

# ADDISON-WESLEY ESL



ACTIVITY BOOK



Michael Walker



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# ADDISON-WESLEY ESL

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ACTIVITY BOOK

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Michael Walker

江苏工业学院图书馆  
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**Featuring** Preparation for standardized testing: 7, 12, 17, 26, 31, 45, 50, 55, 64, 69, 74 ♦♦ Tracing, writing, recognizing, using letters of the alphabet: 6, 11, 16, 25, 30, 35, 44 ♦ Tracing, writing, recognizing numerals: 4, 8, 23, 27, 33, 47, 72 ♦ Using consonant blends and digraphs: 49, 54 ♦♦ Discriminating figure from ground: 5, 18, 37, 56, 65, 75 ♦ Following oral directions (TPR): 5, 11, 19, 34, 70, 73 ♦ Counting: 4, 8, 23, 27, 47, 67 ♦ Classifying: 9, 15, 28, 32, 38, 52, 65, 66, 75 ♦ Identifying sequence: 33, 43, 70 ♦ Using charts to record information: 38, 57, 67, 75

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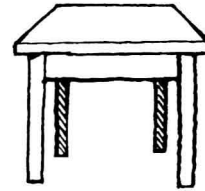
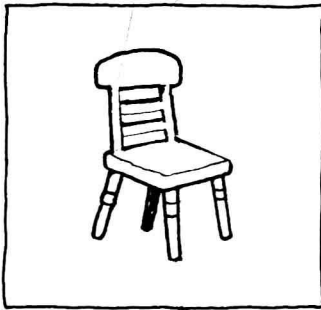
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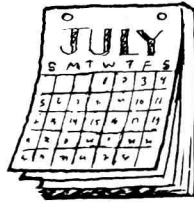
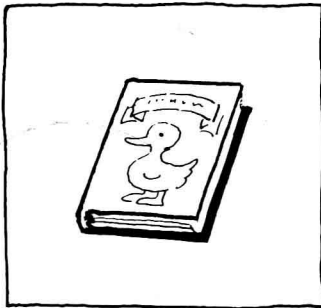


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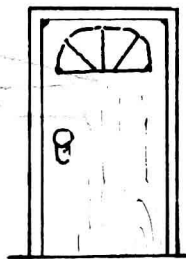
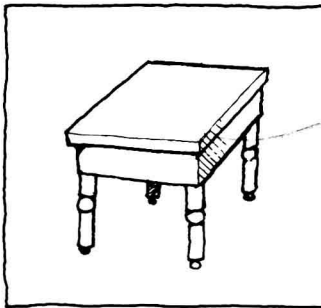
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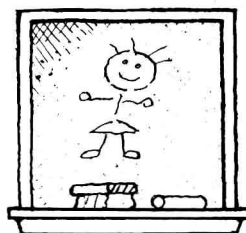
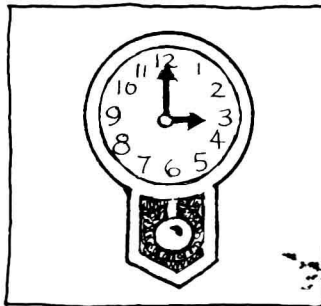
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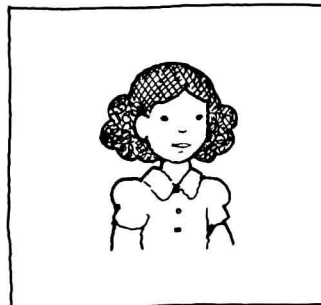
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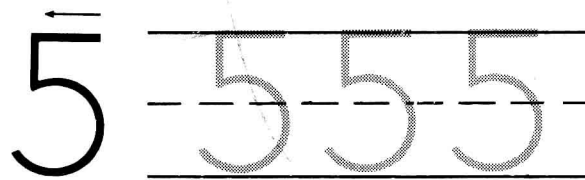
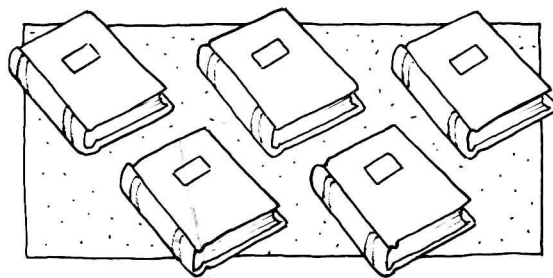
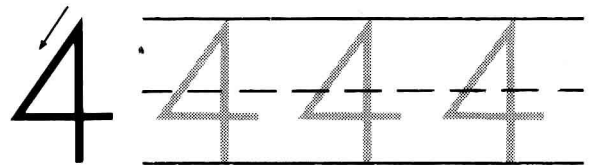
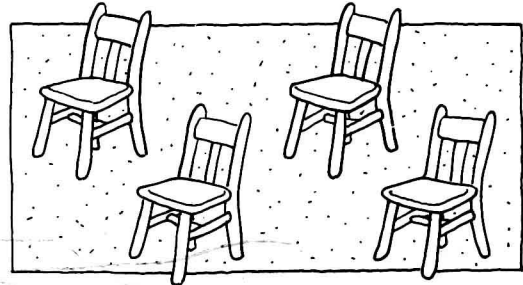
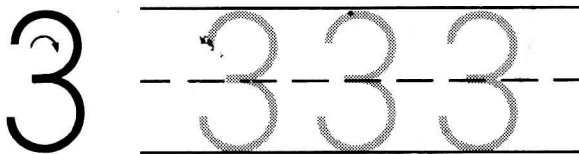
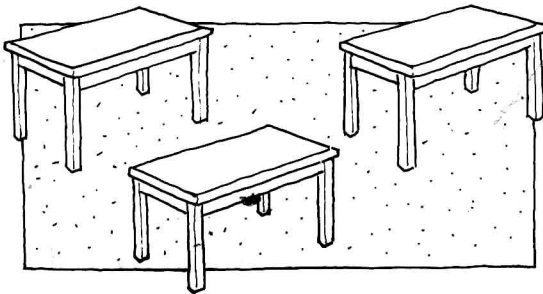
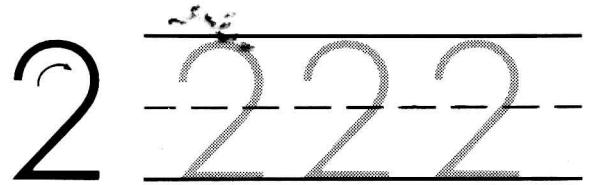
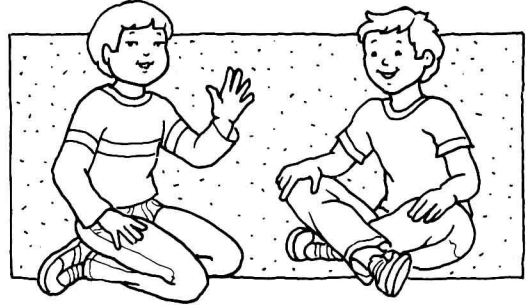
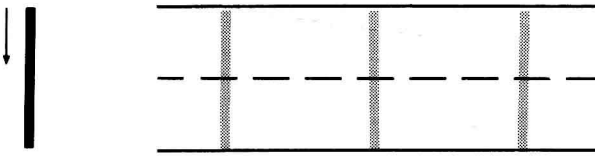


