

# Scope and sequence

## Structures

## Sample language

## Key vocabulary

### Unit 1

Page 9

**A and an**

Indefinite articles:  
**a and an**

a pencil  
a book  
an eraser  
an orange

pencil, eraser, chair,  
crayon, desk, ruler, pen,  
book, apple, orange,  
umbrella, egg

Theme:

Doing  
homework

### Unit 2

Page 15

**One rabbit,  
two rabbits**

Plurals and numbers

one duck  
two ducks  
one foot  
two feet

rabbits, kittens, parrots,  
ants, ducks, frogs, dogs,  
snakes, turtles, horses,  
nose, eye, mouth, arm,  
ear, leg, foot, hand

Theme:

Pets

### Unit 3

Page 21

**I am, he is,  
she is**

Present simple of  
the verb **to be**:  
**I am, he is, she is**

I am a clown.  
He is a bus driver.  
She is a teacher.

clown, vet, cook,  
firefighter, builder,  
doctor, hairdresser, bus  
driver, teacher

Theme:

Jobs

### Unit 4

Page 27

**This, that,  
these, and  
those**

**This, that, these,**  
and **those** used  
as pronouns  
Adjectives

This is a boat.  
That is a rocket.  
These are cards.  
Those are dolls.

train, kite, rocket,  
puzzle, ball, doll, plane,  
boat, cards, car, big,  
small, old, new, dirty,  
clean

Theme:

Toys

### Unit 5

Page 33

**What is it?  
What are they?**

Questions with  
**What...?**  
“Yes/No” questions  
with **Is it...?** and  
**Are they...?**

What is it?  
What are they?  
Is it a lion?  
Are they kangaroos?

giraffe, kangaroo, tiger,  
monkey, elephant,  
crocodile, bear, lion,  
zebra

Theme:

Animals

## Structures

## Sample language

## Key vocabulary

### Unit 6

Page 39

**My, his, and her**

Theme:  
Clothes

Possessive adjectives: **my, his,** and **her**  
Questions with **Whose...?**  
Colors

This is my sweater.  
This is his jacket.  
These are her boots.  
Whose scarf is this?  
It is my scarf.  
Whose pants are these?  
They are his pants.

hat, boots, jacket, scarf, sweater, gloves, pants, socks, T-shirt, glasses, shoes, bag, blue, red, yellow, green, black, white, brown

### Unit 7

Page 45

**In, on, under, and behind**

Theme:  
In the garden

Prepositions of place: **in, on, under,** and **behind**  
Questions with **Where...?**

Sally is in the shed.  
The dog is under the table.  
The bird is on the chair.  
Jack is behind the tree.  
Where is Sally?

shed, cat, dog, tree, bird, grass, table, box, bike, ball, chair

### Unit 8

Page 51

**I have, he has, she has**

Theme:  
Food

Present simple of the verb **to have: I have, he has, she has**  
Questions with **What...?**  
"Yes/No" questions with **Do you...?**

I have a drink.  
She has a banana.  
What do you have?  
Do you have a pear?

sandwich, candy bar, orange, banana, cookie, drink, cupcake, apple, pear, ice cream cone

### Unit 9

Page 57

**Can and can't**

Theme:  
Playtime

**Can** for ability  
**Can't**  
"Yes/No" questions with **Can you...?**, **Can he...?**, and **Can she...?**

I can ride a bike.  
She can't climb a tree.  
Can you catch a ball?

swim, climb, catch, kick, ride, jump, throw, hit, fly, play, guitar, bike, ball, tree

### Unit 10

Page 63

**Jack is running.**

Theme:  
At the beach

Present continuous  
Questions with **What...?**  
"Yes/No" questions with **Is...?**

I am listening to the radio.  
He is eating an ice cream cone.  
She is reading a newspaper.  
What is Sally doing?  
Is Lisa swimming?

make, run, listen, sleep, read, eat, swim, play, climb, paint, ride, newspaper, ice cream cone, radio, sandcastle, bike, baseball, apple, music, book, picture

# Unit 1 A and an

Theme	Structures	Sample language	Key vocabulary
Doing homework	Indefinite articles: <b>a</b> and <b>an</b>	a pencil a book an eraser an orange	pencil, eraser, chair, crayon, desk, ruler, pen, book, apple, orange, umbrella, egg

## Page 9

Ask students to look at the picture at the top of the page. Ask them where Jack and Sally are – at school or at home? (They are at home, doing homework.) Ask students what they can see in the picture. They may already know some of the words for the objects in the picture; for example, *book*, *apple*, *pencil*. Say the phrases *a pencil* and *an eraser* and ask students to repeat them.

