

teacher's book

Up Up now 2

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mm publications

Contents



For Teachers' inspection ONLY
pop up now 2

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POP UP 2 now!

UNIT 1

We're back (Review)

Page 8

- L 1**
- What's your name?
I'm + name,
My name's + name.
 - This is + name.
 - It's colour + and + colour.
- L 2**
- Spell...
- L 3**
- What's this/that? It's a/an + noun.
 - What are they? They're + noun.
 - How many + noun + are there?
- L 4**
- Prepositions: in, on, under
 - Verb: be
 - Where's + noun/name?
Where are + noun?

Language

Hi, Hello, Goodbye

The alphabet / apple, bed, cat, dog, rubber, frog, guitar, house, ice cream, jelly, kite, leg, milkshake, nose, orange, pen, queen, rabbit, snake, train, umbrella, vase, worm, x-ray, yo-yo, zoo

Numbers 1-20

book

Consolidation

- L 5** Make an alphabet worm.
- L 6** Act it out.
- L 7** Storyline: The cricket match 1
- L 8** Revision

Functions

- Greeting people.
- Introducing oneself and others.
- Learning the alphabet.
- Spelling.
- Addition (Numbers 1-20).

UNIT 2

Friends

Page 16

- L 1**
- have got: affirmative - negative (I / We / They)
- L 2**
- have got: interrogative (You /
- L 3**
- They) - short answers
 - have (has) got: affirmative - negative (He / She)
- L 4**
- have got: interrogative (He / She) - short answers

Let's play + sport, Here you are, Thanks, tennis, cricket, racquet, bat, glove, ball, bag

trainers, T-shirt, jeans, friends

curly hair, straight hair, long hair, short hair

Can I help you? / Yes, please. / No, sorry, we haven't. / Thank you. / You're welcome.
frisbee, rollerblades, robot, boy, girl

- L 5** Make a collage.
- L 6** Act it out.
- L 7** Storyline: The cricket match 2
- L 8** Revision

- Introducing sports and equipment.
- Describing people.
- Asking about possessions (clothes-toys).
- Friendship.
- Introducing language used when buying something.

UNIT 3

I can do it!

Page 24

- L 1**
- can: affirmative - negative (I / He / She)
 - interrogative (You) - short answers
- L 2**
- can: affirmative - negative (We / They)
 - interrogative (He / She / You / They) - short answers
- L 3**
- can: affirmative - negative - interrogative - short answers (It)
- L 4**
- How many + adjective + shape + can you see?

but, I don't know, draw, spell, make, count, aeroplane

play, swim, run, ride a bike, ride a horse

talk, fly, jump, tiger, parrot, penguin

circle, triangle, square, see

- L 5** Make a robot.
- L 6** Act it out.
- L 7** Storyline: The cricket match 3
- L 8** Revision

- Talking about one's abilities.
- Talking about what animals can/can't do.
- Introducing different shapes.

UNIT 4

My town

Page 32

- L 1**
- Prepositions: next to, between
- L 2**
- There is / are
- L 3**
- Preposition: opposite
 - Where's + building? It's + preposition + building.
- L 4**
- How many...are there?

sofa, chair, lamp, TV, table

town, hospital, restaurant, supermarket, police station
post office, cinema, pet shop

Numbers 20 - 100
letter, letter box, postman

- L 5** Make a super town.
- L 6** Act it out.
- L 7** Storyline: A night out 1
- L 8** Revision

- Talking about the position of furniture and people.
- Talking about the position of buildings in a town.
- Counting by tens.

Contents

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UNIT 5 I like food!

Page 40

Structures

- L 1 • What's your favourite food?
• I like + noun. / I don't like + noun.
- L 2 • Do you like + noun?
Yes, I do. / No, I don't.
- L 3 • I want / I don't want...
- L 4 • Imperative: affirmative - negative

Language

meat, chicken, fish, spaghetti, chocolate bar, orange juice

eggs, doughnuts, vegetables, cheeseburgers, potato(es)

What about you? / Yes, please. / No, thanks. / child - children

drink, eat, fruit, milk, tooth - teeth / It's good for you, It's bad for you.

