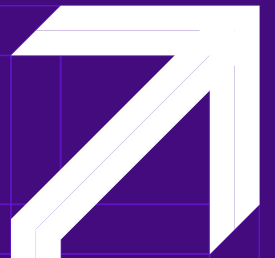


**Mc
Graw
Hill**



PreK-12 Asia Catalog
English
Language Learning
2023



NEW INTERACTIONS

New Interactions prepares students for university classes by fully integrating every aspect of student life.

With several years of classroom-tested best practices and new and revised content coupled with a fresh look and feel and new online and print components, New Interactions makes the perfect series for contemporary classrooms.

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Learn more about New Interactions' Adaptive Learning Assignment(ALA) on [page 54](#)



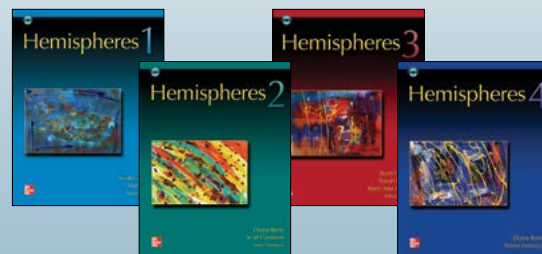
Discover courses that are readily available on Create!

See them on [page 66!](#)

ELlevate ENGLISH



Hemispheres



ICON



INTERACTIONS MOSAIC 6TH EDITION



SRA Reading LABORATORY®

With an easy-to-use box of self-guided and leveled selections for a given classroom, SRA Reading Laboratory lets you develop confident readers through supplemental and personalized K–12 reading content that ensures each student is working at the appropriate level and moving ahead at their own pace. Find out how this program is able to instill confidence in learners for more than 60 years with a proven track record.

Find out more about SRA Reading Laboratory on [page 22](#)



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Disclaimer: Information provided is accurate as of January 2023 and is subjected to changes without prior notice.

Level Chart

Pre-Kindergarten to Grade 6

Title	Grade	Kindergarten		Elementary						Secondary					
		PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
MidiEnglish Kindergarten		•	•												
MidiPhonics		•	•	•	•										
MidiPhonics Express				•	•										
WonderSkills <i>* You can consider Starter Level for Grade K students who can decode CVC words.</i>				•	•	•	•	•	•						
SRA Reading Laboratory®				•	•	•	•	•	•	•	•	•	•	•	•
Moo-O			•	•	•	•	•	•							
Newsmaker					•	•	•	•	•	•	•	•	•	•	•
Going Places				•	•	•	•	•	•						
We Can!			•	•	•	•	•	•	•						
Amazing Planet		•	•												
Grammar Spot				•	•	•	•	•	•						
All of Us				•	•	•	•	•	•						
Learning Zone				•	•	•	•	•	•						
Write Now				•	•	•	•	•	•						
McGraw-Hill Phonics				•	•	•	•	•	•						

Teenage and Adult

	Secondary						Adult
	G7	G8	G9	G10	G11	G12	
New World	•	•	•	•	•	•	
New Interactions				•	•	•	•
Grammar Form & Function	•	•	•	•	•	•	•
TakeAway English						•	•
ELLevate Skills				•	•	•	•



	Kindergarten		Elementary						Secondary						Adult
	PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	
<u>Custom Solution</u>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<u>Online Professional Learning</u>		●	●	●	●	●	●	●	●	●	●	●	●	●	●
<u>Create Courses Available for Create</u>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
									●	●	●	●	●	●	●

MidiEnglish KINDERGARTEN



Learning English through music and play

MidiEnglish Kindergarten is an English program for children of 2 to 6 years old. The program is comprised of activity books, multimedia resources and mobile apps. Children acquire English skills through shared reading, games and fun activities, role playing, music and movement, rhymes and songs.

Key features of the program include:

- **Multimedia Lessons, Activities and Songs**

The integrated multimedia resource library is a treasure trove of songs, interactive activities and creative games that enhance language learning.

- **Easy-to-follow Lesson Guides**

The lesson plans provide a detailed step-by-step guide for teachers.

- **Classroom and Home Activity Books**

Activity books can be used in the classroom and at home to help students reinforce what they are learning.

- **Mobile Apps (For Students and Teachers)**

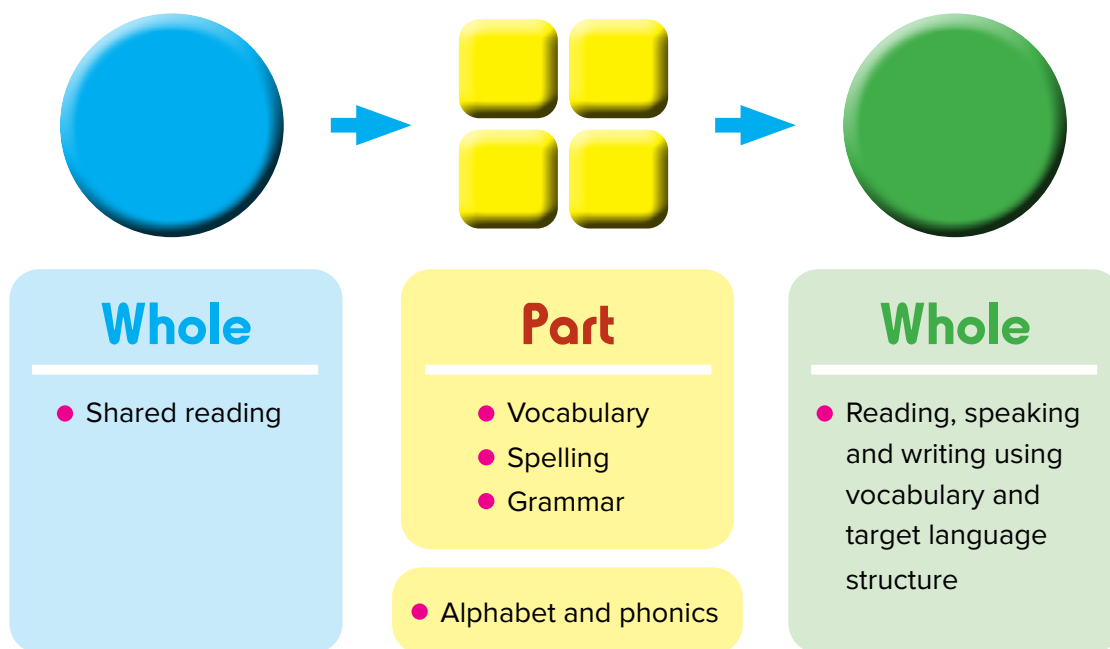
Mobile apps can be used on any device and contain all the songs and readers as the multimedia library. The apps also have new activities and games for every unit.

Methodology

MidiEnglish Kindergarten adopts a holistic approach to language learning. The program is designed based on a “whole-part-whole” approach.

Children will look at whole texts first (songs and readers), followed by learning language features such as vocabulary and grammar (part), and finally using their new knowledge to read, speak and write (whole).





Key Components

- Mobile App
- Online Lessons, Activities and Songs
- Classroom and Home Activity Books
- Lesson Guide

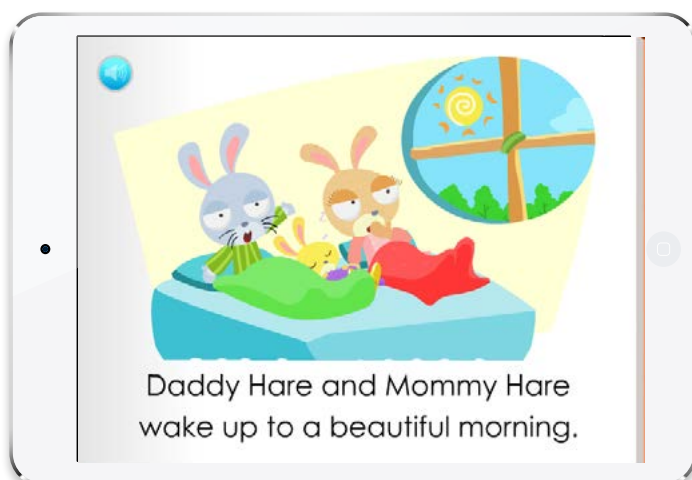


Remote Teaching

Online lessons can be readily conducted in conjunction with a third party video conferencing tool.



* The above screen is for illustration purpose only. The third party video conferencing tool does not come with MidiEnglish courseware. Any video conferencing tool that supports screen sharing can be used for MidiEnglish online teaching.



Home Learning App

Teachers can conduct remote online lessons with students at home, using the multimedia classroom software. This would ensure that lessons continue with minimal disruption when face-to-face lessons are not possible.



Virtual Classroom

Live interaction between teacher and students allows shared activities such as reading, singing, and social interaction.



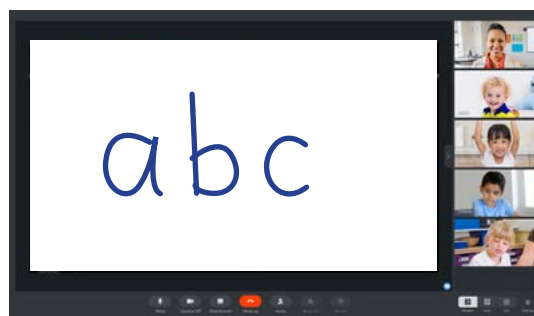
Resources for Online Teaching

A suite of multimedia lessons and activities specially designed to facilitate online teaching helps teachers to engage students and encourage active participation. *Students may also take turns to play interactive games just like they do during classroom sessions. (*applicable to video conferencing apps with remote control feature)



Built-in Virtual Whiteboard

The built-in whiteboard feature allows teachers to annotate and draw, enhancing teachers' ability to explain and attract students' attention.



Continuous Learning through Home App

The home learning app gives students continual access to learning resources after remote lessons. They can revise reading, singing, pronunciation, and play interactive games to reinforce what they have learned in class.

Sample Pages

Listen and Color UNIT 5

1 2 3 4 5 6

red
blue
yellow
green
black
white

51

Listening exercises

Can You? UNIT 2

Tick (✓) the boxes next to the tools if you know how to use them. Ask two of your friends too and make a list.

Can you use a _____ to clean up?

Write your name here	Me	My friend	My friend
spike			
beach			
vacuum cleaner			
duster			
map			
clay			
toothbrush			

Yes, I can. No, I can't.

21

Collect and record information

Who? UNIT 1

Tick (✓) the correct answer.

1 Who got to cook? Little crickets Little beetles

2 Who got to work? Little ants Little bees

3 Who got to bathe? Little butterflies Little beetles

4 Who got to study? Little crickets Little bees

5 Who got to sleep? Little butterflies Little ants

6 Who is busy? Everyone No one

4

Comprehension

Let's Write! UNIT 5

Helping words: cloudy, fog, nap, rainy, sunny, swim, walk, windy

If it is a _____ day, I will go for a _____.

If it is a _____ day, I will go for a _____.

If it is a _____ day, I will go for a _____.

If it is a _____ day, I will take a _____.

70

Writing and spelling

Word Search UNIT 3

Find the words and color the boxes. (The first letter of each word is shown in color.)

r	f	u	n	s	i	f	o	o	d
q	p	a	n	d	r	i	n	k	s
b	a	i	l	o	n	s	m	l	
l	j	r	i	e	n	d	s	k	
d	e	f	h	g	a	m	e	s	o
b	p	r	e	s	e	n	t	s	o
p	a	r	t	y	c	h	a	i	s

It's all about yummy _____.

34

Word Puzzles

Finger Puppets

Color the finger puppets. Cut them out and tape the bottom strip to make rings.

21

Finger puppets for role-play

Prepositions UNIT 3

Prepositions describe the location or direction of someone or something.

Fill in the blanks with the given prepositions.

up or down

I climb _____ the tree. I climb _____ the tree.

in or out

The worm is _____ the hole. The worm is _____ of the hole.

on or under

I sit _____ the tree. I sit _____ the tree.

35

Language use

Review Alex, the Alien UNIT 4

Complete the conversation between Robbie and Alex, the alien.

Circle the correct words and punctuation marks. Use a red color pencil to write over the letters that should be written using capital letters.

what who are you . . ?

my name is Alex. I you am are an alien. this these is are Planet Mars.

Hi, Alex. I you am are Robbie. I see something twinkling over there. who what is are those . . ?

that those is are stars . . ?

Wow! they are beautiful . . ?

come with me. I will show you around Mars . . ?

54

Grammar

I'm a Little Designer UNIT 4

My new _____.

That's a _____.

42

Record thoughts in drawing

Aa Trace the letter a. Paste pictures beginning with /a/. UNIT 1

aaaaa

7

Short Vowels UNIT 5

Name the picture and fill in the correct middle sound.

a	e	i	o	u
c _ b	l _ g	l _ g	j _ g	b _ b
b _ s	w _ g	b _ b	t _ g	

78

Alphabet and phonics

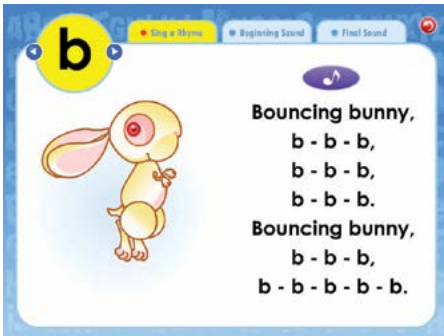
Gail the Brainy Snail UNIT 1

Let's Read

Gail is a brainy snail. She can drive the train. And read and write email. She likes to sail a ship. And follow a trail.

ai Gail brainy snail train email sail trail

11



READ the e-books!



SING the theme songs!



PLAY vocabulary games!



SAY words and sentences!

MidiPHONICS

Introduction

MidiPhonics is a dynamic English learning program that provides a multimedia approach to learning English phonics. Through the integrated e-readers, phonics -based activities, songs and multi-platform learning engines, children build a strong foundation in phonemic awareness and develop the ability to read with confidence.

Approach and Features

MidiPhonics introduces letter sounds and word families through interactive e-readers that are available for the classroom and personal use on a mobile app. The interactive readers allow children to hear the words, as well as the blending of individual sounds that form words. At the same time, children acquire new vocabulary that includes high frequency sight words.

In addition to the readers, learning is reinforced through worksheets that complement every level of the program; interactive activities that build both reading and listening skills; and songs and rhymes that incorporate new sounds and words as they are introduced.

Key Components

- Student Workbook
- Home Learning APP (for iOS, Android and Huawei devices)
- Full Multimedia Integration (Interactive Readers, Activities, Songs and more)



Starter	The Alphabet	Level 4	S-Blends, L-Blends, R-Blends
Level 1	Beginning Sounds	Level 5	Digraphs, Long Vowels /a/, Long Vowels /e/, Long Vowels /i/, Long Vowels /o/, Long Vowels /u/
Level 2	C-V-C (Consonant-Vowel-Consonant) Words	Level 6	R-controlled Vowels, Diphthongs, Silent Letters, Hard and Soft Sounds, Variant Sounds
Level 3	Word Families /a/, /e/, /i/, /o/, /u/		

Print Workbooks

The **MidiPhonics** program contains a workbook for hands-on practice.

Multimedia: Readers, Songs, Lessons, Games

Classrooms are equipped with the **MidiPhonics** Interactive Multimedia Resource Library - a treasure trove of e-readers, songs, lessons and games that are designed to work on any interactive whiteboard or interactive projector. These interactive activities make learning fun and help children to prolong their attention span.

Teaching Resources and Teacher Support

Teachers are provided with built-in support, including step-by-step lesson plans with standard learning structure and teaching suggestions, that are downloadable at www.midienglish.com.

All programs have a specially designed Teacher Support App for use on a mobile phone or tablet. Workbook pages, lesson guides, product information and classroom training videos are available for viewing on the app. These teacher-friendly resources help teachers implement the program with confidence and ease.



Readers





Songs





Lessons





Games





Sample Pages

Suds are fun!

I can make a bud and a bun.

I can make a cub and a tub.

I can make a cup and a pup.

Say and color.

What starts with **a**?

What starts with **u**?

Let's blend the sounds.

Say the letter sounds.

Blend the sounds.

Say the word!

Connect the sounds. Say the word.

Write and say.

sit

run

Find, circle and say the words.

p o p b f
w e h k u
s i t c n
m d i a g
a r n p o

Paste and read.

The is on the .

The is on the .

MidiPhonics EXPRESS

What is MidiPhonics Express?

MidiPhonics Express is a one-year phonics program for children aged 5 to 7 years old. The program develops children's ability to read and spell by building a strong foundation in phonemic awareness.