**Words to learn:** Doing homework

Match

Students draw lines to match the pictures with the correct words. You can ask students to check their answers in pairs.

## Page 10

**A. Write the words.**

This is a tracing exercise, designed to give guided practice in forming letters and words. Students trace, or write over, the gray letters to form the words *a* or *an*.

When students have finished tracing, ask them to look at the words that have *a* before them. These words – *desk*, *chair*, *book*, *pen*, and *crayon* – begin with consonants. Then ask students to look at the words that have *an* before them. These words – *eraser*, *apple*, *orange*, *umbrella*, and *egg* – begin with vowels.

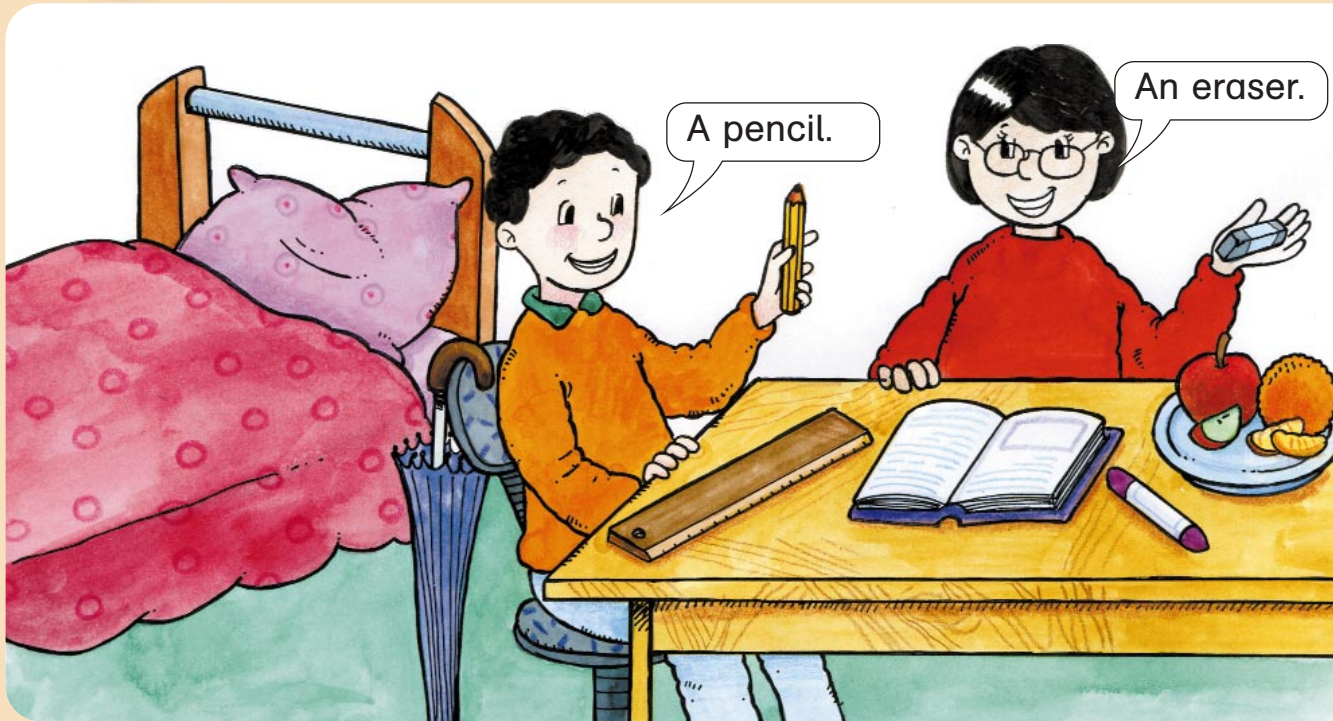
Explain to students that we use *a* and *an* when we are talking about one thing or person. Explain that we use *a* before words that begin with consonants and *an* before words that begin with vowels.

(Note: There are a few exceptions to this rule. We use the article *an* with words beginning with *h* where the *h* is silent because the word is pronounced with a vowel sound at the beginning; for example, *an hour*. We use the article *a* with words which begin with vowels but are pronounced with a consonant sound at the beginning; for example, *a university*. However, it is not necessary to introduce these exceptions at this elementary level.)

