

*toefl primary®

TOEFL Primary® activity worksheets



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Introduction

What are these worksheets?

These worksheets are for young learners at the primary school level to practice the English language skills assessed on the TOEFL Primary Step 1 and Step 2 Tests, and the TOEFL Primary Speaking Test. This book of worksheets is divided into three skill areas: reading, listening, and speaking.

How can I use the worksheets?

These worksheets were developed for teachers looking for an extra way to provide students with practice in English language skills. The worksheets can be used with the teacher's current curriculum. They include independent practice activities and a few final activities where students need to work in pairs.

Each worksheet focuses on a skill (reading, listening or speaking) and a topic (e.g., holidays, animals, music). Each topic has worksheets at four levels of difficulty (1–4), as defined by the Level Descriptor tables for each skill area.

Teachers can assign the same level of a worksheet to all students in the class, or different students can receive a worksheet on the same topic, but at different levels. Teachers need to decide if a topic or level is appropriate for their groups of learners.

Listening audio files and scripts

The audio files can be obtained from your local ETS® TOEFL Primary representative.

Activities that use an audio file will have this symbol: 

The audio files are named to match the topic and level of the worksheet. The audio file names include the topic, level number, and activity number (e.g., Worksheets_Listening_Music_Level 2_Activity 1).

Listening scripts can be found in this document.

Sample worksheet

Instructions

Skill & topic indicator

Level indicator

***toefl primary.**



Speaking
Music

3

Secret Words

Directions: Get into groups of **three**. Take turns describing the music words without saying the **secret words**. Your partners have to guess the music words. The person who guesses the most words correctly is the winner!

DRUM



SECRET WORDS

Hit
Stick

VIOLIN



SECRET WORDS

Wood
Small

SONG



SECRET WORDS

Write
Sing

LISTEN



SECRET WORDS

Hear
Ear

GUITAR



SECRET WORDS

Wood
String

TRIANGLE



SECRET WORDS

Metal
Shape

THEATER



SECRET WORDS

Seats
Watch

TRUMPET



SECRET WORDS

Brass
Valves

PIANO



SECRET WORDS

Key
Big

RECORDER



SECRET WORDS

Holes
Small

SINGER



SECRET WORDS

Voice
Song

CONCERT



SECRET WORDS

Music
Loud

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Reading

Content of the reading worksheets

- Worksheets include two different text types: expository and narrative reading passages.
- Each reading worksheet has activities that promote reading for gist or reading for detail.
- Activities include multiple-choice questions, fill-in-the-blank questions, and matching tasks.

Title	Topics	Levels
Tigers: The Biggest Cats in the World!	Animals	1–4
Polar Bears in the Arctic	Arctic	1–4
Happy Birthday, Jimmy!	Holidays	1–4
The Statue of Liberty	Sights	1–4

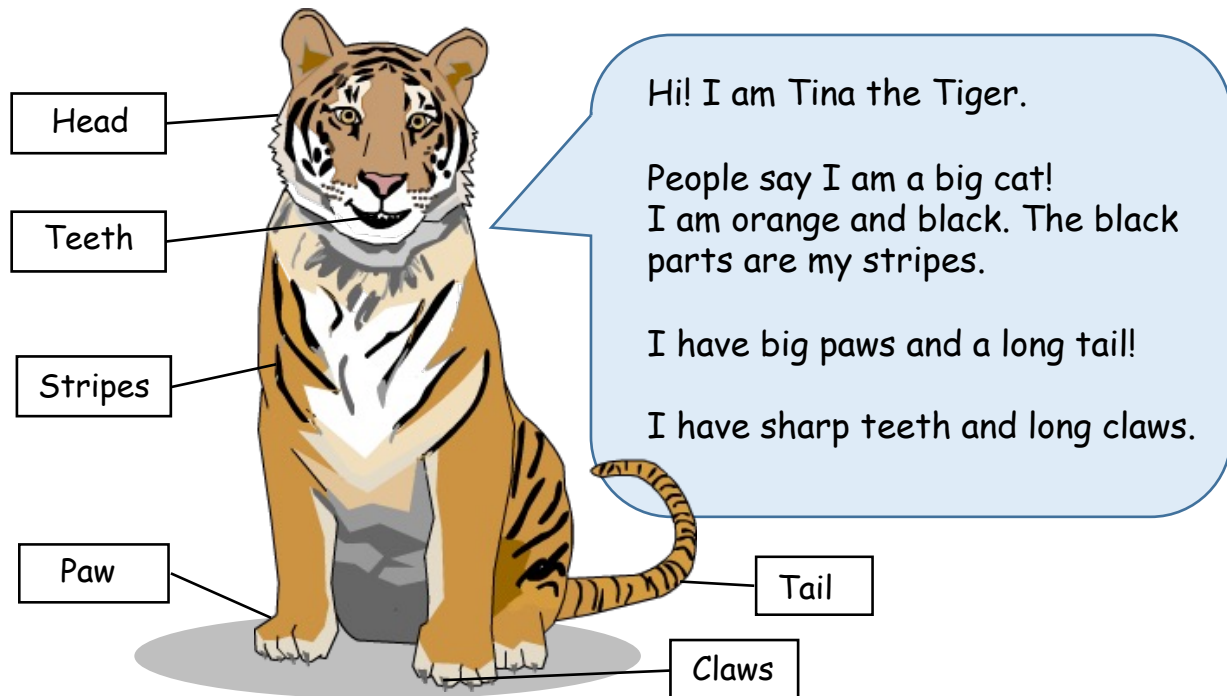
Level descriptors for reading worksheets

Level	Score	Can do descriptors
4	110–115	They can: - Understand a wide variety of common and less common words to describe objects, places, people, actions, and ideas - Comprehend the meaning of complex sentences, paragraphs, and (longer) texts - Connect information across several sentences and paragraphs to infer information, identify main ideas, and understand the meaning of unfamiliar words - Identify specific details in (longer) texts
3	107–109	They can: - Understand common words and some less common words about objects, places, people, actions, and ideas (examples: <i>ring, adventures, whisper, double</i>) - Comprehend the meaning of complex sentences (examples: <i>This is a friendly thing to do when you say goodbye. People do this when they talk quietly.</i>) - Connect information in longer sentences and across different sentences to infer information, identify main ideas, and understand the meaning of unfamiliar words - Locate key information in texts
2	104–106	They can: - Understand common words and social expressions (examples: <i>play a game, go to a museum, wave goodbye</i>) - Comprehend simple descriptions of current and past events (examples: <i>The mouse is on top of the table. He is washing his hands.</i>) - Recognize relationships among words and phrases within familiar categories (examples: <i>food–fruit– strawberries; rain–sky–clouds; one more time–again</i>) - Make connections across simple sentences (example: <i>Clouds are in the sky. Rain comes from them. Sometimes they cover the sun.</i>)
1	100–103	They can: - Recognize key words for understanding simple sentences - Understand everyday actions in the present tense (examples: <i>The children play. He is eating.</i>) - Understand common words in familiar categories such as home, school, family, colors, body parts, animals, and actions - Identify basic vocabulary with visual support

Tigers: The Biggest Cats in the World!

Activity 1

Look at the picture. Then read the text about Tina the Tiger.



Activity 2

Do you know the parts of a tiger's body? Write the correct word under each picture!

Use these words to help you:

teeth

head

paw

tail

stripes

claws













Activity 3
Read the text about Tina the Tiger!

I like cold and warm weather. I live in Asia.

People have hair, but I have fur. My fur keeps me warm when it is cold outside. My fur also keeps me cool when the weather is hot.

I also like water. I can swim well.



Activity 4
Look at the sentences below. Choose if they are right ✓ or wrong ✗ .

	Yes ✓	No ✗
Tigers like cold weather.		
Tigers live in Europe.		
Tigers have fur.		
Tigers like to swim.		

Tigers: The Biggest Cats in the World!

Activity 1

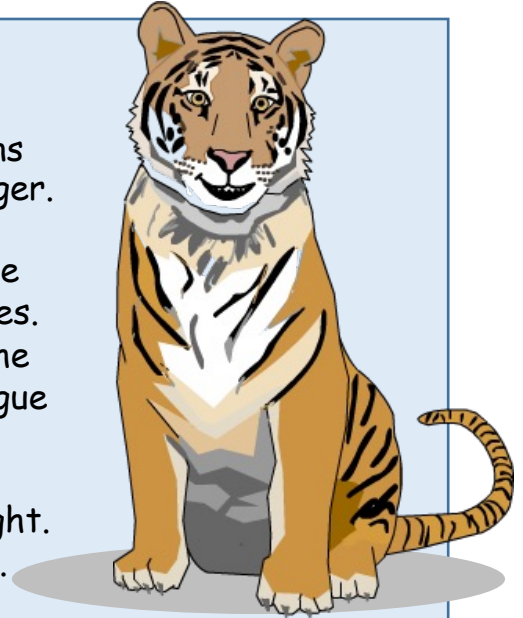
Read the text and learn about tigers. Then answer the questions below.

Hi! I am Tina the Tiger!

Tigers are the biggest wild cats in the world. Lions and cheetahs are big cats, too, but tigers are bigger.

The hair on my body is called fur. My fur is orange with black stripes. Each tiger has different stripes. My fur keeps me warm in the winter and cool in the summer. Sometimes my fur is dirty. I use my tongue to lick my fur and clean it.

I eat other animals, and I hunt for my food at night. I hunt for animals very well. I also swim very well.



Activity 2

Use the information in the text to help you. Draw a line to the correct answer.

Example: Fur is the name of short hair on ...  animals.
people.

1. The biggest wild cat is the	tiger. lion.
2. The stripes of a tiger are	black. orange.
3. Tigers lick their fur	to go to sleep. to clean it.
4. Tigers hunt to	look for food. look for water.



Activity 3

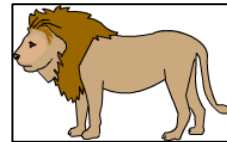
Write the correct words in the blanks. You can find the words you need in the text.

Example:

A tiger is the biggest cat in the world.



A _____ is also a big wild cat.



Each tiger has different black _____.



Tigers like to hunt at _____.



Tigers can _____ well!



Activity 4

Answer the question.

Do you want a tiger as a pet? Why or why not?

(I don't want a tiger because / I want a tiger because)

Tigers: The Biggest Cats in the World!

Activity 1

Read the text.

Hi! I am Tina, and I am a tiger. Let me tell you about myself and my tiger friends!

Did you know that tigers are the biggest cats in the world? We are bigger than lions and cheetahs. Most cats do not like swimming, but we love water.

Tiger hair is called fur. My fur is orange with black stripes. We even have black stripes on our skin! My stripes look different from the stripes on other tigers. For example, I have six stripes on my tail. My friend Terry has seven on her tail.

Tigers have long tails. The way we hold our tails can show friendliness or worry. As you may know, we also roar very loudly. You can hear it from far away.



Activity 2

Fill in the correct answer. Use the information from the text.

Example: Tigers are the biggest cats.

1. _____ and _____ are also cats.
2. Tigers are unlike other cats because tigers like to _____.
3. Tigers have _____ on their skin.
4. Humans do not have a _____ but tigers do.
5. You can be far from a tiger and still hear its _____.



Activity 3

Circle the correct answer. Use the information in the text.

1) Cheetahs and lions are _____.

- a) as big as tigers
- b) smaller than tigers
- c) bigger than tigers

2) Different tigers have different _____.

- a) skin colors
- b) stripe patterns
- c) lengths of fur

3) A tiger's tail shows _____.

- a) feelings
- b) age
- c) family



Activity 4

Answer the question.

Do you want a tiger as a pet? Why or why not?

(I don't want a tiger because / I want a tiger because)

Tigers: The Biggest Cats in the World!

Activity 1

Read the text. Then answer the question.

Hi, I'm Tina the Tiger! Let me tell you about myself and my tiger friends!

Did you know that we are big cats just like lions and cheetahs? And we are the biggest cats in the world! Unlike other cats, we are good swimmers and like to play in the water.

Here is another fun fact: You probably know that we have black stripes on our fur. But did you know we have them on our skin too? We all have different stripe patterns. No two tigers look alike.

Have you heard our roars? You can hear them from far away. We roar to communicate. We can tell other tigers a lot with our roars. We also tell other tigers how we feel by using our long tails. The way we hold our tails can show friendliness or worry.



What do we learn from the text?

Check all that are correct.

- ☐ Why tigers are the best wild cats
- ☐ What a tiger looks like
- ☐ Why tigers are the biggest cats
- ☐ How tigers communicate

Activity 2

Look at the sentences below. Choose if they are right  or wrong .

	Yes 	No 
Tigers are the biggest cats in the world.	✓	
Lions and cheetahs are also big cats.		
Most cats like playing in water.		
The stripes on all tigers look the same.		
A tiger's roar is very loud.		
Tigers can have different feelings.		

Activity 3

Use words from the text to fill in the blanks.

- a) A zebra has _____. They are black and white.



- b) The girl is drawing a lot of wavy lines. She is making a _____.



- c) Bears _____ just like tigers, and it is pretty loud!


Activity 4

Answer the question.

Do you want a tiger as a pet? Why or why not?

(I don't want a tiger because / I want a tiger because)

Polar Bears in the Arctic

Activity 1

Read what Ralph says. Then fill in the blanks.



Hi, I'm Ralph! I'm a polar bear.

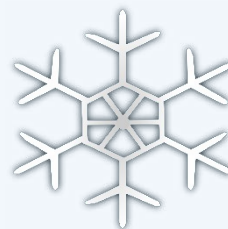
I live in the Arctic.

The Arctic is a very cold place with a lot of snow!

I love snow! But I do not like wind.

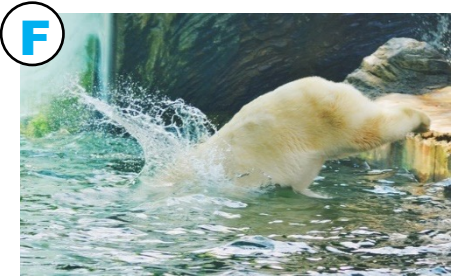
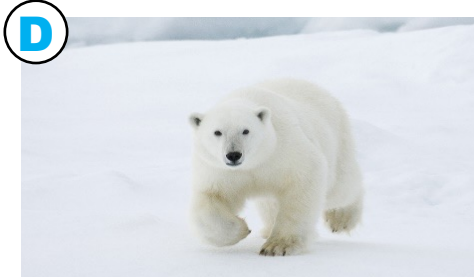
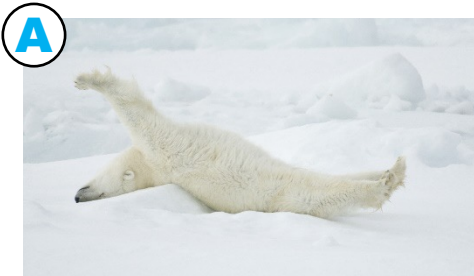
I have white fur and a black nose.

- a) His name is _____.
- b) He is a _____.
- c) He lives in _____.
- d) He likes _____.
- e) He does not like _____.
- f) The color of his fur is _____.
- g) The color of his nose is _____.



Activity 2

Read the sentences below and match them with the pictures. Write the letters in the blanks.



Then I take a walk and run fast.

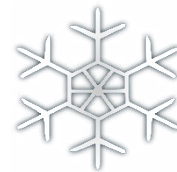
I roll around in the snow.

I wake up in the afternoon.

On my walk I see a lot of birds.

Today it is sunny and cold!

I jump into the water. It is cold! Brrrrr!



Well done!



Polar Bears in the Arctic



Hi, I'm Ralph!

I'm a polar bear. I live in the Arctic.

The Arctic is a very cold place with a lot of snow!

Activity 1

Read what Ralph the polar bear likes. Then answer the question.

Do you like snow? Well, I love snow! There is a lot of snow where I live. My home is even made from snow! It's called a snow den. I like to roll around in the snow to get clean. But when it's windy, I stay inside. I don't like the wind.

a) What does Ralph like to do? First, circle the correct picture.



b) Draw a black line under the text where you found the answer to this question.

Activity 2

Read what Ralph did yesterday. Then answer the question.

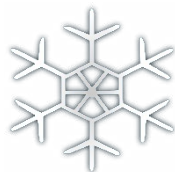
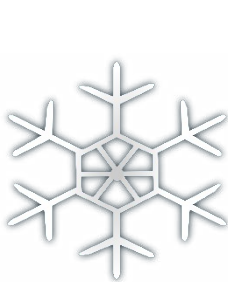
Yesterday, I looked out to see the weather. It was beautiful! I took a bath by rolling in the snow. Then I swam. I saw other animals, like seals and puffins. After I swam, I got very hungry. I hunted for some food, and then I went back home.

a) Ralph did four things yesterday. First, write them in order from first to last.

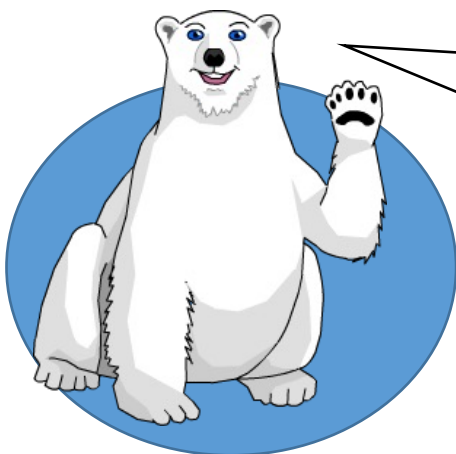
- Go swimming
- Find out what the weather is like
- Get clean
- Find food

1. _____
2. _____
3. _____
4. _____

b) Put a 1, 2, 3, and 4 next to the text where you found the answer for each of these four things.



Polar Bears in the Arctic



Hi, I'm Ralph!

I'm a polar bear. I live in the Arctic.

The Arctic is a very cold place with a lot of snow!

Activity 1

Read about what Ralph the polar bear is doing this evening. Then answer the question.

Good evening! The sun is starting to go down, but I just woke up from a nap. I like to nap in my den. My den is made from a big pile of snow. It's a very nice place to sleep. Napping helps me save my energy for when I go out. I like to go out in the evening and do things I enjoy.

a) What is Ralph going to do next? First, circle the correct answer.

