could work with a partner and write a correct sentence to replace each incorrect one.

ANSWER KEY

- 1 yes
 2 no
 3 yes
 4 no
 5 no

Extra Practice

Unit 2 CYL Worksheet

Classroom Presentation Tool

Speaking

B Listen and point. 042

- Play the first part of the audio, then pause to elicit an example answer.
- Play the rest of the audio. Students listen and point.

Audio script 042

Man Point to the tape.
Man Point to the pencil case.
Man Point to the ruler.
Man Point to the brown paint.
Man Point to the pencil.
Man Good job!

Reading and Writing

C Look and read. Put a tick (✓) or a cross (X) in the box. There is one example.

- Focus on the first picture and read out the sentence. Ask *Yes or no?* Elicit the answer *yes* and point out the check mark in the answer box.
- Students complete the task.
- When you check the answers, elicit a correct sentence for the incorrect ones, e.g., *This isn't a circle. This is a triangle.*
- Students can work with a partner and practice saying a correct sentence about each picture.

ANSWER KEY

Top row: ✓ X ✓
 Bottom row: ✓ X ✓