

Jennifer Taylor • Dorothy Bukantz
Susan Rivers • Setsuko Toyama

with
Test Center
and
Online Practice

English Time

Teacher's Book



2nd Edition



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Syllabus

Unit	Topic	Conversation Time	Word Time	Practice Time	Phonics Time
1	Camping Activities	Wake up, Annie! What time is it, Penny? It's seven o'clock. It's time for breakfast. Good. I'm hungry. Smells good. What's for breakfast? We're having bread and eggs. Yum! My favorite!	cook breakfast listen to stories laugh at jokes climb a mountain watch the sunrise play cards wash the pots and pans clean the tent	Did you cook breakfast? Yes, I did. No, I didn't. I played cards. (all pronouns)	Consonant Blend Review
2	Amusement Park Activities	It's so hot. I'm really thirsty. Me, too. Let's get some juice. What kind of juice do you want? Pineapple juice, please. Uh-oh! I don't have enough money. That's okay. It's my treat. Here you are. Thanks a lot.	drink soda pop eat cotton candy win a prize go on a ride see a show have lunch buy tickets take pictures	She bought tickets. She didn't eat cotton candy. (all pronouns)	-ed baked /t/ chopped kissed -ed called /d/ cleaned played
3	Chores	Let me help you, Mom. Thanks. Be careful. It's heavy. No problem. I'm strong. Yes, you are. Help! Watch out! Are you okay? I think so. But look at my skateboard.	make the bed feed the pets sweep the floor take out the garbage do the laundry hang up the clothes put away the groceries set the table	What did she do? She swept the floor. (all pronouns)	-ed dusted /id/ greeted invited planted waited weeded
Review of Units 1-3					
Cross-curricular 1: First Aid burn antibiotic ointment cut bandage break cast strain ice pack					
Project Time: Storybook					
4	Activities in Town	Excuse me. I'm looking for the museum. Is it far? Not really. Walk two blocks. Turn right. It's on the left. Did you say turn right or turn left? Turn right. It's on the left. Thank you very much. You're welcome. Have fun!	see a movie rent a DVD ride the bus visit a friend buy a donut mail a letter get a haircut take a taxi	I'm/She's/We're going to ride the bus. I'm not/She isn't/We aren't going to take a taxi. (all pronouns)	-le beetle bicycle bottle poodle puddle uncle
5	Food and Drinks	What are you eating? Rice. Try some. It's good. No, thanks. Come on. Just a little. Oh, all right. But not too much. Here you go. Hey! It's delicious! I told you so.	taco/tacos burrito/burritos french fry/french fries hot dog/hot dogs spaghetti curry iced tea lemonade	What are you going to have? I'm going to have a hot dog. What's he going to have? He's going to have some curry. What are they going to have? They're going to have some curry. (all pronouns)	-er blister butter dinner lobster mother tiger
6	Seasons and Seasonal Activities	What's your favorite subject? I like math. It's fun. Excuse me. Where's the library? Go straight. It's across from the music room. Thanks. Sure. Oh. It's time for art class. Great. That's my favorite.	spring summer fall winter plant flowers pick apples build a snowman go to the beach play in the leaves go skiing	I'll plant flowers in the spring. I won't go skiing. (all pronouns)	al fall talk au laundry saucer aw crawl draw

Review of Units 4-6

Cross-curricular 2: Math Equations: multiplication word problem equation multiplied by division divided by answer

Project Time: Math Equations Poster

Unit	Topic	Conversation Time	Word Time	Practice Time	Phonics Time
7	Sea Animals	Which one do you want? Oh, I don't know. They're all cute. Well, it's time to go. Please make up your mind. Um, okay. I'll take this one. Are you sure? I'm positive. Great. Let's get it. Dad, the cashier is over here.	whale dolphin eel shark octopus crab big small fast slow	The whale is bigger than the dolphin.	ar barn farm yard or corn fork storm
8	Land Animals	Dad! Guess what! What? There's a monkey on the car! Quick! Shut the window. Look! There it is. Oh, it's cute. It's not cute. It's scary. Don't worry. It won't hurt you. Aw! It's going away.	elephant cheetah giraffe snake furtle chimpanzee tall short fat thin	Which one is the tallest? The giraffe is the tallest.	ou house mouse mouth ow brown gown town
9	Recreation	Oh! I missed the ball. We won! We won! Congratulations. Nice game. It was close. Yeah, it was. Do you want to play again? Sure. This time we'll win. We'll see.	play Ping-Pong play badminton snorkel go fishing go horseback riding go sailing in-line skate listen to music	What do you like to do? I like to listen to music. What does he like to do? He likes to listen to music. (all pronouns)	oo cook /u/ look wood oo broom /u:/ moon spoon

Review of Units 7-9

Cross-curricular 3: Food Chain food chain producers consumers herbivores carnivores omnivores

Project Time: Fun Fact Cards

10	Hobbies	Wow! What a cool kite! Thanks. I made it myself. You're kidding! No, it's true. I made it. Was it hard? No, it was easy. I'll show you. Great! What do we need? Paper and string. Let's get some.	collect stickers sing build a model take a nap read a comic book make a movie paint cycle	We like singing, but we don't like building models. She likes singing, but she doesn't like building models. (all pronouns)	er clerk dessert ir bird shirt ur curry purse
11	Planets	Wow! Did you see all the planets and stars? Yeah! That was a great show. Ms. Apple, can we go to the snack bar? Can we go to the gift shop? No, kids. We don't have time. Aw. But I want to buy a gift for my dad. And I'm thirsty. Please, Ms. Apple. We'll hurry. Sorry, kids. We have to catch the bus.	Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune	I want to see Mercury. Let me look. He wants to see Mercury. Let him look. (object pronouns)	oi boil oil oy point boy joy oyster
12	Occupations	You dance very well. Thanks. I love dancing. I don't dance very well. Sure you do. You're a good dancer. But I don't practice enough. Well, practice makes perfect. I have an idea. Let's practice together. That's a great idea. Thanks.	musician / play the violin engineer / build things vet / help animals computer programmer / program computers nurse / take care of people artist / draw	Why do you want to be a vet? Because I like helping animals. Why does she want to be a vet? Because she likes helping animals. (all pronouns)	Vowel Blend Review

Review of Units 10-12

Cross-curricular 4: Maps compass north south east west globe equator

Project Time: Make a Map

Introduction

Course Description

English Time is a six-level communicative course intended for elementary school students studying English for the first time. It was 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 steady pace, offering students opportunities to practice each new language item in a variety of contexts. 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, maintain student interest and involvement throughout the course.

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

The components of each level of *English Time* are: Student Book with Student Audio CD, Wall Charts, Workbook, Workbook with Online Practice, Class Audio CD, Teacher's Book with a Test Center CD-ROM and Online Practice, and 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 contain twelve 4-page units and four 2-page reviews. Each unit is built around a theme, such as *Pets* or *Nature*, to provide a real-life context to the language. Each page of a unit practices a single language function in order to keep the focus of the page clear. The short units help students progress rapidly, thus building their confidence and motivation. After every three units, the 2-page review recycles previously learned language in a new, meaningful context.

Each Student Book ends with an alphabetical *My Picture Dictionary*, where students write vocabulary words as they learn them. At the back of the Student Books there are also 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 child's progress in English.

The Student Audio CDs

The Student Audio CDs feature all Student Book vocabulary, grammar patterns, songs, chants, and phonics sounds and words. The sections included on the Student Audio CD are easily identified 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 practice for each lesson. The Workbooks offer an excellent opportunity for teachers to assess student comprehension and language retention.

The Teacher's Books

The 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 presents 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 137–164).

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 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 full advantage of its rich interactive content, it should be used on an interactive whiteboard, but may also be used with the 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 all language in a spiraling syllabus that builds on and reinforces previously learned language. Thus, at each new level students maintain and add to the language they know.

The unit topics and situations are both familiar and of universal appeal to children. Students immediately relate to these situations, which results in greater language production and retention.

English Time emphasizes student-centered learning, as it creates opportunities for students to produce language in a manner resembling "real-life" communication. For this purpose, practice and review activities in *English Time* systematically involve pair 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). By engaging students orally, visually, logically, kinesthetically, and musically, *English Time* activities maximize students' participation 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, stimulating lessons. Information gap activities, role-play, survey, and interviews are employed to create a real need for communication 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 organised, 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 an activity which reviews the language practiced in the previous lesson. This helps students to both recall the language and "switch" to English-speaking mode. In some lessons, a second review activity focuses on language related to the target vocabulary or grammar patterns.

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 real objects (realia), drawings, charts, 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, answer keys, 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 the 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.

5 Finish the Lesson

Each lesson plan concludes with a fun activity that 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

8 At the Safari Park
Conversation Time

A. Listen and repeat. B. Listen and point to the speakers.
C. Role-play the conversation with two other students.

1 Dad! Guess what!
What?

2 There's a monkey on the car!
Quick! Shut the window.

3 Look! There it is.
Oh, it's cute.

4 It's not cute. It's scary. Don't worry. It won't hurt you.
Aw! It's going away.

D. Review. Listen and repeat.

I'm going to take a picture.
Be very careful!
Oh, no!
I told you to be careful.

There's a monkey on the car! Unit 8 37

Speakers of the conversation are featured in context.

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

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

Warm-Up and Review

- Do an activity to review 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. Answer keys are provided at the back of the Teacher's Book.

Introduce the Conversation

- Clarify the meaning of 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 in such a way that students can see it presented in a natural way. To do this, bring students (one student for each speaker 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 natural facial expressions and body language. In this way, students know who says which line of the conversation. Each lesson plan contains examples of appropriate body language and facial expressions for each line of the conversation.
- Divide the class into groups (one group for each speaker 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. If students need additional support, model the conversation using the visual prompts from the first bullet point.

- 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. Suggested substitutions are provided where appropriate.

Talk About the Picture

- Students open their Student Books for the first time at this point.
- Describe 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 items in a new context. A short reading is suggested 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 a Wall Chart instead of a Student Book to describe the people and actions in the picture.
- Ask questions about the large scene in order to elicit language and familiarize students further with the picture. Encourage students to answer using words, phrases, or simple sentences. Prompt if necessary. Suggested questions are provided in each lesson plan.

Practice the Conversation

A. Listen and repeat.

- 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.

B. Listen and point to the speakers.

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

C. Role-play the conversation with a partner.

- Students produce the conversation by choosing a partner, then role-playing the conversation, using the body language and facial expressions from Introduce the Conversation. They then change roles and role-play the conversation again.
- If a conversation has more than two speakers, divide students 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 can then choose a partner and role-play the conversation, using appropriate body language and facial expressions.

What Did Digger Find?

- Digger the dog has found something in each unit – either on the Conversation Time page or on the Word Time page. Students try to be the first to determine what Digger found, raise their hands, and say what the object Digger has found is. Encourage students to use complete sentences when possible. An answer key is provided in each lesson plan.

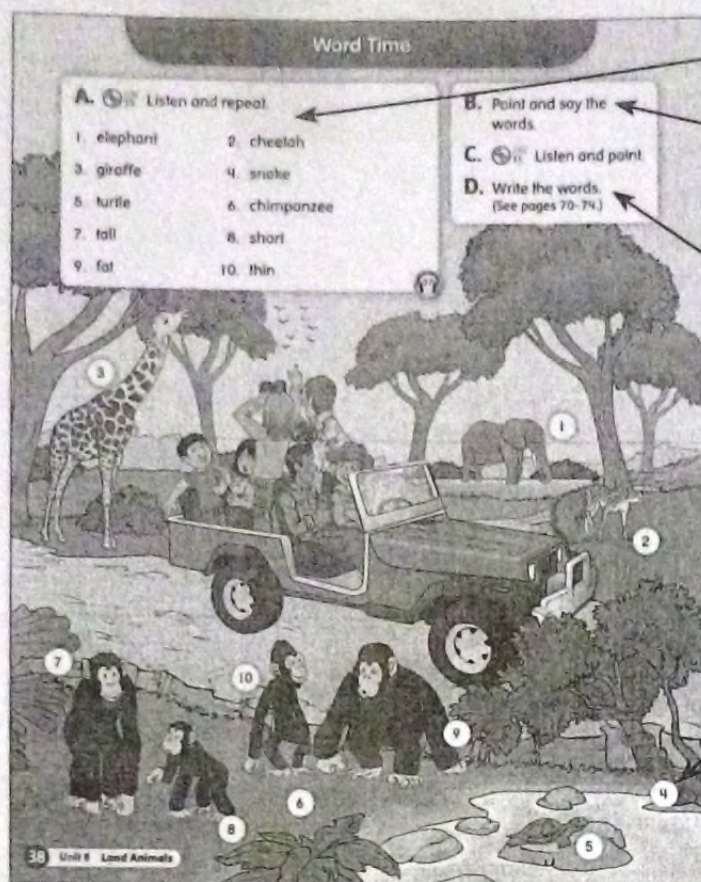
Games and Activities

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

Finish the Lesson

- Finish the lesson with a quick 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 important that students understand the directions for each activity so that they can concentrate on language, not on trying to figure out what to do. An answer key is provided at the back of the Teacher's Book.

Word Time Sample Page and Lesson Plan



Eight or more 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.

Warm-Up and Review

- Do an activity to review 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. Answer keys 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 its meaning. 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 as this is a receptive exercise focusing on exposure to English and recycling previous language items in a new context. A short reading is suggested 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 familiarize students further with the picture. Encourage students to answer using words, phrases, or simple sentences. Prompt 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.
- For added challenge, say the words in random order. Students listen and point to the words in the vocabulary box.

B. 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.
- Alternatively, divide the class into pairs. Students in each pair take turns pointing to and naming each of the target vocabulary items.

C. 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.

D. 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 vocabulary item, then write the word next to it.

What Did Digger Find?

- Digger the dog has found something in each unit – either on the Conversation Time page or on the Word Time page. Students try to be the first to determine what Digger found, raise their hands, and say what the object Digger has found is. Encourage students to use complete sentences when possible. Answers are provided in each lesson plan.

Extra Vocabulary

- Each Word Time lesson includes three to four optional extra vocabulary items, which are illustrated on that unit's Conversation Time page. 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 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 practice and internalize the new vocabulary, students practice it through various games and activities.

Finish the Lesson

- Finish the lesson with a quick 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 important that students know what to do for each activity so that they can concentrate on the language, and not on trying to figure out the activity. 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.  
Which one is the tallest? The giraffe is the tallest.

tall → tallest	short → shortest
fat → fattest	thin → thinnest
fast → fastest	slow → slowest

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

1. short? chimpanzee 

2. tall? giraffe 

3. fat? elephant 

4. slow? turtle 

5. fast? cheetah 

6. thin? snake 

C. Look at page 38. Point to the picture and practice with a partner.

D.   **SONG** Listen and sing along. (See "Which One Is the Tallest?" on page 68.)

Which one is the tallest? Unit 8 39

New grammar patterns are presented as complete sentences.

Six to eight 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 or chant in each unit provides a fun review of the new grammar patterns.

Warm-Up and Review

- Do an activity to review 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. Answer keys are provided at the back of the Teacher's Book.

Introduce the Patterns

- Pronoun Review.** Ask students to repeat all of the following words and actions. Point to yourself and say *I*. Point to and look at students while saying *You*. Put your arms around a group of students and say *We*. Step away from and point to this same group of students, look at seated students, and say *They*. Point to a boy, look at seated students, and say *he*. Point to a girl, look at seated students, and say *she*. Point to a picture of a bird, look at seated students, and say *it*.
- 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 use the patterns immediately. Detailed instructions are provided in each lesson plan. Explaining grammar rules is not recommended at this level as it could prove 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 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 any necessary explanations of contractions or verb tense changes on the board. Point to and read each word. Students repeat.

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

- Focus students' attention on the situational art exercises. Play the recording. Students listen to each pattern and repeat, pointing to the corresponding picture 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 all the patterns they have just practiced. They then change roles and do the same again.

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 take turns pointing to the pictures and making sentences using the new patterns. An example is provided in each lesson plan.
- For question and answer patterns: Students remain in pairs. Focus their attention on the Word Time large scene. They take turns pointing to the pictures and asking and answering questions, using the new patterns and vocabulary items. An example is 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 or read some of the lyrics. Read the lyrics line by line and have students repeat. Play the recording. Students listen and follow in their books to familiarize themselves with the song or chant before singing it.
- Alternatively, write the lyrics on the board. 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. A detailed activity is provided in each lesson plan.

Games and Activities

- In order to practice and 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 to give students further practice with the target pattern. Worksheets can be done at home or in class. The extra tasks can also be given to more advanced students to keep them occupied while the teacher spends time with students who need more help. For Worksheets and detailed instructions, see Teacher's Book pages 110–136.

Finish the Lesson

- Finish the lesson with a quick 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 important that students know what to do for each activity so that they can concentrate on the language, and not have to spend time trying to figure out the activity. An answer key is provided at the back of the Teacher's Book.

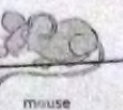
Phonics Time Sample Page and Lesson Plan

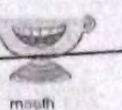
Phonics Time

A. Listen and repeat.


dog


house


mouse


mouth


ow


brown


gown


town

B. Do they both have the same vowel sound? Listen and circle ✓ or X.

1. cloud	2. cow	3. out	4. couch	5. clown	6. down
mouse	snow	owl	home	tow	shout
✓ X	✓ X	✓ X	✓ X	✓ X	✓ X

C. Read the sentences. Write the numbers. Then listen.

1. A silly little mouse lived in a big house.
2. She went to town in an evening gown.
3. She met a brown trout and started to shout.
4. "Please don't shout, little mouse," said the trout.






Unit 8: ow and ou

• 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 models the correct pronunciation of these words.

• Practice of the target sounds is provided through a variety of exercises that emphasize listening, reading, and writing.

Warm-Up and Review

- 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. Answer keys are provided at the back of the Teacher's Book.
- As phonics needs constant reinforcement, do an activity which reviews previously learned sounds.
- An activity is 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, say the first target sound and have students repeat. Do the same with the remaining sounds and words.
- Write each target word on the board in the following way: Write the target letter(s). Say its sound while pointing to the letter(s). 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 exercises to reinforce the sounds. Detailed instructions and, where appropriate, audioscripts and answers, are provided for each exercise.

Games and Activities

- In order to practice and internalize the new language, students then practice the sounds through various games and activities. Games and activities are provided in each lesson plan.

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 to keep them occupied while the teacher spends time with 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 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 know what to do for each activity so they can concentrate on language, and not have to spend time trying to figure out the activity. An answer key is provided at the back of the Teacher's Book.

Assessment

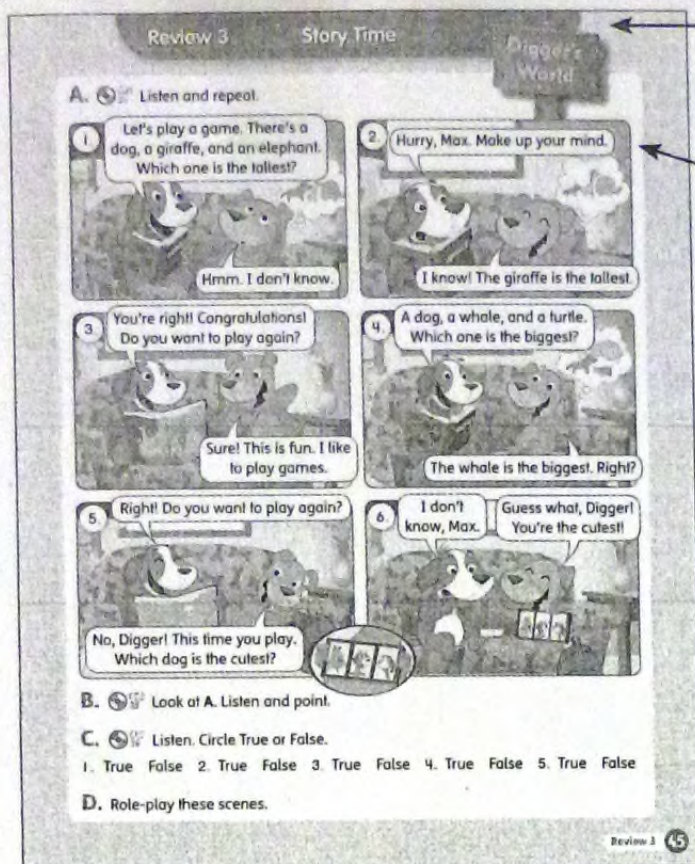
- Give the unit Test in order to check students' comprehension of the new language items. There is one Test per unit. An extensive midterm and final test are also provided. For Tests and detailed instructions, see Teacher's Book pages 137–164 and the Test Center CD-ROM.

Sounds in Student Book 4

Consonants

Letter	Sound	Example Word
al	/ɔ/	talk
au	/ɔ/	saucer
aw	/ɔ/	crawl
ch	/tʃ/	chair
tch	/tʃ/	watch
sh	/ʃ/	fish
th	/θ/; /ð/	thin; this
ed	/t/; /d/; /ɪd/	baked; called; dusted
le	/ɔ/	uncle
er	/ər/	butter
ar	/ɑr/	barn
or	/ɔr/	corn
ou	/aʊ/	house
ow	/aʊ/	brown
oo	/u/; /ʊ/	cook; broom
er	/ɜ/	dessert
ir	/ɜ/	bird
ur	/ɜ/	curry
oi	/ɔi/	boil
oy	/ɔi/	joy

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

- Students do an activity that reviews the conversations, vocabulary items, and grammar patterns from the previous three units. At least one activity is provided in each lesson plan.
- Check the Phonics Time Workbook page that students did in class or for homework. Answer keys 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 describe 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 spoken in real life. Students listen and point to the scenes as they hear the corresponding sentences 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 students 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. A project and a game or activity are provided in each lesson plan.

Finish the Lesson

- Finish the lesson with students doing an 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 the 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

Review: Activity Time

A. Listen and write.

1.  The _____ and _____ are on the _____.

2.  The _____ and _____ are in the _____.

3.  Can a _____ ?

B. Read and circle True or False.

1. The whale is bigger than the elephant. True False

2. The chimpanzee is taller than the giraffe. True False

3. The turtle is the shortest. True False

C. What do you like to do? Ask your classmates. Write their names.

_____ likes to play Ping-Pong. _____ likes to go fishing.

_____ likes to in-line skate. _____ likes to listen to music.

_____ likes to snorkel. _____ likes to play badminton.

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

- Students do an activity to review the conversations, vocabulary items, patterns, and/or phonics sounds from the previous three units. An activity is provided in each lesson plan.
- Check the first page of the Workbook Review that students did in class or for homework. Answer keys 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 items, grammar patterns, and/or phonics. Detailed instructions and, where appropriate, audioscripts and answers, are provided for each exercise.

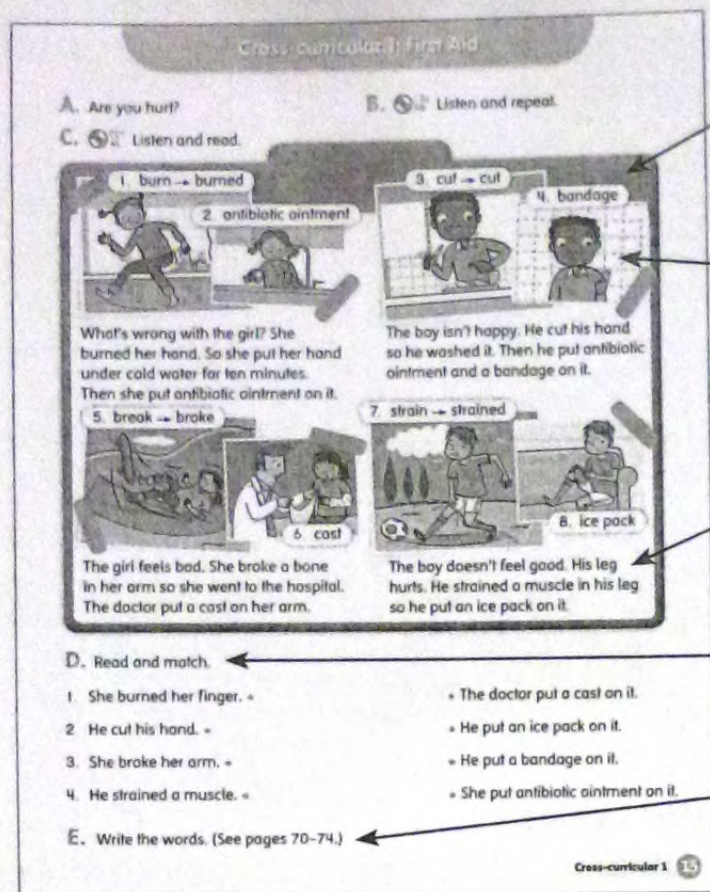
Games and Activities

- Students review the language 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 the 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



Six to eight 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 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. Students listen. Call out the target vocabulary words randomly. Students respond with the corresponding number. Call out the numbers. Students respond with the corresponding target vocabulary words. Alternate methods for introducing words are provided where appropriate.

Practice the Words

A. Do you eat plants and animals?

- 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 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 (pages 70-74). They look through the alphabetical Picture Dictionary to find the picture of each target vocabulary item, then write the word next to it.

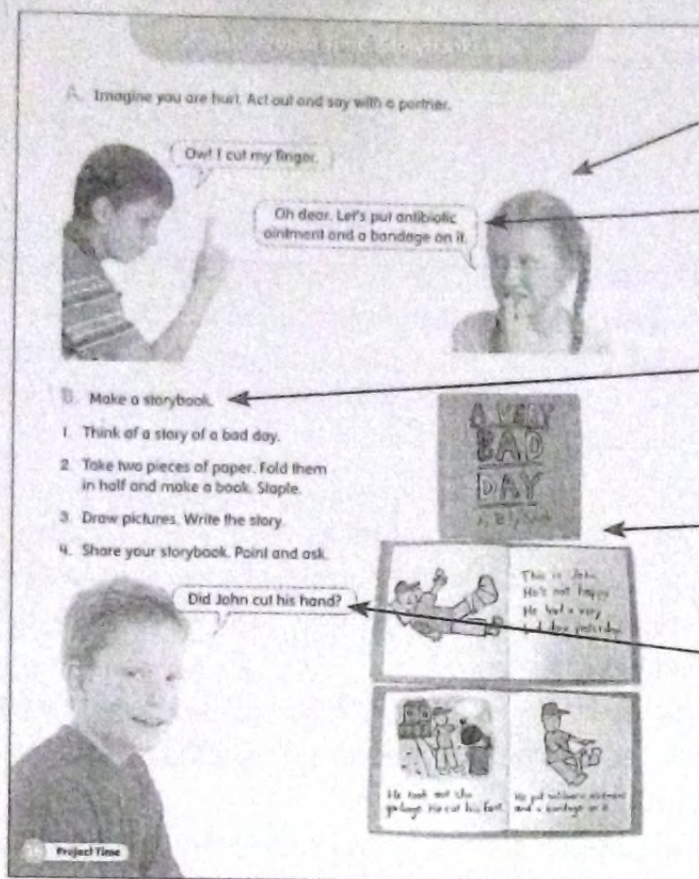
Games and Activities

- 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. Answer keys are provided at the back of the Teacher's Book.