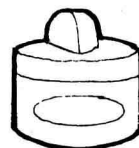
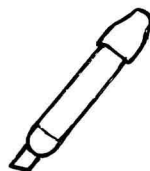
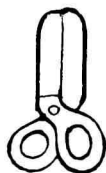
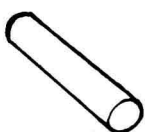
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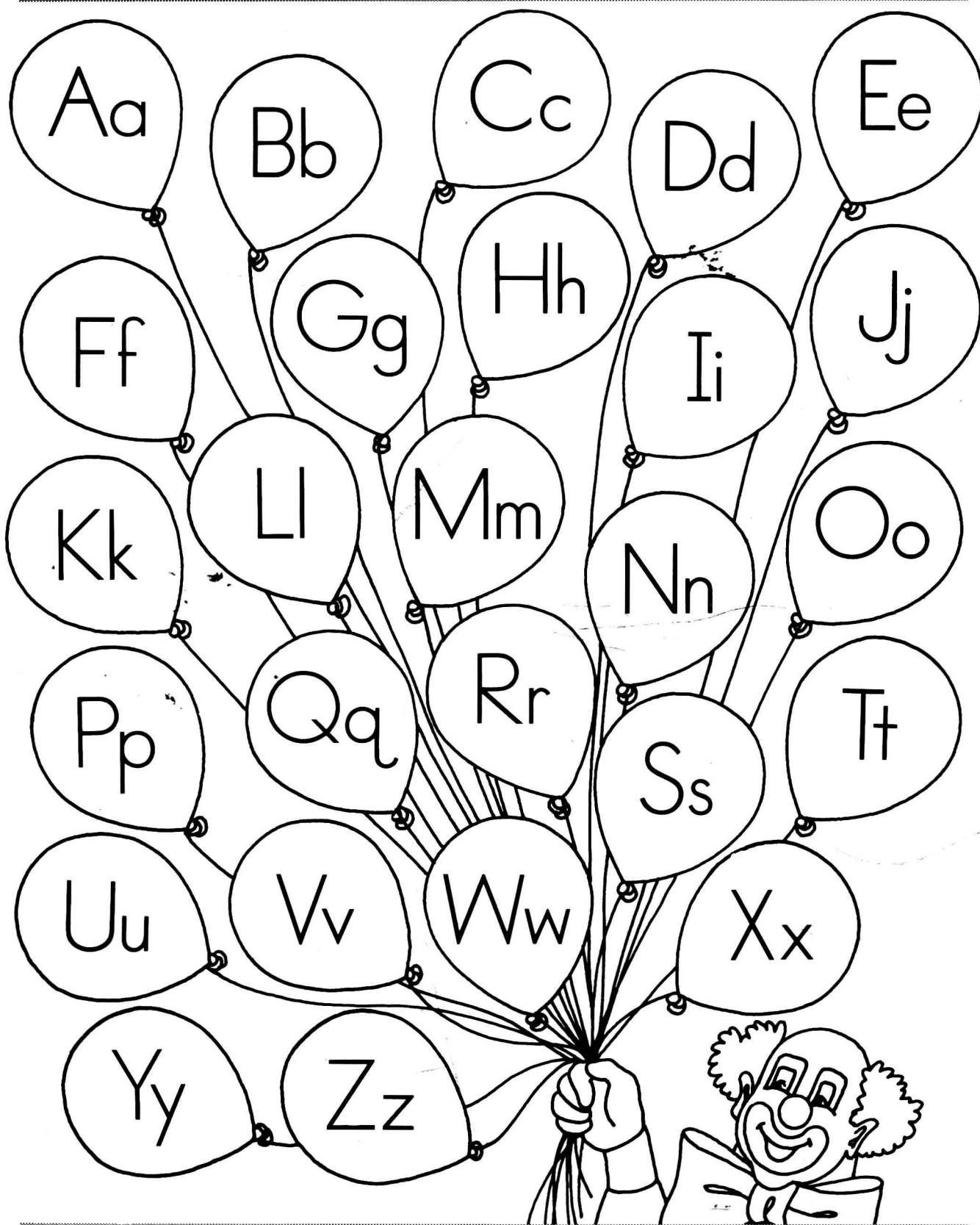