Consolidation

- L 5 Make a collage.
- L 6 Act it out.
- L 7 Storyline: A night out 2
- L 8 Revision

Functions

Talking about one's preferences in food and drink.

Talking about healthy eating.

Introducing polite ways of accepting and refusing something.

Introducing irregular plural forms.

UNIT 6 Time for work

Page 48

- L 1 • Present Simple: affirmative (He/She is a + profession. He/She works in a + workplace.)
- L 2 • What time is it? It's...o'clock.
- L 3 • Present Simple: affirmative (He / She)
• What time does he/she...? At...
• What time do you...? At...
- L 4 • Present Simple: negative (He / She)
• Where does he/she...?

doctor, waiter, police officer, zookeeper, Mr, Mrs

clock, hand, big, small

get up, go to school, go home, go to bed, every day

teacher, student, car, drive, Miss

- L 5 Make a clock.
- L 6 Act it out.
- L 7 Storyline: A night out 3
- L 8 Revision

Talking about professions and workplaces.

Telling the time by the hour.

Introducing daily routine verbs.

Describing one's daily routine.

Asking about the time people do things.

UNIT 7 My day

Page 56

- L 1 • What time is it? It's...thirty.
- L 2 • Present Simple: affirmative - negative (We / They)
- L 3 • Present Simple interrogative - short answers (They)
- L 4 • Present Simple (I / He / She)

good morning, goodnight, It's time for...breakfast, lunch, dinner

cereal, sandwich(es), banana, chocolate bar

read, watch TV, video, comic

brush my teeth, feed my hamster, do my homework, play basketball

- L 5 Make a book.
- L 6 Act it out.
- L 7 Storyline: Home sweet home! 1
- L 8 Revision

Telling the time (eg. *three thirty*).

Introducing greetings and meals of the day.

Describing one's daily routine.

Talking about what one eats for breakfast etc.

Talking about after-school activities.

UNIT 8 Weekdays and weekends

Page 64

- L 1 • What day is it today? It's...
- L 2 • I have + school subject + on + day.
- L 3 • Present Simple: interrogative - short answers (He / She)
• play + the + musical instrument
- L 4 • Present Simple (revision)

days of the week

Art, Maths, English, Music, PE, It's my favourite subject.

at the weekend, piano, trumpet, sing, dance, ant

wash, park, play football

- L 5 Make a "mini" schedule.
- L 6 Act it out.
- L 7 Storyline: Home sweet home! 2
- L 8 Revision

Learning the days of the week.

Talking about preferences in school subjects.

Describing school schedules.

Describing on which days one has different school subjects.

Talking about musical instruments one can play.

Discussing weekend activities.

UNIT 9

Our world

Page 72

- L 1**
- What's the weather like? It's...
 - I live in + city / country.
- L 2**
- It rains./ It doesn't rain.
- L 3**
- How many months are there in a year?
- L 4**
- When's your birthday? In + month.
 - How old are you? I'm... years old.

sunny, rainy, hot, cold

desert, water, plant, camel

months of the year

- L 5** Make a calendar.
- L 6** Act it out.
- L 7** Storyline: Home sweet home! 3
- L 8** Revision

Talking about the weather.

Introducing different cities/countries around the world.

Writing a postcard to a penpal.

Talking about deserts and camels.

Asking about people's age and birthdays.

Learning the months of the year.