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 classmates. 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.

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.

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 who 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.

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 92–99 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.

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.
- 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.

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 Patterns	Practice the Patterns (Student Book page 3)	Games and Activities	Finish the Lesson
Lesson Plan	1. Do It! (5 min.)	1. Pronoun review 2. I want a fish. I don't want a rabbit. 3. He wants a fish. He doesn't want a rabbit. 4. Fluency practice (10 min.)	1. Open Student Books 2. Play recording and do exercises 3. Sing song (10 min.)	Memory Chain (7 min.)	1. True Sentences (4 min.) 2. Assign homework • Workbook p. 3 • Worksheet 1 (4 min.)
Materials Needed	student pictures of pets drawn in last lesson		CD & player		
Lesson Taught	✓ done	✓ done	✓ done except for song (play at beginning of next class)	✓ done Memory Chain	✓ done
General Notes Class response Individual response Areas that need more practice	- Everybody needs more practice with <u>don't want</u> and <u>doesn't want</u>. - Kim: Having trouble paying attention again. Call parents. - Time song and games more carefully next time. - Students really liked <u>interacting</u> during True Sentences 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 Patterns	Practice the Patterns (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

Classroom Language

Focus: Frequently used classroom language

Materials Needed: CD and player

Introduce the Language

- Tell students that in this lesson they are going to hear language that they can use in different classroom situations. Brainstorm with students different things they might want to say to each other or to their teacher during English class. See if students can then produce language to use in the different situations they have brainstormed. Accept any reasonable answers, and write them on the board.

Practice the Language

- Students open their Student Books to pages vi–vii.

A. Listen and repeat. 1.1

- Students look at the twelve scenes to see if any of the situations they brainstormed are illustrated on the page.
- Play the recording. Students listen and repeat.
 - A *Collect the homework, please.*
 - B *Okay.*
 - A *Pass out the paper, please.*
 - B *Can I help?*
 - A *Share a book with your classmate.*
 - B *Let's use mine.*
 - A *Ask your classmate a question about page 24.*
 - B *What's he doing?*
 - A *May I get a drink of water?*
 - B *Not right now. In a minute.*
 - A *Make a sentence with the word "night."*
 - B *I practice the piano at night.*
 - A *Who can tell me the answer?*
 - B *I can.*
 - C *Me, too.*
 - A *Please repeat after me. He wants fruit.*
 - B *He wants fruit.*
 - A *Please memorize page 18.*
 - B *That's easy.*
 - A *Who wants to erase the board?*
 - B *I do.*
 - A *No gum in class. Please get rid of it.*
 - B *Sorry.*
 - A *Next class, you will have a test on Unit 12.*
 - B *Which unit?*
 - C *Unit 12.*
- Play the recording again. Students listen and point to the speakers. Play the recording as many times as necessary for students to complete the task.

TEACHER TIP 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 each lesson until students are completely familiar with the classroom language.

Games and Activities

- **Role-Play.** Divide the class into pairs. Students in each pair work with their partners to role-play each classroom language situation. After five to seven minutes, have several pairs of volunteers come to the front of the classroom and role-play the dialogues.

Finish the Lesson

- **What's Next?** Say the first line of one of the classroom language dialogues. Students respond with the second line. Do the same with all the dialogues.

Do You Remember?

Do You Remember?

Focus: English Time Level 3 Review

Function: Introducing oneself; giving personal information

Materials Needed: CD and player

Warm-Up and Review

- Play the recording of the Classroom Language. Students listen. Play the recording again, and have students repeat each line.

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 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 it 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.

Work with the Text

- Point to Annie's speech bubble in Number 1. A volunteer guesses what Annie is saying. If he/she 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 the 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 point to each speaker.
 - 1 **Ted** *Hi, I'm Ted Lee. She's Annie Day.*
Annie *We go to school by bus.*
Digger *Hi, I'm Digger.*
 - 2 **Annie** *I'm wearing a red and blue dress. He's wearing a blue cap.*
Ted *I have a camera and some film.*
 - 3 **Annie** *We live in Sunnyville.*
Ted *There's a river. There isn't any snow.*
 - 4 **Ted** *She listens to music in the morning.*
Annie *He plays computer games in the morning.*
Digger *I have a snack in the morning.*
 - 5 **Annie** *On Saturday, I was at the museum.*
Ted *I wasn't at the museum. I was at the movie theater.*
 - 6 **Annie** *Were you at the movie theater?*
Ted *No, I was at the museum.*
Digger *See you in Unit 1!*
- Ask students what roles are needed to role-play the conversation. List the roles on the board (*Annie, Ted, Digger*). Then divide the class into Groups A, B, and C. Group A role-plays Annie's lines, Group B role-plays Ted's lines, and Group C role-plays Digger's lines. Groups then change roles and role-play the scenes again.
- Bring three volunteers to the front of the classroom. Play the recording and have these volunteers act out the conversation along with the recording. They then role-play the conversations on their own, without the recording.
- Divide the class into groups of three and have each group role-play the conversation. They then change roles and role-play the conversation again.

Games and Activities

- **True or False?** (Game 13, page 93.)

Finish the Lesson

- **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 *I'm Jane Lark. I'm fourteen. I go to school by subway. I have some paper and a book. I live in Newville. There's a mountain and some trees. On Friday, I was at the bookstore.* Continue around the classroom in the same way until most students have introduced themselves to the class.
- Workbook pages iii and iv. (Answers, Teacher's Book page 100.)



At the Campsite

Conversation Time

Language Focus: *Wake up, Annie! What time is it, Penny? It's seven o'clock. It's time for breakfast. Good. I'm hungry. Smells good. What's for breakfast? We're having bread and eggs. Yum! My favorite!*

Function: Asking and telling time; stating what one will eat; expressing a favorite food

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

Warm-Up and Review

- **Review.** Students open their Student Books to page viii. Point to each scene and elicit the dialogue. Then divide the class into pairs, and have each pair practice role-playing the six different scenes.

Introduce the Conversation

- See page 8.

Talk About the Picture

- Attach Wall Chart 1 to the board or open a Student Book to page 1. Students then open their Student Books to page 1. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). If students repeat, do not stop them, but they are not required to do so.

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

Penny and **Annie** are camping. Annie was *sleeping* and Penny *woke her up*. Annie wants to know what time it is. Penny tells Annie that it is seven o'clock, and that it's time for breakfast. Annie is glad, because she's *hungry*. They're having **bread** and **eggs** for breakfast. Annie is *smiling* because bread and eggs are her *favorite*.

- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Who was sleeping?
Does Annie have her glasses?
What time is it?
Is Annie hungry?
What's for breakfast? (**bread**)
What's this? (**eggs**)
What are these?
Is Annie *sad*?

Practice the Conversation

A. Listen and repeat. 1.3

- Play the first version of the conversation. Students listen and repeat.
 - 1 **Penny** *Wake up, Annie!*
 - 2 **Annie** *What time is it, Penny?*
Penny *It's seven o'clock. It's time for breakfast.*
Annie *Good. I'm hungry.*
 - 3 **Annie** *Smells good. What's for breakfast?*
Penny *We're having bread and eggs.*
 - 4 **Annie** *Yum! My favorite!*

B. Listen and point to the speakers. 1.4

- Play the second version of the conversation and have students listen and point to the speakers. Play the recording as often as necessary 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. Students listen to the recording and repeat, pointing to each line of the conversation.
 - A *What's wrong?*
 - B *I can't find my sunscreen.*
 - A *It's next to your camera.*
 - B *Oh! There it is.*

OPTION Students role-play the conversation.

Games and Activities

- **Combine the Conversations.** (Game 1, page 92.)

Finish the Lesson

- **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.
- Workbook page 1. (Answers, Teacher's Book page 100.)

Word Time

Language Focus: Camping activities (*cook breakfast, listen to stories, laugh at jokes, climb a mountain, watch the sunrise, play cards, wash the pots and pans, clean the tent*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Missing Words.** Write the Unit 1 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 in the same way, erasing more words from the conversation each time, until students can say the conversation from memory.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their Student Books to page 2, look at the large scene and name anything they can.
- Open a Student Book to page 2. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words). If students repeat, do not stop them, but they are not required to do so.

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

Daytime scene: **Annie, Ted**, and their family and friends are all camping. Annie's sister is cleaning the tent. Annie's mother is *cooking breakfast*. They are going to eat **eggs**. **Annie's grandfather** and **Ted** are watching the sunrise. It's beautiful!

Nighttime scene: Now it's night. **Annie** is *laughing at jokes*.

Annie's grandfather is telling stories. **Ted** and **his friends** are *listening* to the stories.

- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).
Daytime scene: What's **Ted** doing? Is **Annie** playing cards?
Nighttime scene: Is **Annie's grandfather** *listening* to stories? Is **Ted** *laughing* at jokes?

Practice the Words

A. Listen and repeat. 1.6

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

1 <i>cook breakfast</i>	2 <i>listen to stories</i>
3 <i>laugh at jokes</i>	4 <i>climb a mountain</i>
5 <i>watch the sunrise</i>	6 <i>play cards</i>
7 <i>wash the pots and pans</i>	8 <i>clean the tent</i>
- Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 1.7

- Students listen to the sound effects and words. For the vocabulary, students point to the person/people doing that action; for the conversations, they point to the speakers (shown in parentheses). Play the recording as many times as necessary for students to complete the task.

Watch the sunrise.

Laugh at jokes.

Clean the tent.

Cook breakfast.

Play cards.

Listen to stories.

Climb a mountain.

Wash the pots and pans.

Now listen and point to the speakers.

A *Do you want eggs?* (woman and boy by daytime campfire)

B *No, thanks. I have cereal.*

A *Okay.*

A *Whose glasses are those?* (girls at right of daytime scene)

B *I think they're hers.*

A *Yes, they are.*

A *Hey! Don't do that.* (children by trash can)

B *What?*

A *Don't litter. Use the trash can.*

B *Oh, I see it. Thanks.*

D. Write the words.

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

What Did Digger Find?

ANSWER

Digger found a tube of toothpaste.

Extra Vocabulary

- Students turn to page 1. Introduce the extra vocabulary items *pick up garbage, pack the bags, boil water*. Students find people doing these actions.

Games and Activities

- **Sentences.** (Game 16, page 93.)

Finish the Lesson

- **Pantomime.** Students take turns standing up, pantomiming one of the target actions, and saying *I'm (playing cards)*. Continue until each student has taken a turn.
- Workbook page 2. (Answers, Teacher's Book page 100.)

Practice Time

Language Focus: Yes/No questions with *did*; simple past [*Did (you) (cook breakfast)? Yes, (I) did/ No, (I) didn't. (I) (played cards).*]

Function: Inquiring about past activities

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Actions.** Write the Unit 1 target activities on the board and have students read them. Then point to each phrase and have students read the words then pantomime the actions.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their Student Books to page 3.

A. Listen and repeat. 🎧 1.8

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.
A *Did you cook breakfast?*
B *Yes, I did.*
A *Did you cook breakfast?*
B *No, I didn't. I played cards.*

<i>cook, cooked</i>	<i>listen, listened</i>
<i>laugh, laughed</i>	<i>climb, climbed</i>
<i>watch, watched</i>	<i>play, played</i>
<i>wash, washed</i>	<i>clean, cleaned</i>
- 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:
didn't = did not. Point to and read each word. Students repeat. Then say each pattern with the full form of the contractions. 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. 🎧 1.9

- Play the recording. Students listen and repeat, pointing to each picture in their books.
 - 1 *Did he wash the pots and pans?*
Yes, he did.
 - 2 *Did they climb a mountain?*
No, they didn't. They watched the sunrise.
 - 3 *Did she clean the tent?*
Yes, she did.
 - 4 *Did you listen to stories?*
No, I didn't. I climbed a mountain.
 - 5 *Did they play cards?*
No, they didn't. They listened to stories.
 - 6 *Did you laugh at jokes?*
Yes, I did.

- Students practice numbers 1–6 in pairs. (S1 in each pair asks the questions, and S2 answers.) They then change roles and repeat the procedure.

C. Look at page 2. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 2. They then 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 Annie's mother): *Did she cook breakfast?* S2: *Yes, she did.*

D. Listen and sing along. 🎧 1.10

- Students turn to the song *Did Ted Watch the Sunrise?* on page 65. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line; students repeat. Play the recording. Students follow in their books.

Did Ted Watch the Sunrise?

Did Ted watch the sunrise?

No, he didn't. No, he didn't.

Did Ted watch the sunrise?

No, he didn't. He played cards.

Did Bill climb a mountain?

No, he didn't. No, he didn't.

Did Bill climb a mountain?

No, he didn't. He played cards.

Did Joe clean the tent?

Yes, he did. Yes, he did.

Did Joe clean the tent?

Yes, he did. He cleaned the tent.

- Play the recording again. Students sing along, using their books for reference. Play the recording as often as necessary for students to become familiar with the song.
- Give each student a copy of the song that has one word from each line deleted. Play the song again and have students fill in the missing words. Play the song as often as necessary to complete the task.

Games and Activities

Ask Questions. (Game 31, page 95.)

Extra Practice

Worksheet 1, Did She Play Cards?, page 113. (Answers, page 110.)

Finish the Lesson

- **Guess the Action.** A volunteer (S1) goes behind a door so that only a small portion of his/her body is visible and then pantomimes one of the target actions. He/She then stops pantomiming. Seated students try to guess what S1 pantomimed, asking *Did you (climb a mountain)?* If the guess is correct, the volunteer nods and says *Yes, I did.* If the guess is not correct, the volunteer shakes his/her head and says *No, I didn't. I (cook breakfast).* Continue, having pairs of students pantomime at the same time, too, to practice *we* and *they*, until all students have taken a turn.
- Workbook page 3. (Answers, Teacher's Book page 100.)

Phonics Time

Sound Focus: Consonant blend review (*chair, fish, mother, three, bread, present, green, tree, drum, cry, slide, plane, flower, spoon, sneeze, smile*)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: What Did You Do?** Write *Did she cook breakfast? Yes, she did.* and *Did you play cards? No, I didn't.* *I cleaned the tent.* on the board. Point to each sentence and have students read it. Then point to each scene on Student Book page 3 and elicit *Did they climb a mountain?* from students on the right side of the classroom. Shake your head and elicit *No, they didn't* from students on the left side of the classroom. Continue in the same way with the remaining scenes on the page, eliciting both positive and negative answers and having students switch roles so they are both asking and answering the questions.

Introduce the Sounds

- See page 14.

Practice the Sounds

- Students open their Student Books to page 4.

A. Listen and repeat. 1.11

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

ch /tʃ/	gr /gr/	pl /pl/
chair	green	plane
sh /ʃ/	tr /tr/	fl /fl/
fish	tree	flower
th /ð/	dr /dr/	sp /sp/
mother	drum	spoon
th /ð/	cr /kr/	sn /sn/
three	cry	sneeze
br /br/	sl /sl/	sm /sm/
bread	slide	smile
pr /pr/		
present		

B. Listen and write. 1.12

- For each number, students listen and write the blend to complete the word they hear. Play the recording as often as necessary to complete the task.

1 *bring* 2 *smell* 3 *play*
4 *sheep* 5 *train* 6 *three*

Check answers by saying *Number 1. bring* and having a volunteer repeat the word and spell it. Do the same for numbers 2–6.

ANSWERS

1 bring 2 smell 3 play 4 sheep 5 train 6 three

C. Read the sentences. Write the numbers. Then listen.

1.13

- Students read the sentences and write the number of each line of the rhyme next to the corresponding picture. Then students listen to the rhyme as they follow along in their books.
Mother has a fish. She puts the fish on a dish.
Mother sees a tree. She sees three.
Mother is on a plane. The plane is over Spain.
Mother eats some cheese. Mother has to sneeze.
- Check answers by pointing to each picture and having students say the corresponding line of the rhyme.

ANSWERS

2, 4, 1, 3

Games and Activities

- **Bingo!** (Game 44, page 97.)

Extra Practice

Worksheet 2, Consonant Blend Review, page 114. (Answers, page 110.)

Finish the Lesson

- **Spell It.** Say /pr/. Students say the letters that make up the blend, p–r. Then a volunteer says a word that has that blend. Do the same with the remaining target blends.
- Workbook page 4. (Answers, Teacher's Book page 100.)

Assessment

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



At the Amusement Park

Conversation Time

Language Focus: *It's so hot. I'm really thirsty. / Me, too. Let's get some juice. / What kind of juice do you want? / Pineapple juice, please. / Uh-oh! I don't have enough money. / That's okay. It's my treat. / Here you are. / Thanks a lot.*

Function: Expressing physical states; making suggestions; expressing preferences; asking about and stating a problem; offering help

Materials Needed: CD and player

Warm-Up and Review

- **Phonics Review: Consonant Blends.** Write *ch, tch, sh, th, br, pr, gr, tr, dr, cr, sl, pl, fl, sp, sn,* and *sm* on the board. Point to each blend and elicit its sound. Write seven to nine words that have these sounds on the board (see Suggested Words below). Point to each word and have students read it.
Suggested Words: *chair, shirt, mother, three, bread, present, green, tree, drum, cry, slide, plane, flower, spoon, sneeze, smile*

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Open a Student Book to page 5. Students also open their books to page 5. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).
It's hot today at the amusement park. This **boy** and **girl** are thirsty, so they are going to go get some juice. The boy and girl are at the snack bar now. The boy wants some pineapple juice. He doesn't have enough money to pay for the juice, though. The girl will buy it for him. The girl *gives* the boy the juice.
- Ask the following questions while pantomiming the actions or adjectives (*italicized* words).
Is it a *cold* day?
Are the kids hungry?
What kind of juice does the boy want?
Who doesn't have enough money?
Who will pay for the juice?
Are they *eating* pineapples?

Practice the Conversation

A. Listen and repeat. 🎧 1.14

- Play the first version of the conversation. Students listen and repeat.
 - 1 **Girl** *It's so hot. I'm really thirsty.*
Boy *Me, too. Let's get some juice.*
 - 2 **Clerk** *What kind of juice do you want?*
Boy *Pineapple juice, please.*
 - 3 **Boy** *Uh-oh! I don't have enough money.*
Girl *That's okay. It's my treat.*
 - 4 **Girl** *Here you are.*
Boy *Thanks a lot.*

B. Listen and point to the speakers. 🎧 1.15

- Play the second version of the conversation. Students listen and point to the speakers. Play the recording as many times as necessary to complete the task.

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

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

D. Review. Listen and repeat. 🎧 1.16

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each line of the conversation.
A *Smells good. What's for lunch?*
B *We're having pasta.*
A *Yum! My favorite!*
B *Here. Help yourself.*

OPTION Students role-play the conversation.

Games and Activities

- **Match the Halves.** (Game 2, page 92.)

Finish the Lesson

- **Next Word, Please.** Say the target conversation slowly, pausing before different words. Students try to say the next word in the conversation. For example: Say *It's so* _____. Students say *hot*. Then continue, saying *I'm really* _____. Students say *thirsty*.
- Workbook page 5. (Answers, Teacher's Book page 101.)

Word Time

Language Focus: Leisure activities (*drink soda pop, eat cotton candy, win a prize, go on a ride, see a show, have lunch, buy tickets, take pictures*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Dictation.** Say a line from the Unit 2 target conversation. Students write the line on a piece of paper, using correct capitalization and punctuation. The first student to correctly write the line quickly role-plays it. Continue in the same way with three to four different lines of the conversation.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 6, look at the large scene and name anything they can.
- Open a Student Book to page 6. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).
There's so much to do at the amusement park! **Annie** won a prize. **Ted's parents** are having lunch. They have **salad, french fries**, and **chicken**. **Ted** is *drinking* soda pop. He has some french fries, too. **This girl** is *taking pictures* of the girls who are *eating* cotton candy. Look at the people on the **Ferris wheel**! They're going on a ride.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).
What are **Ted's parents** doing?
What are they having for lunch?
What's **Ted** doing?
Who won a prize?
What color is the **prize**? (*girl taking picture*)
Is she *buying* tickets?
What color is her shirt? (*girls eating cotton candy*)
Are they seeing a show?

Practice the Words

A. Listen and repeat. 1.17

- Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.
1 *drink soda pop* 2 *eat cotton candy*
3 *win a prize* 4 *go on a ride*
5 *see a show* 6 *have lunch*
7 *buy tickets* 8 *take pictures*
- Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 1.18

- Students listen to the sound effects and words. For the vocabulary, students point to the person/people doing that action; for the conversations, they point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.

Take pictures.

Have lunch.

Go on a ride.

Drink soda pop.

Win a prize.

Eat cotton candy.

Buy tickets.

See a show.

Now listen and point to the speakers.

A *Did you wash the pots and pans?* (workers at pizza place)

B *No, I didn't. I baked cookies.*

A *What time is it?* (man and woman seeing a show)

B *It's twelve o'clock.*

A *I'm hungry.*

B *Me, too.*

A *May I help you?* (people at ticket booth)

B *Two tickets, please.*

A *That's three dollars.*

B *Here you are.*

A *Thank you.*

D. Write the words.

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

What Did Digger Find?

ANSWERS

Digger found an ice cream cone.

Extra Vocabulary

- Students turn to page 5. Introduce the extra vocabulary items *stand in line, read a menu, throw a ball*. Students find people doing these actions.

Games and Activities

- **Cut and Paste.** (Game 17, page 93.)

Finish the Lesson

- **Pantomime Chain.** A volunteer (S1) comes to the front and pantomimes one of the target actions. Students try to identify the action, saying *You're (winning a prize)*. S1 says either *Yes, I'm (winning a prize)* or *No, I'm not (seeing a show)*. The first student to correctly name the action is next to come to the front and pantomime. Continue in the same way with six to eight volunteers.
- Workbook page 6. (Answers, Teacher's Book page 101.)

Practice Time

Language Focus: Simple past with irregular verbs, affirmative and negative statements [(She) (bought tickets). (She) didn't (eat cotton candy).]

Function: Describing what someone did or did not do

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Name the Activity.** Hold up Student Book page 6. Point to the numbered images showing the target activities, one by one. Have one volunteer (S1) say the activity and another volunteer (S2) pantomime the action. S1 then describes the pantomime by pointing to S2, looking at the class, and saying (She's) (going on a ride). Do the same with the remaining activities and different volunteers.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their Student Books to page 7.

A. Listen and repeat. 1.19

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

<i>She bought tickets.</i>	<i>She didn't eat cotton candy.</i>
<i>drink, drank</i>	<i>eat, ate</i>
<i>win, won</i>	<i>go, went</i>
<i>see, saw</i>	<i>have, had</i>
<i>buy, bought</i>	<i>take, took</i>
- 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. 1.20

- Students listen to the recording and repeat, pointing to each picture in their books.
 - 1 *They saw a show. They didn't have lunch.*
 - 2 *She took pictures. She didn't win a prize.*
 - 3 *We had lunch. We didn't see a show.*
 - 4 *You won a prize. You didn't take pictures.*
 - 5 *He went on a ride. He didn't drink soda pop.*
 - 6 *I drank soda pop. I didn't go on a ride.*
- Students practice numbers 1–6 in pairs. S1 in each pair says the positive statement, and S2 says the negative statement. They then change roles and repeat the procedure.

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 characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to Ted): *He drank soda pop.* S2: *I didn't drink soda pop.*

D. Listen and sing along. 1.21

- Students turn to the song *Dan and Penny Saw a Show* on page 65. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line; students repeat. Play the recording. Students follow in their books.

Dan and Penny Saw a Show

Dan and Penny saw a show, saw a show, saw a show.

Dan and Penny saw a show.

They didn't win a prize.

Bob and Annie won a prize, won a prize, won a prize.

Bob and Annie won a prize.

They didn't buy tickets.

Bill and Ivy bought tickets, bought tickets, bought tickets.

Bill and Ivy bought tickets.

They didn't see a show.

- Play the recording again. Students sing along, using their books for reference. Play the recording as often as necessary for students to become familiar with the song.
- Play the karaoke version. Students sing along, pantomiming each action as they sing it.

Games and Activities

- **Drill.** (Game 32, page 95.)

Extra Practice

Worksheet 3, Play a Game, page 115. (Answers, page 110.)

Finish the Lesson

- **Pantomime and Describe.** Bring six volunteers to the front of the classroom. Whisper a Unit 2 vocabulary word to one of them. He/She pantomimes the action, stops, and says *I (saw a show). I didn't (eat cotton candy).* Seated students then point to the volunteer, look at the teacher, and say *(She) (saw a show). (She) didn't (eat cotton candy).* Then whisper a different action word to another volunteer, and continue the activity in the same way with the remaining volunteers.
- Workbook page 7. (Answers, Teacher's Book page 101.)

Phonics Time

Sound Focus: -ed (*baked, chopped, kissed, called, cleaned, played*)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Sing Along.** Play the Unit 2 song while students listen. Play it again and have students sing along.
- **Phonics Review: Consonant Blends.** Write *br, ch, cr, dr, fl, gr, pl, pr, sh, sl, sm, sn, sp, tch, th, and tr* on the board. Point to each blend and elicit its sound. Then volunteers write a word using each blend next to the blend on the board and use it in a sentence.

Introduce the Sounds

- See page 14.

NOTE The -ed sound in words such as *baked* is written as /t/. The -ed sound in words such as *called* is written as /d/.

Practice the Sounds

- Students open their Student Books to page 8.

A. Listen and repeat. 1.22

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

<i>ed</i> /t/	<i>ed</i> /d/
<i>baked</i>	<i>called</i>
<i>chopped</i>	<i>cleaned</i>
<i>kissed</i>	<i>played</i>

B. Do they both have the same -ed sound? Listen and circle ✓ or X. 1.23

- Play the recording. For each number, students listen and write ✓ if both words have the same -ed sound and X if they do not. Play the recording as many times as necessary to complete the task.

1 <i>washed, talked</i>	2 <i>climbed, walked</i>
<i>washed, talked</i>	<i>climbed, walked</i>
3 <i>cooked, studied</i>	4 <i>listened, played</i>
<i>cooked, studied</i>	<i>listened, played</i>

- Check answers by saying *Number 1. washed, talked*. Students repeat and then stand up if they circled ✓ and stay seated if they circled X.