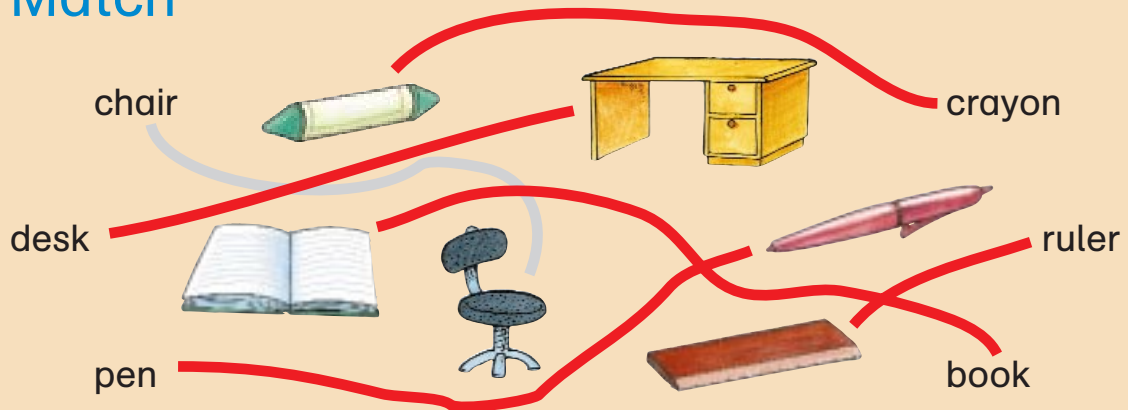




# A and an



## Words to learn: Doing homework Match



We use **a** before words that begin with consonants.

**a** pencil  
**a** book

We use **an** before words that begin with vowels: a, e, i, o, u.

**an** eraser  
**an** orange

A. Write the words.



1. a desk

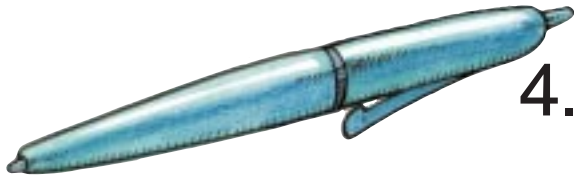


2. a chair

3. a book



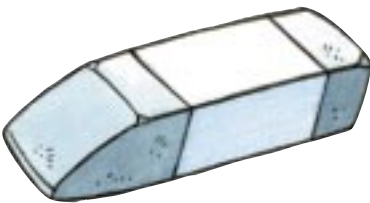
4. a pen



5. a crayon



6. an eraser



7. an apple



8. an orange



9. an umbrella



10. an egg



B. Circle the words.



1. a / an book



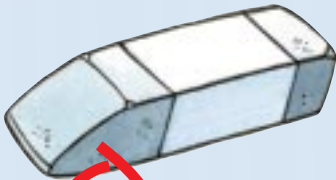
2. a / an crayon



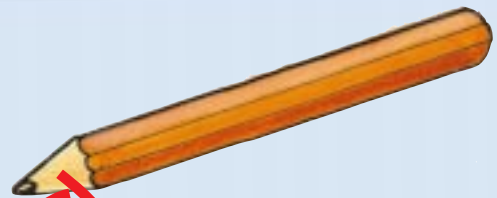
3. a / an egg



4. a / an pen



5. a / an eraser



6. a / an pencil

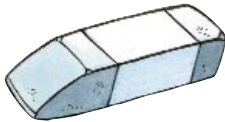
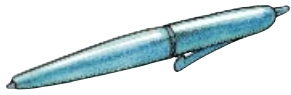


7. a / an orange

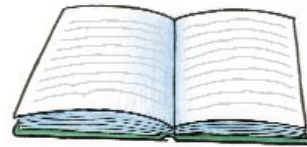
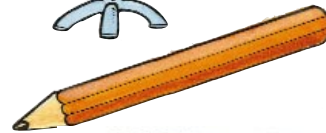


8. a / an umbrella

C. Write the words beside a or an.



~~pen~~  
~~egg~~  
umbrella  
ruler  
apple  
chair  
eraser  
pencil  
orange  
book