UNIT 10

My Family

Page 80

- L 1**
- What's this? It's a / an...
 - What are these? They're...
- L 2**
- Whose...is this? It's + (noun/ name + 's).
 - Whose...are these? They're + (noun / name + 's).
- L 3**
- Possessive Adjectives (singular: my, your, his, her)
- L 4**
- Possessive Adjectives (plural: our, their)

dress(es), shoes, jumper, sunglasses, new

wallet, glasses, brother, sister
Let's take it to the police station.

uncle, aunt, cousin, baby, flower

grandmother, grandfather, garden, old, young

- L 5** Make a wallet.
- L 6** Act it out.
- L 7** Storyline: The monster of the forest 1
- L 8** Revision

Introducing more family members and clothes.

Talking about what belongs to whom.

Discussing and deciding what to do with things you find.

UNIT 11

In the playground

Page 88

- L 1**
- Imperative: affirmative - negative
- L 2**
- Present Continuous: affirmative (He / She)
 - What's he / she wearing?
- L 3**
- Present Continuous: negative (He / She)
- L 4**
- Present Continuous: affirmative - negative (I)
 - What are you doing?

Be careful. / It's dangerous. / Wear a helmet. / Don't stand on... / in the street/ slide, swing

shorts, boots, skirt, jacket, coat

sit, hide and seek, hopscotch, sandbox, playground

hungry

- L 5** Make safety signs.
- L 6** Act it out.
- L 7** Storyline: The monster of the forest 2
- L 8** Revision

Discussing safety rules in the playground and in the street.

Introducing more clothes.

Describing what people are wearing.

Talking about games children play.

Talking about what people are doing at the moment.

Introducing the playground.

UNIT 12

The forest

Page 96

- L 1**
- Present Continuous: affirmative (We / They)
 - What are they doing?
- L 2**
- Present Continuous: negative (We / They)
- L 3**
- Present Continuous: interrogative (He / She) - short answers
- L 4**
- Present Continuous: interrogative (You / They) - short answers

forest, lake, sausage, cook, fish, laugh

tent, sleeping bag, sleep, tree

make a sign, plant a tree, pick up the rubbish, clean the lake

spider, web

- L 5** Make a window.
- L 6** Act it out.
- L 7** Storyline: The monster of the forest 3
- L 8** Revision

Introducing the idea of camping.

Introducing environmental awareness in the forest.

Discussing what people are doing at the moment.

UNIT 1 LESSON ONE

- Aim:**
- To revise greetings.
 - To revise colours.
 - To present ways of introducing oneself and others.

Language: Hello! Hi! Goodbye! What's your name? My name's... / I'm... This is..., and

Structures: My name's... / I'm + name.
This is + name.
It's (colour) and (colour).

PRESENTATION

Warm up:

- Greet Ss in English and introduce yourself. Point to yourself and say, *Hello, I'm... / My name's...*
- Choose a S and ask, *What's your name?* Elicit the answers, *I'm... / My name's...*
- Turn to the class and introduce this S. Say, *This is...*
- Write the new structures on the board. (My name's..., *This is...*)
- Repeat the procedure with other Ss or get them to do this in pairs.

1.

- Books open. Draw Ss' attention to the picture and ask them to identify the characters by asking, *Who is Matt, Becky, Maria, Cliff and Benji?* Ss point to the characters in the picture.
- Ask Ss if they can guess who the dog and the rabbit belong to. (The dog belongs to Maria and the rabbit belongs to Becky.)
- Ss listen to the tape and follow in their books.
- In L1 ask Ss to identify the new character. (Fluffy, the rabbit.)
- Point to the characters' clothes and ask Ss, *What colour is this?*

- Elicit the colours in English.
- Explain the meaning of the word *and* to Ss in L1.
- Ask Ss what colour Fluffy and Benji are. (Fluffy's orange and Benji's white and brown.)
- Ss listen to the tape again and repeat phrase by phrase.
- Assign roles to Ss and get them to act out the dialogue.

2.