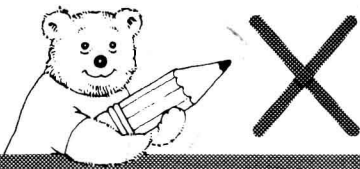
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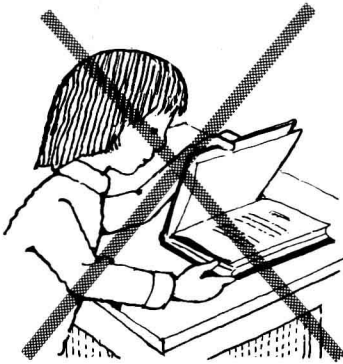








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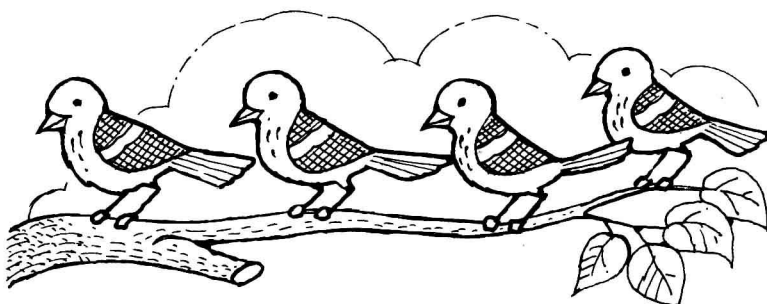


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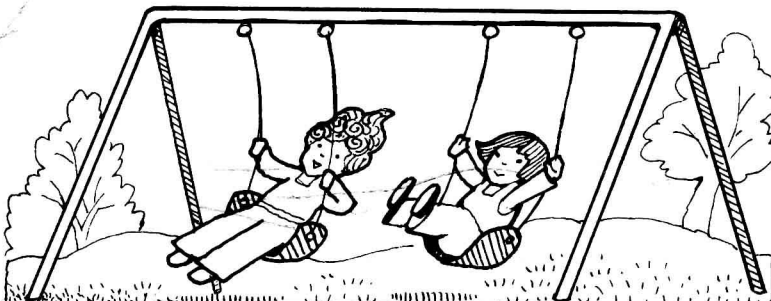
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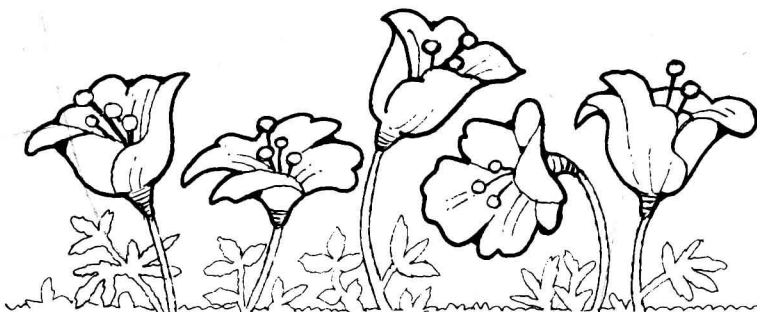
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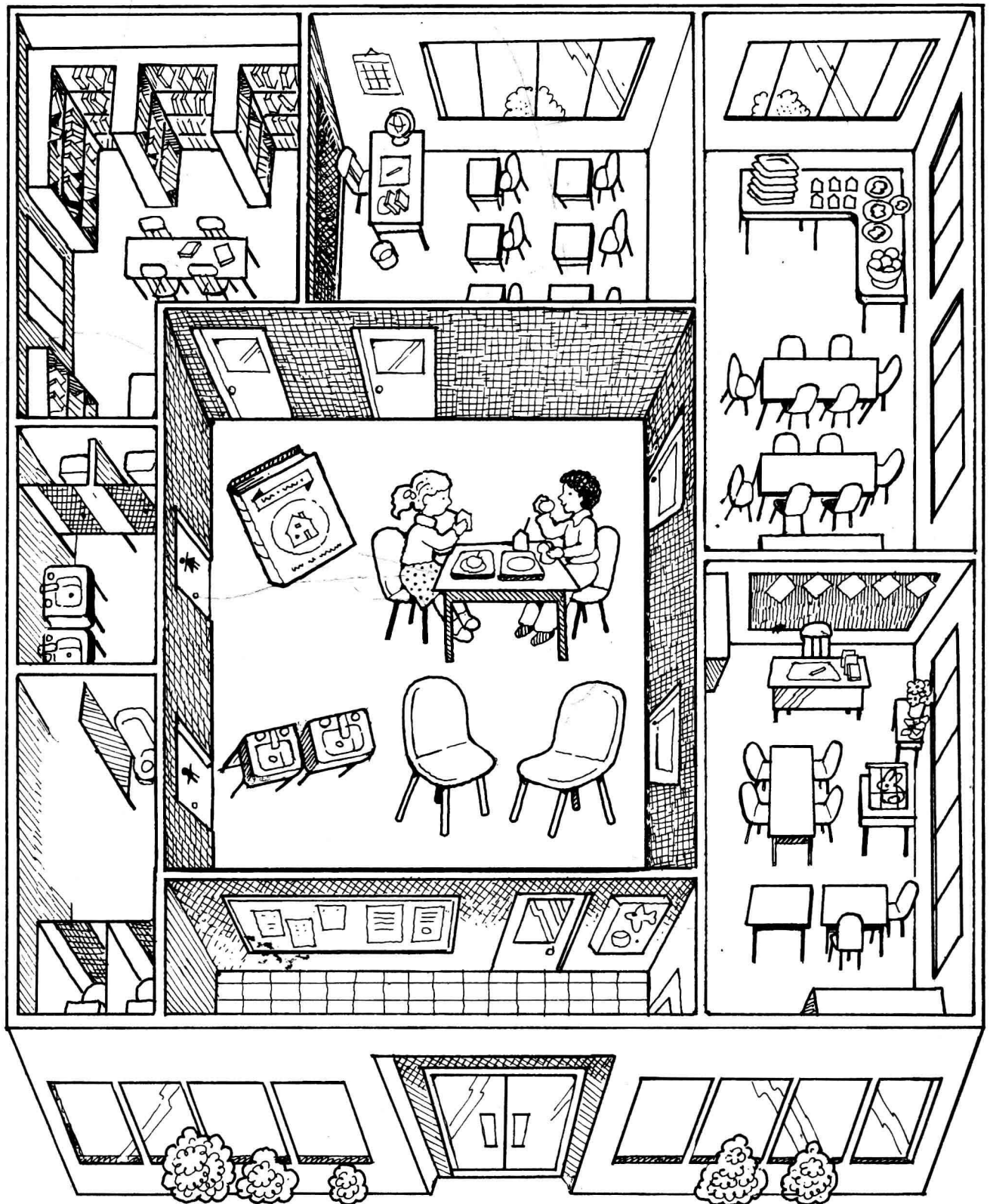