Scope & Sequence

Level A (Semester 1)

- Beginning Sounds
- Word Families and Blends

Level B (Semester 2)

- Digraphs and Long Vowels
- R-controlled Vowels; Diphthongs; Hard and Soft Sounds; Silent Letters; and Variant Vowels

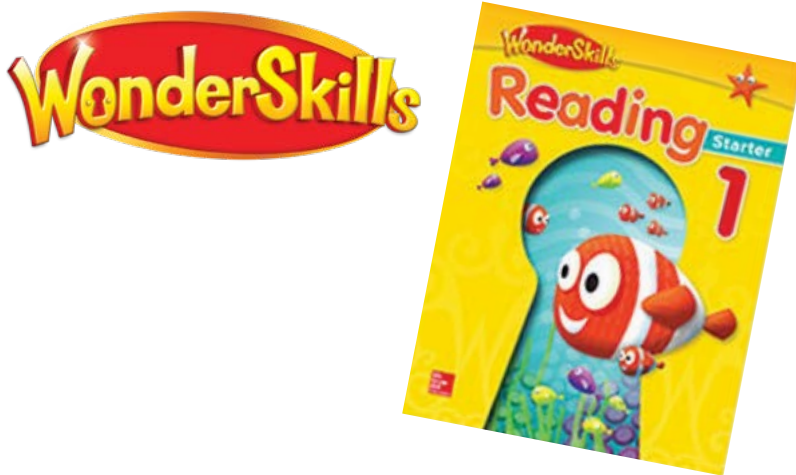
Key Components

- Student Workbook
- Home Learning APP (for iOS and Android devices)
- Full Multimedia Integration (Interactive Readers, Activities, Songs and more)

Sample Pages



[View ISBN List on page 70](#)



Wonderskills Reading is a five-leveled comprehensive reading course for English language learners in kindergarten and primary schools. The program carries the core content from the American English Language Arts Program Reading Wonders with additional scaffolding and support. Authentic stories and articles range across different genres, school subjects, and cultures, which enable learners to become broadly literate. The program offers a wide range of comprehension questions and vocabulary tasks that support learners to become accurate and fluent readers. It teaches and models close reading of the texts for learners to practice key skills and strategies in each unit. Through intentional instructions, inspiring contents, and critical thinking questions, WonderSkills Reading prepares learners to become successful readers in the 21st century.

Key Features

- Authentic reading materials from the American English Language Arts Program Reading Wonders
- Intentional instructions to master key skills and strategies
- Systematic instructions in vocabulary and comprehension lessons
- Essential questions to build critical reading and thinking skills
- Speaking and writing exercises that encourage learners express what they have learned

Key Components



- Complimentary Digital Resources for Teachers

Levels

5 levels: Starter, Basic, Intermediate, Advanced and Master for Grades 1 to 6

**You can consider Starter Level for Grade K students who can decode CVC words.*

LEVEL	BOOK	UNITS	WORD COUNT	LEXILE	CEFR				
					Pre A1	A1	A2	B1	B2
Starter	1-3	12	30 – 50	30L – 350L	■				
Basic	1-3	12	50 – 100	170L – 410L		■			
Intermediate	1-3	12	100 – 200	330L – 540L			■		
Advanced	1-3	12	200 – 300	400L – 690L				■	
Master	1-3	12	300 – 350	500L – 890L					■

Digital Information

Online Teacher’s Resources includes:

- Monthly syllabus – 1 per book
- Daily lesson plan template – 1 per book (newly revised)
- PowerPoint Slides
- Flash Cards for levels Starter & Basic only
- Word list
- Dictation worksheet
- Answer Key
- Unit test
- Unit review test – 4 tests per book
- Midterm test
- Final test

To access these materials, log in to www.mheducation.com.sg/wonderskills

Sample Pages

Starter & Basic Level

The sample pages show a family (father, mother, and two children) in a kitchen preparing pizza. The page is titled 'UNIT 2 Fun Together!' with the theme 'Family Fun'. Below the image is a 'Warm-up' section with a fill-in-the-blanks exercise: 'This family is in the _____.' and 'They make _____ together.' A 'Word Bank' lists 'pizza' and 'kitchen'. The main section is 'Words to Know' with two parts: 'A. Look, listen, and repeat.' showing images of pouring, mixing, baking, and cleaning with corresponding words; and 'B. Look and circle.' showing images of eating and baking with words 'mix', 'eat', 'bake', and 'pour' for identification. A 'Sight Words' box lists 'the' and 'can'.

Warm-Up

Provides sentences and questions for learners to talk about the topic and activate their background knowledge.

Words to Know

Introduces vocabularies and sight words that learners need to learn in order to read the main text.

Fun Together!

Let's make cupcakes!
Tim can **pour**.
Jen can **mix**.

Mom and Tim can **bake** the cupcakes.

Dad and Max can **clean**.
Jen can **eat** a cupcake!
We can have fun!

Read Closer
Who can pour?

Reading Text

Engages learners in reading a variety of fiction and non-fiction passages.

Read Closer

Asks comprehension questions to check learners' understanding of the text. It also have learners practice the skill of asking and answering questions during reading.

Comprehension Check

A. Read, look, and match.

1 pour 2 mix 3 bake

B. Read, look, and check.

1 Dad and Max can clean. 2 Jen can eat. 3 Tim can pour.

Sentence Practice

Match and say the sentences.

1 I can 2 I can 3 We can

eat a cupcake. pour. have fun!

Retelling

Step 1 Number the pictures in the order of the story.

Jen can eat a cupcake!
Mom and Tim can bake the cupcakes.
Dad and Max can clean.
Tim can pour.

Step 2 Retell the story.

Comprehension Check

Provides various comprehension checking questions to check and ensure learners' understanding of the text.

Retelling

Scaffolded into two steps for learners to summarize the text and retell it in their own words.

Sentence Practice (Starter level only)

Enables learners to notice and learn the main sentence structure in the text.

Comprehension Skill: Key Details

Complete the mind map.

reach happy stool short write

Jack can write.

Max is tall, but Jack is _____
Jack can't _____ the paper.

Jack stands on the _____.
He can _____.

Max, Jack, and Ian finish the job.
They are _____.

Retelling

Step 1 Number the pictures in order.

high stool worried stand on

Step 2 Retell the story.

Comprehension Skill (Basic level only)

Enables learners to acquire the essential reading skills of identifying main ideas, key details, cause and effect, problem and solution, author's purpose, characters, settings, plots, and etc.

Intermediate Level

UNIT 2 Little Flap Learns to Fly

Theme: Friends/Help Friends



Warm-up

- The girl helps her friend. What do you do to help your friend?
- I help my friend.

Word Bank

- read the map
- read a book
- do math homework

Vocabulary

A. Look at the pictures and read the words.

1 practice	2 flap	3 terrified
4 jump off	5 land	6 Report Card (A+)

B. Circle and write the words to complete the sentences.

- The boy looks terrified.
- Birds have to flap their wings to fly.
- It is fun to jump off together.
- Birds land to catch fish.
- I practice yoga every day.
- His parents are happy with his school report.

Vocabulary

Introduces key vocabularies from the text and has learners master them with additional practices in order to read and comprehend the text.

Warm-Up

Provides sentences and questions for learners to talk about the topic and activate their background knowledge.

Genre: Fantasy



Little Flap Learns to Fly

Little Flap lives in a nest next to his friends, Fluff and Tuff. The three friends want to go outside their nests and see the world. But first, they need to learn to fly.

"Let's **practice**. Watch me," says Fluff. She **flaps** her wings up and down. Little Flap looks at the ground. It looks far away. He's worried, but he practices hard every day.

Read Closer

Where does Little Flap live? Circle the words.

Read Closer

What does Fluff do with her wings? Underline the sentence.

Reading Text

Engages learners in reading a variety of fiction and nonfiction passages.

Read Closer

Asks comprehension questions to check learners' understanding of the text. It also have learners practice the skill of asking and answering questions during reading.

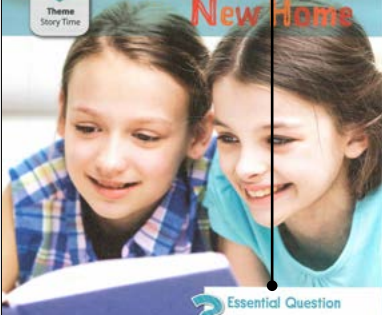
Advanced and Master Level

Essential Question

Provides critical thinking questions that closely relate to the theme and the main text. Learners will keep the question in mind while engaging in different activities throughout the unit.

UNIT 2 Bruno's New Home

Theme: Story Time



Essential Question

What can stories teach you? Read about how a story helped a bear learn an important lesson.

Build Background

Read and say what you think.

- What are the girls doing?
- What is an interesting story that you have read?
- Did you learn anything from that story? What did you learn?

Vocabulary

A. Look at the pictures and read the words.

hibernate	discover	enormous	opening
squeeze	capture	chew	escape

B. Write the words next to the correct meanings.

- v. to get free of something or to get away
- v. to see or find something you did not know before
- v. to sleep through the winter months
- v. to catch a person or an animal
- v. to use teeth to bite food into small pieces to swallow
- adj. very large or great in size
- v. to push something into a small space
- n. a hole or an empty space for people or things to go through

C. Read and choose the correct words.

- The farmer is digging at / out all the old roots before he plants.
- The mouse squeezed into / of the hole to escape from the cat.
- We really want him to come back with / on some good news.

Vocabulary

Introduces key vocabularies from the text and has learners master them with additional practices in order to read and comprehend the text.

Building Background

Provides warm-up questions for learners to talk about the topic and activate their background knowledge.

Advanced and Master Level

Genre Fantasy

Bruno's New Home

Winter is coming. Bruno is tired and cold, and he needs a warm place to hibernate. He searches everywhere, but finds nothing!

Finally, Bruno discovers a cave, but an enormous pile of dirt and tree roots is blocking the opening.

"I can dig out some dirt and make the opening bigger," Bruno thinks. "Then I can make myself comfortable and hibernate."

Bruno digs with his big paws, but the dirt is hard to move. He pulls at the strong roots, but nothing happens. Bruno starts to feel helpless.

A squirrel sees Bruno. "Hi, I'm Jack!" says the squirrel. "Do you need some help?"

"I'm trying to squeeze into this cave, but I can't make the opening bigger," says Bruno.

"I think I can help you," says Jack.

"But you're too tiny," says Bruno.

Jack quickly runs off and comes back with a book. "Read this," says Jack. "It can help you come up with an idea."

Bruno reads about a big lion and a tiny mouse. One day the lion is captured in a net. The mouse chews the net and helps the lion escape.

This gives Bruno a great idea. Jack can use his sharp teeth to help!

Jack and Bruno work together. Jack chews the roots. Bruno digs out the dirt. Finally, Bruno squeezes inside.

"Do you like your new home?" asks Jack.

"Yes!" says Bruno. "And I learned something. Small friends can be a big help!"

Make Connections
Talk about the story of the lion and the mouse. How did it help Bruno solve his problem?
ESSENTIAL QUESTION

Reading Text

Engages learners in reading a variety of fiction and nonfiction passages.

Reread Comprehension Check

A. Read the story then answer the questions.

- What is this story about?
 - How a bear learns to read
 - How a bear finds a new home
 - How a bear lives in the winter
- Why can't Bruno get into the cave?
 - It is covered with dirt and roots.
 - It is too small for Bruno.
 - It is too deep in the hillside.
- Why did Jack give Bruno a book?
 - To show he was a good friend
 - To stop Bruno from digging
 - To help give Bruno a good idea
- What can you learn from the story?
 - All kinds of friends can be helpful.
 - A lion and a mouse can be friends.
 - It's better to be a tiny squirrel than a big bear.

B. Read and circle YES or NO.

- Bruno wants to find a place to hibernate for the summer. YES NO
- At first, Bruno can't make the opening to the cave bigger. YES NO
- Jack does not help Bruno because he's too tiny. YES NO
- Bruno makes a new friend. YES NO

C. Answer the questions.

- Why can't Bruno go into the cave?
- How does Jack help Bruno make the opening bigger?

Reread Comprehension Strategy

Visualize
Look for key words as you reread the story. Use these words to visualize or form pictures in your mind. This will help you better understand the text.

Use Text Evidence
Read the sentences and find the key words that help you visualize the story.

enormous	too	tired
tiny	cold	paws

- Winter is coming. Bruno is _____ and _____.
- Bruno digs with his _____, but the dirt is difficult to move.
- "But you're _____," says Bruno.

Step 2
Picture the above sentences in your mind. Find the matching pictures and write the numbers.

Comprehension Strategy

Enables learners to acquire the reading strategies to access complex texts by visualizing, asking and answering questions, making predictions, summarizing, and rereading.

Comprehension Check

Provides various comprehension checking questions to check and ensure learners' understanding of the text.

Comprehension Skill

Enables learners to acquire the essential reading skills of identifying main ideas, key details, cause and effect, problem and solution, author's purpose, characters, settings, plots, and many more.

Reread Comprehension Skill

Character
A character's actions and feelings make the events in the story happen. Bruno is the main character in the story.

Use Text Evidence
Reread the text and look at the chart that describes Bruno.

Winter is coming. Bruno is tired and cold, and he needs a warm place to hibernate. He searches everywhere but finds nothing!

What Bruno Needs	needs a warm place to hibernate
What Bruno Does	He searches everywhere.
How Bruno Feels	tired and cold

Your Turn
Reread the text and use the underlined text to complete the character chart.

Bruno thinks, "I can dig out some dirt and make the opening bigger, then I can hibernate." Bruno digs with his enormous paws, but the dirt is difficult to move. He pulls helplessly at the strong roots.

What Bruno Needs	
What Bruno Does	
How Bruno Feels	

Summary
Fill in the blanks to complete the summary.

a good idea	It is almost winter. Bruno _____.
the opening bigger	He sees a cave, but he _____.
can't go in	A squirrel called Jack wants to help. He gives _____.
Bruno a book	He has _____ Bruno reads a story.
a new friend	work together. They make _____.
need a home	Now Bruno has a new home and _____.

Vocabulary Review
Complete the sentences with the correct words. Two words will not be used.

enormous	hibernate	sharp	captured	opening
discovered	squeezed	chew	difficult	escape

- The fish was _____ in a net.
- Don't _____ with your mouth open.
- She _____ her clothes into the suitcase.
- He found an _____ rock in the mountain.
- Jack _____ something interesting in the field.
- One fish jumped out of the fishbowl to _____.
- The man is going to go into the hole through the _____.
- Bears _____ because of the cold and the lack of food during winter.

Make Connections Discuss how you and your friends help one another.

Summary

Is designed for learners to reorganize the text in order to understand the main idea with the key words and phrases.

Vocabulary Review

Have learners practice the key and additional vocabularies in different contexts to expand their vocabulary knowledge.

Make Connection

Revisits the Essential Question by asking students to connect what they have learned to their experiences.



SRA Reading Laboratory® a proven supplemental leveled reading program motivates students through self-guided, cross-curricular selections. By providing a range of reading levels and personalized instruction, SRA Reading Laboratory® can help you meet the need of all students at any grade level while encouraging them to learn at their own pace.

Trusted Reading Success

- 60+ years of improving reading scores
- Now utilizes Lexile measures for progress monitoring
- Builds comprehension, vocabulary, fluency, word analysis, and independent study skills

Flexible Personalized Learning for Your Classroom

- Supports learning for early finishers, extra time gaps, stations, and independent reading time
- Makes it easy to manage an entire classroom of students at different reading levels
- 50/50 fiction and non-fiction content across content areas to support reading to learn

Confident, Independent Readers

- Content made approachable through short readings
- Empowers students to monitor their own progress and partner with the teacher to determine readiness to move on to the next color-coded reading
- Provides a sense of accomplishment when finishing and moving on to the next color

*Use this color-coded chart to identify the SRA Reading Laboratory® most appropriate for each student’s needs.

