

Jennifer Taylor • Susan Rivers • Setsuko Toyama

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Practice

English Time

Teacher's Book



2nd Edition



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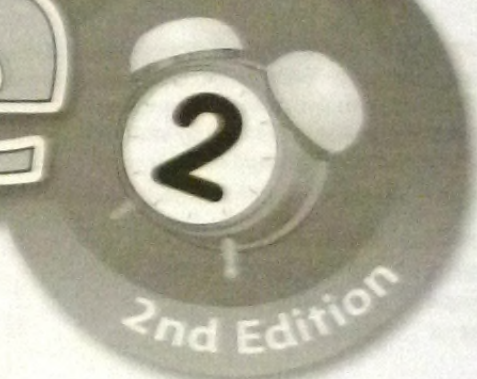
- Interactive activities for every lesson
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Jennifer Taylor • Susan Rivers • Setsuko Toyama

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Unit	Unit title	Topic	Conversation Time	Word Time	Practice Time	Phonics Time
7	In the Department Store	Clothing	What color is it? It's blue. Blue is my favorite color! Blue is nice, but I like red.	shoes socks shirts skirts jeans shorts	What are these/those? They're shoes.	long o boat snow home coat window note
8	In a Messy Classroom	Classroom Objects	Oh, no! What a mess! Yeah, you're right. Let's clean up. Okay. Let's get the broom.	computer shelf cupboard table desk chair	Where's the book? It's in/on/under/ next to the desk. Where are the books? They're in/on/under/ next to the desk.	long u blue glue Sue flute June tube
9	In the Store	Food	Uh-oh. What's wrong? We're late. Please hurry! Oh...I can't decide.	candy juice soda pop ice cream popcorn chips	I/You/We/They have candy. I/You/We/They don't have juice.	short a cap man sad long a day game pain

Review of Units 7-9

Cross-curricular 3: Values sharing helping taking turns cleaning up being polite

Project Time: Values Poster

10	At the Clinic	Ailments	Hey! That's mine! No, it isn't. It's mine. Oops! Sorry. That's okay.	stomachache rash sore throat fever cold cough	He/She has a fever. He/She doesn't have a rash.	short e bed desk pen long e eat green seal
11	At Home with Ted	Art Supplies	Ms. Lee, may I use the bathroom? Of course. Where is it? It's over there. I see it. Thanks.	tape glue scissors paper paint crayons	Does he/she have tape? Yes, he/she does. No, he/she doesn't. He/She has glue.	short i fish sick six long i bike nine right
12	On a Picnic	Food	Pass the cake, please. Which one? The chocolate cake. Here. Help yourself. Thanks.	chicken cheese salad fruit bread rice	He/She/It likes chicken. He/She/It doesn't like salad.	short o hop pot sock long o elbow rope toast

Review of Units 10-12

Cross-curricular 4: Shapes shapes circle square triangle rectangle

Project Time: Shape Book

Syllabus

Unit	Unit title	Topic	Conversation Time	Word Time	Practice Time	Phonics Time
1	At Home with Annie	Family Members	How old are you? I'm ten. How old are you? I'm six.	mother father sister brother grandmother grandfather	Who's he? He's my father. Who's she? She's my mother.	Jj jacket jam jet Yy yellow yogurt yo-yo
2	In the Classroom	Actions	Is today Monday? No, it's Tuesday. Yay! My birthday is on Wednesday! Cool!	write talk draw read sleep eat	I'm drawing. I'm not writing. He's/She's drawing. He/She isn't writing.	Ll lamb leg lemon Rr rabbit red run
3	At a Birthday Party	Actions	This is for you. Happy birthday! Thanks. You're welcome. Open it.	cry sing shout run	laugh walk We're/You're/They're singing. We/You/They aren't crying.	Cc cat Qq queen -ck duck -x box

Review of Units 1-3

Cross-curricular 1: Celebrations birthday wedding graduation Mother's Day Father's Day

Project Time: Greeting Card

4	At the Store Window	Actions	Hello? Hello. May I speak to Sam, please? Sure. Hold on. No problem.	get dressed eat breakfast walk to school study English watch TV take a shower	What's he / she / it doing? He's / She's / It's walking to school. What are you / they doing? We're / They're walking to school.	long a May rain cake play paint lake	
5	At the Airport	Numbers and Time	Where are you from? I'm from France. Oh. You speak English very well. Thank you very much.	thirteen fourteen fifteen sixteen seventeen eighteen	nineteen twenty twenty-five thirty forty fifty	What time is it? It's one o'clock. It's two fifteen.	long e bee feet sleep meat read tea
6	At the Flower Shop	Colors	Where do you live? I live in Oakville. Oh, really? Me, too. I like it. It's a nice place.	red yellow blue green orange brown white black	This is / That's red. This is / That's a red flower. These / Those are yellow. These / Those are yellow flowers.	long i bike five kite light night tight	

Review of Units 4-6

Cross-curricular 2: Measuring measure centimeters high long wide

Project Time: Hands Poster

Introduction

Course Description

English Time is a six-level communicative course intended for elementary school students studying English for the first time. It is designed specifically for children studying in an English as a Foreign Language (EFL) context who do not generally hear English spoken outside the classroom. The syllabus progresses at a natural and steady pace, offering students many opportunities to practice each new language item.

The aim of the series is to develop students' speaking, listening, reading, and writing skills through activities that reward their curiosity and appeal to their sense of fun. Three recurring characters – Ted, Annie, and Digger the dog – help focus student interest and involvement throughout the course.

The *English Time* series is designed to be preceded by the two-level introductory series *Magic Time*. These two series can be used separately or as one complete eight-level course. The *Magic Time* syllabus provides a solid foundation of vocabulary and communicative language on which the syllabus of *English Time* is built.

Each level of *English Time* includes the following components: Student Book with Student Audio CD, Workbook, Workbook with Online Practice, Class Audio CD, Teacher's Book with a Test Center CD-ROM and Online Practice, Picture Cards, Wall Charts, iTools.

Components

The Student Books

The Student Books feature beautiful, full-color illustrations, and a clear, simple design. The illustrations draw students into the pages to explore and experience the language, enhancing student interest and motivation. *English Time* Levels 1–4 feature twelve 4-page units and four 2-page reviews. Each unit features a theme, such as *At Home* or *At School*, to provide a context to the language. Each page of a unit features a single language function so that the focus of the page is clear. The short units allow students to feel they are progressing rapidly, thus building their confidence and motivation. After every three units, the 2-page reviews recycle previously-learned language in new and meaningful contexts. After every review, the cross-curricular sections provide students with additional information and vocabulary sets linked to subjects such as: math, nature, geography. Students reinforce their knowledge on different subjects and practice new vocabulary through the Project activities pages that follow the cross-curricular sections.

At the back of each Student Book is *My Picture Dictionary*, in which students write the vocabulary words as they learn them. Also at the back of the Student Books are four Checklists (one for every three units). These give students an opportunity to check what they know, thus building their confidence and allowing parents to follow their children's progress in English.

The Student Audio CDs

At each level there is a Student Audio CD packaged with the Student Book. It features all Student Book vocabulary, grammar, patterns, songs, chants, and phonics sounds and words. The sections included on the Student Audio CD are clearly identifiable in the Student Book by a yellow icon.

The Workbooks

There are two versions of the Workbooks: a stand-alone version and a version with access to Online Practice. The workbooks are a natural extension of the Student Books, providing additional reading and writing reinforcement for each lesson. They offer an excellent opportunity for teachers to assess student comprehension and language retention. A unique feature of the Levels 1–2 Workbooks is the support box at the top of each page which provides the target language for students to use as a reference as they complete the exercises. Therefore, students do not have to spend time searching for the target language items in their Student Books.

The Teacher's Books

The comprehensive Teacher's Books provide clear step-by-step lesson plans to teach, practice, and review the language presented in the Student Books. Many of the suggested games and activities include different strategies for large and small classes. They also provide individual, pair, and group tasks. The Teacher's Books also feature the audioscript and answers. An access code for Online Practice is printed at the back of the Teacher's Book. Included in each Teacher's Book are a special Teacher Resource Guide; Workbook instructions and answers; photocopiable Worksheets; individual unit, midterm, and final Tests; and a Games and Activities section. The Teacher Resource Guide provides teaching and class management tips for teachers of English to children. The photocopiable Worksheets allow for additional practice of language presented in the Student Books. The Tests allow teachers and parents to assess students' level of comprehension and their progress. The Games section provides a multitude of fun game ideas to enhance any lesson. Also provided are instructions on how to introduce and check the Workbook activities.

The Test Centers

The *English Time* Test Centers give you all the resources you need to evaluate your students' progress and to help them prepare for standardized tests of English such as the Cambridge Young Learners examinations.

The Test Centers contain the following tests, all in ready-to-print and editable formats, with instructions, audio files, and answer keys:

Placement Tests: These tests are a quick and accurate tool to help you determine the English level of new students. Placement Test A matches the syllabus of *English Time* Levels 1 to 3. Placement Test B matches the syllabus of *English Time* Levels 4 to 6.

Achievement Tests: A unit test after each unit, a midterm test, and a final test help you assess your students' mastery of the vocabulary, grammar, and conversational language of the syllabus. All the material for the Achievement Tests is also printed in the Teacher's Book (pages 143–164).

Cambridge Young Learners' practice tests: These tests provide specific practice in the style of the Cambridge Young Learners examinations, enabling you to choose task types and create practice materials for these tests. Even if you are not preparing your students for these examinations, you can still use the tasks to create extra practice, review tests, or worksheets.

Online Practice

Access codes included with the Teacher's Book and the Workbook with Online Practice:

- Interactive activities for every lesson
- Automatic scoring and gradebook
- www.etonlinepractice.com

The Class Audio CDs

The Class Audio CDs feature all Student Book conversations, vocabulary, patterns, songs, chants, and phonics sounds and words. Additional exercises on each CD provide valuable listening practice.

The Picture Cards

The Picture Cards feature one picture for each vocabulary and phonics word in the Student Books. The Picture Cards are useful for introducing and practicing language.

The Wall Charts

The Wall Charts feature enlarged versions of each Conversation Time page.

iTools

Oxford iTools is software that allows you to present and manipulate course content: pages from one or multiple books, audio, Picture Cards and other resources in an interactive way. iTools is designed to be projected in class. To take the full advantage of its rich interactive content, it should be used on an interactive whiteboard, but may also be used with a computer connected to a screen or a data projector.

Course Philosophy

English Time is based on the premise that children learn best when their natural curiosity and sense of fun are engaged, and when new language is introduced in small, manageable amounts. *English Time* introduces language in a spiraling syllabus that gradually builds on and reinforces previously learned language. Thus at each new level students are able to maintain and build on the language they know.

The unit topics and situations are both familiar and of universal appeal to children. Students immediately relate to these situations, resulting in greater language production and retention. *English Time* emphasizes student-centered learning, as it creates opportunities for students to produce language in a manner that most closely resembles "real life" communication. For this reason, practice and review activities in *English Time* involve both pair work and group work.

The theory of multiple intelligences suggests that in any language class there are students with different learning styles (see Multiple Intelligences, Teacher Resource Guide, page 21). Therefore *English Time* activities are designed to take a wide range of learning styles into account in order to engage as many students as possible during each lesson.

The *English Time* lesson plans do not follow one particular teaching methodology. Instead, a variety of different, successful methodologies are employed to provide exciting, varied lessons that stimulate and appeal to as many students as possible. Students hear the target language before they produce it (receptive exposure before production). Listening is emphasized so that students are exposed to correct pronunciation and intonation.

Lesson Planning

Thorough planning and preparation are crucial to the success of any lesson. A well-prepared lesson includes more activities than may seem necessary. Preparation of multiple activities allows teachers to maintain the pace of the lesson, abandon activities that are not working, and keep the focus on students and their learning.

A sound lesson plan includes activities to review previously learned language, introduce new language, and practice all language in an organized, educationally sound, and enjoyable manner. *English Time* Teacher's Books provide a detailed, step-by-step lesson plan for each Student Book page. Teachers are encouraged to modify these lesson plans to meet their individual needs.

English Time Lesson Plans

1 Warm-Up and Review

Each lesson plan begins with a quick, fun activity that reviews the language introduced in the previous lesson and other related language. This activity helps students to both recall the language and "switch" to English-speaking mode.

2 Introduce the Target Language

New language is introduced before students open their Student Books so that they focus on the meaningful demonstration of the language. Step-by-step suggestions show how to introduce the target language using Picture Cards, realia, drawings, and/or gestures.

3 Practice the Target Language

Students open their Student Books at this stage. Each Student Book page provides exercises to practice the language. The Teacher's Book provides detailed instructions on how to fully exploit each Student Book page. The audioscript, answers, and ideas on how to check exercises are provided where appropriate.

4 Games and Activities

All lessons include games and activities that offer students further practice with the target language. Activities frequently combine previously learned language with the target language, so that students are continually building on what they have learned. Teachers can choose games and activities that are appropriate to their needs. Optional photocopiable Worksheets at the back of the Teacher's Books provide extra grammar and phonics practice. Each lesson plan concludes with a quick, fun activity which reviews the new language, gives the lesson a feeling of closure, and ends the class on a positive note.

Conversation Time Sample Page and Lesson Plan



The conversation box features the conversation and the speakers.

Three optional extra vocabulary items related to the unit theme are located within the Conversation Time scene.

Digger the dog's bone is hidden for students to find in every Conversation Time scene.

Speakers from the conversation are featured in context for students to find in the large scene.

Worm World reviews conversations and grammar from previous units in a humorous way.

Warm-Up and Review

- Play a game or do an activity which reviews the phonics sounds learned in the previous lesson. An activity is provided in each lesson plan.
- Check the Phonics Time Workbook page that students did in class or for homework. Answers and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.

- Students are now ready to say the conversation on their own, without any modeling. Groups say the appropriate lines of the conversation. They then change roles and say the conversation again. Continue until each group has taken on each role. Prompt when necessary.

OPTIONAL SUBSTITUTION Introduce other vocabulary that can be substituted into the conversation, and practice the conversation with this new vocabulary. For example: Students substitute their own ages in the *How old are you?* conversation. Suggested substitutions are provided where appropriate.

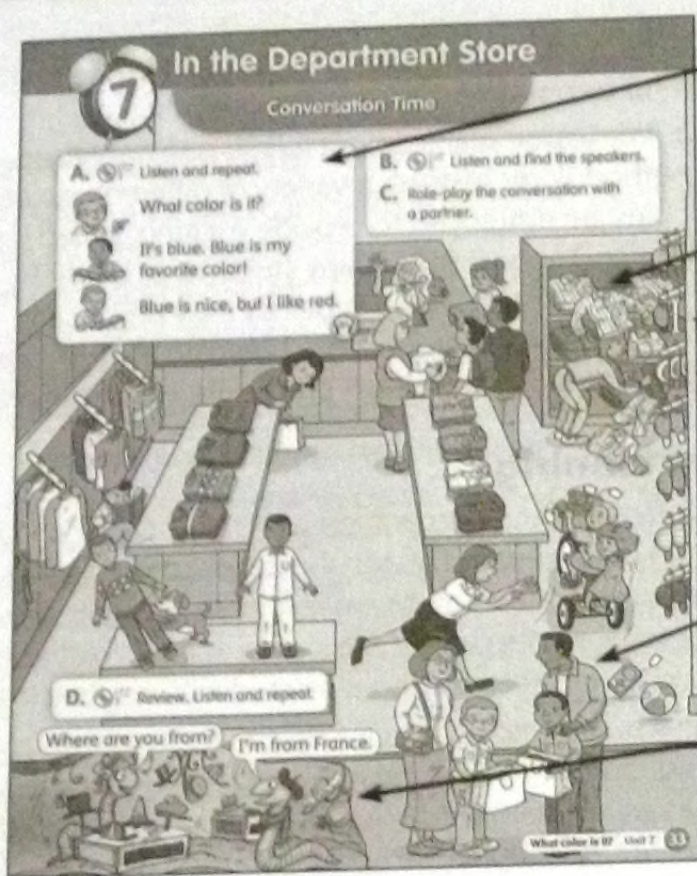
Introduce the Conversation

- Model the conversation in such a way that students can understand the meaning. To do this, bring students (the same number of students as there are speakers in the conversation) to the front of the classroom and have them face each other. Stand behind each student and model his/her line(s) of the conversation, using appropriate facial expressions and body language to convey meaning. This way students know who says which line of the conversation. Each Lesson Plan contains examples of natural body language and facial expressions for each line of the conversation.
 - Teach the meaning of specific new words or phrases in the conversation through drawings, actions or pictures. Students retain language better if they understand the meaning. Detailed examples are provided in each lesson plan.
 - Model the conversation again, as in Step 1, so that students hear it again. Students listen and do not repeat.
- Divide the class into groups (the same number of groups as there are speakers in the conversation). Model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Groups then change roles and repeat the conversation until each group has practiced each role.

Talk About the Picture

- Students open their Student Books for the first time at this point.
- Talk about what is happening in the large scene in order to recycle language and bring the picture to life. It is not important that students understand each word as this is a receptive exercise focusing on exposure to English and recycling previous language in a new context. A suggested short reading is provided in each lesson plan. When reading a word in **bold** type, point to its picture in the scene. When reading an *italicized* word, pantomime it. This conveys the meaning of words students have not heard before. Alternatively, use the Wall Charts instead of a Student Book to talk about the picture.
- Ask questions about the large scene in order to elicit language and draw students further into the picture. Encourage students to answer using words, phrases, or simple sentences. Provide the answers if necessary. Suggested questions are provided in each lesson plan.

Conversation Time Sample Page and Lesson Plan



The conversation box features the conversation and the speakers.

Three optional extra vocabulary items related to the unit theme are located within the Conversation Time scene.

Digger the dog's bone is hidden for students to find in every Conversation Time scene.

Speakers from the conversation are featured in context for students to find in the large scene.

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- Model the conversation in such a way that students can understand the meaning. To do this, bring students (the same number of students as there are speakers in the conversation) to the front of the classroom and have them face each other. Stand behind each student and model his/her line(s) of the conversation, using appropriate facial expressions and body language to convey meaning. This way students know who says which line of the conversation. Each Lesson Plan contains examples of natural body language and facial expressions for each line of the conversation.
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- Ask questions about the large scene in order to elicit language and draw students further into the picture. Encourage students to answer using words, phrases, or simple sentences. Provide the answers if necessary. Suggested questions are provided in each lesson plan.

Practice the Conversation

A. Listen and repeat. 🎧

Focus students' attention on the conversation box at the top of the page. Play the first version of the recording. This version is spoken at slightly slower than natural speed and has no sound effects so that students can focus on the pronunciation of the words and the new language. Students listen to the conversation and repeat, pointing to each speaker in the conversation box.

B. Listen and find the speakers. 🎧

Play the second version of the recording. This version is dramatized, spoken at natural speed, and has sound effects so that students can hear the language as if in real life. This time as they listen, students look at the large scene and find and point to the speaker of each line of conversation. Play the recording as many times as necessary for students to find the speakers.

C. Role-play the conversation with a partner.

Students produce the conversation by choosing a partner and role-playing the conversation, using the body language and gestures from Introduce the Conversation. They then change roles and role-play the conversation again.

If a conversation has more than two speakers, divide the class into groups of the same number of students as there are speakers in the conversation. These groups then role-play the conversation. Students in each group continue until each student has taken on each role.

D. Review. Listen and repeat. 🎧

Focus students' attention on the worms at the bottom of the page. Volunteers try to read the worms' speech bubbles or guess what the worms are saying. Prompt if necessary in order to elicit the conversation before playing the recording. Play the recording. Students listen and repeat, pointing to each speech bubble. Students may then choose a partner and role-play the conversation, using appropriate body language and gestures.

🦴 Find Digger's Bone

Digger's bone is hidden somewhere in the large scene. Students try to be the first to find the bone, raise their hands, and explain where it is hidden. Encourage students to give the location in a sentence or phrase. For example: *It's on the bag* or *On the bag*. Answers are provided in each lesson plan.

OPTION Students can do any fun task relating to Digger's bone or the situation in the picture. Specific suggestions are provided in the lesson plans.

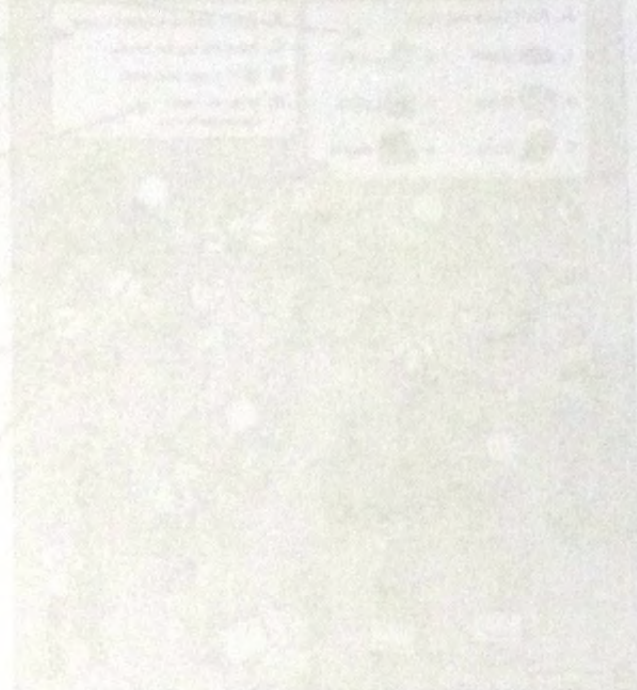
Games and Activities

In order to internalize the new conversation, students practice it through various games and activities.

Finish the Lesson

- Finish the lesson with a quick, simple game or activity to further practice the conversation. An activity is provided in each lesson plan.

- Explain and assign the Conversation Time Workbook page to be done in class or for homework. It is very important that students understand what they are to do in each activity so they can concentrate on the target conversation. An Answer Key is provided at the back of the Teacher's Book.



Warm-Up and Review

- Play the first version of the recording. This version is spoken at slightly slower than natural speed and has no sound effects so that students can focus on the pronunciation of the words and the new language.

- Play the second version of the recording. This version is dramatized, spoken at natural speed, and has sound effects so that students can hear the language as if in real life.

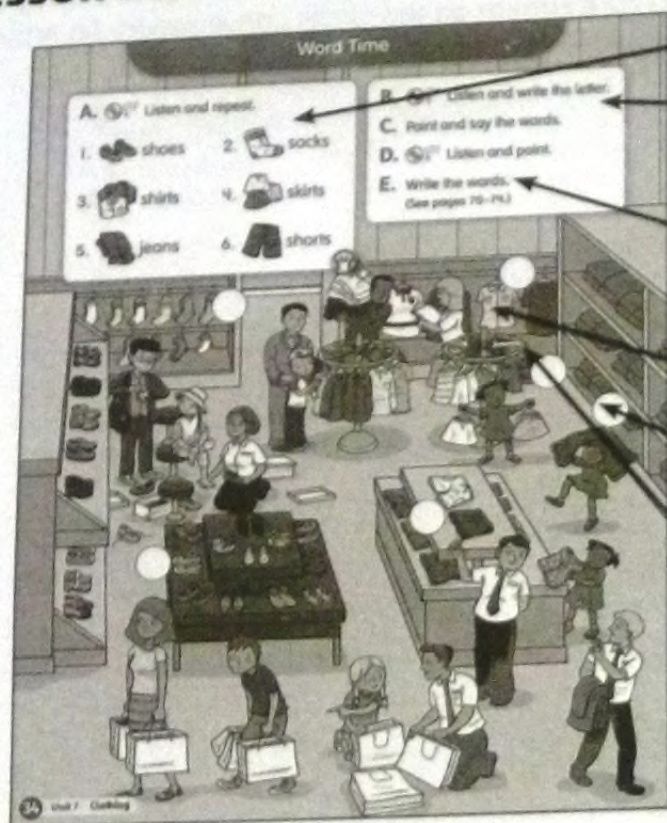
Introduce the Words

- Introduce the words from the conversation. Use the pictures and the words to help students understand the meaning of each word. Do this by holding up the cards and saying the words. Then, hold up the cards and say the words again. Encourage students to repeat the words after you.

Talk About the Picture

- Ask students to look at the picture and describe what they see. Encourage them to use the words from the conversation in their descriptions. For example, they might say, 'I see a bag' or 'I see a bone'.

Word Time Sample Page and Lesson Plan



- Six to twelve new vocabulary words are introduced per unit.
- Students review the target vocabulary, as well as previously learned conversations and patterns, by listening to the recording, then finding and pointing to the speakers.
- My Picture Dictionary* at the back of the Student Book gives students the opportunity to create their own picture dictionary.
- All new vocabulary items are featured in context for students to find in the large scene.
- White circles are placed beside each vocabulary item to help students identify each item in the large scene. Students listen to the recording and write the letter they hear for each vocabulary item in the corresponding white circle.
- Digger the dog's bone is hidden for students to find in every Word Time scene.

Warm-Up and Review

- Play a game or do an activity which reviews the conversation learned in the previous lesson. An activity is provided in each lesson plan.
- Check the Conversation Time Workbook page that students did in class or for homework. Answers and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.

Introduce the Words

Introduce each vocabulary item in such a way that students both hear and understand the meaning of each word. To do this, hold up and name each Word Time Picture Card one by one. Students listen. Hold up and name the cards again, and have students repeat. For added challenge, hold up the cards in random order and have students name them. Alternate methods for introducing the words are provided where appropriate.

Talk About the Picture

- Students open their Student Books for the first time at this point. They look at the large scene and name anything they can.
- As in Conversation Time, talk about what is happening in the large scene in order to recycle language and bring the picture to life. It is not important that students understand each word. This is a receptive exercise focusing on exposure to English and recycling previous language in a new context. A suggested short reading is provided in each lesson plan. When reading a word in **bold** type, point to its picture in the scene. When reading an *italicized* word, pantomime it. This conveys the meaning of words students have not heard before.

- Ask questions about the large scene in order to elicit language and draw students further into the picture. Encourage students to answer using words, phrases, or simple sentences. Provide the answers if necessary. Suggested questions are provided in each lesson plan.

Practice the Words

A. Listen and repeat. 🎧

- Focus students' attention on the vocabulary box at the top of the page. Play the recording. Students listen to the vocabulary items and repeat, pointing to each picture in the vocabulary box.
- For added challenge, say the words in random order. Students listen and point to the pictures in the vocabulary box.

B. Listen and write the letter. 🎧

Play the recording. Students listen and, as they hear each vocabulary item named, they find that item in the large scene. They then write the letter they hear in the white circle for that vocabulary item. Play the recording as many times as necessary for students to complete the task. Detailed instructions for checking students' answers are provided in each lesson plan.

C. Point and say the words.

Individually, students point to and name each of the target vocabulary items in the large scene in any order they wish.

OPTION Divide the class into pairs. Students in each pair take turns pointing to and naming each of the target vocabulary items.

D. Listen and point. 🎧

Focus students' attention on the large scene. Play the recording. Students listen to the sound effects and words. As they hear a vocabulary item named, they find and point to the corresponding item in the large scene. As they hear a sentence or conversation, they find and point to the speaker(s). Play the recording as many times as necessary for students to complete the task.

E. Write the words. (See pages 70–74.)

Students turn to *My Picture Dictionary* at the back of the Student Book. They look through the alphabetical Picture Dictionary to find the picture of each target vocabulary item, then write the word next to it.

🦴 Find Digger's Bone

Digger's bone is hidden somewhere in the large scene. Students try to be the first to find the bone, raise their hands, and explain where it is hidden. Encourage students to give the location in a sentence or phrase. For example: *It's on the bag* or *On the bag*. Answers are provided in each lesson plan.

OPTION Students can do any fun task relating to Digger's bone and the situation in that lesson. For example, students might find Digger's bone, then draw a picture of a clown with bones for shirt buttons. Specific suggestions are provided in the lesson plans.

Extra Vocabulary. Focus students' attention on that unit's Conversation Time page. Write the extra vocabulary items listed in each lesson plan on the board and read them. For meaning, draw simple pictures of the items on the board, name them in the students' native language, or have students look up the words in their dictionaries. Read the words again, and have students repeat. Students then find, point to, and name the three items in the large scene. These extra words may be used in any of the suggested games and activities.

Games and Activities

In order to internalize the new vocabulary, students then practice it through various games and activities.

Finish the Lesson

- Finish the lesson with a quick, simple game or activity to further practice the vocabulary. An activity is provided in each lesson plan.
- Explain and assign the Word Time Workbook page to be done in class or for homework. It is very important that students understand what they are to do in each activity so they can concentrate on the target vocabulary. An Answer Key is provided at the back of the Teacher's Book.

Practice Time Sample Page and Lesson Plan

Practice Time

A. Listen and repeat.

What are these? They're shoes.

B. Listen and repeat. Then practice with a partner.

1. What are these? They're socks.
2. What are those? They're skirts.
3. What are those? They're shorts.
4. What are these? They're shoes.
5. What are those? They're jeans.
6. What are these? They're shirts.

C. Look at page 34. Point to the picture and practice with a partner.

D. Listen and sing along.
(See "What Are These?" on page 47.)

New grammar patterns are presented as complete sentences.

Contractions are written out in full form.

Six substitution exercises serve as controlled practice for the target patterns.

Simple situational art for each substitution exercise helps to provide meaning.

Students look back to the Word Time page. Then, using that unit's vocabulary and grammar, they make sentences about various scenes on the page. This allows students to use the grammar patterns in a less controlled and more meaningful, natural context.

A grammar song in each unit provides a fun review of the new grammar patterns.

Warm-Up and Review

- Play a game or do an activity which reviews the vocabulary learned in the previous lesson. An activity is provided in each lesson plan.
- Check the Word Time Workbook page that students did in class or for homework. Answers and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.
- Review any previous patterns that pertain to the target pattern. For example: Review *These are shoes* before introducing *What are these? They're shoes*. Detailed activities are provided where appropriate.

Introduce the Patterns

- Introduce the target patterns in a methodical, step-by-step way. Once students are familiar with the patterns, provide an activity which allows students to practice using the patterns immediately. Detailed instructions are provided in each lesson plan. Explicit instruction of grammar rules is neither necessary nor recommended in the lower levels, as it could prove too overwhelming.

Practice the Patterns

A. Listen and repeat.

- Write the text from the pattern box(es) on the board so all students can see it clearly. Play the recording, pointing to each word. Students listen.
- Play the recording again. Students listen, look at the pattern box(es) in their books, and repeat, pointing to each word.

- Students then try to say the patterns on their own, while looking at the pattern box(es) in their books. Prompt if necessary, or play the tape again until students can do this with ease.
- Write the explanation of the contraction(s) on the board. Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction(s). Students repeat. Students practice each pattern in the pattern box(es), using both the contractions and the full form of the contractions.

B. Listen and repeat. Then practice with a partner.

- Focus students' attention on numbers 1–6. Play the recording. Students listen to each pattern and repeat, pointing to the corresponding pictures in their books.
- Play the recording again. Students listen to each pattern and repeat, pointing to each word in their books.
- Students are now ready to say the patterns on their own. Students form pairs and take turns saying the patterns in numbers 1–6.

C. Look at page X. Point to the picture and practice with a partner.

- For statement patterns: Students remain in pairs. Focus their attention on the Word Time large scene. They then take turns pointing to and making sentences using the new patterns. Examples are provided in each lesson plan.
- For question-and-answer patterns: Students remain in pairs. Focus their attention on the Word Time large scene. They then take turns pointing to and asking and answering questions about the characters that appear in numbers 1–6 in B, using the new patterns and vocabulary items. Examples are provided in each lesson plan.

D. Listen and sing along or chant. 🎧

- The lyrics for each song/chant are provided at the back of the Student Book. Students turn to that unit's song or chant. Focus their attention on the pictures. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line and have students repeat. Play the recording. Students listen and follow along in their books to familiarize themselves with the song before singing it.
- Alternatively, write the song lyrics on the board. Attach the corresponding Picture Cards above the words to assist reading. Play the recording and point to each word. Students listen. Next, read the lyrics, pointing to each word, and have students repeat. Play the recording. Students listen and follow along in their books.
- Play the recording again. Students listen and sing along or chant, using their books for reference. Play the recording as many times as necessary for students to become sufficiently familiar with the song or chant.
- Play the karaoke version. Students sing or chant in groups with appropriate actions. Detailed activities are provided in each lesson plan.

Games and Activities

In order to internalize the new patterns, students practice them through various games and activities.

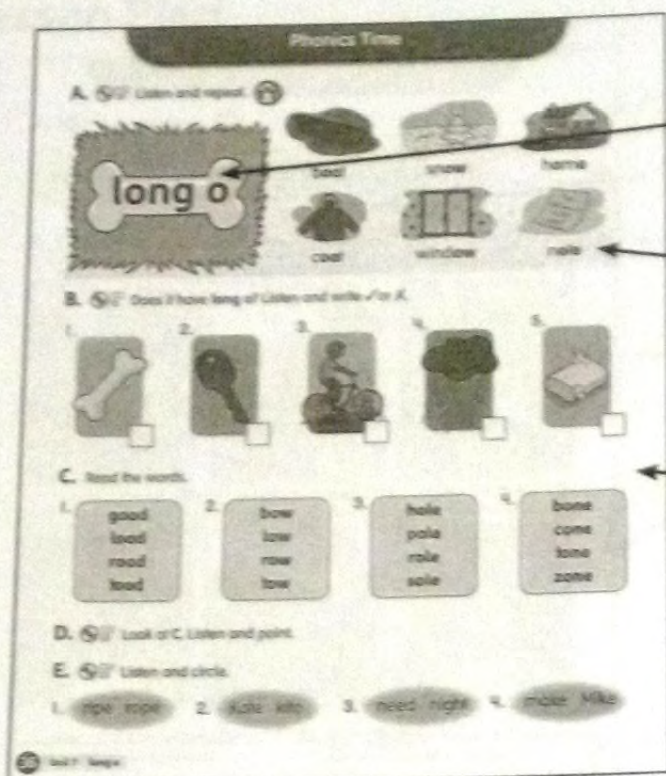
Extra Practice

Explain and assign the Practice Time Worksheet. There is one Worksheet per Practice Time page. Worksheets can be done at home or in class. They can also be given to stronger students while you attend to students who need help. For Worksheets and detailed instructions, see Teacher's Book pages 110–136.

Finish the Lesson

- Finish the lesson with a quick, simple game or activity to further practice the patterns. An activity is provided in each lesson plan.
- Explain and assign the Practice Time Workbook page to be done in class or for homework. It is very important that students understand what they are to do in each activity so they can concentrate on the target patterns. An Answer Key is provided at the back of the Teacher's Book.

Phonics Time Sample Page and Lesson Plan



One or two phonics sounds are presented per unit. The recording provides a model of correct pronunciation.

For each sound, at least three example words are provided. The recording also models the correct pronunciation of these words.

Practice of the new sounds is provided through a variety of exercises that emphasize listening and writing.

Warm-Up and Review

- Play a game or do an activity which reviews the grammar patterns learned in the previous lesson. An activity is provided in each lesson plan.
- Check the Practice Time Workbook page that students did in class or for homework. Answers and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.
- As phonics needs constant reinforcement, play a game or do an activity which reviews previously learned sounds. Detailed activities are provided in each lesson plan.

Introduce the Sounds

- Introduce each target phonics sound and word in a methodical, step-by-step way so that students both hear the target sounds and understand the meaning of each target word. To do this, hold up each Phonics Time Picture Card and say both the target sound and the whole word. Students repeat. Attach the cards to the board.
- Write each target word on the board in the following way: Write the target letter. Say its sound while pointing to the letter. Students repeat. Write the rest of the word on the board and say the target sound and then the rest of the word, pointing to the two parts of the word and then the whole word. Students repeat.

Practice the Sounds

A. Listen and repeat.

- Focus students' attention on the target letters, pictures, and words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books.

B./C./D. (Additional activities).

Each Phonics Time page has at least two additional listening exercises to reinforce the sounds. Detailed instructions and, where appropriate, audioscripts and answers, are provided for each exercise.

Games and Activities

In order to internalize the new sounds, students practice them through various games and activities.

Extra Practice

Explain and assign the Phonics Time Worksheet. There is one Worksheet per Phonics Time page. Worksheets can be done at home or in class. They can also be given to stronger students while you attend to students who need help. For Worksheets and detailed instructions, see Teacher's Book pages 110–136.

Finish the Lesson

- Finish the lesson with a quick, simple game or activity to further practice the sounds. An activity is provided in each lesson plan.
- Explain and assign the Phonics Time Workbook page to be done in class or for homework. It is very important that students understand what they are to do in each activity so they can concentrate on the target sounds. Detailed instructions on how to do the activities are provided at the back of the Teacher's Book.

Assessment

Give the unit Test in order to check students' comprehension of the new language items. There is one Test per unit to check students' progress. Extensive midterm and final Tests are also provided. For Tests and answers, see Teacher's Book pages 137–164 and the Test Center CD-ROM.

Sounds in Student Book 2

Consonants

Letter(s)	Sound	Example Word
b	/b/	ball
bl	/bl/	blue
c	/k/	cat
cl	/kl/	clue
d	/d/	desk
f	/f/	feet
g	/g/	garden
h	/h/	hand
j	/dʒ/	jacket
k	/k/	kangaroo
l	/l/	lamb
m	/m/	milk
n	/n/	net
p	/p/	pencil
q	/kw/	queen
r	/r/	rabbit
s	/s/	sea
t	/t/	table
v	/v/	van
w	/w/	water
x	/ks/	box
y	/y/	yellow
z	/z/	zebra

Vowels

Letter(s)	Sound	Example Word
a	/æ/	ant
e	/e/	bed
i	/i/	dig
o	/ɒ/	hot
u	/ʌ/	bus
ay	/eɪ/	May
ai	/eɪ/	rain
a_e	/eɪ/	cake
ee	/i/	bee
ea	/i/	meat
i_e	/aɪ/	bike
igh	/aɪ/	light
oa	/ou/	boat
ow	/ou/	snow
o_e	/ou/	home
ue	/u/	blue
u_e	/u/	flute

Review: Story Time Sample Page and Lesson Plan



Story Time reviews Conversation Time, Word Time, and Practice Time language from the previous three units.

Digger's World is a cartoon-like story that recycles language in a natural, conversational situation. Each one is a complete story, and all four make up one long story.

Warm-Up

- **Conversation, Vocabulary, and Grammar Review.** Students play a game or do an activity which reviews the conversations, vocabulary items, and grammar patterns from the previous three units. An activity is provided in each lesson plan.
- Check the Phonics Time Workbook page that students did in class or for homework. Answers and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.

Work with the Pictures

- Students open their Student Books to *Digger's World*. Focus their attention on the pictures and have them find and name any items or characters they see in the six scenes. These can be single words or phrases. Then talk about what is happening in each scene in order to review the language and bring the pictures to life. Suggested sentences are provided in each lesson plan.

Work with the Text

- Focus students' attention on the speech bubbles. Students try to guess or read the text in the speech bubbles. Prompt when necessary.

Practice the Story

A. Listen and repeat. 🎧

Play the first version of the story. This version is spoken at slightly slower than natural speed and has no sound effects so that students can focus on the pronunciation and language. Students follow along in their books, pointing to each speech bubble on the page.

B. Look at A. Listen and point. 🎧

Play the second version of the story. This version is dramatized, spoken at natural speed, and has sound effects so students can hear the language as in real life. Students listen and point to the scenes as they hear them on the recording.

C. Role-play these scenes.

Students should now be sufficiently familiar with the story to say it on their own, using their Student Books as necessary. Divide the class into groups, and have students in each group role-play the scenes.

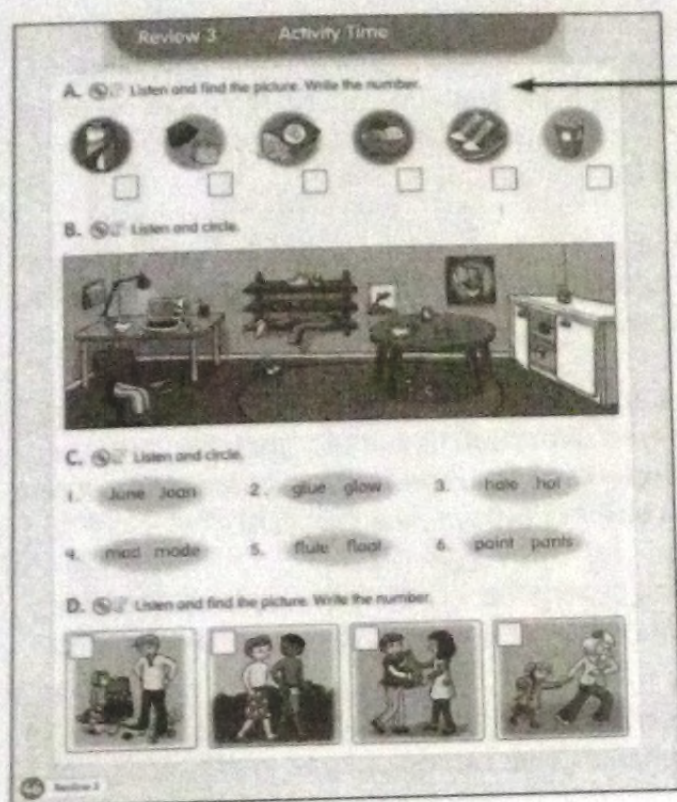
Games and Activities

Students review the conversations, vocabulary, and grammar patterns further through games and activities.

Finish the Lesson

- Finish the lesson in a fun way with students playing a quick, simple game or activity to further review the conversations, vocabulary, and grammar patterns. An activity is provided in each lesson plan.
- Explain and assign the first page of Workbook Review to be done in class or for homework. An Answer Key is provided at the back of the Teacher's Book.

Review: Activity Time Sample Page and Lesson Plan



Activity Time reviews Conversation Time, Word Time, Practice Time, and/or Phonics Time language from the previous three units. Students review the language through a variety of exercises, which emphasize listening, speaking, and writing.

Warm-Up

- **Conversation, Vocabulary, Grammar, and/or Phonics Review.** Students play a game or do an activity which reviews the conversations, vocabulary, grammar patterns, and/or phonics from the previous three units. An activity is provided in each lesson plan.
- Check the Story Time Workbook page that students did in class or for homework. Answers and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.

Review

Each Activity Time page provides two to three exercises for students to review the conversations, vocabulary, grammar patterns, and/or phonics. Detailed instructions and, where appropriate, audioscripts and answers, are provided for each exercise.