Leave the den

Take a nap

Make a pile of snow

b) Draw a black line under the text where you found the answer to this question.

Now that I'm out of my den, I'm going to stretch my legs and roll around in the snow. It's almost like taking a bath! I love it because it makes me feel clean. But before I go out, I need to check the weather. I don't like the wind. But today the weather is fine. It's a nice day to go to the water and find a big sheet of floating ice. I love ice! It's fun to run fast and then slide across the ice. After I play, I'm going to hunt for some food. I get very upset when I'm hungry.

Activity 2

What will Ralph do today? Number the pictures in the correct order.



☐ He will look for food.



☐ He will take a bath.



☐ He will stretch.



☐ He will play on the ice.

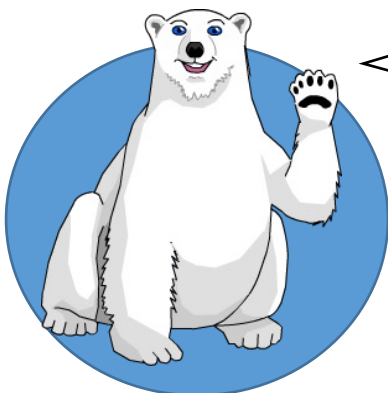
Activity 3

Fill out the chart using the text. Write two things Ralph likes and two things he doesn't like.

What does Ralph like?	What does Ralph not like?



Polar Bears in the Arctic



Hi, I'm Ralph!

I'm a polar bear. I live in the Arctic.

The Arctic is a very cold place with a lot of snow!

Activity 1

Read about what Ralph the polar bear is doing this evening. Then answer the question.

Good evening! The sun is starting to go down, but I just woke up from a nap. I like to nap in my snow den. It's called a snow den because it's made from snow! Where I live, there's snow everywhere! I take naps before I go out because it helps me save my energy. I like to go out during the evening.

Before I go out, I check the weather because I don't like to go out when it's windy. If the weather is nice, I like to roll around the snow to clean myself. It's like taking a bath! Then I go swimming. It's a lot of fun, especially when there's floating ice around. I like to run fast on the ice and slide across it. Sometimes I slide too far and fall into the water.

a) What does Ralph like? Circle all things Ralph likes. Use the text to help you.

Making a snow den

Taking a nap

Taking a bath

Going out in the wind

Sleeping at night

Going swimming

b) Draw a black line under the text where you find the answers to this question.

Activity 2

Read the text.

It is getting dark now, and there is only one thing I am thinking about: food. I only eat one time during the week, and tonight I am hungry. It is time to go hunting for a seal. Here is how I like to hunt: I go out on one of the big pieces of ice and find a hole in the ice. Seals like to swim under the ice and then come up through holes in the ice. I just wait at one of the holes until a seal swims up. After I eat, I get sleepy again.

Activity 3

Circle yes or no for each question.

- a) Ralph eats three meals a day.
Yes No
- b) Ralph finds a hole in the ice to hunt for food.
Yes No
- c) After Ralph eats, he goes swimming again.
Yes No



Activity 4

Write an article about Ralph for your school magazine!
Who is Ralph? What does he like? What does he do?

Happy Birthday, Jimmy!

Activity 1

Write the birthday word under each picture.

cake

candles

present

party hat

blow out (candles)

balloons



Activity 2

Read the text.



Hi Sam,

Today is my birthday.

I like birthday parties. There are usually balloons. I see my family and friends. We wear party hats. Everyone sings "Happy Birthday." We play games and eat cake. I love chocolate cake. I hope I get a lot of presents. I really want a new bicycle.

--Jimmy



Activity 3

Answer the questions about Jimmy's birthday.

a) What does Jimmy do on his birthday?



b) What kind of cake does Jimmy like?



c) What present does Jimmy want?



Activity 4

Jimmy gets many presents for his birthday. Match the presents to the correct words.



teddy bear

airplane

cat

bicycle

toy robot



Happy Birthday, Jimmy!

Activity 1

Label the pictures. Use the words in the box to help you.

music birthday card

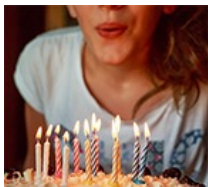
present party

party hat blow out (candles)

cake

balloons

















Activity 2

Jimmy writes an e-mail to his friend Sam. He talks about his birthday party in the USA.

Read the e-mail.

Hi Sam,

This week was my birthday! I had a party with my family and friends. We had balloons and other decorations at the party.

Everybody brought me a present and a card. I got clothes, books, and toys. My grandma bought me a new bike. That was my favorite present.

My mom brought out my birthday cake. Everybody put on a birthday hat. They all sang "Happy Birthday" to me. Then I blew out the candles on the cake, and I made a wish. Everyone loved my mom's cake! Then we played games.

It was a fun party. Maybe next year you can come to my birthday too!

-Jimmy

Activity 3

a) *From the text, what are birthday traditions in the USA? Look at the sentences below.*

Choose if they are right  or wrong .

	<i>Yes</i> 	<i>No</i> 
People celebrate birthday parties.	✓	
People use balloons to decorate for the party.		
People get presents on their birthdays.		
People sing songs on their birthdays.		
Everybody helps blow out the candles.		

b) *Underline in the text where you found the answers.*

Happy Birthday, Jimmy!

Activity 1

Jimmy writes an e-mail to his friend Sam. He talks about his birthday party in the USA.
Read the e-mail.

Hi Sam,

I missed you at my birthday party! My parents decorated our whole house with balloons. It looked amazing!

My mom prepared snacks and pizza for the party. But the best thing: we had a big chocolate cake! Everyone gathered around and put on their party hats. Then they sang "Happy Birthday" to me. It was so cool!



Piñata

After eating cake, I opened all the presents. My favorite present was from Tom. He had bought me a piñata! It looked like a colorful horse. The piñata was heavy because there was a lot of candy inside it. Tom told me that he had spent an hour stuffing all the candy into the piñata!

My dad hung the piñata on the ceiling. Then we took turns hitting it with a bat. It got crazy. When it was my turn, I hit the piñata so hard that all the candy flew everywhere! My baby sister was covered in candy! When I turned around, I saw a crack in the wall! I think I swung the bat too hard. Mom was pretty upset.

It was crazy but fun! I hope you can come to my party next year!

Jimmy

Activity 2

What happened at Jimmy's birthday party? Number the pictures in the correct order.



Activity 3

Can you guess what is described? Use Jimmy's e-mail to help you.

- a) First it is empty inside. You can fill it with candy or toys. People hit it hard so that they can break it and get the candy.

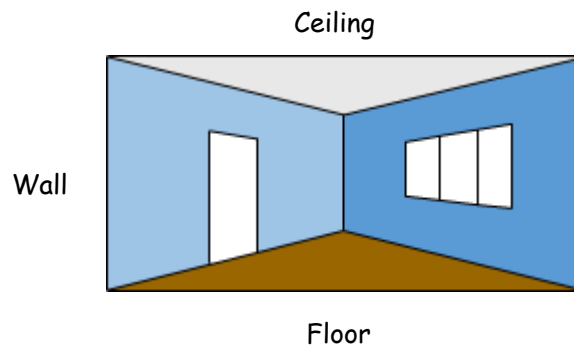
- b) It is sweet and soft. You put candles on it. People eat it on birthdays.

- c) You buy or make it for someone. You wrap it in special paper. You give it to someone on their birthday.

Activity 4

Answer the questions. Circle the correct picture.

- a) Where did the dad hang the piñata?



- b) What was in the piñata?

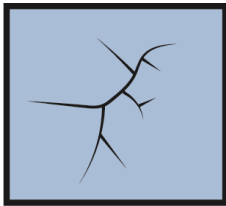




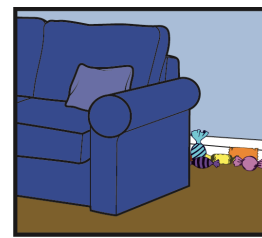
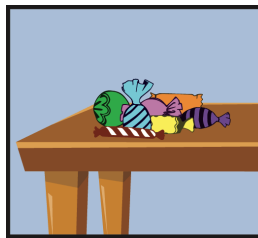
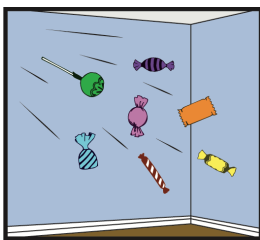
c) What did everybody wear when they sang "Happy birthday"?



d) Why was Jimmy's mom unhappy?



e) What happened to the candy?



Activity 5

What's the best birthday present you ever received? Tell your partner about your favorite birthday present.

- What was it?
- Why did you love it?



Happy Birthday, Jimmy!

Activity 1

Jimmy writes an e-mail to his friend Sam. He talks about his birthday party in the USA. Read the e-mail.



✉ 📧 ↶ ↷ ↶ ↷ ↶ ↷

Hi Sam,

I missed you at my birthday party! Too bad you couldn't come! So many things happened at the party. We had balloons and other decorations!

My favorite thing was the piñata! My friend Karla gave it to me as a birthday present. She said it's a popular game people play at birthday parties in Mexico. My piñata looked like a colorful horse. We took turns hitting the piñata with a bat. When it was my turn, I hit the piñata so hard that all the candy inside it came out! It got a little crazy because the candy went flying everywhere! My baby sister was covered in candy. It was quite a mess! Oh, and I made a crack in the wall with the bat. My mom wasn't too happy about that.

Then, my mom surprised me with my favorite cake. It was a chocolate cake! As soon as my mom came out with the cake, my dog ran toward her and made her fall with the cake! Everyone was shocked! The only one happy was my dog because he ate all the cake on the floor. But thankfully, we had another cake. So, everyone could still enjoy some cake before they sang "Happy Birthday" to me.

It was a crazy but fun party. What are birthdays like in your country?

I hope you can come to my birthday next year!

Jimmy



Piñata



Activity 2

Circle the correct answer to the question. Use the text to help you.

1. Why is Jimmy writing this e-mail to Sam?

- a. To explain what a piñata is
- b. To invite Sam to his birthday
- c. To tell Sam about the party

2. What did the piñata look like?

- a. A horse
- b. A bat
- c. A dog

3. Who was covered in candy?

- a. The baby
- b. The mother
- c. The grandfather

4. Why was everyone shocked?

- a. The dog ran to the mom.
- b. The cake fell on the floor.
- c. The baby was covered in candy.

5. How many cakes were at the party?

- a. One
- b. Two
- c. Three





Activity 3

In his e-mail, Jimmy asked, "What are birthdays like in your country?"

Respond to Jimmy's e-mail. Tell him about your last birthday.

- a) What do you eat on your birthday?
- b) What kind of activity do you do?
- c) Who do you celebrate your birthday with?



The Statue of Liberty

Activity 1

Read the text.

Hello! I am the Statue of Liberty.
I am more than 130 years old.
My birthday is October 28.
I stand on an island.
I am in New York City.
There is a crown on my head.
I have a torch in my hand.
There are sandals on my feet.



Activity 2

a) Answer the questions.

I'm the Statue of Liberty

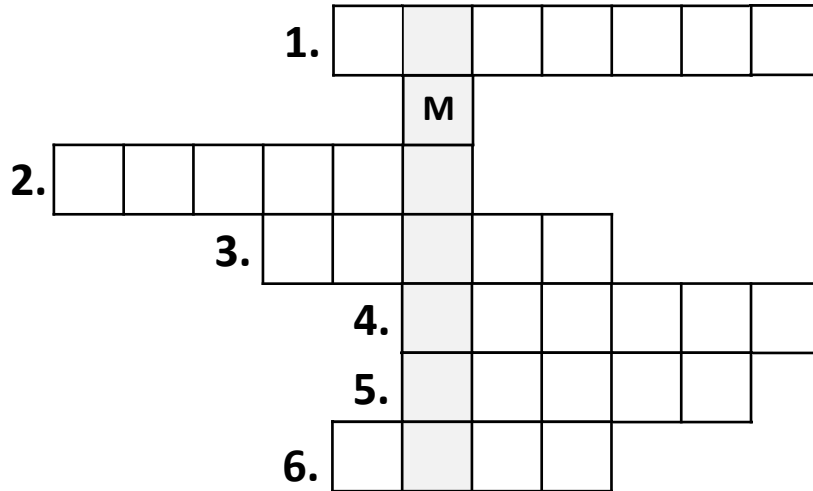
- 1) Where am I? _____
- 2) What is on my head? _____
- 3) What am I holding in my hand? _____
- 4) What do I wear on my feet? _____

b) Circle in the text where you found the information.

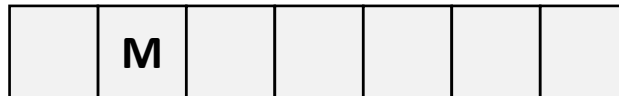
Activity 3

Solve the crossword puzzle!

Write the word for each picture in the blanks. Fill in the secret word at the bottom!



Secret Word:



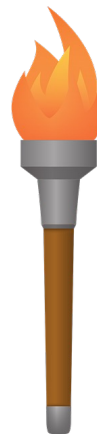
1.



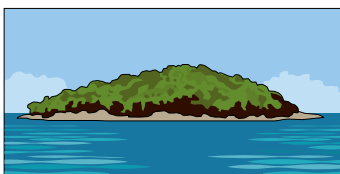
2.



3.



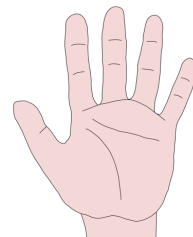
4.



5.



6.



The Statue of Liberty

Activity 1

Read the text.

Home

Tickets

About

Plan your visit

FAQs



About

This is the Statue of Liberty. It is standing on an island in New York City. The color of the statue is green. You can see it from far away. The statue has a torch in its right hand. It also has sandals on its feet.

France gave the statue to the USA in 1885. It was a gift.

Today, many tourists take pictures of the statue. Some tourists also go inside of the statue into the crown.

For more information click on [Plan your visit](#).

Activity 2

Look at the pictures. Write the correct word under each picture. Use the text to help you.



a) _____



b) _____



c) _____



d) _____

Activity 3

True or false?

Circle T (true) or F (false). Use the text to help you.

- | | | | |
|---|---|---|---|
| a) The statue is on an island. | T | / | F |
| b) The statue is in France. | T | / | F |
| c) The statue has a sandal in its hand. | T | / | F |
| d) You can go inside of the statue. | T | / | F |



Underline where you found the answers in the text.

The Statue of Liberty

Activity 1

Read the text.

Home

Tickets

About

Plan your visit

FAQs



About

The Statue of Liberty is a popular tourist attraction in New York City. Standing on Liberty Island, the green statue has a crown on its head and a torch in its right hand.

In 1885, France gave the statue to the United States as a symbol of friendship. It took France eight years to build the statue. At the end, it was too big to bring it from France to the United States in one piece. So it had to be shipped in small pieces. Workers put the pieces together to build the statue on the island in New York City.

Today many tourists take a boat to the island each year, visit the statue, and even climb up into the crown!

For more information click on [Plan your visit.](#)

Activity 2

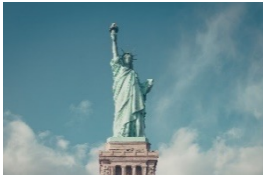
a. Answer the questions. Use the text to help you.

- Where is the Statue of Liberty? _____
- What is the Statue of Liberty wearing on its head? _____
- Which country gave this statue to the United States? _____
- How was the statue brought to the United States? _____
- What do you need to take to get to the island to see the statue? _____

b. Underline the parts in the text where you found the answers.

Activity 3

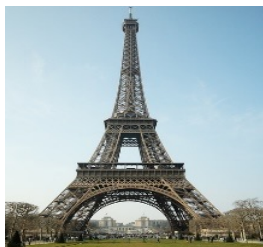
Guess the location. Match the picture to the correct description.



I'm made from stones. I stand under the hot sun, and I'm around a lot of sand.



I'm very tall. I look like a needle. I stand in Paris. Many people come to see me.



I'm very tall, but I'm not standing up straight. Some people are worried that I'll fall down one day.



I'm very long, and I'm made of stones. I sit on high mountains.



I'm very tall. I'm made from copper and steel, but I'm green.

The Statue of Liberty

Activity 1

Read the text.

Home	Tickets	About	Plan your visit	FAQs
 				
Welcome to the Statue of Liberty! The Statue of Liberty welcomes everyone who arrives in the United States. Standing on Liberty Island in New York City, it represents freedom. The statue has a crown on its head and a golden torch in its right hand. The Statue of Liberty was a gift from France. It took France eight years to build the statue. The Statue of Liberty was brought to the United States from France in 1885. It had to be brought in small pieces by ship because it was too big to be sent in one piece. Then, workers put the pieces together to build the statue. It took almost a year to put the statue back together on the island! The Statue of Liberty can be seen from far away because it is very tall. But if you want to see the statue up close, you can take a boat to the island to visit it.				
  				

Activity 2

a. True or false: Circle T (true) or F (false). Use the text to help you.

- | | |
|--|--|
| 1) The Statue of Liberty is a symbol of freedom. | ☒ T / F |
| 2) The Statue of Liberty is in France. | T / F |
| 3) It took eight years to build the statue in France. | T / F |
| 4) The Statue of Liberty was sent to the USA in one piece. | T / F |
| 5) It took about a year for the statue to arrive in the USA. | T / F |
| 6) People take a boat to visit the Statue of Liberty. | T / F |

b. Underline the parts of the text where you found the answers.

Activity 3

Can you guess the word? Fill in the blanks.

1. Kings and queens wear them on their heads. _____



2. You can ride this on a river or lake. _____



Activity 4

Talk with your partner.

What is a famous place in your country?

- What is it?
- Why is it popular?
- What can you do there?



Reading answer key

Animals—Level 1

Activity 2

					
tail	paw	stripes	head	teeth	claws

Activity 4

Yes (✓): Tigers like cold weather. / Tigers have fur. / Tigers like to swim.

No (✗): Tigers live in Europe.