ANSWERS

1 ✓ 2 X 3 X 4 ✓

C. Read the sentences. Write the numbers. Then listen. 1.24

- Students read the sentences and write the number of each line of the rhyme next to the corresponding picture. Then play the recording. Students listen to the rhyme as they follow along in their books.
She brushed the cat and washed her dress.
She baked a pie and played some chess.
She chopped the logs and kissed the frog.
And then she called her mother.

- Check answers by pointing to each picture and having students say the corresponding line of the rhyme.

ANSWERS

2, 4, 3, 1

Games and Activities

- **Sort It Out.** (Game 45, page 97.)

Extra Practice

Worksheet 4, Phonics Fun -ed, page 116. (Answers, page 110.)

Finish the Lesson

- **Chant.** Write the Unit 2 Phonics Time words on the board. Establish a 4-beat rhythm. Point to the word *cleaned* and, on beats 1 and 2, say *What's that?* On beats 3 and 4, say *It's cleaned*. Then touch the word *baked*, ask *What's this?* again on the first 2 beats and elicit *It's baked* on beats 3 and 4. Do the same with the remaining words. Then do the activity again in the same way, having a volunteer take on the teacher's role and ask the questions.
- Workbook page 8. (Answers, Teacher's Book page 101.)

Assessment

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



Around the House

Conversation Time

Language Focus: *Let me help you, Mom./Thanks. Be careful. It's heavy./No problem. I'm strong./Yes, you are./Help!/Watch out!/Are you okay?/I think so. But look at my skateboard.*

Function: Offering help; expressing gratitude; expressing a physical state

Materials Needed: CD and player

Warm-Up and Review

- **Phonics Review** *-ed*. Write *called, chopped, baked, played, kissed*, and *cleaned* on the board. Point to each word and have students read it. Then point to each word again. If the word's *-ed* sound is /t/, students say /t/ and stand up. If the word's *-ed* sound is /d/, students say /d/ and remain seated.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Open a Student Book to page 9. Students then open their Student Books to page 9. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). This **boy** and his **mom** are coming home from a shopping trip. They bought something that's very *heavy*. The boy is going to help his mother *carry* the box. The box is *heavy*, but the boy is *strong*. Uh-oh! The boy is *tripping* over his **skateboard**! The boy is okay, but his skateboard is not.
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
What color is the **boy's shirt**?
What color is his **mother's shirt**?
Is the boy *strong*? (**skateboard**)
What's this? Who *tripped*? Is the boy okay?
Is his skateboard okay?

Practice the Conversation

A. Listen and repeat. 1.25

- Play the first version of the conversation. Students listen and repeat.
 - 1 **Boy** *Let me help you, Mom.*
Woman *Thanks. Be careful. It's heavy.*
 - 2 **Boy** *No problem. I'm strong.*
Woman *Yes, you are.*
 - 3 **Boy** *Help!*
Woman *Watch out!*
 - 4 **Woman** *Are you okay?*
Boy *I think so. But look at my skateboard.*

B. Listen and point to the speakers. 1.26

- Play the second version of the conversation and have students listen and point to the speakers. Play the recording as many times as necessary 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. 1.27

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each line of the conversation.
 - A *What kind of juice do you want?*
 - B *Orange juice, please. Uh-oh! I don't have enough money.*
 - C *That's okay. It's my treat.*

OPTION Students role-play the conversation.

Games and Activities

- **Combine the Conversations.** (Game 3, page 92.)

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 the 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 volunteers.
- Workbook page 9. (Answers, Teacher's Book page 101.)

Word Time

Language Focus: Everyday household chores (*make the bed, feed the pets, sweep the floor, take out the garbage, do the laundry, hang up the clothes, put away the groceries, set the table*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Dictation.** Play the recording of the Unit 3 target conversation. Students listen. Then say a line from the conversation. Students write the line on a piece of paper, using correct capitalization and punctuation. The first student to correctly write the line quickly role-plays it. Continue in the same way with three to four different lines of the conversation.

Introduce the Words

- See page 10.

Talk About the Picture

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

Everyone is very busy today. **Annie's grandmother** is *hanging up the clothes*. **Digger** is in the **kitchen** *eating his food*. **Penny** is *sweeping the floor*. **Annie's dad** is *doing the laundry*. **Annie** is in her **bedroom** *making her bed*. **Annie's brother** is *putting away the groceries*.

- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).
Where's Annie?
What's she doing?
Where's Annie's grandmother?
What's she doing?
What's **Digger** doing?
Is **Penny** *listening to the radio*?
Can you *point* to the person who's *talking on the phone*?
Can you *point* to the person who's *putting away the groceries*?

Practice the Words

A. Listen and repeat. 1.28

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

1 <i>make the bed</i>	2 <i>feed the pets</i>
3 <i>sweep the floor</i>	4 <i>take out the garbage</i>
5 <i>do the laundry</i>	6 <i>hang up the clothes</i>
7 <i>put away the groceries</i>	8 <i>set the table</i>
- Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 1.29

- Students listen to the sound effects and words. For the vocabulary, students point to the person/people doing that action; for the conversations, they point to the speakers (shown in parentheses). Play the recording as many times as necessary to complete the task.

Feed the pets.

Take out the garbage.

Do the laundry.

Make the bed.

Sweep the floor.

Put away the groceries.

Set the table.

Hang up the clothes.

Now listen and point to the speakers.

A *Ted, did you have any lunch?* (people in kitchen)

B *No, I didn't. Did my mom buy pizza?*

A *No, she didn't. She bought instant noodles.*

A *Let me help you. They're heavy.* (people by garbage cans)

B *Thanks. Be careful.*

A *No problem. I'm strong.*

A *Hello?* (woman setting table)

B *Hello. Is David there?*

A *I'm sorry. You have the wrong number.*

D. Write the words.

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

What Did Digger Find?

ANSWERS

Digger found a butterfly.

Extra Vocabulary

- Students turn to page 9. Introduce the extra vocabulary items *cut the grass, beat the rug, take a nap*. Students find the people doing these actions.

Games and Activities

- **Descriptions.** (Game 18, page 94.)

Finish the Lesson

- **Name the Action.** Write the Unit 3 target words on the board. Have a volunteer read a word, pantomime the action, and use the action word in a sentence. Continue in the same way with the remaining Unit 3 target vocabulary.
- Workbook page 10. (Answers, Teacher's Book page 101.)

Practice Time

Language Focus: *Wh-* questions with *what*; irregular simple past [*What did (she) do? (She) (swept the floor).*]

Function: Inquiring about past activities

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Finish the Sentence.** Write *make the _____* on the board. Say *make the _____* and look quizzically at the class. Elicit *bed*. Write the word *bed* to complete the phrase on the board. Students say the entire phrase and a volunteer uses it in a sentence. Continue in this way with the remaining Unit 3 target vocabulary.

OPTION Do the activity as above, but elicit the verb in each phrase rather than the noun. For example: Write _____ *the bed* on the board and elicit *make*.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 11.

A. Listen and repeat. 1.30

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.
A *What did she do?*
B *She swept the floor.*

<i>make, made</i>	<i>feed, fed</i>
<i>sweep, swept</i>	<i>take, took</i>
<i>do, did</i>	<i>hang, hung</i>
<i>put, put</i>	<i>set, set</i>
- 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. 1.31

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

1 <i>What did she do?</i> <i>She made the bed.</i>	2 <i>What did he do?</i> <i>He fed the pets.</i>
3 <i>What did you do?</i> <i>I put away the groceries.</i>	4 <i>What did he do?</i> <i>He did the laundry.</i>
5 <i>What did they do?</i> <i>They took out the garbage.</i>	6 <i>What did you do?</i> <i>I set the table.</i>
- Students practice numbers 1–6 in pairs. S1 in each pair asks the questions, and S2 answers. They change roles and repeat the procedure.

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 asking and answering questions about characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the girl sweeping the floor): *What did she do?* S2: *She swept the floor.*

D. Listen and sing along. 1.32

- Students turn to the song *What Did You Do?* on page 66. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line; students repeat. Then play the recording while students listen and follow in their books.

What Did You Do?

<i>What did you do?</i>	<i>What did she do?</i>
<i>What did you do?</i>	<i>What did she do?</i>
<i>What did you do?</i>	<i>What did she do?</i>
<i>We made the bed.</i>	<i>She set the table.</i>
<i>What did he do?</i>	<i>What did they do?</i>
<i>What did he do?</i>	<i>What did they do?</i>
<i>What did he do?</i>	<i>What did they do?</i>
<i>He swept the floor.</i>	<i>They did the laundry.</i>

- Play the recording again. Students sing along, using their books for reference. Play it as often as necessary for students to become familiar with the song.
- Divide the class into groups of three to four. Students in each group work together to write each line of the song on a separate piece of paper. They then shuffle the pieces of paper. Play the song again. Students in each group place their pieces of paper in the correct order. Play the song as often as necessary to complete the task.

Games and Activities

- **Add-On.** (Game 33, page 95.)

Extra Practice

Worksheet 5, What Did You Do?, page 117. (Answers, page 110.)

Finish the Lesson

- **Guess What?** Write the Units 2 and 3 target phrases on pieces of paper and place them facedown on a desk. Have a volunteer (S1) come to the front of the classroom and choose one. Turn away so that you cannot see the student. S1 pantomimes the action for the class. Face the class again and ask *What did (she) do?* Students say *(She) (fed the pets).* Continue in this way with different volunteers and the remaining pieces of paper.
- Workbook page 11. (Answers, Teacher's Book page 102.)

Phonics Time

Sound Focus: -ed (*dusted, greeted, invited, planted, waited, weeded*)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Pantomime.** Write *What did they do? They set the table.* on the board. Point to each sentence, and have students say it. Bring three volunteers to the front of the classroom and have them each secretly choose an action from page 11. Turn away from the volunteers and tell them to pantomime the action they have chosen. After several seconds, say *Stop*. Turn around, look at seated students, point to the volunteers, and ask *What did they do?* Seated students say *They (hung up the clothes).* Continue in the same way, with different Unit 3 actions and a single volunteer (for you, singular), a boy, and a girl.

- **Phonics Review: Read the Words.** Write -ed on the board. Point to it and elicit the different sounds students have learned for -ed, /d/ and /t/. Then write five to six -ed words with these sounds on the board (see below). Point to each word and have students read it.

Suggested Words: *washed, walked, played, kissed, called, climbed, listened, studied*

Introduce the Sounds

- See page 14.

NOTE The -ed sound in words such as *dusted* is written as /ɪd/.

Practice the Sounds

- Students open their Student Books to page 12.

A. Listen and repeat. 1.33

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

ed /ɪd/
dusted
greeted
invited
planted
waited
weeded

B. Do they both end with the same sound? Listen and write ✓ or X. 1.34

- For each number, students listen to the two words and write ✓ if they both end with the same sound. They write X if the two words end with different sounds. Play the recording as many times as necessary for students to complete the task.

- | | |
|--------------------|------------------|
| 1 painted, counted | 2 baked, roasted |
| painted, counted | baked, roasted |
| 3 called, waited | 4 needed, folded |
| called, waited | needed, folded |
| 5 weeded, dusted | |
| weeded, dusted | |

- Check answers by saying *Number 1* and having students raise their hands if they wrote ✓ and do nothing if they wrote X. Do the same for numbers 2–5.

ANSWERS

1 ✓ 2 X 3 X 4 ✓ 5 ✓

C. Read the sentences. Write the numbers. Then listen. 1.35

- Students read the sentences and write the number of each line of the rhyme next to the corresponding picture. Then play the recording. Students listen to the rhyme as they follow along in their books.

A bug wanted a home, so she planted a seed.

She waited and waited, and weeded and weeded.

Then she dusted, painted, and invited her sisters for lunch.

She greeted them with roasted beans.

- Check answers by pointing to each picture and having students say the corresponding line of the rhyme.

ANSWERS

2, 4, 1, 3

Games and Activities

- **What's Different?** (Game 46, page 97.)

Extra Practice

Worksheet 6, Phonics Fun -ed, page 118. (Answers, page 110.)

Finish the Lesson

- **Turn It Around.** Write each of the target phonics words on the board backwards (for example: *detnalp*). Have a volunteer find the corresponding correct word in the Student Book and write it correctly underneath. Students read it aloud. Continue with the remaining target words.
- Workbook page 12. (Answers, Teacher's Book page 102.)

Assessment

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

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, 9), Word Time page (pages 2, 6, 10), and Practice Time page (pages 3, 7, 11). Elicit each conversation, vocabulary item, and pattern.

Work with the Pictures

- Students open their books to page 13.
- Groups of three find and name any items or characters they recognize in the six scenes.
- Ask each group how many items they found. Encourage them to name as many items or characters as they can, using complete sentences when possible.
- Each group names one item; write a sentence with it on the board. Once all the sentences have been written, read each one. Students repeat, pointing to the items in their books.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
What is **Digger** carrying? Is it *heavy*? Is Max *strong*?
Who cooked breakfast? What will Digger and Max have for breakfast? Who *fell*? Is Max okay? Is the breakfast okay?
Was Max *dreaming*?

Work with the Text

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

Practice the Story

A. Listen and repeat. 🎧 1.36

- Play the first version of the story. Students follow in their books.
 - 1 **Max** *Let me help you, Digger.*
Digger *Thank you, Max. Be careful. It's heavy.*
 - 2 **Max** *No problem. I'm strong.*
Digger *Yes, you are*
Max *Did you cook breakfast?*
Digger *Yes, I did.*

3 **Max** *Good! I'm hungry. What's for breakfast?*

Digger *We're having bread and eggs.*

4 **Max** *Help!*

Digger *Watch out, Max!*

5 **Digger** *Are you okay, Max?*

Max *I think so. But look at the breakfast!*

6 **Digger** *Wake up, Max! It's time for breakfast!*

- Play the recording again. Pause after each line for students to repeat. Play it as often as necessary for students to become familiar with the story.

B. Look at A. Listen and point. 🎧 1.37

- Play the second version of the story. Students point to each speaker in their books.
- Student pairs take on the two roles. Play the recording again, pausing after each line. Students repeat their character's lines. They change roles and do the activity again. Play the recording as often as necessary to complete the task.

C. Listen. Circle True or False. 🎧 1.38

- Based on the *Digger's World* story, students circle *True* or *False*.

1 <i>Max helps Digger</i>	2 <i>Max is strong.</i>
<i>Max helps Digger.</i>	<i>Max is strong.</i>
3 <i>Max cooked breakfast.</i>	4 <i>Max isn't hungry.</i>
<i>Max cooked breakfast.</i>	<i>Max isn't hungry.</i>
5 <i>Digger says, "It's time for breakfast!"</i>	
<i>Digger says, "It's time for breakfast!"</i>	
- Check answers by saying *Number 1. Max helps Digger*. Students say *True* or *False*, depending on which one they circled.

ANSWERS

1 True 2 True 3 False 4 False 5 True

D. Role-play these scenes.

- Students name the roles needed to role-play the conversation. List them on the board (*Max, Digger*).
- Divide the class into two groups, each role-playing one character's lines. Groups change roles and do the scenes again.
- A volunteer from each group acts out the story along with the recording, then role-plays the story on their own.
- Student pairs role-play the story, then change roles and do it again.

Games and Activities

- **Puppets.** (Game 59, page 98.)

Finish the Lesson

- **Listen and Pantomime.** Students in pairs each take on the role of one of the story characters. They listen to the recording and pantomime their role, then change roles and do it again.
- Workbook page 13. (Answers, Teacher's Book page 102.)

Activity Time

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

Materials Needed (excluding materials for optional activities): CD and player

Warm-Up

- **Review Units 1–3 Vocabulary, Patterns, and Sounds.**

Students turn to each Word Time page (pages 2, 6, 10), Practice Time page (pages 3, 7, 11), and Phonics Time page (pages 4, 8, 12). Elicit each vocabulary item, pattern, and sound.

- **Name the Actions.** Say one of the target actions from Units 1–3 and have a volunteer (S1) pantomime the action, then stop. Another volunteer then describes the pantomime by pointing to S1, looking at the class, and saying *(She) (went on a ride)*. Do the same with the remaining Units 1–3 Word Time target actions and different volunteers.

Review

- Students open their books to page 14.

A. Read and find the picture. Then write the letter.

- Students read each sentence, find the corresponding picture, and write the corresponding letter in the space provided.
- Check answers by saying *Number 1. Eve waited for the bus.* A volunteer says the letter he/she wrote for number 1. Do the same for numbers 2–6.

ANSWERS

1 c 2 a 3 e 4 b 5 f 6 d

B. What did they do? Listen and circle *a* or *b*. 1.39

- Play the recording. For each number, students listen and circle the corresponding picture. Play the recording as many times as necessary for students to complete the task.

1 *Did they laugh at jokes?*

No, they didn't. They played cards.

2 *She took pictures. She didn't buy tickets.*

3 *What did he do?*

He did the laundry.

4 *Did he clean the tent?*

Yes, he did.

5 *They saw a show. They didn't have dinner.*

6 *What did she do?*

She fed the pets.

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

ANSWERS

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

C. Read the word. Then write the past form.

- Students write the simple past tense form of each verb.
- Check answers by saying *Number 1, buy* and having a volunteer say the word he wrote, *bought*. Do the same for numbers 2–15.

ANSWERS

1 *bought* 2 *did* 3 *drank* 4 *ate* 5 *fed* 6 *went* 7 *hung*
8 *had* 9 *made* 10 *put* 11 *saw* 12 *set* 13 *swept*
14 *took* 15 *won*

Games and Activities

- **Project.** (Game 60, page 98.) For one week, have students keep a list of any of the Units 1–3 target Word Time actions they do. At the end of the week, have them share their lists in class.

Finish the Lesson

- Checklist 1. (Student Book page 75.)
- Workbook page 14. (Answers, Teacher's Book page 102.)

First Aid

Language Focus: first aid and injury terms (*burn, burned, antibiotic ointment, cut, cut, bandage, break, broke, cast, strain, strained, ice pack*)

Function: Identifying first aid treatments and injuries.

Materials Needed: CD and player

Warm-Up and Review

- **Review: Past Tense/Body Part Review.** Ask students to look at page 2 in their Student Books. Say *Look at Number 6. What did they do?* Students say *They played cards.* Then say *Look at Number 1. Did they clean the tent?* Students say *No, they didn't. They cooked breakfast.* Ask several individual students similar past tense questions for Word Time pages of Units 1, 2 or 3. Then ask students to take on the role of the teacher and ask each other questions. Continue until most students have had a chance. Then review all of the body parts from Student Book 3, Unit 5 Word Time. Divide the class into two teams. Without looking at their books teams take turns naming body parts. Write them on the board. Each body part earns one point for the team. If time allows, play a few rounds of *What's Missing?*, erasing two body parts at a time from the board.

Introduce the Words

- See page 10.

CULTURE NOTE A strain is an injury to a muscle or a tendon. A tendon is the tissue that connects the muscle to the bone. A sprain is an injury to a ligament, usually the result of a fall.

Practice the Vocabulary

A. Are you hurt?

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

B. Listen and repeat. 🎧 1.40

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

1 <i>burn, burned</i>	2 <i>antibiotic ointment</i>
3 <i>cut, cut</i>	4 <i>bandage</i>
5 <i>break, broke</i>	6 <i>cast</i>
7 <i>strain, strained</i>	8 <i>ice pack</i>
- Say the words in random order. Students point to the pictures in their Student Books.

C. Listen and read. 🎧 1.41

- Play the recording. Students listen and repeat, pointing to the photos in their books.
What's wrong with the girl? She burned her hand. So she put her hand under cold water for ten minutes. Then she put antibiotic ointment on it.
The boy isn't happy. He cut his hand so he washed it. Then he put antibiotic ointment and a bandage on it.
The girl feels bad. She broke a bone in her arm so she went to the hospital. The doctor put a cast on her arm.
The boy doesn't feel good. His leg hurts. He strained a muscle in his leg so he put an ice pack on it.
- Divide the class into four groups. Each group reads one 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 sentences. They match it to the sentence with the corresponding first aid treatment.
- Check answers by saying *Number 1* and having a volunteer read both sentences. Do the same for numbers 2–4.

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

- 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 67, Page 99.) Two volunteers stand. Say an injury, for example, *Strained a muscle.* The first student of the pair to correctly name the first aid treatment, *Ice pack*, continues with the next student. Play another round saying a first aid treatment to which students respond with a corresponding injury.

Finish the Lesson

- **Tic-Tac-Toe.** Draw a 3x3 grid on the board. Number the squares 1–9. Divide the class into two teams. Designate one team X and one team O. Teams choose numbers and answer questions about the text in order to win squares for their team. The first team to earn three squares in a row wins. Some example questions might include, *Look at Number 1. What did she do? / What did she put on it? / Did she burn her foot? / Did she put a bandage on it?*, etc.
- Workbook page 15. (Answers, Teacher's Book page 102.)

Project Time

Language Focus: first aid treatments and injury terms
(*Ow! I (cut) my (hand). Oh dear. Let's put (antibiotic ointment) and (a bandage) on it. Did (John) (cut his hand)?*)

Materials Needed: a storybook, paper, crayons, markers; pictures of the various first aid treatments and injuries from magazines, newspapers and/or the Internet

Warm-Up and Review

- **Vocabulary: I (cut) (my finger).** Review the target vocabulary on page 15 by asking students to identify the words one by one. Say *I burned my arm*. Encourage students to think of as many body parts as they can to pair up with *burn*. After each pair say *Put (antibiotic ointment) on it*. Encourage students to join in with you. Continue for each of the other three injuries.

A. Imagine you are hurt. Act out and say with a partner.

- Students turn to page 16 in their Student Books. Ask a student to come to the front. Whisper one of the injuries to the student and let him/her come up with the first aid treatment. Then act it out for the class. Demonstrate with a volunteer once more. Ask students to choose a partner, choose an injury and a first aid treatment and prepare their pantomime.
- Focus students' attention on the speech bubble examples in Activity A. Say the following while pointing to the speech bubbles.
Ow! I cut my hand.
Oh, dear. Let's put antibiotic ointment and a bandage on it.
- If time allows, ask students to choose another injury to act out.
- Ask each pair to choose one of the injuries they chose and act it out in front of the class.

B. Make a storybook.

1. Hold up the storybook you have brought to class. Say *A storybook*. Students repeat. Write the four injuries on the board. Ask students to brainstorm all of the ways someone might have incurred those injuries. Write them on the board under the corresponding injury. For example, under *burn* students might say, *Cooking breakfast* or *Making tea*. Continue until you have several activities for each injury. Students open their books to page 16. Point to the storybook example in the book and say *A storybook*. Students repeat. Say the following while pointing to the text and pictures in Activity B. Students repeat.

A Very Bad Day
by Billy Smith

This is John. He's not happy. He had a very bad day.
He took out the garbage. He cut his foot.
He put antibiotic ointment and a bandage on it.
Students think about the story they'd like to write.

2. Make sure students have paper, crayons, markers and pictures of injuries from magazines, newspapers and/or the Internet. Help students staple their storybook pages together.
3. Students make their storybooks. They write captions in their storybooks similar to the storybook example in their books.
4. Now point to the speech bubble and say *Did John cut his hand?* Students repeat.

Ask volunteers to come to the front and read their stories to the class. Students point to the pictures in their storybooks and ask their classmates questions.

- Display the storybooks 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

- **Storybook Memory Chain.** Divide the class into two or three teams. The first student from the first team says the injury of the character of his/her storybook, for example, *Mary cut her foot*. The first student from the second team says that sentence and adds the injury of the character in his/her storybook, for example, *Mary cut her foot and Peter broke his arm*. Continue playing this way until someone is unable to repeat all the previous statements. Award a point for each correct try. Play another round with the first aid treatments of the characters in the students' storybooks.

Finish the Lesson

- **Race to the Story.** Ask two or three volunteers to come to the front. Without letting the students know which storybook you're referring to, say the story line of one of the students' storybooks. For example, say *Tom played basketball. He sprained a muscle in his arm. He put an ice pack on it*. The volunteers look around trying to find the corresponding storybook. When they find it, he/she says, *Here it is. Look! Tom sprained a muscle in his foot*. The volunteer who is the first to find the storybook takes the role of the teacher and new volunteers are called to the front.
- Workbook page 15. (Answers, Teacher's Book page 102.)



In Town

Conversation Time

Language Focus: *Excuse me. I'm looking for the museum. Is it far?/Not really. Walk two blocks. Turn right. It's on the left./Did you say turn right or turn left?/Turn right. It's on the left./Thank you very much./You're welcome. Have fun!*

Function: Asking about location; giving directions; requesting clarification; expressing gratitude

Materials Needed: CD and player; Wall Chart 4; a ball

Warm-Up and Review

- **Phonics Review: Read the Sentences.** Write the following sentences on the board:
 - 1 After I dusted the shelf, I greeted the fish.
 - 2 He baked some bread and invited his mother for lunch.
 - 3 We weeded next to the flowers.
- Point to each word and have the class read it. Then have three to four volunteers take turns reading a sentence.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Attach Wall Chart 4 to the board or open a Student Book to 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 looking for the museum. She's asking the **man** for directions. The man is using the **map** to show the woman how to get to the museum. To get there, she must *walk* two blocks, then turn *right*. The museum will be on the *left*. The woman is a little *confused*. She doesn't know if she needs to turn *right* or *left*. The man tells her to turn *right*. Now that she has directions, the woman is off to the museum!
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).
(woman) What is she *looking* for?
 Is it far away?
 How do you get to the museum?
(man) What color is his hair?
 What color is his **daughters'** hair?
 Who is going to the museum?

Practice the Conversation

A. Listen and repeat. 1.42

- Play the first version of the conversation. Students listen and repeat, pointing to each speaker in the conversation box.
 - 1 **Woman** *Excuse me. I'm looking for the museum. Is it far?*
Man *Not really.*
 - 2 **Man** *Walk two blocks. Turn right. It's on the left.*
 - 3 **Woman** *Did you say turn right or turn left?*
Man *Turn right. It's on the left.*
 - 4 **Woman** *Thank you very much.*
Man *You're welcome. Have fun!*

B. Listen and point to the speakers. 1.43

- Play the second version of the conversation while students listen and point to the speakers. Play it 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. 1.44

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each line of the conversation.
 - A *Watch out!*
 - B *Ouch!*
 - A *Are you okay?*
 - B *I think so. But look at the groceries!*

OPTION Students role-play the conversation.

Games and Activities

Is It Far? (Game 4, page 92.)

Finish the Lesson

- **Quick—Say the Line!** Divide the class into two to four groups (one for each speaker in the conversation). Randomly point to a group and elicit the first line of the conversation. Then point one by one to the other group(s) and elicit the next line(s) of the conversation. Continue in the same way until groups finish saying the conversation. Repeat the activity until each group has taken on each role.
- Workbook page 16. (Answers, Teacher's Book page 102.)