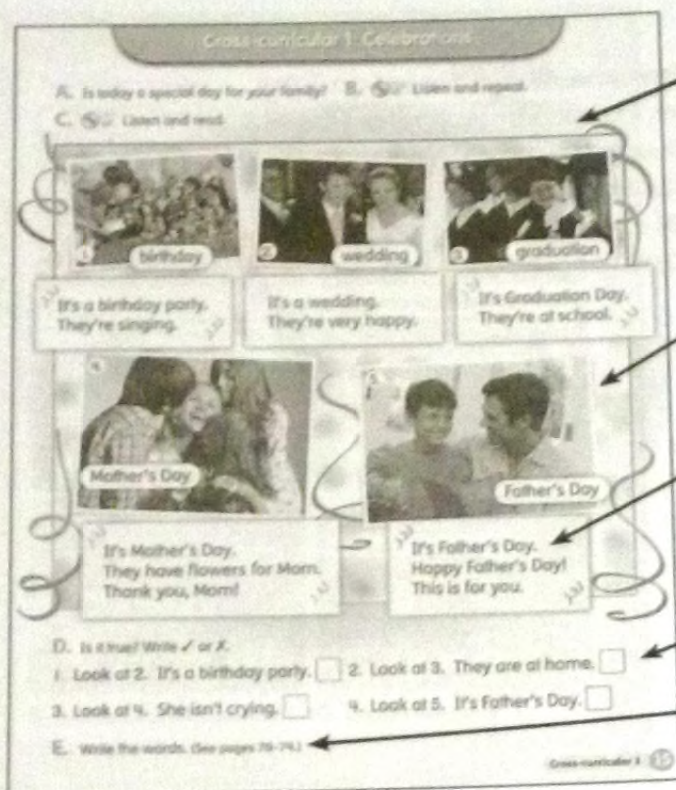
Games and Activities

Students review the language in an enjoyable way through games and activities.

Finish the Lesson

- Explain and assign the Checklist, to be done in class or for homework. Students have now studied and reviewed three units' worth of language. They are ready to check what they know. The Checklists, found at the back of the Student Books, provide a permanent record for students, teachers, and parents of what students have understood and retained. There is one Checklist for every three units. Working individually or in pairs, students check off what they know in each Checklist.
- Explain and assign the second page of Workbook Review to be done in class or for homework. An Answer Key is provided at the back of the Teacher's Book.

Cross-curricular Sample Page and Lesson Plan



Four to six new vocabulary words are introduced within an age appropriate American educational curriculum content. Students are learning content from subject areas such as science, math, social studies, art, and music in addition to learning language skills.

The vocabulary is introduced in beautiful photographs or textbook-looking illustrations enhancing students' interest and motivation.

All new vocabulary items are featured in related reading text comprised of previously learned grammar patterns allowing students to focus on the vocabulary and content theme and offering extra review practice.

An engaging comprehension activity is provided to help test students' understanding of what they have learned.

My Picture Dictionary at the back of the Student Book gives students another opportunity to practice the words.

Warm-Up and Review

- Play a game or do an activity which reviews the grammar patterns used in the Cross-curricular page.

Introduce the Words

Introduce the each vocabulary item in such a way that students both hear and understand the meaning of each word. To do this, hold up the Student Book, point to the picture and name each Cross-curricular word, one by one. Hold up the book and point again and have students repeat. Point randomly to the pictures and have students name them. Alternate methods for introducing words are provided where appropriate.

Practice the Words

A. Is today a special day for your family?

Focus students' attention on the pictures on the top half of the page. Students look at the pictures and name anything they can.

B. Listen and repeat. 🎧

Play the recording. Students listen and repeat, pointing to each picture in the Student Book. Play the recording for as many times as necessary for students to identify the vocabulary.

C. Listen and read. 🎧

Play the recording. Students listen and repeat, pointing to the photos in their books. Students then practice reading the text with a partner.

D. Comprehension Activity

Focus students' attention on the activity on the bottom half of the page. Detailed instructions are provided for each exercise.

E. Write the words.

Students turn to *My Picture Dictionary* at the back of the Student Book. They look through the alphabetical Picture Dictionary to find the picture of each target vocabulary item, then write the word next to it.

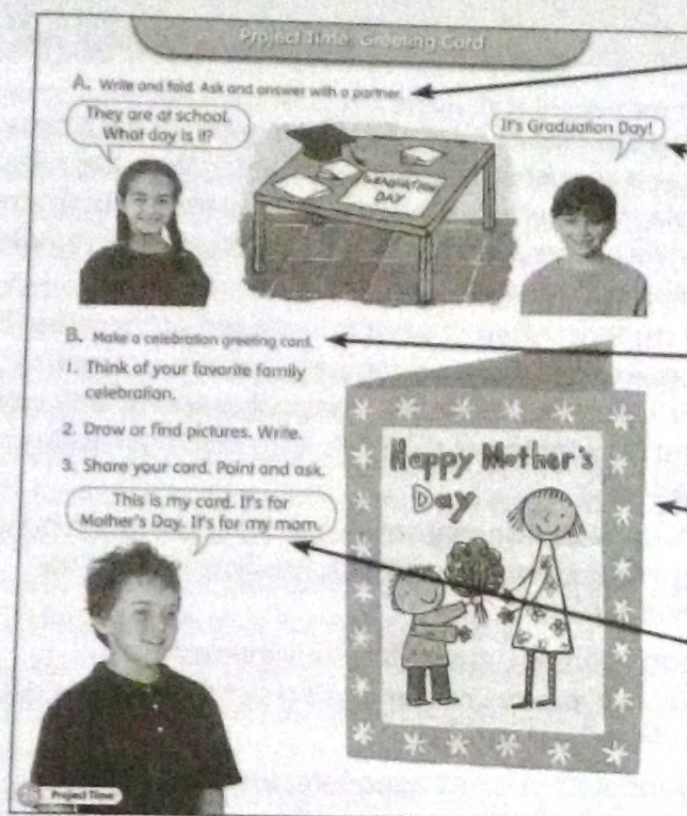
Games and Activities

In order to internalize the new vocabulary, students practice it through various games and activities. A game is provided in each lesson plan.

Finish the Lesson

Finish the lesson with a quick, simple game or activity to further practice the vocabulary. An activity is provided in each lesson plan.

Cross-curricular: Project Time Sample Page and Lesson Plan



• An illustrative example of the part of the communicative activity that students need to prepare is provided.

• An example of language to be used by students in order to complete the activity.

• Students do various engaging projects closely related to the content of the lesson to internalize and personalize the material.

• An illustrative example is provided to help students visualize the completed project.

• An example of the language is provided to help students talk about their projects.

Warm-Up and Review

- Play a game or do an activity which reviews the vocabulary learned in the previous lesson and any additional grammar patterns. An activity is provided in each lesson plan.
- Check the Cross-curricular Workbook page that students did in class or for homework. Answers and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.

Finish the Lesson

Finish the lesson with a quick, simple game or activity utilizing the students' projects to further practice and internalize the material. An activity is provided in each lesson plan.

Complete the Projects

A. (Interactive communicative activity.)

Each Project Time page has a communicative activity to reinforce the target vocabulary and content of the lesson. These activities allow the student to use the language to interact with their classmate. Detailed instructions are provided with each activity.

B. (Structured project activity)

Each Project Time page has a project activity to further reinforce the target language. Detailed instructions are provided for introducing the language used for the project, making the project and games and activities that encourage students to talk about the completed project.

Games and Activities

In order to internalize the new vocabulary, students practice it through various games and activities. A game is provided in each lesson plan.

Teacher Resource Guide

Classroom Management

Motivating Students

Motivation plays a vital role in language acquisition. When overall motivation is high, students behave well and participate fully in the activities.

Tips to maintain high student motivation:

- Be enthusiastic and motivated as a teacher. Enthusiasm is contagious! A positive classroom atmosphere stimulates creativity and student participation.
- Provide activities in which all students participate. This gives students the opportunity to get to know and learn from their classmates.
- Acknowledge all students, especially those that are shy and reticent to speak, in order to make them feel important and successful. Acknowledge participation, good behavior, and helpfulness as well as language proficiency. Words of praise and acknowledgment:

Good job!

Very good!

Good try!

That was so much better than the last time!

Good for you!

You're showing so much improvement!

Try again.

Thank you so much.

Thanks for helping me.

What a good helper you are!

I've really noticed how hard you're trying.

Thank you for working so hard.

You're being a really good listener. Thank you!

- Provide classroom opportunities for students to communicate in English. The more students speak English, the more confident and motivated they will become as language learners.
- Take care not to make students speak in front of the class if they are not ready to do so, as this can negatively affect their motivation and self-confidence. In any one class there will be students who are still absorbing the language and thus not ready to speak, and those who are ready to challenge themselves by using the new language.

Discipline

A well-managed classroom can maintain motivation and keep discipline problems to a minimum.

Tips to establish and maintain classroom discipline:

- Establish a clear set of rules at the beginning of each class session, and consistently maintain it. Write down the rules and display them where students can see them. For example: Listen while others are talking. Acknowledge students when these rules are followed.
- Remind students often of what is expected of them. Basic classroom expectations include participation, acceptable behavior, trying to use the new language, and quality work. If the best is expected of students, they will most likely rise to the occasion!

In addition, consider the reasons behind inappropriate behavior and attempt to address these issues. Possible reasons for behavior problems:

- The lesson content is not sufficiently interesting or challenging. If lessons become too repetitive, mechanical, or easy, students lose interest.
- Lesson preparation is not adequate, resulting in class disruptions that distract students. Prepare lessons well and in advance so that there are no surprises and the lesson can proceed smoothly with no major disruptions.
- The language level of the class is not in line with students' abilities. Make a note of students' abilities by observing them and then adjusting the lesson to the appropriate level. Teacher's Logs (see pages 24–25) assist in keeping a record of students' abilities and involvement.
- The teacher–student relationship is not good. Identify and rectify any areas of present or potential conflict by speaking to the student in question or his/her parents.
- Some students may be more aggressive than others or may be attention seekers. Try to understand why a student is aggressive or attention-seeking and address the issue with the student and/or his/her parents.
- External factors such as the weather, family problems, or after-school activities affect students' motivation and behaviors. Be aware of these factors and address them as necessary.
- Some students may have learning disabilities or special needs and therefore face greater educational challenges. Consult their parents or a professional if necessary.

Homework

Homework provides a valuable opportunity for students to practice and reinforce the language introduced in class. Homework also gives parents an opportunity to participate in their child's learning.

Tips to motivate students to do their homework:

- Make sure that the amount of homework is at a manageable level, and discuss the purpose and importance of the homework with students.
- Explain the homework activity carefully, completing one or two examples with students in class.

- Reward students for completing homework, even if it is not all correct. These rewards can be stickers, simple drawings, or comments.

Multiple Intelligences

Students have different learning styles. It is important to take these different learning styles or multiple intelligences into account when planning lessons so that all students have an opportunity to learn in their style. This will lead to greater motivation, and ultimately greater learning. Suggested methods of addressing the eight main learning styles or areas of intelligence:

- *Spatial/Visual*: Use visual aids such as maps, big flashcards, and realia. Art projects are also useful.
- *Kinesthetic*: Use movement with songs, chants, or games that include, for example, running or slapping cards. Gestures, role plays, and dramas can also be employed.
- *Musical*: Use body percussion (stamping, clapping, patting, snapping) to enhance songs and chants.
- *Linguistic*: Use oral drilling or activities that require speaking. Students can share ideas, solve problems, role play, and do stage performances.
- *Logical-Mathematical*: Do puzzles, sequencing activities, or classification activities that involve logical deduction. For example: *A is taller than B but shorter than C. Who is the shortest?*
- *Interpersonal*: Involve students in activities or games in which they work together in pairs or groups.
- *Intrapersonal*: Involve students in individual activities that require personal input.
- *Natural World*: Show how the structure/organization of language relates to things in nature. For example: Draw a tree and write the root form of the verb on the trunk. Then write the various verb tenses on the tree's branches.

Teacher Tools

Lesson Plans

English Time Teacher's Books provide comprehensive, step-by-step lesson plans for teaching each Student Book page. However, it is crucial that teachers create personalized lesson plans which take into account their students' learning styles, levels, and needs, as well as the exact goal of the lesson and the time available for the lesson. Lesson Plans provided in the Teacher's Book can be modified to create custom lesson plans.

Visual Aids

Visual aids such as pictures, picture cards, posters, signs, and realia are valuable teaching aids that support students' understanding of new language without requiring translation. Students can be involved in making visual aids, by, for example, drawing and coloring flashcards of target language.

Bulletin Boards

Bulletin boards enliven any classroom, creating a positive, warm environment that welcomes students to every class. They can be made to reflect students' interests and individuality, thus helping students to feel ownership and pride in their classroom. Tips for using bulletin boards:

- Designate a space on the bulletin board as a culture corner, and display pictures of other countries or cultures. On a map of the world students can use pins to mark places in the world where English is spoken.
- Display student pictures on the bulletin board or walls. Be sure that every student has an opportunity to display his/her work.
- Display any materials that can be reviewed from previous lessons. For example: color charts, vocabulary words, letters whose sounds students have learned.
- Designate a space on the bulletin board as a photo corner. Display photos of students working on projects or activities in the classroom, pictures of students on special trips, or students at home.

Picture and Word Cards

Cards are valuable resources to use throughout lessons, both for introducing and practicing new language. Realia, pictures from magazines, or simple drawings on the board can also be used.

Games and Activities

Games and activities are a vital component of any curriculum for language learners. Games provide a strong motivation for students to experience the language in a natural, meaningful, and enjoyable way. Pages 92–101 feature games that can be used in any class.

Tips to ensure successful games and activities in class:

- Clearly understand the instructions before explaining them to students. Then bring students to the front of the classroom and have them model each step of the game as the teacher explains it. Students can learn how to play a game explained entirely in English if the steps are modeled in a logical and sequential manner.
- Control and focus the game so that students use the target language in a meaningful way and have fun.

Forming Groups and Pairs

Utilize quick and easy methods of forming groups so that there is minimal class disruption. Consider students' abilities and personalities when forming groups.

Tips to form groups:

- Utilize groups that naturally exist within the classroom. For example: one row of students can form a group or students can form groups with students sitting nearby.
- Have students count off around the class, then have students with the same number form one group.
- Have students form groups with others wearing the same color shirt, or with the same initials or birthdays.

Storybooks

Storybooks present natural language with visuals to clarify meaning. For this reason it is beneficial to build a classroom library of storybooks that students can look at before or after class. Read storybooks which contain language students know for five minutes at the end of each class.

Tips for using storybooks in the classroom:

- Choose volunteers to play the roles of characters in the story and dramatize their characters' lines.
- Choose a volunteer to read the story aloud while his/her classmates act it out in groups.
- Have students perform the story with paper puppets they make.
- Have students draw specific scenes from the story on large pieces of paper. Hang these scenes in sequential order on the walls. Students then narrate or provide dialogue for their scene in the story.
- Once students can perform the story comfortably, videotape it and play the tape for the class and/or parents.

Songs and Chants

Singing and chanting in class can play a vital role in children's language development. A song or chant is provided in each *English Time* Student Book unit. The Teacher's Book offers detailed activities to enhance each song and chant.

Tips to make songs other than those in the Student Book an integral part of the classroom:

- Choose a new song every month for students to sing as they clean up after activities.
- Play English children's songs while students are working, drawing, or coloring.

Practical Teaching Tips

Several practical teaching tips:

- Establish a signal to be used to get students' attention. For example: clap your hands twice, flicker the lights, or ring a bell.
- Plan to change activities approximately every five to seven minutes, as young students have short attention spans. It is thus important to plan more than enough activities so that it is possible to quickly change to another activity without disrupting the class. It is also recommended to change activities before students lose interest or become bored. This way students will look forward to doing the activity again in future lessons.
- Give students advance notice before changing activities. Doing so allows students to finish what they are doing and mentally prepare for the next activity.
- Develop a class routine and follow it in each lesson. Students will develop a sense of security, which will lead to greater participation.
- Ask students for feedback on how they experience the class. Acknowledge their feedback and make any appropriate changes to meet their needs.

English as the Language of Instruction

Language input is one of the most important aspects of language learning. This is especially true in places where English is neither widely heard, spoken, nor seen outside the classroom. For this reason, conduct as much of each lesson as possible in English.

Tips to maximize English usage in the classroom:

- Give all instructions in English. Use gestures, body language, or visual aids to convey the meaning.
- Use previously learned language on a regular basis in all classes so that it becomes a natural part of students' English vocabulary.
- Look for any occasion to provide opportunities for students to experience the use of English in a communicative, meaningful, and interesting way. For example: invite a native English speaker to class to speak to students.

Assessment

Continual student evaluation and assessment is crucial in order to determine in which areas students require further explanation and/or practice. Assessment methods include traditional tests and Teacher's Logs. In the latter, the teacher's observations and assessments of students are recorded during or after each class.

Correcting Students

Correcting mistakes is an important role of any teacher. The manner of correction will depend on whether the activity is accuracy-based (the focus is on speaking perfectly) or fluency-based (the focus is on speaking as much as possible). Pay attention to students' reactions to correction. Some students accept being corrected without losing confidence or motivation. Others, however, become self-conscious and reticent for fear of making mistakes. Try to avoid over-correction so that students can learn from their mistakes without losing motivation or confidence in their speaking ability.

Methods of correction during accuracy-focused activities:

- Point out the error, provide the correct form, and have the student repeat the correct form. For example: A student says *Yesterday I go to school*. Say *Go* while shaking your head. Then say *Yesterday I went to school*, emphasizing *went*. The student repeats.
- Repeat the student's sentence, stressing the error with rising intonation. Then immediately repeat the sentence, pausing before the error, and have the student give the correct form. For example: A student says *Yesterday I go to school*. Say *Yesterday I go* (rising intonation) *to school*. *Yesterday I _____*. The student completes the sentence with *went to school*.

Methods of correction during fluency-focused activities:

- Rephrase students' mistakes in correct English. Do not interrupt them in order to correct their mistakes. It is not necessary for students to repeat the corrected sentence. For example: A student says *Yesterday I go to school*. Say *Oh, yesterday you went to school*, slightly emphasizing *went*.

- At times refrain from correcting the students during games or storytime. This enhances motivation and lends a sense of fun and excitement to the class. During group work, walk around the classroom, listen to students and note any common mistakes. Once the activity is done, correct these mistakes with the class as a whole.
- Send a letter home to parents at the beginning of the course to introduce yourself as well as the material their child will be studying.

Teaching Large Classes

Large classes present special challenges for monitoring student participation and learning.

Tips to effectively teach large classes:

- Walk around the classroom and listen while students work in pairs or in groups. Note any areas in which students are having difficulty and address these with the entire class at the end of the activity.
- If a lesson includes a game that requires movement in or around the classroom, divide the class into two groups. One group can play the game while the other group does a quiet activity at their desks. Groups can then change roles.
- Enlist the help of another teacher. Both teachers can model games or activities and share the task of monitoring and helping students.
- Make sure all students, especially those at the back of the classroom, can see the teaching materials clearly. Use large visual aids or walk around the classroom with the material so that all students are able to see it up close.

Introducing Culture in the Classroom

As students learn English and acquire an openness toward it as a foreign language, nurture a similar open attitude toward foreign cultures. Initiate this by introducing the flags and locations of different countries, and discussing the daily life of people from other countries. Then introduce samples of folk art and music, children's games, ways of greeting, coins, and stamps. Use photographs, realia, books and magazines, or video to introduce these elements of culture. Embassies or Consulates are often more than willing to provide free information about their countries.

Involving Parents

Parents are a vital source of information about students. Parental feedback can reveal aspects of the students' language development that are evident at home but not in class. They can also provide valuable information on students' special needs or problems. Inform parents of what their children are learning and the progress they are making. Parents' interest in their children's learning and support can lead to a higher level of student motivation.

Tips and suggestions to involve parents:

- Send home a monthly newsletter detailing the language the class is studying. Include some work students have done if possible.
- Host a parent class where parents and their children can participate together in class activities. This is a good chance to explain to parents what their children are learning and how they are learning it. Present English songs, original stories, or choral readings, and display students' work and pictures.

Sample Teacher's Log

(Teacher's Book pages 32-33)

Class Weds. Date Oct. 4 Time 5:00-5:50pm

	Warm-Up and Review	Introduce the Language	Practice the Language (Student Book page 3)	Games and Activities	Finish the Lesson
Lesson Plan	1. Guess What's Missing (5 min.) 2. Check Workbook (2 min.)	1. I'm Annie. I'm a girl. 2. You're Ted. You're a boy. 3. Fluency practice. (students introduce themselves and others) (10 min.)	1. Open Student Books 2. Play recording and do exercises 3. Sing song (10 min.)	1. Around the Circle (students introduce themselves and others around a circle) (5 min.) 2. Complete the Sentences (7 min.) 3. Blind Interview (if time!)	1. Toss the Ball (4 min.) 2. Assign homework • Workbook p. 3 • Worksheet 1 (4 min.)
Materials Needed	1 set Unit 1 Word Time Picture Cards	girl and boy picture cards	CD and player	Unit 1 Word Time Word Cards and Grammar Cards, 1 set per student A ball	
Lesson Taught	✓ done	✓ done	✓ done except for song (play at beginning of next class)	✓ done Around the Circle and 3-4 min. of Complete the Sentences Do Blind Interview activity another time for review	✓ done
General Notes Class response Individual response Areas that need more practice	• Everybody needs more practice with <u>I'm</u> and <u>You're</u>. • Kim: Having trouble paying attention again. Call parents. • Time games more carefully next time. • Students really liked <u>interacting</u> during Around the Circle activity (make sure to plan interactive activities in future lessons).				

Teacher's Log

(Teacher's Book pages _____)

Class _____ Date _____ Time _____

	Warm-Up and Review	Introduce the Language	Practice the Language (Student Book page _____)	Games and Activities	Finish the Lesson
Lesson Plan					
Materials Needed					
Lesson Taught					
General Notes Class response Individual response Areas that need more practice					

Classroom Language

Focus: Frequently used classroom language

Materials Needed: CD and player

Introduce the Language

- Say *Write your name*. Then write your name on the board. Do this three to four times. Then say *Write your name*. Students repeat and write their names on a piece of paper.

- Follow the same procedure as in Step 1 for the remaining classroom language, using the following actions:

Come here, (Ted): Say *Come here, (Jane)* and motion for a student to walk towards you.

Spell the word "book": Say *Spell the word "book."* Then spell the word slowly and clearly: b-o-o-k.

Draw an (apple): Draw an apple on the board.

Raise your hand: Raise your hand.

Look at the (board): Stand facing students. Say *Look at the board*, then slowly turn your head to look at the board.

Pay attention: Place an open book in front of you. Look distractedly around the classroom. Then say *Pay attention* and focus your attention on the book.

Clean up: Scatter three to four books and pencils across your desk. Then say *Clean up* and begin to pick up the books and pencils and put them in a neat pile.

Stop talking: Tell students to talk among themselves. Then say *Stop talking* and motion for them to be quiet.

Count the books: Place six books along the boardtray. Say *Count the books*, then slowly and clearly point to and count each book, saying 1, 2, 3, 4, 5, 6.

Take a break: Sit at your desk and busily read your book and take notes for 30–40 seconds. Then say *Take a break*, and sit back and relax in your chair.

Don't run: Tell two to three students to carefully run from the front of the classroom to the back. When they are halfway to the back of the classroom, say *Don't run!* and motion for them to stop running.

- Name any four of the actions in succession. Students do all four actions. Do the same with the remaining actions.

NOTE Use this classroom language as often as possible so that it becomes a natural part of each lesson. The recording can be played at the beginning of lessons until students are completely familiar with the classroom language.

Practice the Language

Students open their Student Books to pages vi and vii.

Listen and do the actions. 1.1

- Play the recording. Students listen and point to the actions in their books.

Write your name.

Write your name.

Come here, Ted.

Come here, Ted.

Spell the word "book."

Spell the word "book."

B-o-o-k.

Draw an apple.

Draw an apple.

Raise your hand.

Raise your hand.

Look at the board.

Look at the board.

Pay attention.

Pay attention.

Clean up!

Clean up!

Stop talking!

Stop talking!

Count the crayons.

Count the crayons.

1, 2, 3, 4, 5, 6, 7, 8.

Take a break.

Take a break.

Don't run!

Don't run!

- Play the recording again. Students listen and do the actions. Play the recording as many times as necessary for students to complete the task.

Games and Activities

- **Groups Say and Do.** Divide the class into Groups A and B. Each group chooses a leader. Group A's leader holds up his/her Student Book and points to the picture of one of the actions on pages vi or vii. Any student in Group A names that action, and students in Group B do it. Group A continues in the same way until all the actions have been named. Groups then change roles and do the activity again.
- **Do What I Say.** Volunteers take turns coming to the front of the classroom and naming the actions. Seated students do the actions.

Finish the Lesson

- **How Fast Can You Do It?** Name each action, and have students try to be the first to do it.

Do You Remember?

Do You Remember?

Focus: English Time Level 1 Review

Function: Introducing oneself; giving personal information

Materials Needed: CD and player

Warm-Up

- Play the recording of the Classroom Language. Students listen. Play the recording again and have students do each action.
- **Simon Says.** Say various commands from the Classroom Language pages, some of which are preceded by *Simon says*. Students do the action only if the language is preceded by *Simon says*. For example: Say *Simon says draw an apple*. Students draw an apple. Say *Write your name*. Students do not do the action. If a student does an action that was not preceded by *Simon says*, or does an action incorrectly, he/she is "out" and must wait until the next round to play again. Continue until only one student is still "in" the game. Then play again, having a volunteer take on the teacher's role and say the classroom language items.

LARGE CLASSES Play the game as above, but for a predetermined amount of time (for example: seven minutes). All students still standing at the end of this time win.

OPTION Play the game as above, but choose a volunteer to help monitor the game. He/She will help see if students are doing the actions correctly and if they are correctly responding to *Simon says*.

Work with the Pictures

Students open their Student Books to page viii.

- Divide students into groups of three. Groups find and name any items or characters they recognize in the six scenes.
- Ask each group how many items it found. Encourage groups to name as many items or characters as they can.
- When groups have finished, have each group name one item or character. Write the items or character names on the board. Once all the items and characters have been listed, point to and say each word. Students repeat, pointing to those items or characters in their books.

Work with the Text

- Point to Annie's speech bubble in number 1. A volunteer guesses what Annie is saying. If the volunteer guesses correctly, do the same with Ted's speech bubble. If he/she does not guess correctly, ask another student. Prompt if necessary.
- Do the same with all the scenes on this page. Quickly review any language items students are having trouble remembering.

NOTE It is not necessary for students to guess the exact words of the characters. Accept their guesses as long as they convey the gist of what the character is saying.

Practice the Language

Listen and point.  1.2

- Play the recording. Students listen and follow along in their books.
 - 1 **A** *Hi. My name is Annie.*
B *Hello. My name is Ted.*
C *I'm Digger.*
 - 2 **A** *My last name is Day.*
B *My last name is Lee.*
 - 3 **A** *I'm a girl.*
B *I'm a boy.*
C *I'm a dog. I'm hungry.*
 - 4 **A** *I like apples.*
B *I like oranges.*
C *I like burgers.*
 - 5 **A** *I can climb a tree.*
B *I can ride a bike.*
C *I can sing a song.***A and B** *Bye-bye! See you on page 1!*
- Play the recording again. Pause after each line and have students repeat. Play the recording as many times as necessary for students to refamiliarize themselves with the language.

Games and Activities

- **Introduce Yourself.** (Game 65, page 100.)

Finish the Lesson

- Workbook pages iii-iv. (Answers, Teacher's Book page 102.)



At Home with Annie

Conversation Time

Language Focus: *How old are you? / I'm ten.*
How old are you? / I'm six.

Function: Asking and telling age

Materials Needed: CD and player; Wall Chart 1; a ball

Warm-Up and Review

- **Review:** Students take turns standing up and introducing themselves to the class using the language from "Do You Remember?" For example: *Hi. My name is Ed. My last name is Jones. I'm a boy. I like bananas. I can swim.*

Introduce the Conversation

- See page 8.

Talk About the Picture

- Use Wall Chart 1, or open a Student Book to page 1. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

NOTE It is not important that students understand each word. This is a receptive activity focusing on exposure to English.

This is **Ted** and this is **Digger**. Digger and the **baby** are *playing*. The baby is *young*. He isn't *old*. Look at **Matt**! He can't *take a picture*. He says *Ouch*! **Penny** asks **Bob** *How old are you?* Bob says *I'm ten*. Bob and Penny are happy.

- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). Answer the questions yourself if necessary, and have students repeat.

How many girls?

How many boys?

Can you *point* to Digger?

How many dogs?

Is it a pencil case? (**camera**)

Is he *sad*? (**baby**)

How old are you?

Practice the Conversation

A. Listen and repeat. 1.3

- Students listen and repeat, pointing to each speaker in the conversation box.

Boy: *How old are you?*

Girl: *I'm ten. How old are you?*

Boy: *I'm six.*

B. Listen and find the speakers. 1.4

- Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation. They then change roles and role-play the conversation again.

D. Review. Listen and repeat. 1.5

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.

A: *Bye-bye!*

B: *Bye! See you tomorrow!*

Option: Students role-play the conversation.

Find Digger's Bone

- Students find Digger's bone hidden in the large scene. *Answer:* It's the handle of the baby's rattle on the floor.

Games and Activities

- **Put Conversation Lines in Order.** (Game 2, page 92.)

Finish the Lesson

- **Toss the Ball.** (Game 15, page 93.) Play the game using the target conversation.
- Workbook page 1. (Answers, Teacher's Book page 102.)

Word Time

Language Focus: Family members (*mother, father, sister, brother, grandmother, grandfather*)

Materials Needed: CD and player, Unit 1 Picture Cards

Warm-Up and Review

- **Conversation Review: How Old Are You?** Bring two volunteers to the front of the classroom. Then ask a seated student (S1) *How old are you?* Elicit *I'm (eight)*. S1 asks S2 *How old are you?* S2 responds *I'm (eight)*. Continue until most students have taken a turn.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 2. They look at the large scene and name anything they can.
- Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

NOTE It is not important that students understand each word. This is a receptive activity focusing on exposure to English.

Annie's father is *reading* a book. **Annie's brother** is *watching* TV. Look at this **picture** of Annie's family. This is Annie's **grandmother**, and this is Annie's **grandfather**. This is Annie's **mother** and her **father**. Here is her **sister** Penny, and this is her **brother** Dan. Dan can *play the guitar*.

- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Is she *old*? Is she *sad*? (**Annie's grandmother**)

Is he *young*? Is he *happy*? (**Annie's grandfather**)

Is he *sad*? (**Annie's father**)

Is it a book? Can you read a book? (**book**)

Can you *point* to the cat?

Do you like **cookies**? (ask students)

Practice the Words

A. Listen and repeat. 1.6

- Students listen and repeat, pointing to each picture in the vocabulary box.

- | | |
|---------------|---------------|
| 1 mother | 2 father |
| 3 sister | 4 brother |
| 5 grandmother | 6 grandfather |

- Say the words in random order. Students point to the pictures in the vocabulary box.

B. Listen and write the letter. 1.7

- Students listen and write the letter they hear. Play the recording as many times as necessary for students to complete the task.

- | | |
|----------------------------|--------------------|
| a grandmother, grandmother | b brother, brother |
| c grandfather, grandfather | d father, father |
| e mother, mother | f sister, sister |

- Check answers by writing the letters *a–f* on the board then having volunteers come to the board and attach the corresponding Picture Card next to each letter. Point to each card and have students name it.

C. Point and say the words.

- Students point to and name each of the target vocabulary items in the large scene.

D. Listen and point. 1.8

- Students listen and point to the person or speakers. Play the recording as many times as necessary for students to complete the task.

Grandfather. Father.

Grandmother. Brother.

Mother. Sister.

Now listen and point to the speakers.

A: Hi. I'm Ken. (*teenagers on TV*)

B: Hello. I'm Pam.

A: Nice to meet you.

B: Sh! Be quiet! (*Annie's father and grandfather*)

B: Sorry.

A: Oh! Can he play the guitar? (*Annie and friend*)

B: Yes, he can.

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

Find Digger's Bone

- Students find Digger's bone hidden in the large scene.

Answer: It's one of the framed pictures on the wall.

Option: Students draw a picture of Digger eating his bone in a bowl of popcorn.

Extra Vocabulary

- Students turn to page 1. Introduce the extra vocabulary items *cousin, aunt, uncle*. Students then find these in the large scene.

Games and Activities

- **Personalize the Picture.** (Game 17, page 94.)

Finish the Lesson

- **Opposites.** Say *sister* and elicit the corresponding family member of the opposite sex, *brother*. Repeat with remaining family word pairs. Have a volunteer take on the teacher's role and do the activity again in the same way.
- Workbook page 2. (Answers, Teacher's Book page 102.)

Practice Time

Language Focus: *Wh-* questions with *who*; possessive adjectives

[*Who's (he)? (He's) my (father).*]

Function: Asking about people; identifying people

Materials Needed: CD and player; Unit 1 Picture Cards

Warm-Up and Review

- **Vocabulary Review: Slow Reveal.** (Game 30, page 96.) Play the game using Unit 1 Picture Cards.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 3.

A. Listen and repeat. 1.9

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.

A: *Who's he?*

A: *Who's she?*

B: *He's my father.*

B: *She's my mother.*

- Play the recording again. Students listen and repeat, pointing to each word in their books. They try to say the patterns on their own, while looking at the pattern boxes in their books.

- Write the explanation of the contractions on the board:

Who's = Who is

He's = He is

She's = She is

- Point to and read each word. Students repeat. Then say each pattern with the full form. Students repeat and practice each pattern, using contractions and the full forms.

B. Listen and repeat. Then practice with a partner. 1.10

- Students listen and repeat, pointing to each picture in their books.

1 *Who's she? She's my sister.*

2 *Who's he? He's my father.*

3 *Who's she? She's my grandmother.*

4 *Who's he? He's my grandfather.*

5 *Who's he? He's my brother.*

6 *Who's she? She's my mother.*

- Play the recording again. Students listen and repeat, pointing to each word in their books.

- Students then practice numbers 1–6 in pairs, change partners and repeat the activity.

C. Look at page 51. Point to the picture and practice with a partner.

- Students remain in pairs and take turns making statements about the characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to Annie's grandmother): *Who's she?* S2: *She's my grandmother.*

D. Listen and sing along. 1.11

- Students turn to *The Family Song*, page 65. Focus their attention on the pictures. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

The Family Song

Who's he?

He's my brother.

Who's he?

He's my father.

Who's he?

He's my grandfather.

This is my family.

Who's she?

She's my sister.

Who's she?

She's my mother.

Who's she?

She's my grandmother.

This is my family.

- Students listen and follow along in their books. Play the recording again. Students listen and sing along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the song.
- Divide the class into Groups A, B, and C. Give Group A the *brother* and *sister* Cards, Group B the *father* and *mother* Cards, and Group C the *grandfather* and *grandmother* Cards. Play the karaoke version. All groups sing the question lines and the last line of the song. Then each group sing its "own" lines. Groups then exchange cards and sing the song again.

Games and Activities

- **The People of My Family.** (Game 34, page 96.)

Extra Practice

Worksheet 1, *Family Faces*, page 113.

Finish the Lesson

- **Cards on the Board.** Attach Unit 1 Picture Cards to the board. Point to them one by one, and elicit the corresponding question and answer from volunteers. Continue until most students have either asked or answered a question.
- Workbook page 3. (Answers, Teacher's Book page 102.)

Phonics Time

Sound Focus: j, y (jacket, jam, jet, yellow, yogurt, yo-yo)

Materials Needed: CD and player; Unit 1 Picture Cards

Warm-Up and Review

- **Pattern Review: Sing Along.** Play the recording of the Unit 1 song *Family Song*. Students listen. Play the recording again and have students sing along.
- **Phonics Review: Level 1.** Write *a, b, d, e, f, g, h, i, k, m, n, o, p, s, t, u, v, w, z* on the board. Point to *b*. A volunteer names the letter, says its sound, then says a word that begins with *b*. Do the same with the remaining letters. For vowels, students can say a word that begins with that vowel, or that has that vowel sound as part of the word. For example: Point to *a*. Students could say either *ant* or *hat*.

Introduce the Sounds

- See page 14.

NOTE The *j* sound is written as /dʒ/.

Practice the Sounds

- Students open their books to page 4.

A. Listen and repeat. 1.12

- Focus students' attention on the *j* and *y* words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books.

<i>j</i> /dʒ/	<i>y</i> /y/
jacket	yellow
jam	yogurt
jet	yo-yo

B. Does it begin with *j* or *y*? Listen and write. 1.13

- Students listen and write the initial letter of each word they hear. Play the recording as many times as necessary for students to complete the task.
- | | |
|--------------|----------------|
| 1 jump, jump | 2 juice, juice |
| 3 jeep, jeep | 4 yarn, yarn |
- Check answers by saying *Number 1. jump* and having a volunteer say the letter he/she wrote. Do the same for numbers 2–4.

ANSWERS

1 j 2 j 3 j 4 y

C. Read the words.

- Write *jab* on the board. Point to, sound out, then read the word. For example: /dʒ/-/æ/-/b/, *jab*. Students repeat. Do the same for the other word in the first column. Elicit the sounds where possible. Then have students try to sound out and read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point. 1.14

NOTE The short *a* sound is written as /æ/. The short *e* sound is written as /e/. The short *u* sound is written as /ʌ/.

- Students listen and point to the words they hear.

jug, /dʒ/-/ʌ/-/g/, *jug*
yam, /y/-/æ/-/m/, *yam*
yap, /y/-/æ/-/p/, *yap*
jab, /dʒ/-/æ/-/b/, *jab*
yen, /y/-/e/-/n/, *yen*
jet, /dʒ/-/e/-/t/, *jet*
yum, /y/-/ʌ/-/m/, *yum*
Jen, /dʒ/-/e/-/n/, *Jen*

E. Does it begin with *g, h, j*, or *y*? Listen and circle. 1.15

- Students listen and circle the initial letter of each word they hear. Play the recording as many times as necessary for students to complete the task.

1 jog, jog	2 goat, goat
3 hand, hand	4 young, young
5 yard, yard	6 jump, jump

- Check answers by saying *Number 1. jog*, then having a volunteer repeat the word and name the letter he/she circled. Do the same for numbers 2–6.

ANSWERS

1 j 2 g 3 h 4 y 5 y 6 j

Games and Activities

- **Spelling.** (Game 49, page 98.)

Extra Practice

Worksheet 2, Phonics Fun *j* and *y*, page 114. (Instructions and answers, page 110.)

Finish the Lesson

- **Say the Initial Sound.** Say five to six words that begin with either *j* or *y*. Students repeat each word and say its initial letter.
Suggested words: *just, jack, yell, yesterday, joke, year, jolt, jazz*
- Workbook page 4. (Answers, Teacher's Book page 102.)

Assessment

Unit 1 Test, page 143. (Answers, page 137.)



In the Classroom

Conversation Time

Language Focus: *Is today Monday? / No, it's Tuesday. / Yay! My birthday is on Wednesday! / Cool!*

Function: Asking and telling about days of the week

Materials Needed: CD and player; Wall Chart 2; a ball; Unit 1 Picture Cards

Warm-Up and Review

- **Review:** Write *j* on the board and elicit /dʒ/. Do the same with *y*. Then hold up the jacket picture card. Students say its initial sound, name the card, and write *j* in the air. Do the same with the remaining Unit 1 Picture Cards.

Introduce the Conversation

- See page 8.

Talk About the Picture

- Use Wall Chart 2, or Student Book page 5. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
The children are at school now. **Digger** is at school, too! I see some **flowers** and a **bird** by Digger. This is a **calendar**. The days of the week are **Sunday, Monday, Tuesday, Wednesday, Thursday, Friday**, and **Saturday**. **Jan, Bill**, and **Emily** are *looking* at the **calendar**.
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). Answer the questions yourself if necessary, and have students repeat.
What's this? (**bird**)
What's that? (**flower**)
Is it a pencil? (**crayon**)
How many girls?
How many boys?
How many dogs?

Practice the Conversation

A. Listen and repeat. 🎧 1.16

- Students listen and repeat, pointing to each speaker in the conversation box.

Jan: *Is today Monday?*

Bill: *No, it's Tuesday.*

Emily: *Yay! My birthday is on Wednesday!*

Bill: *Cool!*

B. Listen and find the speakers. 🎧 1.17

- Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with two other students.

- Divide the class into groups of three, and have students in each group role-play the conversation. They then switch roles and role-play the conversation again. Groups continue until each student has taken on each role.

D. Review. Listen and repeat. 🎧 1.18

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.

A: *Who's she?*

B: *She's my mother.*

Option: Students role-play the conversation.

🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.
Answer: It's on the shelf below the fish tank.

Games and Activities

- **Quick – Say the Line!** (Game 3, page 92.)

Finish the Lesson

- **Toss the Ball.** (Game 15, page 93). Play the game using the target conversation.
- Workbook page 5. (Answers, Teacher's Book page 102.)

Word Time

Language Focus: Actions (*write, talk, draw, read, sleep, eat*)

Materials Needed: CD and player; Unit 2 Picture Cards

Warm-Up and Review

- **Conversation Review: Missing Words.** Write the Unit 2 target conversation on the board. Point to each line and elicit the conversation. Erase two to three key words. Students say the conversation, trying to fill in the missing words. Continue, erasing more words, until students can say the conversation from memory.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 6. They look at the large scene and name anything they can.
- Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Ted and **Annie** are at school. This is their **teacher**, Ms. Apple. She's *writing* with a pen. **This girl** wants to borrow a **pencil** from Ms. Apple. **This girl** is *talking*, and **Mike** is *eating* a **sandwich**. **Kim** is *reading* a book, and **this boy** is *sleeping*. Bob is *drawing* a picture of a car.
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Who's *sleeping*? Point to him or her.
Who's *writing*? Point to him or her.
Who's *reading*? Point to him or her.
Who's *talking*? Point to him or her.
Who's *eating*? Point to him or her.
Who's *drawing*? Point to him or her.
Can you *point* to the teacher?
Is it a pen? (**pencil**)

Practice the Words

A. Listen and repeat. 🎧 1.19

- Students listen and repeat, pointing to each picture in the vocabulary box.
1 *write* 2 *talk*
3 *draw* 4 *read*
5 *sleep* 6 *eat*
- Say the words in random order. Students point to the pictures in the vocabulary box.