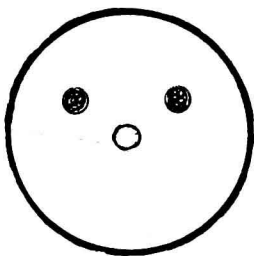
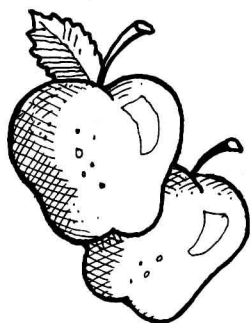
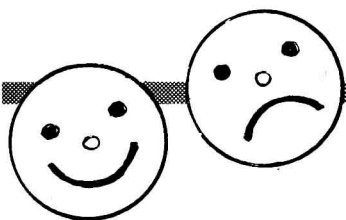
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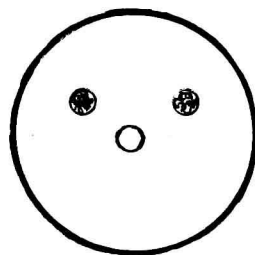
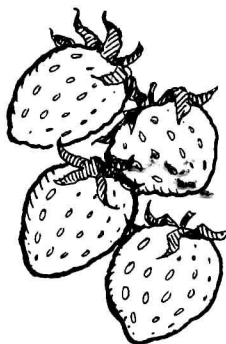
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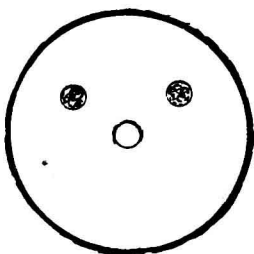
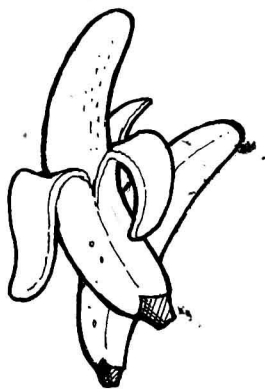