Animals—Level 2

Activity 2

1-tiger; 2-black; 3-to clean it; 4-look for food

Activity 3

lion; stripes; night; swim

Animals—Level 3

Activity 2

1-Lions and cheetahs; 2-swim; 3-stripes; 4-tail; 5-roar

Activity 3

1b; 2b; 3a

Animals—Level 4

Activity 1

What a tiger looks like / How tigers communicate

Activity 2

Yes (✓): Lions and cheetahs are also big cats. / A tiger's roar is very loud. / Tigers can have different feelings.

No (✗): Most cats like playing in water. / The stripes on all tigers look the same.

Activity 3

stripes; pattern; roar

Arctic—Level 1

Activity 1

a-Ralph; b-polar bear; c-the Arctic; d- snow; e-wind; f-white; g-black

Activity 2

D= Then I take a walk and run fast.

C= I roll around in the snow.

A= I wake up in the afternoon.

E= On my walk I see a lot of birds.

B= Today it is sunny and cold!

F= I jump into the water. It is cold! Brrrr!

Arctic—Level 2

Activity 1

a)	b)
	<u>I like to roll around in the snow</u>

Activity 2

a)	b)
1. Find out what the weather is like 2. Get clean 3. Go swimming 4. Find food	1_ I looked out to see the weather. 2_ I took a bath by rolling in the snow. 3_ Then I swam. 4_ I hunted for some food

Arctic—Level 3

Activity 1

- a) Leave the den
- b) I like to go out in the evening and do things I enjoy.

Activity 2

- 1= He will stretch.
- 2= He will take a bath.
- 3= He will play on the ice.
- 4= He will look for food.

Activity 3

Likes: Ralph likes... to stretch his legs / to bathe / to play / the snow.
Doesn't like... the wind/ to be hungry.

Arctic—Level 4

Activity 1

- a) Taking a nap, Taking a bath, Going swimming
- b) I like to nap in my snow den / I like to roll around the snow to clean myself. It's like taking a bath! / Then I go swimming. It's a lot of fun

Activity 3

a=no; b=yes; c=no

Holidays—Level 1

Activity 1

					
candles	blow out (candles)	cake	present	balloons	party hat

Activity 3

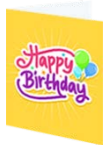
a	b	c
		

Activity 4

				
airplane	cat	toy robot	teddy bear	bicycle

Holidays—Level 2

Activity 1

							
birthday card	blow out (candles)	music	balloons	present	cake	party	party hat

Activity 3a

Yes (✓): People use balloons to decorate for the party. / People get presents on their birthdays. / People sing songs on their birthdays. /

No (✗): Everybody helps blow out the candles.

Activity 3b

We had balloons and other decorations at the party.

Everybody brought me a present and a card.

They all sang "Happy Birthday" to me.

Then I blew out the candles on the cake.

Holidays—Level 3

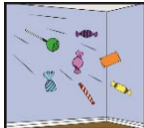
Activity 2

1	3	2	4
			

Activity 3

a) piñata; b) cake; c) present

Activity 4

a	b	c	d	e
ceiling				

Holidays—Level 4

Activity 2

1c; 2a; 3a; 4b; 5b

Sights—Level 1

Activity 2

1) New York City; 2) A crown; 3) A torch; 4) Sandals

Activity 3

1) Sandals; 2) Statue; 3) Torch; 4) Island; 5) Crown; 6) Hand
Secret word: America

Sights—Level 2

Activity 2

a) Torch; b) Statue; c) Tourists; d) Sandals

Activity 3

- a) T (It is standing on an island in New York City.)
- b) F (It is standing on an island in New York City.)
- c) F (It also has sandals on its feet.)
- d) T (Some tourists also go inside of the statue.)

Sights—Level 3

Activity 2

- a) New York City (The Statue of Liberty is a popular tourist attraction in New York City.)
- b) A crown (the green statue has a crown on its head)
- c) France (France gave the statue to the United States)
- d) In pieces (So it had to be shipped in small pieces)
- e) A boat (Today many tourists take a boat to the island each year)

Activity 3

I'm very tall, but I'm not standing up straight. Some people are worried that I'll fall down one day.	I'm very tall. I look like a needle. I stand in Paris. Many people come to see me.	I'm very long, and I'm made of stones. I sit on high mountains.	I'm made from stones. I stand under the hot sun, and I'm around a lot of sand.
			

Sights—Level 4

Activity 2

- 2) F (Standing on Liberty Island in New York City)
- 3) T (It took France eight years to build the statue.)
- 4) F (It had to be brought in small pieces by ship)
- 5) F (It took almost a year to put the statue back together on the island!)
- 6) T (you can take a boat to the island to visit her)

Activity 3

- 1) crowns; 2) boat

Listening

Content of the listening worksheets

- Each listening worksheet has activities that promote listening for the main idea and/or listening for detail.
- Activities include multiple-choice questions, fill-in-the-blank questions, and matching tasks.
- Each topic also has an Extra Worksheet (E) that provides additional ideas for tasks that are designed to offer listening in interaction practice.

Title	Topics	Levels
All Aboard for the Arctic Boat Ride!	Arctic	1–4, E
Happy Thanksgiving!	Holidays	1–4, E
A Trip to the Town Theater	Music	1–4, E
The Brooklyn Bridge	Sights	1–4, E

Level descriptors for listening worksheets

Level	Score	Can Do Descriptors
4	110–115	Students understand conversations, simple stories, and age-appropriate academic talks. They can: • Understand less frequently used words that describe familiar topics, settings, and actions • Understand messages and stories that include unfamiliar words and some idiomatic expressions • Consistently connect information throughout stories and academic talks to infer meaning • Identify specific information in longer texts
3	107–109	Students understand basic conversations, simple descriptions, instructions, messages, and simple stories. They begin to understand age-appropriate academic talks. They can: • Understand less common words that describe familiar topics, settings, and actions (examples: <i>pocket, pour, lamp, branch</i>) • Understand indirect responses to questions in conversations • Understand messages in which information is not explicitly stated • Connect information to infer the main idea or topic of messages, stories, and informational texts • Synthesize information from multiple locations in a longer, spoken text
2	104–106	Students understand short, simple descriptions, conversations, and messages. They can: • Understand common expressions used in everyday conversations • Understand a simple single instruction spoken in familiar words, with key words repeated • Understand the purpose of messages in which key information is repeated • Understand the main ideas of simple stories in which key information is explicitly stated and repeated
1	100–103	Students begin to recognize a few familiar words in speech such as words for objects, places, and people. They can: • Understand words for objects and people in familiar categories such as school, home, family, colors, body parts, and animals • Recognize action words in simple sentences (examples: <i>The children play. He is eating.</i>) • identify familiar words with visual support



All Aboard for the Arctic Boat Ride!

Lisa and her friends are at the zoo. They are going on a boat tour through the new Arctic exhibition. The Arctic is a very cold part of the world. Lisa and her friends will see different animals from the Arctic.



Activity 1

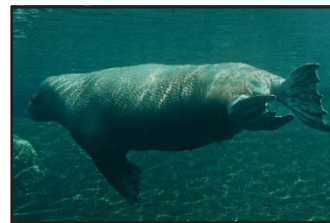


Listen to Jim. Circle the correct pictures.

1. What animal did Lisa see?



2. What did the walrus do?



3. What did the polar bear do?





All Aboard for the Arctic Boat Ride!

Welcome aboard! My name is Captain Jim. Lisa and her friends are at the zoo. They are going on a boat tour through the new Arctic exhibition. The Arctic is a very cold part of the Earth. Lisa and her friends will see different animals from the Arctic.



Activity 1



Listen to Captain Jim. Circle the correct picture.

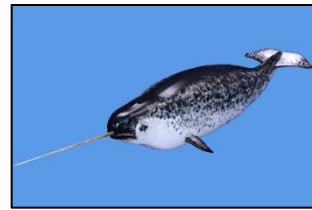
1. Lisa and her friends will probably see _____s and _____s.



Puffin



Polar Bear



Narwhal

2. Puffins can _____ very well.



3. Narwhals are born in the _____.



Spring



Summer



Winter



All Aboard for the Arctic Boat Ride!

Welcome aboard!
My name is Captain Jim.
Lisa and her friends are at the zoo.
They are going on a boat tour through
the new Arctic exhibition. The Arctic is
a very cold part of the Earth. Lisa and
her friends will see different animals
from the Arctic.



Activity 1

Which animals does Captain Jim talk about? Circle the correct pictures.



Walrus



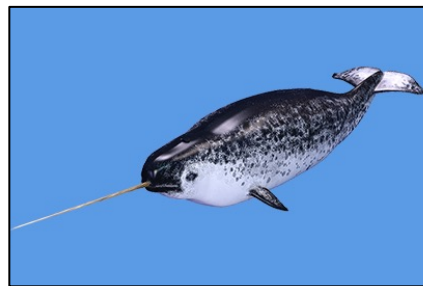
Puffin



Snow Owl



Polar Bear



Narwhal



Activity 2

True or False? Look at the sentences. Choose if they are right  or wrong .

	True	False
Walruses' teeth are called tusks.		
Narwhals are a type of bird.		
Puffins eat fish.		
Narwhals and walruses have big tails.		
Puffins, walruses, and narwhals are very good swimmers.		



All Aboard for the Arctic Boat Ride!

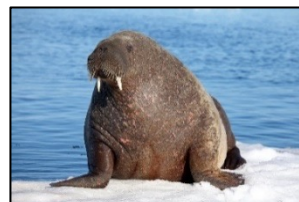
Tanya and her grandfather are at the zoo. They are excited about visiting the new Arctic exhibition. The Arctic is a very cold part of the Earth. Right now, they are waiting to begin a boat trip through the new Arctic exhibition.

Activity 1

Listen to the conversation between Tanya and her grandfather. Then answer the questions.

1. What are Tanya and her grandfather talking about?

- a. Animals in the Arctic
- b. Things to do in the Arctic
- c. Boats in the Arctic



2. Narwhals are a type of _____.

- a. seal
- b. walrus
- c. whale



3. A narwhal's big tooth is _____.

- a. on its head
- b. in its mouth
- c. on its back



4. Narwhals use their long teeth to _____.

- a. eat food
- b. break ice
- c. swim

Let's find out!

Which Arctic animal do you like best?

Interview three classmates about which Arctic animal they like best.
Complete the table.



Polar bear



Walrus

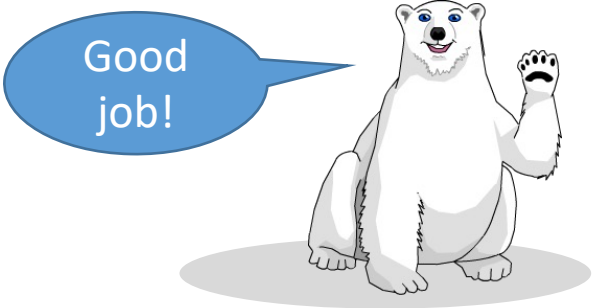


Snowy owl



Puffin

	Student name	Student name	Student name
	_____	_____	_____
Which Arctic animal do you like best?			
Why do you like it best?			





Happy Thanksgiving!

Hello! I'm Ms. Little.



Activity 1

Ms. Little is talking to her class about Thanksgiving.

Listen to Ms. Little. Circle the things Ms. Little talks about.



Turkey



Boat



Native Americans



Pie



Pilgrims

Happy Thanksgiving!

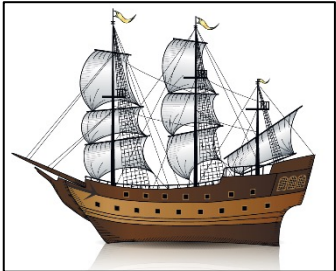
Hello! I'm Ms. Little.



Activity 1

Listen to Ms. Little. She is talking about Thanksgiving.

Look at the pictures. Number the pictures from 1 to 5 in the correct order.





Activity 2



Listen to Amanda (A) and John (J) talk about Thanksgiving. What do their families do on Thanksgiving?

Look at the pictures. Circle what you hear.



A / J



A / J

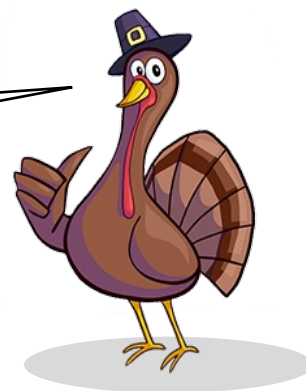


A / J



A / J

Good job!





Happy Thanksgiving!

Activity 1



Ms. Little and her class have been talking about the history of Thanksgiving.

Listen to Ms. Little. Then answer the questions.

1. What month of the year is Thanksgiving?

- a. February b. July c. November



2. How did the Pilgrims travel to America?

- a. By boat b. By train c. By car



3. The Native Americans taught the Pilgrims how to _____.

- a. make medicine b. build houses c. find and grow food



4. How many days was the first Thanksgiving?

- a. One b. Three c. Seven

5. Thanksgiving is celebrated today with a big _____.

- a. party b. meal c. hunt



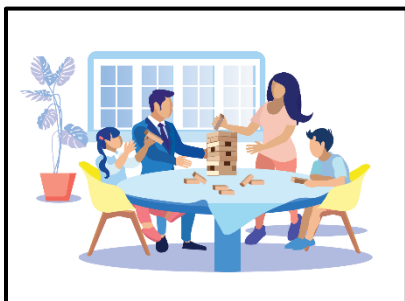


Activity 2

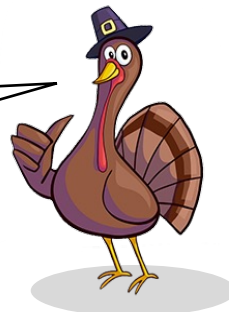


Listen to Ms. Little and her students discuss their Thanksgiving plans. What do they do with their families?

Look at the pictures. Circle the activities mentioned by the students.



Good job!





Happy Thanksgiving!

Activity 1



Ms. Little and her class have been talking about the history of Thanksgiving.

Listen to Ms. Little. Then answer the questions.

1. Which day in November is Thanksgiving?

- a. First Thursday b. Third Thursday c. Fourth Thursday

2. What was the name of the Pilgrims' boat?

- a. *Mayflower* b. *English Rose* c. *American Dream*

3. The Native Americans taught the Pilgrims how to _____.

- a. make medicine b. build houses c. find and grow food

4. The first Thanksgiving was to celebrate the autumn _____.

- a. feast b. harvest c. weather

5. How many days did the first Thanksgiving meal last?

- a. One b. Three c. Seven





Activity 2

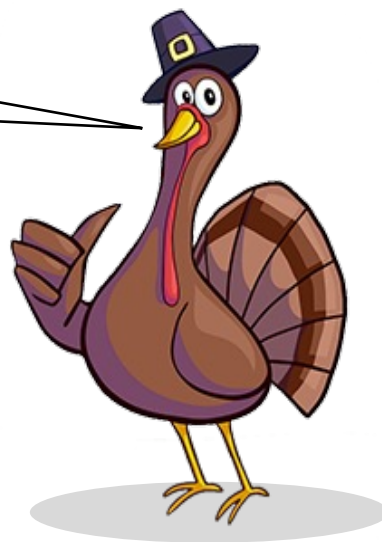


Listen to Ms. Little and her students talk about their Thanksgiving plans. What do they do?

Look at the table. Put a check  under the correct Thanksgiving plans for each student.

	 Play football together	 Run a race	 Cook a big meal	 Watch the parade
Amanda				
John				

Good job!





A Trip to the Town Theater

Hello, I'm Lilly! Today is my class trip. We are at the Town Theater!



Activity 1

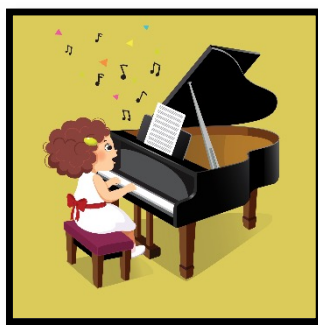


Lilly and her friends are at the Town Theater. David is the director of the theater. He tells the class about the shows they can see at the theater.

Listen carefully. Circle the shows you can see at the theater.



sing



piano



dance



drums



Activity 2



Lilly's class has a busy day! Let's find out what the day looks like.

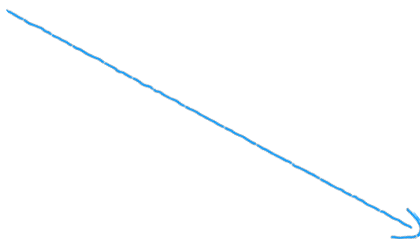
Listen to Ms. Little, Lilly's teacher. Connect the answers.

Class Schedule

Time

Event

Nine o'clock



Eleven o'clock



Twelve o'clock



A Trip to the Town Theater



Activity 1 

Ms. Little is taking her class to the Town Theater. Her class has a busy day! Let's find out what the day looks like.

Listen to Ms. Little. Connect the answers.

Class Schedule

Time	Event
Nine o'clock	
Ten o'clock	
Eleven o'clock	
Twelve o'clock	
One o'clock	



Activity 2

Ms. Little and her class are at the Town Theater. David is the director of the theater. He tells them which shows they can see in each theater hall.

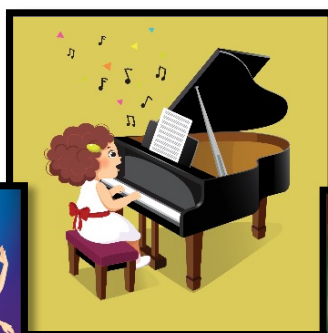
Listen carefully. Match the tickets and shows below.



sing



dance



piano



drums

A

B

C

D



A Trip to the Town Theater

Activity 1

Ms. Little wants to take her class on a school trip to the Town Theater. She calls the theater to learn more about the shows.

Listen to Ms. Little's phone call and answer the questions.