	Purple (Emergent Reader)	Violet (Emergent Reader)	Rose 1.2	Red 1.4	Orange 1.6	Gold 1.8	Brown 2.0	Tan 2.2	Lime 2.4	Green 2.6	Olive 2.8	Aqua 3.0	Blue 3.5	Purple 4.0	Violet 4.5	Rose 5.0	Red 5.5	Orange 6.0	Gold 7.0	Brown 8.0	Tan 9.0	Lime 10.0	Green 11.0	Purple 12.0	
Lexile® Measure	N/A	N/A	190-240	240-290	290-340	340-390	390-440	440-490	490-540	540-590	590-640	640-690	690-740	740-790	790-840	840-890	890-940	940-1020	1020-1100	1100-1150	N/A	N/A	N/A	N/A	
Grades 1-3																									
SRA Reading Laboratory® 1a	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 1b			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 1c			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Grades 4-8																									
SRA Reading Laboratory® 2a			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 2b			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Grades 7-12																									
SRA Reading Laboratory® 3a			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 3b			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SRA Reading Laboratory® 1a, 1b, 1c, 2a, and 2b are ©2020. SRA Reading Laboratory® 3a and 3b are ©2006



Grades 1–3 © 2020

Research shows that SRA Reading Laboratory® help young students independently build reading comprehension skills

- Offers high-interest, cross-curricular reading selections and skill builders
- Includes fiction and nonfiction passages in history, sports, science and technology
- Features cards with reading selection, highlighted vocabulary, selfscoring and word study



Grades 4–6 © 2020

SRA Reading Laboratory® builds comprehension skills and fluency through reading selections in a range of topics.

- Reinforces comprehension, phonics, grammar and word study skills
- Differentiates student learning in classrooms
- Builds strong reading and comprehension skills



Grades 7–Adult © 2006

SRA Reading Laboratory® 3a and 3b, build the reading skills of middle school and high school students

- Offers age-appropriate, engaging reading selections
- Develops vocabulary and reading comprehension skills
- Allows students to progress at their own pace

Components

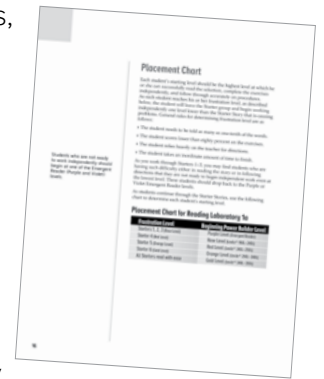


Teacher's Handbook

The Teacher's Handbook provides a program overview and teaching plans to use SRA Reading Laboratory® to maximum advantage. The References and Resources section provides detailed, level-specific information about program selections, skills, and procedures for easy planning.

Starting Level Guide

Students place into the appropriate color level with aligned Lexile® range using the Starting Level Guide found in the Teacher's Handbook. Lexile® measures are not included or verified on Reading Laboratory Box 3a and 3b.



Student Record Books

Student Record Books help learners independently chart their progress in an organized manner. Learners use their individual books to record their answers, correct their work, and track their scores, promoting student accountability and ownership. Each book also contains the Starter Stories used to place each learner at the appropriate level. Blackline masters available in Teacher's Handbooks; print versions available through CREATE EasyOrder.



Power Builders and Key Cards

Power Builders are the heart of the program. Each SRA Reading Laboratory® has more than 100 Power Builders—four-page booklets arranged in color-coded levels that keep students challenged as they progress through the program. Each Power Builder has three key parts:

- A high-interest fiction or nonfiction reading selection with accompanying photos or illustrations.
- A Comprehension section that poses multi-leveled questions about the reading selection.
- A Learn About Words section that includes vocabulary and wordstudy exercises.

www.mheducation.com.sg/sra-reading-laboratory

Rate Builders and Key Cards

These short, timed readings improve fluency by helping students read faster while maintaining comprehension. Students are given three minutes to read a selection and answer the questions that follow. Rate Builders are organized into color-coded levels corresponding to Power Builder levels that gradually increase in reading skill level.

Available in *SRA Reading Laboratory*® 2 and 3 series only.

If you see a bear with crows on it, you can be certain it is an oak tree.

There are many different kinds of oak. Each kind has differently shaped leaves and acorns. Most oaks are deciduous trees that lose their leaves in the fall. The white oak and the red oak are the most common. They are the most common and grow in most parts of the United States.

There are oak trees in every part of the United States. They are in the mountains, in the valleys, and on the plains. They are in the woods and in the fields. They are in the parks and in the yards. They are in the woods and in the fields. They are in the parks and in the yards.

1. Which oak tree has the largest acorns?
 - a. white oak
 - b. red oak
 - c. black oak
 - d. live oak
2. Which oak tree has the smallest acorns?
 - a. white oak
 - b. red oak
 - c. black oak
 - d. live oak
3. Which oak tree has the most acorns?
 - a. white oak
 - b. red oak
 - c. black oak
 - d. live oak
4. Which oak tree has the fewest acorns?
 - a. white oak
 - b. red oak
 - c. black oak
 - d. live oak
5. Which oak tree has the most acorns?
 - a. white oak
 - b. red oak
 - c. black oak
 - d. live oak
6. Which oak tree has the fewest acorns?
 - a. white oak
 - b. red oak
 - c. black oak
 - d. live oak
7. Which oak tree has the most acorns?
 - a. white oak
 - b. red oak
 - c. black oak
 - d. live oak
8. Which oak tree has the fewest acorns?
 - a. white oak
 - b. red oak
 - c. black oak
 - d. live oak
9. Which oak tree has the most acorns?
 - a. white oak
 - b. red oak
 - c. black oak
 - d. live oak
10. Which oak tree has the fewest acorns?
 - a. white oak
 - b. red oak
 - c. black oak
 - d. live oak

Skill Builders and Key Cards

Antonyms 98

Below are matching pairs of the antonyms shown on the left. Write the antonym for each word in the space provided. Write the antonym for each word in the space provided. Write the antonym for each word in the space provided.

1. happy _____

2. cold _____

3. up _____

4. down _____

5. light _____

6. dark _____

7. hot _____

8. cold _____

9. wet _____

10. dry _____

11. fast _____

12. slow _____

13. old _____

14. young _____

15. big _____

16. small _____

17. tall _____

18. short _____

19. awake _____

20. asleep _____

21. inside _____

22. outside _____

23. open _____

24. closed _____

25. full _____

26. empty _____

27. on _____

28. under _____

29. over _____

30. under _____

31. above _____

32. below _____

33. between _____

34. among _____

35. with _____

36. without _____

37. against _____

38. for _____

39. from _____

40. toward _____

41. away _____

42. toward _____

43. from _____

44. toward _____

45. from _____

46. toward _____

47. from _____

48. toward _____

49. from _____

50. toward _____

Skill Builders reinforce in basic comprehension, phonics, grammar, and word study skills. Students are directed to the Skill Builders to strengthen specific skills based on answers to the Power Builders.

Available in *SRA Reading Laboratory*® 2 and 3 series only.

Sample Pages

Power Builder

Learn about Words (continued)

Read the new words you wrote. Which one fits in each sentence? Write the word.

1. _____ is the wagon wheel made?
2. _____ made by cutting a round piece of wood.
3. _____ is going to figure out how old this wheel is?
4. My father said _____ not old enough to remember the first car.
5. _____ is the spot where I left my keys.

Focus on Skills

Read each group of words. Choose a word from the box that goes with each group.

tree	grapes	think	escher	train
------	--------	-------	--------	-------

1. plane _____
2. summer _____
3. bush _____
4. apples _____
5. _____ know _____

Have you ever ridden on a Ferris wheel at an amusement park? The Ferris wheel is a ride in the shape of a gigantic wheel. You can find wheels everywhere. They are on your bike and skateboard. They are on cars and trains. Where else do you see wheels?

Wheels

Some people consider the wheel to be the most important invention. People think the wheel was invented five thousand years ago, but we don't know very much about the early history of the wheel.

Before people invented the wheel, they had to carry things in baskets. Sometimes they would pull things on sled-like objects. That was hard work.

We do not know who made the first wheel, but we know it was a wooden disk. People carved these disks from trees. These wheels made life easier because people could move heavier things and move more things at once.

The Romans knew how to use wheels. They put them on chariots. They used their chariots for racing, hunting, and carrying people from place to place. The Romans had two-wheeled farm carts. They even had covered carriages with wheels.

Think how different our lives would be if we didn't have wheels. We would not have bicycles or roller skates. We would not have scooters or skateboards. We would not have cars, buses, or trains. We would always have to walk to the store, and when we got to the store, it would not have shopping carts. It would be hard to carry groceries if you could not put them in a cart.

How many wheels are on a school bus? Have you ever counted how many wheels are on a train? Wheels help us move, work, and play. Do you think the wheel was an important invention?

Build Comprehension

Choose the best ending for each sentence. Write a or b.

1. The article is mostly about _____
 - a. Roman chariots
 - b. the history of wheels
2. Life was harder before wheels were made because _____
 - a. people had to hunt for food for themselves
 - b. people had to move heavy things themselves
3. Before wheels were made, people most likely _____
 - a. carried things on sleds
 - b. used cart-like objects
4. You can tell from the story _____
 - a. that wheels help us work and play
 - b. that we really don't use wheels much
5. Shopping at the grocery store is easy because _____
 - a. the wheels on a grocery cart help us carry food
 - b. we can get good food there

Learn about Words

A contraction is a short way of writing words. An apostrophe (') shows where letters are left out. Example: she is = she's. Determine the contraction for each pair of words.

1. I / it
2. who / is
3. how / is
4. he / is
5. here / is

SRA Reading Laboratory® 1a

Animals in the Woods

Do you know who lives in the woods? Animals! Many different creatures have homes in the woods.

The black bear makes its home in the woods. It makes a den in a hollow log or a cave. The bear sleeps for several months in winter. Deer live in the woods, too. They can find lots of green plants, twigs, and acorns to eat. The mother deer looks for food. She hides her baby on the shady ground. The spots on the baby help it hide. Squirrels make sturdy nests in the woods. Squirrels pack their nests with sticks and leaves. Chipmunks make homes in the woods. Some chipmunks dig tunnels in the ground. The tunnels lead to sleeping rooms. The tunnels also lead to rooms for keeping food. Who else has a home in the woods?

Build Comprehension

Read each question. Write a or b.

1. What is this article mostly about?
 - a. Animal statues carved from wood
 - b. Animals that live in the woods
2. Why does the black bear make a den?
 - a. To sleep for the winter
 - b. To hide from predators
3. Why do deer live in the woods?
 - a. Black bears also live there
 - b. They can find plenty of plants, twigs, and acorns to eat
4. Why do squirrels use twigs and leaves when building their nest?
 - a. These can be found easily in the woods
 - b. Birds took all the good nest materials
5. How do chipmunks use tunnels?
 - a. To go from one home to another
 - b. To sleep and to store food

Learn about Words

h = ill = hill

Look at each row of letters. Add one letter or group of letters from each row to **ill** to make a word. Write the word.

l, ft, sp, pl	ill
z, b, z, c	
z, v, j, g	
l, k, q, w	
z, k, bl, pr	

SRA Reading Laboratory® 1c

Sample Pages
Teacher's Handbook

Recommended Schedule and Teaching Plans
Student Placement: Starter Stories
SESSION 1
Summary: Today we will begin reading and group book...

Reading Laboratory Introduction
SESSION 2
Summary: Today we will introduce SRA Reading Laboratory to students and support them with the components of the program.

References and Resources
APPENDIX A: Answers to Frequently Asked Questions
What about competition and cheating?
What determines the difficulty of the color level?

Home Connection Letter
Starter 1-Gold
The Crow and the Crocodile
This is a story about a crow and a crocodile...

Students Recordbook

Letter to Parents
Starting Level Guide for SRA Reading Laboratory®
Responding to survey of Last name First name Middle Initial Date

Story A
Story B
STEP ONE
STEP TWO

Use SQR to get the most from Power Builders—and from all your reading material
Survey
Question
Read
Whale Hunter

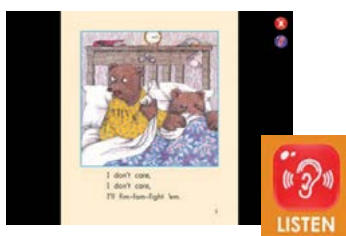
Using SQR with Your Textbooks
Power Builder Checklist
Do What? Done?
1. Turn in Power Builder Survey...



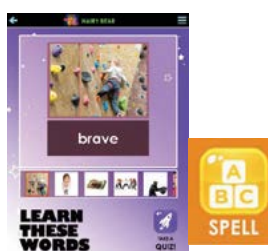
Get Inside the Story

Moo-O is an exciting and effective interactive reading program for students in levels K - 3. In Moo-O, students work collaboratively to make stories come alive. They become the characters and record their efforts to share online with their family and friends.

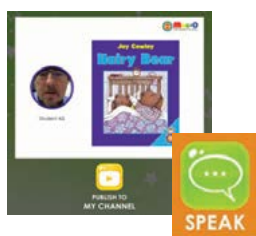
There are four components in Moo-O Plus:



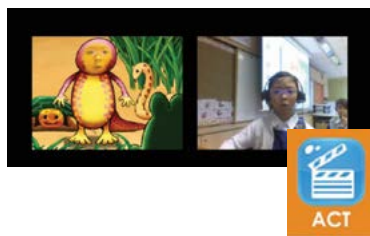
Students become familiar with the story by listening to it. All stories are read by native speakers with an American accent. Teachers can highlight specific points by using the pen feature.



Students learn new vocabulary that appears in the story. They can practice new vocabulary by taking a gamified spelling quiz.



Students answer three questions about the text to create an oral book report which can be saved and shared with the teacher, class, and parents.



Students become characters in the story. They bring the characters to life. They can save and share their story with friends and family.

Moo-O is extremely popular with students and teachers and parents as a unique way to improve reading and fluency skills. Students are motivated to participate in lessons because they are having fun. They work with their friends to create meaningful digital content they can share with their families.

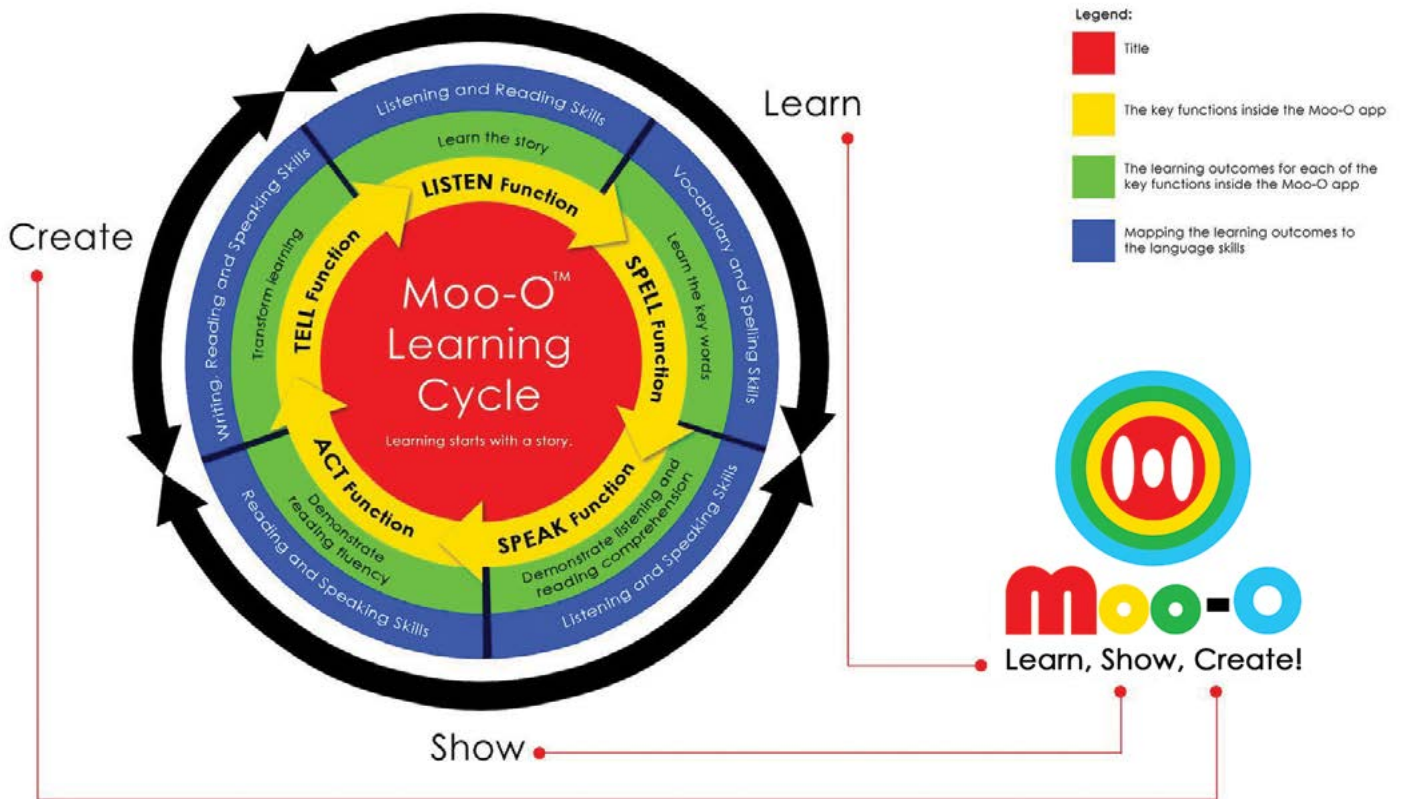
Moo-O is being used by a third of the public schools in Singapore with very positive feedback from teachers, students and parents. For the past seven years, there has been a Moo-O competition between schools. Last year more than 45 schools participated.

www.mheducation.com.sg/moo_o

[View ISBN List on page 70](#)

Key Features:

- Immersive digital storybook
- Stories by Joy Cowley, an award winning author of storybooks for children.
- Inspires children to read fluently and expressively.