Word Time

Language Focus: Actions (*see a movie, rent a DVD, ride the bus, visit a friend, buy a donut, mail a letter, get a haircut, take a taxi*)

Materials Needed: CD and player; 1 piece of cardboard; a pin or brad

Warm-Up and Review

- **Conversation Review: Unscramble.** (Game 14, page 93.) Play the recording of the Unit 4 target conversation. Students listen. Then play the game using the conversation.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their Student Books to page 18. They look at the large scene and name anything they can.
- Open a Student Book to page 18. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).
It's a very busy day in the **neighborhood**. **This man** is taking a **taxi**. *I think* he's going to work. **This woman** is going to *mail a letter*. *I think* she lost her **wallet**. But **Digger** found it! Mmm, this **donut** looks good. **These two children** are going to see a movie. They already bought their **tickets**. This little boy is getting his hair *cut*, and he *doesn't like* it!
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).
(**woman buying donut**) What's she doing?
(**man renting DVDs**) What's he doing?
(**boy getting haircut**) Does he like getting a haircut?
(**people on bus**) Are they taking a taxi? What are they doing?
(**woman at mailbox**) What's she *putting* in the mailbox? Is she a mail carrier?

Practice the Words

A. Listen and repeat. 🎧 1.45

- Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.

1 <i>see a movie</i>	2 <i>rent a DVD</i>
3 <i>ride the bus</i>	4 <i>visit a friend</i>
5 <i>buy a donut</i>	6 <i>mail a letter</i>
7 <i>get a haircut</i>	8 <i>take a taxi</i>
- Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 🎧 1.46

- Play the recording. Students listen to the sound effects and words. For the vocabulary, students point to the person/people doing that action; for the conversations, they point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.
Get a haircut.
Take a taxi.
Mail a letter.
Ride the bus.
See a movie.
Visit a friend.
Rent a DVD.
Buy a donut.
Now listen and point to the speakers.
A *I bought the tickets.* (children at movie theater door)
B *Let's get some popcorn.*
A *Okay. Sounds good.*
A *Uh-oh!* (boy and girl near movie theater)
B *What?*
A *I don't have enough money.*
B *That's okay. It's my treat.*
A *Excuse me, is this your shoe?* (boy and girl on sidewalk near DVD store)
B *Yes, it is! Thanks so much.*
A *You're welcome.*

D. Write the words.

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

🦴 What Did Digger Find?

ANSWERS

Digger found a wallet.

Extra Vocabulary

- Students turn to page 17. Introduce the extra vocabulary items *make a phone call, read the newspaper, use the ATM*. Students then find people doing these actions.

Games and Activities

- **Spin and Act.** (Game 19, page 94.)

Finish the Lesson

- **Name the Word.** Write the Unit 4 target action phrases on the board. Have a volunteer read a verb phrase, pantomime the action, and use the phrase in a sentence. Continue in the same way with the remaining Unit 4 target action phrases.
- Workbook page 17. (Answers, Teacher's Book pages 102–103.)

Practice Time

Language Focus: Future with *going to*, affirmative and negative statements [(I'm) going to (ride the bus). (I'm) not going to (take a taxi). / (She's) going to (ride the bus). (She) isn't going to (take a taxi). / (We're) going to (ride the bus). (We) aren't going to (take a taxi).]

Function: Describing future activities

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Guess What's Missing.** Write each Unit 4 action phrase on the board and have the class read each one. Have them study the phrases for one minute, then close their eyes. Erase one of the phrases. Students open their eyes. The first to say which phrase has been erased comes to the front and erases another phrase. Continue in this way until all the phrases have been erased.

Introduce the Patterns

- See page 12.

NOTE In *English Time*, the words *going to* and *will* are used interchangeably to talk about the future.

Practice the Patterns

- Students open their Student Books to page 19.

A. Listen and repeat. 1.47

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.
I'm going to ride the bus. I'm not going to take a taxi.
She's going to ride the bus. She isn't going to take a taxi.
We're going to ride the bus. We aren't going to take a taxi.
- 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. 1.48

- Play the recording. Students listen and repeat, pointing to each picture in their books.
 - 1 *She's going to mail a letter. She isn't going to get a haircut.*
 - 2 *He's going to get a haircut. He isn't going to mail a letter.*
 - 3 *We're going to see a movie. We aren't going to rent a DVD.*
 - 4 *They're going to rent a DVD. They aren't going to see a movie.*
 - 5 *You're going to buy a donut. You aren't going to visit a friend.*
 - 6 *I'm going to visit a friend. I'm not going to buy a donut.*
- Students practice numbers 1–6 in pairs. S1 in each pair says the positive statement, and S2 says the negative statement. They then change roles and repeat the procedure.

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

- Students remain in pairs and look at page 18. They then take turns making statements about characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the woman at the mailbox): *She's going to mail a letter.* S2: *She isn't going to rent a DVD.*

D. Listen and sing along. 1.49

- Students turn to the song *I'm Going to Buy a Donut* on page 66. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students follow in their books.

I'm Going to Buy a Donut

I'm going to buy a donut.

He's going to buy a donut.

We're going to buy a donut.

We aren't going to see a movie.

He's going to visit a friend.

She's going to visit a friend.

They're going to visit a friend.

They aren't going to ride the bus.

- 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 of three to four. Students in each group work together to write each line of the song on a separate piece of paper. They then shuffle the pieces of paper. Play the song again. Students in each group place their pieces of paper in the correct order. Play the song as often as necessary to complete the task.

Games and Activities

- **Verb Tense Chart.** (Game 34, page 95.)

Extra Practice

Worksheet 7, Play a Game, page 119. (Answers, page 110.)

Finish the Lesson

- **Describe.** Bring eight volunteers to the front of the classroom. Hold up Student Book page 18. Point to a part of the picture showing one of the target actions, then point to a volunteer and say *(She's) going to (ride the bus)*. Then point to a different volunteer and another target action and say *(He) isn't going to (ride the bus). (He's) going to (mail a letter)*. Continue, with the first pair of volunteers taking the teacher's role choosing different numbered actions and different volunteers, until all the target actions have been chosen.
- Workbook page 18. (Answers, Teacher's Book page 103.)

Phonics Time

Sound Focus: -le (*beetle, bicycle, bottle, poodle, puddle, uncle*)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Sing Along.** Play the Unit 4 song *I'm Going to Buy a Donut*. Students listen. Play the song again and have students sing along.
- **Phonics Review: End Sounds.** Write *baked, called, and dusted* in a row on the board. Point to each word and have students read it. Divide the class into three groups and "assign" each group to one of the words. Then call out one of the target phonics words from Units 2 and 3 (Student Book pages 8 and 12). Students whose group corresponds to its end sound wave their hands in the air and call out "their" word. Continue in the same way with the remaining Units 2–3 Phonics Time target vocabulary.

Introduce the Sounds

- See page 14.

NOTE The -le sound is written as /əl/.

Practice the Sounds

- Students open their Student Books to page 20.

A. Listen and repeat. 🎧 1.50

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

-le /əl/

beetle

bicycle

bottle

poodle

puddle

uncle

B. Listen and circle. 🎧 1.51

- Play the recording. For each number, students listen and circle the word they hear. Play the recording as many times as necessary for students to complete the task.
 - 1 *popsicle, popsicle*
 - 2 *saddle, saddle*
 - 3 *little, little*
 - 4 *poodle, poodle*
 - 5 *fiddle, fiddle*
- Check answers by saying *Number 1* and having a volunteer say and spell the word he/she circled. Do the same for numbers 2–5.

C. Read the sentences. Write the numbers. Then listen. 🎧 1.52

- Students read the sentences and write the number of each line of the rhyme next to the corresponding picture. Then play the recording. Students listen to the rhyme as they follow along in their books.

The beetle is in the middle of a puddle.
Her uncle is on a bicycle.
He has a little poodle.
It's a poodle for the beetle in the middle of the puddle.
- Check answers by pointing to each picture and having students say the corresponding line of the rhyme.

ANSWERS

2, 3, 4, 1

Games and Activities

- **Dictation.** (Game 47, page 97.)

Extra Practice

Worksheet 8, Phonics Fun -le, page 120. (Answers, page 110.)

Finish the Lesson

- **Is This Your Word?** Give each student a slip of paper with one target word written on it. Write one of the target words on the board. The student(s) with that word on their slip of paper holds it up and says the word. When all of the words have been said, have students exchange slips of paper and do the activity again.
- Workbook page 19. (Answers, Teacher's Book page 103.)

Assessment 🎧

Unit 4 Test, page 146. (Answers, page 138.)



At the Food Festival

Conversation Time

Language Focus: *What are you eating?/Rice. Try some. It's good./No, thanks./Come on. Just a little./Oh, all right. But not too much./Here you go./Hey! It's delicious!/I told you so.*

Function: Asking about and offering food

Materials Needed: CD and player; Wall Chart 5

Warm-Up and Review

- **Phonics Review: Read It.** Write *le* on the board. Point to the combination and elicit its sound. Then say a Unit 4 Phonics Time target word and have a volunteer use the word in a sentence. Do the same with the remaining Unit 4 Phonics Time target vocabulary.

OPTION Do the activity as above with pictures instead of words.

Introduce the Conversation

- See page 8.

Talk About the Picture

- Attach Wall Chart 5 to the board or open a Student Book to page 21. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the adjectives (*italicized* words).
Ivy has a **burger** and some **soda pop**. **Bob** has some **rice**. Bob wants Ivy to try the rice. Ivy doesn't think she likes rice. But Bob thinks she might like it. Ivy says that she'll try some, but she doesn't want too much. Bob gives her *just a little*. Ivy likes it—the rice is *delicious*!
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).
What's **Bob** eating?
What does **Ivy** have?
Does Ivy want some rice?
Does Bob like rice?
Is Ivy going to eat some rice?
Does Ivy *like* the rice?
Is Bob happy?

Practice the Conversation

A. Listen and repeat. 🎧 1.53

- Play the first version of the conversation. Students listen and repeat, pointing to each speaker.
 - 1 **Ivy** *What are you eating?*
Bob *Rice. Try some. It's good.*
 - 2 **Ivy** *No, thanks.*
Bob *Come on. Just a little.*
 - 3 **Ivy** *Oh, all right. But not too much.*
Bob *Here you go.*
 - 4 **Ivy** *Hey! It's delicious!*
Bob *I told you so.*

B. Listen and point to the speakers. 🎧 1.54

- Play the second version of the conversation and have students listen and point to the speakers. 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. 🎧 1.55

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each line of the conversation.
 - A *What did you buy?*
B *I bought some donuts. Do you want one?*
 - A *Yes, please. Thank you very much.*
B *You're welcome.*

OPTION Students role-play the conversation.

Games and Activities

- **Tic-Tac-Toe: Conversation.** (Game 5, page 92.) Play the game using the target conversation.

Finish the Lesson

- **The Three Directors.** (Game 30, page 95.)
- Workbook page 20. (Answers, Teacher's Book page 103.)

Word Time

Language Focus: Foods (*taco/tacos, burrito/burritos, french fry/french fries, hot dog/hot dogs, spaghetti, curry, iced tea, lemonade*)

Materials Needed: CD and player; beanbags, 1 per 3–4 students

Warm-Up and Review

- **Conversation Review: True or False?** (Game 13, page 93.) Play the recording of the Unit 5 target conversation. Then play the game using the target conversation.

Introduce the Words

- See page 10.

NOTE Count nouns can be counted, and they have both singular and plural forms. They can take words such as *a, an*, or a number before them. Count nouns in this lesson are: *taco, burrito, french fry*, and *hot dog* (for example: *a taco, two hot dogs*). Noncount nouns cannot be counted, and they do not have a plural form. They take words such as *some, a bowl of*, and *a glass of* before them. Noncount nouns in this lesson are: *spaghetti, curry, iced tea*, and *lemonade* (for example: *some spaghetti, a glass of lemonade*).

Talk About the Picture

- Students open their books to page 22, look at the scene and name anything they can.
- Use Student Book page 22. Read the following “story” while pointing to or touching the pictures (**bold** words).
At the **food festival** there’s so much good food from all over the world. There’s some **curry**, some **spaghetti**, and here’s some **lemonade** and **iced tea**. I can see four **hot dogs**, five **tacos**, many **french fries**, and several **burritos**.
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).
(**spaghetti**) What’s this?
(**tacos**) What are these?
(**curry**) Is it lemonade?
Can you *drink* a **hot dog**?
Can you *eat* **iced tea**?
Is there any pizza here?
Are there any burritos?
Do you like **french fries**?

Practice the Words

A. Listen and repeat. 1.56

- Students listen to the recording and repeat, pointing to each word in the vocabulary box.
 - 1 *taco, tacos*
 - 2 *burrito, burritos*
 - 3 *french fry, french fries*
 - 4 *hot dog, hot dogs*
 - 5 *spaghetti*
 - 6 *curry*
 - 7 *iced tea*
 - 8 *lemonade*
- Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 1.57

- For the vocabulary, students point to the named food items; for the conversations, they point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.

Burritos.

Hot dogs.

Tacos.

French fries.

Lemonade.

Curry.

Iced tea.

Spaghetti.

Now listen and point to the speakers.

A *Excuse me. I’m looking for the tacos.* (girls at curry table)

B *They’re over there on the left.*

A *Did you say on the left?*

B *Yes, I did.*

A *Thanks.*

A *I’m going to mail a letter.* (Annie and Ted)

B *Okay. I’m going to buy some spaghetti.*

A *Okay. See you later.*

B *Bye.*

A *Would you like a cookie?* (boy and girl at iced tea table)

B *No, thanks.*

A *How about some candy?*

B *No, thank you.*

D. Write the words.

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

What Did Digger Find?

ANSWER

Digger found a pair of chopsticks.

Extra Vocabulary

- Students turn to page 21. Introduce the extra vocabulary items *pie, pudding, brownies* for students to find.

Games and Activities

- **Survey.** (Game 20, page 94.)

OPTION Plan and carry out your own food festival, having students make and bring in foods from around the world.

Finish the Lesson

- **I Want a Taco. I Don’t Want Any Burritos.** Write *I want a _____* and *I don’t want any _____* on the board and ask volunteers to take turns reading the sentences and filling in the blanks with different food items. Make sure students are using the count and noncount nouns as well as singular and plural forms correctly. Continue until most students have taken a turn.
- Workbook page 21. (Answers, Teacher’s Book page 103.)

Practice Time

Language Focus: *Wh-* questions with *what*; future with *going to* [*What are (you) going to have? (I'm) going to have (a hot dog). / What's (she) going to have? (She's) going to have (some curry). / What are (they) going to have? (They're) going to have (some curry).*]

Function: Asking questions about future meals

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Slow Reveal.** Hold up Student Book page 22. Choose one of the numbered scenes. Cover it with a piece of paper so that only a small piece of the picture is showing. Students try to guess what it is. If they guess incorrectly, uncover a little more. Continue until someone names it correctly. Repeat with four or five other scenes.

Introduce the Patterns

- See page 12.

NOTE In this context, *have* means *eat*.

Practice the Patterns

- Students open their Student Books to page 23.

A. Listen and repeat. 🎧 1.58

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
 - A *What are you going to have?*
 - B *I'm going to have a hot dog.*
 - A *What's he going to have?*
 - B *He's going to have some curry.*
 - A *What are they going to have?*
 - B *They're going to have some curry.*
- 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. 🎧 1.59

- Play the recording. Students listen and repeat, pointing to each picture in their books.
 - 1 *What are you going to have?*
I'm going to have a burrito.
 - 2 *What's he going to have?*
He's going to have some spaghetti.
 - 3 *What are they going to have?*
They're going to have some iced tea.
 - 4 *What are you going to have?*
We're going to have some french fries.
 - 5 *What's he going to have?*
He's going to have a taco.
 - 6 *What are you going to have?*
I'm going to have some lemonade.

- Students practice numbers 1–6 in pairs. S1 in each pair asks the questions, and S2 answers. They then change roles and repeat the procedure.

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

- Students remain in pairs and look at page 22. They take turns asking and answering questions about characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the girl heading to the taco table): *What's she going to have?* S2: *She's going to have a taco.*

D. Listen and sing along. 🎧 1.60

- Students turn to the song *What Are You Going to Have?* on page 66. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students follow along in their books.

What Are You Going to Have?

What are you going to have?

What are you going to have?

What are you going to have?

We're going to have some tacos.

What's she going to have?

What's she going to have?

What's she going to have?

She's going to have a burrito.

What's he going to have?

What's he going to have?

What's he going to have?

He's going to have some curry.

What are they going to have?

What are they going to have?

What are they going to have?

They're going to have some french fries.

- 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.
- Give each student a copy of the song that has one word from each line deleted. Play the song again and have students listen and fill in the missing words. Play the song as many times as necessary to complete the task.

Games and Activities

- **Interview.** (Game 35, page 95.)

Extra Practice

Worksheet 9, Bingo, page 121. (Answers, page 111.)

Finish the Lesson

- **Memory Chain.** (Game 39, page 96.) Play the game using the target patterns.
- Workbook page 22. (Answers, Teacher's Book page 103.)

Phonics Time

Sound Focus: -er (*blister, butter, dinner, lobster, mother, tiger*)

Materials Needed: CD and player; magazine pictures of Unit 4 phonics words (*beetle, bicycle, bottle, poodle, puddle, uncle*)

Warm-Up and Review

- **Pattern Review: Make a Choice.** Write *What are you going to have? I'm going to have a taco.* on the board. Point to the sentences and have students read them. Then ask each student *What are you going to have?* Students answer. Then have a volunteer take on the role teacher's role, asking the target questions.
- **Phonics Review: Upside Down.** Hold up a picture, upside down, of a Unit 4 phonics target word. Elicit the word. Do the same with the remaining Unit 4 Phonics Time pictures. When all of the pictures have been identified, write *dle, tle, and cle* on the board. Hold up each picture again. Volunteers say the word and point to the corresponding ending.

Introduce the Sounds

- See page 14.

NOTE The -er sound is written as /ə:/.

Practice the Sounds

- Students open their books to page 24.

A. Listen and repeat. 1.61

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

er /ə:/
blister
butter
dinner
lobster
mother
tiger

B. Listen and circle. 1.62

- Play the recording. For each number, students listen and circle the word they hear. Play the recording as many times as necessary for students to complete the task.
 - 1 swimmer, swimmer
 - 2 brother, brother
 - 3 blister, blister
 - 4 mother, mother
- Check answers by saying *Number 1* and having a volunteer say and spell the word he/she circled. Do the same for numbers 2–4.

C. Read the sentences. Write the numbers. Then listen. 1.63

- Students read the sentences and write the number of each line of the rhyme next to the corresponding picture. Then play the recording. Students listen to the rhyme as they follow along in their books.

Buster the tiger had a blister.
Mother gave Buster lobster for dinner.
"I like lobster," said Buster.
Buster put butter on the blister.
But the blister got bigger.
- Check answers by pointing to each picture and having students say the corresponding line of the rhyme.

ANSWERS

2, 3, 5, 4, 1

Games and Activities

- **Find the -er Words.** (Game 48, page 97.)

Extra Practice

Worksheet 10, Phonics Fun -er, page 122. (Answers, page 111.)

Finish the Lesson

- **Which Is It?** Write the Unit 5 Phonics Time target vocabulary on the board. Bring a volunteer to the board and have him/her point to one of the words and ask *What's this?* Seated students reply. The volunteer continues in the same way with the remaining Unit 5 phonics target vocabulary. Do the activity again with a new volunteer.
- Workbook page 23. (Answers, Teacher's Book page 103.)

Assessment

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



During the Year

Conversation Time

Language Focus: *What's your favorite subject?/I like math. It's fun./Excuse me. Where's the library?/Go straight. It's across from the music room./*

Thanks./Sure./Oh. It's time for art class./Great. That's my favorite.

Function: Eliciting and expressing personal opinion; asking for and giving directions

Materials Needed: CD and player; Wall Chart 6; teacher-made picture cards of different food items, 3–4 different cards

Warm-Up and Review

- **Phonics Review:** *-er*. Write *er* on the board. Point to the letters and elicit their sound. Write the Unit 5 Phonics Time target words on the board. Point to each of the words and have students read them.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Attach Wall Chart 6 to the board or use Student Book page 25. Read the following “story” while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Joe and **Jan** are at school. They're talking about their favorite subjects. Jan likes math best, because it's fun. **This girl** is *looking* for the library. She can't find it. Jan tells her that it's *across* from the music room. The younger girl is glad she knows where the **library** is. Now Jan and Joe have to go to art class. Art is Joe's *favorite* subject.

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

What's **Jan's** *favorite* subject?

Where's the library?

Where's the music room?

Who's going to the library?

What's **Joe's** *favorite* subject?

Where are Joe and Jan going now?

Practice the Conversation

A. Listen and repeat. 1.64

- Play the first version of the conversation. Students listen and repeat, pointing to each speaker.

1 **Joe** *What's your favorite subject?*

Jan *I like math. It's fun.*

2 **Girl** *Excuse me. Where's the library?*

Jan *Go straight. It's across from the music room.*

3 **Girl** *Thanks.*

Jan *Sure.*

4 **Jan** *Oh. It's time for art class.*

Joe *Great. That's my favorite.*

B. Listen and point to the speakers. 1.65

- Play the second version of the conversation and have students listen and point to the speakers. Play the recording as many times as necessary for students to complete the task.

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

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

D. Review. Listen and repeat. 1.66

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

A *I put away the books.*

B *And I swept the floor.*

C *Thank you very much!*

OPTION Students role-play the conversation.

Games and Activities

- **Which Line Doesn't Belong?** (Game 6, page 92.)

Finish the Lesson

- **What's Your Favorite?** Ask a student (S1) *What's your favorite food?* S1 responds, and asks another student the same question. Continue in the same way until all students have taken a turn.
- Workbook page 24. (Answers, Teacher's Book pages 103–104.)

Word Time

Language Focus: Seasons and seasonal activities (*spring, summer, fall, winter, plant flowers, pick apples, build a snowman, go to the beach, play in the leaves, go skiing*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: 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.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their Student Books to page 24. They look at the large scene and name anything they can.
- Use Student Book page 24. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).

Bill and **Mike** like the fall. They want to *play in the leaves*.

Annie likes the fall, too. She wants to *pick apples*. **Kim** likes the winter. She wants to *go skiing*. **These girls** like the winter, too. They want to *build a snowman*. **Ted** likes the summer. He wants to *go to the beach*. **Bob** likes the spring. He wants to *plant flowers*.

- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).
Who wants to *play in the leaves*?
Who wants to *pick apples*?
Does **Ted** like the summer?
Does **Annie** like the fall?
Can you *build a snowman* in the summer?
Can you *pick apples* in the spring?
Can you go to the beach in the winter?
Can you *play in the leaves* in the fall?

Practice the Words

A. Listen and repeat. 1.67

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

1 <i>spring</i>	2 <i>summer</i>
3 <i>fall</i>	4 <i>winter</i>
5 <i>plant flowers</i>	6 <i>pick apples</i>
7 <i>build a snowman</i>	8 <i>go to the beach</i>
9 <i>play in the leaves</i>	10 <i>go skiing</i>
- Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 1.68

- Students listen to the sound effects and words. For the vocabulary, they point to the person/people doing that action or to the corresponding seasonal poster; for the conversations, they point to the speakers (references are in parentheses). Play the recording as many times as necessary for students to complete the task.

Summer.

Spring.

Winter.

Fall.

Go to the beach.

Pick apples.

Build a snowman.

Plant flowers.

Play in the leaves.

Go skiing.

Now listen and point to the speakers.

A *What did you do?* (teacher and girl)

B *I swept the floor and I took out the garbage.*

A *Wow! Very good.*

A *What are you eating?* (boy with cotton candy and girl)

B *Cotton candy. Try some. It's good.*

A *No, thanks.*

B *Aw, come on. Just a little.*

A *What's wrong?* (girl and boy looking for glasses)

B *I can't find my glasses.*

A *Don't worry. I'll help you look for them.*

B *Okay. Thanks.*

D. Write the words.

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

Extra Vocabulary

- Students turn to page 25. Introduce the extra vocabulary items *go ice-skating, go hiking, go camping*. Students find people doing these actions.

Games and Activities

- **When Do You...?** (Game 21, page 94.)

Finish the Lesson

- **What Season?** A volunteer comes to the front of the classroom and pantomimes one of the target actions. Seated students name the action and say which season the activity is generally related to. Do the same with three to five volunteers.
- Workbook page 25. (Answers, Teacher's Book page 104.)

Practice Time

Language Focus: Future with *will*, affirmative and negative statements [(I'll) (plant flowers) in the (spring). (I) won't (go skiing).]

Function: Describing future activities related to seasons

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Slow Reveal.** Use Student Book page 26, and use a long strip of paper to cover up the scenes of children doing different things. Slowly pull the paper to one side, revealing just a bit of each scene, as students try to name each different activity. Continue until all the scenes have been uncovered and guessed.

Introduce the Patterns

- See page 12.

NOTE In *English Time*, the words *going to* and *will* are used interchangeably to talk about the future.

Practice the Patterns

- Students open their Student Books to page 27.

A. Listen and repeat. 1.69

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
He'll plant flowers in the spring. He won't go skiing.
- Play it 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 contractions on the board:

<i>I'll = I will</i>	<i>You'll = You will</i>
<i>He'll = He will</i>	<i>She'll = She will</i>
<i>We'll = We will</i>	<i>They'll = They will</i>
<i>won't = will not</i>	
- Point to and read each word. Students repeat. Then say each pattern with the full form of the contractions. Students repeat. Students practice each pattern in the pattern box, using both the contractions and the full form of the contractions.

B. Listen and repeat. Then practice with a partner. 1.70

- Play the recording. Students listen and repeat, pointing to each picture in their books.
 - 1 *I'll go to the beach in the summer. I won't pick apples.*
 - 2 *You'll pick apples in the fall. You won't go to the beach.*
 - 3 *They'll build a snowman in the winter. They won't plant flowers.*
 - 4 *He'll plant flowers in the spring. He won't build a snowman.*
 - 5 *We'll play in the leaves in the fall. We won't go skiing.*
 - 6 *She'll go skiing in the winter. She won't play in the leaves.*
- Students practice numbers 1–6 in pairs. S1 in each pair says the statement in its affirmative form, and S2 says the statement in its negative form. They then change roles and repeat the procedure.

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 making statements about characters in the scene using the new patterns and vocabulary items. For example: S1 (pointing to the boy thinking about planting flowers): *He'll plant flowers in the spring.* S2: *He won't play in the leaves.*

D. Listen and sing along. 1.71

- Students turn to the song *He'll Pick Apples in the Fall* on page 67. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat. Then students listen to the recording and follow in their books.

He'll Pick Apples in the Fall

He'll pick apples in the fall, in the fall.

He'll pick apples in the fall, in the fall.

He won't build a snowman.

He won't build a snowman.

He'll pick apples in the fall.

She'll plant flowers in the spring, in the spring.