1. When is Ms. Little's class going on the trip?

a. Monday

b. Wednesday

c. Friday

2. How many shows are playing at the theater?

a. Two

b. Three

c. Four

3. What kind of show is playing in Hall A?

a. Drum

b. Ballet

c. Singing

4. What time is the drum show?

a. 1 o'clock

b. 11 o'clock

c. 2 o'clock

5. To which show will Ms. Little probably take her class?





Activity 2

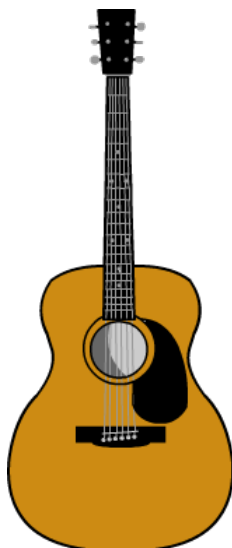


Ms. Little and her students enjoyed their day at the theater. They watched a show and learned about different musical instruments. Can you guess which instruments they saw?

*Listen to Ms. Little describe the instruments they saw.
Circle the instruments Ms. Little describes.*



Piano



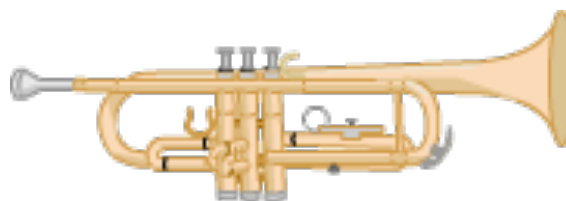
Guitar



Tambourine



Recorder



Trumpet



A Trip to the Town Theater

Activity 1



Ms. Little wants to take her class on a school trip to the Town Theater so her students can watch a show. She calls the theater to learn more about the shows.

Listen to Ms. Little's phone call and answer the questions.

1. How does Ms. Little feel about the class trip?

a. Happy

b. Excited

c. Nervous

2. Who is performing in Hall A?

a. Drummers

b. Ballerinas

c. Singers

3. What type of show is in Hall B?

a. Singing

b. Dancing

c. Drum

4. What can you do in Hall C?

a. Sing along

b. Bang the drums

c. Dance on stage

5. To which show will Ms. Little probably take her class?

a. Singing

b. Dancing

c. Drum





Activity 2



Ms. Little and her students enjoyed their day at the theater. They watched a show and learned about different musical instruments. Listen to Ms. Little describe the instruments they saw.

Can you guess which instruments they saw? Circle the instruments Ms. Little describes.



Piano



Violin



Tambourine



Recorder



Guitar



Trumpet

Let's find out!



What is your favorite musical instrument?

Ask other students about their favorite musical instruments.
Complete the table.

	Student name	Student name	Student name
What is your favorite musical instrument?			
Why do you like it?			





The Brooklyn Bridge



Hi, my name is Anna!
I made a picture book about a famous bridge in my city. Look at my picture book and listen carefully to what I say.

Activity 1



Listen carefully. Then write the words that you heard in the blanks.

Use the words in the box.

connects

cross

elephants

river

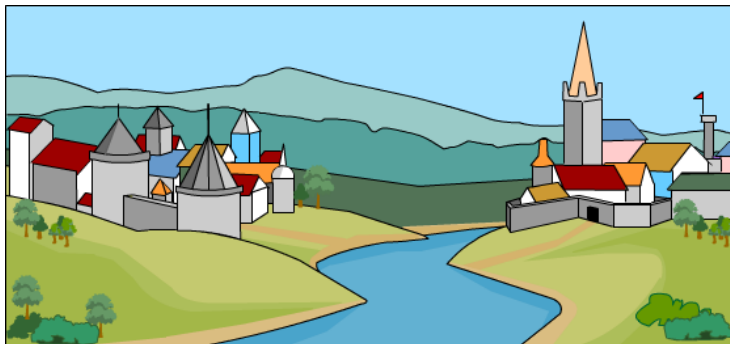
famous

boats

fall down

bridge

1. A long time ago, two big cities were separated by a _____.





connects

cross

elephants

river

famous

boats

fall down

bridge

2. People traveled between the two cities using _____.



3. People built a _____ with stones to connect the two cities.



4. Now, the bridge _____ the two cities.





connects

cross

elephants

river

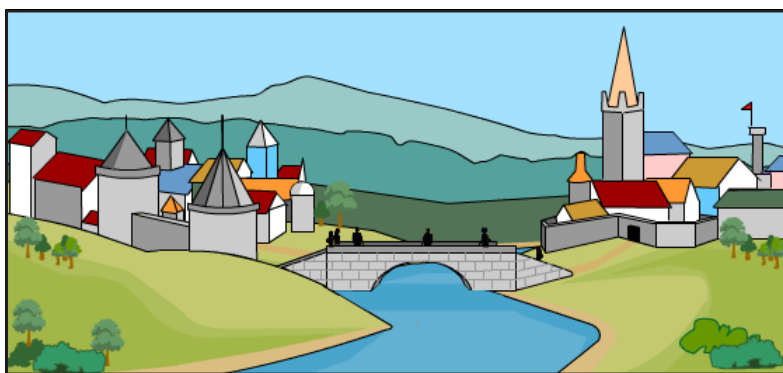
famous

boats

fall down

bridge

5. People can _____ the bridge to go to the other city. They do not need to use boats any more to go to the other city.



6. The name of this bridge is Brooklyn Bridge. It connects Manhattan and Brooklyn. It is one of the most _____ bridges in the world. Here is a picture of the Brooklyn Bridge.





The Brooklyn Bridge



Hi, my name is Anna. I live in New York City. I need your help! I will talk about the most famous bridge in New York City, and I want to show you pictures as I talk. I want you to help me find the correct pictures that match what I say.

Activity 1

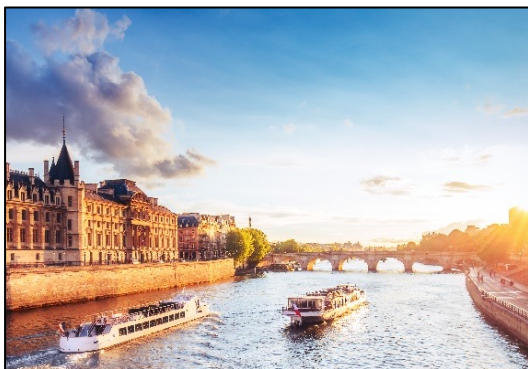


Listen to Anna. Circle the pictures that match what she says.

1.

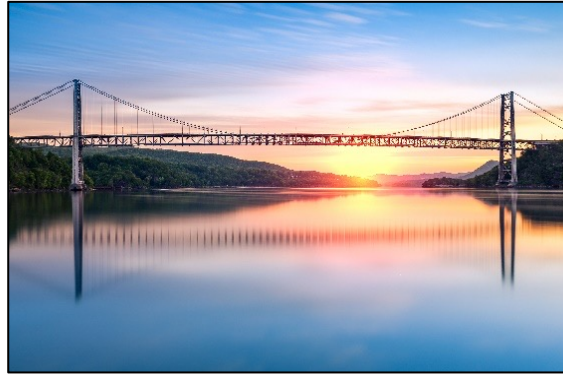


2.

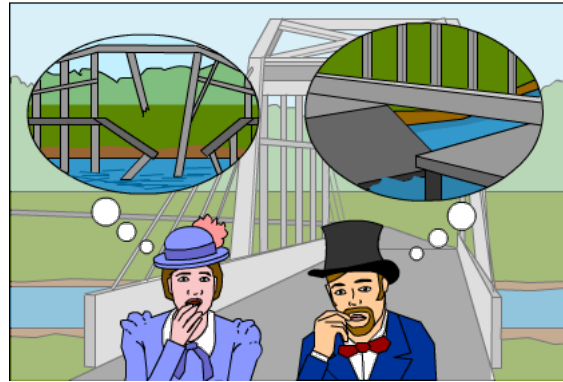
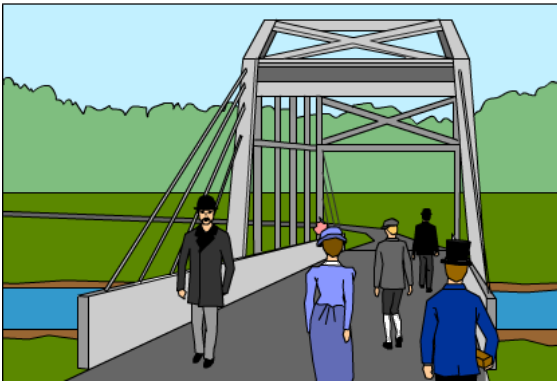




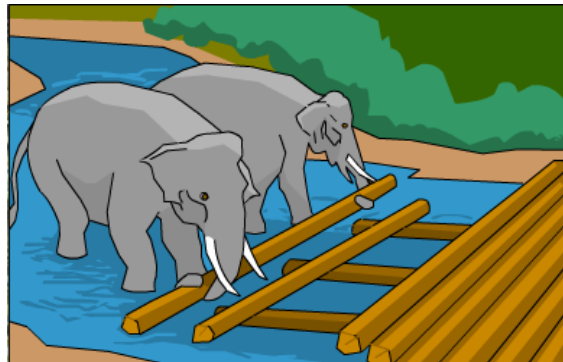
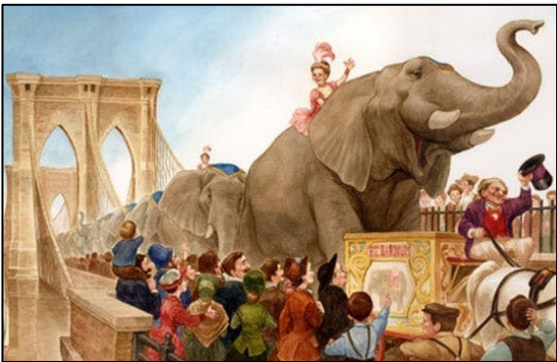
3.



4.



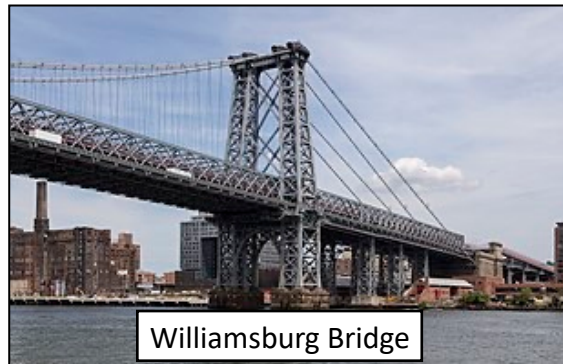
5.



6.



Brooklyn Bridge



Williamsburg Bridge



The Brooklyn Bridge

Activity 1



Anna lives in the United States.

*Listen to the conversation between Anna and her mother.
Answer the questions.*



1. Where is the Brooklyn Bridge?

- a. Boston
- b. New York City
- c. Africa

2. The Brooklyn Bridge is a _____ bridge.

- a. long
- b. narrow
- c. small

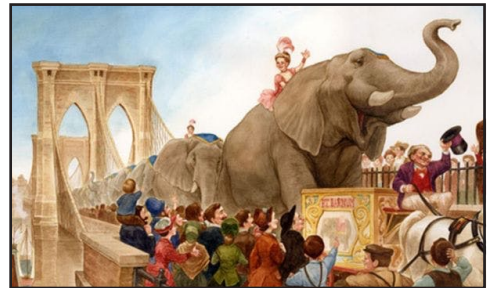
3. How did people feel about the bridge?

- a. Curious
- b. Afraid
- c. Proud



4. Why were the elephants on the bridge?

- a. To show that the bridge was strong
- b. To carry people across the bridge
- c. To save people from falling



5. What did Anna ask to do next?

- a. Learn about elephants
- b. Visit the bridge
- c. Watch a video

6. What will Anna do during the weekend?

- a. Spend time with Grandma
- b. Go to Boston
- c. Visit a zoo in the city



Activity 2

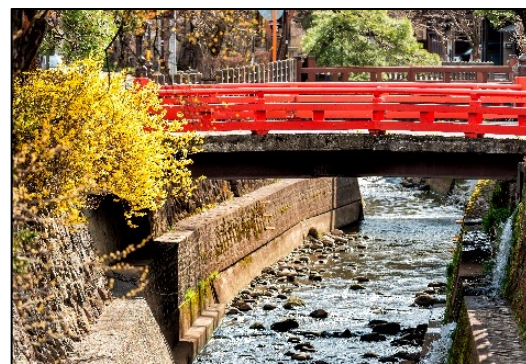
Now that Anna has visited the Brooklyn Bridge, she is really interested in bridges. She collected pictures of bridges from many places. She is excited to tell you about these bridges.

Circle the bridges that she is talking about.

1.



2.



3.



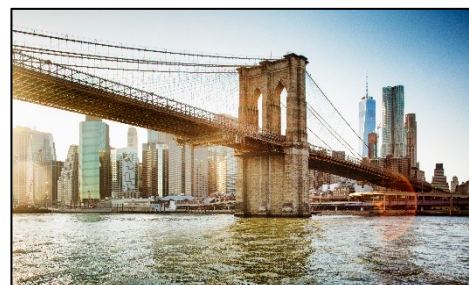
The Brooklyn Bridge

Activity 1



Anna visits the Brooklyn Bridge with her classmates. They are learning about the bridge.

Listen carefully. Then answer the questions.



1. The Brooklyn Bridge was built _____ years ago.

- a. 14 b. 21 c. 100

2. The Brooklyn Bridge was built between two _____.

- a. cities b. mountains c. buildings

3. When the bridge was built, how did people feel about it?

- a. Curious b. Afraid c. Proud

4. One day, people on the Brooklyn Bridge started running because they

_____.

- a. wanted to get on a boat
b. were afraid of elephants
c. thought the bridge would fall down

5. What will the students do next?

- a. Cross the bridge
b. Take a picture in front of elephants
c. Ride a boat to go to the bridge



Activity 2

Anna wrote an email to her grandmother about her trip to the Brooklyn Bridge. Some words are missing from her email.

Fill in the blanks with the words in the box.

elephants cross
 visited
running collapse
 bridge strong



Hi Grandma,

We _____ the Brooklyn Bridge today. I learned so many things about the _____ from Mrs. Thomas. Did you know that _____ crossed the Brooklyn Bridge a long time ago? It's true. Some people were worried that the bridge might _____ because it was long. One day, someone on the bridge shouted that the bridge was falling down. People started _____ because they really thought that the bridge was collapsing. Back then, people really believed that bridges could fall down. So, one man said, "I can show people that the Brooklyn Bridge is _____." He brought 21 elephants to the bridge. They walked over the bridge. It did not fall down. Then, people felt safe and started using the bridge again. We were able to _____ the bridge today, and it took 30 minutes. Here is a picture of where we walked on the Brooklyn Bridge today.

Best, Anna

Let’s find out!

What is your favorite bridge?

Ask other students about their favorite bridges.
Complete the table.

	Student name _____	Student name _____	Student name _____
What is your favorite bridge?			
Why do you like it?			



Listening scripts

Arctic—Level 1

Activity 1

Hi! I am your tour guide, Jim. Let's start the tour. There are the puffins. Puffins are black and white birds. They have colorful mouths. Oh, look! There's one right over there!

Next, we will see walruses. Walruses have long teeth. They like to sleep on the ice. Look, there is a walrus sleeping right there!

And now, if you turn to your right, you can see polar bears. They are playing on the ice! It looks like they are ice skating.

Arctic—Level 2

Activity 1

Hello! I'm Captain Jim! Welcome aboard!

Before we start our tour, let me talk about some animals we will see on the tour today.

There are many different animals that live in the Arctic. We won't be able to see all of them, but we will see some animals. For example, we will see puffins. Puffins are black and white birds. They have colorful mouths. Puffins are very good at flying. They can fly very fast.

If we are lucky, we will also see narwhals. Narwhals are a type of whale. They have a long tooth on their head. It is very sharp. Maybe we will see some baby narwhals too. They are born in the spring. Take out your camera so you can take pictures of the animals!

Arctic—Level 3

Activities 1 and 2

Welcome aboard! I'm Captain Jim.

Before we start our tour, let me introduce some of the animals we will see today. Did you know that there are over 7,000 different animals living in the Arctic? Unfortunately, we won't be able to see all of them, but we'll see at least three different animals today.

First, we will see a kind of bird called a puffin. Puffins are black and white birds that have a colorful mouth. Their mouths change color during the year from gray to orange. Puffins are also very good swimmers. Swimming helps them catch their favorite food: fish. Puffins love fish!

We will probably see some walruses as well. Walruses are very big and heavy, but they are able to swim very fast. They have two long teeth called tusks that stick out of their mouth. They use these to climb out of the water and onto the ice.

Finally, if we are lucky, we might see some narwhals! Narwhals are a type of whale. They have a long, pointy tooth like a unicorn. The tooth is on their head! They use it to break through the Arctic ice. Just like puffins, narwhals like to eat fish!

Arctic—Level 4

Activity 1

Tanya: Grandpa, I'm so excited about our Arctic tour!

Grandpa: Oh yes, we're going to see some interesting animals. When I was your age, I went to the real Arctic with my dad, your great-grandfather.

Tanya: Really? What did you see when you visited the Arctic?

Grandpa: Well, I saw a narwhal.

Tanya: What's a narwhal?

Grandpa: A narwhal is a type of whale. They are very big and have a long, pointy tooth on their head like a unicorn.

Tanya: A tooth? On their head? That's weird!

Grandpa: They use the tooth to break the ice when they need to come out of the water for air.

Tanya: Wow, is the Arctic covered with ice?

Grandpa: Well, of course! There is ice and snow everywhere!

Tanya: What other animals did you see?

Grandpa: I saw walruses.

Tanya: Cool! Do walruses have big teeth too?

Grandpa: Yes! They use their teeth to protect themselves from big animals and to climb out of the water.

Tanya: Wow, their teeth must be strong. Are their teeth on their heads, too?

Grandpa: No, their two teeth stick out of their mouth. I'm sure we will see walruses on the tour today.

Tanya: I can't wait!

[horn]

Holidays—Level 1

Activity 1

Ms. Little: A long time ago, the pilgrims came to America. Pilgrims are people from England. The men wore black hats. The pilgrims came on a boat. The boat sailed across the ocean. The pilgrims celebrated the first Thanksgiving. Today, turkey is the main food we eat on Thanksgiving. Pie is a Thanksgiving dessert. It is sweet.