1. a pen

6. an egg

2. a ruler

7. an umbrella

3. a chair

8. an apple

4. a pencil

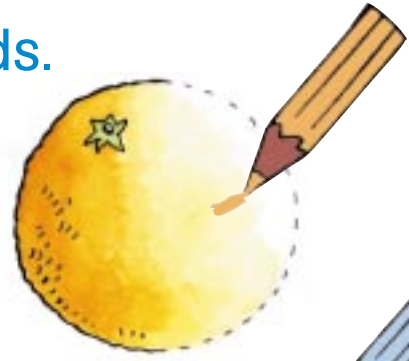
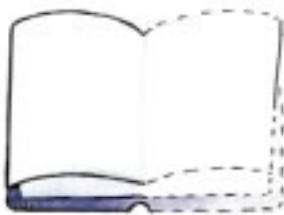
9. an eraser

5. a book

10. an orange

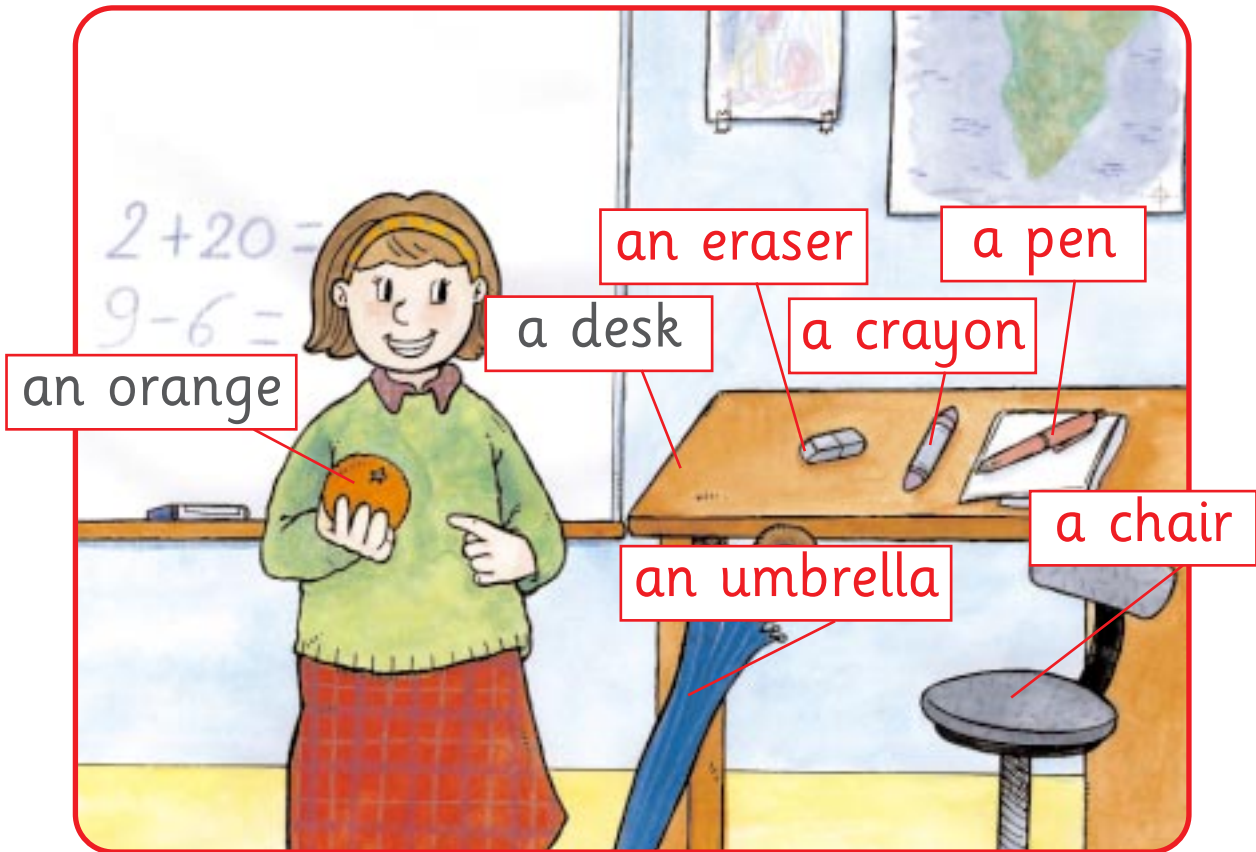


## D. Draw and write the words.

1. a ruler2. an orange3. an umbrella4. a pen5. an egg6. a crayon7. a book8. an eraser9. a desk10. an apple

## Review

### A. Write the words.



### B. Draw some things on the desk. Write the words.