She'll plant flowers in the spring, in the spring.

She won't play in the leaves.

She won't play in the leaves.

She'll plant flowers in the spring.

- Play the recording again. Students sing along, using their books for reference. Play the recording as often as necessary for students to become familiar with the song.
- Assign each activity and each season in the song (*pick apples, fall, build a snowman, plant flowers, spring, and play in the leaves*) to six different students. Play the karaoke version. All students sing along, with those six students standing up each time their activity/season is named.

Games and Activities

- **Talking.** (Game 36, page 96.)

OPTION Do the activity as described, also having students draw pictures to illustrate their partner's plans.

Extra Practice

Worksheet 11, Seasons, page 123. (Answers, page 111.)

Finish the Lesson

- **Change the Tense.** Say *I went to the beach, I didn't go skiing.* A volunteer (S1) changes the sentences into the present tense, saying *I'm going to the beach. I'm not going skiing.* A second volunteer (S2) changes the sentences into the future tense, saying *I'll go to the beach. I won't go skiing.* Continue in this way until all of the target phrases have been changed from past to present to future.
- Workbook page 26. (Answers, Teacher's Book page 104.)

Phonics Time

Sound Focus: *al, au, aw* (*fall, talk, laundry, saucer, crawl, draw*)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Future Actions.** Write *He'll plant flowers in the spring. He won't build a snowman.* on the board. Point to each sentence and have students read it. A volunteer (S1) begins by standing up and saying *I'll (build a snowman) in the (winter).* The student behind him/her stands up and says *I won't (build a snowman). I'll pick apples in the (fall).* Students continue in the same way until all students have taken a turn.
- **Phonics Review: Read the Sentences.** Write *le* and *er* on the board. Point to each combination and elicit its sound. Then write the following sentences on the board:
 - 1 Peter's uncle rides his bicycle to dinner.
 - 2 The lobster and the beetle play in the puddle.
 - 3 Will you have butter for dinner?
- Point to each word and have the class read it. Then have three to four volunteers take turns reading a sentence.

Introduce the Sounds

- See page 14.

NOTE The *al, au,* and *aw* sounds are written as /ɔ/.

Practice the Sounds

- Students open their books to page 28.

A. Listen and repeat. 1.72

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

<i>al</i> /ɔ/	<i>au</i> /ɔ/	<i>aw</i> /ɔ/
<i>fall</i>	<i>laundry</i>	<i>crawl</i>
<i>talk</i>	<i>saucer</i>	<i>draw</i>

B. Listen and circle. 1.73

- Play the recording. For each number, students listen and circle the word they hear. Play the recording as many times as necessary for students to complete the task.
 - 1 *small, small*
 - 2 *claw, claw*
 - 3 *wall, wall*
 - 4 *chalk, chalk*
 - 5 *walk, walk*
- Check answers by saying *Number 1* and having a volunteer say and spell the word he/she circled. Do the same for numbers 2–5.

C. Read the sentences. Write the numbers. Then listen. 1.74

- Students read the sentences and write the number of each line of the rhyme next to the corresponding picture. Then play the recording. Students listen to the rhyme as they follow along in their books.

Paul isn't tall. He's small.
Paul can't talk. He can't walk. He can't do the laundry.
But Paul can crawl. Oh, no! Paul is in the hall.
Paul has chalk. Look at the wall. He can draw.
- Check answers by pointing to each picture and having students say the corresponding line of the rhyme.

ANSWERS

4, 3, 1, 2

Games and Activities

- **Say the Word and a Sentence.** (Game 49, page 97.)

Extra Practice

Worksheet 12, Phonics Fun *al, au,* and *aw*, page 187. (Answers, page 111.)

Finish the Lesson

- **Listen to the Story.** Read the following story, and have students raise their hands each time they hear the target /ɔ/ sound. Read the story as many times as necessary for students to complete the task.

Paul will plant flowers in the spring. He won't go to the beach. In the fall, he'll play in the leaves and maybe fall down! Paul likes to draw, so he'll buy some chalk and draw a picture.
- Workbook page 27. (Answers, Teacher's Book page 104.)

Assessment 1.75

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, 25), Word Time page (pages 18, 22, 26), and Practice Time page (pages 19, 23, 27). Elicit each conversation, vocabulary item, and pattern.

Work with the Pictures

- Students open their books to page 29.
- Groups of three find and name any items or characters they recognize in the six scenes.
- Ask each group how many items they found, encouraging them to use complete sentences when possible.
- Have each group name one item; write a sentence with that item on the board. Point to and read each sentence. Students repeat, pointing to those items in their books.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
What is **Max** looking for? Where is it? What's Digger going to do? What's Max going to do? (**dark brown dog**) What's he *eating*? Does Max like curry? Is Max *hungry*? What are Max and Digger going to do? Does Digger want any **curry**?

Work with the Text

- Point to Digger's speech bubble in Scene 1. A volunteer tries to read what Digger is saying. If he/she reads correctly, do the same with the principal's speech bubble. If he/she does not read correctly, ask another student.
- Do the same with all the scenes on this page. Encourage students to look back at the Units 4–6 Conversation Time, Word Time, and Practice Time pages for support if necessary.

Practice the Story

A. Listen and repeat. 🎧 1.75

- Play the first version of the story. Students follow in their books.
 - 1 **Digger** *Excuse me. I'm looking for the music room.*
Principal *Go straight. It's on the left.*
 - 2 **Digger** *I'm going to see a show. What are you going to do?*
Max *I'm going to buy a donut.*
 - 3 **Max** *Excuse me. What are you eating?*
Young Dog *Curry. Try some. It's delicious.*
Max *Mm. It's good!*

4 **Lady Dog** *What are you going to have?*

Max *I'm going to have some curry, some french fries, a taco, a burrito, and some lemonade.*

5 **Max** *Hey, Digger!*

Digger *Hi, Max. It's time for the show.*

6 **Max** *Try some, Digger. It's curry. It's good.*

Digger *No, thanks.*

Dog *Sh! Be quiet!*

- Play the recording again. Pause after each line; students repeat. Play it as often as necessary for students to become familiar with the story.

B. Look at A. Listen and point. 🎧 1.76

- Play the second version of the story. Students follow in their books.
- Divide the class into groups of six, each student taking on the role of one of the characters. Play the recording again, pausing after each line. Students repeat their character's lines. Students in each group then change roles and do the activity again. Play the recording as often as necessary to complete the task.

C. Listen. Circle True or False. 🎧 1.77

- Based on the Digger's World story, students circle *True* if the statement is correct, and *False* if it is not.
 - 1 *Digger is looking for the art room.*
Digger is looking for the art room.
 - 2 *Max wants a donut.*
Max wants a donut.
 - 3 *Max likes the curry.*
Max likes the curry.
 - 4 *Max is going to have a hot dog.*
Max is going to have a hot dog.
 - 5 *Max is a quiet dog.*
Max is a quiet dog.
- Check answers by saying *Number 1. Digger is looking for the art room.* Students say *True* or *False* depending on what they circled.

ANSWERS

1 False 2 True 3 True 4 False 5 False

D. Role-play these scenes.

- Ask students what roles are needed to role-play the conversation; list them on the board (*Digger, the principal, Max, the young dog, the lady dog, the other dog*).
- Divide the class into Groups A, B, C, D, E, and F. Group A role-plays Digger's lines, Group B role-plays the principal's lines, and so on. 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 to act out the story along with the recording. They then role-play the story on their own, without the recording.

- Students form groups of six and role-play the story, then change roles and do it again. Groups continue until each student has taken on each role.

Games and Activities

- **Make a New Story.** (Game 61, page 98.)

Finish the Lesson

- **Listen and Pantomime.** Divide the class into groups of six, students in each group taking on the role of one story character. Play the recording. Students listen and pantomime their role, then change roles and pantomime the story again.
- Workbook page 28. (Answers, Teacher's Book page 104.)

Activity Time

Review Focus: Units 4–6 vocabulary patterns and sounds

Materials Needed: CD and player

Warm-Up

- **Review Units 4–6 Vocabulary, Patterns, and Sounds.** Students turn to each 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 each vocabulary item, pattern, and sound.

Review

- Students open their books to page 30.

A. Listen and write. 🎧 1.78

- Students listen to the recording and fill in the missing letters to complete each sentence.
 - 1 *Paul is going to talk to a tiger.*
Paul is going to talk to a tiger.
 - 2 *Peter is going to draw a bottle.*
Peter is going to draw a bottle.
 - 3 *The lobster is going to crawl in the puddle.*
The lobster is going to crawl in the puddle.
 - 4 *My mother is going to make dinner for my uncle.*
My mother is going to make dinner for my uncle.
- Check answers by saying *Number 1* and having a volunteer read the entire sentence and spell the words he/she wrote. Do the same for numbers 2–4.

ANSWERS

- 1 Paul is going to talk to a tiger.
- 2 Peter is going to draw a bottle.
- 3 The lobster is going to crawl in the puddle.
- 4 My mother is going to make dinner for my uncle.

B. Complete the puzzle. What's Annie going to have?

- Students use the clues to complete the puzzle, then write the mystery word in the space provided.
- Check answers by saying *Number 1* and having a volunteer say and spell the word he/she wrote. Do the same for numbers 2–8.

ANSWERS

- 1 He'll plant flowers in the spring.
- 2 I'm going to rent a DVD. I'm not going to see a show.
- 3 She's hungry. She's going to buy a donut.
- 4 What's he going to have? He's going to have a taco.
- 5 We'll play in the leaves in the fall.
- 6 They'll go to the beach in the summer.
- 7 I'll go skiing in the winter.
- 8 I'm going to mail a letter.

Mystery word: french fries

Games and Activities

- **Talking.** (Game 62, page 98.)
- **Option: Project.** Divide the class into groups of three to four. Students in each group work together to determine how to make one of the Unit 6 target food items, then take turns demonstrating the procedure to the rest of the class, using pictures, diagrams, and gestures as necessary to convey the meaning of unfamiliar words.
- **Option: Project.** Students do research at the library or on the Internet to find a country in which the seasons are not the same as they are in the student's locale. For example: in Australia, January is hot and July is cold, while in the United States, January is cold and July is hot. Students take turns telling their classmates about the information they discovered.

Finish the Lesson

- Checklist 2. (Student Book page 76.)
- Workbook page 29. (Answers, Teacher's Book page 104.)

Assessment 📝

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

Math Equations

Language Focus: math terms (multiplication, word problem, equation, multiplied by division, divided by, answer)

Function: Identifying and describing multiplication and division word problems and equations.

Materials Needed: CD and player

Warm-Up and Review

- **Review: Numbers Review.** Ask students to count from 1–59. While they're counting, write 1–59 on the board in random order. Ask students to close their eyes. Erase one or two of the numbers. Students try to identify the missing numbers. Ask two students to stand. Say *What is twenty-two plus six?* The first student to answer *Twenty-eight.* takes on the role of the teacher and thinks of an addition or subtraction math problem for the next two students.

Introduce the Words

- See page 10.

CULTURE NOTE In talking about multiplication problems, "multiplied by" and "times" are interchangeable. For example, you can say *Three multiplied by three equals nine*, or you can say *Three times three equals nine*. The word "is" is frequently substituted for "equals", for example, *Three times three is nine*.

Practice the Vocabulary

A. Is math your favorite subject?

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

B. Listen and repeat. 🎧 1.79

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

1 multiplication	2 word problem
3 multiplied by	4 equation
5 division	6 divided by
7 answer	
- Say the words in random order. Students point to the pictures in their Student Books.

C. Listen and read. 🎧 1.80

- Play the recording. Students listen and repeat, pointing to the photos in their books.

Read this word problem: Tim has three friends. He bought two cookies for each friend. How many cookies did he buy?
This is a multiplication problem. Look at the equation. Three multiplied by two equals six. The answer is six.

Now read this word problem. The teacher has twelve crayons. Four students want to draw. How many crayons does each student get?

This is a division problem. Look at the equation. Twelve divided by four is three. The answer is three.

- Divide the class into two groups. Each group reads one part of the text aloud. Continue until each group has read each of the parts aloud.
- 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(s) 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. (See pages 70–74.)

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

Games and Activities

- **Equation Race.** (Game 68, page 99.) Divide the class into small groups of four or five students. Assign each group a portion of the board. Say any number. Groups race to think of as many multiplication and division problems with that answer as they can in a minute's time. They write the equations on the board. Ask groups to read each of their equations aloud for the class. Award each group one point for each correct equation. The group with the most points wins.

Finish the Lesson

- **Equation Chain.** Divide the class into two teams. Say an equation, for example *Four multiplied by five equals twenty*. The first team uses the answer of your equation, twenty, and makes a new equation, for example *Twenty divided by two equals ten*. The second team uses the answer, ten, to make a new equation. Continue playing until one team is unable to think of an equation or does so incorrectly.
- Workbook page 30. (Answers, Teacher's Book page 104.)

Project Time

Language Focus: math terms and word problems (There are five people in my family. My brother picked five apples for each person. How many apples did he pick? Five multiplied by five is twenty. What's two multiplied by four?)

Materials Needed: a bag of cookies, scrap paper; poster paper, crayons, markers; pictures of multiple everyday objects from magazines, newspapers and/or the Internet

Warm-Up and Review

- **Vocabulary: Word Problems.** Review the math terms on page 31. Ask students to identify the words one by one. Say several incomplete sentences and ask students to say the word(s) that complete them. For example, say, *Six BLANK by six equals thirty-six.* Students say *Multiplied.* Then say *This is a BLANK problem.* Students say *Multiplication.* Then write *One ticket is seven dollars. How much are six tickets?* Point to this and say *This is a BLANK problem.* Students say *Word.* Encourage students to ask the class a word problem.

A. Write a multiplication or a division word problem. Ask and answer with a partner.

- Students turn to page 32 in their Student Books. Take out the cookies. Say *I have (thirty) cookies. I have fifteen students. How many cookies can I give each student? Students say Two cookies. Say Right. That's a word problem. Thirty divided by fifteen is two. That's an equation.* Then give students the cookies. Make sure students have scrap paper. Ask students to think of a word problem and write it on a piece of scrap paper.
- Focus students' attention on the speech bubble examples in Activity A. Say the following while pointing to the speech bubbles.
*There are five people in my family.
My brother picked five apples for each person.
How many apples did he pick?
Five multiplied by five is twenty-five.
He picked twenty-five apples.*
- Students choose a partner. They ask word problems, alternating turns. If time allows, ask students to prepare one multiplication and one division problem.
- Ask each pair to ask their word problems in front of the class.

B. Make a math poster.

1. Ask students to brainstorm some of the activities they can use in their word problems. For example, *buy donuts, bake cookies, pick apples/flowers, take pictures, cook hot dogs, buy tickets (One ticket is \$5. How much are seven tickets?).* Write their ideas on the board. Students open their books to page 32. Point to the math poster in the book and say *A math poster.* Students repeat. Say the following while pointing to the text and pictures in Activity B. Students repeat.
*This is a multiplication problem. My mother cooked breakfast this morning. She made two eggs for each person in my family. There are four people in my family. How many eggs did she cook?
This is the equation: $2 \times 4 = 8$*

This is a division problem. I made eighteen cakes. Six friends came to my house. How many cakes did they each get?

This is the equation: $18 \div 6 = 3$

Ask students to think of one multiplication and one division problem.

2. Make sure students have poster paper, crayons, markers and pictures of multiple everyday items from magazines, newspapers and/or the Internet. Students write the problems and equations on their posters.
3. Students then illustrate their posters.
4. Now point to the speech bubble and say *What's two multiplied by four?* Students repeat.

Ask volunteers to come to the front and share their math posters with the class. Students point to their posters and ask their classmates questions.

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

- **Find a Word Problem.** Say any number that you know is the answer to one of the word problems on one (or more) of the posters. Students walk around the room looking at the posters, trying to find a word problem with that answer. The first student to do so says *Here's one!* and then reads the word problem. There may be more than one word problem for the number you have chosen. Repeat the activity several times.

Finish the Lesson

- **Word Problem Poster Chain.** Ask a student (S1) to stand. Walk over to any one of the posters and ask the student one of the word problems on the poster. The student tells you the answer. S1 then chooses another poster and asks a student (S2) one of the word problems. S2 answers and continues the activity with another student (S3). Continue until one problem has been chosen from each poster.
- Workbook page 30. (Answers, Teacher's Book page 104.)



Conversation Time

Language Focus: *Which one do you want?/Oh, I don't know. They're all cute./Well, it's time to go. Please make up your mind./Um, okay. I'll take this one./Are you sure?/I'm positive./Great. Let's get it./Dad, the cashier is over here.*

Function: Asking about wants

Materials Needed: CD and player; Wall Chart 7

Warm-Up and Review

- **Phonics Review: *al, au, aw*.** Write *al, au, and aw* on the board. Point to each combination and elicit its sound. Then say one of the Unit 6 Phonics Time target words. Students repeat, then write the word in the air with their index finger. Do the same with the remaining Unit 6 Phonics Time target words.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Attach Wall Chart 7 to the board or use Student Book page 33. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).

This girl wants to buy a **T-shirt**, but she's *not sure* which one she wants. It's time to go, so her father wants her to make up her mind. The girl chooses **this T-shirt**. The father wants to make sure that the girl picked the T-shirt she really wants, so he asks *Are you sure?* The father *doesn't see* the cash register, where they'll *pay* for the T-shirt, so the girl says *Dad, the cashier is over here.*

- Ask the following questions while pointing to the pictures (**bold** words).
(**T-shirts**) What are these?
Who wants to buy one?
(**daughter**) What does she want?
(**girl**) Does she really want the T-shirt?
Where is the cashier?

Practice the Conversation

A. Listen and repeat. 2.1

- Play the first version of the conversation. Students listen and repeat.
 - 1 **Father** *Which one do you want?*
Girl *Oh, I don't know. They're all cute.*
 - 2 **Father** *Well, it's time to go. Please make up your mind.*
Girl *Um, okay. I'll take this one.*
 - 3 **Father** *Are you sure?*
Girl *I'm positive.*
 - 4 **Father** *Great. Let's get it.*
Girl *Dad, the cashier is over here.*

B. Listen and point to the speakers. 2.2

- Play the second version of the conversation while students listen and point to the speakers. Play the recording as many times as necessary 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. 2.3

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each line of the conversation.
 - A *Excuse me. I'm looking for the bathroom. Is it far?*
B *Not really. Go straight. It's on the left.*
 - A *Thanks.*
B *No problem.*

OPTION Students role-play the conversation.

Games and Activities

- **Add On the Next Word.** (Game 7, page 92.)

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 the 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 five to six new volunteers.
- Workbook page 31. (Answers, Teacher's Book page 105.)

Word Time

Language Focus: Marine animals and adjectives to describe them (*whale, dolphin, eel, shark, octopus, crab, big, small, fast, slow*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Say Alternate Lines.** Students open their books to page 33. Elicit the target conversation. Then have students on the right and left sides of the classroom say alternate lines of the conversation. They then switch roles and say the conversation again.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 34. They look at the large scene and name anything they can.
- Use Student Book page 34. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the adjectives (*italicized* words).

Annie and Ted are on a field trip to the **aquarium**. There are lots of different kinds of marine animals. Here's a **whale**, over there is a **dolphin**, and there's an **eel**. There's a **shark** near the **eel**. **This fish** is *fast*. **This one** is *slow*. This is an **octopus**, and this is a **crab**. The crab is *smaller* than the octopus.

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

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

(**dolphin**) What's that?

(**fast fish**) Is it *slow*?

(**slow fish**) Is it *slow*?

(**big starfish**) Is it *small*?

(**small starfish**) Is it *small*?

(**crab**) Is it an octopus?

(**eel**) Is it a shark?

Practice the Words

A. Listen and repeat. 2.4

- Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.

1 *whale*

2 *dolphin*

3 *eel*

4 *shark*

5 *octopus*

6 *crab*

7 *big*

8 *small*

9 *fast*

10 *slow*

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

B. Point and say the words.

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

C. Listen and point. 2.5

- Students listen to the sound effects and words. For the vocabulary, they point to the named marine animal or the thing described by the adjective; for the conversations, they point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.

Dolphin.

Shark.

Whale.

Eel.

Crab.

Octopus.

Big.

Slow.

Fast.

Small.

Now listen and point to the speakers.

A *Mm. I'm thirsty.* (Annie and Ted)

B *What are you going to have?*

A *I'm going to have some iced tea. How about you?*

B *Hm. I don't know.*

A *Which fish do you like?* (boys looking at red fish and blue fish)

B *I like the blue fish.*

A *Really? I like the red fish. It's my favorite.*

A *Joe! Don't throw paper.* (teacher and boy)

B *Pardon me?*

A *Don't throw paper.*

B *Sorry.*

D. Write the words.

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

What Did Digger Find?

ANSWER

Digger found a camera.

Extra Vocabulary

- Students turn to page 33. Introduce the extra vocabulary items *seahorse, starfish, seal* for students to find.

Games and Activities

- **Mobiles.** (Game 22, page 94.) Divide the class into groups of four to six. Each group creates a mobile of the target marine animals. Two groups then join together and tell each other about their mobiles, saying, for example, *This is a whale. It's gray and it's big. That's an eel. It's ugly and long.* Display the mobiles around the classroom for future reference.

Finish the Lesson

- **Guess What's Missing.** Write the Word Time target vocabulary on the board; students read each word aloud. Have students shut their eyes. Erase one or two words. Students then try to identify which word is missing. Whoever guesses first erases the next two words. Continue until all the words have been erased.
- Workbook page 32. (Answers, Teacher's Book page 105.)

Practice Time

Language Focus: Comparatives [*The (whale) is (bigger) than the (dolphin).*]

Function: Expressing comparisons

Materials Needed: CD and player; Unit 7 song with one word from each line (either the adjective or *than*) deleted, 1 copy per student

Warm-Up and Review

- **Vocabulary Review: Underwater World.** Hold up Student Book page 34. Elicit each word. Then point to one of the animal pictures and ask *Is this a (dolphin)?* Students respond either *Yes, it is.* or *No, it isn't. It's a (whale).* Do the same with the remaining animal pictures. Then point to each animal picture again and ask *Is the (dolphin) (small)?* Elicit (*No, it isn't. It's (big).*) Continue in the same way with the remaining adjectives and animal pictures.

Introduce the Patterns

- See page 12.

NOTE To form the comparative form of most short adjectives, add *-er*. If the vowel before the last consonant is short, double the final consonant to form the comparative (for example: *big* → *bigger*).

Practice the Patterns

Students open their books to page 35.

A. Listen and repeat. 2.6

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
The whale is bigger than the dolphin.
big, bigger
small, smaller
fast, faster
slow, slower
- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students try to say the pattern on their own, looking at the pattern box in their books.

B. Listen and repeat. Then practice with a partner. 2.7

- Students listen to the recording and repeat, pointing to each picture in their books.
 - 1 *The crab is slower than the dolphin.*
 - 2 *The shark is smaller than the whale.*
 - 3 *The whale is bigger than the eel.*
 - 4 *The octopus is bigger than the crab.*
 - 5 *The eel is smaller than the shark.*
 - 6 *The dolphin is faster than the octopus.*
- Students practice numbers 1–6 in pairs. They then change partners and repeat the procedure.

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 making statements about animals in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the crab and the dolphin): *The crab is slower than the dolphin.* S2 (pointing to the whale and the dolphin): *The whale is bigger than the dolphin.*

D. Listen and chant. 2.8

- Students turn to the chant *The Whale Is Bigger Than the Dolphin* on page 67. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line; students repeat. Play the recording. Students follow in their books.

The Whale Is Bigger Than the Dolphin

The whale is bigger than the dolphin.

The dolphin is smaller than the whale.

The octopus is faster than the crab.

The crab is slower than the octopus.

The dolphin is bigger than the octopus.

The octopus is smaller than the dolphin.

The shark is faster than the eel.

The eel is slower than the shark.

- Play the recording again. Students listen and chant, using their books for reference. Play the recording as often as necessary for students to become familiar with the chant.
- Give each student a copy of the chant that has one word from each line — either the adjective or *than* — deleted. Play the chant again and have students listen and fill in the missing words. Play the chant as often as necessary to complete the task.

Games and Activities

- **Real-Life Comparisons.** (Game 37, page 96.)

Extra Practice

Worksheet 13, *Eels and Sharks*, page 125. (Answers, page 111.)

Finish the Lesson

- **True or False?** Say four to five comparative statements about the target animals (see below). Students say *True* if the statement is true, and *False* if it is not. If the sentence is false, choose a volunteer to make it true. For example: Say *The crab is faster than the eel.* A volunteer corrects the statement by saying either *The eel is faster than the crab* or *The crab is slower than the eel.*
Suggested Sentences: *The whale is bigger than the crab.*
The shark is smaller than the crab. The eel is slower than the crab.
The octopus is faster than the shark. The dolphin is smaller than the eel.
- Workbook page 33. (Answers, Teacher's Book page 105.)

Phonics Time

Sound Focus: *ar, or* (barn, farm, yard, corn, fork, storm)

Materials Needed: CD and player

Warm-Up and Review

- **True or False?** Say four to five comparative statements about various classroom items (see below). Students say *True* if the statement is true, and *False* if it is not. If the sentence is false, choose a volunteer to make it true. For example, say *A pencil is bigger than a book*. A volunteer corrects the statement by saying either *A pencil is smaller than a book* or *A book is bigger than a pencil*.

Suggested Sentences: *A pencil case is smaller than a pencil.*

A ruler is bigger than an eraser. A chair is smaller than a book.

A computer is bigger than a pen. A desk is smaller than pencil.

- **Phonics Review: Read the Words.** Write *al, au, and aw* on the board. Point to each combination and elicit its sound. Then write *talk, walk, wall, hall, draw, and crawl* on the board. Point to each word; students read it. Volunteers then use each word in a sentence.

Introduce the Sounds

- See page 14.

NOTE The *ar* sound is written as /ɑr/.
The *or* sound is written as /ɔr/.

Practice the Sounds

- Students open their books to page 36.

A. Listen and repeat. 2.9

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

<i>ar</i> /ɑr/	<i>or</i> /ɔr/
<i>barn</i>	<i>corn</i>
<i>farm</i>	<i>fork</i>
<i>yard</i>	<i>storm</i>

B. Does it have *ar* or *or*? Listen and circle. 2.10

- Play the recording. For each number, students listen and circle the letters making up the target sound in the word they hear. Play the recording as many times as necessary for students to complete the task.

1 <i>shark, shark</i>	2 <i>horn, horn</i>
3 <i>fork, fork</i>	4 <i>dark, dark</i>
5 <i>smart, smart</i>	6 <i>form, form</i>

- Check answers by saying *Number 1. shark* and having a volunteer repeat the word and say the letters he/she circled. Do the same for numbers 2–6.