Holidays—Level 2

Activity 1

Ms. Little: Good morning, class! Today we are talking about Thanksgiving. Thanksgiving is a holiday in the United States.

The first Thanksgiving was in 1621. The Pilgrims came to America from England on a boat. The boat was called the *Mayflower*. When they arrived, they met the local Native Americans.

The Native Americans helped the Pilgrims. They showed the Pilgrims how to find and grow food.

Then the Pilgrims and the Native Americans celebrated with a big meal together. They ate meat, fish, and vegetables. This meal was the first Thanksgiving!

Today Thanksgiving is an important holiday. Families usually share a big meal together. Turkey, potatoes, and pumpkin pie are some of the Thanksgiving foods.

Activity 2

Ms. Little: Today I would like to talk about Thanksgiving traditions. I would like to hear about your family holidays. Amanda, what does your family do on Thanksgiving?

Amanda: My family goes for a run together. We usually run 5 kilometers in the park. Then we watch the parade on TV. The parade has a lot of music in it!

Ms. Little: Great! John, what does your family do?

John: My family plays football together in the morning. We play football in the park. After that, we cook a big meal! My sister and my mother always make the dessert.

Ms. Little: That sounds delicious! Thanks for sharing your holiday plans with me! Have a great Thanksgiving, everyone!

Holidays—Level 3

Activity 1

Ms. Little: Good morning! Today we are going to talk about Thanksgiving. Thanksgiving is a very important holiday in the United States. It takes place every November on the last Thursday of the month.

The first Thanksgiving was in 1621. It was a celebration between the pilgrims and the Native Americans. The Pilgrims sailed from England to America. They sailed on a boat called the *Mayflower*.

After they arrived in America, the Pilgrims met the Native Americans. The Pilgrims did not know how to hunt for food or fish, or grow vegetables there. The Native Americans already knew the land well, so they helped the Pilgrims. The Native Americans showed them how to hunt, fish, and grow different foods.

In November of 1621, the Pilgrims were thankful because they had plenty of food. The Native Americans brought more meat and fish and vegetables to share with the Pilgrims. They enjoyed a big meal together that turned into a three-day celebration. They ate deer, corn, fish, and meat for three days. This meal was the first Thanksgiving!

We still celebrate this important day every year with a big meal, and we spend time with family and friends!

Activity 2

Ms. Little: So that's the history of the first Thanksgiving! Now I would like to hear from the class. What do you do on Thanksgiving? Amanda, what does your family do?

Amanda: My family likes to run together. Our local park has a 5-kilometer run and we all run it together. Many of the runners wear costumes for Thanksgiving. Then we watch the parade together on TV. The parade is fun because there are lots of people and music too!

Ms. Little: That's great! John, what does your family do?

John: My family plays a game of football together in the morning. We like to play football in the park near my house. After that, we cook a big meal together! My mother and sister make the pie for dessert. My father cooks the turkey, and I make the potatoes and vegetables.

Ms. Little: That sounds delicious! Thanks for sharing your holiday plans with me!

Holidays—Level 4

Activity 1

Ms. Little: Good morning, class. Today we are going to talk about Thanksgiving. Thanksgiving is a very important holiday in the United States. It takes place every November on a Thursday. Thanksgiving is always on the fourth Thursday of November.

The first Thanksgiving was a celebration between the Pilgrims and the Native Americans. It was in 1621. The Pilgrims came to America from England. They sailed to America on a boat called the *Mayflower*. It took very long for the *Mayflower* to sail from England to America.

The Pilgrims met the local Native Americans in what is now Massachusetts. The Native Americans knew the land and understood how to grow crops and hunt for meat. The Pilgrims did not know how to hunt for food or fish, or grow vegetables on the new continent. So the Native Americans helped the Pilgrims. They showed them how to fish, grow different crops like corn, and find maple syrup. They helped the Pilgrims to survive in this new environment.

In November of 1621, the Pilgrims and the Native Americans shared a big meal together. The meal was a three-day feast to celebrate the autumn harvest. The harvest was the time of year when many of the local crops and foods were ready to eat. The Pilgrims and Native Americans ate deer, corn, fish, and meat for three days. This meal was the first Thanksgiving!

Activity 2

Ms. Little: This week is Thanksgiving! So I would like to hear from you about your holiday plans. What are your Thanksgiving traditions? Amanda, what does your family do?

Amanda: My family likes to run outside together. Our local park has a 5-kilometer run, and we all do it together. Last year, my uncle wore a turkey costume. After the run, my family likes to watch the parade together on TV. The parade is fun to watch because there are interesting decorations and lots of music! They have trumpets, trombones, and many other instruments!

Ms. Little: That's great, Amanda! John, what about you?

John: My family always plays a game of football together in the morning. We like to play football in the park near my house. After that, we like to cook a big meal together! My sister and my mom make the pumpkin pie for dessert. My father and I cook the turkey, the potatoes, and vegetables. We love to cook together!

Ms. Little: That sounds delicious! Thanks for sharing your holiday plans with me!
Happy Thanksgiving!

Music—Level 1

Activity 1

Hello, I am David. Welcome to the Town Theater. You can watch different shows here.

1. You can hear singers. They sing beautiful songs.
2. You can watch ballet dancers. They dance to classical music.
3. You can listen to drummers play the drums.

Activity 2

Our class has a busy day today. Here is what we will do today:

1. At nine o'clock, we go to the theater. We take the bus at 9 o'clock.
2. At eleven o'clock, we watch the drum show. The show starts at 11 o'clock.
3. At twelve o'clock, we eat lunch. We have pizza today at 12 o'clock!

Music—Level 2

Activity 1

Ms. Little: We have a busy schedule today. But it will be a fun trip! Let's find out what the day looks like.

1. This morning, we will take the bus to the Town Theater. The bus is leaving at 9 o'clock. We will meet outside at 9 o'clock.
2. At ten o'clock, we will arrive at the theater. We can each choose one show to watch. So please choose your show at 10 o'clock.
3. At 11 o'clock, we will watch the shows. They will be very interesting and fun! So remember, the shows start at 11 o'clock.
4. At 12 o'clock, we are going to eat lunch in a restaurant. Today we are eating pizza! So we will be at the pizza place at 12 o'clock!
5. At 1 o'clock, we need to go back to school. We will sing songs on the bus. It will be fun!

Activity 2

Hello, I'm David. Welcome to the Town Theater. You are very lucky! There are four shows today. They are very interesting shows. You can choose one to watch. Listen for more information about the shows.

1. There are singers in Theater A. Go to Theater A to hear them sing songs.
2. The dancers are in Theater D. You can see ballet dancers in Theater D.
3. The drum show is in Theater C. It is fun to watch them hit the drums! So go to Theater C for the drum show.
4. There is a piano show in Theater B. Go to Theater B if you want to hear beautiful piano music.

Music—Level 3

Activity 1

James: Hello. This is James at the Town Theater. How can I help you?

Ms. Little: Hello! This is Ms. Little. I'm a teacher at Bedwell Elementary School. My students and I would like to see a show at the Town Theater. Can you tell me more about the shows?

James: Sure! When would you like to see the show?

Ms. Little: On Friday. We are all very excited to come to the theater!

James: Great! We have three shows playing this Friday. The three shows are in Halls A, B, and C. In Hall A, they are performing a ballet dance show.

Ms. Little: That sounds nice. Let me write this down. . . *[reading aloud her notes]* ballet show in Hall A. . . I love ballet!

James: Me too! Then, in Hall B, there is the drum show. It is a loud and fun drum performance!

Ms. Little: That sounds great! What time is the drum show?

James: The drum show is at one o'clock. Is that okay? We also have a singing show in Hall C at 4 o'clock if you like.

Ms. Little: I think my students would love the drum show the most. One o'clock sounds perfect! Thank you. My students will have so much fun!

James: You're very welcome. See you then!

Ms. Little: Bye!

James: Bye-bye!

Activity 2

My students and I went to the drum show! We loved the drums! We also saw other musical instruments. Can you guess which instruments we heard?

1. This is a long brown instrument. It has strings which can be moved to make music. This instrument is mostly made from wood. It has a body and a long thin neck. Many singers also play this instrument when they sing.
2. This is a very large instrument. It is also very heavy! It is black but has white and black keys. You can press the keys down to make beautiful music. People sit in front of this instrument when they play it.
3. This is a long, thin instrument. It is small and light so it is easy to carry around. There are small holes on this instrument. You use your mouth to blow air into the instrument. The music it makes sounds like a whistle. It is usually made from wood.

Music—Level 4

Activity 1

James: Hello. This is James at the Town Theater. How can I help you?

Ms. Little: Hello! This is Ms. Little. I'm the teacher at Bedwell Elementary School. My students and I would like to see a show at the Town Theater. We are very excited! Can you tell me more about the shows?

James: Yes, of course! This year, we have three shows to choose from at the theater. In Hall A, they are performing a ballet dance show. It's such a nice show. The ballerinas wear these special ballet shoes that allow them to stand on their toes!

Ms. Little: I love ballet. It is such a beautiful style of dance. You said the ballet show was in Hall A?

James: That's right! Then, in Hall B, there is the drum show. It is a loud and very fun performance! The drummers bang the drums and everyone claps their hands to the music!

Ms. Little: Yes, that is the show we would like to see! That is in Hall B, you said?

James: Yes, that is right. And then, in Hall C, there is a group of singers who sing popular songs. The audience usually likes to sing along with the singers. In Hall C, there is a screen over the stage so they show the words to the songs and you can sing along!

Ms. Little: Oh, that sounds fun too! I think the students will enjoy the drum show the most.

James: Yes, students always love the drum show.

Ms. Little: Great! We can't wait to go to the theater! Thank you very much, James!

James: You are welcome!

Ms. Little: Bye!

James: Bye-bye!

Activity 2

My students and I went to the drum show! We loved the drums! We also saw other musical instruments. Can you guess which instruments we heard?

1. This is a long brown instrument. You can touch and pull the strings with your fingers to make music. This instrument is mostly made from wood, and it is hollow inside. This instrument can either be electric or acoustic style. It is very popular across many types of music.
2. This is a very large instrument. It is also very heavy! It is black but has white and black keys. You can play the keys with your fingers and step on a foot pedal to make beautiful music. Many people sit on a stool when they play this instrument.
3. This is a long, thin instrument. It is small and light, so it is easy to carry around. It has small holes for the fingers to play. You can blow into the instrument using the mouthpiece. The music it makes sounds like a whistle. It is usually made from wood.
4. This instrument looks like a small drum. You can use your hands or fingers to make music by hitting or shaking the instrument. It is shaped like a circle. There are small metal jingles on the outside of the instrument. It is small, so you can carry it around.

Sights—Level 1

Activity 1

Hi, my name is Anna! I made a picture book about a famous bridge in my city. Look at my picture book and listen carefully to what I say.

After you listen, write the words that you heard in the blanks. Use the words in the box below.

1. A long time ago, two big cities were separated by a river.
2. People traveled between the two cities using boats.
3. People built a bridge with stones to connect the two cities.
4. Now, the bridge connects the two cities.
5. People can cross the bridge to go to the other city. They do not need to use boats anymore to go to the other city.
6. The name of this bridge is Brooklyn Bridge. It connects Manhattan and Brooklyn. It is one of the most famous bridges in the world. Here is a picture of the Brooklyn Bridge.

Sights—Level 2

Activities 1 and 2

Hi, my name is Anna. I live in New York City. I need your help! I will talk about the most famous bridge in New York City, and I want to show you pictures as I talk. I want you to help me find the correct pictures that match what I say.

1. This bridge was built with stones.
2. It was built to connect two big cities so people can easily travel.
3. When it was completed, it was a very strong bridge! It had two tall towers connected with long cables.
4. However, some people worried that the bridge might fall down.
5. One day, a man decided to show that the bridge was strong.
He brought 21 elephants and had them cross the bridge.
Nothing happened to the bridge, so people felt safe.
6. More than 100 years later, this bridge is still standing strong.
The name of this bridge is Brooklyn Bridge.
It connects Manhattan and Brooklyn.
It is one of the most famous bridges in the world.

Awesome! Thank you for helping me choose pictures for my story.

Sights—Level 3

Activity 1

Anna: Mom, did you know that 21 elephants walked on the Brooklyn Bridge before?

Mother: What do you mean? Are you talking about the bridge in New York City?

Anna: Yes, that one! Today Mrs. Thomas showed us a video about the history of the Brooklyn Bridge. The bridge was so much longer than other bridges at the time that people were worried it would collapse. One day, a person passing by the bridge shouted that the bridge was falling down. It wasn't true, but people started running because they thought it was true. But there was this one man who wanted to show people that there was nothing to be afraid of. He decided to bring 21 elephants to cross the bridge. And guess what! The bridge didn't fall down. People felt safe and started crossing the bridge again.

Mother: Wow, that's so cool! If that many elephants can cross the bridge, that's a very strong bridge.

Anna: I know. I want to see how strong the Brooklyn Bridge is. Can we go to New York City this weekend to see it?

Mother: Sure, we can visit, but not this weekend. Grandma is visiting from Boston!

Activity 2

Anna: This bridge is in England, and it is very famous. A cool thing about this bridge is that it can open to let big ships pass through. This bridge is called "Tower Bridge" because it has two tall towers.

Anna: This bridge is famous for its color. The entire bridge is painted orange. It has two towers that are connected with cables. The name of this bridge is the Golden Gate Bridge.

Anna: This bridge connects two areas of New York City. It has many cables over the bridge. The bridge is built with stone. The name of this bridge is the Brooklyn Bridge.

Sights—Level 4

Activity 1

Tour guide: Welcome to the Brooklyn Bridge! You are standing on one of the most famous bridges in the world. It was built more than 100 years ago to connect two areas of New York City: Manhattan and Brooklyn. People had to take a boat to travel between these two neighborhoods, but boats were not always available. The river made it difficult for the people. Especially during the winter, when the river was frozen it was almost impossible to cross. So, this bridge was built to help people travel. It took 14 years to build this bridge.

When it was built, the bridge was the longest existing bridge. Some people were worried that the bridge would collapse because it was so long. One day, someone on the bridge shouted that the bridge was falling down. People on the bridge panicked and started running because they believed it. Back then, people didn't trust bridges as much as we do today. So, one man wanted to prove that the bridge was strong and safe. So, he brought 21 elephants to walk across the long bridge. It did not break. When people saw this, they felt safe and started to use the bridge again.

As you can see, Brooklyn Bridge is still very strong even though it was built over 100 years ago! Now, let's walk over the bridge. It will take about 30 minutes, and then we will have lunch on the other side.

Activity 2

Hi, Grandma,

We visited the Brooklyn Bridge today. I learned so many things about the bridge from Mrs. Thomas. Did you know that elephants crossed the Brooklyn Bridge a long time ago? It's true. Some people were worried that the bridge might collapse because it was long. One day, someone on the bridge shouted that the bridge was falling down. People started running because they really thought that the bridge was collapsing. Back then, people really believed that bridges could fall down. So one man said, "I can show people that the Brooklyn Bridge is strong." He brought 21 elephants to the bridge. They walked over the bridge. It did not fall down. Then, people felt safe and started using the bridge again. We were able to cross the bridge today, and it took 30 minutes. Here is a picture of where we walked on the Brooklyn Bridge today.

Best, Anna

Listening answer key

Arctic—Level 1

Activity 1

1. puffin (picture in the center)
2. sleep (picture in the center)
3. playing on ice (picture on the left)

Arctic—Level 2

Activity 1

1. puffin (picture on the left) and narwhal (picture on the right)
2. flying (picture on the right)
3. spring (picture on the left)

Arctic—Level 3

Activity 1

Puffin, walrus, narwhal

Activity 2

True, False, True, False, True

Arctic—Level 4

Activity 1

1a; 2c; 3a; 4b

Holidays—Level 1

Activity 1

pilgrims, boat, turkey, pie

Holidays—Level 2

Activity 1

1	2	3	4	5
				

Activity 2

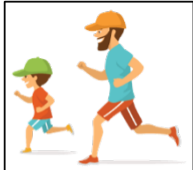
Amanda	John
	
	

Holidays—Level 3

Activity 1

1C; 2A; 3C; 4B; 5B

Activity 2

			
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Holidays—Level 4

Activity 1

1C; 2A; 3C; 4B; 5B

Activity 2

Amanda: Run a race; Watch the parade

John: Play football together; Cook a big meal

Music—Level 1

Activity 1

sing	dance	drums
		

Activity 2

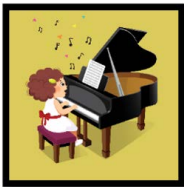
Nine o'clock: theater; Eleven o'clock: drums; Twelve o'clock: pizza

Music—Level 2

Activity 1

Nine o'clock	Ten o'clock	Eleven o'clock	Twelve o'clock	One o'clock
				

Activity 2

A	B	C	D
			

Music—Level 3

Activity 1

1c; 2b; 3b; 4a

Activity 2

Guitar; Piano; Recorder

Music—Level 4

Activity 1

1b; 2b; 3c; 4a; 5c

Activity 2

Guitar; Piano; Recorder; Tambourine

Sights—Level 1

Activity 1

1=river; 2=boats; 3=bridge; 4= connects; 5=cross; 6=famous

Sights—Level 2

Activity 1

1	2	3	4	5	6
					
					Brooklyn Bridge

Sights—Level 3

Activity 1

1b; 2a; 3b; 4a; 5b; 6a

Activity 2

1	2	3
		

Sights—Level 4

Activity 1

1c; 2a; 3b; 4c; 5a

Activity 2

visited; bridge; elephants; collapse; running; strong; cross

Speaking

Content of the speaking worksheets

- Worksheets include game-based speaking activities at four levels of difficulty.
- The speaking activities require students to work in pairs or small groups.
- The speaking activities require students to interact in English with other students.
- Different types of speaking activities are used across the four levels of difficulty.

Topic	Levels	Type of activity
Animals	1	Guess my question
	2	Information gap
	3	Secret words
	4	Storytelling
Arctic	1	Connect three
	2	Connect three
	3	Secret words
	4	Storytelling
Music	1	Guess my question
	2	Information gap
	3	Secret words
	4	Storytelling
Places	1	Connect three
	2	Connect three
	3	Secret words
	4	Secret words

Below is a description of the five types of game-based speaking activities included in the worksheets.