B. Listen and write the letter. 🎧 1.20

- Students listen and write the letter they hear. Play the recording as many times as necessary for students to complete the task.
a *draw, draw* b *write, write*
c *sleep, sleep* d *eat, eat*
e *talk, talk* f *read, read*
- Check answers by writing the letters a–f on the board then having volunteers come to the board and attach the corresponding Picture Card next to each letter. Point to each card and have students name it.

C. Point and say the words.

- Students point to and name each of the target vocabulary items in the large scene.

D. Listen and point. 🎧 1.21

- Students listen and point to the person or speakers. Play the recording as many times as necessary for students to complete the task.
Write. *Sleep.*
Eat. *Read.*
Draw. *Talk.*
Now listen and point to the speakers.
A: Who's he? (boy and girl with photo)
B: He's my brother.
A: How old are you? (boy in wheelchair and friend)
B: I'm ten.
A: May I borrow a pen, please? (girl and teacher)
B: Sure.

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.
Answer: It's on the board tray.
Option: Using paper and markers, students make a bookmark like Digger's bone and cut it out.

Extra Vocabulary.

- Students turn to page 5. Introduce the extra vocabulary items *color, sit, stand*. Students then find examples of these in the large scene.

Games and Activities

- **Draw the Picture.** (Game 18, page 94.)

Finish the Lesson

- **Can you name it?** Have a volunteer come to the front and pantomime one of the target actions. Students guess the action and the first student to correctly name it comes to the front to pantomime. Continue until all actions have been pantomimed at least twice.
- Workbook page 6. (Answers, Teacher's Book page 102.)

Practice Time

Language Focus: Present continuous [(I'm) (drawing). (I'm) not (writing). / (He's) (drawing). (He) isn't (writing).]

Function: Describing what one is doing; describing what someone else is doing

Materials Needed: CD and player; Unit 2 Picture Cards

Warm-Up and Review

- **Vocabulary Review: Slow Reveal.** (Game 30, page 96.) Play the game using Unit 2 Picture Cards.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 7.

A. Listen and repeat. 1.22

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.
I'm drawing. I'm not writing.
He's drawing. He isn't writing.
She's drawing. She isn't writing.
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Write the explanation of the contractions on the board:
I'm = I am
He's = He is
She's = She is
isn't = is not
- Point to and read each word. Students repeat. Then say each pattern with the full form. Students repeat and practice each pattern, using contractions and the full forms.

B. Listen and repeat. Then practice with a partner. 1.23

- Students listen and repeat, pointing to each picture in their books.
1 *She's talking. She isn't sleeping.*
2 *He's sleeping. He isn't talking.*
3 *I'm reading. I'm not eating.*
4 *I'm eating. I'm not reading.*
5 *She's writing. She isn't drawing.*
6 *He's drawing. He isn't writing.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change partners and repeat the activity.

C. Look at page 6. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 6. They take turns making statements about the characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to a boy eating): *He's eating. He isn't talking.* S2 (pointing to a boy sleeping): *He's sleeping. He isn't eating.*

D. Listen and chant. 1.24

- Students turn to the chant *He Isn't Reading*, page 65. Focus their attention on the pictures. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

He Isn't Reading

He isn't reading.

He isn't reading.

He isn't writing.

He isn't writing.

He isn't reading.

He isn't writing.

He's drawing! He's drawing!

She isn't eating.

She isn't eating.

She isn't talking.

She isn't talking.

She isn't eating.

She isn't talking.

She's sleeping! She's sleeping!

- Students listen and follow along in their books, then play the recording again. Students listen and chant, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.
- Bring a girl and a boy to the front of the classroom. The boy pantomimes drawing, and the girl sleeping. Play the karaoke version. Seated students point to the girl or boy, and chant, shaking their head "no" when chanting *isn't*.

Games and Activities

- **What's He Doing?** (Game 35, page 96.)

Extra Practice

Worksheet 3, Actions!, page 115. (Instructions and answers, page 110.)

Finish the Lesson

- **Describe the Action.** Bring six volunteers to the front of the classroom, and have each pantomime a different Unit 2 action. Point to the volunteer pantomiming *sleep* and say *(She's) eating*. Seated students say *(She) isn't eating*. *(She's) sleeping*. Do the same with the remaining five volunteers. Then point to each volunteer again and elicit *I'm (drawing)*.
- Workbook page 7. (Answers, Teacher's Book page 102.)

Phonics Time

Sound Focus: l, r (*lamb, leg, lemon, rabbit, red, run*)

Materials Needed: CD and player; Units 1 and 2 Picture Cards

Warm-Up and Review

- **Pattern Review: Sing Along.** Play the recording of the Unit 2 chant *He Isn't Reading*. Students listen. Play the recording again and have students chant along.
- **Phonics Review: Match the Sound.** Write *j* and *y* on the board. Point to each letter and elicit its sound. Hold up one of the Unit 1 Picture Cards and elicit its initial sound. A volunteer then comes to the front of the classroom, places the Card below the letter corresponding to its initial sound, and says the initial sound. Continue until all cards have been placed under the correct letter.

Introduce the Sounds

- See page 14.

NOTE To pronounce /l/, students place the tips of their tongues on the back of their top teeth, where the teeth meet the roof of the mouth. To pronounce /r/, students curl their tongues towards the back of their mouths. Their tongue does not touch their teeth.

Practice The Sounds

- Students open their books to page 8.

A. Listen and repeat. 🎧 1.25

- Focus students' attention on the *l* and *r* words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books.

/l/	/r/
<i>lamb</i>	<i>rabbit</i>
<i>leg</i>	<i>red</i>
<i>lemon</i>	<i>run</i>

B. Do they both begin with the same sound? Listen and write ✓ or X. 🎧 1.26

- Students listen to the two words illustrated in each box. If both words begin with the same sound, students write ✓. If the two words begin with different sounds, students write X. Play the recording as many times as necessary for students to complete the task.

- 1 *lion, lamp*
lion, lamp
- 2 *radio, lake*
radio, lake
- 3 *robot, rainbow*
robot, rainbow

- Check answers by saying *Number 1. lion, lamp*. They stand up if they wrote ✓ and stay seated if they wrote X. Do the same for numbers 2–3.

ANSWERS

1 ✓ 2 X 3 ✓

C. Read the words.

- Write *lap* on the board. Point to, sound out, then read the word. For example: /l/-/æ/-/p/, *lap*. Students repeat. Do the same for the other word in the first column. Elicit the sounds where possible. Then have students try to sound out and read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point. 🎧 1.27

NOTE The short *i* sound is written as /ɪ/. The short *o* sound is written as /ɒ/.

- Students listen and point to the words they hear.

- 1 *rug*, /r/-/ʌ/-/g/, *rug*
- 2 *lap*, /l/-/æ/-/p/, *lap*
- 3 *red*, /r/-/e/-/d/, *red*
- 4 *lot*, /l/-/ɒ/-/t/, *lot*
- 5 *led*, /l/-/e/-/d/, *led*
- 6 *rip*, /r/-/ɪ/-/p/, *rip*
- 7 *rot*, /r/-/ɒ/-/t/, *rot*
- 8 *lip*, /l/-/ɪ/-/p/, *lip*

E. Does it begin with j, l, r, or y? Listen and write. 🎧 1.28

- Play the recording. Students listen and write the initial letter of each word they hear. Play the recording as many times as necessary for students to complete the task.
- | | |
|-----------------------|-------------------------|
| 1 <i>yes, yes</i> | 2 <i>rock, rock</i> |
| 3 <i>juice, juice</i> | 4 <i>laugh, laugh</i> |
| 5 <i>read, read</i> | 6 <i>letter, letter</i> |
- Check answers by writing numbers 1–6 on the board and have volunteers write the letter they wrote for each number.

ANSWERS

1 y 2 r 3 j 4 l 5 r 6 l

Games and Activities

- **Write the Letter.** (Game 50, page 98.)

Extra Practice

Worksheet 4, Phonics Fun *l* and *r*, page 116. (Instructions and answers, page 110.)

Finish the Lesson

- **Say a Word that Begins with l or r.** Say a word that begins with either *l* or *r*. Students repeat the word, say its initial letter, and write that letter in the air. Repeat with seven to eight different words.
- Suggested words: *rabbit, leg, lemon, rake, lake, rain, laugh, read, lunch, rock, large*
- Workbook page 8. (Answers, Teacher's Book page 103.)

Assessment

Unit 2 Test, page 144. (Answers, page 137.)



At a Birthday Party

Conversation Time

Language Focus: *This is for you. / Happy birthday. / Thanks. / You're welcome. / Open it.*

Function: Giving a gift; birthday greetings; expressing and receiving gratitude

Materials Needed: CD and player; Wall Chart 3; wrapped present or other object

Warm-Up and Review

- **Phonics Review:** *j, y, l, and r*. Write *long, rabbit, jet, and yam* on the board. Point to each word and elicit its initial sound. Then say five to six words that begin with *l* or *r*. If the word begins with *l*, students say /l/ and clap their hands. If it begins with *r*, they say /r/ and stomp their feet. Then say five to six words that begin with *j* or *y*. If the word begins with *j*, students say /dʒ/ and tap their heads. If it begins with *y*, they say /y/ and touch their noses. Draw pictures of these four actions on the board if students need help remembering what to do.
- Suggested Words: *red, leg, run, lemon, reach, laugh, yak, jam, yell, yogurt, Jim, jack*

Introduce the Conversation

- See page 8.

Talk About the Picture

- Use Wall Chart 3, or Student Book page 9. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). It's a birthday party! **Annie** and her sister **Penny** are at the party. They brought **gifts**. They say *This is for you. Happy birthday!* The girl says *Thanks*. She's *happy*. These **children** are eating. Look at this **boy**. He's *sleeping*!
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). Answer the questions yourself if necessary, and have students repeat.
 - How old are you?
 - How many **balloons**?
 - Who's *eating*?
 - Can you *point* to the burgers?
 - Can you *point* to the boy who's *sleeping*?
 - (one of the mothers) Is she a father?
 - How many boys?
 - How many girls?

Practice the Conversation

A. Listen and repeat. 🎧 1.29

- Students listen and repeat, pointing to each speaker in the conversation box.

Penny: *This is for you.*

Annie: *Happy birthday.*

Triplet: *Thanks.*

Penny: *You're welcome. Open it.*

B. Listen and find the speakers. 🎧 1.30

- Play the recording. Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with two other students.

- Divide the class into groups of three, and have students in each group role-play the conversation. They then switch roles and role-play the conversation again. Groups continue until each student has taken on each role.

D. Review. Listen and repeat. 🎧 1.31

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.

A: *I'm eating.*

B: *He's sleeping.*

Option: Students role-play the conversation.

Find Digger's Bone

- Students find Digger's bone hidden in the large scene.
Answer: It's one of the candles on the birthday cake.
Option: Students find Digger's bone, then draw a picture of Digger dressed in a clown suit with bones for buttons.

Games and Activities

- **Combine the Conversations.** (Game 4, page 92.)

Finish the Lesson

- **Happy Birthday Song.** Sing *Happy Birthday* with the class. Give a student a wrapped present or other object. Students pass the present around the class while everyone sings *Happy Birthday*. When the song finishes, the student holding the present role-plays the conversation with the two students nearest him/her. Then sing the song again.
- Workbook page 9. (Answers, Teacher's Book page 103.)

Word Time

Language Focus: Actions (*cry, sing, shout, run, laugh, walk*)

Materials Needed: CD and player; a ball; Unit 3 Picture Cards

Warm-Up and Review

- **Conversation Review: Toss the Ball.** (Game 15, page 93.) Elicit the conversation and play the game using the target conversation.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 10. They look at the large scene and name anything they can.
- Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

The **children** are having fun at the birthday **party**! These **children** are *walking*. These **men** are *angry*! They're *shouting*! These two **children** are *running*. Look at **Digger** eating a **burger**. These **children** are *laughing* at **Digger**. These **children** are *sad*. They're *crying*. These **children** are *singing*.

- Ask the following questions while pantomiming the actions or adjectives (*italicized* words).

Who's *walking*? Point to them.

Who's *singing*? Point to them.

Who's *laughing*? Point to them.

Who's *shouting*? Point to them.

Who's *running*? Point to them.

Who's *crying*? Point to them.

Who's *happy*? Point to them.

Who's *sad*? Point to them.

Who's *eating*? Point to them.

Who's *reading*? Point to him.

Practice the Words

A. Listen and repeat. 1.32

- Students listen and repeat, pointing to each picture in the vocabulary box.

1 *cry* 2 *sing*

3 *shout* 4 *run*

5 *laugh* 6 *walk*

- Say the words in random order. Students point to the pictures in the vocabulary box.

B. Listen and write the letter. 1.33

- Play the recording. Students listen and write the letter they hear. Play the recording as many times as necessary for students to complete the task.

a <i>sing, sing</i>	b <i>walk, walk</i>
c <i>cry, cry</i>	d <i>laugh, laugh</i>
e <i>run, run</i>	f <i>shout, shout</i>
- Check answers by writing the letters a–f on the board then have volunteers come to the board and attach the corresponding Picture Card next to each letter. Point to each card and have students name it.

C. Point and say the words.

- Students point to and name each of the target vocabulary items in the large scene.

D. Listen and point. 1.34

- Play the recording. Students listen and point to the corresponding person or speakers. Play the recording as many times as necessary for students to complete the task.

Sing.

Cry.

Laugh.

Run.

Shout.

Walk.

Now listen and point to the speakers.

A: *Digger's eating.* (children pointing to Digger)

B: *Yeah. He's eating a burger. He isn't eating cake.*

A: *How old are you?* (girls by birthday cake)

B: *I'm five.*

A: *Here you are.* (Ted and young boy)

B: *Thanks.*

A: *You're welcome.*

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

Find Digger's Bone

- Students find Digger's bone hidden in the large scene.

Answer: It's on one of the men's pink vests.

Option: Students draw a birthday cake and cut it out. They draw candles in the shape of bones, cut them out, and tape them on the birthday cake.

Extra Vocabulary

- Students turn to page 9. Introduce extra vocabulary items *color, sit, stand*. Students then find these in the large scene.

Games and Activities

- **Basketball.** (Game 19, page 94.)

Finish the Lesson

- **Name the Card.** Hold up a Unit 2 or Unit 3 Picture Card. A volunteer names the card, and uses the word in a sentence. Repeat with a few other Unit 2 and 3 cards.
- Workbook page 10. (Answers, Teacher's Book page 103.)

Practice Time

Language Focus: Present continuous [(We're) (singing). (We) aren't (crying).]

Function: Describing what one is doing; describing what others are doing

Materials Needed: CD and player; Units 2 and 3 Picture Cards

Warm-Up and Review

- **Vocabulary Review: Slow Reveal.** (Game 30, page 96.) Play the game using the Unit 3 Picture Cards.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 11.

A. Listen and repeat. 🎧 1.35

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.
A: *We're singing.*
B: *We aren't crying.*
A: *You're singing.*
B: *You aren't crying.*
A: *They're singing.*
B: *They aren't crying.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Write the explanation of the contractions on the board:
We're = We are
You're = You are
They're = They are
aren't = are not
- Point to and read each word. Students repeat. Then say each pattern with the full form. Students repeat and practice each pattern, using contractions and the full forms.

B. Listen and repeat. Then practice with a partner. 🎧 1.36

- Play the recording. Students listen and repeat, pointing to each picture in their books.
 - 1 *You're crying. You aren't singing.*
 - 2 *You're singing. You aren't crying.*
 - 3 *We're shouting. We aren't laughing.*
 - 4 *We're laughing. We aren't shouting.*
 - 5 *They're running. They aren't walking.*
 - 6 *They're walking. They aren't running.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change partners and repeat the activity.

C. Look at page 10. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 10. They take turns making statements about the characters in the large scene using the new patterns and vocabulary items. For example, S1 (pointing to the walking children): *They're walking.* S2: *They aren't running.*

D. Listen and chant. 🎧 1.37

- Students turn to the Unit 3 song *We're Singing*, page 65. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line, then listen and follow along in their books.

We're Singing

We're singing! La, la, la!

You're singing now.

We're singing! La, la, la!

You're singing now.

You're crying.

We aren't crying.

You're shouting.

We aren't shouting.

We're singing! La, la, la!

You're singing now.

We're running. Run, run, run!

You're running now.

We're running. Run, run, run!

You're running now.

You're walking.

We aren't walking.

You're laughing

We aren't laughing.

We're running. Run, run, run!

You're running now.

- Play the recording again. Students listen and sing along, using their books for reference.
- Divide the class into Groups A and B. Play the karaoke version. For the first verse, Group A sings along with the *We're* lines, shaking their heads for the *aren't* statements. Group B sings the *You're* lines. For the second verse, Group A pantomimes running and sings along with the *We're* lines, shaking their heads for the *aren't* statements. Group B sings the *You're* lines. Groups change roles and sing the song again in the same way.

Games and Activities

- **What Are They Doing?** (Game 36, page 97.)

Extra Practice

Worksheet 5, Matching, page 117. (Instructions and answers, page 110.)

Finish the Lesson

- **Tell About the Actions.** Divide the class into Groups A and B, and give each group a set of Unit 3 Picture Cards. Each group chooses two Cards and pantomimes the action on one of the cards. Group A begins by saying *We're (running).* *We aren't (walking).* They then look at and point to Group B and say *You're (laughing).* *You aren't (crying).* Then Group A looks at the teacher, points to Group B, and says *They're (laughing).* *They aren't (crying).* Group B then talks about themselves and Group A in the same way. Groups continue the activity in the same way, pantomiming different actions, for three to five minutes.
- Workbook page 11. (Answers, Teacher's Book page 103.)

Phonics Time

Sound Focus: c, q, -ck, -x (*cat, queen, duck, box*)

Materials Needed: CD and player; Units 1–3 Picture Cards

Warm-Up and Review

- **Pattern Review: Make Sentences.** Write *You*, *We*, and *They* on the board. Point to *You*, hold up the *cry* Picture Card, and say *You're crying*. Students repeat. Then point to *You*, hold up the *laugh* Picture Card, shake your head, and say *You aren't laughing*. Do the same with *We* and *They*. Continue in the same way with the remaining Unit 3 Picture Cards, but instead of saying the sentences, elicit the statements each time.
- **Phonics Review: What's different?** Write *l* and *r* on the board. Point to each letter and elicit its sound. Then say three words, two with the same initial sound, and one with a different initial sound. Students name the word with the different initial sound. Do this with five to six different groups of words.
- Suggested Words: *lamb, run, let, rock, radio, letter, laugh, read, rock, lake, ruler, ride, robot, lion, lay, rise, led, red, leg, rose, letter*

Introduce the Sounds

- See page 14.

NOTE The *c* sound is written as /k/.

The *q* sound is written as /kw/.

The *ck* sound is written as /k/.

The *x* sound is written as /ks/.

Practice The Sounds

- Students open their books to page 12.

A. Listen and repeat. 1.38

- Focus students' attention on the *c*, *q*, -*ck*, and -*x* words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books.

c /k/ *q* /kw/

cat *queen*

ck /k/ *x* /ks/

duck *box*

B. Does it begin with *c* or *q*? Listen and write. 1.39

- Play the recording. Students listen and write the initial letter of each word they hear. Play the recording as many times as necessary for students to complete the task.

1 *question, question*

2 *cup, cup*

3 *candy, candy*

- Check answers by writing the numbers 1–3 on the board, saying each word, and having volunteers come to the board and write the letter they wrote for each number.

ANSWERS

1 q 2 c 3 c

C. Read the words.

- Write *cat* on the board. Point to, sound out, then read the word. For example: /k/-/æ/-/t/, *cat*. Students repeat. Do the same for the other word in the first column. Elicit the sounds where possible. Then have students try to sound out and read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point. 1.40

- Play the recording. Students listen and point to the words they hear.

1 *sick*, /s/-/ɪ/-/k/, *sick*

2 *lax*, /l/-/æ/-/ks/, *lax*

3 *cut*, /k/-/ʌ/-/t/, *cut*

4 *tack*, /t/-/æ/-/k/, *tack*

5 *cat*, /k/-/æ/-/t/, *cat*

6 *quit*, /kʷ/-/ɪ/-/t/, *quit*

7 *six*, /s/-/ɪ/-/ks/, *six*

8 *quack*, /kʷ/-/æ/-/k/, *quack*

E. Does it end with -*ck* or -*x*? Listen and circle. 1.41

- Play the recording. Students listen and circle the letter(s) that correspond to the end sound of each word they hear. Play the recording as many times as necessary for students to complete the task.

1 *ox*, *ox*

2 *back*, *back*

3 *fox*, *fox*

4 *truck*, *truck*

- Check answers by writing numbers 1–4 on the board, reading each word, and having volunteers come to the board and write the letter(s) they circled for each number.

ANSWERS

1 -x 2 -ck 3 -x 4 -ck

Games and Activities

- **Point to the Letter.** (Game 51, page 98.)

Extra Practice

Worksheet 6, Phonics Fun *c*, *q*, -*ck*, and -*x*, page 118. (Instructions and answers, page 110.)

Finish the Lesson

- **Walk and Spell.** (Game 61, page 99.) Play the game using *c*, *q*, *ck*, and *x*.
- Workbook page 12. (Answers, Teacher's Book page 103.)

Assessment

Unit 3 Test, page 145. (Answers, page 137.)

Review 1

Story Time

Review Focus: Units 1–3 conversations, vocabulary, and patterns

Materials Needed: CD and player

Warm-Up

- **Review Units 1–3 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 1, 5, and 9), Word Time page (pages 2, 6, and 10), and Practice Time page (pages 3, 7, and 11). Elicit each conversation, vocabulary item, and pattern.
- Workbook page 13. (Answers, Teacher's Book page 103.)

Work with the Pictures

Students open their Student Books to page 13.

- Divide students into groups of three. Groups find and name any items or characters they recognize in the six scenes.
- Ask each group how many items they found. Encourage the groups to name as many items or characters as they can.
- When the groups have finished, have each group name one item or character and write these items and characters on the board. Once all the items and characters have been listed, point to and say each word. Students repeat, pointing to those items and characters in their books.
- Ask the following questions while pointing to or touching the pictures (**bold words**).

Scene 1 Is **Max** a cat?

Scene 2 (**picture of Digger's sister**) Who's she? How old is she?

Scene 3 (**picture of Digger's sister**) Is she eating?

Scene 4 (**picture of Digger's brother**) Who's this?

Scene 5 How old is **Digger**?

Scene 6 Does **Digger** give **Max** a burger?

Work with the Text

- Point to Max's speech bubble in Scene 1. A volunteer guesses what Max is saying. If he/she guesses correctly, do the same with Digger's speech bubble. If he/she does not guess correctly, ask another student.
- Do the same with all the scenes on this page. Encourage students to look back at the Units 1–3 Conversation Time, Word Time, and Practice Time pages for support if needed.

NOTE It is not necessary for students to guess the exact words of the characters. Accept their guesses as long as they convey the gist of what the character is saying.

Practice the Story

NOTE *Digger's World* is recorded twice. The first version is spoken at a slightly slower than normal speed, and has no sound effects. The second version is dramatized, spoken at natural speed, and has sound effects.

A. Listen and repeat. 🎧 1.42

- Play the recording (first version of the story). Students listen and follow along in their books.

1 Max Hello, Digger!

Digger Hi Max! I'm drawing.

2 Max Who's she, Digger?

Digger She's my sister. She's two.

3 Max She's eating!

Digger She isn't eating, Max. She's talking.

4 Max Who's he?

Digger He's my brother. He's four.

5 Max How old are you, Digger?

Digger I'm two.

6 Digger This is for you.

Max Thanks!

- Play the recording again. Pause after each line and have students repeat. Play the recording as many times as necessary for students to become familiar with the story.

B. Look at A. Listen and point. 🎧 1.43

- Play the recording (second version of the story). Students listen and follow along in their books.
- Divide the class into pairs. One student in each pair takes on the role of Digger. The other plays Max. Play the recording again and pause after each line. Each student repeats his/her character's lines. Students in each pair then change roles and do the activity again. Play the recording as many times as necessary for students to become familiar with their characters' lines.

C. Role-play these scenes.

- Ask students which roles are needed to role-play the scenes. List the roles on the board (*Digger, Max*).
- Divide the class into Groups A and B. Group A role-plays Digger's lines, and Group B role-plays Max's lines. Groups then change roles and role-play the scenes again.
- Bring a volunteer from each group to the front of the classroom. Play the recording and have these volunteers act out the story along with the recording. They then act out the story on their own, without the recording.
- Divide the class into pairs and have them role-play the story. Then have each group switch roles and role-play the story again.

Games and Activities

- **Family Tree.** (Game 66, page 100.)

Finish the Lesson

- **Listen and Pantomime.** Divide the class into pairs and have students in each pair take the role of one of the characters in the story. Play the recording. Students listen and pantomime their roles. Students in each pair change roles and pantomime again in the same way.
- Workbook page 13. (Answers, Teacher's Book page 103.)

Activity Time

Review Focus: Units 1–3 conversations, vocabulary, patterns, and sounds

Materials Needed: CD and player; Bingo markers, 7 per student; 3 × 3 grids, 1 per student; Units 1–3 Word Time Picture Cards, 9 cards per student

Warm-Up

- **Review Units 1–3 Conversations, Vocabulary, Patterns, and Sounds.** Students turn to each Conversation Time page (pages 1, 5, and 9), Word Time page (pages 2, 6, and 10), Practice Time page (pages 3, 7, and 11), and Phonics Time page (pages 4, 8, and 12). Elicit the conversations, vocabulary items, patterns, and sounds.
- Workbook page 14. (Answers, Teacher's Book page 103.)

Review

Students open their Student Books to page 14.

A. Listen and find the picture. Write the number. 🎧 1.44

- Play the recording. Students listen, find the named family member in the scene, then write the number in the white circle next to that family member. Play the recording as many times as necessary for students to complete the task.
 - 1 *She's my mother. She's singing.*
 - 2 *He's my brother. He's drawing.*
 - 3 *She's my grandmother. She's reading.*
 - 4 *He's my grandfather. He's laughing.*
 - 5 *He's my father. He's writing.*
 - 6 *She's my sister. She's sleeping.*
- Check answers by pointing to each picture and having a volunteer say the number he/she wrote for that picture.

B. Listen and circle. 🎧 1.45

- Write *j, y, l, r, c, ck, q,* and *x* on the board. Point to each one and elicit its sound. Then play the recording. Students listen and circle each word they hear. Play the recording as many times as necessary for students to complete the task.

- | | |
|-----------------------|---------------------|
| 1 <i>jet, jet</i> | 2 <i>duck, duck</i> |
| 3 <i>queen, queen</i> | 4 <i>red, red</i> |
| 5 <i>yo-yo, yo-yo</i> | 6 <i>lamb, lamb</i> |

- Check answers by saying *Number 1* and having a volunteer say the word he/she circled. Then write the word on the board. Do the same for numbers 2–6.

C. Listen and find the picture. Write the number. 🎧 1.46

- Divide the class into pairs, and have students in each pair work together to determine what the speakers in each picture are saying.
- Play the recording. Students listen, find the picture that corresponds to each conversation they hear, and write the number in the space provided. Play the recording as many times as necessary for students to complete the task.

1 Max *Good morning! I'm Max.*

Digger *Hi! I'm Digger.*

2 Digger *How are you, Max?*

Max *Fine, thanks.*

3 Max *What's that?*

Digger *It's a pen.*

4 Max *What's this?*

Digger *It's a bird.*

5 Max *Ah-choo!*

Digger *Bless you!*

Max *Thank you.*

6 Bird *Sh! Be quiet!*

Max *Sorry.*

1 *I'm shouting. I'm not singing.*

2 *They're running. They aren't walking.*

3 A *Is today Monday?*

B *No, it's Tuesday.*

A *Yay, my birthday is on Wednesday.*

B *Cool.*

4 A *This is for you. Happy birthday.*

B *Thanks.*

A *You're welcome. Open it.*

- Check answers by pointing to each picture and having a volunteer say the number he/she wrote for that picture.

ANSWERS

2, 4, 3, 1

Games and Activities

- **What Other Words Have These Sounds?** (Game 67, page 100.)

Finish the Lesson

- Checklist 1 (Student Book page 75) for students to do at home or in class.
- Workbook page 14. (Answers, Teacher's Book page 103.)

Celebrations

Language Focus: family celebrations (*birthday, wedding, graduation, Mother's Day, Father's Day*).

Function: Identifying and talking about family celebrations.

Materials Needed: Units 1, 2, and 3 Word Time Picture Cards; CD and player

Warm-Up and Review

Review: Vocabulary Review. Hold up Units 1, 2, and 3 Word Time Picture Cards one by one. Students identify them. Ask volunteers to come to the front, choose two cards, one from Unit 1 and one from Unit 2 or 3 and make a sentence, for example *My grandmother is walking*.

Introduce the Words

- See page 10.

CULTURE NOTE In the United States, birthdays are typically celebrated at parties with family and friends. There is usually a birthday cake with candles (for children, one candle for each year of age), presents and guests sing "Happy Birthday to You!" Weddings are celebrated with a ceremony and a meal afterwards. Guests bring gifts. Only high school and college/university graduation are celebrated in the U.S. with parties and gifts, usually monetary. Mother's and Father's Days are celebrated with special meals, gifts, and cards.

Practice the Vocabulary

A. Is today a special day for your family?

- Students open their books to page 15. They look at the photographs and name anything they can.

B. Listen and repeat. 1.47

- Play the recording. Students listen and repeat, pointing to each photo in the Student Books.

1 birthday

2 wedding

3 graduation

4 Mother's Day

5 Father's Day

- Say the words in random order. Students point to the pictures in their Student Books.

C. Listen and read. 1.48

- Play the recording. Students listen and repeat, pointing to the photos in their books.
It's a birthday party. They're singing.
It's a wedding. They're very happy.
It's Graduation Day. They're at school.
It's Mother's Day. They have flowers for Mom. Thank you, Mom.
It's Father's Day. Happy Father's Day!
- Divide the class into five groups. Each group reads one of part of the text aloud. Continue until each group has read each of the parts aloud.
- Practice the text with a partner. Students choose a partner and read the text, alternating turns.

D. Is it true? Write ✓ or X.

- Students read the sentences. They then write ✓ if the statement is true, and X if it is not.
- Check answers by saying *Number 1* and having a volunteer read the statement and say *True* or *False*. Do the same for numbers 2–4.

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

Games and Activities

- **Around the World.** (Game 74, page 101.)

Finish the Lesson

- **Find Your Partner.** (Game 78, page 101.) Pass out small slips of paper. Assign one of the five vocabulary words to each student. The students write that word on the paper. Collect the papers and redistribute them. Students walk around the room naming their word and try to find another student with the same word. When students find another student with the same word, the two come to the teacher, name their word and write it on the board. Continue until most students have found a partner.
- Workbook page 15. (Answers, Teacher's Book page 103.)

Project Time

Language Focus: Family Celebrations *They are (at school). What day is it? It's Graduation Day! This is my card. It's for (Mother's Day). It's for my (mom).*

Materials Needed: scrap paper; greeting cards, paper, crayons, markers; pictures of the various family celebrations from magazines, newspapers and/or the Internet.

Warm-Up and Review

- **Vocabulary: It's Graduation Day.** Review the family celebration vocabulary. Say *Wedding*. Students say *Two*. Continue until you have reviewed each word several times. Then say *Two*. Students say *Wedding*. Continue with individual students until each student has had a chance. Write the five celebrations horizontally across the board. Point to *Birthday*. Say singing "Happy Birthday". Then write it on the board under *Birthday*. Ask students to brainstorm other celebration related activities and places and write them on the board. Ask volunteers to come to the front, point to a celebration and say *It's (my birthday). We are (eating cake.)* using one of the brainstormed activities.

A. Write and fold. Ask and answer with a partner.

- Students turn to page 16 in their Student Books. Think of a family celebration. Write a clue on a piece of scrap paper. Ask a volunteer to come to the front. Say *I have candy for my mom. What day is it?* The volunteer says *It's Mother's Day*. Make sure students have scrap paper. Ask students to write a clue about a family celebration on their paper.
- Focus students' attention on the speech bubble examples in Activity A. Say the following while pointing to the speech bubbles. Students repeat.
They are at school. What day is it?
It's Graduation Day.
- Students choose a partner. They ask and answer questions about their clues, alternating turns. If there is time ask them to repeat the activity with a new clue.
- Ask each pair to read their clue and ask and answer questions in front of the class.

B. Make a celebration greeting card.

- Write the five celebrations on the board. Ask students to brainstorm all of the good wishes for those celebrations they can say in English. Write the good wishes on the board under the corresponding celebration heading.
- Students open their books to page 16. Hold up the greeting card you brought to class and say *A card*. Students repeat. Point to the card in the book and say *A card*. Students repeat. Say the following while pointing to the text in the example in Activity B. Students repeat.
Happy Mother's Day.
- Now point to the speech bubble and say the following. Students repeat.
This is my card. It's for Mother's Day. It's for my mom.

- Students think of their favorite family celebration. Make sure students have paper, crayons, markers, and pictures of family celebrations from magazines, newspapers, and/or the Internet. Students make their cards. Students write greeting on their cards similar to the greeting card example in their books.
- Ask volunteers to come to the front and share their cards with the class. Students point to their cards and talk about them. They can also point to their cards and ask their classmates questions, for example *Is this a (birthday) card?*
- Place the cards on the walls of the classroom if possible. If not, place them along the marker tray or on the board with magnets.

Games and Activities

- **Guess the Celebration.** (Game 75, page 101.)

Finish the Lesson

- **I Spy.** (Game 32, page 96.) Play the game by looking around the room at the students' greeting cards and say *I spy a wedding card*. It says "Happy Wedding Day." Choose a volunteer. The volunteer walks over to that card and asks *Is it this wedding card?* If the student is correct, then he/she continues the game with a new volunteer. If not, choose volunteers until someone correctly identifies the card. Ask students to choose cards that have not already been chosen. Continue until all of the students have had a chance.
- Workbook page 15. (Answers, Teacher's Book page 103.)



At the Store Window

Conversation Time

Language Focus: *Hello? / Hello. May I speak to Sam, please? / Sure. Hold on. / No problem.*

Function: Having telephone conversations

Materials Needed: CD and player; Wall Chart 4; a bag; Units 1–3 Picture Cards

Warm-Up and Review

- **Phonics Review: Draw from the Bag.** Write *c, ck, j, l, q, r, y,* and *x* on the board. Point to each letter and elicit its sound. Then place Units 1–3 Picture Cards in a bag. Choose a card from the bag and hold it up for the class to see. A volunteer says the word, and its initial sound and letter [for *duck* and *box*, students say the word's end sound and letter(s)]. Continue until all cards have been used.

Introduce the Conversation

- See page 8.

Talk About the Picture

- Use Wall Chart 4, or Student Book page 17. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This woman is *driving a car*. Her **friend** is *talking on the phone*. She wants to speak to Sam. **The man she's talking to** will give the phone to Sam. This **squirrel** is *talking on the phone*, too! Look at the **three girls** and their **father**. They're watching **TV**. This **man** is going to work. He's *walking* very quickly.

- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Is it a book? How many TVs? (**TV**)

What's this? (**car**)

Can she *drive a car*? (**woman driving the car**)

Is he *drawing*? (**painter**)

Can you *point* to the person who's walking?

Are they sad? (**girls watching TV**)

Practice the Conversation

A. Listen and repeat. 🎧 1.49

- Students listen and repeat, pointing to each speaker in the conversation box.

Man: *Hello?*

Woman: *Hello. May I speak to Sam, please?*

Man: *Sure. Hold on.*

Woman: *No problem.*

B. Listen and find the speakers. 🎧 1.50

- Play the recording. Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation. They then change roles and role-play the conversation again.

D. Review. Listen and repeat. 🎧 1.51

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.

A: *Is today Tuesday?*

B: *No, it's Wednesday.*

Option: Students role-play the conversation.

🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.

Answer: The businessman is holding it under his arm, as he walks down the pavement.

Option: Students draw a picture of Digger dressed in a suit with bones for buttons.

Games and Activities

- **Missing Words.** (Game 5, page 92.)

Finish the Lesson

- **Who Was That?** (Game 14, page 93.) Play the game using the target conversation.
- Workbook page 16. (Answers, Teacher's Book page 103.)

Word Time

Language Focus: Actions (*get dressed, eat breakfast, walk to school, study English, watch TV, take a shower*)

Materials Needed: CD and player; bingo markers; 4 x 4 grids; Units 2–4 Picture Cards

Warm-Up and Review

- **Conversation Review: Missing Words.** Write the Unit 4 target conversation on the board. Point to each line and elicit the conversation. Erase two to three key words. Students say the conversation and try to fill in the missing words. Continue in the same way, erasing more words each time, until students can say the conversation from memory.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 18. They look at the large scene and name anything they can.
- Read the following “story” while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Ted is *watching TV*. **Annie** and **Digger** are *walking up to* Ted. Annie is *waving and saying Hello* to Ted. The **man on TV** is *getting dressed*. The **dinosaurs** are *walking to school*. The **aliens** are *learning English*. **This girl** is *taking a shower*, and **these chimpanzees** are *eating breakfast*.

- Ask the following questions while pointing to the pictures (bold words) pantomiming the actions or adjectives (*italicized* words).

Can you *point* to Annie?

Are they studying English? (**aliens**)

Are they eating apples? (**chimps**)

Do you like bananas?

Is Ted *getting dressed*?

Can you *point* to the person who's *getting dressed*?

Can you *point* to the person who's *taking a shower*?

Are they watching TV? (**dinosaurs**)

Practice the Words

A. Listen and repeat. 1.52

- Students listen and repeat, pointing to each picture in the vocabulary box.

1 *get dressed*

2 *eat breakfast*

3 *walk to school*

4 *study English*

5 *watch TV*

6 *take a shower*

- Say the words in random order. Students point to the pictures in the vocabulary box.

B. Listen and write the letter. 1.53

- Play the recording. Students listen and write the letter they hear. Play the recording as many times as necessary for students to complete the task.

a *eat breakfast, eat breakfast*

b *take a shower, take a shower*

c *study English, study English*

d *watch TV, watch TV*

e *get dressed, get dressed*

f *walk to school, walk to school*

- Check answers by writing the letters a–f on the board, then have volunteers come to the board and attach the corresponding Picture Card next to each letter. Point to each Card and have students name it.

C. Point and say the words.

- Students point to and name each of the target vocabulary items in the large scene.

D. Listen and point. 1.54

- Play the recording. Students listen and point to the corresponding person or speakers. Play the recording as many times as necessary for students to complete the task.

Study English.

Take a shower.

Walk to school.

Eat breakfast.

Watch TV.

Get dressed.

Now listen and point to the speakers.

A: *I'm walking. I'm not running.* (dinosaur)

B: *We're hungry. We're eating.* (chimps)

A: *Hi, Ted!* (Annie and Ted)

B: *Hello Annie. How are you?*

A: *Fine, thanks. And you?*

B: *Okay.*

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

Find Digger's Bone

- Students find Digger's bone hidden in the large scene.

Answer: It's below the TV screen showing three monkeys.

Option: Students draw a large TV, show a scene from their own or a made-up family life, and hide three bones within their picture. Divide the class into pairs, have them exchange pictures with their partner, and try to find the bones in their partner's picture.

Extra Vocabulary

- Students turn to page 17. Introduce extra vocabulary items *cook dinner, drink tea, talk on the phone*. Students then find these in the large scene.

Games and Activities

- **Simon Says.** (Game 20, page 94.)

Finish the Lesson

- **Slow Reveal.** (Game 30, page 96). Play the game using Units 2–4 Picture Cards.
- Workbook page 17. (Answers, Teacher's Book page 104.)

Practice Time

Language Focus: *Wh-* questions with *what*; present continuous [*What's (he) doing? / What are (you) doing? (We're) (walking to school.)*]

Function: Asking what someone is doing

Materials Needed: CD and player; Unit 4 Picture Cards

Warm-Up and Review

- **Vocabulary Review: Guess What's Missing.** (Game 80, page 101.) Hold up each Unit 4 Picture Card and elicit its name. Then play the game using the cards.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 19.

A. Listen and repeat. 1.55

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.

A: *What's he doing?* B: *He's walking to school.*

A: *What's she doing?* B: *She's walking to school.*

A: *What's it doing?* B: *It's walking to school.*

A: *What are you doing?* B: *We're walking to school.*

A: *What are they doing?* B: *They're walking to school.*

- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Write the explanation of the contractions on the board:
What's = What is It's = It is He's = He is
We're = We are She's = She is They're = They are
- Point to and read each word. Students repeat, then say each pattern with the full form. Students repeat and practice each pattern, using contractions and the full forms.

B. Listen and repeat. Then practice with a partner. 1.56

- Students listen and repeat, pointing to each picture in their books.
 - 1 *What's he doing? He's getting dressed.*
 - 2 *What are they doing? They're studying English.*
 - 3 *What's she doing? She's taking a shower.*
 - 4 *What are they doing? They're eating breakfast.*
 - 5 *What's it doing? It's walking to school.*
 - 6 *What are you doing? We're watching TV.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change partners and repeat the activity.

C. Look at page 18. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 18. They take turns asking and answering questions about the characters in the large scene, using the new patterns and vocabulary items. For example, S1 (pointing to the young boy and girl): *What are they doing?* S2: *They're watching TV.*

D. Listen and sing along. 1.57

- Students turn to the Unit 4 song *What's He Doing?*, page 66. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

What's He Doing?

What's he doing?

What's he doing?

What's Ted doing now?

He's eating,

He's eating,

He's eating breakfast now.

What's she doing?

What's she doing?

What's Annie doing now?

She's watching,

She's watching,

She's watching TV now.

What are they doing?

What are they doing?

What are Ted and Annie doing now?

They're studying,

They're studying,

They're studying English now.

- Students listen and follow along in their books. Play the recording again. Students listen and sing along, using their books for reference.
- Choose a volunteer to pantomime Ted's actions, and another volunteer to pantomime Annie's actions. Divide the rest into Groups A and B. Play the karaoke version. Group A sings the questions, pointing to "Ted" in the first verse, "Annie" in the second verse, and both "Ted" and "Annie" in the third verse. Group B sings the answers. Groups A and B then change roles and sing the song again.

Games and Activities

- **Pass the Message.** (Game 37, page 97.)

Extra Practice

Worksheet 7, *Actions!*, page 119. (Instructions and answers, page 110.)

Finish the Lesson

- **Pantomime.** Ask two volunteers to leave the room and pantomime one of the target actions. Call out *What are you doing?* The volunteers say *We're (taking a shower)*. Then point in the direction of the volunteers, look at seated students, and ask *What are they doing?* Students reply *They're (taking a shower)*. Do the entire activity again in the same way, with a boy, then with a girl.
- Workbook page 18. (Answers, Teacher's Book page 104.)