ANSWERS

1 *ar* 2 *or* 3 *or* 4 *ar* 5 *ar* 6 *or*

C. Read the sentences. Write the numbers. Then listen. 2.11

- Students read the sentences and write the number of each line of the rhyme next to the corresponding picture. Then play the recording. Students listen to the rhyme as they follow along in their books.

Bart had a farm. One day there was a storm.

The sky was dark, but Bart was smart. He put the corn in the barn.

But the wind blew very hard.

Look at the corn in the yard!

- Check answers by pointing to each picture and having students say the corresponding line of the rhyme.

ANSWERS

3, 2, 1, 4

Games and Activities

- **Make the Shapes.** (Game 50, page 97.)

Extra Practice

Worksheet 14, Phonics Fun *ar* and *or*, page 126. (Answers, page 111.)

Finish the Lesson

- **Read It and Use It.** Write the target words on the board. Choose a student to say one of the words and use it in a sentence. Play until all of the words have been used, choosing a different student for each one.
- Workbook page 34. (Answers, Teacher's Book page 105.)

Assessment

Unit 7 Test, page 153. (Answers, page 139.)



At the Safari Park

Conversation Time

Language Focus: *Dad! Guess what!/What?/There's a monkey on the car!/Quick! Shut the window./Look! There it is./Oh, it's cute./It's not cute. It's scary./Don't worry. It won't hurt you./Aw! It's going away.*

Function: Expressing excitement; expressing opinions

Materials Needed: CD and player; Wall Chart 8; a timer; a ball

Warm-Up and Review

- **Phonics Review: Read the Words.** Write *ar* and *or* on the board. Point to each combination and elicit its sound. Then write six to seven *ar* and *or* words on the board (see below). Point to each word and have students read it.

Suggested Words: *card, corn, shark, jar, park, stork, spark, born, scar*

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the Step 1 visual prompts on the board.

Talk About the Picture

- Attach Wall Chart 8 to the board or use 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).
Oh my! Something is *climbing* on the car. What could it be?
Oh! There's a **monkey** on the **car**. **Annie** is *excited*, and **Ted** is a little *scared*. **Annie** thinks the monkey is *cute*. **Ted** *doesn't*. **Annie** is *sad* that the monkey is *leaving*.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).
Are there any trees?
Whose car is that?
What is Annie's father doing?
(**monkey**) What's that? Where is it?
Who's *driving* the car?
Is there any grass?
Are there any mountains?
(**Ted**) Is he happy?
Where's Digger?
Where's the monkey?

Practice the Conversation

A. Listen and repeat. 🎧 2.12

- Play the first version of the conversation. Students listen and repeat, pointing to each speaker in the conversation box.
- 1 **Annie** *Dad! Guess what!*
Dad *What?*
 - 2 **Annie** *There's a monkey on the car!*
Ted *Quick! Shut the window.*
 - 3 **Ted** *Look! There it is.*
Annie *Oh, it's cute.*
 - 4 **Ted** *It's not cute. It's scary.*
Dad *Don't worry. It won't hurt you.*
Annie *Aw! It's going away.*

B. Listen and point to the speakers. 🎧 2.13

- Play the second version of the conversation and have students listen and point to the speakers. Play the recording as many times as necessary for students to complete the task.

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

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

D. Review. Listen and repeat. 🎧 2.14

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each line of the conversation.
- A** *I'm going to take a picture.*
B *Be very careful!*
A *Oh, no!*
B *I told you to be careful.*

OPTION Students role-play the conversation.

What Did Digger Find?

ANSWER

Digger found a butterfly.

Games and Activities

- **Missing Words.** (Game 8, page 93.)

Finish the Lesson

- **Set the Timer.** (Game 15, page 93.) Play the game using the target conversation.
- Workbook page 35. (Answers, Teacher's Book page 105.)

Word Time

Language Focus: Wild animals and adjectives to describe them (*elephant, cheetah, giraffe, snake, turtle, chimpanzee, tall, short, fat, thin*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Say the Next Word.** Play the recording of the Unit 8 target conversation. Then a volunteer says the first word of the 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.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 38, look at the large scene and name anything they can.
- Use Student Book page 38. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the adjectives (*italicized* words).

There are lots of animals all around. Here are some **chimpanzees**, and here's a **turtle**. The turtle is *smaller* than the chimpanzees. Over here, a *long* **snake** is in the tree. This *tall* **giraffe** is eating some leaves, and this *fat* **elephant** is going to get a drink. The **cheetah** is standing in some grass.

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

Can you *point* to the snake?

Is it *short*?

(**cheetah**) What's that?

(**chimpanzee**) Is it an elephant?

Is the turtle *smaller* than the elephant?

Is a cheetah *faster* than a turtle?

Is the giraffe *taller* than the elephant?

Practice the Words

A. Listen and repeat. 2.15

- Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.

1 elephant	2 cheetah
3 giraffe	4 snake
5 turtle	6 chimpanzee
7 tall	8 short
9 fat	10 thin
- Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 2.16

- Students listen to the sound effects and words. For the vocabulary, they point to the named animal or the animal described by the adjective; for the conversations, they point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.

Chimpanzee.

Cheetah.

Giraffe.

Snake.

Turtle.

Elephant.

Fat.

Thin.

Tall.

Short.

Now listen and point to the speakers.

A Hey, Mom! Did you see the chimpanzees? (boy and mother in jeep)

B Yes, I did. Be careful. Please sit down.

A Sure.

A Try some. (driver and friend in jeep)

B All right.

A Here you go.

B Hey! It's delicious.

A What are you looking at? (woman and man standing up in jeep)

B I'm looking at the birds.

A Are there any airplanes?

B No, there aren't.

D. Write the words.

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

Extra Vocabulary

- Students turn to page 37. Introduce the extra vocabulary items *zebra, lion, gorilla* for students to find.

Games and Activities

- **Comparisons.** (Game 23, page 94.)

Finish the Lesson

- **What Animal Is She?** A volunteer comes to the front and pretends to be one of the wild animals. The first student to correctly name the animal is next to come to the front and pretend to be a different animal. Continue in the same way for three to four minutes.
- Workbook page 36. (Answers, Teacher's Book page 105.)

Practice Time

Language Focus: Superlatives [*Which one is the (tallest)?*
The (giraffe) is the (tallest).]

Function: Asking questions concerning superlatives

Materials Needed: CD and player; pictures of wild animals (elephant, cheetah, giraffe, snake, turtle, chimpanzee) from magazines/the Internet

Warm-Up and Review

- **Vocabulary Review: Name It!** Point to each Word Time animal on Student Book page 38 and have students name it.

Introduce the Patterns

- See page 12.

NOTE To form the superlative form of most short adjectives, add *-est*. If a one-syllable word ends in consonant, vowel, consonant, double the final consonant to form the superlative (for example: *thin* → *thinnest*, *fat* → *fattest*).

Practice the Patterns

- Students open their books to page 39.

A. Listen and repeat. 🎧 2.17

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
A *Which one is the tallest?*
B *The giraffe is the tallest.*

<i>tall, tallest</i>	<i>short, shortest</i>
<i>fat, fattest</i>	<i>thin, thinnest</i>
<i>fast, fastest</i>	<i>slow, slowest</i>
- 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, looking at the pattern boxes in their books.

B. Listen and repeat. Then practice with a partner. 🎧 2.18

- Students listen to the recording and repeat, pointing to each picture in their books.
 - 1 *Which one is the shortest?*
The chimpanzee is the shortest.
 - 2 *Which one is the tallest?*
The giraffe is the tallest.
 - 3 *Which one is the fattest?*
The elephant is the fattest.
 - 4 *Which one is the slowest?*
The turtle is the slowest.
 - 5 *Which one is the fastest?*
The cheetah is the fastest.
 - 6 *Which one is the thinnest?*
The snake is the thinnest.
- Students practice numbers 1–6 in pairs. S1 in each pair asks the questions, and S2 answers. They change roles and repeat the procedure.

C. Look at page 38. Point to the picture and practice with a partner.

- Students remain in pairs. They take turns asking and answering questions about animals in the large scene using the new patterns and vocabulary items. For example: S1: *Which one is the tallest?* S2 (pointing to the giraffe): *The giraffe is the tallest.*

D. Listen and sing along. 🎧 2.19

- Students turn to the song *Which One Is the Tallest?* on page 68. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line; students repeat. Play the recording. Students follow in their books.

Which One Is the Tallest?

Which one is the tallest, the tallest, the tallest?

Which one is the tallest, the tallest you see?

The giraffe is the tallest, the tallest, the tallest.

The giraffe is the tallest, the tallest I see.

Which one is the shortest, the shortest, the shortest?

Which one is the shortest, the shortest you see?

The turtle is the shortest, the shortest, the shortest.

The turtle is the shortest, the shortest I see.

Which one is the thinnest, the thinnest, the thinnest?

Which one is the thinnest, the thinnest you see?

The snake is the thinnest, the thinnest, the thinnest.

The snake is the thinnest, the thinnest I see.

- Play the recording again. Students sing along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the song.
- Play the karaoke version. Students sing along, pantomiming each adjective as they sing it.

Games and Activities

- **Find the Animal.** (Game 38, page 96.)

Extra Practice

Worksheet 15, Cheetahs and Turtles, page 127. (Answers, page 111.)

Finish the Lesson

- **Make the Motion.** Work together with students to develop a set of body motions to represent *tallest*, *shortest*, *fattest*, *thinnest*, *fastest*, and *slowest*. Then divide the class into Groups A and B, and have the two groups line up in parallel lines facing one another. Stand behind Group A, hold up the giraffe picture so that the students in Group B can see it, and make the motion for *tallest*. Group B students make the motion for *tallest* and ask *Which animal is the tallest?* Group A responds *The giraffe is the tallest*. Then stand behind Group B and hold up an animal picture for Group A to see. Make the motion and ask the question. Continue in this way for four to five minutes.
- Workbook page 37. (Answers, Teacher's Book page 105.)

Phonics Time

Sound Focus: *ou, ow* (house, mouse, mouth, brown, gown, town)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Comparatives and Superlatives.** Hold your hand out, palm down at about shoulder height, and say *short*. Then hold your hand lower and elicit *shorter*. Lower your hand still further and elicit *shortest*. Do the same with *tall, fat, thin, fast, slow, big, and small*. Draw three Unit 8 Word Time animals on the board. Point to them and ask *Which one is the tallest?* Students respond *The (elephant) is the tallest*, identifying the tallest of the animals included in the group of three. Do the same with another set of three animals and a different adjective. Continue in the same way for three to four minutes.

- **Phonics Review: Read the Sentences.** Write the following sentences on the board:

- 1 Is there a barn in the yard at the farm?
- 2 She'll talk to Paul in the fall.
- 3 Do you want some corn?

Point to each word and have the class read it. Then have three to four volunteers take turns reading a sentence.

Introduce the Sounds

- See page 14.

NOTE The *ou* and *ow* sounds are written as /aʊ/.

Practice the Sounds

- Students open their books to page 40.

A. Listen and repeat. 2.20

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

<i>ou</i> /aʊ/	<i>ow</i> /aʊ/
house	brown
mouse	gown
mouth	town

B. Do they both have the same vowel sound? Listen and circle ✓ or X. 2.21

- For each number, students listen and circle ✓ if both words they hear have the same vowel sound. If the words do not have the same vowel sound, students circle X. Play the recording as many times as necessary for students to complete the task.

- | | |
|-----------------------|----------------------|
| 1 <i>cloud, mouse</i> | 2 <i>cow, snow</i> |
| <i>cloud, mouse</i> | <i>cow, snow</i> |
| 3 <i>out, owl</i> | 4 <i>couch, home</i> |
| <i>out, owl</i> | <i>couch, home</i> |
| 5 <i>clown, tow</i> | 6 <i>down, shout</i> |
| <i>clown, tow</i> | <i>down, shout</i> |

- Check answers by saying *Number 1. cloud, mouse*. A volunteer repeats the words then says *yes* if he/she circled ✓ and *no* if he/she circled X. Do the same for numbers 2–6.

ANSWERS

1 ✓ 2 X 3 ✓ 4 X 5 X 6 ✓

C. Read the sentences. Write the numbers. Then listen. 2.22

- Students read the sentences and write the number of each line of the rhyme next to the corresponding picture. Then play the recording. Students listen to the rhyme as they follow along in their books.

A silly little mouse lived in a big house.

She went to town in an evening gown.

She met a brown trout and started to shout.

"Please don't shout, little mouse," said the trout.

- Check answers by pointing to each picture and having students say the corresponding line of the rhyme.

ANSWERS

2, 4, 1, 3

Games and Activities

- **Do You Hear It?** (Game 51, page 97.)

Extra Practice

Worksheet 16, Phonics Fun *ou* and *ow*, page 128. (Answers, page 111.)

Finish the Lesson

- **Chant.** Write the Unit 8 Phonics Time target vocabulary on the board. Establish a 4-beat rhythm. Point to *gown* and, on beats 1 and 2, say *What's that?* On beats 3 and 4, say *It's gown*. Then touch *house*, ask *What's this?* again on the first 2 beats of the 4-beat rhythm, and elicit *It's house* on beats 3 and 4. Do the same with the remaining words. Then do the activity again in the same way, having a volunteer play the teacher's role and ask the questions.
- Workbook page 38. (Answers, Teacher's Book page 106.)

Assessment

Unit 8 Test, page 154. (Answers, pages 139–140.)



By the Seashore

Conversation Time

Language Focus: *Oh! I missed the ball./We won! We won!/ Congratulations./ Nice game. It was close./Yeah, it was./Do you want to play again?/Sure./This time we'll win./We'll see.*

Function: Expressing excitement; congratulating others

Materials Needed: CD and player; Wall Chart 9

Warm-Up and Review

- **Phonics Review: Categorize.** Write *ou* and *ow* in a row on the board. Point to each combination and elicit its sound. Then, using Student Book page 40, point to each picture at the top of the page. Students name the object, then a volunteer writes the word under the letters that correspond to its /au/ sound. Continue in the same way with the remaining images.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Attach Wall Chart 9 to the board or use Student Book page 41. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Annie and **Ted** are *playing volleyball* with **friends**. **Annie** and **Ted** *lost* the **game** and they're *sad*. **Annie** and **Ted** are *congratulating* the other **team**. They are *shaking hands*. The **kids** are all *sitting* on the **pier** and they're *talking*. The **kids** are going to *play* another game of **volleyball**.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Who won?
Was it close?
(**kids**) What did they do?
Did they *play* cards?
(**kids**) What are they going to do?

Practice the Conversation

A. Listen and repeat. 2.23

- Play the first version of the conversation. Students listen and repeat.
 - 1 **Ted** *Oh! I missed the ball.*
Emily *We won! We won!*
 - 2 **Ted** *Congratulations.*
Emily *Nice game. It was close.*
Bill *Yeah, it was.*
 - 3 **Bill** *Do you want to play again?*
Ted *Sure.*
 - 4 **Annie** *This time we'll win.*
Emily *We'll see.*

B. Listen and point to the speakers. 2.24

- Play the second version of the conversation; students listen and point to the speakers. Play the recording as often as necessary to complete the task.

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

- Divide the class into groups of four to role-play the conversation. They then change roles within each group and role-play the conversation again, continuing until each student has taken on each role.

D. Review. Listen and repeat. 2.25

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

A *Guess what!*
B *What?*
A *There's a fish on your head!*
B *Oh, no!*
A *Don't worry. It's cute. It won't hurt you.*

OPTION Students role-play the conversation.

What Did Digger Find?

ANSWER

Digger found some sunscreen.

Games and Activities

- **Which Conversation?** (Game 9, page 93.)

Finish the Lesson

- **Say It Together.** Divide the class into two groups who line up facing each other. Groups take turns saying alternate lines of the conversation in unison. Groups then change roles and practice the conversation again.
- Workbook page 39. (Answers, Teacher's Book page 106.)

Word Time

Language Focus: Outdoor activities (*play Ping-Pong, play badminton, snorkel, go fishing, go horseback riding, go sailing, in-line skate, listen to music*)

Materials Needed: CD and player

Warm-Up and Review

- **Say Alternate Lines.** Play the recording of the Unit 9 target conversation. Divide the class into Groups A and B. Groups dictate alternate lines of the conversation, reading from their books if necessary; write the lines on the board. A volunteer from each group comes to the front and points to alternate lines; Groups A and B take turns reading them aloud.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 42, look at the large scene and name anything they can.
- Use Student Book page 42. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).

It's a busy day at the beach! **These two kids** are *playing Ping-Pong*. Can you see the ball? Over here, they're *playing badminton*. Over near the **water**, people are going sailing and *snorkeling*. This woman is *going horseback riding*. Her horse looks very pretty!

- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).
(**horse**) What's this?
(**boat**) What's this?
(**people going fishing**) Are they going to play badminton?
(**girl listening to music**) Does she like to listen to music?
Do you like to *in-line skate*?
Can you play badminton?
Will you go sailing in the winter?

Practice the Words

A. Listen and repeat. 🎧 2.26

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

- | | |
|------------------------------|--------------------------|
| 1 <i>play Ping-Pong</i> | 2 <i>play badminton</i> |
| 3 <i>snorkel</i> | 4 <i>go fishing</i> |
| 5 <i>go horseback riding</i> | 6 <i>go sailing</i> |
| 7 <i>in-line skate</i> | 8 <i>listen to music</i> |

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

B. Point and say the words.

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

C. Listen and point. 🎧 2.27

- Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to the person/people doing that action; for the conversations, they point to the speakers (shown in parentheses). Play the recording as many times as necessary to complete the task.

Go sailing.

Go fishing.

Play Ping-Pong.

Play badminton.

Listen to music.

In-line skate.

Snorkel.

Go horseback riding.

Now listen and point to the speakers.

A Which one do you want? (children with ice cream)

B I don't know.

A Please make up your mind.

B Um, okay. I'll take this one.

A Go faster! Go faster! (children in-line skating)

B Are you sure?

A Positive!

A I'm hungry. (triplets on beach blanket)

B Me, too. Let's have a snack.

A Are there any cookies?

B Yes, there are.

A Great! Let's eat.

D. Write the words.

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

Extra Vocabulary

- Students turn to page 41.
- Introduce the extra vocabulary items *surf, jog, ride a skateboard*. Students then find people doing these actions.

Games and Activities

- **Postcards.** (Game 24, page 94.)

Finish the Lesson

- **Name the Activity.** Point to a Unit 9 Word Time activity on page 42 of the Student Book and have a volunteer name it, pantomime the action, and use the action word(s) in a sentence. Continue in the same way with the remaining target activities.
- Workbook page 40. (Answers, Teacher's Book page 106.)

Practice Time

Language Focus: *Wh-* questions with *what*; affirmative statements with *like* + infinitive [*What do (you) like to do? (I) like to (listen to music). What does (he) like to do? (He) likes to (listen to music).]*

Function: Asking about what someone likes to do

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Draw the Picture.** (Game 28, page 95.) Point to each Unit 9 Word Time target activity and have students name it. Then play the game.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 43.

A. Listen and repeat. 🎧 2.28

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.
 - A *What do you like to do?*
 - B *I like to listen to music.*
 - A *What does he like to do?*
 - B *He likes to listen to music.*
- 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, looking at the pattern boxes in their books.

B. Listen and repeat. Then practice with a partner. 🎧 2.29

- Students listen to the recording and repeat, pointing to each picture in their books.
 - 1 *What does she like to do?*
She likes to go fishing.
 - 2 *What do they like to do?*
They like to go sailing.
 - 3 *What do you like to do?*
I like to snorkel.
 - 4 *What do you like to do?*
We like to play badminton.
 - 5 *What does he like to do?*
He likes to in-line skate.
 - 6 *What do they like to do?*
They like to play Ping-Pong.
- Students practice numbers 1–6 in pairs. S1 in each pair asks the questions, and S2 answers. They then change roles and repeat the procedure.

C. Look at page 42. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 42. 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 woman fishing): *What does she like to do?* S2: *She likes to go fishing.*

D. Listen and chant. 🎧 2.30

- Students turn to the chant *What Do You Like to Do?* on page 68. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line; students repeat. Then students listen to the recording and follow in their books.

What Do You Like to Do?

What do you like to do?

I like to play Ping-Pong.

What does he like to do?

He likes to go fishing.

What does she like to do?

She likes to go sailing.

What do they like to do?

They like to play badminton.

What do you like to do?

I like to listen to music.

What does he like to do?

He likes to snorkel.

What does she like to do?

She likes to in-line skate.

What do they like to do?

They like to go horseback riding.

- Play the recording again. Students listen and chant, using their books for reference. Play the recording as often as necessary for students to become familiar with the chant.
- Divide the class into groups of three to four. Students in each group work together to write each line of the chant on a separate piece of paper. They then shuffle the pieces of paper. Play the chant again. Students in each group place their pieces of paper in the correct order. Play the chant as often as necessary to complete the task.

Games and Activities

- **Memory Chain.** (Game 39, page 96.) Play the game using the target patterns.

Extra Practice

Worksheet 17, Survey, page 129. (Answers, page 112.)

Finish the Lesson

- **Ask and Answer.** Go around the classroom and ask students *What do you like to do?* Students take notes on their classmates' answers. Then point to various students and ask the rest of the class *What does (she) like to do?* Students consult their notes and answer the question. Continue in the same way for four to five minutes.
- Workbook page 41. (Answers, Teacher's Book page 106.)

Phonics Time

Sound Focus: oo (cook, look, wood, broom, moon, noodle)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Chant.** Play the Unit 9 chant *What Do You Like To Do?* Play it again and have students chant along.
- **Phonics Review.** Write *ar*, *or*, *ou*, and *ow* on the board. Point to each combination and elicit its sound. Then say seven to eight /ar/, /or/, and /au/ words (see below). When students hear an /ar/ word, they say /ar/ and clap their hands. When they hear an /or/ word, they say /or/ and stomp their feet. When they hear an /au/ word they say /au/ and tap their heads. Draw pictures of these actions on the board if students need help remembering what to do.

Suggested Words: *brown, town, yard, storm, farm, corn, mouth, fork, mouse*

Introduce the Sounds

- See page 14.

NOTE The oo sound in words such as *cook* is written as /u/. The oo sound in words such as *moon* is written as /u/. The c sound is written as /k/.

Practice the Sounds

- Students open their Student Books to page 44.

A. Listen and repeat. 2.31

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

oo /u/	oo /u/
cook	broom
look	moon
wood	noodle

B. Which word has a different oo sound? Listen and circle. 2.32

- For each number, students listen and circle the word with a different oo sound. Play the recording as often as necessary to complete the task.
- | | |
|--|--|
| 1 book, boot, cook
book, boot, cook | 2 kangaroo, moon, foot
kangaroo, moon, foot |
| 3 moose, school, hood
moose, school, hood | 4 scooter, hook, zoo
scooter, hook, zoo |
| 5 rooster, took, wood
rooster, took, wood | |
- Check answers by saying *Number 1* and having a volunteer say and spell the word he/she circled. Do the same for numbers 2–5.

ANSWERS

1 boot 2 foot 3 hood 4 hook 5 rooster

C. Read the sentences. Write the numbers. Then listen. 2.33

- Students read the sentences and write the number of each line of the rhyme next to the corresponding picture. Then play the recording. Students listen to the rhyme as they follow in their books.

Ms. Hood and her poodle went to the zoo.

They saw a red rooster and a kangaroo.

They looked at a moose, and they looked at the moon.

And then they went to school on a scooter.

- Check answers by pointing to each picture and having students say the corresponding line of the rhyme.

ANSWERS

4, 3, 2, 1

Games and Activities

- **Continuous Story.** (Game 52, page 97.)

Extra Practice

Worksheet 18, Phonics Fun oo, page 130. (Answers, page 112.)

Finish the Lesson

- **Do You Hear It?** Read the following paragraph aloud. Students raise their hands when they hear a word that contains either the /u/ or /u/ sound. Read the paragraph several times, until students have identified each word with /u/ or /u/ sounds. Then read it again, sentence by sentence, slowly. At the end of each sentence volunteers come to the board and write the /u/ and /u/ words they heard in the sentence. Help with spelling as necessary.
The poodle went to school. It hid under the stool in the room. The cook saw its foot. That is not good. The cook used a spoon to stir the batter. She made a cookie to give to the poodle. The poodle liked the cookie. It went out of the room and out of the school.
- Workbook page 42. (Answers, Teacher's Book page 106.)

Assessment

Unit 9 Test, page 155. (Answers, page 140.)

Story Time

Review Focus: Units 7–9 conversations, vocabulary, and patterns

Materials Needed: CD and player; copies of Student Book page 45, 1 per 6 students

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.
- **Vocabulary Review: Please.** Give various commands, using Unit 9 target activities, some of which are preceded by *Please*. Students pantomime the action only if the language is preceded by *Please*. For example: say *Please snorkel*. Students pantomime snorkeling. Say *Go fishing*. Students do not pantomime going fishing. If a student pantomimes an action that was not preceded by *Please*, or pantomimes the wrong action, he/she is “out” and must wait until the next round to play again. Continue until only one student is still “in” the game. Play again, having a volunteer play the teacher’s role and give the commands.

Work with the Pictures

- Students open their books to page 45.
- Groups of three find and name any items or characters they recognize in the six scenes.
- Ask each group how many items they found. Encourage them to name as many items or characters as they can, using complete sentences when possible.
- Then have each group name one item, and write a sentence with that item on the board. Once all the sentences have been written, point to and read each sentence. Students repeat, pointing to those items in their books.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the adjectives (*italicized* words).
Who’s playing a game? Which one is the *tallest*? Does **Max** like to play games? Which one is the *biggest*? Is Max right? Does Max want to play again? Which dog is the *cutest*?

Work with the Text

- Point to Digger’s speech bubble in Scene 1. A volunteer tries to read what Digger is saying. If he/she reads correctly, do the same with Max’s speech bubble. If he/she does not read 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 necessary.

Practice the Story

A. Listen and repeat. 🎧 2.34

- Play the first version of the story. Students follow in their books.
 - 1 **Digger** *Let’s play a game. There’s a dog, a giraffe, and an elephant. Which one is the tallest?*
Max *Hmm. I don’t know.*
 - 2 **Digger** *Hurry, Max. Make up your mind.*
Max *I know! The giraffe is the tallest.*
 - 3 **Digger** *You’re right! Congratulations! Do you want to play again?*
Max *Sure! This is fun. I like to play games.*
 - 4 **Digger** *A dog, a whale, and a turtle. Which one is the biggest?*
Max *The whale is the biggest. Right?*
 - 5 **Digger** *Right! Do you want to play again?*
Max *No, Digger! This time you play. Which dog is the cutest?*
 - 6 **Digger** *I don’t know, Max.*
Max *Guess what, Digger! You’re the cutest!*
- Play the recording again. Pause after each line for students to repeat. Play it as often as necessary for students to become familiar with the story.