Type of activity	Description	Topic and level
Guess my questions!	This activity requires learners to work in pairs. They each select three questions on the worksheet and then take turns asking one another questions. If a student asks the question selected by the partner, the student gets a point. The first student who guesses all three questions correctly wins.	Animals 1 Music 1
Connect three	Students work in pairs. They take turns reading a sentence in a box. They mark the box that they read. The first player to connect three boxes in a line is the winner.	Arctic 1 Arctic 2 Places 1 Places 2
Information gap	In this information gap activity, students work in pairs. They have to ask their partner questions to find out where certain objects are located.	Animals 2 Music 2
Secret words	Students work in groups to describe the object on the card while not mentioning the secret words.	Animals 3 Arctic 3 Music 3 Places 3
Storytelling	Students work in pairs. Student A has the story line in the correct order. Student B has the comic panels scrambled out of order. Student A tells the story, and Student B has to listen and put the panels in the correct order. Then they switch roles. The stories are based on well-known children's stories.	Animals 4 Arctic 4 Music 4 Places 4

Level descriptors for speaking worksheets

Level	Score	Can Do Descriptors
4	23 –27	Students speak in English to expand descriptions, communicate multistep directions, and tell stories effectively. They successfully ask questions and make simple requests. They can: • Use a wide range of vocabulary and grammatical structures effectively • Include relevant details to expand descriptions, give directions, and tell stories • Include structures such as connecting words and phrases that make directions and stories easy to follow • Form questions and requests appropriately and use intonation to communicate meaning • Speak fluidly with few errors in pronunciation or intonation
3	18 –22	Students speak in English to express and explain what they like and to give directions. They begin to expand their descriptions of things and events. They can: • Use appropriate word choices • Use complete statements to communicate ideas • Use appropriate grammatical structures • Begin to form questions and requests • Speak clearly with few errors in pronunciation or intonation
2	13 –17	Students speak in English to say what they like and give some descriptions. They begin to ask questions and tell stories. They can: • Use words and phrases to communicate meaning • Use a limited number of grammatical structures to describe objects and actions • Begin to form questions and requests • Begin to communicate a sequence of events • Pronounce words and statements clearly most of the time
1	1–12	Students begin to speak in English using words and simple statements. They begin to say what they like and give some descriptions. They can: • Say some common words in familiar categories, such as home, school, family, colors, animals, and actions • Communicate meaning in short, simple statements (examples: The tiger is big. The zoo has two birds.) • Pronounce words and simple phrases clearly but slowly some of the time

Guess my questions!

Directions: Do NOT show your partner your sheet. Choose any **three** questions and mark the boxes with an X. Your partner will do the same.

Now try to guess which questions your partner marked. Take turns to ask a question. If you guess a question right, you get a point. If you get three points first, you win!

Tip: You can keep track of your partner’s answers by marking the small box.

	...cats?	...dogs?	...fish?	...birds?	...rabbits?
Do you have...	X	X	X	X	X
Can you play with...	X	X	X	X	X
Do you like...	X	X	X	X	X
Do you feed...	X	X	X	X	X



Where are the animals?

Partner A

Where is...?

Work with a partner. Take turns to ask and answer questions.

Example:

A: Where is your cat?

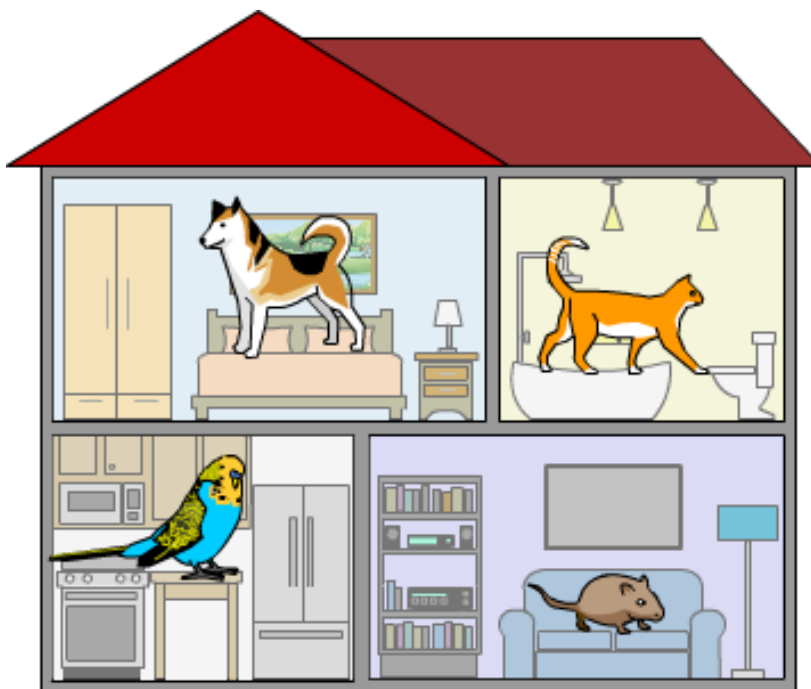
B: My cat is in the bedroom.

Write your partner's answers in the blanks.

Words you can use:

- cat, dog, bird, mouse
- living room, bedroom, bathroom, kitchen, roof, outside
- next to, under, over, on, in, on top of

My House



_____ 's House





Where are the animals?

My House

Partner B

Where is...?

Work with a partner. Take turns to ask and answer questions.

Example:

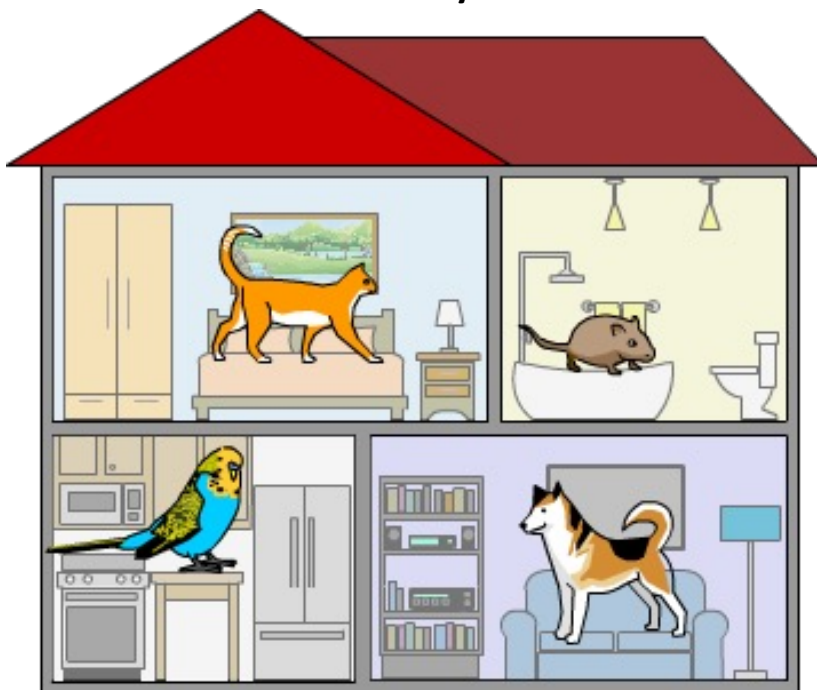
A: Where is your cat?

B: My cat is in the bedroom.

Write your partner's answers in the blanks.

Words you can use:

- cat, dog, bird, mouse
- living room, bedroom, bathroom, kitchen, roof, outside
- next to, under, over, on, in, on top of



_____ 's House





Secret Words

Directions: Get into groups of **three**. Take turns describing the animals without saying the **secret words**. Your partners have to guess the animal words. The person who guesses the most words correctly is the winner!

DOG



SECRET WORDS
Bark
Tail

CAT



SECRET WORDS
Meow
Mouse

BIRD



SECRET WORDS
Wings
Fly

MONKEY



SECRET WORDS
Tree
Brown



PIG



SECRET WORDS
Tail
Pink

HORSE



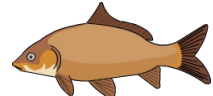
SECRET WORDS
Fast
Brown

FROG



SECRET WORDS
Green
Jump

FISH



SECRET WORDS
Water
Swim



COW



SECRET WORDS
Milk
Moo

MOUSE



SECRET WORDS
Cheese
Small

RABBIT



SECRET WORDS
Ears
Carrot

CHICKEN



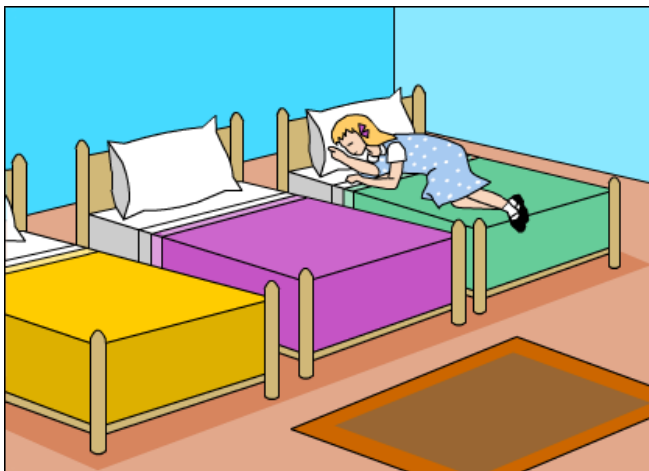
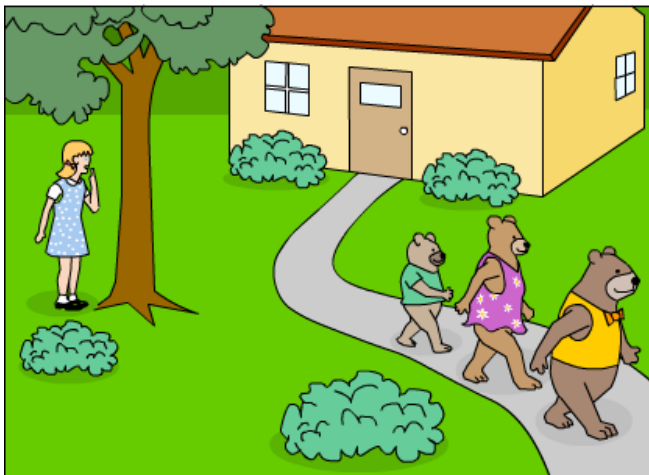
SECRET WORDS
Feather
Eggs



Partner A

Listen and Match #1

Storytelling: Work with a partner. Your partner's pictures are all mixed up. Tell your partner the story so that your partner can place the pictures in the correct order.

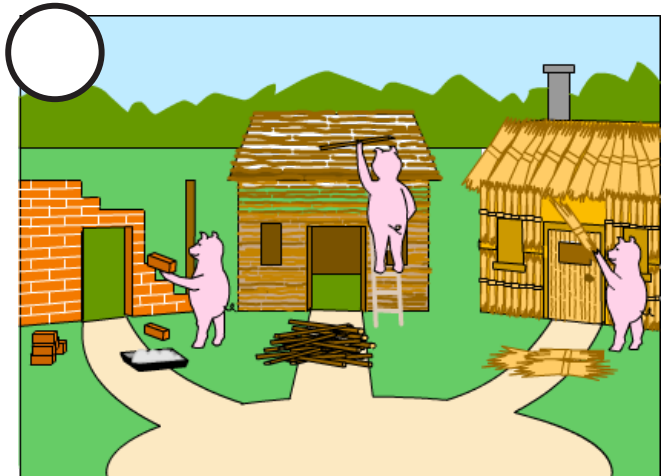
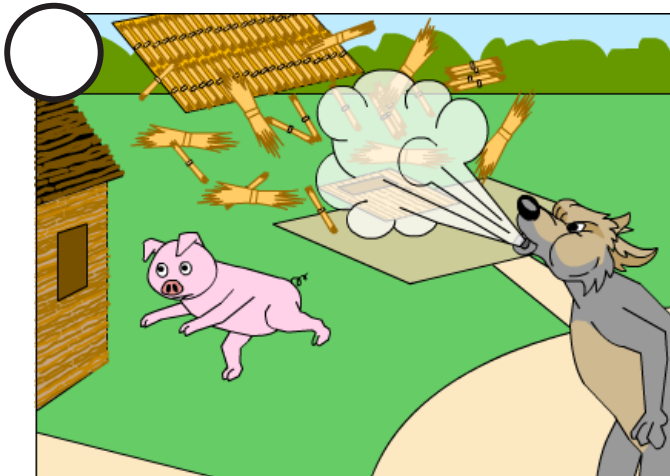
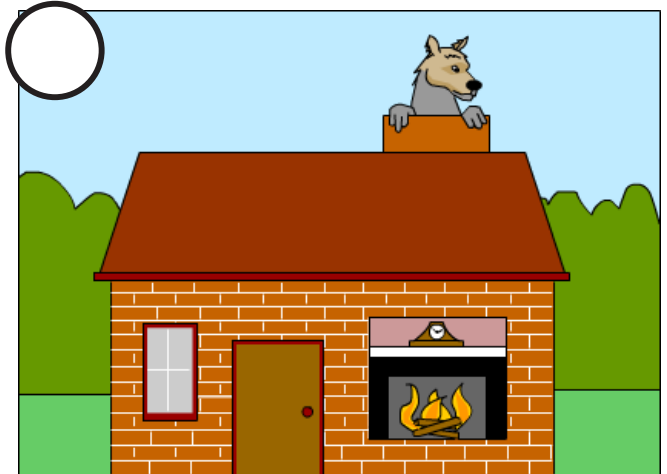
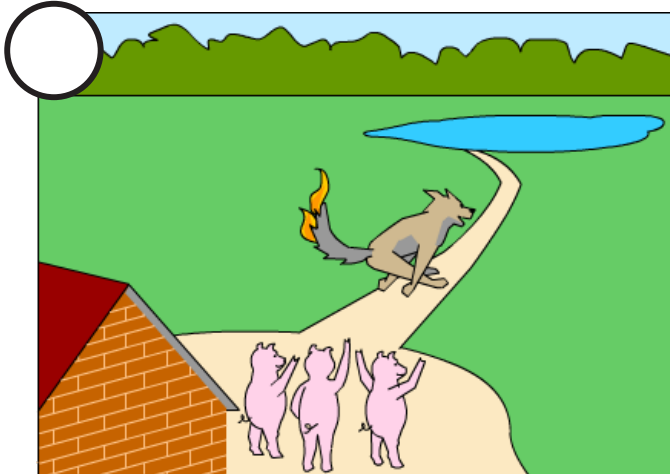
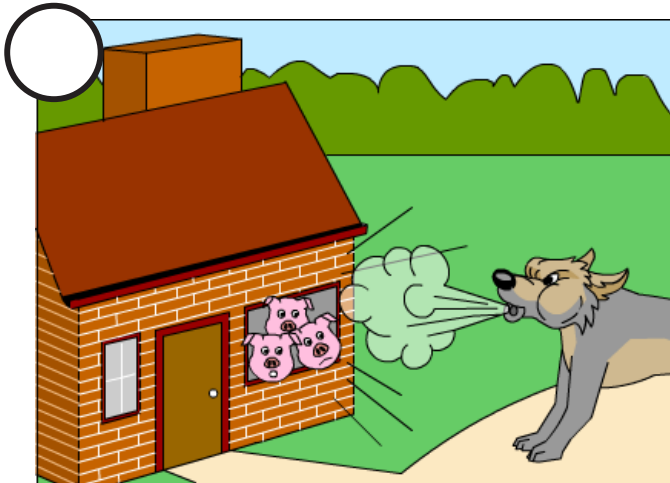




Partner A

Listen and Match #2

Storytelling: Work with a partner. Your pictures are all mixed up. Listen to your partner tell the story so you can place the pictures in the correct order.

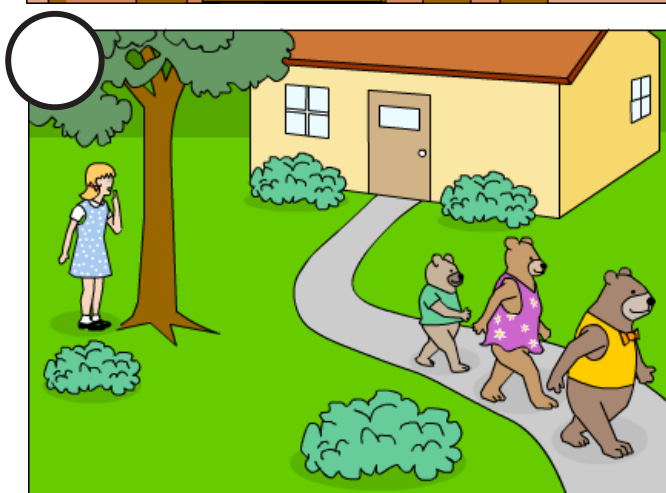




Partner B

Listen and Match #1

Storytelling: Work with a partner. Your pictures are all mixed up. Listen to your partner tell the story so you can place the pictures in the correct order.