Phonics Time

Sound Focus: long a (*May, play, rain, paint, cake, lake*)

Materials Needed: CD and player; Unit 4 Picture Cards

Warm-Up and Review

- **Pattern Review: Pantomime.** Write *What are they doing? They're getting dressed.* on the board. Point to each sentence and have students say it. Then write *What's she doing? She's getting dressed.* on the board. Point to each sentence and have students say it.
- Bring three volunteers to the front of the classroom. Show them a Unit 4 Picture Card, then have them pantomime the action. Then ask *What are you doing?* Elicit *We're (getting dressed).* Look at seated students, point towards the volunteers, and ask *What are they doing?* Students say *They're (getting dressed).*
- **Phonics Review:** c, ck, q, x. Write c, ck, q, and x on the board. Point to each and elicit its sound. Write six to seven words with these target sounds. Point to each word and have students read it.
- Suggested Words: *duck, fax, lock, cab, mix, quit, quack, cot*

Introduce the Sounds

- See page 14.

NOTE The long a sound is written as /eɪ/.

Practice The Sounds

- Students open their books to page 20.

A. Listen and repeat. 🎧 1.58

- Focus students' attention on the ay, ai, and a_e words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books.

long a /eɪ/

May play

rain paint

cake lake

B. Does it have long a? Listen and write ✓ or X. 🎧 1.59

- For each number, students listen and write ✓ if the word they hear has long a, and X if it does not. Play the recording as many times as necessary for students to complete the task.

1 pie, pie 2 train, train

3 grapes, grapes 4 vase, vase

5 tree, tree

- Check answers by saying *Number 1. pie.* Students stand up if they wrote ✓, and stay seated if they wrote X. Do the same for numbers 2–5.

ANSWERS

1 X 2 ✓ 3 ✓ 4 ✓ 5 X

C. Read the words.

- Write *day* on the board. Point to, sound out, then read the word. For example: /d/-/eɪ/, *day*. Students repeat. Do the same for the other word in the first column. Elicit the sounds where possible. Then have students try to sound out and read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point. 🎧 1.60

- Play the recording. Students listen and point to the words they hear.

1 date, /d/-/eɪ/-/t/, date

2 day, /d/-/eɪ/, day

3 same, /s/-/eɪ/-/m/, same

4 paid, /p/-/eɪ/-/d/, paid

5 late, /l/-/eɪ/-/t/, late

6 say, /s/-/eɪ/, say

7 game, /g/-/eɪ/-/m/, game

8 maid, /m/-/eɪ/-/d/, maid

E. Listen and circle. 🎧 1.61

- Students listen and circle the word they hear for each number. Play the recording as many times as necessary for students to complete the task.

1 tape, tape 2 main, main

3 bay, bay 4 make, make

- Check answers by saying *Number 1.* A volunteer reads the word he/she circled. Do the same for numbers 2–4.

Games and Activities

- **Stand Up, Sit Down.** (Game 52, page 99.)

Extra Practice

Worksheet 8, Phonics Fun long a, page 120. (Instructions and answers, page 111.)

Finish the Lesson

- **Word Chant.** Write the following chant on the board (* = clap hands):
/g/ * /eɪ/ * /m/
/g/ * /eɪ/ * /m/
*What's this? * **
Game
- Point to and read each line. Students repeat. Then set the words and claps to a chant-like rhythm, and chant it. Repeat the chant using six to seven different long a words (see below).
- Suggested Words: *May, laid, tape, gate, rate, say, paid, lay, main*
- Workbook page 19. (Answers, Teacher's Book page 104.)

Assessment 🎧

Unit 4 Test, page 146. (Answers, page 137.)



Conversation Time

Language Focus: *Where are you from? / I'm from France. / Oh. You speak English very well. / Thank you very much.*

Function: Asking personal information; giving compliments; expressing gratitude

Materials Needed: CD and player; Wall Chart 5

Warm-Up and Review

- **Phonics Review: Read the Words.** Write *ay*, *ai*, and *a_e* on the board. Point to each one and elicit /eɪ/. Then write five to six long *a* words on the board. Point to each word and have students read it.
- Suggested Words: *day, lane, rain, gate, pay, mail, ray, fake*

Introduce the Conversation

- See page 8.

Talk About the Picture

- Use Wall Chart 5, or Student Book page 21. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Look at all the people at the airport! There's a **big airplane** outside. **She's** *sitting* in a **wheelchair**. **This woman** and her **dog** are *walking* to their flight. **This boy's** mother is *running*, and **this man** is *sleeping*!
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
What time is it?
How many dogs?
What's she doing? (**running woman**)
What's he doing? (**sleeping man**)
Are they happy? (**couple saying goodbye**)

Practice the Conversation

A. Listen and repeat. 🎧 1.62

- Students listen and repeat, pointing to each speaker in the conversation box.
Boy: *Where are you from?*
Girl: *I'm from France.*
Boy: *Oh. You speak English very well.*
Girl: *Thank you very much.*

B. Listen and find the speakers. 🎧 1.63

- Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation. They then change roles and role-play the conversation again.

D. Review. Listen and repeat. 🎧 1.64

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.

A: *What are you doing?*

B: *I'm watching TV.*

Option: Students role-play the conversation.

🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.
Answer: It's on one of the suitcases the little girl is sitting on, who's being pushed around on a baggage cart.
Option: Students draw a picture of a suitcase with bone stickers all over the outside. Students take turns saying where they would go for an imaginary vacation.

Games and Activities

- **Put in Order.** (Game 6, page 92.)

Finish the Lesson

- **Unscramble.** Write the target conversation on the board in scrambled order. Students unscramble and write down the conversation, then raise their hands. The first student to do so says the conversation.
- Workbook page 20. (Answers, Teacher's Book page 104.)

Word Time

Language Focus: Numbers (13–50)

Materials Needed: CD and player; Unit 5 Picture Cards

Warm-Up and Review

- **Conversation Review: Where Are You From?** Write the Unit 5 target conversation on the board. Then ask several students *Where are you from?* Students respond with the name of the city/town in which they live.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 22. They look at the large scene and name anything they can.
- Read the following “story” while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Ted and **Annie** are at the airport. They're *walking*. They're *happy*! This is **Ted's mother**. She's *reading* a **magazine**. **This woman** is *talking* on the phone. Uh-oh! Look at **Digger** and the **cat**.

- Ask the following questions while pointing to the pictures (**bold** words) pantomiming the actions or adjectives (*italicized* words).

What's she doing? (**person reading**)

Is she old? (**baby**)

Can you *point* to Ted? What's his first name?

Can you *point* to Annie? What's her first name?

Can you *point* to Digger?

What's this? (**cat**)

Practice the Words

A. Listen and repeat. 1.65

- Students listen and repeat, pointing to each picture in the vocabulary box.

thirteen fourteen

fifteen sixteen

seventeen eighteen

nineteen twenty

twenty-five thirty

forty fifty

- Say the words in random order. Students point to the pictures in the vocabulary box.

B. Listen and write the letter. 1.66

- Students listen and write the letter they hear. Play the recording as many times as necessary for students to complete the task.

a thirteen, thirteen

b eighteen, eighteen

c fifteen, fifteen

d seventeen, seventeen

e fifty, fifty

f twenty-five, twenty-five

g forty, forty

h twenty, twenty

- Check answers by writing the letters a–h on the board, then have volunteers come to the board and attach the corresponding Picture Card next to each letter. Point to each Card and have students name it.

C. Listen and point. 1.67

- Students listen to the sound effects and conversations, and point to the speakers. Play the recording as many times as necessary for students to complete the task.

A: *This is for you. Happy birthday.* (young couple)

B: *Thanks.*

A: *You're welcome. Open it.*

A: *Hello.* (woman on phone)

B: *Hello? May I speak to Dick please?*

A: *Sure. Hold on.*

A: *Achoo!* (woman in perfume shop)

B: *Bless you.*

A: *Thanks.*

D. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

Find Digger's Bone

- Students find Digger's bone hidden in the large scene.
Answer: It's on one of the shelves in the store, behind the clerk.

Option: Students make paper airplanes decorated with bones, then have an airplane throwing contest with classmates.

Extra Vocabulary

- Students turn to page 21. Introduce extra vocabulary items 60 (*sixty*), 70 (*seventy*), 80 (*eighty*). Students then find these in the large scene.

Games and Activities

- **Higher or Lower?** (Game 21, page 94.)

Finish the Lesson

- **Write the Number in the Air.** Bring a volunteer to the front of the classroom and whisper a number from 13–50 in his/her ear. He/She stands with his/her back to the class and writes that number in the air. The rest of the class tries to identify the number. When it is correctly identified, another volunteer comes to the front of the classroom. Continue in the same way for three to five minutes.
- Workbook page 21. (Answers, Teacher's Book page 104.)

Practice Time

Language Focus Wh- questions with *what*; present continuous [*What time is it? It's (one) o'clock. / It's (two) (fifteen)*]

Function: Asking the time; stating the time

Materials Needed: CD and player; Unit 5 Picture Cards

Warm-Up and Review

- **Vocabulary Review: Numbers.** A volunteer holds up each Unit 5 Picture Card and elicits its name. He/She then holds up each card again, elicits its name, and has seated students write the number in the air with their fingers.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 23.

A. Listen and repeat. 1.68

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.

A: *What time is it?* A: *What time is it?*

B: *It's one o'clock.* B: *It's two fifteen.*

- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.

B. Listen and repeat. Then practice with a partner. 1.69

- Students listen and repeat, pointing to each picture in their books.

1 *What time is it? It's ten fifteen.*

2 *What time is it? It's eleven forty-five.*

3 *What time is it? It's twelve twenty-five.*

4 *What time is it? It's one thirty.*

5 *What time is it? It's two o'clock.*

6 *What time is it? It's three fifty-five.*

- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change partners and repeat the activity.

C. Look at page 22. Point to the clocks and practice with a partner.

- Students remain in pairs and look at page 22. They take turns asking and answering questions about clocks in the large scene, using the new patterns and vocabulary items. For example, S1 (pointing to a clock showing 8:00): *What time is it?* S2: *It's eight o'clock.*

D. Listen and sing along. 1.70

- Students turn to the Unit 5 song *What Time Is It?*, page 66. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

What Time Is It?

What time is it?

It's three o'clock.

Three o'clock.

Three o'clock.

What time is it?

It's three o'clock.

It's three o'clock right now.

What time is it?

It's four forty-five.

Four forty-five.

Four forty-five.

What time is it?

It's four forty-five.

It's four forty-five right now.

What time is it?

It's five fifteen.

Five fifteen.

Five fifteen.

What time is it?

It's five fifteen.

It's five fifteen right now.

- Students listen and follow along in their books. Play the recording again. Students listen and sing along, using their books for reference.
- Draw three clocks on the board with minute and hour hands showing 3:00, 4:45, and 5:15. Divide the class into Groups A and B. Play the karaoke version. Group A taps their wrists, looks quizzically at Group B, shrugs their shoulders, and sings *What time is it?* Group B sings the answer while pointing to the appropriate clock on the board. Both groups sing the final line of each verse. Groups change roles and sing the song again.

Games and Activities

- **Walk Around the Circle.** (Game 38, page 97.)

Extra Practice

Worksheet 9, Time Bingo, page 121. (Instructions and answers, page 111.)

Finish the Lesson

- **What Time Is It?** Ask the class *What time is it?* Students look at the classroom clock and respond using the target pattern. A volunteer then comes to the front of the classroom, asks *What time is it?* and draws a clock on the board. Classmates answer using the target pattern. Continue in the same way with six to eight volunteers.
- Workbook page 22. (Answers, Teacher's Book page 104.)

Phonics Time

Sound Focus: long e (*bee, feet, sleep, meat, read, tea*)

Materials Needed: CD and player; 2 pieces of paper with a different long a or long e word written on each; Unit 5 Picture Cards

Warm-Up and Review

- **Pattern Review: What Time Is It?** Ask *What time is it?* Draw a clock on the board, point to it, and elicit the time. Then bring five to seven volunteers to the front of the classroom and have each draw a clock showing a different time. Volunteers take turns pointing to their clocks and asking, *What time is it?* Seated students respond *It's (seven) (o'clock).*
- **Phonics Review: Read the Words.** Write *ay, ai, and a_e* on the board. Point to each and elicit its sound. Write five to six long a words on the board. Point to each word and have students read it.
- **Suggested Words:** *lake, day, mail, bay, cane, rain, May, bale*

Introduce the Sounds

- See page 14.

NOTE The long e sound is written as /i/.

Practice The Sounds

- Students open their books to page 24.

A. Listen and repeat. 🎧 1.71

- Focus students' attention on the *ee* and *ea* words at the top of the page. Students listen and repeat, pointing to the pictures and words in their books.

long e /i/

bee

feet

sleep

meat

read

tea

B. Does it have long e? Listen and write ✓ or X. 🎧 1.72

- For each number, students listen and write ✓ if both words they hear has long e, and X if they do not. Play the recording as many times as necessary for students to complete the task.

1 knee, sea

2 tape, three

knee, sea

tape, three

3 yo-yo, jeep

4 tree, read

yo-yo, jeep

tree, read

- Check answers by saying Number 1. *knee, sea*, and have volunteers say *Yes* if they wrote ✓, and *No* if they wrote X. Do the same for numbers 2–4.

ANSWERS

1 ✓ 2 X 3 X 4 ✓

C. Read the words.

- Write *feed* on the board. Point to, sound out, then read the word. For example: /f/-/i/-/d/, *feed*. Students repeat. Do the same for the other word in the first column. Elicit the sounds where possible. Then have students try to sound out and read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point. 🎧 1.73

- Students listen and point to the words they hear.

1 bean, /b/-/i/-/n/, bean

2 jeep, /dʒ/-/i/-/p/, jeep

3 heat, /h/-/i/-/t/, heat

4 feed, /f/-/i/-/d/, feed

5 Jean, /dʒ/-/i/-/n/, Jean

6 seat, /s/-/i/-/t/, seat

7 weed, /w/-/i/-/d/, weed

8 keep, /k/-/i/-/p/, keep

E. Listen and match. 🎧 1.74

- Students listen and match each number to the word they hear. Play the recording as many times as necessary for students to complete the task.

1 beak, beak

2 bake, bake

3 pay, pay

4 pea, pea

5 beet, beet

6 bait, bait

- Check answers by writing the numbers 1–6 on the board, and having volunteers come to the board to write their answers next to each number.

Games and Activities

- **Read the Words.** (Game 53, page 99.)

Extra Practice

Worksheet 10, Phonics Fun long e, page 122. (Instructions and answers, page 111.)

Finish the Lesson

- **Chant.** Write *peep, tea, feet, bean* on the board. Point to each word and have students read it. Establish a 4-beat rhythm. Point to *peep*, and on beats 1 and 2 ask *What's this?* Students respond *peep, peep* on beats 3 and 4. Repeat with the remaining words. Continue in the same way, pointing to the words in random order until students can comfortably read each, while keeping the rhythm.
- Workbook page 23. (Answers, Teacher's Book page 104.)

Assessment 🎧

Unit 5 Test, page 147. (Answers, page 138.)



At the Flower Shop

Conversation Time

Language Focus: *Where do you live? / I live in Oakville. / Oh, really? Me, too. / I like it. It's a nice place.*

Function: Asking where someone lives; expressing where one lives; expressing likes; agreeing

Materials Needed: CD and player; Wall Chart 6

Warm-Up and Review

- **Phonics Review: Long a and Long e.** Students write **long a** on a piece of paper, and **long e** on another piece of paper. Say a word that has either *long a* or *long e*. Students repeat the word and hold up their *long a* paper if the word has *long a*, and their *long e* paper if the word has *long e*. Continue in the same way with six to seven different words.
- **Suggested Words:** *clean, May, eat, each, play, take, made, need, sleep*

Introduce the Conversation

- See page 8.

Talk About the Picture

- Use Wall Chart 6, or Student Book page 25. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
This store sells **flowers, trees**, and other plants. It's two thirty in the afternoon. **These girls** are *scared* of the **spider**. They're *running* to their **father**. **This man** is telling the **clerk** where he lives. He lives in Oakville. The **clerk** lives in Oakville, too.
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
What time is it?
Who lives in Oakville?
Is it a tree? (**flower**)
Can you *point* to the trees?
What are they doing? (**running girls**)
What are they doing? (**clerk and customer at cash register**)
What's this? (**pen**)
Is it a cow? (**cat**)

Practice the Conversation

A. Listen and repeat. 🎧 1.75

- Students listen and repeat, pointing to each speaker in the conversation box.

Woman: *Where do you live?*

Man: *I live in Oakville.*

Woman: *Oh, really? Me, too.*

Man: *I like it. It's a nice place.*

B. Listen and find the speakers. 🎧 1.76

- Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation. They then change roles and role-play the conversation again.

D. Review. Listen and repeat. 🎧 1.77

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.

A: *This is for you.*

B: *Thank you.*

Option: Students role-play the conversation.

🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.
Answer: It's on the front of the tree at the top right of the scene.
- Option:** Students draw their favorite flower with a bone as part of it. They cut out their flowers and use them as bookmarks.

Games and Activities

- **Combine the Conversations.** (Game 7, page 92.)

Finish the Lesson

- **Say the Next Word.** A volunteer says the first word of the target conversation. The student sitting behind him/her says the next word. Continue around the class with each student saying the next word in the conversation. If a student cannot say the next word, the next student takes a turn. Continue until the entire conversation has been said twice.
- Workbook page 24. (Answers, Teacher's Book page 104.)

Word Time

Language Focus: Colors (*red, yellow, blue, green, orange, brown, white, black*)

Materials Needed: CD and player; Unit 6 Picture Cards

Warm-Up and Review

- **Conversation Review: Say Alternative Lines.** Students open their books to page 25. Elicit the target conversation. Students on the right and left sides of the classroom then say alternate lines of the conversation. They then switch roles and repeat the activity.

Introduce the Words

- See page 10.

Talk About the Picture

- Students turn to page 26. They look at the large scene and name anything they can.
- Read the following "story" while pointing to or touching the pictures (**bold** words).
Ted and **Annie** are looking at a **red rose**. **Digger** is giving the **white dog** a **red flower**. These are **orange flowers**, these are **white flowers**, and those are **yellow flowers**.
- Ask the following questions while pointing to the pictures (**bold** words) pantomiming the actions or adjectives (*italicized* words).
Can you *point* to the yellow flowers?
Are they red? (**white flowers**)
Can you *point* to the brown flowers?
Are they green? (**orange flowers**)
Can you *point* to the white dog?
Can you *point* to the blue butterflies?

Practice the Words

A. Listen and repeat. 🎧 1.78

- Students listen and repeat, pointing to each picture in the vocabulary box.

- | | |
|----------|----------|
| 1 red | 2 yellow |
| 3 blue | 4 green |
| 5 orange | 6 brown |
| 7 white | 8 black |

- Say the words in random order. Students point to the pictures in the vocabulary box.

B. Listen and write the letter. 🎧 1.79

- Students listen and write the letter they hear. Play the recording as many times as necessary for students to complete the task.

- | | |
|------------------|------------------|
| a blue, blue | b black, black |
| c red, red | d orange, orange |
| e white, white | f green, green |
| g yellow, yellow | h brown, brown |

- Check answers by writing the letters *a–h* on the board, then have volunteers come up and attach the corresponding Picture Card next to each letter. Point to each Card and have students name it.

C. Point and say the words.

- Students point to and name each of the target vocabulary items in the large scene.

D. Listen and point. 🎧 1.80

- Students listen and point to the corresponding item or speaker. Play the recording as many times as necessary for students to complete the task.

Red	Yellow
Blue	Green
Orange	Brown
White	Black

Now listen and point to the speakers.

A: What time is it? (two women in lower left of scene)

B: It's two thirty.

A: Thank you.

B: You're welcome.

A: It's sleeping. It isn't eating. (young girl pointing to cat)

A: Are you finished? (shop clerk and manager, near brown flowers)

B: No, not yet.

A: Please hurry!

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

🦷 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.

Answer: It's part of the hanging basket with the singing bird, to the left of the scene.

Option: Students draw eight bones on a piece of paper, then cut out and color each bone one of the target colors.

Extra Vocabulary

- Students turn to page 25. Introduce extra vocabulary items *pink, purple, gray*. Students then find these colors in the large scene.

Games and Activities

- **Dance of the Ostriches.** (Game 22, page 94.)

Finish the Lesson

- **Is It Blue?** Walk around the classroom and point to different items. Ask students *Is it (orange)?* If it is, students answer *Yes, it is*. If it is not, students answer *No, it isn't. It's (blue)*. Continue asking questions about items in the classroom until most students have answered a question.
- Workbook page 25. (Answers, Teacher's Book page 104.)

Practice Time

Language Focus: Demonstrative pronouns (*This is (red). This is a (red) (flower). That's (red). That's a (red) (flower). These are (yellow). These are (yellow) (flowers). Those are (yellow). Those are (yellow) (flowers).*)

Function: Identifying objects (singular and plural)

Materials Needed: CD and player; 2 boxes; Unit 6 Picture Cards

Warm-Up and Review

- **Vocabulary Review: Name the Color.** Point to eight different items in the classroom that are red, yellow, blue, green, orange, brown, white, or black. Elicit the name of each color.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 27.

A. Listen and repeat. 1.81

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.

A: *This is red.*

A: *That's red.*

B: *This is a red flower.*

B: *That's a red flower.*

A: *These are yellow.*

A: *Those are yellow.*

B: *These are yellow flowers.*

B: *Those are yellow flowers.*

- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contraction on the board:
That's = That is
- Point to and read each word. Students repeat, then practice each pattern in the pattern box, using both the contraction and the full form.

B. Listen and repeat. Then practice with a partner. 1.82

- Students listen and repeat, pointing to each picture in their books.

1 *That's white.*

2 *Those are orange.*

That's a white flower.

Those are orange flowers.

3 *These are yellow.*

4 *This is red.*

These are yellow flowers.

This is a red flower.

5 *These are blue.*

6 *Those are green.*

These are blue butterflies.

Those are green trees.

- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change partners and repeat the activity.

C. Look at page 26. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 26. They take turns asking and answering questions about items in the large scene, using the new patterns and vocabulary items. For example, S1 (touching a yellow flower): *This is yellow.* S2 (touching the same yellow flower): *This is a yellow flower.*

D. Listen and chant. 1.83

- Students turn to *The Color Chant* on page 66. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

The Color Chant

These are orange.

This is white.

These are orange flowers.

This is a white dog.

These are orange.

This is white.

These are orange flowers.

This is a white dog.

Those are green.

Those are green trees.

Those are green.

Those are green trees.

- Students listen and follow along in their books. Play the recording again. Students listen and chant, using their books for reference.
- Divide the class into four groups. Assign each group a color used in the song. Play the karaoke version. Groups sing their lines, pointing to the picture in their books. Groups change colors and chant again in the same way.

Games and Activities

- **What's in the Box?** (Game 39, page 97.)

Extra Practice

Worksheet 11, In the Park?, page 123.

Finish the Lesson

- **True or False?** (See Game 46, page 98). Hold up a picture from the What's in the Box? game. Say a sentence about the picture using one of the target patterns. Repeat with seven to ten different pictures. For example: hold up a picture of a yellow book and say *This is green.*
- Workbook page 26. (Answers, Teacher's Book page 105.)

Phonics Time

Sound Focus: long i (*bike, five, kite, light, night, tight*)

Materials Needed: CD and player; 3 x 3 grids; Unit 6 Picture Cards

Warm-Up and Review

- **Pattern Review: Describe the Picture.** Write the Unit 6 target patterns on the board. Point to each one and have students read it. Prompt if necessary. Quickly sketch eight to ten pictures of different numbers of objects students can name in English on the board. Point to each picture and elicit target statements about it.
- **Phonics Review: What's This?** Write a list of four to five long a words on the board. Point to each word and have students read it. Establish a 4-beat rhythm. Point to the first word in the list and on beats 1 and 2 ask *What's this?* Students respond (*pay*) (*pay*) on beats 3 and 4. Repeat with the remaining words.
- Do the entire activity in the same way with four to five long e words.
- Suggested Words: *pay, game, tape, hay, rain, cake, team, beet, beam, heat, year, read*

Introduce the Sounds

- See page 14.

NOTE The long i sound is written as /ai/.

Practice The Sounds

- Students open their books to page 28.

A. Listen and repeat. 1.84

- Focus students' attention on the *i_e* and *igh* words at the top of the page. Students listen and repeat, pointing to the pictures and words in their books.

long i /ai/

bike

five

kite

light

night

tight

B. Does it have long i? Listen and write ✓ or X. 1.85

- For each number, students listen and write ✓ if they hear a long i, and X if it does not. Play the recording as many times as necessary for students to complete the task.
- | | |
|---------------------|-----------------------|
| 1 <i>tape, tape</i> | 2 <i>right, right</i> |
| 3 <i>nine, nine</i> | 4 <i>meat, meat</i> |
| 5 <i>pipe, pipe</i> | |
- Check answers by saying *Number 1. tape*, and have volunteers make an X with their arms if they wrote X, and say *check* if they wrote ✓. Do the same for numbers 2–5.

ANSWERS

1 X 2 ✓ 3 ✓ 4 X 5 ✓

C. Read the words.

- Write *hide* on the board. Point to, sound out, then read the word. For example: /h/-/ai/-/d/, *hide*. Students repeat. Do the same for the other word in the first column. Elicit the sounds where possible. Then have students try to sound out and read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point. 1.86

- Students listen and point to the words they hear.
 - 1 *side, /s/-/ai/-/d/, side*
 - 2 *fight, /f/-/ai/-/t/, fight*
 - 3 *line, /l/-/ai/-/n/, line*
 - 4 *Mike, /m/-/ai/-/k/, Mike*
 - 5 *vine, /v/-/ai/-/n/, vine*
 - 6 *hike, /h/-/ai/-/k/, hike*
 - 7 *wide, /w/-/ai/-/d/, wide*
 - 8 *sight, /s/-/ai/-/t/, sight*

E. Listen and match. 1.87

- Students listen and match each number to the word they hear. Play the recording as many times as necessary for students to complete the task.

1 <i>mean, mean</i>	2 <i>mine, mine</i>
3 <i>beet, beet</i>	4 <i>Kate, Kate</i>
5 <i>kite, kite</i>	6 <i>bite, bite</i>
- Check answers by writing the numbers 1–6 on the board, and having volunteers come to the board to write their answers next to each number.

Games and Activities

- **Raise Your Hands.** (Game 54, page 99.)

Extra Practice

Worksheet 12, Phonics Fun long i, page 124. (Instructions and answers, page 111.)

Finish the Lesson

- **What's Its Long Vowel?** Say five to six words that have either long a, long e, or long i. Students repeat each and say its long vowel sound.
- Suggested Words: *cape, right, rain, beet, fine, night, pale*
- Workbook page 27. (Answers, Teacher's Book page 105.)

Assessment

Unit 6 Test, page 148. (Answers, page 138.)

Story Time

Review Focus: Units 4–6 conversations, vocabulary, and patterns

Materials Needed: CD and player

Warm-Up

- **Review Units 4–6 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 17, 21, and 25), Word Time page (pages 18, 22, and 26), and Practice Time page (pages 19, 23, and 27). Elicit each conversation, vocabulary item, and pattern.
- Workbook page 28. (Answers, Teacher's Book page 105.)

Work with the Pictures

Students open their Student Books to page 29.

- Divide students into groups of three. Groups find and name any items or characters they recognize in the six scenes.
- Ask each group how many items they found. Encourage groups to name as many items or characters as they can.
- When groups have finished, have each group name one item, and write these items on the board. Once all the items have been listed, point to and say each word. Students repeat, pointing to those items in their books.
- Ask the following questions while pointing to or touching the pictures (**bold** words).

Scene 1 (**yellow paint**) What color?
How many dogs?

Scene 2 (**blue paint**) What color?
(**red paint**) What color?

Scene 3 (**orange spot**) What color?
(**green spot**) What color?

Scene 4 Is **Digger** on the phone?

Scene 5 Who's calling Digger?
What's Digger doing?

Scene 6 What time is it?

Work with the Text

- Point to Max's speech bubble in Scene 1. A volunteer guesses what Max is saying. If he/she does not guess correctly, ask another student.
- Do the same with all the scenes on this page, eliciting what all the speakers in each scene are saying. Encourage students to look back at the Units 4–6 Conversation Time, Word Time, and Practice Time pages for support if needed.

Practice the Story

NOTE *Digger's World* is recorded twice. The first version is spoken at a slightly slower than normal speed, and has no sound effects. The second version is dramatized, spoken at natural speed, and has sound effects.

A. Listen and repeat. 🎧 1.88

- Play the recording (first version of the story). Students listen and follow along in their books.

1 Digger *This is yellow.*

2 Digger *This is blue.*

Max *This is red.*

3 Digger *Oh! That's orange!*

Max *Oh! That's green!*

4 Max *Hello?*

Doc *Hello. May I speak to Digger, please?*

Max *Sure! Hold on.*

5 Digger *Hello?*

Doc *Digger? This is Doc. What are you doing?*

Digger *Hi, Doc. I'm painting a picture.*

6 Doc *Digger! It's two fifteen!*

Digger *Oh, no!*

- Play the recording again. Pause after each line, and have students repeat. Play the recording as many times as necessary for students to become familiar with the story.

B. Look at A. Listen and point. 🎧 1.89

- Play the recording (second version of the story). Students listen and follow along in their books.
- Divide the class into groups of three. One student in each group takes on the role of Digger. A second group member plays Max, and a third plays Doc. Play the recording again and pause after each line. Each student repeats his/her character's lines. Play the recording as many times as necessary for students to complete the task.

C. Role-play these scenes.

- Ask students which roles are needed to role-play the scenes. List the roles on the board (*Digger, Max, Doc*).
- Divide the class into Groups A, B, and C. Group A role-plays Digger's lines, Group B role-plays Max's lines, and Group C role-plays Doc's lines. Groups then change roles and role-play the scenes again. Continue until each group has taken on each role.
- Bring a volunteer from each group to the front of the classroom. Play the recording and have these volunteers act out the story along with the recording.
- Students form groups of three and role-play the story. They then change roles and role-play again. Continue until each student has taken on each role.

Games and Activities

- **Puppets.** (Game 68, page 100.)

Finish the Lesson

- **Listen and Pantomime.** Divide the class into groups of three, and have students in each group take the role of one of the characters in the story. Play the recording. Students listen and pantomime their roles. Repeat the procedure until each student has pantomimed each role.
- Workbook page 28. (Answers, Teacher's Book page 105.)

Activity Time

Review Focus: Units 4–6 conversations, vocabulary, patterns, and sounds

Materials Needed: CD and player

Warm-Up

- Review Units 4–6 Conversations, Vocabulary, Patterns, and Sounds. Students turn to each Conversation Time page (pages 17, 21, and 25), Word Time page (pages 18, 22, and 26), Practice Time page (pages 19, 23, and 27), and Phonics Time page (pages 20, 24, and 28). Elicit the conversations, vocabulary items, patterns, and sounds.
- Workbook page 29. (Answers, Teacher's Book page 105.)

Review

Students open their Student Books to page 30.

A. Listen and match. 🎧 1.90

- Play the recording. Students listen and match each clock in the top row with the activity taking place at that time. Play the recording as many times as necessary for students to complete the task.
- 1 *It's seven twenty. What's he doing?*
He's taking a shower.
 - 2 *It's seven thirty. What's he doing?*
He's getting dressed.
 - 3 *It's seven forty-five. What's he doing?*
He's eating breakfast.
 - 4 *It's eight fifteen. What's he doing?*
He's walking to school.
 - 5 *It's two o'clock. What's he doing?*
He's studying English.
 - 6 *It's five fifty-five. What's he doing?*
He's watching TV.
- Check answers by saying *Number 1. It's seven twenty. What's he doing?* and having one volunteer repeat, *It's seven twenty. What's he doing?* and another volunteer say, *He's taking a shower.*

B. Listen and write the time. 🎧 1.91

- Play the recording. Students listen and write each time they hear. Play the recording as many times as necessary for students to complete the task.
- 1 *What time is it?*
 - 2 *What time is it?*

It's six ten.

It's seven forty.

3 *What time is it?*

4 *What time is it?*

It's ten forty-five.

It's one fifteen.

5 *What time is it?*

6 *What time is it?*

It's seven o'clock.

It's eleven fifty-five.

- Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write their answers next to each number.

ANSWERS

1 6:10 2 7:40 3 10:45 4 1:15 5 7:00 6 11:55

C. Listen and circle. 🎧 1.92

- Write *ay, ai, a e, ee, ea, i e, igh* on the board. Point to each one and elicit its sound. Then play the recording. Students listen and circle each word they hear. Play the recording as many times as necessary for students to complete the task.
- 1 *tail, tail*
 - 2 *tree, tree*
 - 3 *feet, feet*
 - 4 *like, like*
 - 5 *beak, beak*
 - 6 *mine, mine*
- Check answers by saying *Number 1* and having a volunteer say the word he/she circled. Then write the word on the board. Do the same for numbers 2–6.

D. Listen and circle ✓ or X. 🎧 1.93

- Divide the class into pairs, and have students in each pair work together to determine what the speaker(s) in each picture are saying.
 - Play the recording. For each number, students listen and circle ✓ if the conversation they hear matches the scene and X if it does not. Play the recording as many times as necessary for students to complete the task.
- 1 A *Hello?*
B *Hello. May I speak to Mary, please?*
A *Sure. Hold on.*
B *No problem.*
 - 2 A *This is blue. This is a blue bag.*
B *This is red. This is a red bag.*
 - 3 *These are yellow. These are yellow flowers.*
 - 4 A *What are they doing?*
B *They're eating breakfast.*
- Check answers by saying *Number 1* and reading the conversation. Volunteers stand up if they circled ✓, and stay seated if they circled X. Do the same for numbers 2–4.

ANSWERS

1 ✓ 2 X 3 X 4 ✓

Games and Activities

- **Read the Words.** (Game 69, page 100.)

Finish the Lesson

- Checklist 2 (Student Book page 76) for students to do at home or in class.
- Workbook page 29. (Answers, Teacher's Book page 105.)

Assessment 🎧

Midterm Test, pages 149–152. (Answers, pages 138–139.)

Measuring

Language Focus: measurement terms (*measure, centimeters, high, long, wide*).

Function: Measuring and describing height, length and width of everyday objects.

Materials Needed: Unit 5 Word Time Picture Cards; several rulers; CD and player

Warm-Up and Review

Review: Vocabulary Review. Hold up Unit 5 Word Time Picture Cards one by one. Students identify them. Ask students to stand. Students count off quickly one by one to fifty nine. Student 1 says *One*, Student 2 says *Two*, and so on around the room. If a student is unable to say the next number or makes a mistake, ask him/her to sit down. For added challenge, play a few rounds with students counting odd numbers, even numbers or counting backwards. Ask seated students to stand after each round.

Introduce the Words

- See page 10.

CULTURE NOTE In the United States, measurements are taken in inches, feet, and yards. If possible show the students an American ruler or yardstick which shows inches and feet.

Practice the Vocabulary

A. What's in your pencil case?

- Students open their books to page 31. They look at the photographs and name anything they can.

B. Listen and repeat. 🎧 1.94

- Play the recording. Students listen and repeat, pointing to each photo in the Student Books.
1 *measure* 2 *centimeters*
3 *high* 4 *long*
5 *wide*
- Say the words in random order. Students point to the pictures in their Student Books.

C. Listen and read. 🎧 1.95

- Play the recording. Students listen and repeat, pointing to the photos in their books.
What's this? It's a ruler. What's he doing? He's measuring a pencil. Look at the ruler. These are centimeters. How many centimeters can you see?
This is a desk. How high is the desk? Let's measure. It's fifty nine centimeters high.
How long is the pencil case? Let's measure again. It's eighteen centimeters. How long is your pencil case?
The book isn't very wide. How wide is it? It's twenty two centimeters wide.
- Divide the class into five groups. Each group reads one of part of the text aloud. Continue until each group has read each of the parts aloud.
- Practice the text with a partner. Students choose a partner and read the text, alternating turns.

D. Read and match.

- Students read the questions. They then match the question to the corresponding answer.
- Check answers by saying *Number 1* and having a volunteer read the question and the corresponding answer. Do the same for numbers 2–4.

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

Games and Activities

- **Memory Chain.** (Game 76, page 101.)

Finish the Lesson

- **Guess the Measurement.** Ask students to measure another object. Ask them to write the name of the object and measurement on a small piece of paper. Ask a volunteer to come to the front. The volunteer holds up or points to the object and asks *How (long) is it?* Students guess the measurement asking *Is it (twelve) centimeters (long)?* The student who guesses the measurement correctly comes to the front and continues the activity.
- Workbook page 30. (Answers, Teacher's Book page 105.)

Project Time

Language Focus: Measurement terms *How (high) is the (desk)? It's (63)centimeters (high). How long is my (sister's) hand?*

Materials Needed: scrap paper; rulers, poster paper, crayons, markers.

Warm-Up and Review

- **Vocabulary: How (high) is the (desk)?** Review the measurement vocabulary. Ask volunteers to point to any picture on page 31 of their Student Books and say anything they can about the pictures. Point to a chair and ask *How high is it?* Ask a volunteer to come to the front, measure the height and respond accordingly. Continue, asking several questions for height, length and width. Then hold up an eraser and say *It's two centimeters wide.* Students say *How wide is it?* Ask volunteers to provide answers for the class to make questions.

A. Measure three things. Ask and answer with a partner.

- Students turn to page 32 in their Student Books. Measure the height, width, or length of three objects in the classroom. Write the measurements on a piece of scrap paper. Pointing to the object ask students *How (high) is this (box)?* Students guess the measurement. For the second object ask a volunteer to the front. Pointing to the second object ask *How wide is this (book)?* The volunteer guesses the width. Demonstrate with a volunteer once more for the length of an object. Make sure students have scrap paper. Ask students to measure three objects and write the measurements on their paper.
- Focus students' attention on the speech bubble examples in Activity A. Say the following while pointing to the speech bubbles. Students repeat.
How high is this desk?
It's 63 centimeters high.
- Students choose a partner. They ask and answer questions about their measurements, alternating turns.
- Ask each pair to read one of their questions about measurements in front of the class.

B. Make a hand poster.

- Students open their books to page 32. Hold up your hand and say *A hand.* Students repeat. Point to one of the hands in the book and say *A hand.* Walk over to a student, hold up his / her hand, point to it and say *(Billy's) hand.* Students repeat. Say the following while pointing to the text in the example in Activity B. Students repeat.
Hands!
This is my father's hand.
This is my sister's hand.
This is my friend Jenny's hand.
This is my hand.
- Now point to the speech bubble and say the following. Students repeat.
How long is my sister's hand?
- Make sure students have paper, crayons, and markers.

NOTE Students will have had to do some of the preparation at home before class or trace their classmates' hands. Students make their posters.

- Students write captions and measurements on their posters similar to the poster example in their books.
- Ask volunteers to come to the front and share their posters with the class. Students point to their posters and ask questions about the measurements. They can also point to their posters and talk about the hand measurements, for example *My father's hand is twenty three centimeters long.*
- Place the posters on the walls of the classroom if possible. If not, place them along the marker tray or on the board with magnets.

Games and Activities

- **Tic-Tac-Toe.** (Game 77, page 101.)

Finish the Lesson

- **Measurement Race.** Divide the class into groups of three or four students. Each student should have a piece of scrap paper. Say *OK, go!* Groups walk around the room and gather as many hand measurements from the posters as they can. They are not allowed to use their own or other group members' measurements. After one minute say *Stop! Sit down!* Assign each group a portion of the board to record their findings, for example, *(Jenny's Dad's) hand is (49) centimeters long.* Give one point for each correct measurement. The group with the most points wins.
- Workbook page 30. (Answers, Teacher's Book page 105.)



In the Department Store

Conversation Time

Language Focus: *What color is it? It's blue. Blue is my favorite color! / Blue is nice, but I like red.*

Function: Asking about colors; identifying colors; talking about favorites; expressing likes

Materials Needed: CD and player; Units 4–6 Picture Cards, Wall Chart 7; a beanbag

Warm-Up and Review

- **Phonics Review: Long i Review.** Write *i_e* and *igh* on the board. Point to each one and say /ai/. Students repeat. Hold up each of the Units 4–6 Phonics Time Word Cards, and have students identify every long vowel sound. If the word has long *i*, students also read the word.

Introduce the Conversation

- See page 8.

Talk About the Picture

- Use Wall Chart 7, or Student Book page 33. Read the following “story” while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This is a **clothing store**. There are many different colors of clothes here. **These** are blue, and **these** are green. **This** is yellow, and **that** is red. **Joe** is *showing* **Bob** what he bought. It's red. **Bob** bought something blue. Blue is his favorite color. Uh-oh! **This little boy and girl** are *riding a tricycle* in the store!

- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

What color is it? (**clothing in Joe's bag**)

What color is it? (**clothing in Bob's bag**)

What's his favorite color? (**Bob**)

Is Joe's favorite color blue?

What is she doing? (**clerk running after children**)

What's he doing? (**boy reading under sweater rack**)

What's this? (**book**)

Who's talking on the phone? Can you point to her?

Practice the Conversation

A. Listen and repeat. 🎧 2.01

- Students listen and repeat, pointing to each speaker in the conversation box.

Joe: *What color is it?*

Bob: *It's blue. Blue is my favorite color!*

Joe: *Blue is nice, but I like red.*

B. Listen and find the speakers. 🎧 2.02

- Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation. They then change roles and role-play the conversation again.

D. Review. Listen and repeat. 🎧 2.03

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.

A: *Where are you from?*

B: *I'm from France.*

Option: Students role-play the conversation.

🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.

Answer: It's hanging between the green caps, to the right of the scene.

Option: Students draw a picture of a suitcase with bone stickers all over the outside. Students take turns saying where they would go for an imaginary vacation.

Games and Activities

- **I Like Blue.** (Game 8, page 93.)

Finish the Lesson

- **Bean Bags.** Place a set of Unit 6 Picture Cards on the floor. Students take turns tossing a beanbag (or other soft object) onto one of the Cards. Another student asks *What color is it?* The student who tossed the beanbag responds, naming the color on which the beanbag has landed. The two students then complete the conversation using appropriate substitutions. Continue in the same way until most students have taken a turn tossing the beanbag.
- Workbook page 31. (Answers, Teacher's Book page 105.)