B. Look at A. Listen and point. 🎧 2.35

- Play the second version of the story. Students follow in their books.
- Divide the class into pairs, each pair taking on the roles of the characters. Play the recording again, pausing after each line. Students repeat their character’s lines. Students in each pair then change roles and do the activity again. Play the recording as often as necessary to complete the task.

C. Listen. Circle True or False. 🎧 2.36

- Based on the *Digger’s World* story, students circle *True* or *False*.
 - 1 *Digger wants to play a game.*
Digger wants to play a game.
 - 2 *The elephant is taller than the giraffe.*
The elephant is taller than the giraffe.
 - 3 *Max doesn’t like to play this game.*
Max doesn’t like to play this game.
 - 4 *The whale is the smallest.*
The whale is the smallest.
 - 5 *Max says, “You’re the cutest.”*
Max says, “You’re the cutest.”
- Check answers by saying *Number 1. Digger wants to play a game.* Students say *True* or *False*, depending on what they circled.

ANSWERS

- 1 True 2 False 3 False 4 False 5 True

D. Role-play these scenes.

- Ask students what roles are needed to role-play the conversation; list them on the board.
- Divide the class into two groups. Group A role-plays Digger's lines; Group B role-plays Max's lines. Groups change roles and role-play the scenes again.
- Bring a volunteer from each group to the front to act out the story along with the recording. They then role-play the story on their own, without the recording.
- Students choose a partner and role-play the story. They change roles and do it again.

Games and Activities

- **Living Story.** (Game 63, page 98.)

Finish the Lesson

- **Retell the Story.** Students take turns retelling the story in their own words.
- Workbook page 43. (Answers, Teacher's Book page 106.)

Activity Time

Review Focus: Units 7–9 vocabulary, patterns, and sounds

Materials Needed: CD and player

Warm-Up

- **Review Units 7–9 Vocabulary, Patterns, and Sounds.** Students turn to each Word Time page (pages 34, 38, and 42), Practice Time page (pages 35, 39 and 43), and Phonics Time page (pages 36, 40, and 43). Elicit each vocabulary item, pattern, and sound.
- **Create Sentences.** Use Student Book pages 34 and 38. Point to an animal picture and an adjective and ask *Is the (snake) (fat)?* A volunteer answers either *Yes, it is.* or *No, it isn't.* The (snake) is (thin). Continue in the same way with the remaining Units 7–8 Word Time target words.

Review

- Students open their books to page 46.

A. Listen and write. 🎧 2.37

- Play the recording. Students listen and write the missing words to complete each sentence. Play the recording as many times as necessary for students to complete the task.
 1. *The house and barn are on the farm.*
The house and barn are on the farm.
 2. *The fork and broom are in the yard.*
The fork and broom are in the yard.
 3. *Can a poodle cook corn?*
Can a poodle cook corn?
- Check answers by saying *Number 1* and having a volunteer read the sentence, spelling each word he/she wrote. Do the same for numbers 2–3.

ANSWERS

- 1 The house and barn are on the farm.
- 2 The fork and broom are in the yard.
- 3 Can a poodle cook corn?

B. Read and circle True or False.

- Students read each sentence and, based on the picture, circle *True* or *False*.
- Check answers by saying *Number 1. The whale is bigger than the elephant.* Students say *True* or *False*. Do the same for numbers 2–3.

ANSWERS

- 1 True 2 False 3 True

C. What do you like to do? Ask your classmates.

Write their names.

- Students ask their classmates *What do you like to do?* and record their classmates' answers in the space provided.

ANSWERS

Answers will vary.

Games and Activities

- **Feet Writing.** (Game 64, page 99.)
- **Option: Project.** Take students to a local zoo or aquarium and talk in English about the animals they see.

Finish the Lesson

- Checklist 3. (Student Book page 77.)
- Workbook page 44. (Answers, Teacher's Book page 106.)

Food Chain

Language Focus: the food chain (*food chain, producers, consumers, herbivores, carnivores, omnivores*)

Function: Identifying and categorizing plants and animals in the food chain.

Materials Needed: CD and player

Warm-Up and Review

- **Review: Animal Review.** Ask students to think of all the animals, insects and bugs they are able to identify in English. Write them on the board. Play a round of *Memory Chain*. Ask a student which animal he/she likes. The student (S1) says *I like (giraffes)*, and chooses a classmate (S2) to continue. S2 says *(Mary) likes giraffes and I like (whales)*. S2 then chooses another student and so on around the room.

Introduce the Words

- See page 10.

CULTURE NOTE In some text books in the United States, carnivores are referred to as 'meat-eaters' while herbivores are referred to as 'plant-eaters'. People who do not eat meat are referred to as 'vegetarians'.

Practice the Vocabulary

A. Do you eat plants and animals?

- Students open their books to page 47. They look at the photographs and name anything they can.

B. Listen and repeat. 🎧 2.38

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

- | | |
|---------------------|---------------------|
| 1 <i>food chain</i> | 2 <i>producers</i> |
| 3 <i>consumers</i> | 4 <i>herbivores</i> |
| 5 <i>carnivores</i> | 6 <i>omnivores</i> |

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

C. Listen and read. 🎧 2.39

- Play the recording. Students listen and repeat, pointing to the photos in their books.

Everything needs food to live. Look at the food chain. There are flowers and plants. Plants are producers. They are food for others. Caterpillars eat plants. Then birds eat caterpillars. Then cats eat birds. Caterpillars and cats are consumers. People are consumers, too. They eat food.

Some animals are herbivores. They eat plants. Elephants, rabbits, and bees are herbivores.

Some animals are carnivores. They eat other animals. Sharks, cheetahs, and spiders are carnivores.

Some animals are omnivores. They eat plants and animals. Which animals are omnivores? Are you an herbivore, carnivore, or omnivore?

- Divide the class into five groups. Each group reads one part of the text aloud. Continue until each group has read each of the parts aloud.
- 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(s) 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. (See pages 70–74.)

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

Games and Activities

- **Hit the Board.** Divide the class into two teams. Ask a student from each team to come to the front. Say any one of the animals that you had written on the board in the warm-up activity. The first student to hit the word on the board and identify the animal as herbivore, carnivore or omnivore wins a point for his/her team.

Finish the Lesson

- **Animal Brainstorm.** Divide the class into three or four small groups. Assign each group a portion of the board. Call the groups to the front. Groups assign one of their members as the "writer". Say *Herbivores*. Groups write as many animals that are herbivores as they can on the board in one minute. Give each group one point for each correct animal. Play two more rounds, once for carnivores and once for omnivores.
- Workbook page 45. (Answers, Teacher's Book page 107.)

Project Time

Language Focus: the food chain [*This animal lives in the (ocean). It's (smaller) than a (whale). It's a (carnivore). It's a (shark)! Are (chimpanzees) (herbivores)?*]

Materials Needed: scrap paper; paper or index cards, crayons, markers; pictures of animals and insects from magazines, newspapers and/or the Internet

Warm-Up and Review

- **Vocabulary: Food Chain.** Review the food chain vocabulary on page 47. Ask students to identify the words one by one. Then ask them to read the text aloud as a group. Ask students to close their books. Scramble one of the sentences from the text, for example, say *are, some, carnivores, animals*. Students try to unscramble the sentence and say *Some animals are carnivores*. If they are unable to do so, let them open their books and look at the text. Play until you've covered ten or twelve sentences of the text.

A. Write two animals and two clues. Ask and answer with a partner.

- Students turn to page 48 in their Student Books. Say *This animal lives on a farm. It's shorter than a horse. It's an herbivore. What animal is it?* Students guess which animal you're describing until one student is able to say *It's a cow!* Make sure students have scrap paper. Ask students to think of two animals and two clues for each animal and write it on a piece of scrap paper.
- Focus students' attention on the speech bubble examples in Activity A. Say the following while pointing to the speech bubbles.
This animal lives in the ocean. It's smaller than a whale. It's a carnivore.
It's a shark!
- Students choose a partner. They give their clues about the animals they have chosen, alternating turns.
- Ask each pair to give clues for one of the animals they have chosen to the class.

B. Make animal fun fact cards.

1. Write the headings *Herbivore, Carnivore* and *Omnivore* horizontally on the board. Point to *Herbivore* and ask students to brainstorm the animals they know that are herbivores. Write them on the board. Do the same for *Carnivore* and *Omnivore*. Pointing to an animal, ask questions about it, for example, *Where does it live? What color is it? How big/small is it?* Elicit any other facts students can say about the animal. Then hold up one of the index cards you have brought to class and say *A card*. Students repeat. Students open their books to page 48. Point to the fun fact card samples in the book and say *Fun fact cards*. Students repeat. Say the following while pointing to the text and pictures in Activity B. Students repeat.

Chimpanzee

- 1 A lot of chimpanzees live in forests.
- 2 They can sleep in trees.
- 3 They're omnivores.

Turtle

Ask students to think of five animals.

2. Make sure students have cards or card-sized paper, crayons, markers and pictures of animals from magazines, newspapers and/or the Internet. Students write the animals and illustrate their cards.
3. Students then write three facts about each animal.
4. Now point to the speech bubble and say *Are chimpanzees herbivores?* Students repeat.

Ask volunteers to come to the front and share their fun fact cards with the class. Students hold up their cards and ask their classmates questions.

Place the fun fact cards (or a portion of them) 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

- **Do You Remember?** Divide the class into three or four small groups. Portion off a section of the board for each group. Ask the groups to look at all the displayed fun fact cards and try to remember all the facts they can about as many animals as possible. Don't let them write information down. Ask them to sit down. Say an animal. Groups go to the board and write down all of the facts they remember in one minute. Give groups one point for each correct fact. Continue several times.

Finish the Lesson

- **Favorite Fun Fact Card.** Ask students to look around at the fun fact cards and choose their favorite (other than their own). Ask the student to hold up the card and say *This fun fact card is my favorite. Look at the bee. It's an herbivore. A queen bee can live for five years.* Continue until everyone has had a chance.
- Workbook page 45. (Answers, Teacher's Book page 107.)



Collecting and Making

Conversation Time

Language Focus: *Wow! What a cool kite!/Thanks. I made it myself./You're kidding!/No, it's true. I made it./Was it hard?/No, it was easy. I'll show you./Great! What do we need?/Paper and string. Let's get some.*

Function: Expressing enthusiasm; expressing and accepting compliments

Materials Needed: CD and player; Wall Chart 10; a timer

Warm-Up and Review

- **Phonics Review: Chant.** Write *cook, foot, wood, moon, pool, and tooth* on the board. Point to each word and have students read it. Then establish a 4-beat rhythm. Point to *cook* and, on beats 1 and 2, say *What's that?* On beats 3 and 4, say *It's cook*. Then touch *foot*, ask *What's this?* again on the first 2 beats, and elicit *It's foot* on beats 3 and 4. Do the same with the remaining words. Then do the activity again in the same way, having a volunteer take on the teacher's role and ask the questions.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Attach Wall Chart 10 to the board or use Student Book page 43. Read the following "story" while pointing to the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).
Mike and **Jan** are at an after school **activity center**. **Jan** made a *beautiful kite*. It has a **butterfly** on it. She's very *proud* of her kite. **Those two children** are playing a game of **chess**. There's a *girl* **knitting** a **sweater**. There's some **paper** and **string**. There isn't any paint. **That boy** is *playing the trumpet*.
- Ask the following questions while pointing to the pictures (**bold words**).
What did **Jan** make?
Whose **kite** is that?
(**butterfly**) Is it a beetle?
Was it hard to make the kite?
What are **Mike** and **Jan** going to do?
Is there any paper?
Is there any string?
Are there any crayons?

Practice the Conversation

A. Listen and repeat. 2.40

- Play the first version of the conversation. Students listen and repeat, pointing to each speaker in the conversation box.
- 1 **Mike** *Wow! What a cool kite!*
Jan *Thanks. I made it myself.*
- 2 **Mike** *You're kidding!*
Jan *No, it's true. I made it.*
- 3 **Mike** *Was it hard?*
Jan *No, it was easy. I'll show you.*
- 4 **Mike** *Great! What do we need?*
Jan *Paper and string. Let's get some.*

B. Listen and point to the speakers. 2.41

- Play the second version of the conversation. Students listen and point to the speakers. Play the recording as many times as necessary to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation, then change roles and do it again.

D. Review. Listen and repeat. 2.42

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each line of the conversation.
A *What do you like to do?*
B *I like to play Ping-Pong.*
A *Do you want to play?*
B *Sure.*

OPTION Students role-play the conversation.

Games and Activities

- **Substitution.** (Game 10, page 93.)

Finish the Lesson

- **Set the Timer.** (Game 15, page 93.) Play the game using the target conversation.
- Workbook page 46. (Answers, Teacher's Book page 107.)

Word Time

Language Focus: Fun activities (*collect stickers, sing, build a model, take a nap, read a comic book, make a movie, paint, cycle*)

Materials Needed: CD and player

Warm-Up and Review

- **Unscramble.** (Game 14, page 93.) Play the recording of the Unit 10 target conversation while students listen. Then play the game using the Unit 10 target conversation.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 50, look at the large scene and name anything they can.
- Use Student Book page 50. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This man is *tired*. He's *taking a nap*. **Joe** is *reading comic books*. **This girl** is *building models*, and the **triplets** are busy *collecting stickers*. **Annie** is *making a movie* of **Kim** *singing*. **Penny** is *painting*, and **this girl** is *cycling*. She's wearing a **helmet**.

- Ask the following questions while pointing to the pictures (**bold** words).
(**Annie**) What's she doing?
Is the man sleeping?
(**girl painting picture**) Is she building models?
(**boy reading comic books**) What does he like to do?
(**girls collecting stickers**) What do they like to do?
What do you like to do?

Practice the Words

A. Listen and repeat. 🎧 2.43

- Play the recording. Students listen and repeat, pointing to each word in the vocabulary box.

1 <i>collect stickers</i>	2 <i>sing</i>
3 <i>build a model</i>	4 <i>take a nap</i>
5 <i>read a comic book</i>	6 <i>make a movie</i>
7 <i>paint</i>	8 <i>cycle</i>
- Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 🎧 2.44

- Students listen to the sound effects and words. For the vocabulary, they point to the person/people doing that action; for the conversations, they point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.

Sing.

Cycle.

Paint.

Take a nap.

Make a movie.

Build a model.

Read a comic book.

Collect stickers.

Now listen and point to the speakers.

A *I won! I won!* (girls playing computer games)

B *Congratulations! Do you want to play again?*

A *Sure.*

A *Which one do you want?* (girls with stickers)

B *Oh, I don't know. They're all cute.*

A *Are you finished?* (boy and girl at easel)

B *No, not yet.*

A *Please hurry.*

D. Write the words.

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

🦴 What Did Digger Find?

ANSWER

Digger found a book.

Extra Vocabulary

- Students turn to page 49. Introduce the extra vocabulary items *knit, play chess, play the trumpet*. Students find people doing these actions.

Games and Activities

- **What Do You Like to Do?** (Game 25, page 94.)

Finish the Lesson

- **Pantomime Chain.** A volunteer (S1) comes to the front and pantomimes one of the target actions. Students try to identify the action, saying *You're (building a model)*. S1 says either *Yes, I'm (building a model)* or *No, I'm not (building a model)*. The first student to correctly name the action is next to come up and pantomime. Continue in the same way with six to eight volunteers.
- Workbook page 47. (Answers Teacher's Book page 107.)

Practice Time

Language Focus: Affirmative and negative statements with *like* + gerund; conjunctions (*but*) [(*We*) *like* (*singing*), but (*we*) *don't like* (*building models*)./(*She*) *likes* (*singing*), but (*she*) *doesn't like* (*building models*).]

Function: Expressing likes and dislikes

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: What Do You Like?** Point to each numbered activity on Student Book page 50 and have students name it. Then ask six to seven students *What do you like to do?*

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 51.

A. Listen and repeat. 🎧 2.45

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word as students listen.
We like singing, but we don't like building models.
She likes singing, but she doesn't like building models.
collect, collecting
sing, singing
build, building
take, taking
read, reading
make, making
paint, painting
cycle, cycling
- 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, looking at the pattern boxes in their books.

B. Listen and repeat. Then practice with a partner. 🎧 2.46

- Students listen to the recording and repeat, pointing to each picture in their books.
 - 1 *I like making movies, but I don't like collecting stickers.*
 - 2 *They like collecting stickers, but they don't like making movies.*
 - 3 *She likes cycling, but she doesn't like taking naps.*
 - 4 *He likes taking naps, but he doesn't like cycling.*
 - 5 *You like reading comic books, but you don't like painting.*
 - 6 *She likes painting, but she doesn't like reading comic books.*
- Students practice numbers 1–6 in pairs. They then change partners and repeat the procedure.

C. Look at page 50. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 50. They take turns making statements about characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the man taking a nap): *He likes taking a nap, but he doesn't like singing.* S2 (pointing to the girl painting): *She likes painting, but she doesn't like cycling.*

D. Listen and chant. 🎧 2.47

- Students turn to the chant *I Like Singing* on page 68, look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line; students repeat. Then students listen to the recording and follow in their books.

I Like Singing

*I like singing,
but I don't like building models.
He likes building models,
but he doesn't like singing.
I like collecting stickers,
but I don't like taking naps.
They like taking naps,
but they don't like collecting stickers.
We like cycling,
but we don't like reading comic books.
They like reading comic books,
but they don't like cycling.*

- Play the recording again. Students listen and chant, using their books for reference. Play the recording as often as necessary for students to become familiar with the chant.
- Divide class into six groups, assigning one activity to each group. Play the karaoke version. Students chant, standing up each time "their" word is named.

Games and Activities

- **Gerund Drill.** (Game 40, page 96.)

Extra Practice

Worksheet 19, Play a Game, page 131. (Answers, page 112.)

Finish the Lesson

- **Pass the Message.** (Game 43, page 96.) Play the game using the target patterns.
- Workbook page 48. (Answers, Teacher's Book page 107.)

Phonics Time

Sound Focus: *er, ir, ur* (clerk, dessert, bird, shirt, curry, purse)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Chant.** Play the Unit 10 chant *I Like Singing* while students listen. Play it again and have students chant along.
- **Phonics Review: Read the Sentences.** Write the following sentences on the board:
 - 1 The cook looked and looked for the brown gown.
 - 2 Do the poodle and the tiger like Peter?
 - 3 Look for the mouse's house in town.
- Point to each word for the class to read. Then have three to four volunteers take turns reading a sentence.

Introduce the Sounds

- See page 14.

NOTE The *er, ir, and ur* sounds are written as /ɜ:/.

Practice the Sounds

- Students open their books to page 52.

A. Listen and repeat. 🎧 2.48

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

<i>er</i> /ɜ:/	<i>ir</i> /ɜ:/	<i>ur</i> /ɜ:/
clerk	bird	curry
dessert	shirt	purse

B. Listen and match. 🎧 2.49

- Students match each number to the word they hear. Play the recording as often as necessary to complete the task.
 - 1 nurse, nurse
 - 2 hurt, hurt
 - 3 dirt, dirt
 - 4 clerk, clerk
 - 5 hurry, hurry
 - 6 skirt, skirt
- Check answers by saying *Number 1* and having a volunteer say and spell the word he/she matched it to. Do the same for numbers 2–6.

C. Read the sentences. Write the numbers. Then listen. 🎧 2.50

- Students read the sentences and write the number of each line of the rhyme next to the corresponding picture. Then play the recording. Students listen to the rhyme as they follow along in their books.

Bert the clerk was in a hurry.
He ripped his shirt. He burned the curry.
He hurt his foot. He called a nurse.
And then he ate a big dessert.
- Check answers by pointing to each picture and having students say the corresponding line of the rhyme.

ANSWERS

2, 4, 3, 1

Games and Activities

- **Complete the Sentences.** (Game 53, page 98.)

Extra Practice

Worksheet 20, Phonics Fun *er, ir, and ur*, page 132. (Answers, page 112.)

Finish the Lesson

- **Turn It Around.** Have six volunteers draw pictures of the Phonics Time words. Write each of the words on the board backwards (for example: *tressed*). Hold up the *dessert* picture and elicit the word. Another volunteer then finds *tressed* on the board and writes *dessert* below it. Continue in the same way with the remaining words.
- Workbook page 49. (Answers, Teacher's Book page 107.)

Assessment 🎧

Unit 10 Test, page 156. (Answers, page 140.)



At the Planetarium

Conversation Time

Language Focus: *Wow! Did you see all the planets and stars?/ Yeah! That was a great show./Ms. Apple, can we go to the snack bar?/Can we go to the gift shop?/No, kids. We don't have time./ Aw. But I want to buy a gift for my dad./And I'm thirsty./Please, Ms. Apple. We'll hurry./Sorry, kids. We have to catch the bus.*

Function: Requesting permission; denying requests

Materials Needed: CD and player; Wall Chart 11; a ball

Warm-Up and Review

- **Phonics Review: Read It.** Write *er*, *ir*, and *ur* on the board. Point to each combination and elicit its sound. Then point to the picture of a Unit 10 Phonics Time word on Student Book page 52 and have students read it. A volunteer then uses the word in a sentence. Do the same with the remaining Unit 10 Phonics Time words.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Attach Wall Chart 11 to the board or use Student Book page 53. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
The **students** are on a field trip at the **planetarium**. They were just in the planetarium looking at the planets and stars. **Kim** wants to go to the snack bar, and **Joe** wants to go to the gift shop. **Ms. Apple** says *no*. **Joe** and **Kim** are both *unhappy*. **Joe** is *thirsty*. And **Kim** wants to *buy* a gift for her dad. **Kim** and **Joe** *really* want to go. But they can't, because they have to catch the bus.
- Ask the following questions while pointing to or touching the pictures (**bold** words).
Where are the students?
What did they see?
What does **Kim** want to do?
What does **Joe** want to do?
Is **Joe** hungry?
Why can't they go to the gift shop and snack bar?

Practice the Conversation

A. Listen and repeat. 🎧 2.51

- Play the first version of the conversation. Students listen and repeat.
 - 1 **Kim** *Wow! Did you see all the planets and stars?*
Joe *Yeah! That was a great show.*
 - 2 **Kim** *Ms. Apple, can we go to the snack bar?*
Joe *Can we go to the gift shop?*
Ms. Apple *No, kids. We don't have time.*
 - 3 **Kim** *Aw. But I want to buy a gift for my dad.*
Joe *And I'm thirsty.*
 - 4 **Kim** *Please, Ms. Apple. We'll hurry.*
Ms. Apple *Sorry, kids. We have to catch the bus.*

B. Listen and point to the speakers. 🎧 2.52

- Play the second version of the conversation. Students listen and point to the speakers. Play the recording as often as necessary to complete the task.

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

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

D. Review. Listen and repeat. 🎧 2.53

- Volunteers try to read or guess the worms' conversation. Students listen to the recording and repeat, pointing to each line of the conversation.
 - A *I saw a movie at the museum today.*
 - B *Did you have lunch at the museum?*
 - A *No, I didn't. I'm hungry.*
 - B *Let's have some dinner.*

OPTION Students role-play the conversation.

Games and Activities

- **Toss the Ball.** (Game 11, page 93.)

Finish the Lesson

- **Next Word, Please.** Say the target conversation slowly, pausing before different words. Students try to say the next word in the conversation. For example, say *Did you _____*. Students say *see*. Then continue, saying *all the planets and _____*. Students say *stars*.
- Workbook page 50. (Answers, Teacher's Book page 107.)

Word Time

Language Focus: Planets (*Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Missing Words.** Write the Unit 11 target conversation on the board. Point to each line; 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 can say the conversation from memory.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 54, look at the large scene and name anything they can.
- Use Student Book page 54. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the adjectives (*italicized* words).

There are eight planets in the solar system. Going out from the sun, they are **Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus**, and **Neptune**. We live on **Earth**. **Neptune** is *bigger* than **Mars**. **Jupiter** is the *biggest*. **Mercury** is the *closest* to the sun, and **Neptune** is *furthest* from the sun.

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

(**Venus**) What's the name of this planet?

(**Jupiter**) Is it Saturn?

Where do we live?

Which is the *biggest* planet?

Which planet is *closest* to the sun?

(**Mars**) What color is it?

Did you go to **Saturn** yesterday?

Are you going to go to **Mercury** on Saturday?

Practice the Words

A. Listen and repeat. 🎧 2.54

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

1 *Mercury*

2 *Venus*

3 *Earth*

4 *Mars*

5 *Jupiter*

6 *Saturn*

7 *Uranus*

8 *Neptune*

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

B. Point and say the words.

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

C. Listen and point. 🎧 2.55

- Students listen to the sound effects and words. For the vocabulary, they point to the named planet; for the conversations, they point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.

Earth.

Jupiter.

Venus.

Mercury.

Uranus.

Saturn.

Mars.

Neptune.

Now listen and point to the speakers.

A *Did you see the show?* (boy and girl near planetarium entrance)

B *Yes. It was cool. Here's a ticket.*

A *Wow! Thanks.*

A *That's a cool camera.* (boy and girl with cameras)

B *Thanks. I like taking pictures.*

A *Me, too.*

A *What's wrong?* (planetarium worker and boy)

B *I can't find my teacher.*

A *Don't worry. I'll help you find your teacher.*

D. Write the words.

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

🦴 What Did Digger Find?

ANSWER

Digger found a ticket.

Extra Vocabulary

- Students turn to page 53. Introduce the extra vocabulary items *Sun, Moon, comet* for students to find.

Games and Activities

- **The Planets.** (Game 26, page 95.)

Finish the Lesson

- **Chant.** Hold up Student Book page 54. Establish a 4-beat rhythm. Point to Mars, and on beats 1 and 2, say *What's that?* On beats 3 and 4, say *It's Mars*. Then touch Venus. Ask *What's this?* again on the first 2 beats and elicit *It's Venus* on beats 3 and 4. Do the same with the remaining planets. Do the activity again, having a volunteer ask the questions.
- Workbook page 51. (Answers, Teacher's Book page 107.)

Practice Time

Language Focus: Simple present with *want* + infinitive; object pronouns; imperatives [(I) *want to see (Mercury). Let (me) look.*/(He) *wants to see (Mercury). Let (him) look.*]

Function: Expressing wants; expressing imperatives

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Do It!** Draw pictures of each planet, with its name, on pieces of paper or card. Hand each card to a small group of students. Then call out a planet and a command, for instance *Venus, Venus, stand up!* Students with that card name the card and do the action. Continue until all the planets have been named.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 55.

A. Listen and repeat. 🎧 2.56

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

I want to see Mercury. Let me look.

He wants to see Mercury. Let him look.