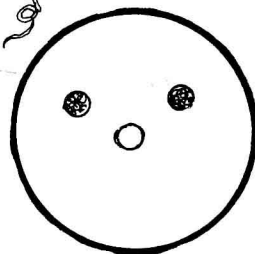
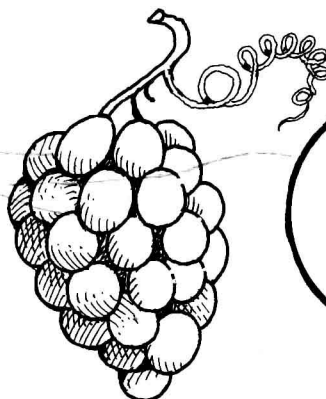
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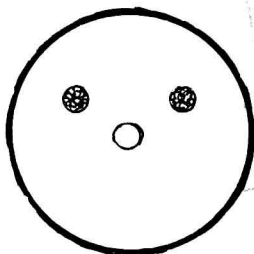
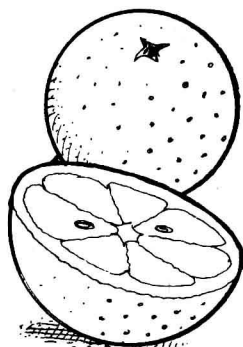
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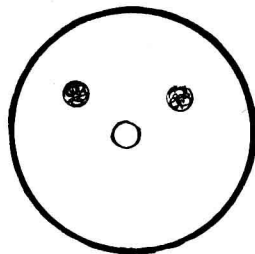
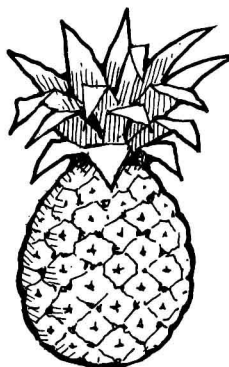