Key Components

- Reader with Moo-O Access Licence Code
- Moo-O Access Licence Code (Level)
- Moo-O Access Licence Code (School)



Sample Pages

HAIRY BEAR

brave

LEARN THESE WORDS

TAKE A QUIZ

HI-SCORE: 35 1/6 0 point

w h i s p a r

CHECK ANSWER

QUIZ

HI-SCORE: 35 1/6 5 points

w h i s p e r

CONTINUE

QUIZ

Driver: I will go to town in my vintage car, my big green vintage car.

Hissy Snake: Here is my poem. Come here, my friends. Hiss hiss, hiss. Let me give you a hug and a kiss.

Cowboy Joe: Mighty nice weather, Katie. Trot, trot, trot.

Hello, Little Bee. You have been gone for a long time.

Girl: Brr-rrr, brr-rrr, all the way to town.



Cross-Curricular Video Editing Tool for Digital Reporting and Storytelling

Newsmaker is an easy-to-use video editing tool that students can use in any content area to demonstrate understanding and bring subjects to life. During the video-making process, they collaborate with other students and develop their language, media literacy and creative skills. Perfect for projects, competitions, school-wide events.

Students can create a news report about current events, replay a historical event, demonstrate a science experiment, share information about a book they read, create a welcome video for guests to the school.

Key Features

- Add-on video features including titles, subtitles, background pictures and colors, music and fun props for presenters (sunglasses, hats)
- Teleprompter for students to help students plan and deliver content
- Project templates
- Voiceover images / videos
- Rolling credits
- Ready-made trailers to use for openings, breaks and endings
- Digital portfolio of published works available to student and teachers
- Rubrics for assessment
- Remote collaboration

Curriculum Alignment

English Language Learning, Language Arts, Science, History, Social Studies, Media Arts, Presentation skills

Key Components

System Requirements

Operating Systems

- Windows 7, 8 and 10
- iOS 8 and above (iPad) *Hardware*
- Webcam/camera, microphone



Jeanette Greenwell and Stephen Lawrence
CEFR: A1 - B1 • YLE: Starter - Flyers



Going Places is an engaging six-level series for children learning English for the first time. Going Places takes students on a fascinating journey through familiar and new settings as they follow a group of characters on their adventures to the city, the sea, the rainforest, the African savannah, the North and South Poles, and the desert.

The characters Ben, Sam, Anna, Jess and their dog Binky grow up with the series. When we meet them, they are six years old. When we leave them, they are twelve, on the verge of becoming teenagers.

Methodology

Through interaction in social contexts and by using universal settings and situations, Going Places provides the vocabulary, structures, and functional language needed to communicate effectively in English.

Going Places follows a well-structured grammar / functional syllabus and incorporates the following principles:

- Students are exposed to the language in a variety of contexts. They are encouraged to use the language before they analyze its grammatical content and structure. Going Places recreates the conditions in which children acquire their first language.
- Students have opportunities to rehearse real-life situations using natural language. The emphasis is on developing listening and speaking skills. Reading is developed in Reading Place and writing in the Workbook.

Key Features

- Meaningful and engaging context
- Catchy chants help language “stick”
- Real life language practice
- Clear vocabulary set
- Phonics
- Explicit grammar practice
- Reading place

Reading Place Anthology

The Reading Place anthology is an integral part of the program. The anthology is designed to help students:

- acquire reading skills they need to be successful readers.
- use their background knowledge to understand reading texts.
- develop reading skills within the integrated language context of listening and speaking, and writing.
- expand their knowledge and gain a global understanding of their world.

Each text focuses on a micro skill such as skimming, scanning, summarizing, or retelling. This sets children on the path to successful academic reading.

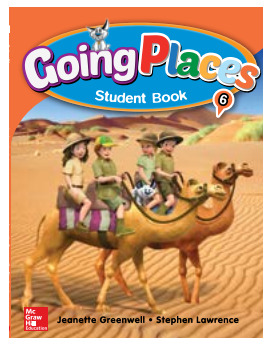
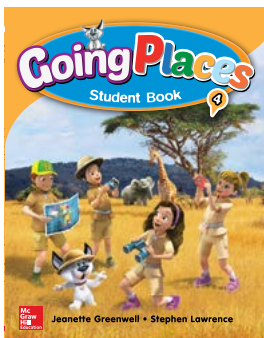
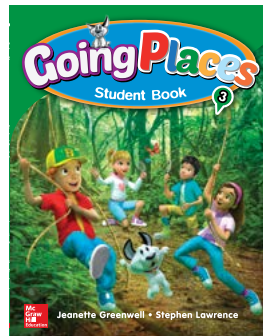
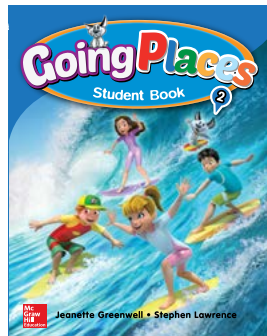
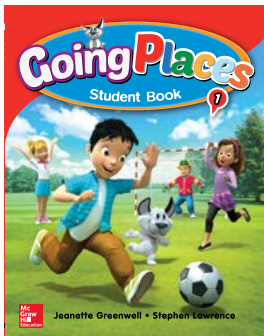
The texts cover fiction as well as

- non-fiction and include different genres
- original stories
- traditional tales
- articles
- biography, poems, and plays.

Key Components Summary

- Student Book + Audio CD

The Student Book consists of nine units, three review units, and cross-curricular sections that conclude with a project.



- Workbook + Audio CD
- Teacher's Guide

The Teacher's Guide gives complete, easy-to-follow instructions for using the program. It also contains extension activities and suggestions to reduce preparation time.

- relevant cultural background information
- clear objectives
- an overview of the vocabulary and target language
- Teacher support includes PowerPoint presentation tools and lesson plans.
- A complete set of tests (unit, mid-year, and end-of-year)
- Reading Place Anthology + Audio CD

Sample Pages

UNIT 4 Going to a Farm

Conversation Place

A Look and talk.

B Conversation

- 1 Listen and point.
- 2 Listen and repeat.
- 3 Chant.

What are they?
They're horses.
I like ducks.
I don't like pigs!

4 Role-play.

C Words

Look, listen, and say.

cat	pig	cow
bird	duck	horse
sheep	chicken	



Phonics Place

Look, listen, and repeat.

Jj Jump Jam Juice	Kk kite king key	Ll lemon leg lion
-----------------------------------	----------------------------------	-----------------------------------

Grammar Place

Listen, point, and sing.

What are they?
What are they?
What are they?
They're chickens!
They're chickens!
They're chickens!

Look and say.

What are they? They're chickens.
What are they? They're sheep. **They're = They are**



Reading Place

Listen and read.

Binky and Friends 4

I'm Binky. Hello. What's your name?
I'm Gloria. I like dogs, Binky.

What are they?
They're cats.

What is it?
It's a sheep. I like sheep.

I like cats, Gloria.

They're birds!
I don't like birds.

Look! What are they?
RUN!

Act it out.

Go to Reading Place 1 page 26.

Cross-curricular 2: Health

A Listen and read.

B Draw lines to find a food for each group.

C Draw the food on the plate.

Make your Healthy Plate

You need:

- one large and one small paper plate
- a pencil
- paper
- old magazines or supermarket flyers
- crayons
- scissors
- a glue stick

1 Divide your big plate into four.

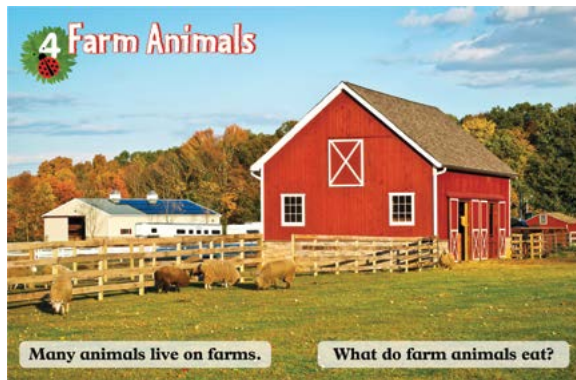
2 Draw and color your food or find pictures to cut out.

3 Cut out your food.

4 Paste the food on the plate.

5 Talk about your plate.

Grapes are on my plate.



4 Farm Animals

Understanding

1 Color the correct sentences.

- Many animals live on farms.
- They eat different foods.
- Cows and chickens are farm animals.
- Sheep and cows eat corn.
- Sheep eat grass.

2 Circle the correct answer.

- What are they? They're horses. They're cows.
- What do they eat? They eat corn. They eat grass.
- What are they? They're chickens. They're pigs.
- What do they eat? They eat corn. They eat grass.

Vocabulary

1 Circle the farm words.

F	A	R	M	I	N	A	N	I	M	A	L	S
K	L	C	O	W	C	S	H	E	E	P	I	X
O	I	O	C	H	I	C	K	E	N	Y	A	B
G	R	A	S	S	K	C	O	R	N	F	R	A

2 Complete the words.

- g _ _ _ _
- c _ _ _
- c _ _ _ _
- s _ _ _ _
- c _ _ _ _ _

Strategy: Reading for Information

1 Draw lines to make sentences.

- Cows _____ grass.
- Chickens _____ eat.
- Sheep _____ corn.

2 Complete the sentences with the words from the box.

Farmers food corn grass farms

- Many animals live on _____.
- Farm animals eat different _____.
- Cows and sheep eat _____.
- Chickens eat _____.
- _____ give the animals food.

Talk About It!

- What's your favorite farm animal?
- What does it look like?
- What does it eat?

Sample Pages

Level2_Unit2_Lesson1

Going Places

2 Going on a School Trip

Look and talk.

Picture Walk

What is it?

What color are their shirts?

What color is the teacher's dress?

What color are their shirts?

A: What do you see?

B: I see _____.

Level2_Unit2_Lesson2

Going Places

Binky's Sea Adventure 2

Story Place

Picture Walk

What is Binky looking for?

What is Cory looking for?

What does Binky have?

How do they use their clothes?

Level2_Unit2_Lesson3

Reading Place

2 The Missing Clothes

Picture Walk: Characters

- Dan
- Grandpa
- Rosa
- Grandma

The boys look in the bedroom. Bonnie isn't under the bed. She isn't in the closet.

Going Places2_Unit2_Lesson1

UNIT 2 Going on a School Trip

Lesson 1

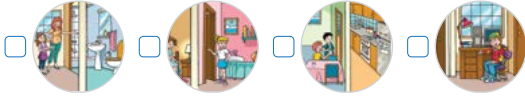
Objectives
<ul style="list-style-type: none"> Students can talk about the colors of clothes. Students can talk about the location of clothes. Students can express concerns. Students can respond to other people's concern. Students can ask and answer questions about the color of clothes Students can point to and name: <i>cap, socks, shirts, pants, shoes, dress, shorts, sweater.</i>
Cultural Background
<p>It is common in the United States for teachers to take their students to visit places outside of school to further their learning. Places visited can be museums and historical sites, or a park or the shore.</p> <p>These school trips are usually related to a subject students are studying in the classroom. Students will normally have to take notes on what they see on their trip and then write a report as part of their assessment. Often students will wear clothing such as T-shirt that identifies them as a part of the group.</p>
Language
<p>Our shirts are blue. Their shirts are red. What's the matter? I can't find my shorts. What color are they? They are white. Your shorts are next to the chair. The sock is between the shoes. The sweater is behind the bag.</p>
Vocabulary
cap, shirt, shoes, shorts, socks, pants, dress, sweater
Materials
<p>Teacher Tool (Teacher Presentation Tool) Going Places2 pages 10-11 Audio Tracks 19-23 Glue, scissors, crayons</p>

LESSON PLAN

UNIT 3 Going to a Beach House

Conversation Place

★ Listen and write the letter.



★ Look and circle.

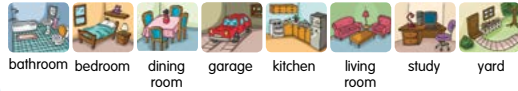
- kitchen 1 ✓ 2 ✗ There is / There are one kitchen.
- bedroom 1 ✗ 2 ✓ There is / There are two bedrooms.
- study 1 ✓ 2 ✗ There is / There are one study.
- bathroom 1 ✓ 2 ✗ There is / There are one bathroom.

★ Look at B. Unscramble, write, and answer.

many / are / How / there / bathrooms / ?

Unit 3

My Picture Dictionary



★ Words

1 Listen and write the number.



2 Look and complete.

1. _ i _ c _ e _ n k h t
2. _ a t _ _ o o _ r m b h
3. b _ _ r _ _ m o e d o
4. s _ _ _ _ u f d y

Unit 3

Phonics Place

★ Listen and complete the words.

Use ea ee



1. b _ _ _



2. _ _ _ t



3. s _ _ l



4. m _ _ t



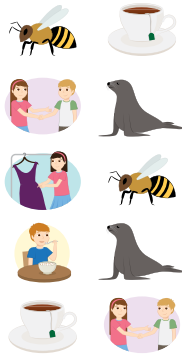
5. t _ _ _



6. f _ _ l

★ Listen, write, and circle.

- _____
- _____
- _____
- _____
- _____



Unit 3

Grammar Place

★ Read and write There is or There are.

- _____ one dining room.
- _____ a kitchen.
- _____ three bathrooms.
- _____ a living room.
- _____ four bedrooms.



Story Place

★ Look, read, and circle.

1. Where's your schoolbag, Toby?



- It's behind the chair.
- It's on the chair.

3. How many cookies are there?



- There are six.
- There are five.



- There are three pears.
- There are two pears.

4.



- Oh no! We're under the sea. Help!
- Oh no! We're in the sea. Help!

Unit 3

WE CAN!

Goal-Orientated English for Children

We Can! is an exciting, and unique series for elementary students by one of Asia's leaders in teaching English to children. In **We Can!** Yoko Matsuka provides the means for developing the three indispensable elements for success in English—a good curriculum, a good teacher, and good teaching material.

Key Features for Starter Level

- Fun, playful, comprehensive picture dictionary with songs, games, and activities.
- Presents core vocabulary for Levels 1 and 2, offering powerful support for the rest of the series.
- Student CD allows for independent study and serves as a reference tool.
- Good for both groups and individuals.

Key Features for Level 1 to 6

- **Easy to Evaluate:** The 384 goals make progress easy to see for students, teachers, and parents.
- **Spiral Curriculum:** Students constantly recycle and reuse previously learned language.
- **English for Real Communication:** Students use English in a real, practical way inside and outside the classroom.
- **Balanced Use of Phonics:** Students learn good pronunciation and to read and write on their own.
- **Rhythm and Pronunciation:** Students master rhythm and pronunciation skills through songs, chants, movement, drama, and role-plays.
- **Expansion of Discourse:** Students develop language competence beyond the sentence level with carefully designed, fun, experience based activities, and real interactions.



Key Components

- Student Book with Audio CD
- Workbook with Audio CD
- Teacher's Guide
- Phonics Workbook (3 levels)
- Phonics Workbook with Teacher's Suite
- Class Audio CD
- Songs and Chants CD
- Flash cards
- Posters
- Playcards

www.mheducation.com.sg/we-can

[View ISBN List on page 71](#)

Sample Pages

9 The Seaside

What's that?
It's the ...

1 beach
2 sea

It's a ...