- Draw Ss' attention to the pictures and in L1 ask them what animals they are. (An ant and a worm.)
- Ss listen to the tape and follow the chant in their books.
- Ask Ss for the names of the animals (Anna and Wiggly) and explain that Wiggly is the new hero of the book and Anna is his friend.
- Ss listen to the tape again and repeat phrase by phrase.
- In L1 explain what the phrases *Say it aloud* and *Stand up* mean.
- Ss work in pairs.
- Assign roles to Ss and get them to act out the chant.
- While Ss are doing this, go round the class and monitor the pairs.
- Ask a few pairs to act out the chant in front of the class.

BEFORE LEAVING

- Ask Ss to say their names and *Goodbye* before they leave, *My name's... Goodbye!*

OPTIONAL

- Tell Ss to write their names on a piece of paper.
- Go round the class, collect the pieces of paper, fold them up and put them in a box.
- Tell Ss to pretend to be their favourite person e.g. actor, singer, a cartoon character etc.
- Pick up two pieces of paper and read the names.
- The Ss who hear their names have to stand up in front of the

class and act out a short dialogue greeting and introducing themselves, while pretending to be their favourite person.

e.g. SA: Hello! What's your name?
SB: Hi! My name's Madonna. What's your name?
SA: My name's Donald Duck. Goodbye Madonna!
SB: Goodbye Donald Duck!

WORKBOOK

1.

- Make sure Ss have coloured the characters and matched the names with the pictures correctly.

2.

- Make sure Ss have traced the sentences.
- Ask Ss to read what Wiggly and Anna are saying and answer Anna's question.

UNIT 1 LESSON TWO

- Aim:**
- To teach the alphabet.
 - To teach how to spell.
 - To revise vocabulary.

Language: apple, bed, cat, dog, rubber, frog, guitar, house, ice cream, jelly, kite, leg, milkshake, nose, orange, pen, queen, rabbit, snake, train, umbrella, vase, worm, x-ray, yo-yo, zoo

Revision:

- Ask Ss individually, *What's your name?*
- Then, ask Ss to introduce the S sitting next to them, *This is...*
- Point to different objects in the classroom and ask Ss, *What colour is this?*
- Elicit Ss' answers.

PRESENTATION

Warm up:

- Books open. Draw Ss' attention to the pictures and ask them to identify as many items as they can.
- Encourage Ss to say the words in English.

1.

- Tell Ss that they are going to learn the alphabet in English.
- Say each letter and have Ss repeat after you.
- Explain to Ss that they are going to listen to a song.
- Point out the capital and small letters of the alphabet which are in red.
- Ss listen to the tape and follow the song in their books.
- Write a few words from the song on the board and ask Ss to spell them. Point to each letter while Ss are doing this.
- Play the song again and encourage Ss to sing.

- You can tell Ss to point to the corresponding pictures while they listen to the song.

2.

- Draw Ss' attention to the photo and read the example given.
- Explain to Ss in L1 what the word *spell* means.
- Ss work in pairs.
- SA chooses a word from the song and SB has to spell it.
- Ss swap roles.
- While Ss are doing this, go round the class and monitor the pairs, helping them when necessary.

BEFORE LEAVING

- Point to each S individually and say, *What's your name?* The S answers. Then say, *Spell it.* The S spells his name.

OPTIONAL

Play Bingo with the alphabet.

- Ask Ss to draw a 2x3 grid in their notebooks. Tell them to write any letter of the alphabet in each square.
- Explain to Ss that if they hear one of their letters being called out, they must cross out the corresponding square.
- Call out letters at random. The first S to cross out all six squares is the winner.

WORKBOOK

1.

- Make sure Ss have written the words correctly. Tell Ss to say the words aloud and then, spell them.
- Ss can take turns and do this in pairs or you can choose a few Ss to spell the words in front of the class.

2.

- Tell Ss that they are going to hear different letters and that they must circle the ones they hear.

Tapescript:

Man: 1.O
2.D
3.B
4.A
5.R
6.W

UNIT 1 LESSON THREE

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- Aim:**
- To revise numbers 1-20.
 - To revise question forms, How many ... are there?, What's this / that? It's a / an ..., What are they? They're ...
 - To introduce addition.