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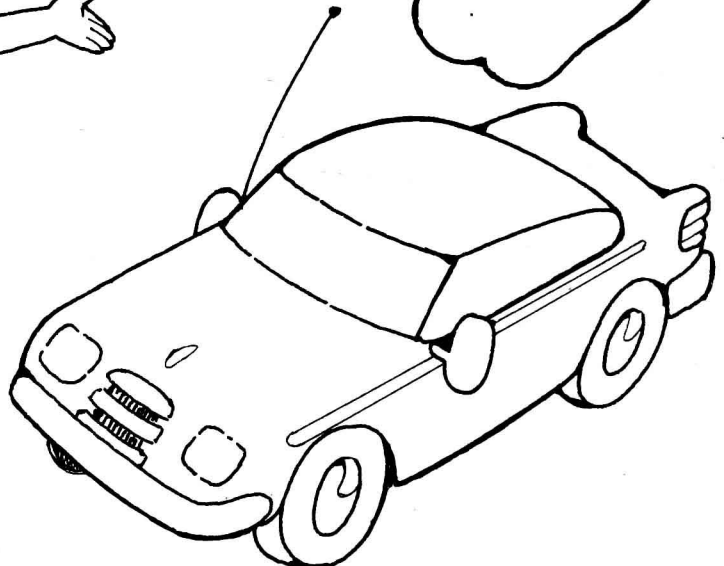
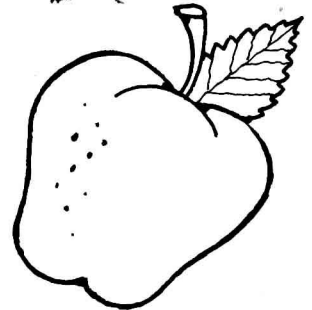
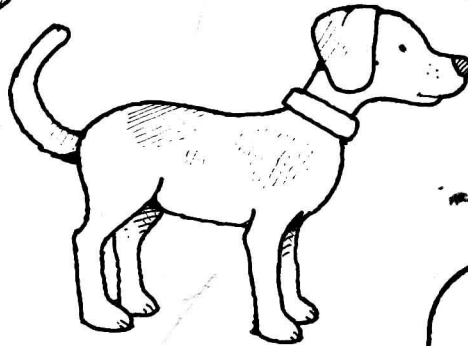
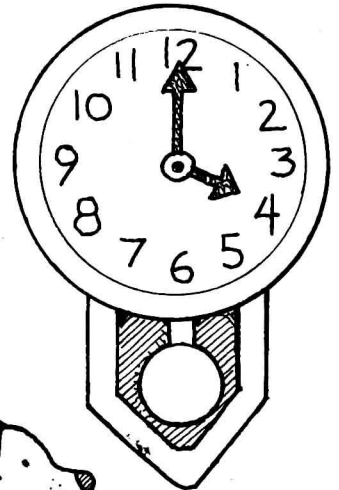
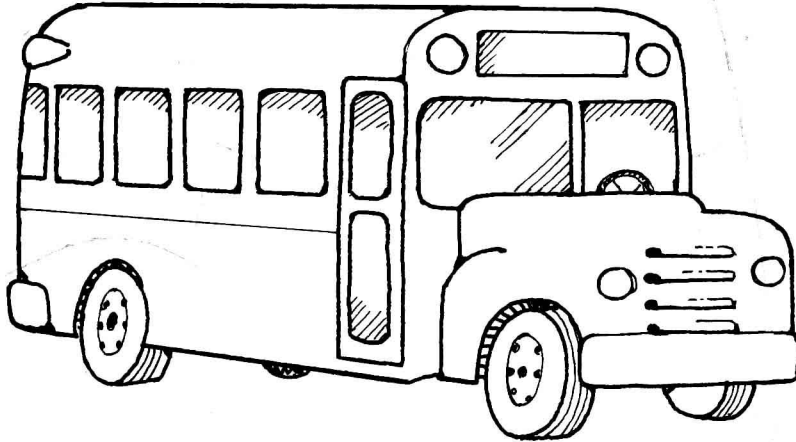
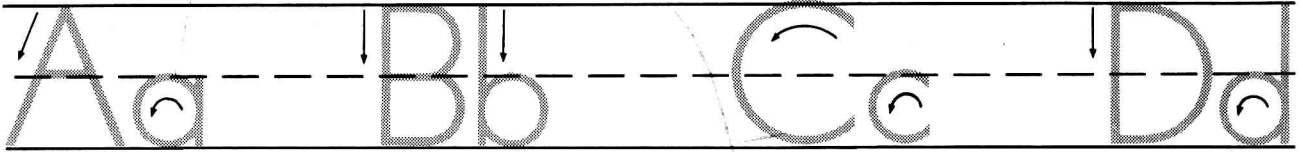
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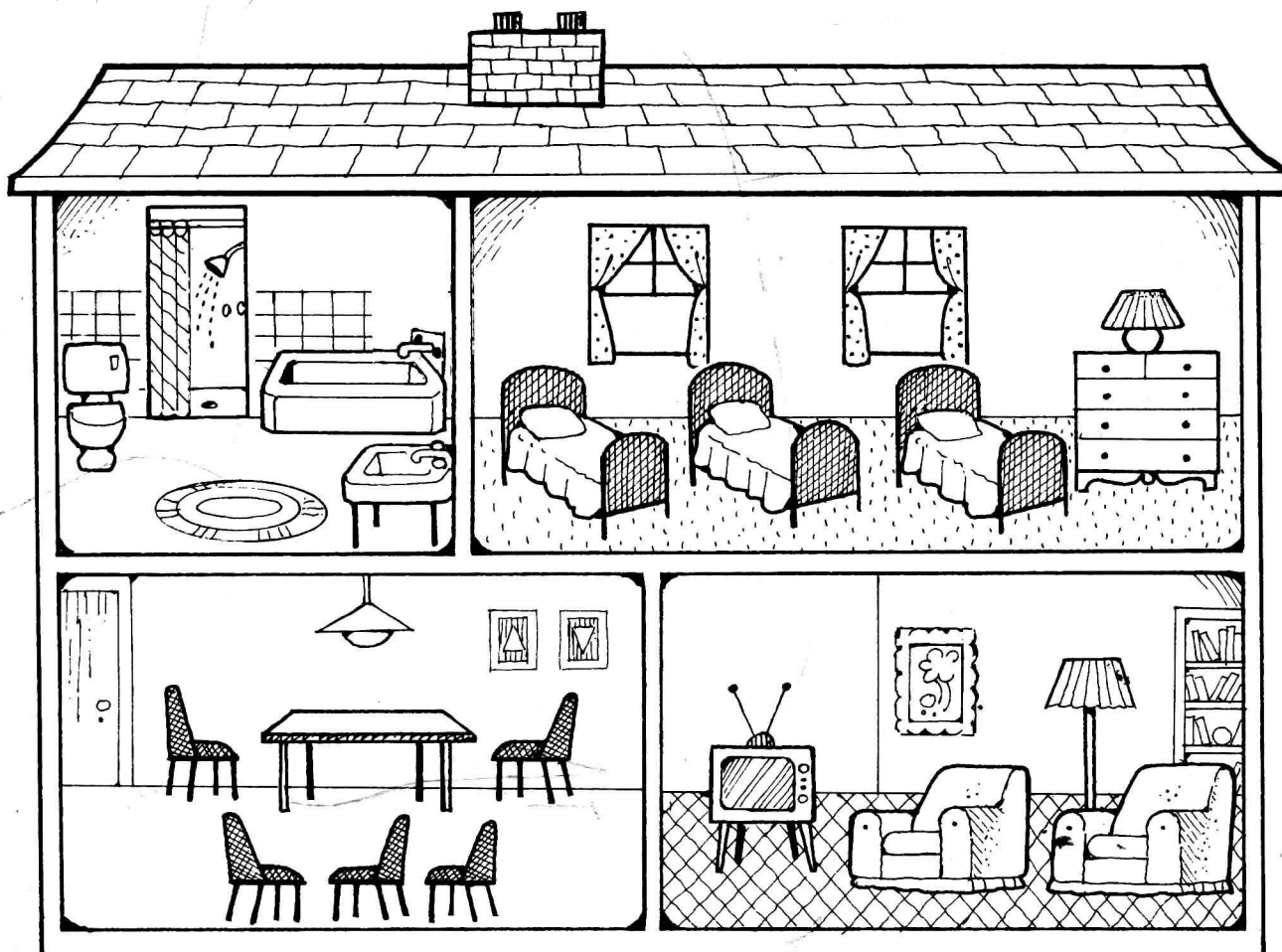