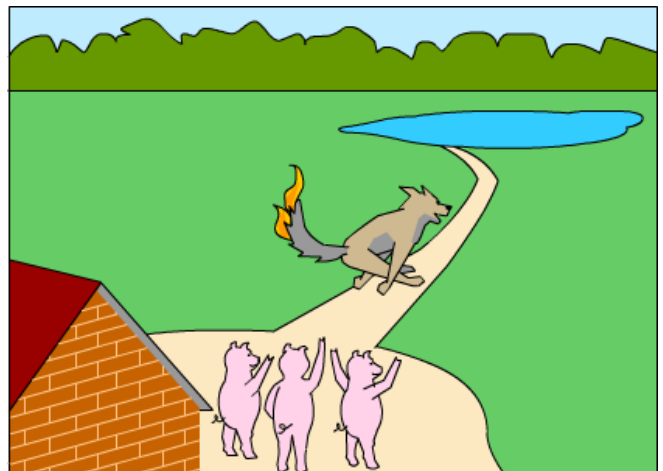
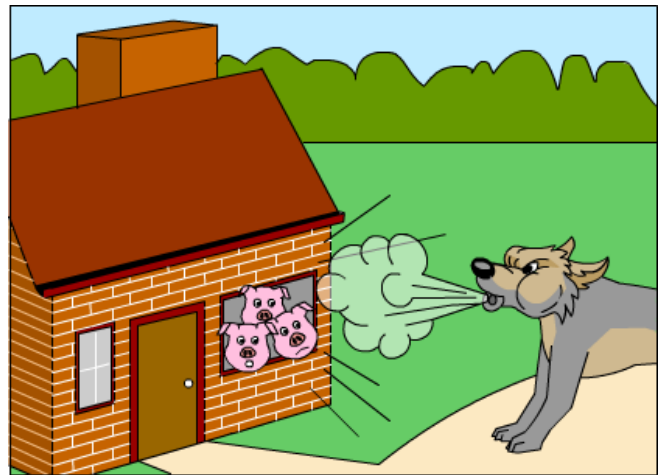
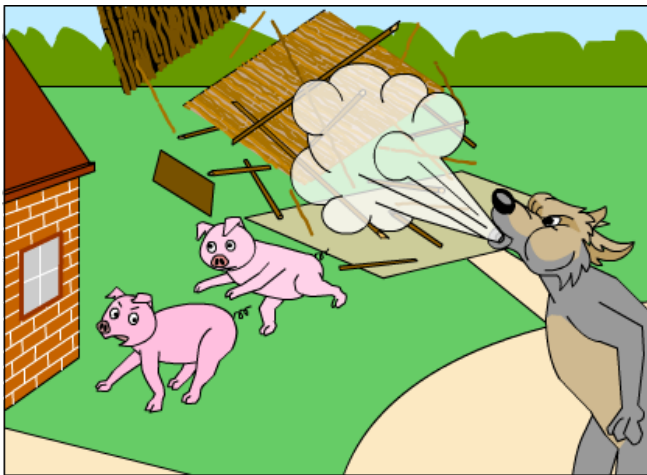
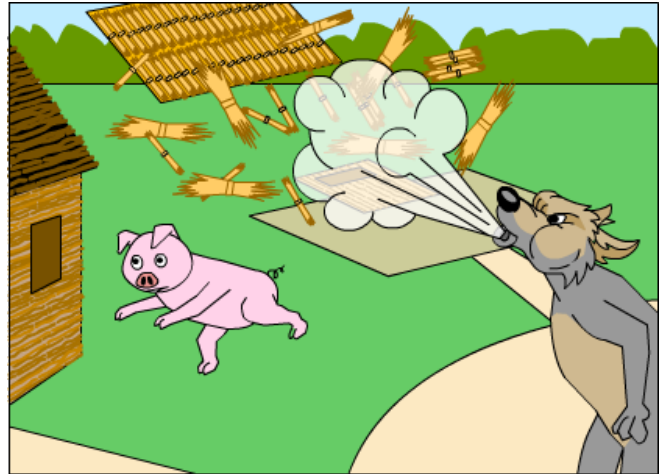
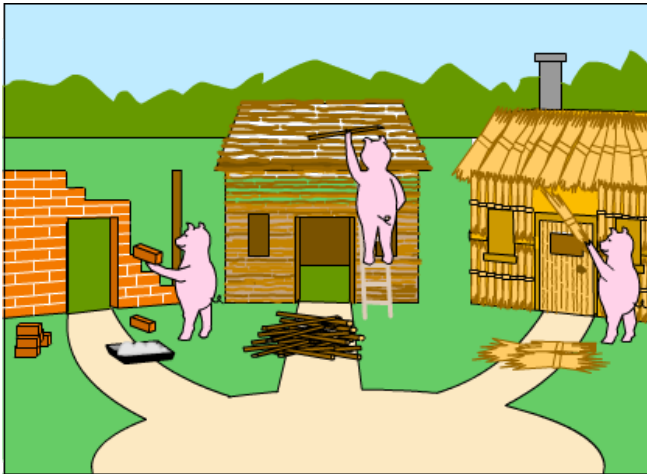




Partner B

Listen and Match #2

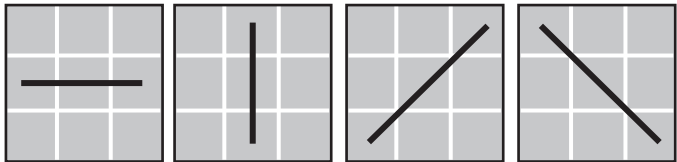
Storytelling: Work with a partner. Your partner's pictures are all mixed up. Tell your partner the story so that your partner can place the pictures in the correct order.



Connect Three

Directions: With a partner, take turns reading a sentence in a box. Mark the boxes you read. Use a circle **O** to mark the boxes you read and an **X** to mark boxes your partner reads. The first player to connect three boxes in a line is the winner!

Line Styles

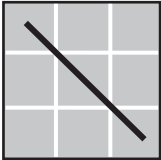


I like running.	I am heavy.	I have two eyes.	I live in Sweden.	My ears are small.
I sleep at night.	My nose is black.	I like to run fast.	I live in Canada.	I have a tail.
I have four legs.	I like walking.	I'M A POLAR  BEAR.	My tail is short.	I live in the North Pole.
I have sharp teeth.	I like swimming.	I have big paws.	My fur is white.	I am tall.
I can swim well.	I live in the Arctic.	My eyes are black.	I like snow.	I have two ears.

Connect Three

Part 1: With a partner, take turns reading a sentence in a box. Mark the boxes you read. Use a circle **O** to mark the boxes you read and an **X** to mark boxes your partner reads. The first player to connect three boxes in a line is the winner!

Line Styles



A	B	C	D	E
I live in a cave.	I live on the snow.	I live in the ocean	I live on the ice.	I live in a cave.
I have white fur.	I have white feathers	I am black and white.	I have brown fur.	I have white and gray fur.
I have four legs.	I have big yellow eyes.	I have a tail.	I have two ears.	I have a big tail.
I like to walk on the ice.	I fly and I sit.	I swim in the ocean.	I swim in the ocean.	I like to run on the ice.
My babies are called "cubs."	My babies are called "owlets".	My babies are called "calves".	My babies are called "pups".	My babies are called "pups".

Part 2: Which animal do they talk about in each column?



D

Seal



Polar bear



Wolf



Snowy owl



Whale



Secret Words

Directions: Get into groups of **three**. Take turns describing the arctic words without saying the **secret words**. Your partners have to guess the arctic words. The person who guesses the most words correctly is the winner!

ICE



SECRET WORDS

Hard
Cold

WOLF



SECRET WORDS

Howl
Gray

SEAL



SECRET WORDS

Swim
Tail

OCEAN



SECRET WORDS

Swim
Water



SNOW



SECRET WORDS

White
Soft

POLAR BEAR



SECRET WORDS

White
Fur

WHALE



SECRET WORDS

Big
Swim

IGLOO



SECRET WORDS

Snow
House



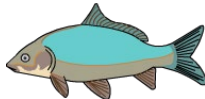
WIND



SECRET WORDS

Blow
Noise

FISH



SECRET WORDS

Swim
Water

SNOWY OWL



SECRET WORDS

Bird
Hoot

BOAT



SECRET WORDS

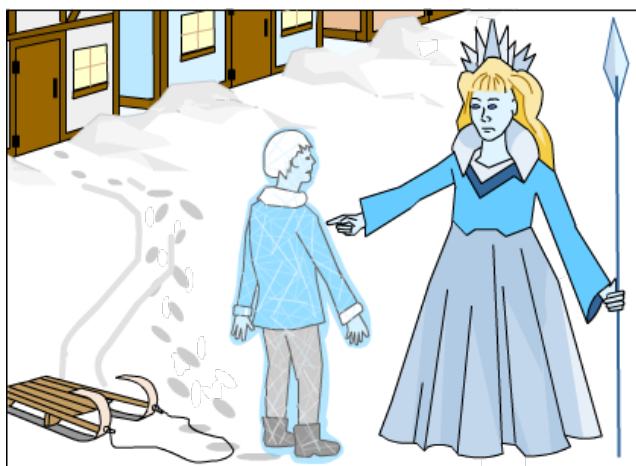
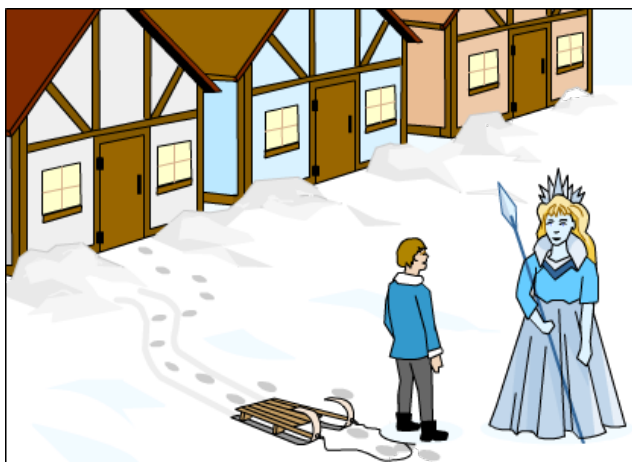
Big
Water



Partner A

Listen and Match #1

Storytelling: Work with a partner. Your partner's pictures are all mixed up. Tell your partner the story so that your partner can place the pictures in the correct order.





Partner A

Listen and Match #2

Storytelling: Work with a partner. Your pictures are all mixed up. Listen to your partner tell the story so you can place the pictures in the correct order.

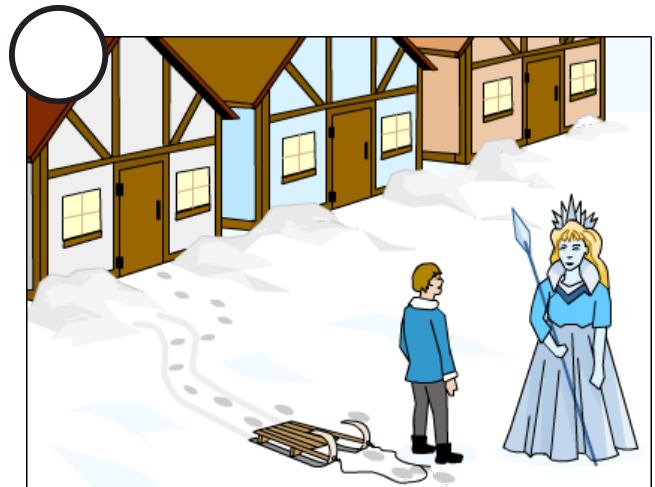
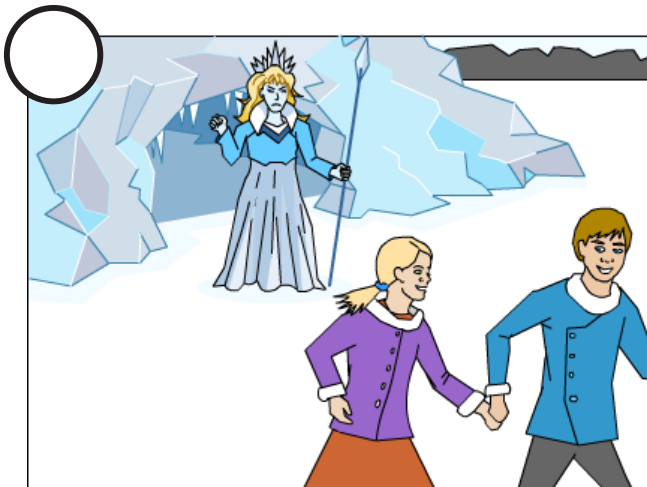
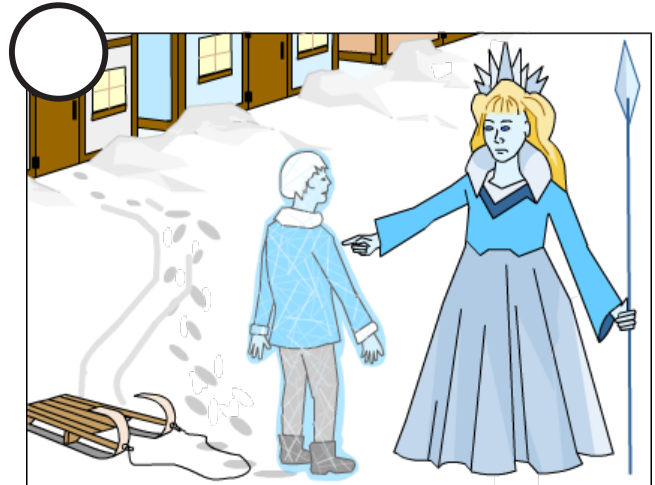




Partner B

Listen and Match #1

Storytelling: Work with a partner. Your pictures are all mixed up. Listen to your partner tell the story so you can place the pictures in the correct order.





Partner B

Listen and Match #2

Storytelling: Work with a partner. Your partner's pictures are all mixed up. Tell your partner the story so that your partner can place the pictures in the correct order.



Guess my questions!

Directions: Do NOT show your partner your sheet. Choose any **three** questions and mark the boxes with an X. Your partner will do the same.

Now try to guess which questions your partner marked. Take turns to ask a question. If you guess a question right, you get a point. If you get three points first, you win!

Tip: You can keep track of your partner’s answers by marking the small box.

	...the piano?	...the violin?	...the guitar?	...the flute?	...the drums?
Can you hear...	X	X	X	X	X
Can you play...	X	X	X	X	X
Do you like...	X	X	X	X	X
Do you listen to...	X	X	X	X	X



Who plays what?

My Concert

Partner A

Who plays what?

Work with a partner. Take turns to ask and answer questions.

Example:

A: Who plays the guitar?

B: The bear plays the guitar.

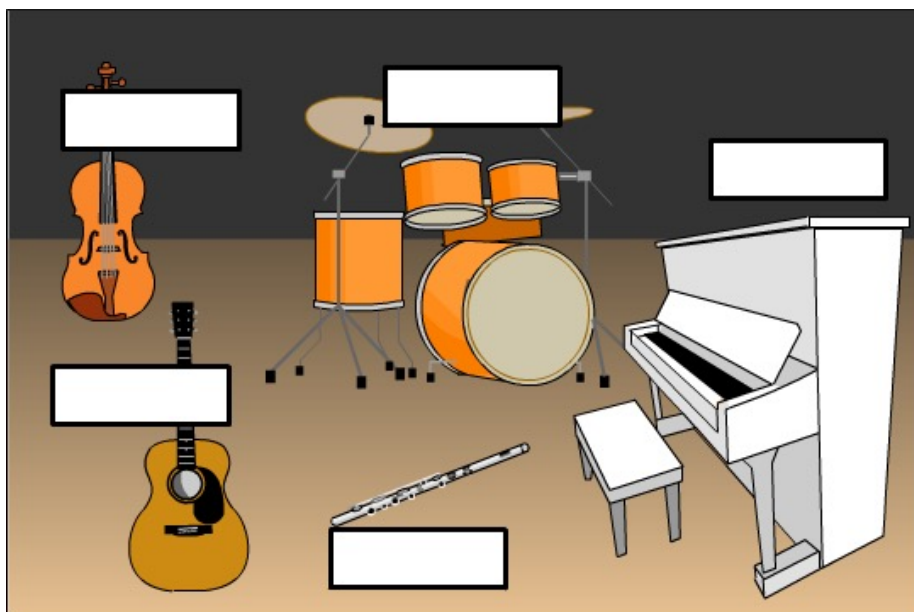
Write your partner's answers in the blanks.



_____ 's Concert

Words you can use:

cat, dog, monkey, rabbit,
bear, piano, guitar,
violin, drums, flute





Who plays what?

My Concert

Partner B

Who plays what?

Work with a partner. Take turns to ask and answer questions.

Example:

A: Who plays the guitar?

B: The bear plays the guitar.

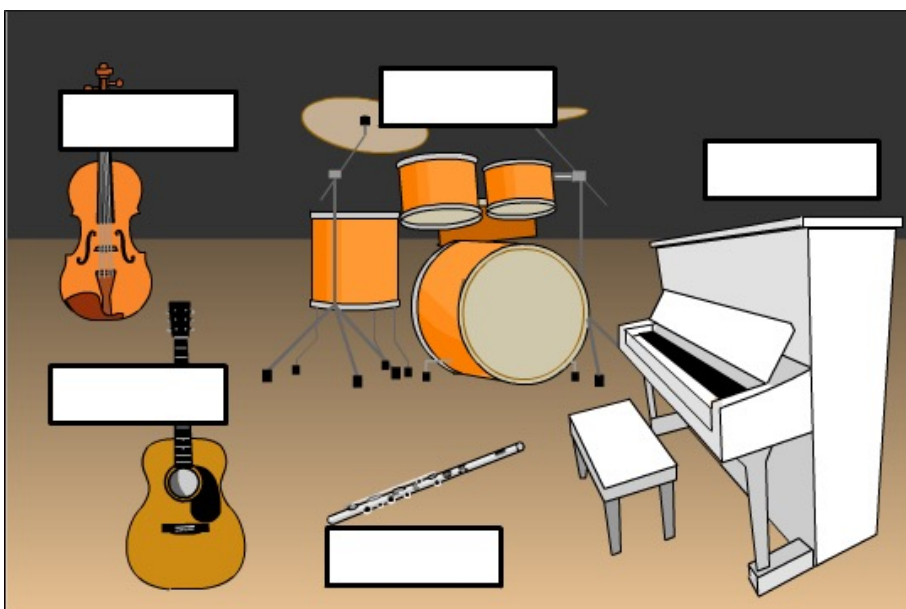
Write your partner's answers in the blanks.

Words you can use:

cat, dog, monkey, rabbit,
bear, piano, guitar,
violin, drums, flute



_____ 's Concert





Secret Words

Directions: Get into groups of **three**. Take turns describing the music words without saying the **secret words**. Your partners have to guess the music words. The person who guesses the most words correctly is the winner!