Word Time

Language Focus: Numbers (*shoes, socks, shirts, skirts, jeans, shorts*)

Materials Needed: CD and player; Unit 7 Picture Cards

Warm-Up and Review

- **Conversation Review: What Color Is It?** Students open their books to page 33 and say the target conversation together. Point to a classroom item and say the Unit 7 target conversation with a volunteer, using the item for reference. A new volunteer then takes on the teacher's role and repeats the activity with another volunteer, pointing to another item. Continue with six to eight volunteers.

Introduce the Words

- See page 10.

Talk About the Picture

- Students turn to page 34. They look at the large scene and name anything they can.
- Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Look at all the **clothes**! Here are **red shirts**. Over here are some **blue jeans**, and over there are some **green shirts**. These are **shoes**, and these are **socks**. Those are **shorts**.

Annie is shopping with her **mother** and her **brother**. **Ted** and his **father** are at the store, too. They're *looking* at shirts.

- Ask the following questions while pointing to the pictures (**bold** words) pantomiming the actions or adjectives (*italicized* words).

What color is it? (**green shirt**)

What color is it? (**white skirt**)

Can you *point* to the jeans?

Can you *point* to the shorts?

Can you *point* to the shoes?

Can you *point* to the socks?

Can you *point* to Annie's mother?

Can you *point* to Ted's father?

Practice the Words

A. Listen and repeat. 🎧 2.04

- Students listen and repeat, pointing to each picture in the vocabulary box.

1 *shoes* 2 *socks*

3 *shirts* 4 *skirts*

5 *jeans* 6 *shorts*

- Say the words in random order. Students point to the pictures in the vocabulary box.

B. Listen and write the letter. 🎧 2.05

- Students listen and write the letter they hear. Play the recording as many times as necessary for students to complete the task.

a *shirts, shirts*

b *jeans, jeans*

c *shoes, shoes*

d *shorts, shorts*

e *skirts, skirts*

f *socks, socks*

- Check answers by writing the letters a–f on the board, then have volunteers come to the board and attach the corresponding Picture Card next to each letter. Point to each Card and have students name it.

C. Point and say the words.

- Students point to and name each of the target vocabulary items in the large scene.

D. Listen and point. 🎧 2.06

- Students listen and point to the items or speakers. Play the recording as many times as necessary for students to complete the task.

Shirts. *Shoes.*

Socks. *Jeans.*

Shorts. *Skirts.*

Now listen and point to the speakers.

A: *She's my mother. He's my brother.* (**Annie**)

A: *Where do you live?* (**store clerk and man with shirts, at back of scene**)

B: *I live in Sunnyville.*

A: *Oh.*

A: *I'm going now.* (**store clerks on far right of scene**)

B: *Bye-bye.*

A: *Bye! See you tomorrow.*

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.
Answer: It's on top of the round clothes rail displaying skirts.
Option: Students make paper airplanes decorated with bones, then see which airplane can travel furthest.

Extra Vocabulary

- Students turn to page 33. Introduce extra vocabulary items *pajamas, sweaters, caps*. Students then find these in the large scene.

Games and Activities

- **Get Dressed!** (Game 23, page 95.)

Finish the Lesson

- **What Are You Wearing?** Point to various clothing items that students are wearing, and elicit their names.
- Workbook page 32. (Answers, Teacher's Book page 105.)

Practice Time

Language Focus: *Wh-* questions with *what*; demonstrative pronouns [*What are these? They're (shoes).* / *What are those? They're (shoes).*]

Function: Asking about objects (plural); identifying objects (plural)

Materials Needed: CD and player; Unit 7 Picture Cards

Warm-Up and Review

- **Vocabulary Review: Describe the Clothes.** Point to a volunteer's shoes and say *Those are shoes*. The volunteer touches his/her shoes and says *These are (black) shoes*. This volunteer then points to another student. Continue around the classroom in the same way until most students have taken a turn.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 35.

A. Listen and repeat. 2.07

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.

A: *What are these?* A: *What are those?*

B: *They're shoes.* B: *They're shoes.*

- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contraction on the board:
They're = They are
- Point to and read each word. Students repeat, then say each pattern with the full form.
- Students practice each pattern in the pattern box, using both the contraction and the full form.

B. Listen and repeat. Then practice with a partner. 2.08

- Students listen and repeat, pointing to each picture in their books.

1 *What are these?* 2 *What are those?*
They're socks. *They're skirts.*

3 *What are those?* 4 *What are these?*
They're shorts. *They're shoes.*

5 *What are those?* 6 *What are these?*
They're jeans. *They're shirts.*

- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change partners and repeat the activity.

C. Look at page 34. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 34. They take turns asking and answering questions about the clothing items in the large scene, using the new patterns and vocabulary items. For example, S1 (touching shirts): *What are these?* S2: *They're shirts.*

D. Listen and sing along. 2.09

- Students turn to the Unit 7 song *What Are These?*, page 67. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

What are These?

What are these, these, these?

They're shoes.

What are these, these, these?

They're socks.

What are these?

They're shoes.

What are those?

They're socks.

What are these and those?

They're shoes and socks.

What are these, these, these?

They're shirts.

What are these, these, these?

They're shorts.

What are these?

They're shirts.

What are those?

They're shorts.

What are these and those?

They're shirts and shorts.

- Students listen and follow along in their books. Play the recording again. Students listen and sing along, using their books for reference.
- Divide the class into Groups A and B. Play the karaoke version. Group A sings the questions while pointing to the picture of the item in question, and Group B sings the answers while pointing to the appropriate pictures. Groups then change roles and sing the song again.

Games and Activities

- **What's in the Bag?** (Game 40, page 97.)

Extra Practice

Worksheet 13, *Game Time!*, page 125. (Instructions and answers, page 111.)

Finish the Lesson

- **Hide the Cards.** Give eight to ten volunteers each a Unit 7 Picture Card. The volunteers hide the cards around the room so that only a small portion of each picture is visible to the class. The volunteers take turns either pointing to or touching the picture card they have hidden, and asking *What are these/those?* Seated students must try to determine what the picture is (getting up and moving around the classroom if necessary) and respond *They're (jeans)*. The volunteer says either *Yes, they are* if the guess is correct or *No, they're not* if the guess is not correct. Continue until all cards have been correctly identified.
- Workbook page 33. (Answers, Teacher's Book page 105.)

Phonics Time

Sound Focus: long o (boat, snow, home, coat, window, note)

Materials Needed: CD and player; Unit 7 Picture Cards

Warm-Up and Review

- **Pattern Review: Chant.** Place the Unit 7 Picture Cards on the board facing the class. Establish a 4-beat rhythm. Point to the shorts card and, on beats 1 and 2, say *What are those?* On beats 3 and 4, say *They're shorts.* Then touch the jeans card, ask *What are these?* again on the first 2 beats of the 4-beat rhythm, and elicit *They're jeans* on beats 3 and 4.
- Do the same with the remaining cards, then repeat the chant again, having a volunteer take on the teacher's role and ask the questions.
- **Phonics Review: Choose a Word and Read it.** Place the Units 4 – 6 Phonics Time Word Cards in a bag. Give the bag to a volunteer (S1), and have him/her choose a card and read the word. Another volunteer (S2) then says the word's vowel sound. Once he/she has said the long vowel sound, S2 takes the bag, chooses a card, and reads the word. Students continue in the same way until all cards have been taken from the bag.
- Suggested Words: *lake, day, mail, bay, cane, rain, May, bale*

Introduce the Sounds

- See page 14.

NOTE The long o sound is written as /ou/.

Practice The Sounds

- Students open their books to page 36.

A. Listen and repeat. 2.10

- Focus students' attention on the oa, ow, and o_e words at the top of the page. Students listen and repeat, pointing to the pictures and words in their books.

long o /ou/

boat

snow

home

coat

window

note

B. Does it have long o? Listen and write ✓ or X. 2.11

- For each number, students listen and write ✓ if it has long o, and X if it does not. Play the recording as many times as necessary for students to complete the task.
- | | |
|--------------|--------------|
| 1 bone, bone | 2 key, key |
| 3 ride, ride | 4 rain, rain |
| 5 soap, soap | |
- Check answers by saying Number 1. *bone*, and have students raise their hands if they wrote ✓, and make a big cross with their arms if they wrote X. Do the same for numbers 2–5.

ANSWERS

1 ✓ 2 X 3 X 4 X 5 ✓

C. Read the words.

- Write *goad* on the board. Point to, sound out, then read the word. For example: /g/-/ou/-/d/, *goad*. Students repeat. Do the same for the other word in the first column. Elicit the sounds where possible. Then have students try to sound out and read the words on their own. Repeat with the remaining columns.

D. Look at C. Listen and point. 2.12

- Students listen and point to the words they hear.

1 role, /r/-/ou/-/l/, role

2 low, /l/-/ou/-/w/, low

3 road, /r/-/ou/-/d/, road

4 cone, /c/-/ou/-/n/, cone

5 bone, /b/-/ou/-/n/, bone

6 hole, /h/-/ou/-/l/, hole

7 tow, /t/-/ou/-/w/, tow

8 toad, /t/-/ou/-/d/, toad

E. Listen and circle. 2.13

- Students listen and circle the word they hear. Play the recording as many times as necessary for students to complete the task.
- | | |
|--------------|--------------|
| 1 rope, rope | 2 kite, kite |
| 3 need, need | 4 make, make |
- Check answers by saying Number 1. *rope*, and having volunteers come to the board to write the word he/she circled.

Games and Activities

- **Pass the Sounds.** (Game 55, page 99.)

Extra Practice

Worksheet 14, Phonics Fun long o, page 126. (Instructions and answers, page 111.)

Finish the Lesson

- **Does It Have Long o?** Students stand up at their desks. Go around the room and say a word to each student. If the word has long o, the student says *Yes, it's long o* and repeats the word by sounding it out. For example: /k/-/ou/-/t/, *coat*. If it does not have long o, the student says *No*. If a student does not respond correctly, he/she sits down.
- Workbook page 34. (Answers, Teacher's Book page 105.)

Assessment

Unit 7 Test, page 153. (Answers, page 139.)



In a Messy Classroom

Conversation Time

Language Focus: *Oh, no! What a mess! / Yeah, you're right. / Let's clean up. / Okay. Let's get the broom.*

Function: Stating a problem; suggesting a solution

Materials Needed: CD and player; Wall Chart 8, a timer

Warm-Up and Review

- **Phonics Review: Long o.** Write *oa*, *ow*, and *o_e* on the board. Point to each one and elicit /ou/. Write seven to eight long *o* words on the board. Point to each word and have students read it.
- **Suggested Words:** *bow, load, hole, zone, boat, mole, row, toad, low, home*

Introduce the Conversation

- See page 8.

Talk About the Picture

- Use Wall Chart 8, or Student Book page 37. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This girl is *sleeping*. Her book and **papers** are *falling* onto the floor. **This girl and boy** are *running*. This is **blue paint** and this is **red paint**. **Bill** is trying to *draw a picture*. There's lots of paper around his **desk**. Uh-oh! There's the teacher, **Ms. Apple**. Oh no! What a mess! **Bob** and **Kim** will get the **broom** and *clean up*.

- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

What time is it?

Can you *point* to the teacher?

What's she doing? (**sleeping girl**)

What are they doing? (**running girl and boy**)

What color is it? (**blue paint**)

What color is it? (**red paint**)

What's this? (**broom**)

Practice the Conversation

A. Listen and repeat. 🎧 2.14

- Students listen and repeat, pointing to each speaker in the conversation box.

Kim: *Oh, no! What a mess!*

Bob: *Yeah, you're right.*

Kim: *Let's clean up.*

Bob: *Okay. Let's get the broom.*

B. Listen and find the speakers. 🎧 2.15

- Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation. They then change roles and role-play the conversation again.

D. Review. Listen and repeat. 🎧 2.16

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.

A: *What time is it?*

B: *It's two o'clock.*

Option: Students role-play the conversation.

🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene. Answer: It's one of the playground swing seats which can be seen through the classroom window.

Option: Students draw a yellow bone somewhere in the large scene. They then trade books with someone sitting nearby and try to find each other's bone.

Games and Activities

- **Pass the Mess.** (Game 9, page 93.)

Finish the Lesson

- **Make a Mess!** Tell students to make a "mess" on and around their desks with crumpled-up paper, pencils, or pens. A volunteer comes to the front and says *Oh, no! What a mess*, pointing to his/her classmates' messy desks. Seated students respond with the second line of the conversation. The volunteer says the third line, and seated students say the fourth line and begin to clean up their desks.
- Workbook page 35. (Answers, Teacher's Book page 106.)

Word Time

Language Focus: Classroom objects (*computer, shelf, cupboard, table, desk, chair*)

Materials Needed: CD and player; Unit 8 Picture Cards

Warm-Up and Review

- **Conversation Review: Say Alternate Lines.** Write the Unit 8 target conversation on the board. Point to each line and have students say it. Divide the class in half, and have them say alternate lines. They then change roles and say the conversation again.

Introduce the Words

- See page 10.

Talk About the Picture

- Students turn to page 38. They look at the large scene and name anything they can.
- Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This is the children's classroom. This is a **shelf**, these are **desks**, and that's a **cupboard**. **Ted** and **Mike** are standing near the **table**. They have a **guitar**. **This girl** is doing a *handstand*. Her **pencils**, **ruler**, and **pencil sharpener** are on the **floor**. **Emily** is *dancing* on her **chair**.
- Ask the following questions while pointing to the pictures (**bold** words).

Is she a teacher? (**girl sitting at teacher's desk**)
What are these? (**bananas**)
What are those? What color are they? (**birds**)
What are these? (**chairs**)
How many **desks**?
Is it a shelf? (**cupboard**)
What color is it? (**guitar**)
Can he fly a kite? (**boy flying a kite**)

Practice the Words

A. Listen and repeat. 🎧 2.17

- Students listen and repeat, pointing to each picture in the vocabulary box.

1 *computer* 2 *shelf*
3 *cupboard* 4 *table*
5 *desk* 6 *chair*
- Say the words in random order. Students point to the pictures in the vocabulary box.

B. Listen and write the letter. 🎧 2.18

- Students listen and write the letter they hear. Play the recording as many times as necessary for students to complete the task.

a *shelf, shelf* b *chair, chair*
c *computer, computer* d *table, table*
e *desk, desk* f *cupboard, cupboard*

- Check answers by writing the letters *a–f* on the board, then have volunteers come to the board and attach the corresponding Picture Card next to each letter. Point to each Card and have students name it.

C. Point and say the words.

- Students point to and name each of the target vocabulary items in the large scene.

D. Listen and point. 🎧 2.19

- Students listen and point to the items or speakers. Play the recording as many times as necessary for students to complete the task.

Shelf. *Computer.*

Table. *Cupboard.*

Chair. *Desk.*

Now listen and point to the speakers.

A: *Birds. Yellow birds. (Annie)*

A: *This is for you. (girls with bananas)*

B: *Thanks. I like bananas.*

A: *I'm a teacher! (girls at teacher's desk)*

B: *No, you aren't.*

A: *Yes, I am.*

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.

Answer: It's part of the guitar, near the top of the neck.

Option: Students construct a paper table and chair with paper "bones" for legs.

Extra Vocabulary

- Students turn to page 37. Introduce extra vocabulary items *light, window, clock*. Students then find these in the large scene.

Games and Activities

- **Run and Find.** (Game 24, page 95.)

Finish the Lesson

- **Chant.** Write the following chant on the board. Point to and read each line. Students repeat.

A: *This is a desk.*
B: *A what?*
A: *A desk.*
B: *A what?*
A: *A desk.*
B: *Oh, this is a desk.*
- Workbook page 36. (Answers, Teacher's Book page 106.)

Practice Time

Language Focus: *Wh-* questions with *where*; prepositions of location [*Where's the (book)? / Where are the (books)? (It's) / (They're) (in) the (desk).*]

Function: Asking about location; specifying location

Materials Needed: CD and player; Unit 8 Picture Cards

Warm-Up and Review

- **Vocabulary Review: Slow Reveal.** (Game 30, page 96). Hold up each Unit 8 Picture Card and elicit its name. Then play the game using the cards.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 39.

A. Listen and repeat. 2.20

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.

A: *Where's the book?*

A: *Where's the book?*

B: *It's in the desk.*

B: *It's on the desk.*

A: *Where's the book?*

A: *Where's the book?*

B: *It's under the desk.*

B: *It's next to the desk.*

A: *Where are the books?*

A: *Where are the books?*

B: *They're in the desk.*

B: *They're on the desk.*

A: *Where are the books?*

A: *Where are the books?*

B: *They're under the desk.*

B: *They're next to the desk.*

- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contraction on the board:
Where's = Where is It's = It is They're = They are
- Point to and read each word. Students repeat, then say each pattern with the full form of the contraction.
- Students practice each pattern in the pattern box, using both the contraction and the full form.

B. Listen and repeat. Then practice with a partner. 2.21

- Students listen and repeat, pointing to each picture in their books.

1 *Where's the guitar?*

It's on the table.

2 *Where are the bananas?*

They're under the chair.

3 *Where are the books?*

They're under the shelf.

4 *Where's the basketball?*

It's in the cupboard.

5 *Where's the kite?*

It's in the cupboard.

6 *Where are the birds?*

They're on the computer.

- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change partners and repeat the activity.

C. Look at page 38. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 38. They take turns asking and answering questions about the items in the large scene, using the new patterns and vocabulary items. For example, S1: *Where's the computer?* S2: *It's on the table.*

D. Listen and sing along. 2.22

- Students turn to the Unit 8 song *Where's the Pen?* on page 67. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

Where's the Pen?

Where's the pen?

It's on the book.

Where's the book?

It's on the chair.

Where's the chair?

It's on the desk.

Oh, no! What a mess!

Where are the socks?

They're in the shoes.

Where are the shoes?

They're in the shorts.

Where are the shorts?

They're in the box.

Oh, no! What a mess!

- Students listen and follow along in their books. Play the recording again. Students listen and sing along, using their books for reference.
- Divide the class into Groups A and B. Play the karaoke version. Group A looks at Group B and sings the questions. Group B sings the answers while pointing to the object on page 67. Groups then switch roles and sing the song again.

Games and Activities

- **Ask and Find.** (Game 41, page 97.)

Extra Practice

Worksheet 15, Where's the Book?, page 127. (Instructions and answers, page 111.)

Finish the Lesson

- **Turn Around.** Bring a volunteer to the front of the classroom, while classmates stand and face the back of the classroom. The volunteer places (an) item(s) in/on/under/next to a furniture item (both are items which students can name in English), and asks (*Where are*) *the (rulers)?* The rest of the class walk around looking for it/them. When someone finds it/them, he/she says (*They're*) *(on) the (shelf).* Repeat with five to six volunteers.
- Workbook page 37. (Answers, Teacher's Book page 106.)

Phonics Time

Sound Focus: long u (*blue, glue, Sue, flute, June, tube*)

Materials Needed: CD and player; Units 7–8 Picture Cards

Warm-Up and Review

- **Pattern Review: Say Where It Is.** Hold up each of the Units 7 and 8 Picture Cards and elicit their names. Then hold the shoes card next to the shelf card and ask *Where are the shoes?* Students repeat. Say *They're next to the shelf.* Students repeat. Then hold the jeans card under the desk card and elicit *Where are the jeans?* They're under the desk. Continue with the remaining Picture Cards and different prepositions of location.
- **Phonics Review: Long Vowels.** Students tear a piece of paper into four squares and write *long a, long e, long i, and long o*, one vowel on each square. Say a word with one of these long vowel sounds. Students repeat the word and hold up the square corresponding to that word's long vowel sound. Continue with five to six different words containing these long vowel sounds.
- Suggested Words: *tree, lane, right, bone, tile, mime, tow, team, say*

Introduce the Sounds

- See page 14.

NOTE The long u sound is written as /u/.

Practice The Sounds

- Students open their books to page 40.

A. Listen and repeat. 🎧 2.23

- Focus students' attention on the *ue*, and *u_e* words at the top of the page. Students listen and repeat, pointing to the pictures and words in their books.

long u /u/

blue

glue

Sue

flute

June

tube

B. Does they both have long u? Listen and write ✓ or X. 🎧 2.24

- For each number, students listen and write ✓ if they both have long u, and X if they do not. Play the recording as many times as necessary for students to complete the task.

1 run, tube

2 Sue, blue

run, tube

Sue, blue

3 flute, cup

4 glue, June

flute, cup

glue, June

- Check answers by saying *Number 1. run, tube.* Students say *Yes* if both words have a long u, and *No* if they do not. Do the same for numbers 2–4.

ANSWERS

1 X 2 ✓ 3 X 4 ✓

C. Read the words.

- Write *due* on the board. Point to, sound out, then read the word. For example: /d/-/u/, *due*. Students repeat. Do the same for the other word in the first column. Elicit the sounds where possible. Then have students try to sound out and read the words on their own. Repeat with the remaining columns.

D. Look at C. Listen and point. 🎧 2.25

- Students listen and point to the words they hear.

1 Sue, /s/-/u/, Sue

2 Luke, /l/-/u/-/k/, Luke

3 dune, /d/-/u/-/n/, dune

4 clue, /k/-/l/-/u/, clue

5 duke, /d/-/u/-/k/, duke

6 due, /d/-/u/, due

7 tune, /t/-/u/-/n/, tune

8 blue, /b/-/l/-/u/, blue

E. Listen and circle. 🎧 2.26

- Students listen and circle the word they hear. Play the recording as many times as necessary for students to complete the task.

1 tight, tight

2 tube, tube

3 seed, seed

4 rake, rake

5 note, note

- Check answers by saying *Number 1. tight.* Have a volunteer read and spell the word he/she circled, then write the word on the board.

Games and Activities

- **Which Long Vowel Is It?** (Game 56, page 99.)

Extra Practice

Worksheet 16, Phonics Fun long u, page 128. (Instructions and answers, page 111.)

Finish the Lesson

- **Stand Up, Sit Down.** Say a word with any short or long vowel sound. If the word has long u, students stand up, repeat the word, put their hands on their heads, and sit down quickly. If the word has any other vowel sound, they remain seated. Do the same with six to eight different words.
- Suggested Words: *blue, cat, line, Sue, egg, June, flute, ant, snow, cup*
- Workbook page 38. (Answers, Teacher's Book page 106.)

Assessment 🎧

Unit 8 Test, page 154. (Answers, page 140.)



Conversation Time

Language Focus: *Uh-oh./ What's wrong?/ We're late. Please hurry!/ Oh...I can't decide.*

Function: Asking about a problem; describing a problem; expressing indecision

Materials Needed: CD and player; Wall Chart 9

Warm-Up and Review

- **Phonics Review: Long Vowels.** Write eight to ten of the Units 4–8 Phonics Time target words in a column on the board, then write *long a*, *long e*, *long i*, *long o*, and *long u* in a separate column to the right of the word column. Students read each word, then say the long vowel sound of each letter in the vowel column. Bring a volunteer to the front of the classroom to read one of the words, then connect the word to its long vowel sound. Seated students repeat the word and say *Yes* if the word is connected correctly, and *No* if it is not. Make corrections on the board if necessary. Continue in the same way with new volunteers until all the words are connected correctly.

Introduce the Conversation

- See page 8.

Talk About the Picture

- Use Wall Chart 9, or open a Student Book to page 41. Read the following “story” while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
This is a **convenience store**. They sell many different kinds of **food**. **This boy** is *walking* behind his **mother** and *eating* **peanuts**. He's *short* and *young*. His mother is *carrying* a **bag** of food.
- Ask the following questions while pointing to or touching the pictures (**bold** words).
What's he doing? (**young boy eating peanuts**)
What are these? (**shoes**)
What's that? (**shelf**)
Is he happy? (**man falling**)

Practice the Conversation

A. Listen and repeat. 🎧 2.28

- Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker in the conversation box.

Emily's mother: *Uh-oh.*

Emily: *What's wrong?*

Emily's mother: *We're late. Please hurry.*

Emily: *Oh...I can't decide.*

B. Listen and find the speakers. 🎧 2.28

- Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation. They then change roles and role-play the conversation again.

D. Review. Listen and repeat. 🎧 2.29

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.

A: What color is it?

B: It's brown.

Option: Students role-play the conversation.

Find Digger's Bone

- Students find Digger's bone hidden in the large scene.
Answer: Digger's bone is the handle of the mop bucket on the floor of the upper right of the scene.
- Option:** Students find Digger's bone as above. Then in their student books they draw a bone in the dairy case, on the book bag, under the dog, and next to a shelf.

Games and Activities

- **Combine the Conversations.** (Game 10, page 93.)

Finish the Lesson

- **Pantomime.** Bring a volunteer to the front of the classroom, and have him/her silently act out one line of the target conversation. Seated students try to guess what line the volunteer is acting out, then say that line of conversation. The first student to guess correctly changes places with the volunteer and acts out another line of the conversation in the same way. Continue in the same way with six to eight new volunteers.
- Workbook page 39. (Answers, see Teacher's Book page 106.)

Word Time

Language Focus: Food (*candy, juice, soda pop, ice cream, popcorn, chips*)

Materials Needed: CD and player; Unit 9 Picture Cards, 10 cards per student

Warm-Up and Review

- **Conversation Review: Say Alternate Lines.** Ask two volunteers to write the Unit 9 target conversation on the board, using their Student Books for reference if necessary. The volunteers point to each line, and seated students say the conversation. Divide the class in half, and have them say alternate lines of the conversation. They then change roles and say the conversation again.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their Student Books to page 42. They look at the large scene and name anything they can.
- Open the Student Book to page 42. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Yum! There's lots of good food at the store. **Ted** has **popcorn**. **Bob** and **Mike** have **chips**. Uh-oh! What a mess! The **store** clerk is *angry*. He's *shouting*. Digger and the **white dog** are *playing* with the **candy**. **Kim** and **Jan** have **ice cream**. **Annie** has **soda pop**. **Joe** and **Bill** have juice.

- Ask the following questions while pointing to or touching the pictures (**bold** words).

What's that? What color is it? (**popcorn**)

What are these? (**chips**)

Where are the chips?

What color is it? (**orange juice**)

What's this? (**ice cream**)

Is it soda pop? What is it? (**candy**)

Practice the Words

A. Listen and repeat. 🎧 2.30

- Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.

1 *candy* 2 *juice*

3 *soda pop* 4 *ice cream*

5 *popcorn* 6 *chips*

- Say the words in random order. Students point to the pictures in the vocabulary box.

B. Listen and write the letter. 🎧 2.31

- Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

a *popcorn, popcorn*

b *ice cream, ice cream*

c *candy, candy*

d *chips, chips*

e *soda pop, soda pop*

f *juice, juice*

- Check answers by writing the letters a–f on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

- Students point to and name each of the target vocabulary items in the large scene.

D. Listen and point. 🎧 2.32

- Students listen to the sound effects and words. They then point to the corresponding food items or speakers. Play the recording as many times as necessary for students to complete the task.

Candy. Yum! Popcorn.

Juice. Mm. Soda pop!

Chips. Yum. Ice cream.

Now listen and point to the speakers.

A: *Oh, no! What a mess. Let's clean up. (shop clerks near mess)*

B: *Okay. Let's get the broom.*

A: *Where's the candy? (clerk pointing to candy)*

B: *It's next to the chips.*

A: *Thank you.*

A: *Hey, Ted. Do you like chips? (Ted and friend)*

B: *No, I don't. I like popcorn.*

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.
Answer: Digger's bone is part of the female clerk's name tag in the bottom right of the scene.

Option: Students find Digger's bone as above. Then in their Student Books they draw a bone in the popcorn machine, on the candy shelf, under the ice cream display, and next to Digger.

Extra Vocabulary

- Students turn to page 41. Introduce the extra vocabulary items *peanuts, gum, milk*. Students then find these food items in the large scene.

Games and Activities

- **A Chain of Food.** (Game 25, page 95.)

Finish the Lesson

- **Guess What's Missing.** (Game 29, page 96.) Play the game using the Unit 9 Picture Cards.
- Workbook page 40. (Answers, see Teacher's Book page 106.)

Practice Time

Language Focus: Declarative statements with have, positive and negative [(I) have (candy). (I) don't have (juice).]

Function: Describing possession

Materials Needed: CD and player; Unit 9 Picture Cards, 1 set

Warm-Up and Review

- **Vocabulary Review: What Do You Like?** A volunteer comes to the front of the classroom, holds up one of the Unit 9 Word Time Picture Cards, and elicits its name. The volunteer then asks a different student *Do you like (popcorn)?* The student responds *Yes, I do* or *No, I don't*. The volunteer continues in the same way with the remaining Unit 9 Picture Cards.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their Student Books to page 43.

A. Listen and repeat. 🎧 2.33

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.
A: *I have candy. I don't have juice.*
B: *You have candy. You don't have juice.*
A: *We have candy. We don't have juice.*
B: *They have candy. They don't have juice.*
- Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contraction on the board:
don't = do not

Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

B. Listen and repeat. Then practice with a partner. 🎧 2.34

- Students listen and repeat, pointing to each picture in their books.
 - 1 *You have popcorn. You don't have chips.*
 - 2 *You have ice cream. You don't have candy.*
 - 3 *We have juice. We don't have soda pop.*
 - 4 *They have candy. They don't have popcorn.*
 - 5 *I have soda pop. I don't have ice cream.*
 - 6 *They have chips. They don't have juice.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change roles and repeat the activity.

C. Look at page 42. Point to the picture and practice with a partner.

Students remain in pairs and look at page 42. They then take turns making statements about the people in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to Joe and Bill): *They have juice.* S2: *They don't have soda pop.*

D. Listen and sing along. 🎧 2.35

- Students turn to the Unit 9 song *We Have Candy* on page 68. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line.

We Have Candy

We have candy.

We have candy.

We have soda pop.

We have soda pop.

We don't have ice cream.

We don't have ice cream.

We don't have ice cream.

We have soda pop.

They have juice.

They have juice.

They have chips.

They have chips.

They don't have popcorn.

They don't have popcorn.

They don't have popcorn.

They have juice.

- Play the recording again. Students listen and sing along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the song.
- Divide the class into Groups A and B. Give Group A the candy and juice picture cards, and Group B the soda pop and chips picture cards. Play the karaoke version. Groups hold up their cards so they are clearly visible. For the first verse, Group A sings the *We have candy* lines, Group B sings the *We have soda pop* lines, and both groups sing the remaining lines together. In the second verse, Group B sings the *They have juice* lines while pointing to Group A, and Group A sings the *They have chips* lines while pointing to Group B. Both groups sing the remaining lines together. Groups then change roles and cards, and sing the song again in the same way.

Games and Activities

- **Run and Find: Food.** (Game 42, page 97.)

Extra Practice

Worksheet 17, Food Game, page 129. (Instructions and answers, page 112.)

Finish the Lesson

- **Pattern Review.** Write *I*, *You*, *We*, and *They* in a column on the board. Write *have* and *don't have* in a column to the right of the pronouns. Hold up the *soda pop* picture card, then point to *You* and *have*. Elicit *You have soda pop*. Next, hold up the *candy* picture card, then point to *You* and *don't have*. Elicit *You don't have candy*. Continue with different combinations of pronouns and picture cards until students have said six to eight sentences.
- Workbook page 41. (Answers, see Teacher's Book page 106.)

Phonics Time

Sound Focus: short a and long a (*cap, man, sad, day, game, pain*)

Materials Needed: CD and player; 2 pieces of paper; Unit 9 Picture Cards

Warm-Up and Review

- **Pattern Review: Sing Along.** Play the recording of the Unit 9 song *We Have Candy*. Students listen. Play the recording again and have students sing along.
- **Phonics Review: Read the Words.** Write *oa*, *ow*, and *o_e* on the board. Point to each one and elicit its sound. Then write five to six long o words on the board (see Suggested Words below). Point to each word and have students read it.
- Suggested Words: *load, moat, goat, blow, rope, home, window*

Introduce the Sounds

- See page 14.

Practice the Sounds

- Students open their Student Books to page 44.

A. Listen and repeat. 🎧 2.36

- Focus students' attention on the *long a* and *short a* words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books.

short a /æ/

cap

man

sad

long a /eɪ/

day

game

pain

B. Does it have short a or long a? Listen and circle. 🎧 2.37

- Play the recording. Students listen to each word and circle the relevant description of the sound.
 - 1 *train, train*
 - 2 *ant, ant*
 - 3 *cane, cane*
 - 4 *lake, lake*
 - 5 *hat, hat*
- Check answers by saying *Number 1. train*, and having students repeat the word and say *long a* if they circled *long a*, and *short a* if they circled *short a*. Do the same for numbers 2–5.

ANSWERS

1 long a 2 short a 3 long a 4 long a 5 short a

C. Read the words.

- Write back on the board. Point to, sound out, then read the word. For example: /b/-/æ/-/k/, *back*. Students repeat. Do the same for the remaining words in the first column. Elicit the sounds where possible. Then have students try to sound out and read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point. 🎧 2.38

- Play the recording. Students listen and point to the words they hear.

wax, /w/-/æ/-/ks/, wax

rain, /r/-/eɪ/-/n/, rain

bake, /b/-/eɪ/-/k/, bake

can, /k/-/æ/-/n/, can

pain, /p/-/eɪ/-/n/, pain

lack, /l/-/æ/-/k/, lack

May, /m/-/eɪ/, May

man, /m/-/æ/-/n/, man

E. Listen and circle. 🎧 2.39

- Students listen and circle the correct word.
 - 1 *main, main*
 - 2 *mad, mad*
 - 3 *May, May*
 - 4 *mat, mat*
- Check answers by saying *Number 1. main*, and having one volunteer say the word to which they connected that number, and another volunteer write the word on the board. Do the same for numbers 2–4.

Games and Activities

- **One or Two Steps.** (See Game 57, page 99.)

Extra Practice

Worksheet 18, Phonics Fun short a/long a, page 130. (Instructions and answers, page 112.)

Finish the Lesson

- **Short or Long?** Say a word with either *long a* or *short a* (see Suggested Words below). If the word has *short a*, students repeat it and hold their hands about four inches apart, to indicate short. If the word has *long a*, they repeat the word and hold their arms as wide apart as possible, to indicate long. Do the same with five to six different words.
- Suggested Words: *rake, lane, cap, rain, mat, day, hat, lane, bat, bait, make, date, pat*
- Workbook page 42. (Answers, see Teacher's Book page 106.)

Assessment 🎧

Unit 9 Test, page 155. (Answers, page 140.)

Review 3

Story Time

Review Focus: Units 7–9 conversations, vocabulary, and patterns

Materials Needed: CD and player

Warm-Up

- **Review Units 7–9 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 33, 37, and 41), Word Time page (pages 34, 38, and 42), and Practice Time page (pages 35, 39, and 43). Elicit each conversation, vocabulary item, and pattern.

Work with the Pictures

Students open their Student Books to page 45.

- Divide students into groups of three. Groups find and name any items or characters they recognize in the six scenes.
- Ask each group how many items they found. Encourage groups to name as many items or characters as they can.
- When groups have finished, have each group name one item, and write these items on the board. Once all the items have been listed, point to and say each word. Students repeat, pointing to those items in their books.
- Ask the following questions while pointing to or touching the pictures (**bold** words).

Scene 1 Are **Digger** and **Max** late?

Scene 2 Where's Digger's cap?

Scene 3 Where are Digger's shoes?

Scene 4 (**socks**) What are these?
What color are Max's socks?

Scene 5 Where are Digger's shoes?

Work with the Text

- Point to Max's speech bubble in Scene 1. A volunteer guesses what Max is saying. If he/she guesses correctly, do the same with Digger's speech bubble. If he/she does not guess correctly, ask another student.
- Do the same with all the scenes on this page. Encourage students to look back at the Units 7–9 Conversation Time, Word Time, and Practice Time pages for support if needed.

NOTE It is not necessary for students to guess the exact words of the characters. Accept their guesses as long as they convey the gist of what the character is saying.

Practice the Story

NOTE *Digger's World* is recorded twice. The first version is spoken at a slightly slower than normal speed, and has no sound effects. The second version is dramatized, spoken at natural speed, and has sound effects.

A. Listen and repeat. 🎧 2.40

- Play the recording (first version of the story). Students listen and follow along in their books.

1 Digger We're late, Max! Please hurry!
Max Okay.

2 Digger Where's my cap?
Max It's on the shelf.

3 Digger Where are my shoes?
Max They're on the computer.

4 Digger No, Max. Those are socks.
Max I have red socks.

5 Digger Where are my shoes?
Max Uh-oh!

6 Digger Oh, Max! What a mess!

- Play the recording again. Pause after each line, and have students repeat. Play the recording as many times as necessary for students to become familiar with the story.

B. Look at A. Listen and point. 🎧 2.41

- Students listen and follow along in their books.
- Divide the class into pairs. One student in each pair takes on the role of Digger. The other plays Max. Play the recording again; pausing after each line. Each student repeats his/her character's lines. Students in each pair then change roles and do the activity again. Play the recording as many times as necessary for students to complete the task.

C. Role-play these scenes.

- Ask students which roles are needed to act out the scenes. List the roles on the board (*Digger, Max*).
- Divide the class into Groups A and B. Group A role-plays Digger's lines, and Group B role-plays Max's lines. Groups then change roles and role-play the scenes again.
- Bring a volunteer from each group to the front of the classroom. Play the recording and have these volunteers act out the story along with the recording. They then act out the story on their own, without the recording.
- Students choose a partner and role-play the story. They then change roles and role-play the story again.

Games and Activities

- **Puppets.** (Game 70, page 100.)

Finish the Lesson

- **Listen and Pantomime.** Divide the class into pairs and have students in each pair take on the role of a character in the story. Play the recording. Students listen and pantomime their roles. Students in each pair then change roles and pantomime the story again.
- Workbook page 43. (Answers, Teacher's Book page 107.)

Activity Time

Review Focus: Units 7–9 conversations, vocabulary, patterns, and sounds

Materials Needed: CD and player; Units 7–9 Picture Cards

Warm-Up

- **Review Units 7–9 Conversations, Vocabulary, Patterns, and Sounds.** Students turn to each Conversation Time page (pages 33, 37, and 41), Word Time page (pages 34, 38, and 42), Practice Time page (pages 35, 39, and 43), and Phonics Time page (pages 36, 40, and 44). Elicit the conversations, vocabulary items, patterns, and sounds.

Review

Students open their Student Books to page 46.

A. Listen and find the picture. Write the number. 🎧 2.42

- Give each student a Word Time Picture Card from Unit 7 or Unit 9. Say *shorts*. The student(s) with the shorts card holds up the card and says *These are shorts*. Continue in the same way, naming the remaining cards.
- Play the recording. Students listen and find the picture that corresponds to each sentence or pair of sentences they hear. They then write the number in the space provided. Play the recording as many times as necessary for students to complete the task.
 - 1 *It's popcorn.*
 - 2 *It's ice cream.*
 - 3 *They're chips.*
 - 4 *It's soda pop.*
 - 5 *What are those?*
They're shoes.
 - 6 *What are these?*
They're skirts.
- Check answers by pointing to each picture and having a volunteer say the number he/she wrote for that picture.

ANSWERS

4, 6, 3, 2, 5, 1

B. Listen and circle. 🎧 2.43

- Play the recording. Students listen and circle the named object in the stated location. Play the recording as many times as necessary for students to complete the task.
 - 1 *Where's the candy?*
It's on the shelf.
 - 2 *Where's the soda pop?*
It's under the table.
 - 3 *Where are the jeans?*
They're on the chair.
 - 4 *Where are the socks?*
They're next to the computer.
 - 5 *Where are the shoes?*
They're under the desk.
 - 6 *Where's the juice?*
It's in the cupboard.
- Check answers by saying *Number 1. Where's the candy?* A volunteer says *It's on the shelf*. Do the same for numbers 2–6.

C. Listen and circle. 🎧 2.44

- Write *oa*, *ow*, *o_e*, *ue*, *u_e*, *a*, *ay*, *a_e*, and *ai* on the board. Point to each one and elicit its sound. Then play the recording. Students listen and circle each word they hear. Play the recording as many times as necessary for students to complete the task.
 - 1 *Joan, Joan*
 - 2 *glue, glue*
 - 3 *hat, hat*
 - 4 *mad, mad*
 - 5 *flute, flute*
 - 6 *paint, paint*
- Check answers by saying *Number 1* and having a volunteer say the word he/she circled. Then write the word on the board. Do the same for the remaining numbers.

D. Listen and find the picture. Write the number. 🎧 2.45

- Divide the class into pairs, and have students in each pair work together to determine what the speakers in each picture are saying.
- Play the recording. Students listen and find the picture that corresponds to each conversation they hear. They then write the number in the space provided. Play the recording as many times as necessary for students to complete the task.
 - 1 A *What color is it?*
B *It's green.*
A *Green is my favorite color.*
 - 2 A *Oh, no! What a mess!*
B *Yeah, you're right.*
A *Let's clean up.*
B *Okay.*
 - 3 A *We're late. Please hurry!*
B *Okay.*
 - 4 A *They have shorts.*
B *They don't have shirts.*
- Check answers by pointing to each picture and having a volunteer say the number he/she wrote for that picture.

ANSWERS

2, 4, 1, 3

Games and Activities

- **What Other Words Have These Sounds?** (Game 71, page 100.)

Finish the Lesson

- Checklist 3 (Student Book page 77) for students to do at home or in class.
- Workbook page 44. (Answers, Teacher's Book page 107.)

Values

Language Focus: terms for getting along with others (*sharing, helping, taking turns, cleaning up, being polite*).

Function: Identifying and describing getting along with others.

Materials Needed: CD and player

Warm-Up and Review

- **Review: Vocabulary Review.** Open Student Books to page 47. Ask volunteers to say anything they can about what the people in the picture are doing. Divide the class into two groups. Groups role-play the conversation. Alternate roles. Point to Kim and Bob in the picture and say *They will clean up*. Point to Kim and Bob. Say *They will clean up. Is that good?* Students say *Yes*. Point to the two students running in the classroom. Say *They're running in the classroom. Is that good?* Students say *No*.

Introduce the Words

- See page 10.

CULTURE NOTE In the United States, subjects such as getting along with others, doing the right thing ethically, and being patriotic are usually part of the social studies curriculum.

Practice the Vocabulary

A. Are you a nice person?

- Students open their books to page 47. They look at the photographs and name anything they can.

B. Listen and repeat. 🎧 2.46

- Play the recording. Students listen and repeat, pointing to each photo in the Student Books.
 - 1 *sharing*
 - 2 *helping*
 - 3 *taking turns*
 - 4 *cleaning up*
 - 5 *being polite*
- Say the words in random order. Students point to the pictures in their Student Books.

C. Listen and read. 🎧 2.47

- Play the recording. Students listen and repeat, pointing to the photos in their books.