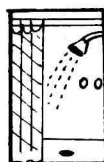
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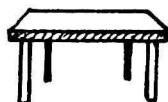
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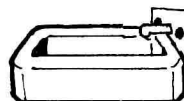
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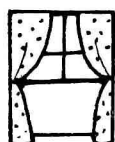
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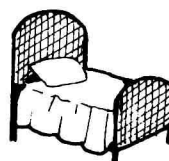
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1 2 3 4 5



1 2 3 4 5

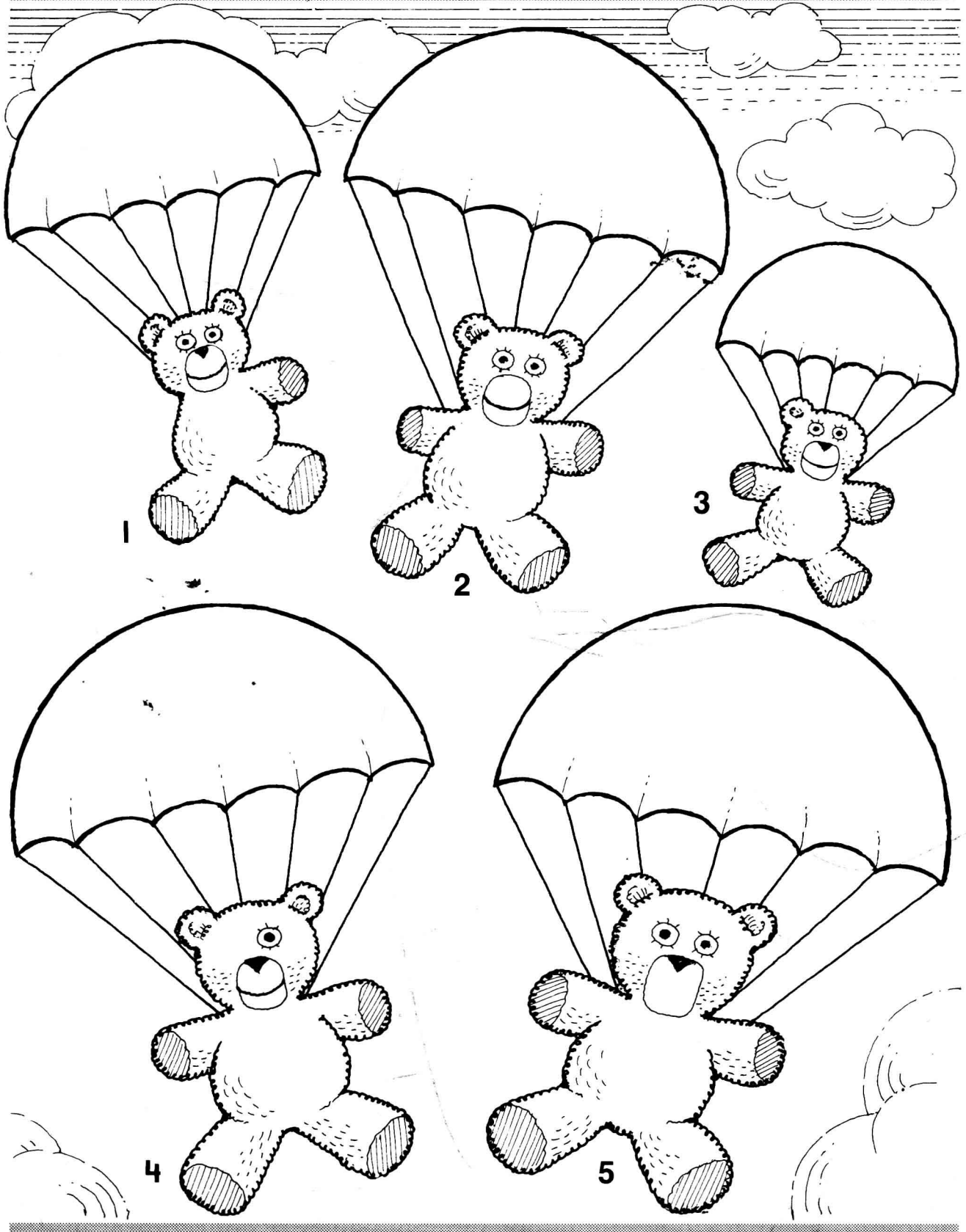


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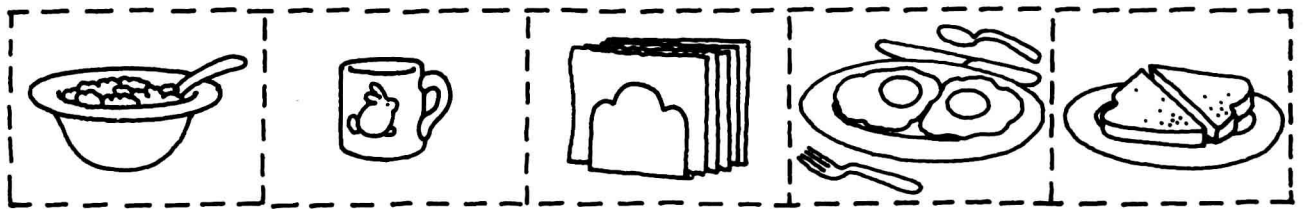
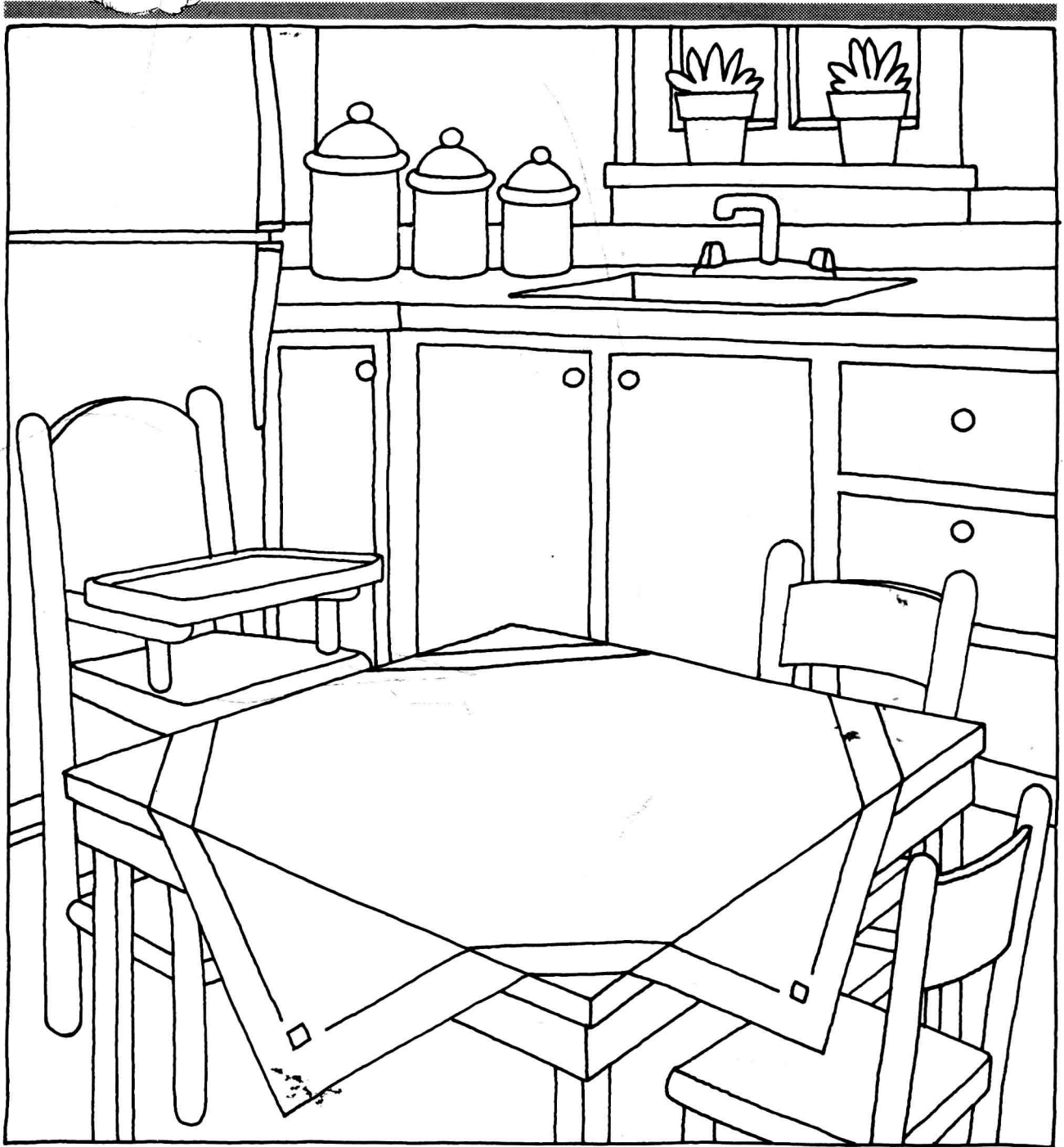
(After Level A, student page 11) **Identifying objects; counting; recognizing numbers.** Students look in the house diagram for the objects shown in the small pictures. They count these items in the house and circle the correct number. The first item is done for them.