3 bucket
4 crab
5 dolphin
6 fish
7 jellyfish
8 lobster
9 (an) octopus
10 sandcastle
11 seagull
12 seal
13 seashell
14 shark
15 shrimp
16 spade
17 starfish
18 whale

I Can ... CD12

- Sing: *Ency Weency Spider* and *A Dog Says Bow-Wow*
- Review: 6. Action Words (Verbs), 7. Parties and Goodies, 8. Storybook Characters
- New Topic: The Seaside
 - Listen quietly (and think).
 - Listen and point.
 - Listen and say.
- Talk Time:
 - Find the hidden letters N and P in the picture.
 - What's weird?
 - Q&A: Q: What's that? A: It's a ...
- Game: Say the number. Say the word
- Individual Attention Time

Unit 3 Things We Do

Talk Time

1 Listen and point.

Hello. Can I speak to Miki?
Speaking.
It's Kai. What are you doing?
Hi, Kai! I'm doing my homework.
What's your dad doing?
He's watching TV.

2 Practice the talks in pairs.

3 Act out the talks in pairs.

Remember the Big Four

Fun Time!

4 String Telephones

Call a friend and ask what he or she is doing.

Hello. Can I speak to Joe?
Speaking.
It's Emi. What are you doing?
Hi, Emi! I'm eating snacks!
Lucky you!

Keep the string tight!
Speak up!

I Can ...

- act out the telephone talks with a partner.
- have a string telephone conversation in English.

GOAL 61
GOAL 62

Rhythms and Listening

1 Listen and chant.

What Are You Doing?

What are you doing?
I'm doing karate, doing karate,
doing karate.

What are you doing?
I'm doing karate,
and how about you?

What are you doing?
I'm playing soccer, playing soccer,
playing soccer.

What are you doing?
I'm playing soccer,
and how about you?

2 Chant again and do.

22

FunTime!

3 True or False Action Game

Run to the T or F when your teacher does the action.

I think it's true. I think it's false.

I Can ...

- chant the *What Are You Doing?* chant.
- play the True or False Action Game with a friend.

23 Unit 3

Words in Action

1 Listen, point, and say.

- doing my homework
- watching TV
- eating snacks
- doing karate
- playing soccer
- playing computer games

I'm ...

2 Listen and find.

Play the piano! Use one hand only.

24

Grammar Toolbox

I'm playing soccer. → sports with a ball
I'm doing karate. → sports without a ball

FunTime!

3 Card Snap Game

When your teacher says the sentence, hit the card.

I was first! No, I was!

I Can ...

- play the Card Snap Game with friends.
- say two things when asked "What are you doing?"

25 Unit 3

Phonics

1 Listen, read, and say.

T and D Jingles

T says t, t, tiger.
says t, t, tomato.
says t, t, telephone.

D says d, d, door.
says d, d, doll.
says d, d, dog.

2 Color the voiced letter in green and the unvoiced letter in yellow.

T D

26

FunTime!

3 Find the Hidden Letters

Look in the house and find the letters.

Where is it? Here it is!

I Can ...

- tell if the words start with t or d.
- say two words that begin with t and two words that begin with d.

27 Unit 3

Amazing Planet

English Through Science

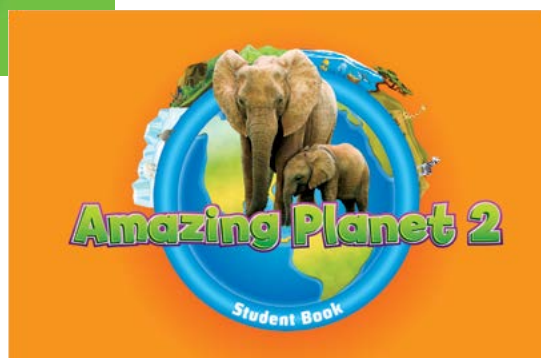
Amazing Planet is a two-part science series for pre-school students. It makes use of children's natural curiosity to introduce and explore science themes for young learners in a way that is easy to follow, practical and fun. Through a combination of games, songs and hands-on activities, students develop their English skills in reading, writing, speaking and listening. They also improve their math and critical-thinking skill, while exploring the natural world around them.

Key Features

- Hands-on activities related to science and exploration help students develop their fine motor skills while learning valuable science concepts.
- Chants and songs improve students' rhythm, intonation and pronunciation
- Engaging science projects integrate the concepts introduced within a unit and include skills such as math, art and critical thinking
- Math and thinking skills are taught alongside the science content.
- Internet resources and additional activities are provided for teachers who want to extend their lessons, including games and arts & crafts.

Key Components

- Student Book with CD-ROM
- Teacher Guide with CD-ROM



Sample Pages

Block 4 The Ocean

A. Sing and point.

Five Big Oceans

There are five big oceans that
Cover the Earth
There are five big oceans that
Cover planet Earth, and all are
Salty and blue
There are many different fish
Swimming all together
There are many different fish
Swimming all together, and all
Are happy in the ocean

There are many seahorses
Swimming up and down
There are many seahorses
Swimming up and down and all
Are happy in the ocean
There are many big octopuses
Crawling all around
There are many big octopuses
Crawling all around,
And all are happy in the ocean

Lesson 1 What's an ocean?

A. Trace the words. Listen and repeat.

salty blue
warm cold

Lesson 1 What's an ocean?

A. Listen and circle the beginning letter.

t s b p
f g k p

Lesson 2 Who lives in the ocean?

A. Color the ocean animals and cross out the animals that don't belong.

Lesson 2 Who lives in the ocean?

A. Sing and color.

Seahorse's Song

Seahorses are yellow
Orange and blue
Seahorses are yellow
Orange and blue
All beautiful colors
Seahorses in the sea
Go up and down
Seahorses in the sea
Go up and down
When swimming in the sea

The mothers put their eggs
In the Father's pouch
Mothers put their eggs
In the father's pouch
Until they are hatched
Seahorses are the slowest
Swimmers in the sea
Seahorses are the slowest
Swimmers in the sea
And I love them, just the same

snout
fin
pouch
tail

Lesson 3 What do animals and plants need to live in the ocean?

A. Solve the maze.

Fish breathe under water.

Project Balloon Octopus

Steps

- 1 Blow up your balloon.
- 2 Put eight arms with suckers using stripes of paper and paste them to the balloon.
- 3 Glue wiggle eyes.
- 4 Show your octopus to the class.



Grammar Spot



Grammar Spot is a comprehensive step-by-step guide to grammar that continually recycles learned concepts together with the introduction of increasingly complex structures. Units are topic-based and include reading and guided writing activities alongside the numerous opportunities for grammar practice. The inclusion of songs and games makes learning engaging and fun for the students. Grammar Spot provides everything students need to know about English grammar and can be used as a stand-alone series or combined with another course book.

Key Features

- Interactive activities, games and songs in every unit make the learning process more engaging and fun
- Graphic organizers help students organize and retain information
- Unit reviews included to continually measure student progress
- CD-ROM provide students with additional practice and fun activities
- Systematic writing process helps students improve their writing proficiency
- Theme-based units make grammatical structures more accessible and understandable

Key Components

- Student Book with CD-ROM
- Teachers' Guide + Test Pack
- Classroom PowerPoint Slides with Answers

www.mheducation.com.sg/grammar-spot

Sample Pages

Questions / Verbs – Like / Do / Does **Week 29**

UNIT 8

A. Circle the question and underline the short answers.

Do you like milk? Yes, I do. I like milk.

ice cream fruit
cereal hamburger
soda french fries sandwich
banana eggs salad
orange juice water hot dog

Use Do to make questions with you and like.
Use Does to make questions with he or she and like.

Questions / Verb – Like / Short Answers **Week 29**

Use like to talk about things that make you happy.
I like french fries.

Use Do to make questions with you and like. To answer, use **Yes, I do** or **No, I don't**.
Do you like apples? No, I don't.

C. Answer the questions about you.

- Do you like hamburgers? _____
- Do you like bananas? _____
- Do you like ice cream? _____
- Do you like soda? _____
- Do you like apple juice? _____

Week 30 **Verb – Want**

Use He wants or She wants to talk about what a boy or a girl would like to have.
He wants a hamburger and french fries.

B. Write what each person wants.

- Jessie wants _____
- _____
- _____
- _____

Questions **Week 30**

C. Play the Food Game. Cut out the red and blue circles. Roll the die, answer the questions, and move ahead.

Go!

1. what does he want?
2. What do you like?
3. Does he like hamburgers?
4. Move ahead 2 spaces.
5. Do you like milk?
6. Move ahead 2 spaces.
7. Does she like soda?
8. Does your father like bananas?
9. Move ahead 3 spaces.
10. What does she want?
11. Do you like hot dogs?
12. What does he like?
13. What do you like?
14. Move back 3 spaces.
15. Does your mother like oranges?
16. What does she like?

Finish

Time Expressions **Week 9**

UNIT 3

The **present simple tense** is used to talk about everyday activities.

A. Underline the verbs in the present simple tense.

Jen loves Saturdays. Her grandma and grandpa visit her family on Saturdays. Aunt Sarah comes, too. She brings a cake. Grandpa sits in the chair in the living room and reads the newspaper. Mom works on the computer. Jen's baby brother plays in the yard. Grandma watches him. Dad washes the car. Jake, her big brother, prepares dinner on Saturdays. And Jen is in her room. She feels happy. Saturday is her favorite day!

Week 9 **Time**

Use What time is it? to find out the time.

It's two o'clock. It's five thirty. It's ten fifteen. It's seven forty-five.

D. Write the time in words.

- _____
- _____
- _____
- _____
- _____
- _____

E. Fill in the blanks. Show the time on the clocks.

- _____ time does he wake up?
He _____ at 7:00.
- What _____ does she eat breakfast?
_____ breakfast _____ 7:30.
- _____ do _____
to school? They go _____ at 7:45.

Time **Week 10**

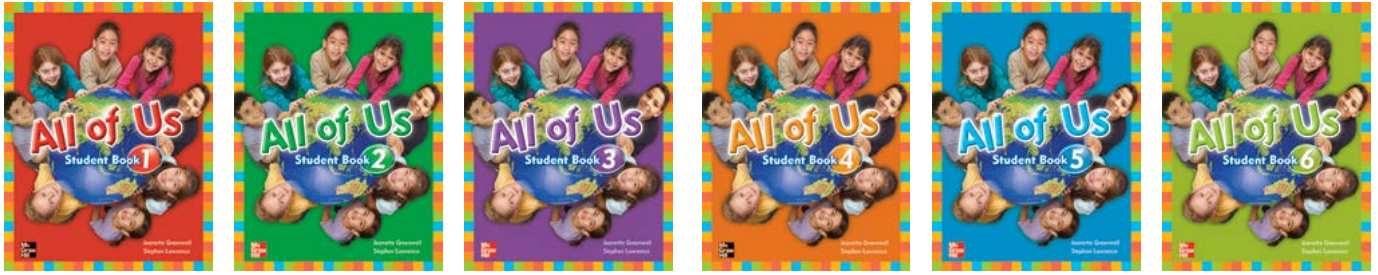
D. Write the numbers on the clock. Cut out and make the clock. Talk with a partner about what you do at different times of the day.

Grammar Review **Week 12**

A. Rewrite the sentences. Use the form indicated in the box.

- She goes to the gym once a day. **negative statement**
- He visits his grandparents on Sundays. **question**
- They go to their aunt's house on Mondays. **question**
- I don't like cleaning my bedroom. **affirmative statement**
- My sister watches my baby brother. **question**
- My father reads in the afternoon. **negative statement**
- He plays in the yard on Saturdays. **question**
- Nick doesn't like to make his bed. **affirmative statement**

All of Us



All of Us is a four-skill, six-level primary series that takes the students on a fascinating journey across many lands and continents. Students learn English through a very structured approach with a lot of recycling. Each content-based unit contains vocabulary presentations, dialogs, a grammar chart, a game, stories, and a song in an integrated context appealing to young learners. They will embark on an English language adventure that explores geography, history, people, traditions, festivals, culture, and art forms. The English class takes on a new meaning through a wide variety of activities such as: storytelling, music, poetry, crafts, puzzles, theater, and other cross-curricular areas.

Key Features

- Communicative, active approach
- Story-based lessons
- Real characters from target countries
- Attractive double-spread photos to present topics
- Many opportunities for individualized instruction
- Promotion of personal and universal values
- Karaoke versions of the lively songs
- Teacher's Guide provides recipes, manual activities, and additional cultural information
- Story Cards provide opportunities for role-plays and other theater activities

Key Components

- Student Book with Audio CD
- Workbook
- Teacher's Guide (interleaved)
- Classroom PowerPoint Slides with Audio & Answers
- Class Audio CD
- Flashcards
- Story Cards
- Poster Pack (series)

Sample Pages

3 Listen and check the things Barry is going to take on vacation.

4 Complete the sentences.

Barry's going to take _____ because _____

He's going to take _____ because _____

He's going to take _____ because _____

5 Draw what you are going to take.

What about you? What are you going to take?

Lesson 3

1 Listen and read.

The children are going to visit a frog pond. It's a very interesting place. They are going to see many types of frogs. Frogs are amphibians. They can live on land and in water. Frogs live on every continent except Antarctica. Frogs eat insects. They use their long, sticky tongues to catch them. Frogs come in different shapes, sizes, and colors. Look at the photograph!

Some frogs are poisonous. The poison dart frog is very dangerous. Native people in South America tip their arrows with the frog's poison. The golden poison arrow frog can kill 1,500 people with its poison!

2 Check True or False.

1. The children aren't going to visit a frog pond.	True	False
2. Frogs can live in water.	<input type="checkbox"/>	<input type="checkbox"/>
3. Frogs live in Antarctica.	<input type="checkbox"/>	<input type="checkbox"/>
4. Frogs eat insects.	<input type="checkbox"/>	<input type="checkbox"/>
5. All frogs look the same.	<input type="checkbox"/>	<input type="checkbox"/>
6. Some frogs are dangerous.	<input type="checkbox"/>	<input type="checkbox"/>

Storytime Lost? Part 1

Selena, are you excited?

I'm very excited, Jenny. We're going to leave after school!

We're going to travel by plane!

I'm going to buy presents for my family.

I know. And we're going to share a room!

Yes!

Ricky's going to take games for us to play.

Listen, children! You're going to get your passports, your backpacks, and your suitcases ready. Selena, what's the matter? Why are you crying?

I can't go on the trip. I don't have my passport!

1 Listen, read, and act out the story.

3 Look, listen, and say.

Would you like a cheese sandwich?

No, thank you.

Would you like a soda?

Yes, please.

Would you like a hot dog or a hamburger?

I'd like a hot dog, please.

4 Act out.

Lesson 4

1 Look and read.

Are you we they going to make a cake?	Yes.	I am. we are. he is. she is.	Grammar	I'm not. we aren't. he isn't. she isn't.
What are we they he she going to do?				
Who is going to tell jokes?		I You We They He She		am. are. is.

2 Change to questions. Use Is or Are.

- He's going to do magic tricks.
- They're going to play the guitar.
- Mom and Dad are going to order pizza.
- Sally's going to bring her CDs.

Lesson 5

1 Play the Balloons game! Play with a friend.

You need: two dice

- Roll one or two dice.
- Make a question and answer it.
- Write your name on the balloon.

The person to get the most balloons wins!

2 Listen and write the names.

Jenny	Amy	Mark	Jack
-------	-----	------	------

1. Amy

2. Mark

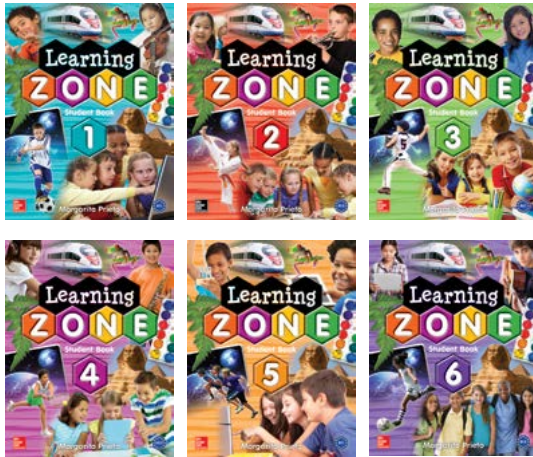
3. Jack

4. Jenny

Storytime

3 Circle the correct answers.

- The girl don't (doesn't) want a teddy bear.
- (Do) Does the boys want a top?
- Yes, they do (do) does.
- (What / Who) do the boys want / wants?
- They want (wants) a jump rope.
- (Who / What) wants a doll?
- She do (does).
- The teddy bear wants (doesn't) want a home.



Learning Zone is a revised and updated edition of the successful six-level primary series, English Zone. Cross-curricular content from different areas ensures stimulating and diverse learning experiences. Task-based learning activities engage all learners. New content and several new sections are guaranteed to increase student interest and achievement.