They're sharing her sandwich. Yum! it's good.
He's helping his mom. She's very happy.
They're taking turns. Are you finished? Yes, I am. It's your turn.
They're cleaning up. What a mess!
She's being polite. Thank you! You're welcome.
- Divide the class into five groups. Each group reads one of part of the text aloud. Continue until each group has read each of the parts aloud.
- Practice the text with a partner. Students choose a partner and read the text, alternating turns.

D. Read and circle the correct word.

- Students read the sentences. They then circle the word that correctly completes the sentence.
- Check answers by saying *Number 1* and having a volunteer read the completed sentence. Do the same for numbers 2–5.

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

Games and Activities

- **Find Your Partner.** (Game 78, page 101.)

Finish the Lesson

- **Listen to the Clues.** Choose one of the target actions without telling students which one you have chosen. Give simple clues about the action and have students try to identify it. For example: (being polite): *The teacher and the student are walking to the classroom. The student is opening the door for the teacher. The teacher goes into the classroom. What is the student doing?* Continue for each of the actions or for added challenge, ask volunteers or groups to prepare clues, come to the front and continue the activity.
- Workbook page 45. (Answers, Teacher's Book page 107.)

Project Time

Language Focus: Terms for getting along together *What are we doing? You're (cleaning up). Look! They're (taking turns).*

Materials Needed: scrap paper; rulers, poster paper, crayons, markers; collage examples; pictures of people getting along from magazines, newspapers, and/or the Internet.

Warm-Up and Review

- **Vocabulary: What (are they) doing?** Review the target vocabulary. Ask students to turn to page 47 of their Student Books. Ask a student to stand. Say *Number 3*. The student says *Taking turns*. That student then asks another student to stand and continues the activity. Continue until each student has identified a vocabulary word. Ask a student to stand. Say *Number One*. *What are they doing?* The student says *They're sharing a sandwich*. The student then chooses another student to stand and asks him/her a question. Continue until students have asked about each picture several times.

A. Act out an action with a partner. Ask the class.

- Students turn to page 48 in their Student Books. Ask a student to come to the front. Whisper one of the actions to the student and plan out with him/her how you'll do the action. Then act it out for the class. Ask *What are we doing?* Students guess which action you're acting out. Demonstrate with a volunteer once more. Ask students to choose a partner, choose an action and prepare their pantomime.
- Focus students' attention on the speech bubble examples in Activity A. Say the following while pointing to the speech bubbles. Students repeat.
What are we doing?
You're cleaning up.
- Students come to the front in pairs. They act out their action and ask about their pantomime.
- Ask each pair to prepare another action if time allows.

B. Make a collage of people getting along.

- Students open their books to page 48. Hold up one of your collage examples and say *A collage*. Students repeat. Point to the collage in the book and say *A collage*. Students repeat. Say the following while pointing to the text in the example in Activity B. Students repeat.
Getting along.
They're taking turns.
He's cleaning up.
She's being polite.
They're sharing.
- Now point to the speech bubble and say the following. Students repeat.
Look! They're taking turns.
- Make sure students have paper, crayons, markers, and pictures of people getting along from magazines, newspapers, and/or the Internet. Students make their collages.
- Students write captions on their collages similar to the collage example in their books.

- Ask volunteers to come to the front and share their collages with the class. Students point to their collages and talk about the pictures. They can also point to their collages and ask classmates questions, for example *What are they doing?*
- Place the collages on the walls of the classroom if possible. If not, place them along the marker tray or on the board with magnets.

Games and Activities

- **Musical Collages.** (Game 79, page 101.)

Finish the Lesson

- **Collage Questions.** Ask a student to stand. Pointing to a picture in one of the collages, ask *What (is he) doing?* The student responds accordingly. That student then comes to the front, chooses a classmate, points to a picture in another collage and asks a question. Continue until all of the students have had a chance.
- Workbook page 45. (Answers, Teacher's Book page 107.)



Conversation Time

Language Focus: *Hey! That's mine./ No, it isn't. It's mine./ Oops! Sorry./ That's okay.*

Function: Expressing ownership; apologizing; accepting apologies

Materials Needed: CD and player; Wall Chart 10; 3 x 3 grids with one line of the target conversation written in each square, 1 grid per 4 students; a timer

Warm-Up and Review

- **Phonics Review: Read the Words.** Write six to seven *short a* and *long a* words on the board (see Suggested Words below). Point to each word and have students read it.
- Suggested Words: *man, lane, rain, tap, pane, fat, wait*

Introduce the Conversation

- See page 8.

Talk About the Picture

- Attach Wall Chart 10 to the board or open a Student Book to page 49. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Oh, no! Look at all the people. They don't feel good. That's too bad! This **nurse** is *talking on the phone*. Annie's sister, **Penny**, is *fighting* with this **boy**. Penny thinks the boy has her **umbrella**. She says *Hey! That's mine!* But look! **Penny's mother** has her **umbrella**.
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Is she a doctor? (**nurse**)
What are they doing? (**children on bike**)
How many **umbrellas**?
What color is it? (**sofa**)
Is he happy? Is he young? (**man with backache**)
Is Annie standing next to Digger?
Is he sitting under the sofa? (**boy with headphones**)

Practice the Conversation

A. Listen and repeat. 🌐 2.48

- Students listen and repeat, pointing to each speaker in the conversation box.
Girl: *Hey! That's mine.*
Boy: *No, it isn't. It's mine.*
Girl: *Oops! Sorry.*
Boy: *That's okay.*

B. Listen and find the speakers. 🌐 2.49

- Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation. They then change roles and role-play the conversation again.

D. Review. Listen and repeat. 🌐 2.50

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.

A: *Where do you live?*

B: *I live in Wormville.*

Option: Students role-play the conversation.

🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.
Answer: Digger's bone is the part of the left pedal on the boy's bike in the bottom right of the scene.
- Option:** Students find Digger's bone as above. Then in their Student Books they draw a green bone on the telephone.

Games and Activities

- **Write the Next Word.** (Game 11, page 93.)

Finish the Lesson

- **Pass the Timer.** Students stand in a circle. Say *Hey! That's mine* and hand a student a timer set to one minute. That student says *No, it isn't. It's mine* and passes the timer to another student who says *Oops! Sorry*. That student then passes the timer to another student who says *That's okay*, and passes the timer to another student, and so on around the circle. Students pass the timer as quickly as possible so that they are not holding it when it rings. The student who is holding the timer when it rings tries to say the entire conversation. Reset the timer and do the activity again in the same way. Make sure students are saying the conversation lines correctly, even though they are passing the timer quickly.

LARGE CLASSES Use one timer for each row of students. Students pass the timer along the row while saying the conversation.

- Workbook page 46. (Answers, Teacher's Book page 107.)

Word Time

Language Focus: Ailments (*stomachache, rash, sore throat, fever, cold, cough*)

Materials Needed: CD and player; Unit 10 Picture Cards

Warm-Up and Review

- **Conversation Review: Alternate Lines.** Write the Unit 10 target conversation on the board. Point to each line and elicit the conversation. Divide the class in half, and have them say alternate lines of the conversation. They then change roles and say the conversation again.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their Student Books to page 50. They look at the large scene and name anything they can.
- Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

So many people are *sick*! **She** is *coughing*, this **young girl** has a **rash**, and **she** has a *cold*. The **doctors** and **nurses** will make them all feel better. **Bill** has a *stomachache*, this **boy** and **girl** have *fevers*, and **Ted** has a *sore throat*. **This girl** has a **red balloon**, and **this boy** has a **blue balloon**.

- Ask the following questions while pointing to or touching the pictures (**bold** words).
How many doctors?
How many nurses?
What are these? What color are they? (**flowers**)
What's she doing? (**coughing woman**)
What are these? (**shoes**)
Where's the dog?

Practice the Words

A. Listen and repeat. 🎧 2.51

- Students listen and repeat, pointing to each picture in the vocabulary box.

- | | |
|----------------------|----------------|
| 1 <i>stomachache</i> | 2 <i>rash</i> |
| 3 <i>sore throat</i> | 4 <i>fever</i> |
| 5 <i>cold</i> | 6 <i>cough</i> |

- Say the words in random order. Students point to the pictures in the vocabulary box.

B. Listen and write the letter. 🎧 2.52

- Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- | | |
|-----------------------------------|-----------------------------------|
| a <i>rash, rash</i> | b <i>fever, fever</i> |
| c <i>cough, cough</i> | d <i>cold, cold</i> |
| e <i>sore throat, sore throat</i> | f <i>stomachache, stomachache</i> |

- Check answers by writing the letters *a–f* on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

- Students point to and name each of the target vocabulary items in the large scene.

D. Listen and point. 🎧 2.53

- Students listen to the sound effects and words. They then point to the relevant illness or speaker(s).

A cold. (young woman with her boyfriend)

A cough. (woman with poodle)

A stomachache. (boy holding his stomach)

A fever. (children with thermometers)

A rash. (baby)

A sore throat. (Annie)

Now listen and point to the speakers.

A: *Blue is my favorite color.* (children with balloons)

B: *Blue is nice, but I like red.*

A: *What are you doing?* (young children drawing)

B and C: *We're drawing.*

A: *Are you hot?* (father talking to daughter)

B: *Yes, I am.*

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.
Answer: Digger's bone is the top part of the nurse's clipboard.
Option: Students find Digger's bone as above. Then in their Student Books they draw a blue bone under the table with flowers on it, an orange bone next to the sofa, a green bone on the doctor's desk, and a yellow bone in the vase of flowers.

Extra Vocabulary.

Students turn to page 49. Introduce the extra vocabulary items *backache, runny nose, headache*. Students then find people with these illnesses in the large scene.

Games and Activities

- **Match the Cards.** (Game 26, page 95.)

Finish the Lesson

- **Pantomime.** Say *cough*. Students repeat and pretend to cough. Do the same with the remaining target words. Then bring a volunteer to the front of the classroom to take on the teacher's role and say the target words.
- Workbook page 47. (Answers, Teacher's Book page 107.)

Practice Time

Language Focus: Declarative statements with *has* and *have*, positive and negative [(He) has a (fever). (He) doesn't have a (rash).]

Function: Expressing physical states

Materials Needed: CD and player; Unit 10 Picture Cards

Warm-Up and Review

- **Vocabulary Review: Pantomime.** Hold up each of the Unit 10 Picture Cards and elicit their names. Hold up each card again, and have students name the card and pantomime the illness.

Introduce the Patterns

- See page 12.

Practice the Patterns

Students open their Student Books to page 51.

A. Listen and repeat. 🎧 2.54

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.
A: *He has a fever. He doesn't have a rash.*
B: *She has a fever. She doesn't have a rash.*
- Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contraction on the board:
doesn't = does not
- Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

B. Listen and repeat. Then practice with a partner. 🎧 2.55

- Play the recording. Students listen and repeat, pointing to each picture in their books.
1 *He has a stomachache. He doesn't have a cold.*
2 *She has a cold. She doesn't have a stomachache.*
3 *She has a rash. She doesn't have a sore throat.*
4 *He has a sore throat. He doesn't have a rash.*
5 *She has a cough. She doesn't have a fever.*
6 *He has a fever. He doesn't have a cough.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change partners and repeat the activity.

C. Look at page 50. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 50. They then take turns making statements about people in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the coughing woman): *She has a cough. She doesn't have a fever.*

D. Listen and sing along. 🎧 2.56

- Students turn to *Oh, No! Poor Ted!*, page 68. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Oh, No! Poor Ted!

He has a fever.

He doesn't have a sore throat.

He has a fever.

He doesn't have a rash.

He has a fever.

He doesn't have a cough.

Oh, no! Poor Ted!

She has a rash.

She doesn't have a stomachache.

She has a rash.

She doesn't have a cold.

She has a rash.

She doesn't have a fever.

Oh, no! Poor Annie!

- Play the recording again. Students listen and sing along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the song.
- Choose a volunteer to be Ted, and another volunteer to be Annie. "Ted" pantomimes having a fever, and "Annie" pantomimes having a rash. Play the karaoke version. Seated students sing the song, pointing to Ted and Annie as appropriate.

Games and Activities

- **Reporting Live!** (Game 43, page 97.)

Extra Practice

Worksheet 19, What's Wrong?, page 131. (Instructions and answers, page 112.)

Finish the Lesson

- **Pantomime the Illness.** Bring six volunteers to the front of the classroom (at least one girl and one boy). Give each volunteer a Unit 10 Picture Card. Each volunteer pantomimes the illness on one of his/her picture cards. Seated students make statements about the volunteers using the target patterns.
- Workbook page 48. (Answers, Teacher's Book page 107.)

Phonics Time

Sound Focus: short e and long e (bed, desk, pen, eat, green, seal)

Materials Needed: CD and player; Unit 10 Picture Cards

Warm-Up and Review

- **Pattern Review: Sing Along.** Play the recording of the Unit 10 song *Oh, No! Poor Ted!* Students listen. Play the recording again and have students sing along.
- **Read the Words.** Write five to six short a and long a words on the board (see Suggested Words below). Point to each word and have students read it.
- Suggested Words: *quack, nap, name, cake, mad, rat, day, cane, bat*

Introduce the Sounds

- See page 14.

Practice the Sounds

- Students open their Student Books to page 52.

A. Listen and repeat. 🎧 2.57

- Focus students' attention on the *long e* and *short e* words at the top of the page. Play the recording.
- Students listen and repeat, pointing to the pictures and words in their books.

short e /e/

bed

desk

pen

long e /i/

eat

green

seal

B. Do they both have the same vowel sound? Listen and write ✓ or X. 🎧 2.58

- For each number, students listen and write ✓ if the two words they hear have the same vowel sound, and X if they do not. Play the recording as many times as necessary for students to complete the task.
- 1 leaf, ten 2 jeep, bean
leaf, ten jeep, bean
- 3 tent, jet 4 red, read
tent, jet red, read
- Check answers by saying *Number 1. leaf, ten*, and having a volunteer repeat the words. He/She makes an X with his/her arms if he/she wrote X, and says *check* if he/she wrote ✓. Do the same for numbers 2–4.

ANSWERS

1 X 2 ✓ 3 ✓ 4 X

C. Read the words.

- Write *net* on the board. Point to, sound out, then read the word. For example: /n/-/e/-/t/, *net*. Students repeat. Do the same for the remaining words in the first column. Elicit the sounds where possible. Then have students try to sound out and read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point. 🎧 2.59

- Students listen and point to the words they hear.
weed, /w/-/i/-/d/, *weed*
red, /r/-/e/-/d/, *red*
seat, /s/-/i/-/t/, *seat*
Ken, /k/-/e/-/n/, *Ken*
bead, /b/-/i/-/d/, *bead*
fed, /f/-/e/-/d/, *fed*
teen, /t/-/i/-/n/, *teen*
net, /n/-/e/-/t/, *net*

E. Does it have short e or long e? Listen and circle. 🎧 2.60

- Students listen and circle the relevant description.
1 *led*, *led* 2 *bean*, *bean*
3 *meet*, *meet* 4 *set*, *set*
5 *web*, *web*
- Check answers by saying *Number 1. led*. Students repeat the word and say its vowel sound. Do the same for numbers 2–5.

ANSWERS

1 short e 2 long e 3 long e 4 short e 5 short e

Games and Activities

- **Which One Doesn't Belong?** (Game 58, page 99.)

Extra Practice

Worksheet 20, Phonics Fun short e/long e, page 132. (Instructions and answers, page 112.)

Finish the Lesson

- **Read the Words.** Write five to six short e and long e words on the board (see Suggested Words below). Point to each word and have students read it.
- Suggested Words: *jet, seal, bed, bee, beam, peck, jeep*
- Workbook page 49. (Answers, Teacher's Book page 107.)

Assessment 🎧

Unit 10 Test, page 156. (Answers, page 140.)



At Home with Ted

Conversation Time

Language Focus: *Ms. Lee, may I use the bathroom?/ Of course./ Where is it?/ It's over there./ I see it. Thanks.*

Function: Asking and giving permission

Materials Needed: CD and player; Wall Chart 11; a ball

Warm-Up and Review

- **Phonics Review: Read the Words.** Write six to seven short e and long e words on the board (see Suggested Words below). Point to each word and have students read it.
- **Suggested Words:** *men, lean, team, ten, peep, peg, weed, ten, bean, vet, meet*

Introduce the Conversation

- See page 8.

Talk About the Picture

- Use Wall Chart 11, or open a Student Book to page 53. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Ted's mother has **juice** and **popcorn**. She's *pointing* to the **bathroom**. Look at **Digger** playing in the paper. **Matt** is *taking a picture* of **Digger**. Look on the **table**: these are **red, yellow, and orange crayons**. There's a **book** and some **paper** on the floor.
- Ask the following questions while pointing to or touching the pictures (**bold** words).
What is it? (**bathroom**)
What color is it? (**blue marker**)
What color is it? (**yellow crayon**)
What's this? (**juice**)
Is it candy? What is it? (**popcorn**)
What's this? (**book**)

Practice the Conversation

A. Listen and repeat. 2.61

- Students listen and repeat, pointing to each speaker in the conversation box.
Jan: *Ms. Lee, may I use the bathroom?*
Ted's mother: *Of course.*
Jan: *Where is it?*
Ted's mother: *It's over there.*
Jan: *I see it. Thanks.*

B. Listen and find the speakers. 2.62

- Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation. They then change roles and role-play the conversation again.

D. Review. Listen and repeat. 2.63

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.

A: *What a mess!*

B: *Let's clean up.*

Option: Students role-play the conversation.

Find Digger's Bone

- Students find Digger's bone hidden in the large scene.
Answer: Digger's bone is one of the drawn shapes on the table on the right side of the scene.

Option: Students find Digger's bone as above, then make a paper chain with links shaped like bones to decorate the classroom. Students choose a partner and name the colors of the links on their paper chain.

Games and Activities

- **Say It Together.** (Game 12, page 93.)

Finish the Lesson

- **Toss the Ball.** (Game 15, page 93.) Play the game using the target conversation.
- Workbook page 50. (Answers, see Teacher's Book page 107.)

Word Time

Language Focus: Art supplies (*tape, glue, scissors, paper, paint, crayons*)

Materials Needed: CD and player; Unit 11 Picture Cards

Warm-Up and Review

- **Conversation Review: Missing Words.** Write the Unit 11 target conversation on the board. Point to each line and elicit the conversation. Erase two to three key words. Students say the conversation, filling in the missing words. Continue in the same way, erasing more words from the conversation each time, until students are saying the conversation from memory.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their Student Books to page 54. They look at the large scene and name anything they can.
- Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
This is **tape**. This is **yellow paper**. Watch out! **Ivy** has **scissors**! **Emily** has **glue**, and she's gluing her **flowers** onto the **paper**. **Bob** has seven **crayons**. He's *coloring* **two green birds**. He doesn't have paint. **Joe** has **paint**. He doesn't have crayons. He just *ainted* a **picture**.
- Ask the following questions while pointing to or touching the pictures (**bold** words).
What are these? What color are they? (**picture of green birds**)
Is it glue? What is it? (**paint**)
What's this? (**tape**)
What's that? (**glue**)
What are these? (**crayons**)
What color is it? (**red crayon**)
What's he doing? (**boy with crayons**)

Practice the Words

A. Listen and repeat. 🎧 2.64

- Students listen and repeat, pointing to each picture in the vocabulary box.
1 *tape* 2 *glue*
3 *scissors* 4 *paper*
5 *paint* 6 *crayons*
- Say the words in random order. Students point to them in the vocabulary box.

B. Listen and write the letter. 🎧 2.65

- Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

a <i>paint, paint</i>	b <i>scissors, scissors</i>
c <i>glue, glue</i>	d <i>crayons, crayons</i>
e <i>tape, tape</i>	f <i>paper, paper</i>

- Check answers by writing the letters *a–f* on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

- Students point to and name each of the target vocabulary items in the large scene.

D. Listen and point. 🎧 2.66

- Students listen to the sound effects and words. They then point to the relevant art supplies or speakers. Play the recording as many times as necessary for students to complete the task.

Paint. *Scissors.*

Tape. *Crayons.*

Glue. *Paper.*

Now listen and point to the speakers.

A: *Hey! That's mine. (children with ruler)*

B: *No, it isn't. It's mine.*

A: *Oops. Sorry.*

B: *That's okay.*

A: *What are those? (Ted and friend)*

B: *They're birds.*

A: *Oh! I'm short! I'm not tall. (girl peering up at the table)*

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.



Find Digger's Bone

- Students find Digger's bone hidden in the large scene.
Answer: The bone is the handle at the bottom of the window in the background.
Option: Students find Digger's bone as above. They then draw four bones on a piece of paper, cut the bones out with scissors, color them with crayons, and glue them onto another piece of paper.

Extra Vocabulary

- Students turn to page 53. Introduce the extra vocabulary items *chalk, markers, stencils*. Students then find these items in the large scene.

Games and Activities

- **What's in the Bag?** (Game 27, page 95.)

Finish the Lesson

- **I Have Tape.** Give each student a Unit 11 Picture Card. Each student takes a turn standing up, showing seated students his/her picture card, and saying *I have (tape)*.
- Workbook page 51. (Answers, Teacher's Book page 108.)

Phonics Time

Sound Focus: short i and long i (*fish, sick, six, bike, nine, right*)

Materials Needed: CD and player; Units 9–10 Picture Cards; Unit 11 Picture Cards

Warm-Up and Review

- **Pattern Review: Elicit the Sentences.** Write *he* and *she* on the board. Point to *he*, hold up the tape picture card, and say *Does he have tape?* Students repeat. Nod your head and say *Yes, he does.* Students repeat. Then ask the question again, shake your head, and hold up the paint picture card. Say *No, he doesn't. He has paint.* Students repeat. Continue in the same way, holding up different picture cards each time, and eliciting both the question and its answer. Repeat the entire procedure with *she*.

Introduce the Sounds

- See page 14.

Practice the Sounds

- Students open their Student Books to page 56.

A. Listen and repeat. 2.70

- Focus students' attention on the *long i* and *short i* words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books.

short i /ɪ/

fish

sick

six

long i /aɪ/

bike

nine

right

B. Listen and circle. 2.71

- Play the recording. Students listen and circle each word they hear. Play the recording as many times as necessary for students to complete the task.

1 *kite, kite*

2 *pin, pin*

3 *sit, sit*

4 *like, like*

5 *light, light*

6 *win, win*

- Check answers by saying *Number 1*. A volunteer repeats the word and spells it. Do the same for numbers 2–6.

C. Read the words.

- Write *fill* on the board. Point to, sound out, and then read the word. For example: /f/-/ɪ/-/l/, *fill*. Students repeat. Do the same for the remaining words in the first column. Elicit the sounds where possible. Then have students try to sound out and read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point. 2.72

- Play the recording. Students listen and point to the words they hear.

Mike, /m/-/aɪ/-/k/, *Mike*

bit, /b/-/ɪ/-/t/, *bit*

pill, /p/-/ɪ/-/l/, *pill*

fight, /f/-/aɪ/-/t/, *fight*

site, /s/-/aɪ/-/t/, *site*

fill, /f/-/ɪ/-/l/, *fill*

lick, /l/-/ɪ/-/k/, *lick*

might, /m/-/aɪ/-/t/, *might*

E. Does it have short i or long i? Listen and circle. 2.73

- Play the recording. Students listen and circle the relevant description. Play the recording as many times as necessary for students to complete the task.

1 *ripe, ripe*

2 *din, din*

3 *dime, dime*

4 *hide, hide*

5 *fin, fin*

- Check answers by saying *Number 1. ripe*. Students repeat the word and say its vowel sound. Do the same for numbers 2–5.

ANSWERS

1 long i 2 short i 3 long i 4 long i 5 short i

Games and Activities

- **Long or Short?** (Game 59, page 99.)

Extra Practice

Worksheet 22, Phonics Fun short i/long i, page 134. (Instructions and answers, page 112.)

Finish the Lesson

- **Read the Words.** Write five to six *short i* and *long i* words on the board (see Suggested Words below). Point to each word and have students read it.
- Suggested Words: *quick, night, fine, lit, tin, might*
- Workbook page 53. (Answers, Teacher's Book page 108.)

Assessment

Unit 11 Test, page 157. (Answers, page 140.)



Conversation Time

Language Focus: *Pass the cake, please./ Which one?/ The chocolate cake./ Here. Help yourself./ Thanks.*

Function: Requesting; asking for clarification

Materials Needed: CD and player; Wall Chart 12; chocolate bars

Warm-Up and Review

- Write the Units 9–11 Phonics Time words on the board. Students take turns to name words.

Introduce the Conversation

- See page 8.

Talk About the Picture

- use Wall Chart 12 or open a Student Book to page 57. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
This man is *playing the guitar* and *singing a song*. **Bob** wants some **chocolate cake**. **Ted's mother** has chocolate cake. She doesn't have fruit. The **shoes** are next to the **blanket**. Sh! **This man** is sleeping. **This man** is eating a **burger**. Watch out! Look at the **squirrel** in the **tree**!
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Is it a flower? What is it? (**tree**)
What color are they? (**leaves on tree**)
Can you *point* to the chocolate cake?
What are those? (**shoes**)
What's he doing? (**man playing the guitar**)
What's he doing? (**sleeping man**)
Does he have soda pop? (**man with burger**)

Practice the Conversation

A. Listen and repeat. 🎧 2.74

- Students listen and repeat, pointing to each speaker in the conversation box.
Bob: *Pass the cake, please.*
Ted's mother: *Which one?*
Bob: *The chocolate cake.*
Ted's mother: *Here. Help yourself.*
Bob: *Thanks.*

B. Listen and find the speakers. 🎧 2.75

- Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation. They then change roles and role-play the conversation again.

D. Review. Listen and repeat. 🎧 2.76

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.
A: *Hey! That's mine.*
B: *Oops! Sorry.*
Option: Students role-play the conversation.

🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.
Answer: Digger's bone is located in one of the hot dogs on the picnic blanket.
Option: Students find Digger's bone as above, then make kites decorated with bone designs. Students fly their kites outside.

Games and Activities

- Combine the Conversations.** (Game 13, page 93.)

Finish the Lesson

- Listen and Act.** (Game 16, page 93.) Play the game using the target conversation.
- Workbook page 54. (Answers, Teacher's Book page 108.)

Word Time

Language Focus: Food (*chicken, cheese, salad, fruit, bread, rice*)

Materials Needed: CD and player; Unit 9 Picture Cards; Unit 12 Picture Cards

Warm-Up and Review

- **Conversation Review: Say the Word.** Write the Unit 12 target conversation on the board. Point to each line and elicit the conversation. Go around the room and have each student say one word of the conversation in order, until the entire conversation has been said twice.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their Student Books to page 58. They look at the large scene and name anything they can.
- Open a Student Book to page 58. Read the following "story" while pointing to or touching the pictures (**bold** words).
Yum! Look at all the good food. **Annie** has **juice**, and **Ted** has **soda pop**. **Digger** is eating **cheese**. The **squirrel** likes cheese, too! **Joe** has **chips**, **Emily** has **salad**, and **Kim** is eating **chicken**. There is a lot of food on the **picnic blanket**, too. There is **rice**, **bread**, and **fruit**. This is an **apple**, these are **grapes**, and those are **bananas**.
- Ask the following questions while pointing to or touching the pictures (**bold** words).
What color are they? (**bananas**)
Is it rice? What is it? (**salad**)
What is **Digger** eating?
Does she have soda pop? (**Annie**)
Does he have soda pop? (**Ted**)
Where's the bread?
Where are the birds?

Practice the Words

A. Listen and repeat. 🎧 2.77

- Students listen and repeat, pointing to each picture in the vocabulary box.

1 *chicken* 2 *cheese*
3 *salad* 4 *fruit*
5 *bread* 6 *rice*

- Say the words in random order. Students point to the pictures in the vocabulary box.

B. Listen and write the letter. 🎧 2.78

- Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

a *rice, rice* b *chicken, chicken*
c *fruit, fruit* d *salad, salad*
e *bread, bread* f *cheese, cheese*

- Check answers by writing the letters a–f on the board. Then have volunteers come to the board and attach the

corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

- Students point to and name each of the target vocabulary items in the large scene.

D. Listen and point. 🎧 2.79

- Students listen to the sound effects and words. They then they point to the relevant foods or speakers. Play the recording as many times as necessary for students to complete the task.

Fruit! Chicken.

Salad. Rice.

Cheese. Bread.

Now listen and point to the speakers.

A: I have soda pop. You don't have soda pop. You have juice. (Ted)

A: Does she have chips? (children pointing to girl with chicken)

B: No, she doesn't. She has chicken.

A: Mm. I like bananas. I like apples. I don't like oranges. (girl eating banana)

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.

Answer: Digger's bone is one of the pieces of cutlery on the picnic blanket.

Option: Students find Digger's bone as above, then draw and cut out several pictures of bones. They glue or tape the bones into the shape of a plate, then draw food items they would like at a picnic on the plate. Divide the class into pairs, and have students in each pair take turns showing their partner their picture and telling him/her what is on the plate, saying *I like (rice)*.

Extra Vocabulary

Students turn to page 57. Introduce the extra vocabulary items *water, sandwiches, cookies*. Students then find these items in the large scene.

Games and Activities

- **I'm Going on a Picnic.** (Game 28, page 95.)

Finish the Lesson

- **What Does He Have?** Bring six volunteers to the front of the classroom, and give each of them a Unit 12 Picture Card. The volunteers hold their picture cards so that seated students cannot see them. Then bring another volunteer (S1) to the front of the classroom. Seated students take turns pointing to different volunteers and asking S1 *Does (she) have (cheese)?* S1 peeks at the card of the volunteer in question and answers either *Yes, (she) does* or *No, she doesn't*. Seated students guess until they identify what each volunteer has. Once a card has been correctly guessed, that volunteer turns the card to face the class. Students continue in the same way until all cards are facing the class.
- Workbook page 55. (Answers, Teacher's Book page 108.)

Practice Time

Language Focus: Declarative statements with *like*, positive and negative

[(He) likes (chicken). (He) doesn't like (salad).]

Function: Describing likes/dislikes of others

Materials Needed: CD and player; Unit 12 Picture Cards

Warm-Up and Review

- **Vocabulary Review: Do You Like Chicken?** Hold up each Unit 12 Picture Card and have students name it. Then ask a volunteer *Do you like chicken?* The volunteer says *Yes, I do* or *No, I don't*. This volunteer then asks another student *Do you like (cheese)?* Continue in the same way until most students have both asked and answered a question.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their Student Books to page 59.

A. Listen and repeat. 2.80

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.
A: *He likes chicken. He doesn't like salad.*
B: *She likes chicken. She doesn't like salad.*
A: *It likes chicken. It doesn't like salad.*
- Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.

B. Listen and repeat. Then practice with a partner. 2.81

- Students listen and repeat, pointing to each picture in their books.
 - 1 *She likes cheese. She doesn't like rice.*
 - 2 *He likes chicken. He doesn't like cheese.*
 - 3 *She likes fruit. She doesn't like chicken.*
 - 4 *He likes salad. He doesn't like bread.*
 - 5 *He likes bread. He doesn't like fruit.*
 - 6 *It likes rice. It doesn't like salad.*
- Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change partners and repeat the activity.
- Write the explanation of the contraction on the board:
doesn't = does not

C. Look at page 58. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 58. They then take turns making statements about people in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the boy eating bread): *He likes bread. He doesn't like salad.*

D. Listen and chant. 2.82

- Students turn to the *He Likes Chicken* chant, page 69. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

He Likes Chicken

He likes chicken. He doesn't like salad.

He likes chicken. He doesn't like salad.

Please pass the chicken.

Here. Help yourself.

He likes chicken. He doesn't like salad.

She likes fruit. She doesn't like cheese.

She likes fruit. She doesn't like cheese.

Please pass the fruit.

Here. Help yourself.

She likes fruit. She doesn't like cheese.

She likes rice. She doesn't like bread.

She likes rice. She doesn't like bread.

Please pass the rice.

Here. Help yourself.

She likes rice. She doesn't like bread.

- Play the recording again. Students listen and chant, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.
- Bring two girls and a boy to the front of the classroom. Give one of the girls the *fruit* picture card, and give the other the *rice* picture card. Give the boy the *chicken* picture card. Play the karaoke version. Seated students chant, pointing to the appropriate student at the front of the classroom, and pantomiming like and dislike as appropriate.

Games and Activities

- **Yum or Yuck?** (Game 45, page 98.)

Extra Practice

Worksheet 23, Follow the Maze, page 135. (Instructions and answers, see page 112.)

Finish the Lesson

- **Around the Room.** Place the Unit 12 Picture Cards along the board tray facing the class. Bring a volunteer to the front of the classroom. He/She holds up one of the cards and pantomimes *like*, then holds up another card and pantomimes *dislike*. Seated students say *(He) likes (chicken). (He) doesn't like (rice)*. Then another volunteer comes to the front of the classroom and does the activity again in the same way. Continue with five to six volunteers.
- Workbook page 56. (Answers, Teacher's Book page 108.)

Phonics Time

Sound Focus: short o and long o (*hop, pot, sock, elbow, rope, toast*)

Materials Needed: CD and player; Unit 12 Picture Cards

Warm-Up and Review

- **Pattern Review: Like/Doesn't Like.** Write *She likes rice. She doesn't like cheese.* on the board. Point to and elicit each sentence. Then write *He, She,* and *It* on the board. Draw a smiling face and a frowning face to the right of the pronouns. Point to *It* and the smiling face and hold up the *salad* picture card. Then point to the frowning face and hold up the *chicken* picture card. Elicit *It likes salad. It doesn't like chicken.* Do the same with different pronouns and Unit 12 Picture Cards. Continue until students have said eight to ten sentences.
- **Phonics Review: Read the Words.** Write five to six words on the board that have vowel sounds students have studied (see Suggested Words below). Point to each word and have students read it.
- **Suggested Words:** *meat, hat, pile, lane, zip, bed, lake, bee, day, ham, night*

Practice the Sounds

Students open their Student Books to page 60.

A. Listen and repeat. 🎧 2.83

- Focus students' attention on the *long o* and *short o* words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books.

<i>short o /ä/</i>	<i>long o /ou/</i>
<i>hop</i>	<i>elbow</i>
<i>pot</i>	<i>rope</i>
<i>sock</i>	<i>toast</i>

B. Does it have short o or long o? Listen and circle. 🎧 2.84

- Students listen to each word and circle *long o* if it has *long o*, and *short o* if it has *short o*. Play the recording as many times as necessary for students to complete the task.
- | | |
|---------------------|-----------------------|
| 1 <i>snow, snow</i> | 2 <i>coat, coat</i> |
| 3 <i>frog, frog</i> | 4 <i>clock, clock</i> |
- Check answers by saying *Number 1. snow.* Then have students repeat the word and say *long o* if they circled *long o*, and *short o* if they circled *short o*. Do the same for numbers 2–4.

ANSWERS

1 long o 2 long o 3 short o 4 short o

C. Read the words.

- Write *cot* on the board. Point to, sound out, then read the word. For example: /k/-/ä/-/t/, *cot*. Students repeat. Do the same for the remaining words in the first column. Elicit the sounds where possible. Then have students try to sound out and read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point. 🎧 2.85

- Play the recording. Students listen and point to the words they hear.
Todd, /t/-/ä/-/d/, Todd
hope, /h/-/ou/-/p/, hope
goat, /g/-/ou/-/t/, goat
not, /n/-/ä/-/t/, not
road, /r/-/ou/-/d/, road
mop, /m/-/ä/-/p/, mop
tot, /t/-/ä/-/t/, tot
coat, /k/-/ou/-/t/, coat

E. Listen and circle. 🎧 2.86

- Students listen and circle each word they hear. Play the recording as many times as necessary for students to complete the task.
1 *joke, joke* 2 *cot, cot*
3 *sock, sock* 4 *robe, robe*
5 *cop, cop*
- Check answers by writing the numbers 1–5 on the board. Then say *Number 1. joke.* A volunteer repeats the word and comes to the board to write the word he/she circled for number 1. Do the same for numbers 2–5.

Games and Activities

- **Which Are the Same?** (Game 60, page 99.)

Extra Practice

Worksheet 24, Phonics Fun short o/long o, page 136. (Instructions and answers, see page 112.)

Finish the Lesson

- **Read the Words.** Write six to seven *short o* and *long o* words on the board (see Suggested Words below). Point to each word and have students read it.
- **Suggested Words:** *jot, lone, row, top, moat, sock, mole, pot, soap, lot*
- **Workbook page 57.** (Answers, Teacher's Book page 108.)

Assessment 🎧

Unit 12 Test, page 158. (Answers, page 141.)

Review 4

Story Time

Review Focus: Units 10–12 conversations, vocabulary, and patterns

Materials Needed: CD and player

Warm-Up

- **Review Units 10–12 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 49, 53, and 57), Word Time page (pages 50, 54, and 58), and Practice Time page (pages 51, 55, and 59). Elicit each conversation, vocabulary item, and pattern.
- Workbook page 58. (Answers, Teacher's Book page 109.)

Work with the Pictures

Students open their Student Books to page 61.

- Divide the class into groups of three. Groups find and name any items or characters they recognize in the six scenes.
- Ask each group how many items they found. Encourage groups to name as many items or characters as they can.
- When groups have finished, have each group name one item or character, and write these items and characters on the board. Once all the items and characters have been listed, point to and say each word. Students repeat, pointing to those items and characters in their books.
- Ask the following questions while pointing to or touching the pictures (**bold** words).

Scene 1 (**Digger**) Is this Ted? Who is it? Is Digger a horse?

Scene 2 Where's the bathroom?

Scene 3 What does Pat have?

Scene 4 Does Pat have cheese? Does she have bread?

Scene 5 What happened?

Scene 6 Does **Max** have a rash?

Work with the Text

- Point to Max's speech bubble in Scene 1. A volunteer guesses what Max is saying. If the volunteer guesses correctly, he/she does the same with Digger's speech bubble. If he/she does not guess correctly, ask another student.
- Do the same with all the scenes on this page. Encourage students to look back at the Units 10–12 Conversation Time, Word Time, and Practice Time pages for support if needed.

NOTE It is not necessary for students to guess the exact words of the characters. Accept their guesses as long as they convey the gist of what the character is saying.

Practice the Story

NOTE *Digger's World* is recorded twice. The first version is spoken at a slightly slower than normal speed, and has no sound effects. The second version is dramatized, spoken at natural speed, and has sound effects.

A. Listen and repeat. 🎧 2.87

- Play the recording (first version of the story). Students listen and follow along in their books.

1 Digger *Hey! That's mine!*

Max *No, it's mine.*

2 Pat *Hi, Digger! Hello, Max. May I use the bathroom?*

Digger *Of course. It's over there.*

3 Max *She has chicken! She has fruit!*

4 Max *She has bread! She doesn't have cheese.*

Digger *Ouch!*

5 Pat *Oh, no!*

Max *Sorry.*

Digger *Uh-oh!*

6 Max *I have a stomachache.*

Digger *We're late, Max. Please hurry!*

Pat *See you in Level 3!*

- Play the recording again. Pause after each line and have students repeat. Play the recording as many times as necessary for students to become familiar with the story.

B. Look at A. Listen and point. 🎧 2.88

- Play the recording (second version of the story). Students listen and follow along in their books.
- Divide the class into groups of three. One student in each group takes on the role of Digger. A second group member plays Max, and a third plays Pat. Play the recording again and pause after each line. Each student repeats his/her character's lines. Students in each group then change roles and do the activity again. Continue until each student has taken on each role. Play the recording as many times as necessary for students to become familiar with their character's lines.

C. Role-play these scenes.

- Ask students which roles are needed to act out the scenes. List the roles on the board (*Digger, Max, Pat*).
- Divide the class into Groups A, B, and C. Group A role-plays Digger's lines, Group B role-plays Max's lines, and Group C role-plays Pat's lines. Groups then change roles and role-play the scenes again. Continue until each student has taken on each role.
- Bring a volunteer from each group to the front of the classroom. Play the recording and have these volunteers act out the story along with the recording. They then act out the story on their own, without the recording.

- Divide students into groups of three, and have them role-play the story. They then switch roles and role-play the story again. Continue until each student has taken on each role.

Games and Activities

- **Make a New Story.** (Game 72, page 101.)

Finish the Lesson

- **Listen and Pantomime.** Divide the class into groups of three, and have students in each group take the role of one of the characters in the story. Play the recording. Students listen and pantomime their roles. Repeat the procedure until each student has pantomimed each role.
- Workbook page 58. (Answers, Teacher's Book page 108.)

Activity Time

Review Focus: Units 10–12 conversations, vocabulary, patterns, and sounds

Materials Needed: CD and player

Warm-Up

- **Review Units 10–12 Conversations, Vocabulary, Patterns, and Sounds.** Students turn to each Conversation Time page (pages 49, 53, and 57), Word Time page (pages 50, 54, and 58), Practice Time page (pages 51, 55, and 59), and Phonics Time page (pages 52, 56, and 60). Elicit the conversations, vocabulary items, patterns, and sounds.
- Workbook page 59. (Answers, Teacher's Book page 109.)

Review

Students open their Student Books to page 62.

A. Listen and find the picture. Write the number. 🎧 2.89

- Play the recording. Students listen and write the number in the white circle next to the monkey being described. Play the recording as many times as necessary for students to complete the task.
 - 1 *She likes fruit. She doesn't like bread.*
 - 2 *He has paper. He doesn't have crayons.*
 - 3 *He likes chicken. He doesn't like salad.*
 - 4 *She has scissors. She doesn't have tape.*
 - 5 *He has a fever. He doesn't have a sore throat.*
 - 6 *She has a cough. She doesn't have a rash.*
- Check answers by saying *Number 1. She likes fruit. She doesn't like bread.* Students point to the corresponding picture in their Student Books. Do the same for the remaining numbers.

B. Listen and circle. 🎧 2.90

- Play the recording. Students listen and circle each word they hear. Play the recording as many times as necessary for students to complete the task.

1 <i>meet, meet</i>	2 <i>pick, pick</i>
3 <i>hop, shop</i>	4 <i>sit, sit</i>
5 <i>coat, coat</i>	6 <i>read, read</i>

- Check answers by saying *Number 1* and having a volunteer say the word he/she circled. Then write the word on the board. Do the same for the remaining numbers.