Language: Numbers 1-20

Structures: How many... are there?
What's this / that? It's a / an ...
What are they? They're ...

Materials: Worksheet (Workbook p. 98.)

Revision:

- Have Ss say the alphabet altogether. Then, ask a S to start saying the alphabet. After he has said a few letters say, "Stop" and ask another S to continue.
- Continue in the same way until all Ss have participated.
- Play the game *Hot Potato* to practise spelling.
- The Ss sit at their desks and pass a paper ball around, *the hot potato*, as fast as they can. When you shout, "Stop", the S stuck with the hot potato must spell a word that you tell him to. If he doesn't spell it correctly, he is out of the game.

PRESENTATION

Warm up:

- Point to different objects in the classroom and ask, *What's this / that?* Remind Ss that we use *this* for objects that are very close to us and *that* for objects that are farther away. Elicit Ss' answers, *It's a / an ...*
- Explain the difference between the articles *a / an* to Ss.
- Write the vowels (a, e, i, o, u) and the consonants on the board and ask for examples.
- Point to two or more of the same object (e.g. pens) and ask, *What are they?* Elicit Ss' answers and point out that we add an -s at the end of a noun to form the plural.

1.

- Books open. Draw Ss' attention to the picture and ask them what animals and objects they can see.
- Ask Ss to guess what is happening. (The animals are running in a race.)
- Revise the numbers 1-20 on the board. Ask Ss what number the animals in the picture are.
- Ask Ss how many red and how many green apples there are on the tree. Then, ask them how many apples there are altogether.
- Help Ss add the apples and write on the board, *6 red apples + 4 green apples = 10 apples.*
- Explain to Ss what the symbols + and = mean and how they are said. (and, is)
- Read the questions given and elicit Ss' answers.
- Ask Ss to listen to the tape and check if their answers are correct.

BEFORE LEAVING

- Give each S a piece of paper with an addition problem on it, e.g. $3+2=$
- As each S is leaving, he should read out what is written on the piece of paper and give the answer.

WORKBOOK

1.

- Make sure Ss have written the numbers correctly.

2.

- Make sure Ss have written the numbers correctly.

- Ss listen to the tape again and repeat phrase by phrase.

Tapescript:

Sun: How many apples are there?

Tree: There are ten apples.

Rabbit: What's this?

Snake: It's an umbrella.

Cat: What are they?

Tree: They're oranges.

Frog: What's that?

Benji: It's a kite.

- Ask Ss more questions about the picture. E.g. How many oranges are there? What colour is the cat/kite/umbrella etc.?

2.

- Draw Ss' attention to the photo and in L1 ask them what they think is happening. (The girls are asking and answering questions about each other's pictures.)
- Read the example given.
- Ss work in pairs.
- Ask Ss to open their Workbooks to page 98.
- SA colours in the first picture and SB the second one.
- Tell Ss that they should ask questions, like the ones in activity 1, in order to find the differences in their pictures.
- While Ss are doing this, go round the class and monitor the pairs, helping them when necessary.

3.

- Make sure Ss have traced and written the questions and the answers correctly.
- If necessary, remind Ss of the difference between *this* and *that*.

Key:

3. What's this? It's a rubber. 4. What's that? It's a guitar.

UNIT 1 LESSON FOUR

- Aim:**
- To revise asking and answering about the position of things.
 - To ask and answer about people's location.
 - To revise the short and full forms of the verb *to be* in the affirmative and negative. (He / She / It / They)

Structures: Where's + name?
Where is / are + noun?
Prepositions of place (on, in, under)
The verb *to be*

Revision:

- Point to a S and say, *One*.
- Point to another S and say, *One and one is...* Elicit the answer *two* from the Ss.
- Repeat the procedure adding one or two Ss each time to revise the numbers 1-20.