Key Features

- Each level correlates to the Common European Framework of Reference for Languages (CEFR)
- Content and Language Integrated Learning (CLIL) zones in every unit link English to other subjects in the curriculum.
- Phonics exercises at early levels and Word Studies lessons at upper levels, teach strategies to help build fluency and vocabulary.
- High-interest stories and related tasks in every unit build literacy and reading skills.
- Grammar Zones in every unit explain how English works and offer extra practice.
- Lively songs showcase the target language.
- Hands-on Projects at the end of every unit continue the unit theme and cater to different learning styles.
- Teacher Support Power Point

Key Components

- Student Book with Audio CD
- Workbook
- Teacher's Guide
- Classroom PowerPoint Slides
- Flashcards (Levels 1-3)
- Posters (Levels 4-6)

www.mheducation.com.sg/learning-zone

Sample Pages

UNIT 4 Our House

Lesson A

1 Listen and point to the rooms in Ann's house.

2 Look at the picture. Complete the sentences.

- The mother is in the _____.
- The brother is in the _____.
- The father is in the _____.
- The cat is in the _____.
- The sister is in the _____.

Lesson B

1 Listen and point to the toys.

2 Look at the picture. Trace and match.

- The ball is in a box.
- The teddy bear is next to the table.
- The blocks are under the table.
- The car is on the table.
- The doll is on the chair.

3 Look at the pictures. Complete the answers.

Where is the teddy bear?

The teddy bear is the bed.

The teddy bear is the bed.

Lesson C

1 Listen and sing.

Apples, bananas, and oranges, too,
I love fruit! How about you?
We eat breakfast!
We eat lunch!
We eat dinner!
Munch, munch, munch!

Broccoli, peas, and carrots, too,
I love vegetables! How about you?
We eat breakfast!
We eat lunch!
We eat dinner!
Munch, munch, munch!

Sandwiches, salad, soup, and cake, too,
I love all food! How about you?
We eat breakfast!
We eat lunch!
We eat dinner!
Munch, munch, munch!

2 Trace the words. Match the labels to the pictures.

breakfast lunch dinner

Lesson D

1 Mark what you like and don't like.

I like = (✓) I don't like = (X)

apples oranges bananas carrots broccoli
peas sandwiches salad soup cake

2 Ask a classmate what they like and don't like.

Do you like broccoli? Yes, I do! / No, I don't!

Do you like apples? Yes, I do! / No, I don't!

apples oranges bananas carrots broccoli
peas sandwiches salad soup cake

3 Follow the maze. What do the animals like to eat?

Lesson E

Mr. Coyote and the Mice

1 Listen and read the story.

"I don't like Halloween! I want my teddy bear!"

"See the mice in the bags? Where is your bag?"

"We pull and pull. The bag goes up. We hide in the bags under the tree branches."

"I want my bag!"

"Where is your bag?"

"It's in my cave under my bed!"

"Go get it!"

Lesson F

Use prepositions of place to talk about the location of something or someone.

in on under next to

to ask about the location of something, use **Where ...?**
Where is the doll? The doll is in the box.

1 Look at the pictures. Complete the answers.

Where is the banana?

The banana is the basket. The banana is the table.

The banana is a napkin. The banana is an apple.

2 Look at the picture. Match the questions and answers.

- Where is the black cat? In the tree.
- Where are the orange cats? Next to the chair.
- Where is the yellow cat? On the chair.
- Where are the brown cats? Under the chair.

Lesson G

1 Listen, sing, and circle the different kinds of music.

Listen to the music!
I'm going to sing.
I'm going to dance,
and have fun all day,
when I hear the music play,
when I hear the music play!

Listen to the music!
Pop music, jazz music,
country music, rock and roll,
Hip hop and rap,
mariachi and soul,
rhythm and blues,
fast and slow.
(repeat first verse)

2 Match the words and meanings.

- guests
- decorations
- invitations
- presents
- celebration

- a special day or event
- what people give on special days
- people invited to a party
- what you decorate with
- how you send information to guests

4 Listen and write the questions.

- How many guests are you going to invite?
I'm going to invite fifteen guests.
- I'm going to play rock and roll music.
- I'm going to wear my blue dress and red shoes.
- We're going to eat Chinese food.
- I want a lemon cake with vanilla frosting!

Writing an invitation

LANGUAGE AREA
SING
Come to my party! Let's celebrate! You are invited!

When you are planning a party, one of the first things you have to do is write invitations and send them to the people you want to invite. The invitation gives your guests information about the party.

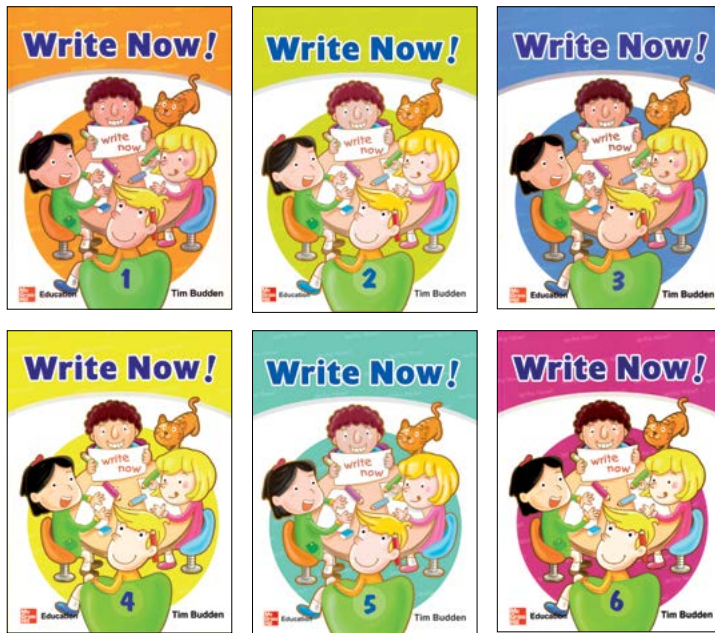
You need to tell them:

- what you are celebrating and what kind of party it is
- who the party is for
- the date and time of the party
- the address and phone number of where the party is going to be
- the activities you are planning
- what guests need to bring

Make plans for a party you want to have.
Write and decorate an invitation.

Party time!

Write Now!



Write Now! prepares students for independent writing through a systematic, step-by-step approach.

By engaging students' interest in fun writing projects, we activate their imagination and help them experience the satisfaction of applying their language skills.

Key Features

- An easy-to-follow step-by-step approach
- Useful writing skills such as brainstorming, planning, linking ideas and editing
- Fun and meaningful writing activities and projects which will boost your students' imagination and creativity
- Vocabulary support, grammar support, and skill support in each unit
- Colorful visual aids which increase students' learning interests
- Functional and easy-to-follow unit structure:
 - **Page 1:** Vocabulary Warm-up
 - **Page 2:** Language Practice (grammar support)
 - **Page 3:** Picture Walk (model passage and controlled practice)
 - **Page 4:** Write Now! (guided writing activities and projects)

Key Components

- Student Book

Sample Pages

Unit 8 Find the Boy!

I can write directions.

Word Bank

- police station
- post office
- bank
- restaurant
- candy store
- bridge
- go along
- turn left
- turn right
- go over

Use the Words

1. Go along Park Street to the bank.
2. Go over the bridge to Park Street.
3. Go along West Street and turn right on South Street.

Look at the picture and write the right words in the blanks.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Look at the map and complete the sentences.

1. Go along _____ to the airport.
2. Turn _____ on Park Street to the bank.
3. Go _____ the _____ to the park.

Language Practice Directions

Tips for Writing

We use imperatives to give directions.
Go along Broad Street. (✓) Going along South Street. (✗)

Follow the directions and circle the answer. Use the map on p. 29.

You are at the police station. Go along Broad Street to North Street. Turn left. Go along North Street to West Street. It is on the right. Where are you?

Airport Candy Store

1. You are at the candy store on West Street. Go along West Street to Park Street. Turn left. It is on the right. Where are you?

Post Office Bank

2. You are at the restaurant on South Street. Go along South Street and Park Street. Go over the bridge and it is on the right. Where are you?

Bank Park

3. You are at the post office on High Street. Go to West Street and turn right. Go along West Street to South Street. Turn right and it is on the left. Where are you?

Park Restaurant

Complete these directions from the airport to the restaurant.

Start at the Airport. Go along _____ Street to _____ Street and turn _____. The restaurant is on the _____.

Picture Walk

Read the directions and draw the routes on the map. Then circle the correct directions.

1

Come to the Super Sweet Candy Store!
How to find us: Start at the train station. Go along West Street to Main Street and turn left. Go along Main Street to South Street and turn right. Go along South Street and turn left on Dale Road. The Super Sweet Candy Store is on the left near the school.

2

Come to the Super Sweet Candy Store!
How to find us: Start at the train station. Go along West Street and go over the bridge to Main Street. Turn left. Go along Main Street to the Department Store. The Super Sweet Candy Store is on the left across from the Department Store.

Circle True or False.

1. There is a bridge on West Street. True False
2. The movie theater is next to the department store. It is on East Street. True False
3. The library is next to the bank. True False
4. The bookstore is on Main Street. It is across from the department store. True False
5. The Park is next to the Super Sweet Candy Store. True False

Write Now! At School

Date: 10/13/2010
From: Gorilla Bobo
To: The Policemen

Message: Do you want the boy? Bring 10 bananas and follow the map, then you will find the boy!

Good Luck!
Bobo

Note to the Policemen

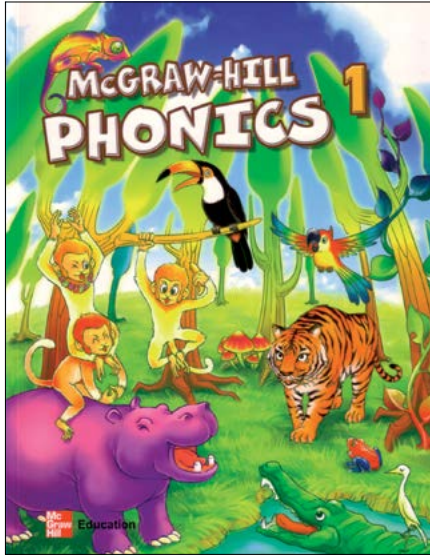
Draw the route on the map from the police station to Bobo's house, and then write the directions for the policemen.

Word Bank

- go along
- turn left
- turn right

Start at the police station. _____

McGraw-Hill PHONICS



McGraw-Hill Phonics is a 6-level phonics series for young learners. Following an explicit approach of instruction, it helps students become fluent readers through focused instruction and practice in coding and decoding skills. In its brief and fast-paced lessons, McGraw-Hill Phonics provides systematic exercises on phonics and spelling in context. Students get repeated opportunities to apply learnt sound-letter relationships to reading and writing throughout the book.

Each unit includes a warm-up page, and a variety of tasks such as blending and oddity tasks. As the level goes up, segmentation tasks and word study tasks are introduced. Sight words teaching is emphasized and included from the first level.

Key Features

- **Bottom-up and systematic instruction:** From easy to more difficult, sound-spelling relationships are introduced step by step. The spiral design of the program ensures constant review and steady build-up of the phonics skills.
- **Direct approach:** To maximize the learning results, the relationships between the sound and the spelling are directly taught. Sight words and key pictures are used to reinforce the learning.
- **Connected to actual reading:** Reading Time booklets throughout the book provide a direct connection between the skills taught and actual reading.
- **User-friendly Teacher's Guide:** Teaching tips, classroom language for teachers, and additional activities and games help teachers create an active classroom while giving a focused instruction.

Key Components

- Student Book with Audio CD

Sample Pages

Unit 10

Let's learn: kit and kite

Say the name of each picture. Circle the picture that does not have the same vowel sound.

41

Let's practice!

Say the name of each picture. Match the picture with the word. Then trace the word.

42

Let's learn more!

Listen then circle the right word.

- fine / fin
- by / bee
- try / tree

4 My sister smiles all the time.
smells

5 The sun is shuning in the sky.
shining

43

Unit 11

Let's learn: A a

Say the name of each picture. Listen for the beginning sound. Then circle each picture that begins like **apple**.

47

Let's practice!

Say the name of each picture. Write **a** if the name has the sound you hear at the beginning of the word **apple**.

1	2	3
4	5	6
7	8	9

Allen is angry.

48

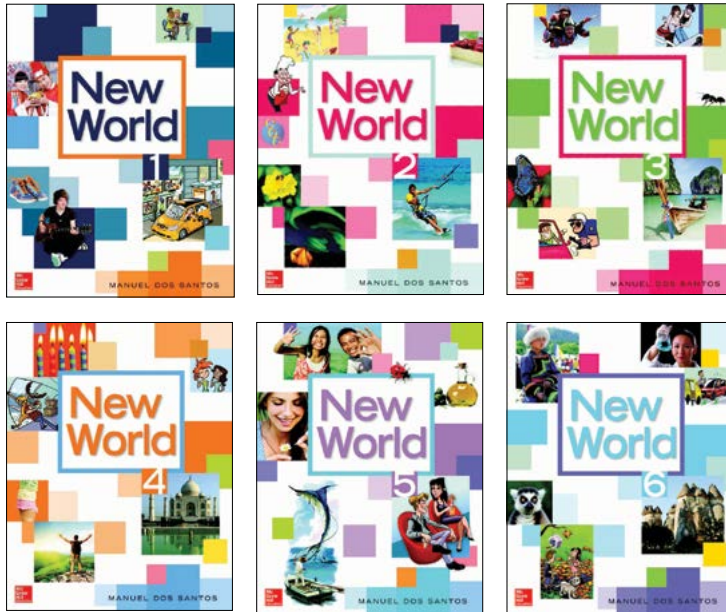
Short reading

Read the sentences. Then circle the words with the short / sound and underline the words with the long / sound.

What do you like to do?

Jenny likes to ride her pink bike in the park.
 Tim likes to fly his white kite on the hill.
 Jim likes to play on the slide with his friends.
 What do you like to do?

44



New World, is a six-level series for teenagers and young adults that takes students from beginner to the intermediate level. The goal of New World is to make the learning of English fun, motivating, and success-oriented. The topics and activities relate to the students real life experiences and make the language learning meaningful and motivating. The graded progression builds students' confidence and helps them use English to express themselves meaningfully about things that matter to them.

Key Features

- The consistent unit sequence helps teachers save time and puts students at ease as they know what is expected from them.
- Illustrated conversations and photographs with captions introduce the new language in a captivating way.
- The reading texts focus on various content areas: science, social studies, geography, history, art, biography, health, and technology.
- Each unit includes projects that ask students to work together and find information outside the book.
- Review units let students practice the language from previous units and offer additional vocabulary and readings.
- A Picture Dictionary appears at the end of all the Student Books

Key Components

- Student Book with MP3 Audio CD
- Workbook
- Teacher's Guide with MP3 Audio CD

www.mheducation.com.sg/new-world

Sample Pages

5 Do You Have a Tablet?

New Language → 1

Language Check

Choose the right form.

1. I have a tablet. (have/has)
 2. She has a bicycle. (have/has)
 3. They have a guitar. (have/has)
 4. It has a screen. (have/has)
 5. He has a dog. (have/has)

Pronunciation → 2

Listen and repeat. Notice the reduction of *to* in *like to*.

Practice → 3

Use the words in the box to complete the sentences.

1. I like to play video games.
 2. She likes to read books.
 3. They like to go to the gym.
 4. It likes to bark.
 5. He likes to ride his bicycle.

3 What Do You Like to Do?

New Language → 1

Mark the things you like to do.

paint and draw
Claire likes to paint.

martial arts
Yoshi likes to practice karate.

5 Conversation

Listen to the conversation and answer the questions.

1. What is Yoshi's hobby?
 2. How often does he practice?
 3. What does he like to do?
 4. How often does he go to the gym?
 5. What does he like to eat?
 6. How often does he go to the gym?

Listening → 1

Listen to the conversation and mark the correct answer.

1. Yoshi likes to practice karate. (True/False)
 2. Yoshi practices karate every day. (True/False)
 3. Yoshi likes to eat pizza. (True/False)
 4. Yoshi goes to the gym every day. (True/False)
 5. Yoshi likes to eat sushi. (True/False)

Grammar

Verb + to + Infinitive

Verb + gerund

Verb + object + infinitive

Verb + object + gerund

Verb + object + infinitive + object

Verb + object + infinitive + object + object

Verb + object + infinitive + object + object + object

Verb + object + infinitive + object + object + object + object

Verb + object + infinitive + object + object + object + object + object

Verb + object + infinitive + object + object + object + object + object + object

Verb + object + infinitive + object + object + object + object + object + object + object

Verb + object + infinitive + object + object + object + object + object + object + object + object

Verb + object + infinitive + object + object + object + object + object + object + object + object + object

5

Match the objects with the activities.