C. Listen and circle ✓ or X. 🎧 2.91

- Divide the class into pairs, and have students in each pair work together to try to determine what the speaker(s) in each picture are saying.
- Play the recording. For each number, students listen and circle ✓ if the conversation they hear matches the scene and X if it does not. Play the recording as many times as necessary for students to complete the task.
 - 1 A *May I use the bathroom?*
B *Of course.*
A *Where is it?*
B *It's over there.*
A *I see it. Thanks.*
 - 2 A *Pass the chicken, please.*
B *Here. Help yourself.*
A *Thanks.*
 - 3 A *Does he have glue?*
B *No, he doesn't. He has crayons.*
 - 4 *She has paint. She doesn't have paper.*
- Check answers by saying *Number 1* and reading the conversation. Volunteers stand up if they circled ✓, and stay seated if they circled X. Do the same for the remaining numbers.

ANSWERS

1 X 2 X 3 ✓ 4 X

Games and Activities

- **What Other Words Have These Sounds?** (Game 73, page 101.)

Finish the Lesson

- Checklist 4 (Student Book page 78) for students to do at home or in class.
- Workbook page 59. (Answers, Teacher's Book page 109.)

Assessment 🎧

Final Test, pages 159–164. (Answers, pages 141–142.)

Shapes

Language Focus: shapes (*shape, circle, square, triangle, rectangle*).

Function: Identifying shapes.

Materials Needed: Unit 6 and 8 Word Time Picture Cards; CD and player

Warm-Up and Review

- **Review: Vocabulary Review.** Hold up Unit 6 Word Time Picture Cards one by one. Students identify them. Ask volunteers to hold up objects and make sentences, for example, *This is a blue pen.* Hold up Unit 8 Word Time Picture Cards one by one. Students identify them. Ask a volunteer to come to the front. Give the volunteer one of the picture cards without letting the other students see. Point to the volunteer and ask *What does he/she have?* Students guess the object on the card asking *Does he/she have (scissors)?* The first student to guess correctly replaces the volunteer. Continue until all the cards have been reviewed.

Introduce the Words

- See page 10.

CULTURE NOTE Recognizing shapes is an important skill for young children. It's also important for children to recognize how the shapes are alike and different from each other. For example, a rectangle and a square are similar because they are made up of four lines but the size of the lines are very different.

Practice the Vocabulary

A. Look at the pictures. What colors can you see?

- Students open their books to page 63. They look at the photographs and name anything they can.

B. Listen and repeat. 🎧 2.92

- Play the recording. Students listen and repeat, pointing to each photo in the Student Books.

1 shape	2 circle
3 square	4 triangle
5 rectangle	
- Say the words in random order. Students point to the pictures in their Student Books.

C. Listen and read. 🎧 2.93

- Play the recording. Students listen and repeat, pointing to the photos in their books.
Look! There are crayons and scissors. They're making shapes. What shape is it? It's a circle. It's red. It's a big, red circle. Does he have a circle? No, he doesn't. He has a square. What color is the square? It's blue. Is this a square? No, it isn't. What shape is it? It's a triangle. It's yellow. What shape is this? It's a rectangle. It's a long, green rectangle.
- Divide the class into five groups. Each group reads one of part of the text aloud. Continue until each group has read each of the parts aloud.
- Practice the text with a partner. Students choose a partner and read the text, alternating turns.

D. Read and circle the correct word.

- Students read the sentences. They then circle the word that correctly completes the sentence.
- Check answers by saying *Number 1* and having a volunteer read the completed sentence. Do the same for numbers 2–4.

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

Games and Activities

- **Guess What's Missing.** (Game 29, page 96.)

Finish the Lesson

- **Hold It Up!** Ask students to draw any one of the shapes on a piece of scrap paper. Name one of the shapes. Students with that shape repeat and hold up the shape. Name two shapes at a time for added challenge. Gradually name the shapes at a faster pace.
- Workbook page 60. (Answers, Teacher's Book page 109.)

Shapes

Language Focus: shapes (*shape, circle, square, triangle, rectangle*).

Function: Identifying shapes.

Materials Needed: Unit 6 and 8 Word Time Picture Cards; CD and player

Warm-Up and Review

- **Review: Vocabulary Review.** Hold up Unit 6 Word Time Picture Cards one by one. Students identify them. Ask volunteers to hold up objects and make sentences, for example, *This is a blue pen.* Hold up Unit 8 Word Time Picture Cards one by one. Students identify them. Ask a volunteer to come to the front. Give the volunteer one of the picture cards without letting the other students see. Point to the volunteer and ask *What does he/she have?* Students guess the object on the card asking *Does he/she have (scissors)?* The first student to guess correctly replaces the volunteer. Continue until all the cards have been reviewed.

Introduce the Words

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Practice the Vocabulary

A. Look at the pictures. What colors can you see?

- Students open their books to page 63. They look at the photographs and name anything they can.

B. Listen and repeat. 🎧 2.92

- Play the recording. Students listen and repeat, pointing to each photo in the Student Books.

1 <i>shape</i>	2 <i>circle</i>
3 <i>square</i>	4 <i>triangle</i>
5 <i>rectangle</i>	
- Say the words in random order. Students point to the pictures in their Student Books.

C. Listen and read. 🎧 2.93

- Play the recording. Students listen and repeat, pointing to the photos in their books.
Look! There are crayons and scissors. They're making shapes. What shape is it? It's a circle. It's red. It's a big, red circle. Does he have a circle? No, he doesn't. He has a square. What color is the square? It's blue. Is this a square? No, it isn't. What shape is it? It's a triangle. It's yellow. What shape is this? It's a rectangle. It's a long, green rectangle.
- Divide the class into five groups. Each group reads one of part of the text aloud. Continue until each group has read each of the parts aloud.
- Practice the text with a partner. Students choose a partner and read the text, alternating turns.

D. Read and circle the correct word.

- Students read the sentences. They then circle the word that correctly completes the sentence.
- Check answers by saying *Number 1* and having a volunteer read the completed sentence. Do the same for numbers 2–4.

E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

Games and Activities

- **Guess What's Missing.** (Game 29, page 96.)

Finish the Lesson

- **Hold It Up!** Ask students to draw any one of the shapes on a piece of scrap paper. Name one of the shapes. Students with that shape repeat and hold up the shape. Name two shapes at a time for added challenge. Gradually name the shapes at a faster pace.
- Workbook page 60. (Answers, Teacher's Book page 109.)

Project Time

Language Focus: Shapes *I can see a rectangle. Is it a pencil case? No, it isn't. Is it a ...?*

Materials Needed: scrap paper; paper, crayons, markers; pictures of objects in the four shapes from magazines, newspapers, and/or the Internet.

Warm-Up and Review

- **Vocabulary: I can see a (rectangle).** Review the target vocabulary. Ask students to turn to page 63 of their Student Books. Ask students to identify the vocabulary words, one by one. Say *I can see a shape*. Students guess which shape it is asking *Is it a (circle)?* Ask volunteers to take on the role of the teacher and continue the activity.

A. Look for shapes in the classroom. Ask and answer with a partner.

- Students turn to page 64 in their Student Books. Look around the classroom for an object with one of the four shapes, for example, the board. Say *I can see a rectangle*. Students guess which object you have chosen. Demonstrate with another object with a different shape once more.
- Focus students' attention on the speech bubble examples in Activity A. Say the following while pointing to the speech bubbles. Students repeat.
I can see a rectangle.
Is it a pencil case?
No, it isn't. Is it a ...?
- Students choose a partner. They ask and answer questions about the objects they have chosen, alternating turns. If there is time ask them to find other objects to ask about.
- Ask each pair to choose one of the objects they chose and ask and answer questions in front of the class.

B. Make a shape book.

- Students open their books to page 64. Point to the shape book in the book and say *A shape book*. Students repeat. Say the following while pointing to the text in the example in Activity B. Students repeat.
They're circles.
Ball.
Orange.
Cookie.
- Now point to the speech bubble and say the following. Students repeat.
What shape are they?
- Make sure students have paper, crayons, markers, and pictures of objects in the four shapes from magazines, newspapers and/or the Internet. Students make their shape books. Students write captions on their shape books similar to the shape book example in their books.
- Ask volunteers to come to the front and share their shape books with the class. Students point to their shape books and ask their classmates questions. They can also point to their shape books and talk about the pictures, for example, *These are triangles*.

- Place the shape books on the walls of the classroom if possible. If not, place them along the marker tray or on the board with magnets.

Games and Activities

- **Shape Brainstorm.** (Game 81, page 101.)

Finish the Lesson

- **Odd Shape Out.** Divide the class into two teams. Say a set of three objects, two of which have the same shape and one that doesn't, for example, *Yo-yo, computer, ball*. The first student to say the object that does not have the shape as the other two (*computer*) wins a point for his / her team. For added challenge, teams can take the role of the teacher and say sets of objects for the other team.
- Workbook page 60. (Answers, Teacher's Book page 109.)

Games and Activities

Games and Activities

Games and Activities for Conversation Practice

1. Groups Say and Do.

Divide the class into Groups A and B. Each group chooses a leader. Group A's leader holds up his/her Student Book and points to the picture of one of the actions on pages vi or vii. Any student in Group A names that action, and students in Group B do it. Group A continues in the same way until all the actions have been named. Groups then change roles and do the activity again.

2. Put Conversation Lines in Order.

Divide the class into pairs. Each pair cuts three strips of paper and writes one line from the conversation on each strip. Pairs shuffle their strips, work to put the strips in the correct order, and say the completed conversation. Students then change partners, shuffle, order, and say the conversation again. Choose pairs to come to the front of the classroom and role-play the conversation.

VERY SMALL CLASSES The whole class works together to order the conversation lines as above.

3. Quick – Say the Line!

Divide the class into four groups. Randomly point to a group and elicit the first line of the target conversation. Then point one by one to the other three groups and elicit the second, third, and fourth lines of the conversation. Repeat the activity two to three times, making sure to begin the conversation with a different group each time.

LARGE CLASSES Divide the class into groups of five. Do the activity as above, with a volunteer in each group taking on the teacher's role and eliciting the conversation lines from the individuals in his/her group.

4. Combine the Conversations.

Combine the Unit 1 conversation with the target conversation on the board in the following way:

A: *This is for you.*
B: *Happy birthday.*
C: *Thanks.*
B: *You're welcome. Open it.*
A: *How old are you?*
C: *I'm nine. How old are you?*
A: *I'm eight.*

Point to and read each line. Students repeat. Bring three volunteers to the front of the classroom to role-play the conversation, with Student A pretending to hand Student C a gift when he/she says *This is for you*. Students then form groups of three and role-play the conversation. Students in each group then change roles and role-play the conversation again. Groups continue until each student has taken on each role.

5. Missing Words.

Write the target conversation on the board. Point to each line and elicit the conversation. Erase two to three key words. Students say the conversation, filling in the missing words as they speak. Continue in the same way, erasing more words from the conversation each time, until students can say the conversation from memory.

6. Put in Order.

Divide the class into pairs. Students in each pair work together to write each word of the target conversation, including punctuation, on a separate piece of paper. When they are finished, each pair should have 17 pieces of paper. Pairs shuffle the pieces of paper and place them facedown. Say *Go!* Pairs try to be the first to turn over the cards and put them in the correct order. The first pair to do so raises their hands and says the conversation they have put together. If it is correct, they come to the front of the classroom and role-play the conversation for the rest of the class. If it is not correct, all pairs continue to work until one pair has put together the correct conversation. Students then change partners and do the activity again in the same way.

7. Combine the Conversations.

Combine a conversation from Level 1 and the Unit 5 conversation with the target conversation on the board in the following way:

A: *Joy, this is my friend, Sam.*
B: *Nice to meet you, Sam. Where are you from?*
C: *I'm from France.*
B: *Oh. You speak English very well.*
C: *Thank you very much. Where do you live?*
B: *I live in Oakville.*
C: *Oh, really? Me, too.*
B: *I like it. It's a nice place.*

Point to and read each line. Students repeat. Bring three volunteers to the front of the classroom to role-play the conversation. Then divide the class into groups of three, and have each group role-play the conversation. Students in each group then change roles and role-play the conversation again. Groups continue until each student has taken on each role.

8. I Like Blue.

Divide the class into pairs. A student in each pair (S1) begins by choosing any object from his/her desk or backpack that is a color the student can name in English. S1 hides the object behind his/her back. The other student (S2) chooses an item he/she can name the color of in English. Using the target conversation, S2 asks what color S1's object is. S1 brings the object from behind his/her back and responds, substituting the color of the object into the target conversation. S2 then responds, naming the color of his/her object. Pairs then change roles and practice the conversation again with a different-colored object. Pairs continue in the same way until both students have taken on both roles three to four times.

9. Pass the Mess.

Students stand in a circle. Set a timer for two minutes. Say *Oh, no! What a mess!* and hand a crumpled-up piece of paper to the student on your left. He/She says *Yeah, you're right* and passes the crumpled paper to the student on his/her left, who says *Let's clean up.* That student then passes the crumpled paper to another student who says *Okay. Let's get the broom* and passes the crumpled paper to yet another student. Students continue passing the crumpled paper as quickly as possible around the circle so that they are not holding it when the timer rings. The student holding the crumpled paper when the timer rings must try to say the entire conversation. Prompt if necessary. Then he/she sets the timer to two minutes, and begins the activity again. Continue in the same way for seven to eight minutes. Make sure students are saying the conversation lines correctly even as they pass the crumpled paper quickly.

LARGE CLASSES Each row of students is a group. Each group plays as above, passing the paper up and down their row.

10. Combine the Conversations.

Combine a Level 1 conversation with the target conversation on the board in the following way:

A: *Are you finished?*

B: *No. Not yet.*

A: *Uh-oh!*

B: *What's wrong?*

A: *We're late. Please hurry.*

B: *Oh... I can't decide.*

Point to and read each line. Students repeat. Set four different books along the board tray. Bring two volunteers to the front of the classroom to role-play the conversation as if Student B is trying to decide which book from the board tray to read. Students then form pairs and role-play the conversation. They then change roles and role-play the conversation again.

11. Write the Next Word.

Write the conversation on the board. Point to each line and elicit the conversation. Erase the entire conversation. A volunteer says the first word of the conversation and writes the word on the board. Students then take turns adding the next word to each line of the conversation until it is completely written on the board. Prompt if necessary. Divide the class into Groups A and B. Groups say alternate lines of the conversation, then change roles and say the conversation again in the same way.

12. Say It Together.

Divide the class into Groups A and B, and have them stand in two lines facing each other. The two groups take turns saying alternate lines of the conversation in unison, with each student speaking and responding to the student directly across from him/her. Groups change roles and practice the conversation again.

LARGE CLASSES Each row of students stands and faces students in the neighboring row. These rows of students do the activity as above.

13. Combine the Conversations.

Combine the Units 8 and 10 conversations with the target conversation on the board in the following way:

A: *Pass the cake please.*

B: *Which one?*

A: *The chocolate cake.*

B: *Here. Help yourself.*

A: *Thanks. Oops!*

B: *Oh, no! What a mess!*

A: *I'm sorry.*

B: *That's okay. Let's clean up.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation, with Student A pretending to drop the cake as he/she says *Oops!* Then divide the class into pairs and have pairs role-play the conversation in the same way. They then change roles and role-play the conversation again.

14. Who Was That?

Bring a student (S1) to the front of the classroom and have him/her face the board. Ask another student (S2) to say the first line of the conversation. S1 tries to identify S2 and say the second line of the conversation. If S1 identifies S2, they finish the conversation together. If S1 does not identify S2, he/she tries again. If S1 still cannot identify S2, he/she turns around to face the class, and S1 and S2 say the conversation from the beginning. Encourage S2 to change his/her voice to make the activity more challenging. Choose another pair of volunteers, and continue the activity in the same way until most students have had a turn.

15. Toss the Ball.

Toss a ball to a student and say the first line of the conversation. That student responds with the second line of the conversation, then tosses the ball to another student who says the third line of the conversation, and so on around the class. Students continue until everyone has said a line of the conversation.

16. Listen and Act.

Two pairs of volunteers (P1 and P2) come to the front of the classroom. P1 says the conversation, using the Student Book for reference if necessary, and P2 acts it out. P1 and P2 then change roles and do the activity again. Another two pairs of volunteers then come to the front of the classroom and do the activity. Continue until most students have taken a turn.

Games and Activities for Vocabulary Practice

17. Personalize the Picture.

Students draw a family tree on a piece of paper. They can use their own family as a model, or make up an imaginary one. Students label their family members using the new vocabulary. They then take turns standing up and telling the class about their family trees, saying *(He's) (father)*. Display the family trees on the walls for future review.

18. Draw the Picture.

Divide the class into two teams. Place the Unit 2 Picture Cards into a hat, large envelope, or small bag. Bring a volunteer from each team to the front of the classroom and ask each volunteer to choose a card from the hat. The volunteers then draw a picture of their word on the board and their teams try to be the first to identify the picture. The first team to correctly identify the picture wins a point. The volunteers return to their seats and a new volunteer from each team comes to the board. Continue play until all words have been chosen from the hat. The team with the most points at the end wins.

19. Basketball.

Preparation: Make two basketballs by cutting out two circles from orange pieces of paper. On each side of the board, draw a column of six horizontal lines. On the top line, draw a basketball hoop. Attach the two basketballs to the board below the bottom line.

Play: Divide the class into two teams and have a student from each team come to the front of the classroom. Show these two students a Unit 3 picture card. The first student to correctly name the card moves his/her team's basketball up to the first line. These two students return to their seats and another student from each team comes to the board to name a card. Continue play in the same way. The first team to move their basketball to the hoop wins two points. Return the basketball to the starting position and continue play until a pre-determined number of points is reached. The team who reaches this number first wins.

VARIATIONS

- 1 Count an incorrect guess as a foul, which results in the loss of one point.
- 2 Students shoot baskets instead of using the lines on the board. Place a wastebasket at the front of the classroom. After correctly identifying a card, students shoot a ball into the wastebasket. If they make a basket, the team gets a point.
- 3 Play the game as Baseball:

Make two baseballs by cutting out two circles from white pieces of paper. Draw a large diamond on the chalkboard with a small square in each corner to represent the bases on a baseball field.

Play in the same way as Basketball, but move the baseballs around the field from first base to home. The team that moves its baseball to home plate first wins one point. After nine "innings" (nine total points), the team with the most points wins.

20. Simon Says.

Name various actions from Units 2–4, some of which are preceded by *Simon Says*. Students do or pantomime the action only if the action is preceded by *Simon says*. For example: *Simon says get dressed*. Students pantomime getting dressed. *Say Sing*. Students do not do the action. If a student does an action that was not preceded by *Simon says*, or does an action incorrectly, he/she is "out" and must wait until the next round to play again. Continue until only one student is still "in" the game. Then play again, having a volunteer take on the teacher's role and name the actions.

LARGE CLASSES Play the game as above, but for a predetermined amount of time (for example, seven minutes). All students still in the game at the end of this time win. Also choose a volunteer to help monitor the game. He/She helps to see if students are doing the actions correctly, and if they are correctly responding to *Simon says*.

21. Higher or Lower?

Bring a volunteer (S1) to the front of the classroom and have him/her face the class. Whisper a number to any other student. He/She goes to the board and writes that number. S1 then tries to guess the number on the board. If S1 guesses a number lower than the number written on the board, seated students raise their thumbs upward to indicate that the number on the board is higher than the guessed number. If S1 guesses a number higher than the number written on the board, seated students point their thumbs downward to indicate that the number on the board is lower than the guessed number. S1 continues until he/she guesses correctly. Once S1 has guessed correctly, he/she chooses another volunteer to come to the front of the classroom. Whisper another number to a student, and continue in the same way. Continue until most students have had a turn at the front of the classroom.

22. Dance of the Ostriches.

Divide the class into Teams A and B, and have a student from each team come to the front of the classroom. Tape a Unit 6 picture card to the back of each of these two students, and have them put their hands behind their backs. Say *Go* and have each student try to name the card on the other student's back, while at the same time trying to make it so the other student cannot name the card on his/her back. The student who correctly names the other student's card first wins a point for his/her team. Bring two new students to the front of the classroom and continue the game in the same way. Continue until all students have come to the front of the classroom. The team with the most points at the end wins.

VARIATION Give students in each pair just 30 seconds to try to identify their partner's card. If the time limit expires before a correct identification is made, a new pair comes to the front of the classroom to play.

23. Get Dressed!

Divide the class into pairs. A student in each pair (S1) begins by quickly drawing three stick figures on a piece of paper. His/her partner (S2) then names a target clothing item and S1 draws that clothing item on each of his/her stick figures. S2 continues to name clothing items until S1's stick figures are fully clothed. Students in each pair then change roles and do the activity again in the same way.

LARGE CLASSES Draw three stick figures on the board.

Volunteers name a target clothing item. Draw that item on each of the stick figures. Volunteers continue to name clothing items until the stick figures are fully clothed. Then point to each clothing item and elicit its name. Do the activity again in the same way.

24. Run and Find.

Attach the Unit 8 Word Time picture cards to the walls around the classroom. Divide the class into Teams A and B. Bring a volunteer from each team to the front of the classroom. Name one of the picture cards. These two volunteers try to be the first to repeat the word, then run to and touch the named card. The student to first touch the correct card wins a point for his/her team. Another student from each team then comes to the front of the classroom. Play continues in the same way until all cards have been named. Students can also come to the front of the classroom and take on the teacher's role, calling out words. The team with the most points at the end wins.

VARIATION If appropriate use actual furniture items in the classroom in place of the picture cards.

25. A Chain of Food.

Divide the class into groups of eight to ten, and have each group sit in a circle. A volunteer (S1) in each group begins by naming a target food item he/she likes. For example: *I like juice*. The student sitting on the volunteer's right (S2) points to S1, says what S1 likes, and then says what he/she likes. For example: *You like juice. I like candy*. S3 continues, pointing to S1 and S2, and saying *You like juice. You like candy. I like popcorn*. Groups continue in the same way around the circle. If a student cannot remember all the preceding items, he/she must start over, saying only *I like soda (pop)*, and the chain begins again. Play for five to seven minutes.

LARGE CLASSES Students stay seated at their desks. Each row of students plays as above.

26. Match the Cards.

Divide the class into Teams A and B. Write A on the left side of the board, and B on the right. Write the six target vocabulary words in a horizontal row on the board, one set below A, and one set below B. Give each team a set of Unit 10 Word Time picture cards. A volunteer from each team comes to the board with his/her team's cards. The volunteer from Team A stands in front of the words below A, Team B's volunteer stands in front of the words below B. Say *Go!* Each volunteer tries to be the first to stand their picture cards on the board tray in the same order as the words on the board. The student who finishes first shouts *Finished!* He/She then points to each card on the board tray and his/her teammates name it. That team receives a point for each correct match, and a point for each card the team correctly names. The other team's volunteer then points to his/her cards, and his/her teammates name them. This team receives points for any correct matches and for cards they correctly name. Continue in the same way until all students have taken a turn at the board. The team with the most points at the end wins.

LARGE CLASSES Students play as above, but with two to three students from each team going to the board each time, and working together to order their cards.

27. What's in the Bag?

Place realia of school supplies in a bag. A volunteer feels the bag, tries to identify an item without looking at it, then removes it from the bag. If the student identifies the item correctly, he/she keeps it and another volunteer takes a turn. If he/she does not identify the item correctly, the item is put back in the bag and another volunteer takes a turn. Continue in the same way until no items are left in the bag.

VARIATION When volunteers feel items in the bag, ask them *What's that?* or *What is it?* Volunteers reply *It's a pencil*.

28. I'm Going on a Picnic.

Students form a circle. Give each student a Unit 12 Word Time picture card. Begin the activity by saying *I have salad*. The student on your left (S1) continues, saying what you have, then saying what food item he/she has on his/her picture card. The student on his/her left (S2) continues, saying what the teacher has, what S1 has, and what he/she has. Students continue around the circle in the same way. If a student cannot remember all the preceding items, he/she must start over, saying only *I have (bread)*, and the chain of picnic foods begins again. Play for five to seven minutes.

LARGE CLASSES Each row plays as above.

OPTION If students need help remembering, they can lay down the corresponding picture card when each student announces his or her food item. They can then refer to these cards when taking their turn.

29. Guess What's Missing.

Place six picture cards on the board tray. Students study the cards for 10–15 seconds, then close their eyes. Remove one of the cards. Students open their eyes and try to be the first to raise their hands and identify the missing card. When a student correctly identifies the missing card, he/she wins a point. Play until all cards have been removed from the board tray. Then play again, having volunteers take on the teacher's role of removing cards from the board tray. The student with the most points at the end wins.

VARIATIONS

- 1 For extra challenge, remove more than one card each time.
- 2 Divide the class into two teams. Play as above, with students in each team cooperating to identify the missing card. The first team to correctly identify the missing card wins a point.

30. Slow Reveal.

Hold up a picture card with another card or piece of paper covering it so that only a small portion of the picture is showing. Students try to name the picture. Each time a student incorrectly names the picture, slide the covering card down to gradually reveal more of the picture. Continue sliding the cover down until a student is able to name the picture. Continue in the same way with five to seven different cards.

31. Four Corners.

In each corner of the classroom place a sign with a picture representing a unit category. For example: animals, school supplies, nature, or fruit. Say a Word Time word that corresponds to one of the categories. For example: *pen*. Students repeat the word and run to the corner of the room with that category's sign. If students are standing in the wrong corner, they sit down. Continue in the same way until there is just one student left standing.

LARGE CLASSES Students point to the correct sign instead of running to it.

32. I Spy.

Place picture cards around the classroom. Think of one of the cards and say *I spy*. Students take turns asking questions to try to guess which card you are thinking of. For example: *Is it big? Is it blue? Is it a book?* The first student to correctly guess the card begins the next *I spy*. Continue for four to five minutes.

33. Action Relay.

Divide the class into Teams A and B, and have each team stand in a line. Give a set of action picture cards to the first student (S1) in each line. S1 turns to face his/her team, looks at the first card, and pantomimes the action for the second student in his/her line (S2). S2 names the action being pantomimed. If S2 cannot correctly name the action, his/her teammates help. Then S1 turns over the next card in his/her pile and pantomimes that action for S3, and so on, to the end of the line. The first team to finish wins a point. S1 then goes to the back of the line, the student now at the front of the line becomes the new S1, and play continues in the same way. The first team to get five points wins.

Games and Activities for Grammar Practice

34. The People of My Family.

Divide the class into groups of five to six, and give each student a Unit 1 Word Time picture card. Students hold their cards so the rest of their group cannot see them. A volunteer in each group begins by pointing to a picture card a student in his/her group is holding and asking that student *Who's (she)?* The student turns the card to face the group and says *(She's) my (mother)*. The student who answered the question then asks another student the question, and he/she answers. Groups continue in the same way until all students have both asked and answered the question two to three times.

OPTION Students bring in photographs of their actual family members or draw them. Do the activity in the same way as above, using these pictures instead of picture cards.

35. What's He Doing?

Write *I*, *He*, and *She* in a vertical column on the board. Attach the Unit 2 Word Time picture cards in a vertical column to the right of the pronouns. A volunteer comes to the front of the classroom and points to one of the pronouns and one of the picture cards. Seated students make a statement using the target pattern and the chosen words. For example: The volunteer points to *He* and *draw*. Seated students say *He's drawing*. The volunteer then shakes his/her head and points to a different picture card. Seated students say *He isn't (sleeping)*. The volunteer continues in the same way for two to three minutes. Bring a new volunteer to the front of the classroom and do the activity again in the same way.

36. What Are They Doing?

Divide the class into groups of three to four. Distribute a set of Units 2 and 3 Word Time picture cards among the groups. Ask the groups with the walk card to walk, and the groups with the cry card to pretend to cry. Point to the walk group, look at the class, and elicit *They're walking*. Point to the cry group, look at the class, and elicit *They aren't walking. They're crying*. Do the same, with two different groups each time, until all action words have been used in both a positive and negative sentence. Then repeat the entire procedure for *You* and *We*.

37. Pass the Message.

Students work seated in rows. The first student in each row (S1) thinks of a statement using the target pattern and whispers it to the second student in the row (S2). S2 whispers the statement to the third student in the row (S3). S3 then whispers the statement to S4, and so on down the row. When the statement reaches the last student in the row, he/she says it aloud. If it matches S1's original statement, the row wins a point. If it does not match S1's original statement, the row does not win a point. Students in each row then move forward one seat and do the activity again. Continue until all students have had a turn sitting in the first seat of the row.

VARIATION Play as above, but have the last student ask a question using the question form of the statement. For example: S1: *He's getting dressed*. Last student: *What's he doing?*

38. Walk Around the Circle.

Divide the class into two groups and have each group form a circle, one inside the other. Say *Go!* The outer circle walks clockwise and the inner circle walks counter-clockwise. Draw a clock showing any time on the board. Say *Stop!* Students stop walking and turn to face the student standing nearest them in the other circle. Students in the outer circle ask their partner *What time is it?* The partner looks at the clock on the board and answers. Once all students have completed this exchange, say *Go!* Continue the activity in the same way, changing the time on the clock. After three rounds, students from the inside circle move to the outside circle, and those who were outside move to the inside. Play three more rounds in this configuration.

39. What's in the Box?

Divide the class into Teams A and B. Each student takes two minutes to draw and color a picture of three to four books, birds, flowers, or butterflies. Place two boxes at the front of the classroom, one for each team. A student from each team collects all his/her team's pictures, shuffles them, and places them in the team's box. Each team then forms a line at the back of the classroom. A volunteer from each team runs to the front of the classroom, chooses a picture from his/her team's box, holds it up so his/her teammates can see, and says *These are (yellow)*. His/Her teammates respond *Those are (yellow) (butterflies)*. If the volunteer and his/her team correctly describe the picture using the target pattern, the team wins a point. Continue with new volunteers until all students have had a turn at the front of the classroom. The team with the most points at the end wins.

OPTION Play as above, awarding an extra point to the team that correctly identifies the picture first.

40. What's in the Bag?

Place school supply items that students can name in English in a bag. For example: books, pens, pencils, and rulers. Each time, put two or more of the same item in the bag. Ask a volunteer *What are those?* The volunteer feels the bag, tries to identify an item without looking at it, then removes it from the bag. If the student identifies the item correctly, he/she keeps it and another volunteer takes a turn. If he/she does not identify the item correctly, the item is put back in the bag and another volunteer takes a turn. Continue in the same way until no items are left in the bag.

LARGE CLASSES Divide the class into groups of four to five and have each group play as above. A volunteer from each group takes on the role of the teacher.

41. Ask and Find.

Divide the class into pairs and have each pair choose an object(s) that both can name in English. S2 of each pair goes out of the classroom, while S1 hides their object(s) in, on, under, or next to a classroom furniture item that both S1 and S2 can name in English. S2 comes back into the classroom and asks (Where are) the (pencils)? S1 answers. S2 finds the object(s). Pairs then change roles and do the activity again in the same way. Pairs continue in the same way until each student has hidden an object(s) three times.

42. Run and Find: Food. (See Game 24, page 95.)

Play the game using Unit 9 Word Time picture cards. When a student has found the correct card, he/she says a sentence using that card and the target pattern. For example: a student runs and finds the juice card and says *I have juice. I don't have chips*.

43. Reporting Live!

Divide the class into groups of four to five. Each group appoints a student to be the reporter, and one to be the doctor. Each of the remaining students are patients, and choose a target illness to pantomime. As patients pantomime their illnesses, the reporter asks the doctor *What's wrong?* and the doctor tells about each patient using the target patterns, making both positive and negative statements about each patient. The reporter replies *Oh, that's too bad* after hearing about each patient. Students in each group change roles and do the activity again in the same way. Groups continue until all students have been the doctor. After each round, choose two to three reporters to tell the class about the illnesses of their group members.

VERY SMALL CLASSES The whole class does the activity together.

OPTION Give patients and doctors a time limit in which to pantomime and report the illness to reporters/the class.

44. Guess What They Have.

Bring six volunteers to the front of the classroom, and give each of them a Unit 11 Word Time picture card. The volunteers take turns pantomiming an activity using the item on their card. For example: a volunteer with the scissors card pantomimes cutting something. Seated students take turns guessing which item each volunteer has, using the target patterns to ask questions. Answer the questions. Continue in the same way until all the picture cards have been correctly guessed. Do the activity again with six new volunteers.

OPTION Call up another volunteer student to play the role of teacher and answer the questions.

45. Yum or Yuck?

Divide the class into groups of eight to ten, and have each group stand in a circle. Three volunteers (a boy, a girl, and a "cat") from each group stand in the center of their circle. Name a food item. Each of the volunteers says *Yum!* if they like that food item or *Yuck!* if they do not. Students standing in the circle listen to these responses and make statements about the volunteers using the target patterns. Do the same with eight to ten different food items students can name in English.

46. True or False?

Using both target and review sentence patterns, prepare 10–20 statements, some true and some false (try to make the false statements as humorous as possible!). For example: *I'm Mr. Smith. I'm an astronaut. I have ten brothers and nine sisters.* Say one of the statements. Students who think the statement is true go to the front of the classroom, and those who think the statement is false go to the back of the classroom. Students who were correct and can repeat the sentence win a point. Continue in the same way until all the statements have been read. The student with the most points at the end wins.

47. Memory Chain.

A student (S1) makes a statement using the target pattern. For example: *I like apples.* The student sitting next to or behind him/her (S2) says S1's name, repeats the statement, then adds his/her own statement. For example: *Jim, you like apples. I like bananas.* The student sitting next to or behind S2 (S3) then repeats S1 and S2's statements, and adds his/her own. Students continue in the same way until someone is unable to repeat all the previous statements. The activity then begins again starting with this student.

48. What's Different?

Bring four to six volunteers to the front of the classroom. Give each volunteer a picture card. Have the volunteers hold their cards so that the rest of the class can see them. Seated students make statements about the volunteers using the target pattern and the card the volunteer is holding. For example: if the grammar pattern is *He/She likes (burgers)* and a volunteer is holding the pizza card, the student says *(Mari) likes pizza.* When a statement has been made about each volunteer, seated students close their eyes and three to four of the volunteers exchange cards. Students then open their eyes and make statements about the students who changed cards. For example: *(Ken) likes pizza.* Another four to six volunteers then come to the front of the classroom and do the activity again in the same way.

Games and Activities for Phonics and Spelling Practice

49. Spelling.

Students write the numbers 1–8 on a piece of paper. Say a three-letter word that begins with *j* or *y* (see Suggested Words below). Students write the word next to number 1 on their papers. Do the same with seven different words. Then check answers by saying Number 1. A volunteer says and spells the word he/she wrote. Do the same for numbers 2–8.

Suggested Words: *jam, yam, yet, jab, jet, jug, yap, jet, jib, jot, yip, jut*

50. Write the Letter.

Divide the class into Teams A and B. Each team forms a line at the back of the classroom. Call out a word from the Unit 2 Phonics Time page. Students race to the board and write the initial letter of the depicted word. The first student to correctly write the letter and say its sound wins a point for his/her team. These two students then go to the back of their lines and two new students take a turn. Continue until all students have been to the board. The team with the most points at the end wins.

LARGE CLASSES Divide the class into teams of six to eight and play as above, with a student from each team going to the board each time.

51. Point to the Letter.

Write *Qq* on a piece of paper and attach it to the wall at the back of the classroom. Write *Cc* on the board at the front of the room. Say a word that begins with *c* or *q* (see Suggested Words below). If students think the word they hear starts with *q*, they point to *Qq* and say /kw/. If they think it starts with *c*, they point to *Cc* and say /k/. After students have pointed to the letter, write the word on the board, say it again, and have students repeat. Continue in the same way with eight to ten different words. Suggested Words: *cake, cat, quest, quilt, call, question, cut, queen, quail, can*

VERY SMALL CLASSES Play as above, with students walking to the letter instead of pointing to it.

52. Stand Up, Sit Down.

Say a word that either has long *a* or does not (see Suggested Words below). If the word has long *a*, students repeat the word, stand up, and put their hands on their heads. If the word does not have long *a*, they stay seated. Do the same with seven to eight different words.

Suggested Words: *game, Sam, make, book, day, cut, bone, late, pan, kit, desk*

53. Read the Words.

Write five to six long *e* words on the board (see Suggested Words below). Point to each word and have students read it.

Suggested Words: *lead, need, fee, Jean, bead, green, weed, teal*

54. Raise Your Hands.

Say a word with long *a*, long *e*, or long *i* (see Suggested Words below). Students listen and raise their hands and repeat the word only if it has long *i*. Do the same with ten to twelve different words.

Suggested Words: *seat, pain, hide, fight, neat, site, nine, thigh, wine, maid, right, Mike, mean, might, mine*

55. Pass the Sounds.

Divide the class into teams of six to seven, and have each team form a line. Whisper a word with either long *a* or long *e* to the last student in each line (see Suggested Words below). This student whispers the word to the student in front of him/her, who whispers the word to the next student, and so on down the line. When it reaches the student at the front of the line (S1), he/she says the word and its vowel sound out loud. If S1 is correct, his/her team wins a point. If not, S1's teammates correct him/her. The last student in each line then goes to the front of the line. Continue doing the activity in the same way until all students have had a turn at the front of the line. The team with the most points at the end wins.

Suggested Words: *pea, late, game, read, knee, pail, day, team, free, make*

56. Which Long Vowel Is It?

Write the following on the board:

Lake, lake, it's long a!

Tree, tree, it's long e!

Kite, kite, it's long i!

Snow, snow, it's long o!

June, June, it's long u!

Point to and read each line. Students repeat. Say a word with any of the long vowel sounds (see Suggested Words below). After hearing the word, students turn to a classmate and insert the word they have just heard into the appropriate line above. For example: say *goat*. Students turn to a classmate and, in unison, say *goat, goat, it's long o!* Continue in the same way with ten to twelve different words.

Suggested Words: *load, make, like, goat, hail, tube, blow, rope, vine, bean, seed, heat*

57. One or Two Steps.

Students stand in one line along the back wall of the classroom. Say a word that has either long *a* or short *a*, or a word that does not have either sound (see Suggested Words below). Students repeat the word. They then take one step forward if the word has short *a*, and two steps forward if the word has long *a*. If the word does not have either long *a* or short *a*, students remain still. If a student moves incorrectly, he/she goes to the back of the classroom and starts over. Do the same with ten to twelve different words. After saying all the words, the student(s) who is the closest to the front of the classroom wins.

Suggested Words: *bake, let, wax, man, paint, row, win, train, game, seen, hat, sad, day, pin, tape, mop, pen, mat, hen, late*

58. Which One Doesn't Belong?

Say three words, two with the same vowel sound, and one with a different vowel sound (see Suggested Words below). Students say the word with the different vowel sound. Do the same with six to seven different sets of words.

Suggested Words: *met, meat, let; need, net, kneel; tell, Ted, teen; mean, jet, weed; queen, deed, red; lean, led, leg; peck, mess, leap; jeep, jeans, pet*

59. Long or Short?

Say a word with either long *i* or short *i* (see Suggested Words below). If the word has short *i*, students repeat it and hold their hands four inches apart, to indicate short. If the word has long *i*, they repeat the word and hold their arms as wide apart as possible, to indicate long. Do the same with five to six different words.

Suggested Words: *sit, light, mine, it, like, is, write, rice, mitt, pin*

60. Which Are the Same?

Say three words, two with the same vowel sound, and one with a different vowel sound (see Suggested Words below). Students say the two words with the same vowel sound. Do the same with six to seven different sets of words.

Suggested Words: *hope, toast, pot; map, ape, mail; mod, hot, loan; egg, bean, cheese; win, wine, pin; bog, note, fog; cape, day, pan; boat, row, dot*

61. Walk and Spell.

Clear sufficient space for students to walk in the shape of letters. Show a volunteer letter they have studied and have him/her walk in the shape of that letter, as if writing the letter with his/her feet. The rest of the class tries to name the letter and say its sound. The first student to correctly identify the letter is next to "Walk and Spell" a letter. Continue until most students have taken a turn.

Games and Activities for Review Sections

62. Duck, Duck, Goose.

On the board, write two lists of words with different initial or vowel sounds. For example: *b/p* or *short a/short e*. Designate one list as List A, and the other as List B. Students sit in a circle. A volunteer walks around the circle, tapping each student on the head and saying a word from either List A or List B. If the word is from List A, the seated student stays seated. If, however, the volunteer taps a student's head and says a word from List B, that student (S1) quickly stands up and tries to tap the volunteer on the shoulder before the volunteer has run all the way around the circle and sat down in the S1's spot. If the volunteer is tapped on the shoulder, he/she remains the volunteer. If he/she sits down before being tapped on the shoulder, S1 becomes the new volunteer. Continue in the same way for five to seven minutes.

63. Erase and Write.

Write ten to twelve words in a column on the left side of the board. Write various long and short vowel sounds in a horizontal row across the top of the board. For example: write *long e*, *short e*, *long i*, and *short i*. Divide the class into Teams A and B. Volunteers from each team take turns coming to the board and reading one of the words from the list, erasing it, then writing it under the corresponding vowel sound. For example: a student reads *light*, then erases the word from the board and writes *light* below *long i*. If the student writes the word in the correct column, he/she wins a point for his/her team. If the student does not write the word in the correct column, a student from the other team comes to the board, erases the word, and rewrites it in the correct column. He/She then wins a point for his/her team. If he/she does not write the word in the correct column, correct the student, and neither team wins a point. Continue in the same way until all words are written in below the correct vowel. The team with the most points at the end wins.

64. What Letter Does It Begin With?

Divide the class into groups of three to four. Show students a set of picture cards and elicit the words. Then shuffle the cards and place them along the board tray facing the board. Students in one of the groups come to the front of the classroom and write a letter to the left of the picture card that they think begins with that letter. Turn the picture cards around. Students in the group point to the pictures and letters that match, say the initial sound, and name the picture. For example: /b/, boy. If some letters and picture cards have not been matched correctly, students rewrite the letters so that they are beside the pictures that begin with those letters. They again say the initial sounds and name the pictures. Shuffle the cards again and repeat the procedure.

65. Introduce Yourself.

Using their Student Books for reference if necessary, students take turns standing up and introducing themselves to their classmates using the target language. For example: a student stands up and says *Hi. My name is Sue. My last name is Jones. I'm a girl. I like bananas. I can fly a kite.* Continue around the classroom in the same way until most students have introduced themselves to the class.

66. Family Tree.

Divide the class into pairs. Pairs work together to draw Digger's family tree. Students should include Digger, his brother, his sister, and any other family members they can name in English. Pairs then take turns standing up and telling the class about Digger's family, saying, for example, *This is Digger. This is Digger's grandmother.*

67. What Other Words Have These Sounds?

Students find the 12 words from Activity B. (Listen and circle the correct word) in the Units 1–3 Phonics Time pages (pages 4, 8, and 12). While books are open to these pages, elicit other words with the same sounds.

For example: Say What other /y/ words can you see?