PRESENTATION

Warm up:

- Pick up a pen and place it on your book. Say, *Where's the pen?* Elicit, *It's on the book*. Revise the prepositions *in* and *under* in a similar way.
- Repeat the procedure using two pens, to practise the structure, *Where are ... ? They're ...*
- Revise the short forms of *He is / She is / It is / They are* and write them on the board. (He's / She's / It's / They're.)

1.

- Books open. Draw Ss' attention to the vocabulary. Say each word and ask Ss to repeat the words, one by one.
- Draw Ss' attention to the picture and ask them, *Where are Matt and Maria ?* (They are in a bedroom.)
- Ask Ss to name as many objects as they can.
- In L1 ask Ss to guess why Matt is angry at Becky. (Because she made a mess of his room and now she is under the bed hiding.)
- Ss listen to the tape and follow in their books.
- In L1 ask Ss why Matt says "Watch out" in the end. (Because he thinks the snake is real.)
- Ss listen to the tape again and repeat phrase by phrase.
- Ask Ss different questions, e.g. *Where's Benji?* (He's on the bed.)

Where's Fluffy? (He's in the house.)
Is Maria on the bed? (No, she isn't.)
Is Becky under the bed? (Yes, she is.) etc.

- Elicit Ss' answers.
- Assign roles to Ss and get them to act out the dialogue.

2.

- Draw Ss' attention to the picture.
- Explain to Ss that they are going to listen to the tape and they should draw the four objects placing them in the correct place according to what they hear on the tape.
- Allow two or three hearings.
- Pause the tape after each description, so that Ss have time to draw.

Tapescript:

Boy: Where's the kite?
Girl: It's under the bed.
Boy: Where's the vase?
Girl: It's on the bed.
Boy: Where's the pen?
Girl: It's in the vase.
Boy: Where's the book?
Girl: It's under the bed.

- Make sure Ss have drawn the objects in the correct place.

BEFORE LEAVING

- Take various objects e.g. a rubber, a pen, a book etc. and put them in different places e.g. in a bag, on a chair, under a desk etc.
- Ask each S a question, *Where's the...?*
- Elicit Ss' answers.

OPTIONAL

- Ss work in pairs.
- SA draws a table on a piece of paper and SB draws a bed.

WORKBOOK

1.

- Make sure Ss have drawn the missing items in the correct places in the picture.
- When they finish, they should colour the picture.

2.

- Make sure Ss have traced the words and answered the questions correctly.

Key: 1. in 2. under 3. on 4. on

3.

- Explain to Ss that these three sentences are wrong and they have to correct them, as in the example.
- Ss work in pairs and take turns to say the sentences.
- Choose two Ss to say the sentences aloud.

Key:

- Benji isn't on the umbrella. He's in the umbrella.
- Matt's pens aren't under the bed. They're on the guitar.

UNIT 1 LESSON FIVE

Aim: To revise the alphabet and spelling.

Materials: cardboard, coloured pencils, 2 straws, a paper fastener, sellotape.

PRESENTATION

1.
Make an alphabet worm.
 - Explain to Ss that they are going to make an alphabet worm.
 - Read the instructions aloud and explain in L1.
 - Explain that they should choose a letter of the alphabet and write it on the worm in capital and small letters.
 - Go round the class to ensure that Ss are following the instructions correctly.
2.
 - Draw Ss' attention to the photo. Put on different voices and act out the dialogue.
 - Ss work in pairs.
 - SA introduces his worm to SB who should say a word beginning with that particular letter. Then, SA should spell the word.
 - Ss swap roles.
 - While Ss are doing this, go round the class and monitor the pairs, helping them when necessary.

WORKBOOK

1.
 - Make sure Ss have unscrambled the words correctly. Ask Ss to spell the words.

Key:

1.house 2. jelly 3. milkshake 4. queen

2.

- Make sure Ss have found and circled the words.

Key:

1.guitar 2.worm 3. umbrella 4. rubber