1. Guitar → Play music.
 2. Bicycle → Ride a bicycle.
 3. Dog → Bark.
 4. Tablet → Use a tablet.
 5. Book → Read a book.

Complete the sentences.

1. I like to play video games.
 2. She likes to read books.
 3. They like to go to the gym.
 4. It likes to bark.
 5. He likes to ride his bicycle.

Speaking

1. What do you like to do?
 2. How often do you do it?
 3. What do you like to eat?
 4. How often do you eat it?

Reading

SMART ANIMALS

Read the text and answer the questions.

What are the animals?

1. Dog
 2. Cat
 3. Bird
 4. Fish

What are the animals doing?

1. Playing
 2. Sleeping
 3. Eating
 4. Drinking

Writing

Write a short paragraph about your favorite animal.

World Link

1. How many animals are there in the world?
 2. How many animals are there in the world?

Language Check

Answer true or false.

- False Yoshi doesn't like martial arts.
- True Tommy likes to play music.
- True The girl likes to show things on her tablet.
- False Lily doesn't like to shop.
- True The teens like to play volleyball.

Pronunciation

Listen and repeat. Notice the reduction of *to* in *like to*.

I like to play video games.
 She doesn't like to shop.

Reading

What's Your Idea of Fun?

Gaming in South Korea

In South Korea, video gaming is a national pastime. Young people love to spend their free time playing computer games. They spend hours at Internet cafes—called PC Bang. Many people have PCs, but they prefer to play at the Bang with others. About one-third of the country's 48 million people play video games online.

Soup Operas in Mexico

Mexico is one of the world's biggest producers of soap operas (telenovelas). Telenovela networks in the most important. Sometimes their TV channels show several soaps (up to 6 or 7) at the same time. The typical Mexican soap opera has a lot of drama and romance, typically a boy loves girl, but his family doesn't accept her. Telenovelas and other Hispanic channels offer entertainment to millions of Spanish speakers in Latin America and the U.S.

Conversation

Grace: So, Kevin, what do you like to do in your free time?
 Kevin: I'm crazy about sports. I like baseball, I like to surf, and I love to skateboard.
 Grace: Can you do stunts and all that stuff on your skateboard?
 Kevin: Yeah. How about you?
 Grace: I'm the quiet type. I like to hang out with friends, watch movies, listen to music, and play the drums.
 Kevin: The quiet type? And you play the drums? What do your parents say?
 Grace: My parents don't mind, but my neighbors...

Grammar

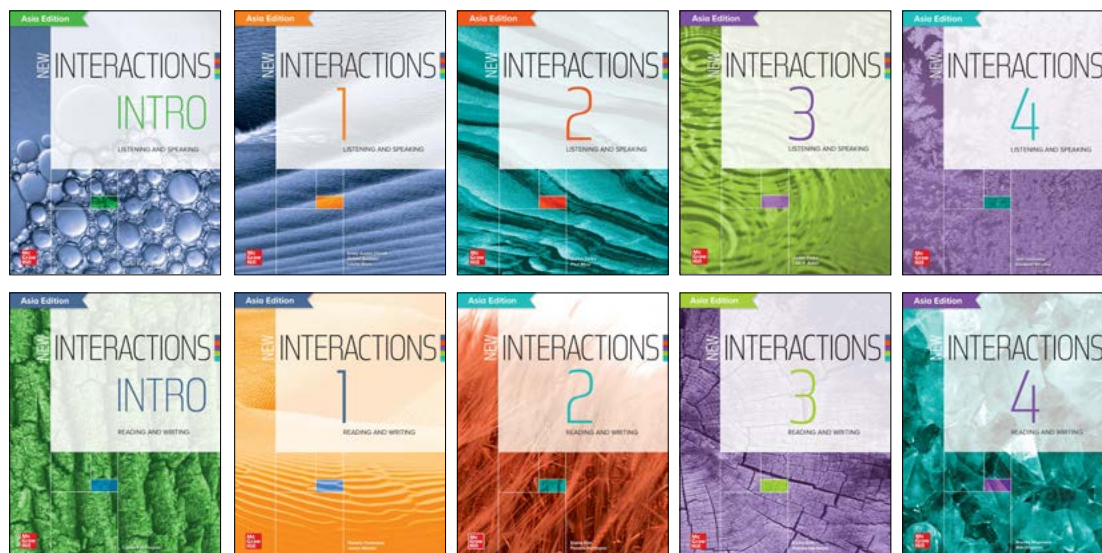
Verb Like + Infinitive

Affirmative	Negative
I like to dance.	I don't (do + not) like to dance.
You like to dance.	You don't (do + not) like to dance.
We like to dance.	We don't (do + not) like to dance.
They like to dance.	They don't (do + not) like to dance.
He likes to dance.	He doesn't (does + not) like to dance.
She likes to dance.	She doesn't (does + not) like to dance.

Question	Short Answer	Short Answer
Do you like to dance?	Yes, I do.	No, I don't.
Do we like to dance?	Yes, we do.	No, we don't.
Do they like to dance?	Yes, they do.	No, they don't.
Does he like to dance?	Yes, he does.	No, he doesn't.
Does she like to dance?	Yes, she does.	No, she doesn't.

Newly Updated!

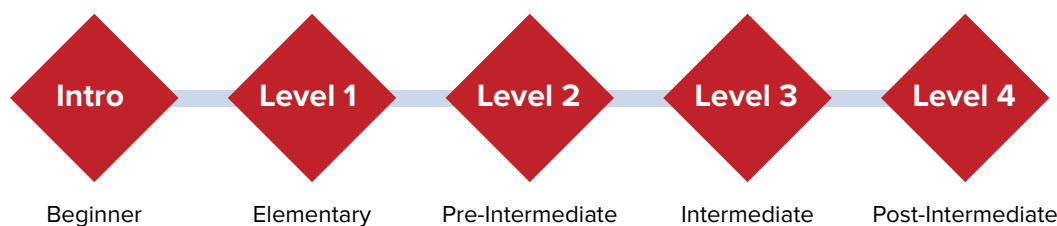
NEW INTERACTIONS



The Power to Pave Your Own Learning Journey

New Interactions is a fully revised and enhanced edition of the most trusted brand name in English for Academic Purposes (EAP), the pioneer series Interactions/ Mosaic. This new edition offers powerful digital tools that support the content with relevancy and real-world application that is crucial to learning in a fast-paced, global world.

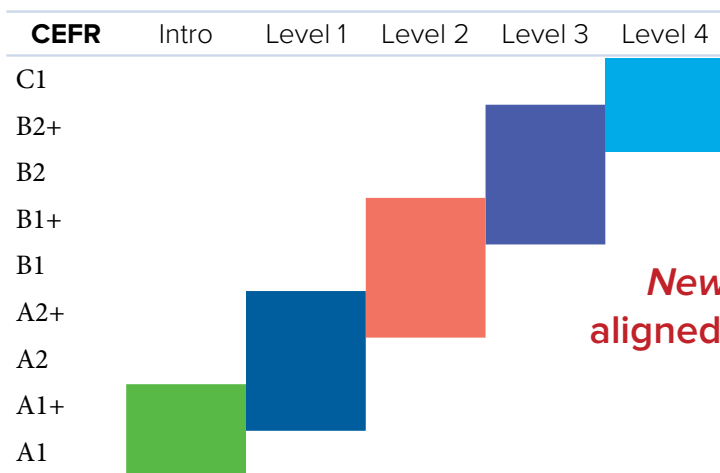
New Interactions is a five level EAP series for students who are studying or preparing to study at Higher Education institutes that require English as part of their studies.



***New Interactions* makes the perfect series for contemporary classrooms with:**

- Stimulating material referencing multiple aspects of modern student life to appeal to today's young adult and adult learners.
- A rich blend of print and innovative digital tools to support a range of language teaching methods.
- An interactive format that can be used for a flipped classroom instructional model allowing students to study at their own pace, anywhere anytime.

www.mheducation.com.sg/new-interactions



New Interactions is aligned to CEFR levels

Powerful, personalized solutions to boost skills and engage every learner

Blended Solution

New Interactions is a blended solution that utilizes McGraw Hill’s leading learning platform, **Connect**, to offer you the flexibility you need to create the right balance of approaches for your teaching style.

Centered on Strategy

New Interactions is focused on boosting learner success. It is built on a set of strategies and best practices crucial to learning language skills. Formal explanations of these strategies are clearly highlighted throughout *New Interactions* and each chapter references best practices that are included to enhance language teaching and learning.

Relevant Content

Clearly laid out and encompassing modern, clean imagery, it folds in the familiar—technology, social networking, global issues and more—to stimulate and engage learners.

Skills Focused

New Interactions supports important skills across a number of areas.

- language proficiency
- academic development
- collaboration and cooperation
- critical and creative thinking
- organization of information
- high-stakes exam readiness

Personalized Learning

McGraw Hill’s adaptive learning platform, **Connect** allows every learner to benefit from a personalized learning path tailored to their strengths and weaknesses.

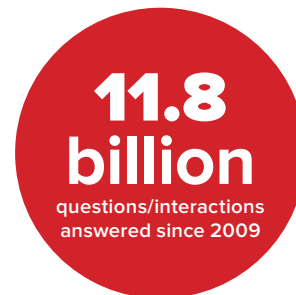
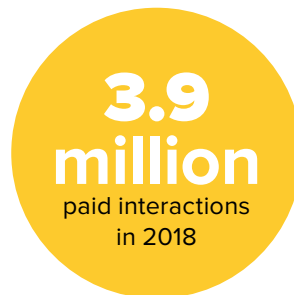


The Power Of Connect

New Interactions is built on the McGraw Hill Connect platform, which is used by millions globally. Connect provides an environment that supports students and teachers with automatically graded practice, assessment, and classroom presentation tools.

Connect

- McGraw Hill's Connect platform offers a number of powerful tools and features to make managing assignments easier.
- Students can engage with their coursework anytime anywhere.
- Connect optimizes your classroom time, enabling you to focus on course content and learning outcomes, teaching, and student learning.
- With Connect, students have the flexibility to study when they want. The ReadAnywhere app lets students access their eBook from their mobile phone or tablet online or offline.



Connect includes:

Adaptive Learning Assignment (ALA)

LearnSmart® ALA uses artificial intelligence algorithms to identify concepts students have mastered as well as those they are struggling with and creates a personalized learning plan. It provides additional practice and helps students deepen their understanding of the text and lesson objectives.

There's a wealth of adaptive learning resources for every level to help students develop both their reading and writing skills, as well as their language and study skills. Lower level adaptive resources are designed to boost students' EFL grammar and vocabulary skills and as they move on to higher levels, the focus is placed on refining the students' written work and further developing their critical thinking skills. The program is easy to use and can be used in a variety of teaching and learning situations. Real-time reporting allows teachers the opportunity to address the learning needs of every student.

Power of Process

Power of Process offers a hands-on tool for analyzing and reviewing reading texts.

Students gain access to a rich library of academic articles, guided by a scaffolding framework that helps to develop essential reading skills, such as understanding, analyzing and synthesizing. Instructors can assign additional work to students using the repository of pre-selected reading texts that includes over 150 passages of different genres, length and level of difficulty.

Proctorio Online Assessment Integrity

Proctorio will give instructors the ability to monitor students during examinations to prevent cheating. It offers educators the ability to lock student's browser, to proctor remotely by video as well as verification options.

Sample Pages

LISTENING & SPEAKING

1 Meeting New People, Learning New Things

Chapter Goals

Listening

Speaking

Focus on the Images

Business and Associates

Think and Comment

1 Listening 1

Preview

Listen

Language Focus

After You Listen

While You Listen

1 Listening 2

Preview

Listen

Language Focus

After You Listen

While You Listen

1 Language Focus

1. Complete the table with the words from the box.

English	Arabic	Arabic	English
to be invited	دُعِيَ	دُعِيَ	to be invited
to be invited	دُعِيَ	دُعِيَ	to be invited

2. Read the text and complete the table.

3. Read the text and complete the table.

4. Read the text and complete the table.

1 After You Listen

1. Read the text and complete the table.

2. Read the text and complete the table.

3. Read the text and complete the table.

4. Read the text and complete the table.

1 After You Listen

1. Read the text and complete the table.

2. Read the text and complete the table.

3. Read the text and complete the table.

4. Read the text and complete the table.

READING & WRITING

1 Live and Learn!

Chapter Goals

Reading

Writing

Focus on the Images

Business and Associates

Think and Comment

1 Reading 1

Preview

Read

Language Focus

After You Read

While You Read

1 Reading 2

Preview

Read

Language Focus

After You Read

While You Read

1 Language Focus

1. Complete the table with the words from the box.

2. Read the text and complete the table.

3. Read the text and complete the table.

4. Read the text and complete the table.

1 After You Read

1. Read the text and complete the table.

2. Read the text and complete the table.

3. Read the text and complete the table.

4. Read the text and complete the table.

1 After You Read

1. Read the text and complete the table.

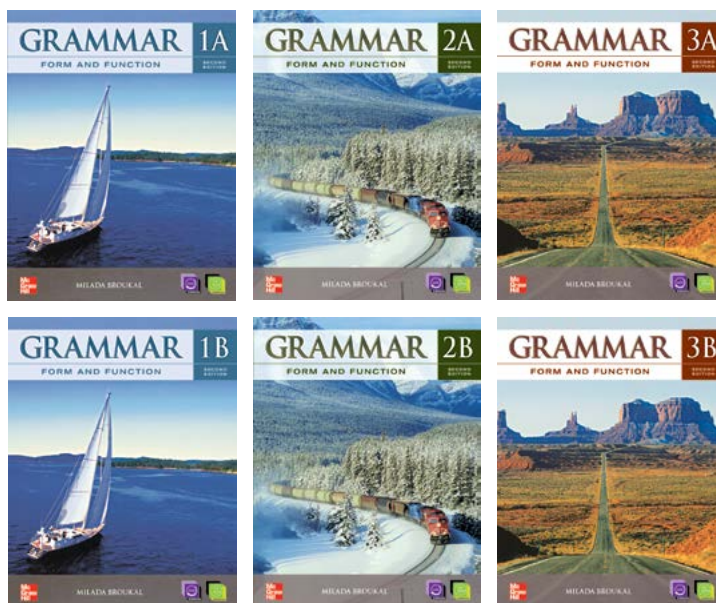
2. Read the text and complete the table.

3. Read the text and complete the table.

4. Read the text and complete the table.

GRAMMAR

FORM AND FUNCTION



Grammar Form and Function, Second Edition is a three-level grammar course with a NEW eWorkbook. It uses high interest full color photos that bring grammar to life, providing a visual context for learning and retaining new structures and vocabulary. The holistic approach to all four skills ensures academic success and full color photos enhance memory of grammar structures.

Key Features

- Clear, easy-to-understand lesson format integrates practice of the rules of essential English grammar with a sense of when to apply them and what they mean.
- Audio program provides listening practice using grammar topics.
- Listening Puzzle section provides audio-based challenges for students to practice new grammar concepts.
- Academic Reading Challenges and Story-Based Reading sections use the target grammar in high-interest selections that promote critical thinking skill development.
- Pair Up and Talk section provides opportunities for group and pair communicative practice using specific grammar patterns.
- The Writing section gives practical writing tasks for a variety of purposes that help reinforce the targeted grammar.
- Teacher's Edition with reproducible Internet Activity Worksheets, Unit Quizzes, teaching ideas, and answers to Student Book Practice activities.

Key Components

- Student book with Audio CD
- Teacher's Edition with Audio CD

www.mheducation.com.sg/grammar-form-and-function

Sample Pages

Unit 4

Nouns, Articles, and Quantity



4A Singular and Plural Nouns
(a dog, horses)

4B Nouns as Subjects, Objects, and Objects of Prepositions
(Sheep eat grass)

4C Count Nouns and Noncount Nouns
(Brazil produces coffee. Can I buy you a coffee?)

4d A, An, and Some
(a book, an orange, some milk)

4e Some, Any, Much, Many, A Little, A Few, and A Lot Of
(Did you see any animals? Yes, a few.)

4f Pre, A Pre, Little, and A Little
(There are few eggs. I have a little time.)

4g Units of Measure with Nouns
(a bag of chips, a sheet of paper)

4h Possessive Nouns
(My brother's name is John.)

4i A, An, or To
(It's a fun, it's a great idea, it's a big idea.)

4j Generalization
(I love chocolate.)