68. Puppets.

If students have made Max and Digger puppets before, use them, and have students make a Doc puppet as below. If not, students draw Max on one sheet of paper, Digger on another, and Doc on the third sheet of paper. They then cut these three characters out and attach a stick, ruler, or pencil to the back of each cut-out to make puppets. Each student then performs the entire story for the class using these puppets. Keep these puppets so that they can be used in later Review Units or whenever these characters appear in the Student Book.

69. Read the Words.

Write seven to eight *long a*, *long e*, or *long i* words on the board (see Suggested Words below). Point to each word and have students read it.

Suggested Words: Kate, kite, bee, meat, light, May, leaf, bean, pine, rain

70. Puppets.

If students made Max and Digger puppets before, use them. If not, students draw Max on one sheet of paper and Digger on another. They then cut these characters out and attach a stick, ruler, or pencil to the back of each cut-out to make puppets. Each student then performs the entire story for the class using these puppets. Keep these puppets so that they can be used in later Review Units or whenever these characters appear in the Student Book.

71. What Other Words Have These Sounds?

Students find the 12 words from Activity C. (Listen and circle the correct word) in the Units 7–9 Phonics Time pages (pages 36, 40, and 44). While books are open to these pages, elicit other words with the same sounds.

72. Make a New Story.

Students divide a piece of paper into six equal parts and come up with their own version of the story by drawing original scenes and new characters. If this is too challenging, students can copy the pictures and speech bubbles from page 61. Students can also do this activity in pairs.

73. What Other Words Have These Sounds?

Students find the 12 words in Activity B (Listen and circle the correct word) in the Units 10–12 Phonics Time pages (pages 52, 56, and 60). While books are open to these pages, elicit other words with the same initial sounds. For example: *What other /o/ words can you see?*

Games for Cross-curricular and Project Sections

74. Around the World.

Write up the vocabulary words on the board with a corresponding number next to each one. Students sit in a circle. Two volunteers stand up next to each other to begin the game. Call out one of the vocabulary words. The first student to say the corresponding number wins a point. The “loser” sits back down, and the “winner” moves to stand beside the student on his/her left. This student then stands up. The first student of this pair to correctly name the card wins a point, then moves to stand beside the next student. Play continues in this way around the circle. If any student can go around the entire circle without having to sit down, he/she has gone “around the world,” and gets an extra five points. Continue for five to seven minutes. The student with the most points at the end wins.

LARGE CLASSES Instead of moving around a circle, students move along the rows of desks.

OPTION Call out numbers on the board and students name the corresponding vocabulary.

75. Guess The Celebration.

Bring four volunteers to the front of the classroom, and whisper one of the celebrations to each one. The volunteers then pantomime the celebration to the rest of the class. For example: for *birthday* students give mock presents to each other or blow out candles. Seated students take turns guessing the correct word, *Is it a birthday?* Students answer the question *Yes, it is.* Continue in the same way until all the words have been correctly guessed with different groups of volunteers.

76. Memory Chain. (See Game 47, page 98.)

Pass rulers out to students. Ask students to measure the height, length or width of an object they have that they can identify in English. Divide the class into two teams. Student 1 from Team 1 starts and says *The pen is ten centimeters long.* Student 1 from Team 2 says *The pencil is ten centimeters long. The chair is forty two centimeters high.* Student 2 from Team 1 repeats those two sentences and adds one of his / her own. Give each team a point for each correct try. Start the game again when a student makes a mistake or is unable to continue.

77. Tic-Tac-Toe.

Draw a three by three grid on the board. Number the squares 1–9. Place nine hand posters along the marker tray and number them 1–9. Divide the class into two teams. Designate one team X and the other team O. Student choose numbered squares and answer measurement questions about corresponding posters. If they are able to do so correctly they earn the square for their team. The first team with three squares in a row wins.

78. Find Your Partner.

Ask students to take out a small piece of scrap paper. Assign each student one of the five actions to write on the paper. Collect the papers in a bag. Redistribute the papers to the students. Students walk around the classroom asking *Are you (sharing)?* naming their action and try to find another student with the same action. When students find a partner with the same action, the two come to the teacher, name their action and write the action on the board. Continue until most students have found a partner.

79. Musical Collages.

Have students walk around the collages, singing any song from Level 2. At any point during the song say *Stop!* Students point to the collages they're standing closest to, point to a picture in the collage and make a sentence, for example *They're (being polite).* Continue for three or four rounds.

80. Guess What's Missing.

Draw each shape several times in various sizes randomly on the board. Ask students to close their eyes. Erase one of the shapes. Say *What shape is missing?* Students look at the board and try to identify the missing shape. Allow the student who correctly identified the missing shape to take on the role of the teacher. For added challenge, erase two of the shapes.

81. Shape Brainstorm.

Divide the class into two teams. Draw the four shapes on the board in a horizontal line. Start with the first shape. Teams take turns naming everyday objects that have that shape. Write the objects under the corresponding shape. Give teams one point for each correct object. Move onto the next shape when teams are unable to name any more objects.

Workbook Answers

Do You Remember?, Page iii

ANSWERS

- | | |
|----------------------|---------------------|
| 1 My name is Annie. | I can climb a tree. |
| My last name is Day. | I'm a girl. |
| I like oranges. | |
| 2 I like apples. | I'm a boy. |
| My last name is Lee. | My name is Ted. |
| I can ride a bike. | |

Unit 1

Conversation Time, Page 1

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Look and match.

ANSWERS

- 1 I'm nine. 2 How old are you? 3 I'm seven.

B. Look and write.

ANSWERS

- 1 I'm ten. 2 I'm eight. 3 I'm nine. 4 I'm six.

C. Your turn. Draw and write.

Word Time, Page 2

Elicit each word.

A. Look and circle.

ANSWERS

- 1 sister 2 grandfather 3 mother 4 brother
5 grandmother 6 father

B. Unscramble and write.

ANSWERS

- 1 sister 2 brother 3 father 4 mother

C. Find and circle.

ANSWERS

bro sister p q grandmother d w x father m o grandfather j e brother h p
o mother

Practice Time, Page 3

Elicit the patterns.

A. Look and check (✓) the correct box.

ANSWERS

- 1 Who's he? He's my grandfather.
2 Who's she? She's my sister.

B. Look and write.

ANSWERS

- 1 Who's she? She's my grandmother.
2 Who's he? He's my brother.

Phonics Time, Page 4

Tell students to color the pool of paint yellow. Then elicit the initial sound of each word.

A. Does it begin with j or y? Circle and write.

ANSWERS

- 1 j, jet 2 j, jacket 3 y, yo-yo

B. Which pictures begin with the same sound? Circle.

ANSWERS

- 1 jet, jam 2 yogurt, yo-yo 3 jet, jacket 4 yellow, yogurt

C. Look and match.

ANSWERS

- 1 y 2 j 3 j 4 y

Unit 2

Conversation Time, Page 5

A. Look and match.

ANSWERS

- 1 Yay! My birthday is on Wednesday! 2 Is today Monday?
3 Cool! 4 No, it's Tuesday.

B. Look and write.

Students write each line of the conversation. Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–4.

ANSWERS

- 1 Is today Monday? 2 No, it's Tuesday.
3 Yay! My birthday is on Wednesday. 4 Cool!

Word Time, Page 6

A. Look and circle.

ANSWERS

- 1 eat 2 write 3 sleep 4 read 5 talk 6 draw

B. Look and write.

ANSWERS

- 1 read 2 draw 3 write 4 talk 5 eat 6 sleep

Practice Time, Page 7

A. Look and match.

ANSWERS

- 1 She's reading. She isn't drawing.
2 He's talking. He isn't writing.
3 I'm eating. I'm not sleeping.

B. Look and write.**ANSWERS**

- 1 She's writing. She isn't talking.
- 2 He's reading. He isn't sleeping.
- 3 I'm drawing. I'm not reading.
- 4 He's sleeping. He isn't writing.

Phonics Time, Page 8**A. Does it begin with / or r? Circle and write.****ANSWERS**

- 1 r, run
- 2 l, lamb
- 3 r, rabbit

B. Which picture begins with a different sound? Write X.

Students color the pools of paint in numbers 2-3 red.

ANSWERS

- 1 lemon
- 2 leg
- 3 red
- 4 run

C. Which pictures begin with the letter? Circle.

Students color the pool of paint red.

ANSWERS

- r: rabbit, run l: leg, lemon

Unit 3**Conversation Time, Page 9****A. Unscramble and match.****ANSWERS**

- 1 You're welcome. Open it.
- 2 Thanks.
- 3 This is for you.
- 4 Happy birthday.

B. Look and write.**ANSWERS**

- 1 This is for you.
- 2 Happy birthday!
- 3 Thanks.
- 4 You're welcome. Open it.

Word Time, Page 10**A. Look and circle.****ANSWERS**

- 1 run
- 2 shout
- 3 cry
- 4 sing
- 5 walk
- 6 laugh

B. Look and write.**ANSWERS**

- 1 walk
- 2 run
- 3 cry
- 4 sing
- 5 laugh
- 6 shout

Practice Time, Page 11**A. Look and circle.****ANSWERS**

- 1 We're walking. We aren't running.
- 2 They're laughing. They aren't crying.
- 3 They're shouting. They aren't singing.
- 4 You're singing. You aren't walking.

B. Look and write.**ANSWERS**

- 1 We're singing. We aren't shouting.
- 2 They're running. They aren't walking.
- 3 You're laughing. You aren't crying.

Phonics Time, Page 12**A. Match and write.****ANSWERS**

- 1 box
- 2 queen
- 3 duck
- 4 cat

B. Circle and write.**ANSWERS**

- 1 c, cat
- 2 -x, box
- 3 -ck, duck
- 4 q, queen

Review 1**Page 13****A. Look and match.****ANSWERS**

- 1 How old are you?/I'm six.
- 2 Thanks./You're welcome. Open it.
- 3 Is today Monday?/No, it's Tuesday.

B. Find and circle.**ANSWERS**

pqr sleep n lts n read
app sistr un bro sing

serm vvw walk ag mard p
hshout hspow rten

Page 14**A. Look and write.****ANSWERS**

- 1 Who's she? She's my grandmother.
- 2 We're walking. We aren't laughing.
- 3 She's talking. She isn't running.

B. Circle and write.**ANSWERS**

- 1 l, lemon
- 2 q, queen
- 3 -ck, duck
- 4 r, rabbit
- 5 -x, box
- 6 j, jam
- 7 c, cat
- 8 y, yo-yo

Cross-curricular 1, Page 15**A. Match and write.****ANSWERS**

- 1 Mother's Day
- 2 birthday
- 3 wedding
- 4 Father's Day
- 5 graduation

B. Look and write.**ANSWERS**

- 1 wedding
- 2 Mother's Day
- 3 graduation
- 4 birthday

Unit 4**Conversation Time, Page 16****A. Circle and write.****ANSWERS**

- 1 Hello?
- 2 Hello. May I speak to Sam, please?
- 3 Sure. Hold on.
- 4 No problem.

B. Look and write.

ANSWERS

- 1 Hello? 2 Hello. May I speak to Annie, please?
3 Sure. Hold on. 4 No problem.

Word Time, Page 17

A. Circle and write.

ANSWERS

- 1 get dressed 2 watch TV 3 walk to school
4 take a shower 5 eat breakfast 6 study English

B. Unscramble and write.

ANSWERS

- 1 study English 2 eat breakfast 3 get dressed
4 watch TV 5 take a shower 6 walk to school

Practice Time, Page 18

A. Look and match.

ANSWERS

- 1 What are you doing? We're studying English.
2 What's it doing? It's eating breakfast.
3 What's she doing? She's watching TV.

B. Look and write.

ANSWERS

- 1 What's he doing? He's taking a shower.
2 What are they doing? They're getting dressed.

Phonics Time, Page 19

A. Match and write.

ANSWERS

- 1 paint, ai 2 cake, a_e 3 play, ay 4 lake, a_e 5 May, ay
6 rain, ai

B. Circle and write.

ANSWERS

- 1 cake 2 paint 3 play

C. Does it have long a? Look and circle.

ANSWERS

Circled pictures: cake, paint, May, rain, lake

Unit 5

Conversation Time, Page 20

A. Circle and write.

ANSWERS

- 1 Where are you from? 2 I'm from France.
3 Oh. You speak English very well. 4 Thank you very much.

B. Unscramble and write.

ANSWERS

- 1 Where are you from? 2 I'm from France.

Word Time, Page 21

A. Look and circle.

ANSWERS

- 1 fourteen 2 seventeen 3 twenty-five

B. Count, match, and write.

ANSWERS

- 1 17, seventeen 2 16, sixteen 3 20, twenty

C. Look and write.

ANSWERS

- 1 thirty-three 2 forty-eight 3 twenty-one

Practice Time, Page 22

A. Look and write the letter.

ANSWERS

- 1 d It's one thirty-five. 2 a It's eleven fifty.
3 b It's eight o'clock. 4 c It's seven forty-five.

B. Look and write.

ANSWERS

- 1 What time is it? It's four fifteen.
2 What time is it? It's twelve thirty.
3 What time is it? It's five o'clock.

Phonics Time, Page 23

A. Which picture has long e? Look and circle.

ANSWERS

- 1 bee 2 read 3 tea

B. Which picture has a different long vowel sound? Write ✓.

ANSWERS

- 1 lake 2 meat

C. Circle and write.

ANSWERS

- 1 ee, bee 2 ea, tea 3 ee, feet 4 ea, meat 5 ea, read
6 ee, sleep

Unit 6

Conversation Time, Page 24

A. Look and circle.

ANSWERS

- 1 Where do you live? 2 I live in Oakville.
3 Oh, really? Me, too. 4 I like it. It's a nice place.

Word Time, Page 25

Have students read each word and color each spot the corresponding color. Then elicit each word.

B. Unscramble and write. Then color.

ANSWERS

- 1 green 2 red 3 yellow 4 white 5 blue 6 black
7 orange 8 brown

Practice Time, Page 26

A. Look and check ✓ the correct box. Then color.

ANSWERS

- 1 This is red. 2 That's a green tree.
3 These are black birds. 4 Those are orange flowers.

B. Color and write.

ANSWERS

The actual colors (in parentheses) will vary.

- 1 This is a (yellow) butterfly. 2 That's (an) (orange) flower.
3 Those are (brown) dogs. 4 These are (blue) flowers.

Phonics Time, Page 27

A. Which pictures have *long i*? Circle.

ANSWERS

- 1 kite, five 2 night, tight 3 bike, light

B. Match and write.

ANSWERS

- 1 night, igh 2 kite, i_e 3 five, i_e 4 light, igh

C. Circle and count the *long i* words.

ANSWERS

There are eight *long i* words: kite, light, five, bike, night, time, tight, like

Review 2

Page 28

A. Circle the mistakes. Then rewrite.

ANSWERS

- 1 May I speak to Sam, please? 2 Where do you live?
3 Thank you very much. 4 Oh, really? Me, too.
5 Sure, Hold on. 6 Where are you from?

B. Do they both have the same long vowel sound?
Write ✓ or X.

ANSWERS

- 1 X 2 ✓ 3 ✓ 4 X

Page 29

A. Read and write.

ANSWERS

- 1 It's one thirty. 2 It's eleven forty-five.
3 It's five ten. 4 It's nine o'clock.

B. Read and write.

ANSWERS

- 1 What are they doing? They're walking to school.
2 What's she doing? She's eating breakfast.

C. Color and write.

ANSWERS

The actual colors (in parentheses) will vary.

- 1 Those are (green) butterflies. 2 This is a (red) flower.

Cross-curricular 2, Page 30

A. Unscramble and write.

ANSWERS

- 1 centimeters 2 measure 3 wide 4 high 5 long

B. Read the questions. Write the answers.

ANSWERS

- 1 48 centimeters 2 59 centimeters 3 56 centimeters
4 11 centimeters

Unit 7

Conversation Time, Page 31

A. Circle and write.

ANSWERS

- 1 What color is it? 2 It's black. 3 Black is my favorite color.
4 Black is nice, but I like blue.

B. Color and write.

ANSWERS

The actual colors (in parentheses) will vary.

- 1 What color is it? It's (yellow). 2 What color is it? It's (green).
3 What color is it? It's (black). 4 What color is it? It's (orange).

Word Time, Page 32

A. Look and circle.

ANSWERS

- 1 shorts 2 socks 3 jeans 4 shoes 5 shirts 6 skirts

B. Read and write.

ANSWERS

- 1 How many socks? Nine socks.
2 How many shirts? Four shirts.
3 How many shoes? Eight shoes.
4 How many skirts? Five skirts.

Practice Time, Page 33

A. Look and circle.

ANSWERS

- 1 What are these? They're shoes.
2 What are those? They're shirts.
3 What are these? They're socks.
4 What are those? They're jeans.

B. Look and write.

ANSWERS

- 1 What are those? They're shorts.
2 What are those? They're skirts.
3 What are these? They're jeans.
4 What are these? They're shoes.

Phonics Time, Page 34

A. Match and write.

ANSWERS

- 1 window 2 coat 3 boat 4 home

B. Circle and write.**ANSWERS**

- 1 ow, window 2 oa, coat 3 o_e, note 4 ow, snow
5 oa, boat 6 o_e, home

C. Circle and count the long o words.**ANSWERS**

There are nine *long o* words: boat, note, slow, window, home, coat, goat, snow, yellow

Unit 8**Conversation Time, Page 35****A. Look and circle.****ANSWERS**

- 1 Oh, no! What a mess! 2 Yeah, you're right.
3 Let's clean up. 4 Okay. Let's get the broom.

B. Complete the conversation.**ANSWERS**

- A Oh, no! What a mess! B Yeah, you're right.
C Let's clean up. D Okay. Let's get the broom.
Solve the puzzle: I like English Time.

Word Time, Page 36**A. Look and circle.****ANSWERS**

- 1 computer 2 desk 3 chair 4 table 5 cupboard 6 shelf

B. Look and write.**ANSWERS**

- 1 It's a chair. 2 It's a cupboard. 3 It's a computer.
4 It's a desk.

Practice Time, Page 37**A. Look and circle.****ANSWERS**

- 1 Where's the pencil? It's on the desk.
2 Where are the bananas? They're on the table.
3 Where's the shelf? It's next to the computer.
4 Where are the books? They're under the chair.

B. Look and write.**ANSWERS**

- 1 Where's the kite? It's under the table.
2 Where are the books? They're on the shelf.
3 Where are the jeans? They're on the table.
4 Where's the chair? It's next to the desk.

Phonics Time, Page 38

Have students color the pool of paint blue. Then point to each word and elicit its vowel sound.

A. Match and write.

Students color the pool of paint blue.

ANSWERS

- 1 Sue 2 June 3 blue 4 flute

B. Does it have long u? Write ✓ or X.**ANSWERS**

- 1 ✓ 2 ✓ 3 X 4 X

C. Read and match.**ANSWERS**

- 1 long e 2 long o 3 long a 4 long u 5 long i

Unit 9**Conversation Time, Page 39****A. Look and circle.****ANSWERS**

- 1 Uh-oh! 2 What's wrong? 3 We're late. Please hurry!
4 Oh...I can't decide.

B. Unscramble and write.**ANSWERS**

- 1 Uh-oh! 2 What's wrong? 3 We're late. Please hurry!
4 Oh...I can't decide.

Word Time, Page 40**A. Look and circle.****ANSWERS**

- 1 chips 2 ice cream 3 popcorn

B. Read and write.**ANSWERS**

- 1 Where's the juice? It's on the table.
2 Where's the ice cream? It's under the table.
3 Where's the candy? It's in the cupboard.
4 Where's the soda pop? It's next to the computer.

C. Your turn. Draw and write.**Practice Time, Page 41****A. Look and match.****ANSWERS**

- 1 We have soda pop. We don't have juice.
2 You have ice cream. You don't have popcorn.
3 They have chips. They don't have candy.

B. Look and write.

Using the target patterns, students write both positive and negative sentences about each set of pictures.

ANSWERS

- 1 I have juice. I don't have soda pop.
2 We have popcorn. We don't have ice cream.
3 They have soda pop. They don't have candy.

Phonics Time, Page 42**A. Which picture has short a? Circle and write.****ANSWERS**

- 1 sad 2 hat 3 man

B. Which picture has *long a*? Circle and write.

ANSWERS

1 pain 2 rain 3 day

C. Circle the *short a* words.

ANSWERS

1 pan, bat 2 back, sack 3 Dan, mad 4 fat, fan

D. Circle the *long a* words.

ANSWERS

1 game, paint 2 same, rain 3 take, pain 4 bake, rain

Review 3

Page 43

A. Read and match.

ANSWERS

- 1 What color is it?/It's blue.
- 2 Uh-oh!/What's wrong?
- 3 What a mess!/Let's clean up.
- 4 Blue is my favorite color./Blue is nice, but I like red.

B. What's missing in B? Look and write.

ANSWERS

socks shirts shorts shelf ice cream desk soda pop juice

Page 44

A. Look and write.

ANSWERS

- 1 What are those? They're cupboards.
- 2 What are these? They're skirts.
- 3 Where's the book? It's under the table.
- 4 Where are the socks? They're on the chair.

B. Look and write.

ANSWERS

long o: coat, window long u: glue, flute short a: cap, cat
long a: game, cake

Cross-curricular 3, Page 45

A. Write the letter.

ANSWERS

1 c 2 e 3 b 4 a 5 d

B. Look and write.

ANSWERS

- 1 He's being polite.
- 2 She's sharing.
- 3 They're cleaning up.
- 4 They're taking turns.
- 5 She's helping.

Unit 10

Conversation Time, Page 46

A. Read and circle.

ANSWERS

- 1 Hey! That's mine!
- 2 No, it isn't. It's mine.
- 3 Oops! Sorry.

B. Unscramble and write.

ANSWERS

- 1 Hey! That's mine!
- 2 No, it isn't. It's mine.
- 3 Oops! Sorry.
- 4 That's okay.

Word Time, Page 47

A. Look and check (✓) the correct box.

ANSWERS

- 1 sore throat 2 rash 3 fever 4 stomachache 5 cough 6 cold

B. Look and write.

ANSWERS

- 1 rash 2 sore throat 3 cold 4 stomachache 5 fever 6 cough

Practice Time, Page 48

A. Look and write the number.

ANSWERS

- 2 He has a cough. He doesn't have a sore throat.
- 3 He has a stomachache. He doesn't have a fever.
- 1 She has a sore throat. She doesn't have a rash.

B. Look and write.

ANSWERS

- 1 He has a rash. He doesn't have a cold.
- 2 She has a cough. She doesn't have a fever.

Phonics Time, Page 49

Have students color the pool of paint green.

A. Do they both have the same vowel sound? Write ✓ or X.

Students color the pool of paint green.

ANSWERS

- 1 ✓ 2 X 3 ✓

B. Circle the *short e* word.

ANSWERS

- 1 pen 2 Ted 3 bed 4 red 5 desk

C. Which pictures have *long e*? Circle.

ANSWERS

eat, seal

D. Circle the words with the same vowel sound.

ANSWERS

- 1 red, Ted 2 meat, seat 3 tea, see

Unit 11

Conversation Time, Page 50

A. Read and connect.

ANSWERS

- 1 May I use the bathroom?
- 2 Of course.
- 3 Where is it?
- 4 It's over there.
- 5 I see it. Thanks.

B. Look and write.

ANSWERS

- 1 May I use the bathroom? 2 Of course. 3 Where is it?
4 It's over there. 5 I see it. Thanks.

Word Time, Page 51

A. Write the words.

ANSWERS

- A paper B scissors C tape D paint E crayons F glue
Mystery word: pencils

B. Look and write.

ANSWERS

- 1 He has tape. 2 She has crayons. 3 She has paper.
4 He has scissors.

Practice Time, Page 52

A. Read and check (✓) the correct box.

ANSWERS

- 1 Does he have paper? No, he doesn't.
He has scissors.
2 Does she have glue? Yes, she does.
3 Does he have tape? Yes, he does.
4 Does she have crayons? No, she doesn't.
She has paint.

B. Look and write.

ANSWERS

- 1 Does she have paper? Yes, she does.
2 Does he have scissors? No, he doesn't.
He has crayons.

Phonics Time, Page 53

A. Circle the words with the same vowel sound.

ANSWERS

- 1 mix, fix 2 Mike, like 3 light, night

B. Which picture has a different vowel sound? Write (X).

ANSWERS

- 1 sick 2 nine

Unit 12

Conversation Time, Page 54

A. Read and circle.

ANSWERS

- 1 Pass the cake, please. 2 Which one?
3 The chocolate cake. 4 Here. Help yourself. 5 Thanks.

B. Look and write.

ANSWERS

- 1 Pass the cake, please. 2 Which one?
3 The chocolate cake. 4 Here. Help yourself. 5 Thanks.

Word Time, Page 55

A. Find and write.

ANSWERS

- 1 rice 2 fruit 3 bread 4 chicken 5 cheese 6 salad

B. Your turn. Read and write.

ANSWERS

The words in parentheses will vary.

- 1 Do you like fruit? (Yes, I do).
2 Do you like bread? (No, I don't).
3 Do you like cheese? (Yes, I do).
4 Do you like chicken? (Yes, I do).

Practice Time, Page 56

A. Look and match.

ANSWERS

- 1 She likes fruit. She doesn't like bread.
2 He likes rice. He doesn't like cheese.
3 It likes chicken. It doesn't like salad.

B. Look and write.

ANSWERS

- 1 He likes chicken. He doesn't like fruit.
2 She likes salad. She doesn't like cheese.
3 She likes rice. She doesn't like bread.
4 It likes fruit. It doesn't like rice.

Phonics Time, Page 57

A. Do they both have the same vowel sound? Write ✓ or X.

ANSWERS

- 1 ✓ 2 ✓ 3 X

B. Which picture has a different vowel sound? Write X.

ANSWERS

- 1 hop 2 rope 3 elbow

C. Does it have short o or long o? Look and write.

ANSWERS

short o: sock, hop, pot long o: rope, toast, elbow

Review 4

Page 58

A. Read and circle ✓ or X.

ANSWERS

- 1 X 2 X 3 ✓

B. Which word does not belong? Write X.

ANSWERS

- 1 salad 2 paint 3 crayons 4 chicken

C. Look and write.

ANSWERS

- 1 scissors 2 bread 3 fever 4 tape 5 chicken
6 stomachache 7 cold 8 crayons

A. Read and write.

ANSWERS

The word in parentheses will vary.

- 1 He has a cough. He doesn't have a stomachache.
- 2 Does she have (glue)? Yes, she does.
- 3 It likes chicken. It doesn't like fruit.

B. Which words have *short e*, *short i*, or *short o*? Read and circle.

ANSWERS

short e: egg, bed short i: sick, six short o: hop, pot

C. Which words have *long e*, *long i*, or *long o*? Read and circle.

ANSWERS

long e: meat, tea long i: like, light long o: rope, boat

Cross-curricular 4, Page 60

A. Write the letter.

ANSWERS

1 e 2 c 3 d 4 b 5 a

B. Look and write.

ANSWERS

- 1 It's a circle.
- 2 What shape is it? It's a rectangle.
- 3 What shape is it? It's a square.
- 4 What shape is it? It's a triangle.

Units 1-12 Reviews

Conversation Time Review, Page 61

A. Read and connect.

ANSWERS

- 1 Pass the cake, please./Which one?/
The chocolate cake.
- 2 Where are you from?/I'm from France./
Oh. You speak English very well.
- 3 This is for you./Happy birthday./Thanks.
- 4 What color is it?/It's blue./Blue is nice, but I like red.
- 5 Uh-oh./What's wrong?/We're late. Please hurry!

B. Read and connect.

ANSWERS

- 1 Hey! That's mine./No, it isn't. It's mine./
Oops! Sorry.
- 2 How old are you?/I'm ten. How old are you?/
I'm six.
- 3 Where do you live?/I live in Oakville./
Oh, really? Me, too.
- 4 Is today Monday?/No, it's Tuesday./Yay!
My birthday is on Wednesday!
- 5 Oh, no! What a mess!/Yeah, you're right./
Let's clean up.

Word Time Review, Page 62

Look and write. Then color.

ANSWERS

Family: mother, sister, father
Clothes: socks, shoes, shorts
Food: soda pop, fruit, bread
Actions: watch TV, sleep, read

Practice Time Review, Page 63

A. Read and match.

ANSWERS

- 1 Who's he?/He's my grandfather.
- 2 We're shouting./We aren't walking.
- 3 What's she doing?/She's studying English.
- 4 That's red./That's a red flower.
- 5 What time is it?/It's three forty-five.
- 6 I'm drawing./I'm not sleeping.

B. Read and match.

ANSWERS

- 1 Does she have glue?/No, she doesn't. She has tape.
- 2 What are those?/They're skirts.
- 3 It likes cheese./It doesn't like salad.
- 4 Where are the books?/They're under the desk.
- 5 He has a rash./He doesn't have a cold.
- 6 They have candy./They don't have juice.

Phonics Time Review, Page 64

A. Look and match.

ANSWERS

1 r 2 -ck 3 y 4 c 5 -x 6 j 7 l 8 q

B. Read and circle.

ANSWERS

- 1 sad, man, hat 2 paint, lake, play
- 3 bed, pen, desk 4 sea, bee, meat
- 5 sick, six, pig 6 bike, light, time
- 7 pot, sock, hop 8 home, snow, coat
- 9 sun, run, bus 10 blue, June, glue

Unit 1

Worksheet 2: Phonics Fun *j* and *y*

B. Does it begin with *j* or *y*? Write the letter.

Students color the paint in number 6 yellow. They then look at each picture and write either *j* or *y* to complete the word.

ANSWERS

1 jacket 2 yo-yo 3 jet 4 yogurt 5 jam 6 yellow

C. Pairwork. Does it begin with *j* or *y*?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the first word in the left-hand column, *jet*. Student 2 listens and circles the word's initial letter in the right-hand column. Student 1 then says the second word, *yogurt*, and Student 2 circles its initial letter. Student 2 then says both of the words in his/her column, and Student 1 circles each word's initial letter.

ANSWERS

1 j 2 y 3 y 4 j

D. Does it begin with *j* or *y*? Look and match.

Students color the paint in number 4 yellow. Then they match each picture to the letter that corresponds to its initial sound.

ANSWERS

1 Jj 2 Yy 3 Jj 4 Yy 5 Yy 6 Jj

Unit 2

Worksheet 3: Actions!

B. Pairwork.

A student in each pair (Student 1) begins by saying the target sentences about the first set of pictures in the left-hand column. Student 2 listens, finds the correct set of pictures in the right-hand column, and circles the corresponding letter.

ANSWERS

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

Worksheet 4: Phonics Fun *l* and *r*

B. Do they both begin with the same sound? Write ✓ or X.

Students color the paint in numbers 2 and 3 red.

ANSWERS

1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 ✓

C. Pairwork.

A student in each pair (Student 1) begins by saying the first sound in the left-hand column, /l/. Student 2 listens and circles the word that begins with the same sound in the right-hand column.

ANSWERS

1 lake 2 read 3 run 4 lemon

D. Does it begin with *l* or *r*? Look and match.

Students color the paint in number 3 red. They then match each picture to the letter that corresponds to its initial sound.

ANSWERS

1 Rr 2 Ll 3 Rr 4 Ll

Unit 3

Worksheet 5: Matching

B. Look, read, and match.

ANSWERS

- 1 They're crying. They aren't running.
- 2 We're walking. We aren't laughing.
- 3 You're laughing. You aren't singing.
- 4 You're shouting. You aren't crying.
- 5 We're running. We aren't walking.
- 6 They're singing. They aren't shouting.

Worksheet 6: Phonics Fun *c*, *-ck*, *q*, and *-x*

B. Does it have *c*, *-ck*, *q*, or *-x*? Write the letters.

Students look at each picture, then write either *c*, *ck*, *q*, or *x* to complete the word.

ANSWERS

1 box 2 queen 3 cat 4 duck

C. Pairwork. Does it have *c*, *-ck*, *q*, or *-x*?

ANSWERS

1 c 2 -x 3 q 4 -ck

D. Say, circle, and write.

Students look at each picture, say the word, circle the letters that make up the word, then write the complete word.

ANSWERS

1 duck 2 cat 3 box

Unit 4

Worksheet 7: Actions!

B. Pairwork.

A student in each pair (Student 1) begins by asking Student 2 about what the person in the first picture in the right-hand column is doing. Student 2 listens to the question and answers using the target pattern. Student 1 then circles the correct picture.

ANSWERS

- 1 What's he doing? He's studying English.
- 2 What are you doing? We're watching TV.

Worksheet Instructions and Answers

Unit 1

Worksheet 2: Phonics Fun *j* and *y*

B. Does it begin with *j* or *y*? Write the letter.

Students color the paint in number 6 yellow. They then look at each picture and write either *j* or *y* to complete the word.

ANSWERS

1 jacket 2 yo-yo 3 jet 4 yogurt 5 jam 6 yellow

C. Pairwork. Does it begin with *j* or *y*?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the first word in the left-hand column, *jet*. Student 2 listens and circles the word's initial letter in the right-hand column. Student 1 then says the second word, *yogurt*, and Student 2 circles its initial letter. Student 2 then says both of the words in his/her column, and Student 1 circles each word's initial letter.

ANSWERS

1 j 2 y 3 y 4 j

D. Does it begin with *j* or *y*? Look and match.

Students color the paint in number 4 yellow. Then they match each picture to the letter that corresponds to its initial sound.

ANSWERS

1 Jj 2 Yy 3 Jj 4 Yy 5 Yy 6 Jj

Unit 2

Worksheet 3: Actions!

B. Pairwork.

A student in each pair (Student 1) begins by saying the target sentences about the first set of pictures in the left-hand column. Student 2 listens, finds the correct set of pictures in the right-hand column, and circles the corresponding letter.

ANSWERS

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

Worksheet 4: Phonics Fun *l* and *r*

B. Do they both begin with the same sound? Write ✓ or X.

Students color the paint in numbers 2 and 3 red.

ANSWERS

1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 ✓

C. Pairwork.

A student in each pair (Student 1) begins by saying the first sound in the left-hand column, /l/. Student 2 listens and circles the word that begins with the same sound in the right-hand column.

ANSWERS

1 lake 2 read 3 run 4 lemon

D. Does it begin with *l* or *r*? Look and match.

Students color the paint in number 3 red. They then match each picture to the letter that corresponds to its initial sound.

ANSWERS

1 Rr 2 Ll 3 Rr 4 Ll

Unit 3

Worksheet 5: Matching

B. Look, read, and match.

ANSWERS

- 1 They're crying. They aren't running.
- 2 We're walking. We aren't laughing.
- 3 You're laughing. You aren't singing.
- 4 You're shouting. You aren't crying.
- 5 We're running. We aren't walking.
- 6 They're singing. They aren't shouting.

Worksheet 6: Phonics Fun *c*, *-ck*, *q*, and *-x*

B. Does it have *c*, *-ck*, *q*, or *-x*? Write the letters.

Students look at each picture, then write either *c*, *ck*, *q*, or *x* to complete the word.

ANSWERS

1 box 2 queen 3 cat 4 duck

C. Pairwork. Does it have *c*, *-ck*, *q*, or *-x*?

ANSWERS

1 c 2 -x 3 q 4 -ck

D. Say, circle, and write.

Students look at each picture, say the word, circle the letters that make up the word, then write the complete word.

ANSWERS

1 duck 2 cat 3 box

Unit 4

Worksheet 7: Actions!

B. Pairwork.

A student in each pair (Student 1) begins by asking Student 2 about what the person in the first picture in the right-hand column is doing. Student 2 listens to the question and answers using the target pattern. Student 1 then circles the correct picture.

ANSWERS

- 1 What's he doing? He's studying English.
- 2 What are you doing? We're watching TV.

- 3 What's she doing? She's taking a shower.
- 4 What are they doing? They're getting dressed.

C. Look and write.

ANSWERS

- 1 What's she doing? She's studying English.
- 2 What are they doing? They're eating breakfast.

Worksheet 8: Phonics Fun long a

B. Look and write.

Students look at each picture, then write *ay*, *ai*, or *a* to complete the word.

ANSWERS

- 1 play 2 rain 3 lake 4 paint 5 cake 6 May

C. Pairwork.

ANSWERS

- 1 May 2 cake 3 rain 4 lake

D. Look and write.

ANSWERS

- 1 a day in May 2 rain on a lake 3 play a game

Unit 5

Worksheet 9: Time Bingo

C. Cut out the cards. Make a Bingo grid. Play Bingo.

Students cut out each square, and arrange the squares in any order in the shape of a 4 x 4 grid. Cut out a set to use when calling out the times. Play Bingo using these cards. Have students ask *What time is it?* Respond with one of the times in the grid. For example: Students ask *What time is it?* Say *It's five fifty*. Students then place their markers on 5:50.

Worksheet 10: Phonics Fun long e

B. Look and write.

ANSWERS

- 1 tea 2 read 3 bee 4 sleep 5 meat 6 feet

C. Pairwork. Does it have long a or long e?

ANSWERS

- 1 long e 2 long a 3 long a 4 long e

D. Does it have long a or long e? Write and match.

ANSWERS

- 1 read, long e 2 lake, long a 3 May, long a 4 eat, long e

Unit 6

Worksheet 12: Phonics Fun long i

A. Read the words.

Students read each word.

B. Look at A. Find the words and circle.

kichei five gight

night bibike light tv

C. Pairwork.

ANSWERS

- 1 five 2 tight 3 bike 4 light

Unit 7

Worksheet 13: Game Time!

B. Point to a number. Play the game with a partner.

Divide the class into pairs. Each student chooses an item to be a marker, such as a coin, a pen top, or an eraser, and places it on the *Start* square. Students in each pair take turns closing their eyes, pointing to a number, and moving their markers along the game board the appropriate number of squares. Students look at the squares on which they have landed and ask their partners either *What are (these)?* or *What's (this)?* The partner looks at the square and answers the question. If a student correctly asks the question, he/she remains on that space. If he/she does not, he/she returns the marker to where it was at the beginning of that turn. The first student in each pair to reach the *Finish* square wins.

Worksheet 14: Phonics Fun long o

B. Look and write.

ANSWERS

- 1 window 2 snow 3 boat 4 home 5 coat 6 note

C. Pairwork. Does it have long e, long i, or long o?

Answers

- 1 long o 2 long e 3 long i 4 long o

D. Circle the long o pictures. Then say the words.

ANSWERS

Circled pictures: window, note, boat, coat

Unit 8

Worksheet 15: Where's the Book?

C. Read the question. Look at B and write the answer.

ANSWERS

- 1 Where are the birds? They're on the shelf.
- 2 Where's the book? It's on the bed.
- 3 Where are the shirts? They're under the desk.
- 4 Where are the guitars? They're next to the bed.
- 5 Where's the banana? It's on the desk.
- 6 Where's the basketball? It's under the chair.

Worksheet 16: Phonics Fun long u

B. Look and write.

Students color the paint in number 3 blue.

ANSWERS

- 1 Sue 2 tube 3 blue 4 glue 5 flute 6 June

C. Pairwork. Does it have long a, long e, long i, long o or long u?

ANSWERS

- 1 long a 2 long i 3 long e 4 long o

D. Write and match.

For each number, students look at the picture and write the corresponding word. They then match it to the corresponding vowel.

ANSWERS

- 1 five, long i 2 glue, long u 3 bee, long e 4 cake, long a
5 boat, long o

Unit 9

Worksheet 17: Food Game

B. Point to a number. Play the game with a partner.

Divide the class into pairs. Each student chooses an item to be a marker, such as a coin, or a pen top, and places it on the *Start* square. Students take turns closing their eyes, pointing to a number, and moving their markers along the game board. They look at the square on which they have landed and say a sentence using the target pattern. For example: A student lands on a square with *we* and a picture of candy with an **X** over it. He/She says *We don't have candy*. If the student correctly says the sentence, he/she remains on that space. If not, he/she returns the marker to where it was at the beginning of that turn. The first student to reach the *Finish* square wins.

Worksheet 18: Phonics Fun short a/long a

B. Do they both have the same vowel sound? Write ✓ or X.

ANSWERS

- 1 ✓ 2 X 3 ✓ 4 ✓ 5 ✓ 6 X

C. Pairwork. Does it have short a or long a?

ANSWERS

- 1 short a 2 long a 3 long a 4 short a

D. Circle the short a words. Then read the words.

ANSWERS

Circled words: hat, map, sad, cat, bad, man, bat

Unit 10

Worksheet 19: What's Wrong?

B. Pairwork.

ANSWERS

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

Worksheet 20: Phonics Fun short e/long e

A. Read the words.

Students read each word.

B. Circle and write.

Students circle the letter(s) that make up the vowel sound of each illustrated word, then write the word.

ANSWERS

- 1 ea, seal 2 e, desk 3 e, bed 4 ee, queen 5 ea, eat
6 e, pen

C. Pairwork

ANSWERS

- 1 seal 2 bed 3 pen 4 eat

D. Say, circle, and write.

ANSWERS

- 1 bed 2 seal

Unit 11

Worksheet 21: What Does She Have?

B. Pairwork.

ANSWERS

- 1 a 2 b 3 b 4 a

C. Look and write.

ANSWERS

- 1 Does she have crayons? No, she doesn't. She has scissors.
2 Does she have paint? No, she doesn't. She has tape.

Worksheet 22: Phonics Fun short i/long i

B. Pairwork. Does it have short i or long i?

ANSWERS

- 1 long i 2 short i 3 long i 4 short i

C. Follow the long i words to Annie and Ted. Then read the words.

ANSWERS

Words along the path to Annie and Ted: nine, light, bike, fine, mine, tight, kite, right, night, five, sight, night, like, Mike, fight

Unit 12

Worksheet 23: Follow the Maze

B. Follow the maze. Say the sentences.

ANSWERS

- 1 He likes bread. He doesn't like cheese.
2 He likes salad. He doesn't like chicken.
3 She likes cheese. She doesn't like rice.
4 She likes chicken. She doesn't like fruit.
5 It likes rice. It doesn't like salad.
6 It likes fruit. It doesn't like bread.

Worksheet 24: Phonics Fun short o/long o

B. Pairwork. Does it have short o or long o?

ANSWERS

- 1 long o 2 short o 3 long o 4 short o

C. Write the words in the correct columns.

ANSWERS

short a: sad, cap, man short e: pen, bed, desk
short i: six, pig, sick short o: sock, pot, hop
long a: game, pain, day long e: seal, eat, green
long i: right, nine, bike long o: rope, snow, toast

Unit 1, Worksheet 1: Family Faces

A. Say the sentences.

1. Who's he? He's my father.

2. Who's she? She's my mother.

B. Draw your family. Then tell a partner about your family.

