

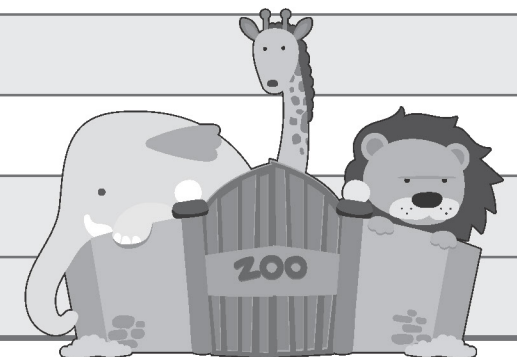
## To Parents and Teachers

**Read Aloud** is a reading book in the High Up! series designed to complement the Student Book. Its main purpose is for students to familiarize with the vocabulary and be able to use the correct sentence patterns by pointing at the words and sentences and reading them out loud. The book lists vocabulary and sentence patterns in each unit, allowing students to accumulate their language skills through repeated practice. In time, they will also be able to use the sentence patterns in daily conversations, reaching the goal of their colloquial abilities. At school, teachers can ask students to read the contents before class. At home, students can read along to the CD so as to achieve optimum learning results.

| Content                         | How to Use  | Layout Purpose   | Goal   |
|---------------------------------|---|--|--|
| <b>Word Bank</b>                | Let students point and read.  | List unit vocabulary for students.   | Familiarize and memorize vocabulary.   |
| <b>Vocabulary and Sentences</b> | Let students listen to the CD and point and read. Read out a word first. Then, go horizontal and read the corresponding sentence. | Match with vocabulary and sentence patterns of the Student Book to help students recognize words and familiarize with lesson contents. | Word-sentence mode allows students to see where a word falls in a sentence. It helps build an understanding of parts of speech, which is beneficial for future learning. |
| <b>Read Aloud</b>               | Let students listen to the CD and point and read. Read from the top down on each page.  | Match with the Read Aloud section in the Student Book for review.  | Through reading out loud repeatedly, students will be able to begin conversing with people.  |
| <b>Fun Time Sentences</b>       |   | List sentences in the Fun Time pages to add fun into learning.   |  |

## Word Bank

|    |             |
|----|-------------|
| 1  | a bat       |
| 2  | a bird      |
| 3  | a cat       |
| 4  | a dog       |
| 5  | a monkey    |
| 6  | a lion      |
| 7  | an elephant |
| 8  | a frog      |
| 9  | one         |
| 10 | two         |
| 11 | three       |
| 12 | four        |
| 13 | five        |
| 14 | six         |
| 15 | seven       |
| 16 | eight       |
| 17 | nine        |
| 18 | ten         |



## A. Vocabulary and Sentences-I

Track  
2

| Vocabulary |          |        |
|------------|----------|--------|
| 1          | a bat    | .....→ |
| 2          | a bird   | .....→ |
| 3          | a cat    | .....→ |
| 4          | a dog    | .....→ |
| 5          | a monkey | .....→ |
| 6          | a lion   | .....→ |

| Sentences |                         |
|-----------|-------------------------|
| →         | It is <u>a bat</u> .    |
| →         | It is <u>a bird</u> .   |
| →         | It is <u>a cat</u> .    |
| →         | It is <u>a dog</u> .    |
| →         | It is <u>a monkey</u> . |
| →         | It is <u>a lion</u> .   |

## Vocabulary and Sentences-2

Track  
3

| Vocabulary |                    |        |
|------------|--------------------|--------|
| 1          | <b>an elephant</b> | .....→ |
| 2          | <b>a frog</b>      | .....→ |
| 3          | <b>one</b>         | .....→ |
| 4          | <b>two</b>         | .....→ |
| 5          | <b>three</b>       | .....→ |
| 6          | <b>four</b>        | .....→ |

| Sentences |                               |
|-----------|-------------------------------|
| →         | It is <u>an elephant</u> .    |
| →         | It is <u>a frog</u> .         |
| →         | There is <u>one</u> elephant. |
| →         | There are <u>two</u> monkeys. |
| →         | There are <u>three</u> lions. |
| →         | There are <u>four</u> dogs.   |

## Vocabulary and Sentences-3

Track  
4

| Vocabulary |              |        |
|------------|--------------|--------|
| 1          | <b>five</b>  | •••••→ |
| 2          | <b>six</b>   | •••••→ |
| 3          | <b>seven</b> | •••••→ |
| 4          | <b>eight</b> | •••••→ |
| 5          | <b>nine</b>  | •••••→ |
| 6          | <b>ten</b>   | •••••→ |

| Sentences |                                  |
|-----------|----------------------------------|
| →         | There are <u>five</u> cats.      |
| →         | There are <u>six</u> birds.      |
| →         | There are <u>seven</u> lions.    |
| →         | There are <u>eight</u> frogs.    |
| →         | There are <u>nine</u> elephants. |
| →         | There are <u>ten</u> bats.       |

## B. Read Aloud-1

Track  
5

|   |                        |
|---|------------------------|
| 1 | <b>What is it?</b>     |
| 2 | <b>It is a frog.</b>   |
| 3 | <b>It is a cat.</b>    |
| 4 | <b>Is it a monkey?</b> |
| 5 | <b>Is it a bat?</b>    |
| 6 | <b>Yes, it is.</b>     |

## Read Aloud-2

Track  
6

|   |                                  |
|---|----------------------------------|
| 1 | <b>No, it isn't.</b>             |
| 2 | <b>How many birds are there?</b> |
| 3 | <b>There are three birds.</b>    |
| 4 | <b>There is one elephant.</b>    |
| 5 | <b>There are eight frogs.</b>    |
| 6 | <b>There are two lions.</b>      |

## C. Fun Time Sentences

Track  
7

|   |   |
|---|---|
| 1 | <b>There is one elephant at the zoo.</b>  |
| 2 | <b>There are nine birds at the zoo.</b>   |
| 3 | <b>There are seven frogs at the zoo.</b>  |
| 4 | <b>There are eight bats at the zoo.</b>   |
| 5 | <b>There are four monkeys at the zoo.</b> |
| 6 | <b>There are two lions at the zoo.</b>    |

## Word Bank

|    |                    |
|----|--------------------|
| 1  | a head             |
| 2  | an eye / eyes      |
| 3  | a nose             |
| 4  | an ear / ears      |
| 5  | a mouth            |
| 6  | a finger / fingers |
| 7  | a hand / hands     |
| 8  | an arm / arms      |
| 9  | a knee / knees     |
| 10 | a toe / toes       |
| 11 | pat                |
| 12 | open               |
| 13 | close              |
| 14 | touch              |
| 15 | count              |
| 16 | clap               |
| 17 | raise              |
| 18 | bend               |