4k Listening/Puzzle: Books

4l Reading Challenge: The Inch


4m Writing: Write a Friendly Letter

4n Self-Test

Nouns, Articles, and Quantity 73

4A Singular and Plural Nouns

Form/Function



Bert works on a farm. He has a dog and a horse. He takes care of the cows, chickens, and sheep.

- Nouns name people, places, and things.
- Singular nouns refer to one thing. Plural nouns refer to two or more things. All nouns have a singular form. Many nouns also have plural forms, but some do not.

Singular Nouns

3. We often use the articles *a* or *an* in front of a singular noun. We use *a* with nouns that start with a consonant sound. Some consonant sounds are spelled with the letters *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z*, and *y*.

a ban *a* dog *a* farmer *a* neighborhood
a university (the *u* in university starts with a *y* sound)

We use *an* when a word begins with a vowel sound. Some vowel sounds are spelled with the letters *a, e, i, o, u*, and *y*.

an animal *an* eye *an* ice cream *an* uncle *an* hour (the *h* in hour is silent)

4. *A* and *an* have the same meaning. They mean "one."

Plural Nouns

5. Many nouns have plural forms. We do not use the articles *a* or *an* before plural nouns.

6. We form the plural of most nouns by adding *s* to the singular form. Sometimes there are other spelling changes.

78 Unit 4 © Workbook 4A

Regular Plural Nouns

Rule	Singular Noun	Plural Noun
Add <i>s</i> to most nouns.	horse	horses
	bus	buses
	glass	glasses
	dish	dishes
Add <i>-es</i> to nouns ending in <i>e, es, sh, ch, and x</i> .	watch	watches
	box	boxes
Nouns ending in a consonant + <i>y</i> change <i>y</i> to <i>i</i> and add <i>-es</i> .	party	parties
Nouns ending in a vowel + <i>y</i> add <i>-s</i> .	boy	boys
Nouns ending in <i>f</i> or <i>fe</i> change <i>f</i> or <i>fe</i> to <i>ves</i> .	life	lives
	leaf	leaves
	half	halves
	chief	chiefs
	roof	roofs
	axis	axes
Nouns ending in <i>is</i> Some add <i>-es</i> .	hero	heroes
	plane	planes
	tomato	tomatoes
	glass	glasses
	radio	radios
	zoo	zoos
	news	news/theses
	volcano	volcanoes/volcanos

7. Some nouns have irregular plural forms.

Singular	Plural	Singular	Plural
man	men	fish	fish
woman	women	sheep	sheep
child	children	deer	deer
tooth	teeth	species	species
foot	feet	ox	oxen
mouse	mice	person	people
goose	geese	mouse	mice

Nouns, Articles, and Quantity 75

1 Practice

Complete the sentences with *a* or *an*.

- I took my nephew to _____ a zoo last weekend.
- We went _____ elephant and her baby.
- There were _____ pills and _____ envelope.
- We spent about _____ hour watching the monkeys.
- We saw _____ hippopotamus in _____ lake.
- It was _____ huge animal!
- There was _____ exhibit of snakes, and my nephew loved it.
- We saw _____ guide there. He learned about snakes at _____ university in Florida.
- My nephew wanted to hold _____ snake, and the guide said yes.
- Her hair do is _____ good one, aren't it?
- We had _____ ice-cream cone before we left.

2 Practice


Underline the nouns in the sentences. Write *S* if a noun is singular. Write *P* if it is plural.

- There were a lot of _____, _____, and _____ in the park.
- It was beautiful. The leaves were changing color.
- There were grass on the lake.
- A man and a woman were the boat on the lake.
- They were paddling the boat with their feet.
- I could see lots of fish in the lake.
- Some kids were leaning to their radio and dancing.
- Others were riding their bicycles.
- It was a beautiful day for a walk in the park.

78 Unit 4

4B Nouns as Subjects, Objects, and Objects of Prepositions

Form/Function



Sheep eat grass. Lambs are baby sheep. The lambs are lying on the grass.

- A noun can be the subject of a sentence. The subject names the thing or person that does the action in a sentence.
- A noun can be the object of a verb. The object names the thing or person that receives the action of the verb.
- A noun can be the object of a preposition. The object of a preposition is a noun or pronoun that follows a preposition. A preposition and the words following it are prepositional phrases.

They are lying on the grass.


subject: Lambs eat grass. preposition: on object: Grass is the object of the preposition on.

The lambs were down the hill.
The dog ran after the lambs.
He chased them toward the pond.
The lambs did not go into the water.
Then the farmer saw a coyote at the bottom of the hill.
That night, the dog got weak with its dinner and sleep beside the fireplace.

78 Unit 4 © Workbook 4B

4C Count Nouns and Noncount Nouns

Form/Function



Fresh air is good for your health. Spinach is good for you, too.

- Count nouns are nouns that we can count (one book, two books, three books, etc.). They can be singular or plural (a chair, two chairs).
- We put *a* or *an* before singular nouns.
- We cannot count noncount nouns. They have no plural.
- We do not use the articles *a* or *an* with noncount nouns.
- Some nouns that are usually noncount nouns can also be count nouns, but the meaning is different.

NONCOUNT NOUNS: She makes salad dressing with olive oil.
COUNT NOUNS: She uses several oils in her cooking. (Oils = kinds of oil)
NONCOUNT NOUNS: Brazil produces a lot of coffee.
COUNT NOUNS: Can I buy you a coffee? (A coffee = a cup of coffee)

Here are some common noncount nouns in categories.

Categories	Examples of Noncount Nouns		
Solids	beef	glass	pasta
	bread	gold	plastic
	butter	ham	rock
	chuck	ice cream	silk
	cheese	iron	soup
	chicken	mercury	steel
	coal	meat	wood
	cotton	nylon	wool
	fat	paper	yeast

80 Unit 4 © Workbook 4C

9 Practice

Listen to the words. Underline count or noncount.

- count raincoat 3. count noncount 5. count noncount
- count noncount 4. count noncount 6. count noncount

10 Pair Up and Talk

Work with a partner. Make a list of five foods that are count nouns and five foods that are noncount nouns. Then talk about which foods are good for you and which foods are bad for you. Do you agree?

VOX: Eggs are good for you.
VOX PARTNER: Butter is bad for you.

11 Practice

Complete the sentences with the singular or plural of the nouns in parentheses.

My new living room looks nice. There are no (rug) _____ on the floor.
The floor is made of (wood) _____. There is a lot of (light) _____ in the room from the two big (window) _____. I have two big (cushion) _____. They are covered in blue (cotton) _____.
The (furniture) _____ is all new and modern. There are small (table) _____ made of (glass) _____ and two (lamp) _____.

12 Practice

Work with a partner. Write as many nouns as you can for the categories below. The pair with the most nouns in the winner.

Things you see on a farm	Things you wear	What things are made of
_____	_____	_____
_____	_____	_____

82 Unit 4

14 Practice

Nancy always carries a lot of things in her bag. Complete the sentences with *a*, *an*, or *some*.

She has _____ hair brush, _____ coin purse, _____ wallet, _____ pack of tissues, _____ bottle of water, _____ pens, _____ apple, _____ umbrella, _____ notebook, _____ paper clips, _____ calendar, and _____ jewelry.


15 Pair Up and Talk

Sometimes take you to a restaurant. You can eat whatever you want. Don't think about diet or the price. Tell your partner what you want to eat and drink. Then listen to what your partner wants to eat and drink.

I want a big steak with some fries. I want some hot bread with some cheese. Then I'll have some ice cream with some strawberries and whipped cream.

4E Some, Any, Much, Many, A Little, A Few, and A Lot Of

Form/Function



Did you see any coyotes in the river?
Yes, we saw a few.

84 Unit 4 © Workbook 4E

Peter Loveday, Melissa Koop, Sally Trowbridge,
Lisa Varandani and Edward Scarry



TakeAway English is a topic-based young adult/adult English Language course, adapted from NetLanguages' General English Online self-study course. It combines a multi-layered syllabus, a topic- and text-based approach to materials design, and a communicative methodology to make an engaging and effective course for learners and teachers alike. In addition, TakeAway English allows maximum flexibility and provides an unprecedented range of quality print and online resources.

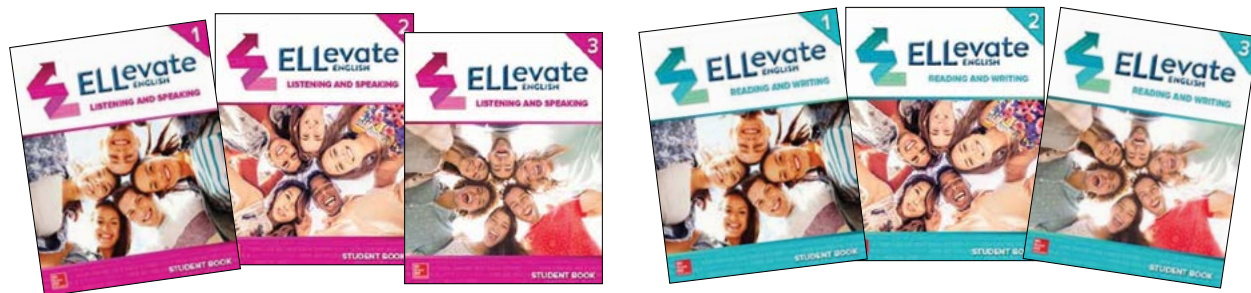
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- Meaningful and interesting contexts that are up-to-date and relevant to a global audience.
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- A consistent strategy strand that ensures development of academic and critical thinking skills.
- Additional skill-building support given strategically.
- A test-taking strategy section in each unit that helps students practice skills leading to success.
- Alternating songs and culture sections in each level that add variety and richer contexts from which students can learn.
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- Student Book with MP3 Audio CD
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To access these digital materials, please visit the ELlevate Skills website.

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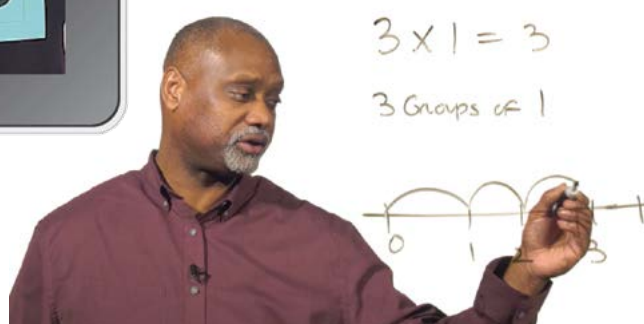
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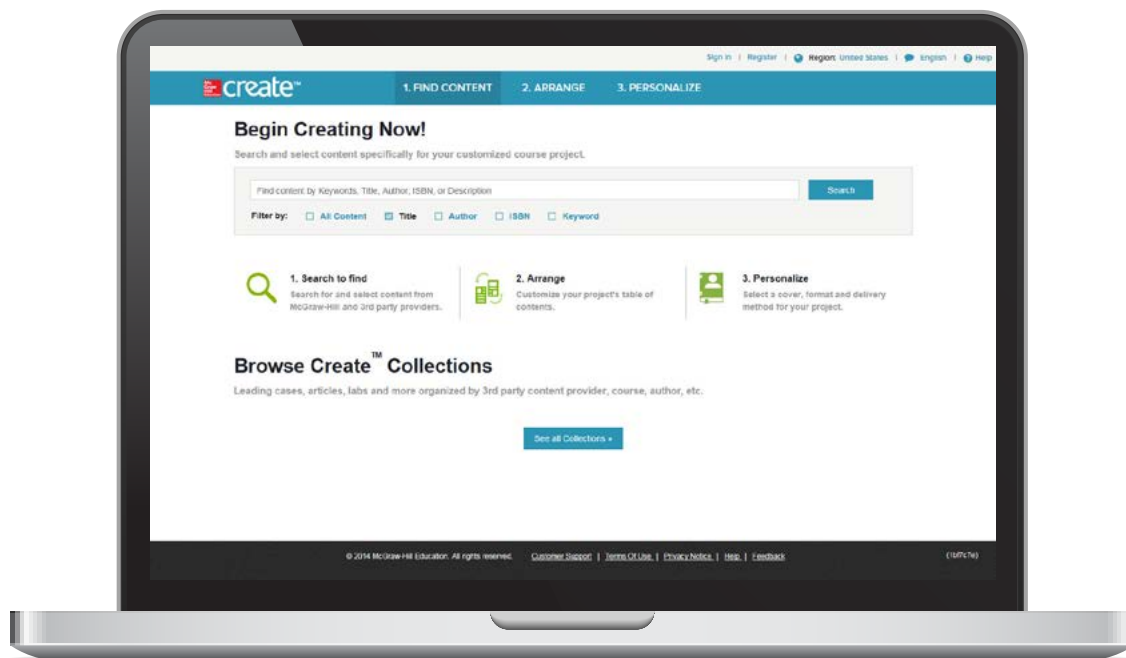
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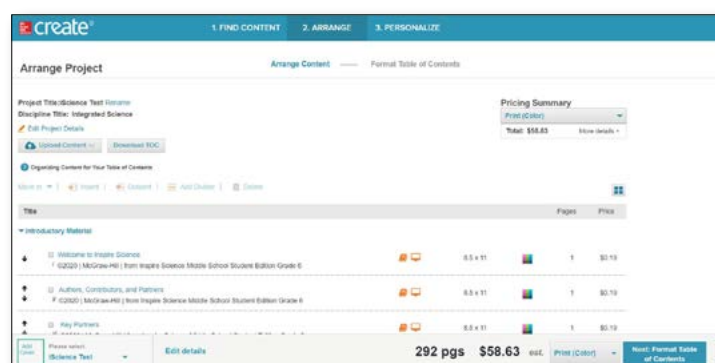
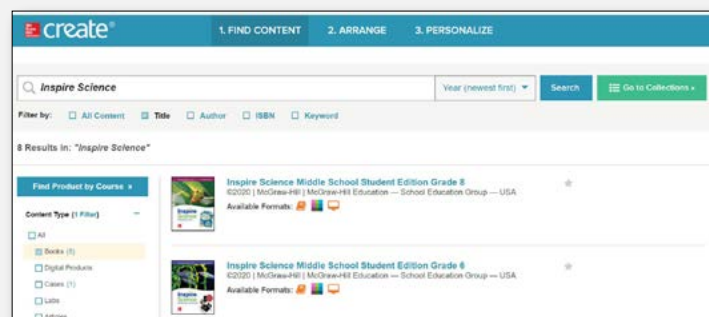
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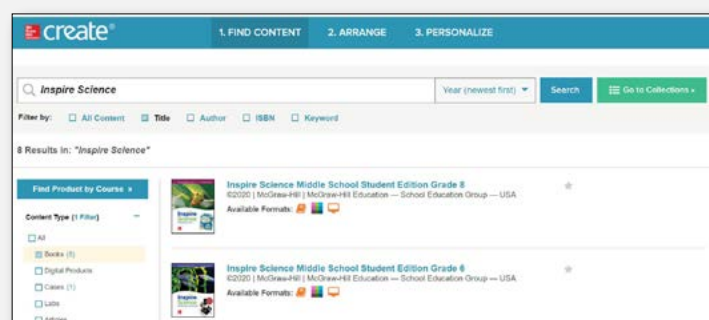


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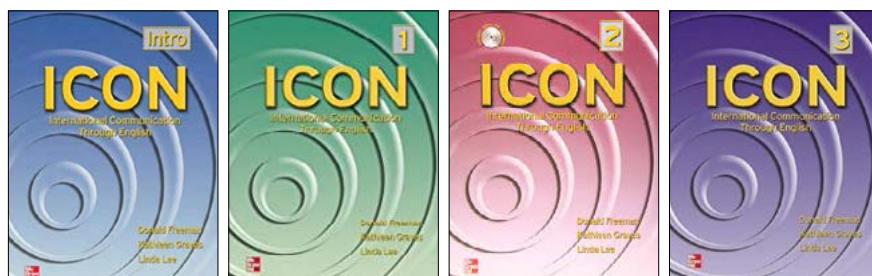
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Authors: Donald Freeman, Kathleen Graves, Linda Lee

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Authors: Scott Cameron, Mari Vargo, Susan Iannuzzi, Diana Renn and Edward J. Scarry

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- Putting It Together offers TOEFL iBT type questions that ask students to synthesize and integrate information from reading and listening



INTERACTIONS MOSAIC 6TH EDITION



Authors: Elaine Kim, Robert Baldwin, Emily Thrush, Laurie Blass, James Mentel, Pamela Hartmann, Judith Tanka, Lida Baker, Paul Most, Jami Hanreddy, Brenda Wegmann, Miki Knezevic, Larry Zwier

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