*Worm*



(After Level A, student page 12) **Identifying body parts.** Students review body parts vocabulary as they discuss what is missing from each bear. They draw in the missing parts. Then they color each bear a different color and work in pairs, asking each other: *What color is this bear?*

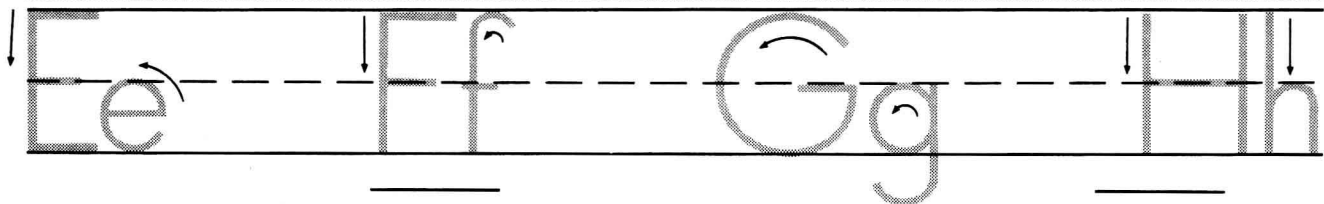


(After Level A, student page 13) **Identifying objects; classifying.** Students cut out the items to be placed in the picture. They position them where they fit and then work in pairs, asking each other questions: *Where are the (napkins)? Where's the (toast)?*

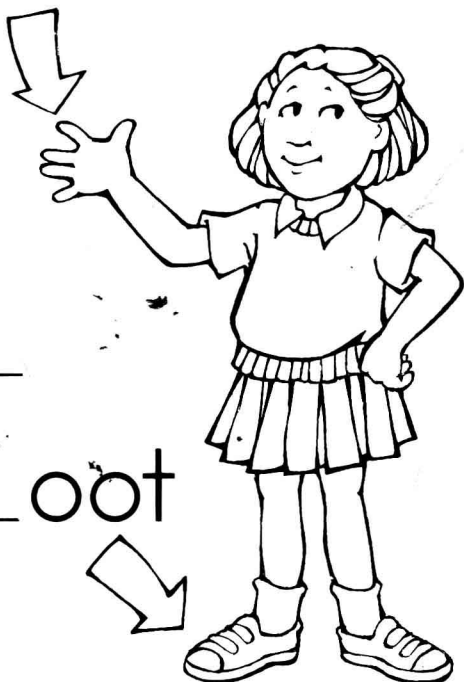




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