DRUM



SECRET WORDS

Hit
Stick

VIOLIN



SECRET WORDS

Wood
Small

SONG



SECRET WORDS

Write
Sing

LISTEN



SECRET WORDS

Hear
Ear

GUITAR



SECRET WORDS

Wood
String

TRIANGLE



SECRET WORDS

Metal
Shape

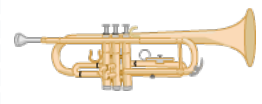
THEATER



SECRET WORDS

Seats
Watch

TRUMPET



SECRET WORDS

Brass
Valves

PIANO



SECRET WORDS

Key
Big

RECORDER



SECRET WORDS

Holes
Small

SINGER



SECRET WORDS

Voice
Song

CONCERT



SECRET WORDS

Music
Loud



Partner A

Listen and Match #1

Storytelling: Work with a partner. Your partner's pictures are all mixed up. Tell your partner the story so that your partner can place the pictures in the correct order.

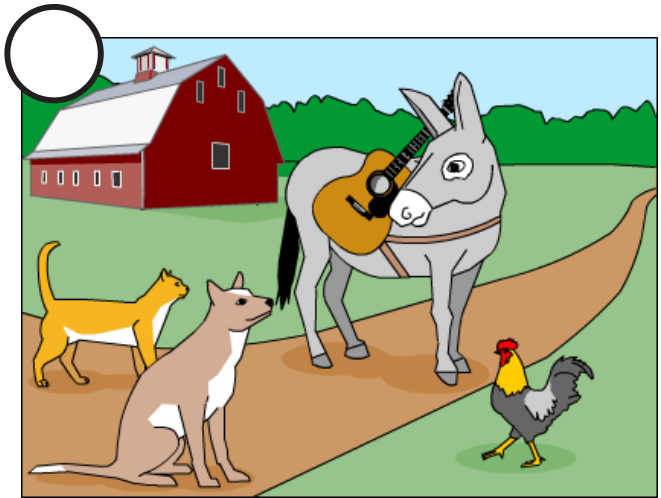
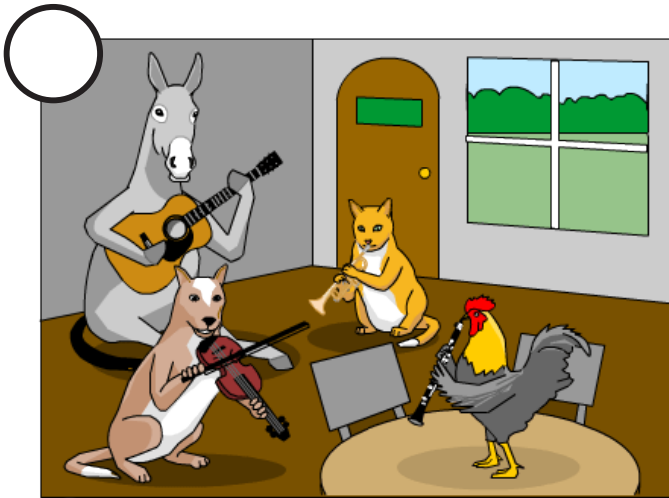




Partner A

Listen and Match #2

Storytelling: Work with a partner. Your pictures are all mixed up. Listen to your partner tell the story so you can place the pictures in the correct order.





Partner B

Listen and Match #1

Storytelling: Work with a partner. Your pictures are all mixed up. Listen to your partner tell the story so you can place the pictures in the correct order.

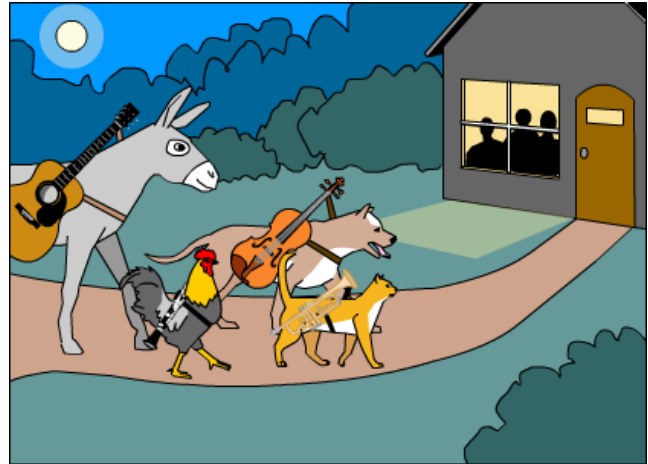
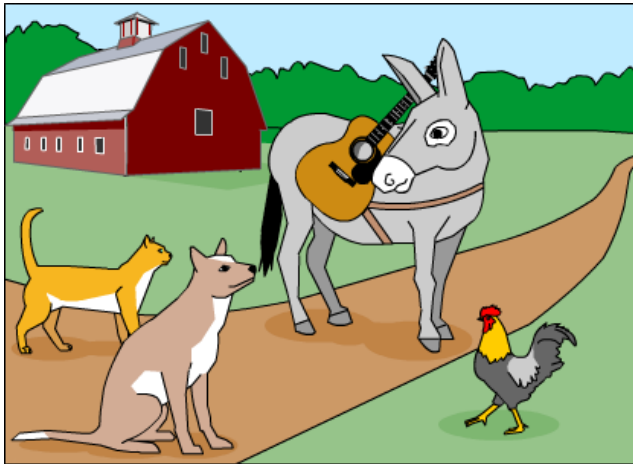




Partner B

Listen and Match #2

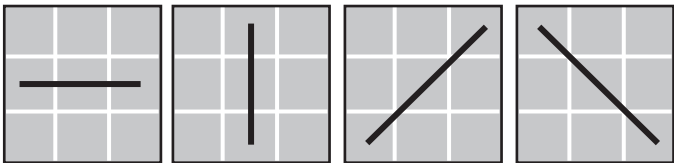
Storytelling: Work with a partner. Your partner's pictures are all mixed up. Tell your partner the story so that your partner can place the pictures in the correct order.



Connect Three

Directions: With a partner, take turns reading a sentence in a box. Mark the boxes you read. Use a circle **O** to mark the boxes you read and an **X** to mark boxes your partner reads. The first player to connect three boxes in a line is the winner!

Line Styles



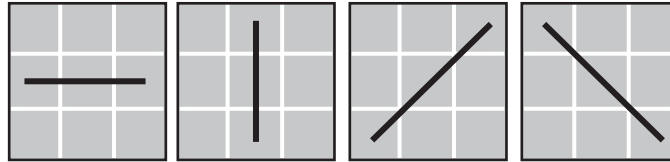
I am at the park.	I go to the hospital.	I go to the museum.	I play soccer in the park.	I go to school.
I go home after school.	I am at the zoo.	I visit grandma's house.	I play at the playground.	I see a movie.
I study at school.	I shop at the supermarket.	What do you do in your town?	I eat at a restaurant.	I read at the library.
I go to the post office.	I visit the library.	I play at a friend's house.	I am at the beach.	I go to the tree house.
I go to the train station.	I buy candy at the store.	I play in the park.	I see animals at the zoo.	I am at the market.



Connect Three

Part 1: With a partner, take turns reading a sentence in a box. Mark the boxes you read. Use a circle **O** to mark the boxes you read and an **X** to mark boxes your partner reads. The first player to connect three boxes in a line is the winner!

Line Styles



A	B	C	D	E
It is quiet.	People are quiet.	It is noisy.	I should be quiet.	I need to be quiet.
There are many children.	I can see paintings.	Many children love this place.	I can do homework.	I go to this place for fun.
I can learn many things.	I can look at many things.	I can play with my friends.	I can read many books.	I have to buy a ticket.
There is a playground.	I can walk around.	I can play on the playground.	I can look up many things.	There are many seats.
I get homework.	I have to get a ticket.	I can run around.	I can borrow magazines.	I can eat snacks.

Part 2: Which places do they talk about in each column?



School



Library



Park



Museum



Theater



Secret Words

Directions: Get into groups of **three**. Take turns describing the places without saying the **secret words**. Your partners have to guess the places. The person who guesses the most words correctly is the winner!

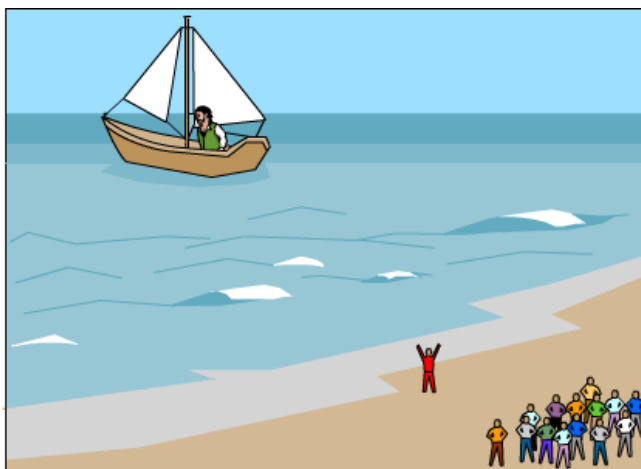
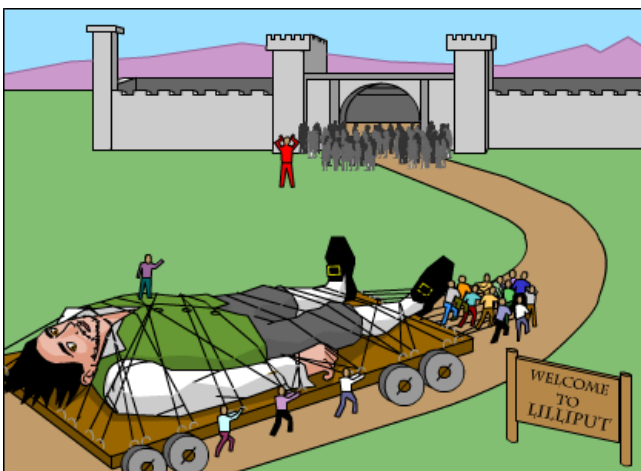
HOUSE  SECRET WORDS Live Family	PARK  SECRET WORDS Green Trees	FARM  SECRET WORDS Animals Vegetables	BRIDGE  SECRET WORDS Water Over
SCHOOL  SECRET WORDS Class Teacher	MUSEUM  SECRET WORDS Art Visit	THEATER  SECRET WORDS Movie Play	LIBRARY  SECRET WORDS Books Quiet
SUPER-MARKET  SECRET WORDS Food Buy	PLAYGROUND  SECRET WORDS Swing Slide	RESTAURANT  SECRET WORDS Food Eat	BEACH  SECRET WORDS Sand Ocean



Partner A

Listen and Match #1

Storytelling: Work with a partner. Your partner's pictures are all mixed up. Tell your partner the story so that your partner can place the pictures in the correct order.

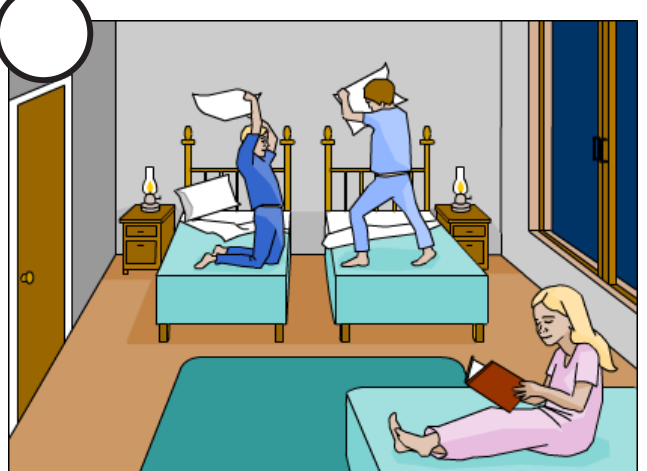




Partner A

Listen and Match #2

Storytelling: Work with a partner. Your pictures are all mixed up. Listen to your partner tell the story so you can place the pictures in the correct order.

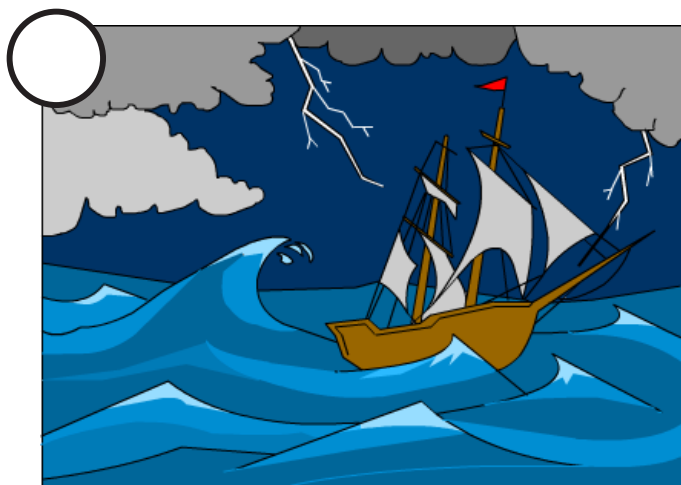
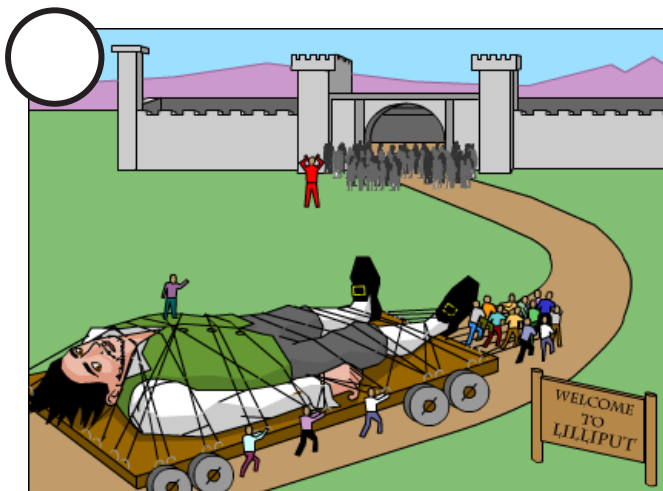
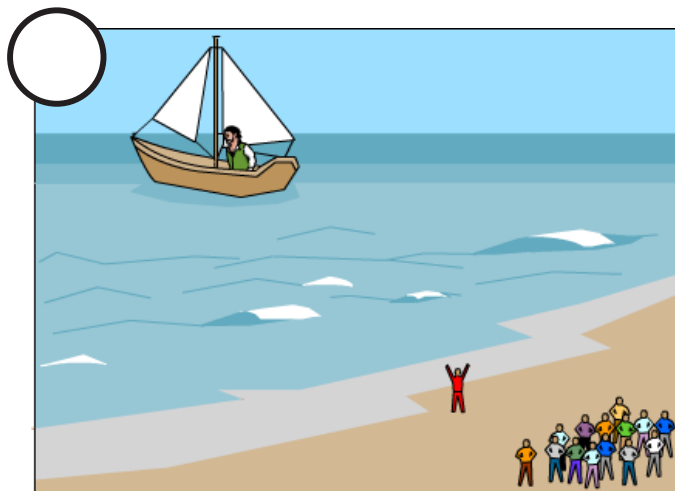




Partner B

Listen and Match #1

Storytelling: Work with a partner. Your pictures are all mixed up. Listen to your partner tell the story so you can place the pictures in the correct order.





Partner B

Listen and Match #2

Storytelling: Work with a partner. Your partner's pictures are all mixed up. Tell your partner the story so that your partner can place the pictures in the correct order.



Speaking answer key

Arctic—Level 2

Part 2

D=Seal; A=Polar Bear; E=Wolf; B=Snowy Owl; C=Whale

Places—Level 2

Part 2

A=School; D=Library; C=Park; B=Museum; E=Theater

Appendix

TOEFL Primary Reading scores

Step 1 Level	Step 2 Level	Lexile®	Scale Score	CEFR
Typical students at this level:	Typical students at this level:			
	 Perform exceptionally well on this test	750L	115	B1
			114	
			113	
	 Understand simple stories and age-appropriate academic texts	550L	112	
			111	
			110	
 Understand short descriptions, information in signs and short messages	 Understand simple stories and are beginning to understand age-appropriate academic texts	325L	109	A2
			108	
			107	
 Understand short descriptions and find information in signs, forms and schedules	 Understand short descriptions and find information in signs, messages and stories	125L	106	A1
			105	
			104	
 Begin to understand words and some short descriptions		BR125L	103	Below A1
			102	
			101	

Students receiving a level of ☆ and a scale score of 100 may be at the very beginning stages of learning English. Students receiving a level of 🏆 and a scale score of 100 may receive better information about their proficiency levels by taking Step 1. Score reports with a scale score of 100 show a Lexile® measure of BR250L and a CEFR level of Below A1.

TOEFL Primary Listening scores

Step 1 Level	Step 2 Level	Scale Score	CEFR
Typical students at this level:	Typical students at this level:		
	 Perform exceptionally well on this test	115	B1
		114	
		113	
	 Understand conversations, simple stories and age-appropriate academic talks	112	
		111	
		110	
 Understand simple descriptions, instructions, conversations and messages	 Understand conversations and simple stories and begin to understand age-appropriate academic talks	109	A2
		108	
		107	
 Understand short, simple descriptions, conversations and messages	 Understand basic conversations and messages and begin to understand stories and informational texts	106	
		105	
		104	
 Begin to recognize some familiar words in speech		103	A1
		102	
		101	

Students receiving a level of ☆ and a scale score of 100 may be at the very beginning stages of learning English. Students receiving a level of 🏆 and a scale score of 100 may receive better information about their proficiency levels by taking Step 1. Score reports with a scale score of 100 show a CEFR level of Below A1.

Appendix

TOEFL Primary Speaking scores

Level	Score	CEFR
Typical students at this level:		
 Speak in English to expand descriptions, communicate multistep directions and tell stories effectively	27	B2
	26	
	25	B1
	24	
	23	
 Speak in English to express and explain what they like and give directions	22	A2
	21	
	20	
	19	
	18	
 Speak in English to say what they like and give some descriptions	17	A1
	16	
	15	
	14	
	13	
 Begin to speak in English by using words and simple statements	12	Below A1
	11	
	10	
	9	
	8	
 Attempt to speak in English using words and simple phrases	7	
	6	
	5	
	4	
	3	
	2	
	1	

Score reports for students receiving a score of 0 will show NS (No Score).

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