I, me

he, him

she, her

we, us

they, them

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

B. Listen and repeat. Then practice with a partner. 🎧 2.57

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

1 *She wants to see Mars. Let her look.*

2 *They want to see Saturn. Let them look.*

3 *I want to see Jupiter. Let me look.*

4 *He wants to see Neptune. Let him look.*

5 *We want to see Venus. Let us look.*

6 *She wants to see Mercury. Let her look.*

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

C. Look at page 54. 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 any boy): *He wants to see Mars.* S2: *Let him look.*

D. Listen and sing along. 🎧 2.58

- Students turn to the song *I Want to See Mercury* on page 69. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line; students repeat. Students listen to the recording, following in their books.

I Want to See Mercury

I want to see Mercury.

Hurrah, hurrah!

I want to see Mercury.

Hurrah, hurrah!

I want to see Mercury.

I want to see Mercury.

Let me look. Let me look.

Please let me look.

She wants to see Jupiter.

Hurrah, hurrah!

She wants to see Jupiter.

Hurrah, hurrah!

She wants to see Jupiter.

She wants to see Jupiter.

Let her look. Let her look.

Please let her look.

He wants to see Saturn.

Hurrah, hurrah!

He wants to see Saturn.

Hurrah, hurrah!

He wants to see Saturn.

He wants to see Saturn.

Let him look. Let him look.

Please let him look.

- Play the recording again. Students sing along, using their books for reference. Play the recording as often as necessary for students to become familiar with the song.
- Divide the class into groups of three to four. Students in each group work together to write each line of the song on a separate piece of paper. They then shuffle the pieces of paper. Play the song again. Students in each group place their pieces of paper in the correct order. Play the song as many times as necessary to complete the task.

Games and Activities

- **Substitution.** (Game 41, page 96.)

Extra Practice

Worksheet 21, Planets, page 133. (Answers, page 112.)

Finish the Lesson

- **I Want To...** Write *I want to collect stickers.* on the board. Then hold up Student Book page 42 and elicit *I want to (go sailing)* from a volunteer. Do the same with the remaining Units 9–10 Word Time target vocabulary (Student Book pages 42 and 50).
- Workbook page 52. (Answers, Teacher's Book page 108.)

Phonics Time

Sound Focus: *oi, oy* (boil, oil, point, boy, joy, oyster)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Sing Along.** Play the Unit 11 song *I Want to See Mercury*. Students listen. Play the song again and have students sing along.
- **Phonics Review: Psst! Pass It On.** Write *er, ir, and ur* on the board. Point to each combination and elicit its sound. Then form a circle with students. Whisper *bird* to the student on your left. He/She then whispers *bird* to the student on his/her left, and so on around the circle. The last student to hear the word says it aloud and spells it. Do the same with the remaining Unit 10 Phonics Time target words.

Introduce the Sounds

- See page 14.

NOTE The *oi* and *oy* sounds are written as /*oɪ*/.

Practice the Sounds

- Students open their books to page 56.

A. Listen and repeat. 2.59

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

<i>oi</i> / <i>oɪ</i> /	<i>oy</i> / <i>oɪ</i> /
boil	boy
point	joy
oil	oyster

B. Do they both have the same vowel sound? Listen and write ✓ or X. 2.60

- Play the recording. For each number, students listen to the two words. If they both have the same vowel sound, students write ✓. If the two words have different vowel sounds, students write X. Play the recording as many times as necessary for students to complete the task.

1 Roy, boil	2 join, joy
Roy, boil	join, joy
3 nose, toy	4 soy, son
nose, toy	soy, son
5 frown, boys	
frown, boys	

- Check answers by saying *Number 1* and having a volunteer say and spell the word he/she circled. Do the same for numbers 2–5.

ANSWERS

1 ✓ 2 ✓ 3 X 4 X 5 X

C. Read the sentences. Write the numbers. Then listen. 2.61

- Students read the sentences and write the number of each line of the rhyme next to the corresponding picture. Then play the recording. Students listen to the rhyme as they follow along in their books.
Roy and the boy loved oysters. They loved them boiled.
They loved them broiled.
They loved them cooked in oil.
They put them in foil.
And jumped and jumped for joy!
- Check answers by pointing to each picture and having students say the corresponding line of the rhyme.

ANSWERS

(starting from *boiling oysters* and moving clockwise)
1, 3, 2, 5, 4

Games and Activities

- **Volume Control.** (Game 54, page 98.)

Extra Practice

Worksheet 22, Phonics Fun *oi* and *oy*, page 134. (Answers, page 112.)

Finish the Lesson

- **Is This Your Word?** Write one of the Unit 11 Phonics Time target words on the board. A volunteer stands up and says the word. When all of the words have been written and said, do the activity again with volunteers writing the words on the board.
- Workbook page 50. (Answers, Teacher's Book page 108.)

Assessment

Unit 11 Test, page 157. (Answers, page 141.)



Conversation Time

Language Focus: *You dance very well./Thanks. I love dancing./I don't dance very well./Sure you do. You're a good dancer./But I don't practice enough./Well, practice makes perfect./I have an idea. Let's practice together./That's a great idea. Thanks.*

Function: Giving and receiving compliments; eliciting and expressing personal opinions; making suggestions

Materials Needed: CD and player; Wall Chart 12

Warm-Up and Review

- **Phonics Review: Upside Down.** Write *oi* and *oy* on the board. Point to each combination and elicit its sound. Then hold up, upside down, Student Book page 56 (Unit 11 Phonics Time) and point to one of the images. Students say the word and point to the letters corresponding to its /ɔɪ/ sound. Continue in this way until all of the words have been sorted according to the spelling of their /ɔɪ/ sound.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the Step 1 visual prompts on the board.

Talk About the Picture

- Attach Wall Chart 12 to the board or use Student Book page 57. Students open their books to page 57. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). The **students** are at dance class. **Ted** *loves dancing*. **Jan** says she isn't a very good **dancer**. But **Ted** *thinks* she's a good **dancer**. **Jan** and **Ted** are *sitting* down and they are *talking*. Jan is *discouraged*. **Ted** is *smiling* and *encouraging* her. **Ted** is *looking* at Jan and *smiling*. They are going to *practice dancing* together.
- Ask the following questions while pointing to the pictures (**bold** words).
Does **Ted** like to dance?
Can **Jan** dance?
Who doesn't practice enough?
Who's holding the **CD player**?

Practice the Conversation

A. Listen and repeat. 2.62

- Play the first version of the conversation. Students listen and repeat.
 - 1 **Jan** *You dance very well.*
Ted *Thanks. I love dancing.*
 - 2 **Jan** *I don't dance very well.*
Ted *Sure you do. You're a good dancer.*
 - 3 **Jan** *But I don't practice enough.*
Ted *Well, practice makes perfect.*
 - 4 **Ted** *I have an idea. Let's practice together.*
Jan *That's a great idea. Thanks.*

B. Listen and point to the speakers. 2.63

- Play the second version of the conversation and have students listen and point to the speakers. Play the recording as often as necessary to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation, then they change roles and do it again.

D. Review. Listen and repeat. 2.64

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

A *What's your favorite subject?*
B *I like art. Look at my kite.*
A *That's great. Did you make it?*
B *Yes, I did. It was easy.*

OPTION Students role-play the conversation.

What Did Digger Find?

ANSWER

Digger found a comic book.

Games and Activities

- **Who Was That?** (Game 12, page 93.)

Finish the Lesson

- **The Three Directors.** (Game 30, page 95.) Play the game using the target conversation.
- Workbook page 54. (Answers, Teacher's Book page 108.)

Word Time

Language Focus: Occupations (*musician, play the violin, engineer, build things, vet, help animals, computer programmer, program computers, nurse, take care of people, artist, draw*)

Materials Needed (excluding materials for optional activities): CD and player

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.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 58, look at the large scene and name anything they can.
- Use Student Book page 58. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).

Many **people** have come to *talk* to the **students** about their jobs. **This man** is a musician. He likes to *play the violin*. **This woman** is a nurse. She *takes care of people*. **This man** is an artist. He likes to *draw pictures*. **This woman** is a computer programmer. She loves *working with computers*. **This man** is a vet. He likes *helping animals*. The **engineer** *builds things*.

- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).
What does the **vet** do?
What does the **nurse** do?
What does the **computer programmer** do?
What does the **engineer** do?
Who *plays the violin*?
Who *draws pictures*?
What do you like to do?

Practice the Words

A. Listen and repeat. 🎧 2.65

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

1 <i>musician</i>	2 <i>play the violin</i>
3 <i>engineer</i>	4 <i>build things</i>
5 <i>vet</i>	6 <i>help animals</i>
7 <i>computer programmer</i>	8 <i>program computers</i>
9 <i>nurse</i>	10 <i>take care of people</i>
11 <i>artist</i>	12 <i>draw</i>
- Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 🎧 2.66

- Students listen to the sound effects and words. For the vocabulary, they point the named person; for the conversations, they point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.
Engineer. Build things.
Artist. Draw.
Computer programmer. Program computers.
Musician. Play the violin.
Nurse. Take care of people.
Vet. Help animals.
Now listen and point to the speakers.
A *I want to see the cats. Let me look.* (girls by cats)
B *Sure.*
A *Thank you. They're cute!*
A *What a cool picture. Did you make it?* (boy and computer programmer)
B *Yes, I did.*
A *Was it hard?*
B *No, it wasn't. I'll show you.*
A *What are you looking for?* (boys down on floor looking for watch)
B *My watch! I can't find it.*
A *What color is it?*
B *It's black.*

D. Write the words.

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

Extra Vocabulary

- Students turn to page 57. Introduce the extra vocabulary items *dance teacher, dance, photographer, take pictures* for students to find.

Games and Activities

- **Descriptions.** (Game 27, page 95.)

Finish the Lesson

- **Pantomime.** Bring a volunteer to the front and have him/her pantomime a target action. The first student to correctly identify the action and corresponding occupation is next to come to the front of the classroom and pantomime. Continue with six to eight volunteers.
- Workbook page 55. (Answers, Teacher's Book page 108.)

Practice Time

Language Focus: *Wh-* questions with *why*; adverbial clauses of reason with *because*; affirmative statements with *like + gerund* [*Why do (you) want to be a (vet)? Because (I) like (helping animals). / Why does (she) want to be a (vet)? Because (she) likes (helping animals).*]

Function: Asking about career choices

Materials Needed: CD and player; Unit 12 song with one word from each line deleted, 1 copy per student

Warm-Up and Review

- **Vocabulary Review: Draw the Picture.** (Game 28, page 95.)
Play the game using the Unit 12 Word Time vocabulary.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 59.

A. Listen and repeat. 2.67

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
 - A *Why do you want to be a vet?*
 - B *Because I like helping animals.*
 - A *Why does she want to be a vet?*
 - B *Because she likes helping animals.*
- | | |
|----------------------|-----------------------------|
| <i>play, playing</i> | <i>build, building</i> |
| <i>help, helping</i> | <i>program, programming</i> |
| <i>take, taking</i> | <i>draw, drawing</i> |
- 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, looking at the pattern boxes in their books.

B. Listen and repeat. Then practice with a partner. 2.68

- Students listen to the recording and repeat, pointing to each picture in their books.
 - 1 *Why do you want to be an engineer?*
Because I like building things.
 - 2 *Why does he want to be a computer programmer?*
Because he likes programming computers.
 - 3 *Why does she want to be a vet?*
Because she likes helping animals.
 - 4 *Why does he want to be a nurse?*
Because he likes taking care of people.
 - 5 *Why do you want to be an artist?*
Because I like drawing.
 - 6 *Why does she want to be a musician?*
Because she likes playing the violin.
- Students practice numbers 1–6 in pairs. S1 in each pair asks the question, and S2 answers. They then change roles and repeat the procedure.

C. Look at page 58. Point to the picture and practice with a partner.

- Students remain in pairs and 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 girl standing at the programmer's table): *Why does she want to be a computer programmer?* S2: *Because she likes programming computers.*

D. Listen and sing along. 2.69

- Students turn to the song *Why Do You Want to Be a Vet?* on page 69. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line; students repeat. Then students listen to the recording, following in their books.

Why Do You Want to Be a Vet?

Why do you want to be a vet?

Why do you want to be a vet?

Because I like helping animals.

Oh, yes, I want to be a vet.

Why does he want to be a programmer?

Why does he want to be a programmer?

Because he likes programming computers.

Oh, yes, he wants to be a programmer.

Why does she want to be a nurse?

Why does she want to be a nurse?

Because she likes taking care of people.

Oh, yes, she wants to be a nurse.

- Play the recording again. Students sing along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the song.
- Give each student a copy of the song that has one word from each line deleted. Play the song again; students listen and fill in the missing words. Play the song as often as necessary to complete the task.

Games and Activities

- **Match *Why* and *Because*.** (Game 42, page 96.)

Extra Practice

Worksheet 23, Occupations, page 135. (Answers, page 112.)

Finish the Lesson

- **Complete the Sentences.** Write the following sentences on the board:
 - 1 *Why does she want to be a musician? Because she likes _____.*
 - 2 *Why do you want to be an _____? Because I like drawing.*
 - 3 *_____ do you _____? Because I like helping animals.*Volunteers take turns reading the sentences and filling in the missing words.
- Workbook page 56. (Answers, Teacher's Book page 108.)

Phonics Time

Sound Focus: Vowel Blend Review (*marker, walk, saucer, draw, park, fork, cloud, shower, cook, spoon, clerk, shirt, purse, coin, boy*)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Tell Me Why.** Look at the student at the front of the first row (S1) and say *I want to be a musician*. S1 asks you *Why do you want to be a musician?* Reply *Because I like playing the (piano)*. Then S1 says to the next student in the row (S2) *I want to be a (vet)*. S2 asks *Why do you want to be a (vet)?* Continue until every student in the class has had a chance to respond. Look at the students, point to S1, and elicit *(He) wants to be a (vet)*. Ask *Why does (he) want to be a vet?* Students respond *Because (he likes helping animals)*. If the students don't remember, S1 can prompt them by pantomiming actions for the career he/she claimed in the first round. S1 then points to S2 and elicits S2's career choice. Continue in this way around the circle.
- **Phonics Review: Read the Sentences.** Write *oi* and *oy* on the board. Point to each combination and elicit its sound. Then write the following sentences on the board:
 - 1 Boil the oil now, please.
 - 2 Roy and Gert ate oysters for dessert.
 - 3 Point to the bird, please.
- Point to each word and have the class read it. Then have three to four volunteers take turns reading a sentence.

Introduce the Sounds

- See page 14.

Practice the Sounds

- Students open their books to page 54.

A. Listen and repeat. 🎧 2.70

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

ar /ɑr/	or /ɔr/	er /ɜr/
marker	fork	clerk
al /ɑl/	ou /aʊ/	ir /ɪr/
walk	cloud	shirt
au /ɑu/	ow /aʊ/	ur /ɜr/
saucer	shower	purse
aw /ɑw/	oo /u/	oi /ɔi/
draw	cook	coin
ar /ɑr/	oo /u/	oy /ɔi/
park	spoon	boy

B. Listen and circle. 🎧 2.71

- For each number, students listen and circle the correct word. Play the recording as often as necessary to complete the task.
 - 1 soy, saw
 - 2 yawn, yarn
 - 3 food, foot
 - 4 cow, call
 - 5 short, shirt
 - 6 fork, fall
- Check answers by saying *Number 1*. A volunteer says the word he/she wrote. Do the same for numbers 2–6.

C. Read the sentences. Write the numbers. Then listen. 🎧 2.72

- Students read the sentences and write the number of each line of the rhyme next to the corresponding picture. Then play the recording. Students follow in their books.

Did you see the tall, thin clerk?
She walked into a big blue shirt.
Paul has a saucer, a fork, and a spoon.
He eats noodles on the moon.
Look at the yellow and black basketball.
Do you like to play in the yard in the fall?
- Check answers by pointing to each picture and having students say the corresponding line of the rhyme.

ANSWERS

3, 2, 1

Games and Activities

- **Hold It Up!** (Game 55, page 98.)

Extra Practice

Worksheet 24, Vowel Blend Review, page 136. (Answers, page 112.)

Finish the Lesson

- **Spell It Out.** Say /ɜ:/ . Students say the letters that make up the blend, either *er*, *ir*, or *ur*. A volunteer says a word that has that blend. Repeat with the remaining review blends.
- Workbook page 57. (Answers, Teacher's Book page 108.)

Assessment 🎧

Unit 12 Test, page 158. (Answers, page 141.)

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, 57), Word Time page (pages 50, 54, 58), and Practice Time page (pages 51, 55, 59). Elicit each conversation, vocabulary item, and pattern.
- **Vocabulary Review: Please.** Give various commands, using Unit 10 Word Time action words, preceding some with *Please*. Students pantomime the action only if the language is preceded by *Please*. For example: say *Please paint*. Students pantomime painting. Say *Take a nap*. Students do not pantomime taking a nap. If a student pantomimes an action that was not preceded by *Please*, or pantomimes the wrong action, 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 give the commands.

Work with the Pictures

- Students open their books to page 61.
- Divide the class into groups of three to find and name any items or characters they recognize in the six scenes.
- Encourage groups to name as many items or characters as they can, using complete sentences when possible.
- When groups have finished, have each group name one item, and write a sentence with it on the board. Then point to and read each sentence. Students repeat, pointing to those items in their books.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the adjectives (*italicized* words).
Who made the cookie?
Was it easy to bake the cookie?
Does **Max** like baking?
Is he a good baker?
What do you need to bake a cake?
Was it easy to bake the cake?
Is Digger *hungry*?
Is Max *hungry*?

Work with the Text

- Point to Max’s speech bubble in Scene 1. A volunteer tries to read what Max is saying. If he/she reads correctly, do the same with Digger’s speech bubble. If he/she does not read 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 necessary.

Practice the Story

A. Listen and repeat. 🎧 2.73

- Play the first version of the story. Students follow in their books.
 - 1 **Max** *What a cool cookie, Digger!*
Digger *Thanks, Max. I made it myself.*
 - 2 **Max** *You’re kidding. Was it hard?*
Digger *No, it was easy. I love baking.*
 - 3 **Max** *I like baking, too. But I don’t bake well.*
Digger *Sure you do. I have an idea. Let’s bake together.*
 - 4 **Max** *Great! Let’s bake a big cake together. What do we need?*
Digger *I’ll show you.*

Later...

 - 5 **Max** *That wasn’t hard. It was easy. This cake is great.*
Digger *Well, practice makes perfect.*
 - 6 **Digger** *Wow! That was a great cake.*
Max *Can we make donuts now?*
Digger *Oh, Max!*
Digger *See you in Level 5!*

- Play it again. Pause after each line for students to repeat. Play the recording as often as necessary for students to become familiar with the story.

B. Look at A. Listen and point. 🎧 2.74

- Play the second version of the story. Students follow in their books.
- Divide the class into pairs to take on the characters’ roles. Play the recording again, pausing after each line. Students repeat their character’s lines. Students in each pair change roles and do the activity again. Play the recording as often as necessary to complete the task.

C. Listen. Circle True or False. 🎧 2.75

- Based on the *Digger’s World* story, students circle *True* if the statement is correct, and *False* if it is not.
 - 1 *Digger made the cookie.*
Digger made the cookie.
 - 2 *Digger doesn’t like baking.*
Digger doesn’t like baking.
 - 3 *Max and Digger are going to bake together.*
Max and Digger are going to bake together.
 - 4 *Max doesn’t like the cake.*
Max doesn’t like the cake.
 - 5 *Digger doesn’t want to make donuts.*
Digger doesn’t want to make donuts.
- Check answers by saying Number 1. *Digger made the cookie.* Students say *True* or *False* depending on what they circled.

ANSWERS

- 1 True 2 False 3 True 4 False 5 True

D. Role-play these scenes.

- Ask students what roles are needed to role-play the conversation and list them on the board.
- Divide the class into two groups. Group A role-plays Digger's lines, Group B role-plays Max's lines. Groups change roles and repeat the activity.
- Bring a volunteer from each group to the front to act out the story along with the recording. They then role-play the story on their own, without the recording.
- Students choose a partner and role-play the story, then change roles and do it again.

Games and Activities

- **Retell the Story.** (Game 65, page 99.)

Finish the Lesson

- **Listen and Pantomime.** Divide the class into pairs to take on the roles of the story characters. Play the recording. Students pantomime their roles. Students in each pair then change roles and pantomime the story again.
- Workbook page 58. (Answers, Teacher's Book page 109.)

Activity Time

Review Focus: Units 10–12 vocabulary, patterns, and sounds

Materials Needed: CD and player

Warm-Up

- **Review Units 10–12 Vocabulary, Patterns, and Sounds.** Students turn to each Word Time page (pages 50, 54, 58), Practice Time page (pages 51, 55, 59), and Phonics Time page (pages 52, 56, 60). Elicit each vocabulary item, pattern, and sound.

Review

- Students open their books to page 62.

A. Listen and write. 2.76

- For each number, students write the sentence they hear. Play the recording as many times as necessary to complete the task.
 - 1 *Point to the bird in the park.*
Point to the bird in the park.
 - 2 *Roy likes to cook curry.*
Roy likes to cook curry.
 - 3 *Bert eats oysters with a fork.*
Bert eats oysters with a fork.
- Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–3.

B. Read and match.

- Students match each question in the left-hand column to the corresponding answer in the right-hand column.

- Check answers by reading each question and having volunteers say the answer they matched it to.

ANSWERS

- 1 Why do you want to be an engineer?/Because I like building things.
- 2 Why do you want to be a vet?/Because I like helping animals.
- 3 Why do you want to be a musician?/Because I like playing the violin.
- 4 Why do you want to be an artist?/Because I like drawing.

C. Listen and circle *a* or *b*. 2.77

- For each number, students listen and choose the picture that corresponds to the sentences they hear. Play the recording as often as necessary to complete the task.
 - 1 *I want to see Jupiter. Let me look.*
 - 2 *I like making movies, but I don't like reading comic books.*
 - 3 *You dance really well.*
Thanks. I love dancing.
- Check answers by saying *Number 1* and having a volunteer say the letter he/she circled. Do the same for numbers 2–3.

ANSWERS

- 1 b 2 a 3 a

Games and Activities

- **Occupations.** (Game 66, page 99.)

Finish the Lesson

- Checklist 4. (Student Book page 78.)
- Workbook page 59. (Answers, Teacher's Book page 109.)

Assessment

Final Test, pages 159–164. (Answers, pages 141–142.)

Maps

Language Focus: geography terms (*compass, north, west, east, south, globe, equator*)

Function: Identifying and describing maps and directions on maps

Materials Needed: CD and player

Warm-Up and Review

- **Review: Directions Review.** Write *Up, Down, Right* and *Left* on the board. Ask students to identify them one by one. Play a few rounds of *Teacher Says*. Say a command using the directions above, for example, *Stand up. Sit down. Look right. Look left. Hold up your pencil. Put down your pencil. Stand on your right foot. Raise your right arm.*, etc. If before the command, you first say *Teacher Says...*, the students perform the command. If you don't say *Teacher Says...*, students do not perform the command. Those who perform the command incorrectly, or without you saying *Teacher Says...*, sit down. Give the commands at an increasingly faster pace. When only a few students are standing, ask the seated students to join in and play another round.

Introduce the Words

- See page 10.

CULTURE NOTE In the United States, directions are combined in the following way: Northwest, Northeast, Southwest and Southeast. This may be different in your students' native language.

Practice the Vocabulary

A. Can you read a map?

- Students open their books to page 63. They look at the photographs and name anything they can.

B. Listen and repeat. 🎧 2.78

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

1 <i>compass</i>	2 <i>north</i>
3 <i>west</i>	4 <i>east</i>
5 <i>south</i>	6 <i>globe</i>
7 <i>equator</i>	
- Say the words in random order. Students point to the pictures in their Student Books.

C. Listen and read. 🎧 2.79

- Play the recording. Students listen and repeat, pointing to the photos in their books.

Maps help us learn about places. There are a lot of different maps. There are city maps, road maps and maps of lakes, mountains, and oceans. Look. Can you see N, S, E and W on the compass? North is up, south is down, east is right, and west is left. This is a globe. A globe is a map in the shape of the Earth. Look at the equator. When it is summer south of the equator, it is winter north of the equator. Do you live north or south of the equator?
- Divide the class into two 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 say *True* or *False*. Do the same for numbers 2–5.

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

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

Games and Activities

- **Text Scrambled Sentences.** Divide the class into small groups of four or five students. Assign each group a portion of the board. Say *about help places us maps learn*. The first group to unscramble the sentence and send a group member to the board to write *Maps help us learn about places.*, wins a point. The group with the most points wins.

Finish the Lesson

- **Listen for the Mistake.** Keep students divided in their small groups. Say a sentence from the text with a mistake, for example, *A compass is a map of the Earth*. The first team to find the mistake and send a group member to the board to write *globe*, wins a point. Ask the group to say the correct statement. The group with the most points wins.
- Workbook page 60. (Answers, Teacher's Book page 109.)

Project Time

Language Focus: geography terms [*You're at the (apartment building). Go (west) (two squares). Where are you? This is my grandmother's house. What's north of her house?*]

Materials Needed: paper; poster paper, crayons, markers; pictures of common city/country landmarks and places from magazines, newspapers and/or the Internet

Warm-Up and Review

- **Vocabulary: Geography Terms.** Review the target vocabulary on page 63. Ask students to identify the words one by one. Give the students clues for the target vocabulary. Students identify the words. Sample clues: *This is a map in the shape of the Earth. (globe), This shows us North, South, East and West on a map. (compass), This is left. (west), This is up. (north), This is down. (south), This is right. (east), and This divides the Earth into north and south. (equator).*

A. Draw four places. Tell your partner how to find the places.

- Students turn to page 64 in their Student Books. Draw a 5 x 5 grid on the board. Draw four commonly found places in your area in random squares on the grid. Label them. Ask a volunteer to come to the front. Say *You're at the (park).* The student writes **X** on the park or puts a magnet on it. Then tell the student how many squares to move and in which direction to find another location on the map. For example, say *Go four squares north and three squares east. Where are you?* The student counts the squares in the corresponding directions and says, *I'm at the (bakery).* He/She writes **X** or puts a magnet on the new location. Demonstrate again with a new volunteer. Make sure students have paper. Ask students to draw their grid maps.
- Focus students' attention on the speech bubble examples in Activity A. Say the following while pointing to the speech bubbles.
You're at the apartment building. Go west two squares. Go north one square. Where are you?
OK. West two squares and north one square. I'm at the school!
- Students choose a partner. They tell their partners how to locate various places on their grids.
- Ask each pair to demonstrate finding one place on their grid maps in front of the class.

B. Make a map.

1. Ask students to brainstorm some of the places they like to go. Then ask them to think of landmarks at those places, city, or country. Write them on the board. Students open their books to page 64. Point to the map in the book and say *A map.* Students repeat. Say the following while pointing to the text and pictures in Activity B. Students repeat.
Mountain.
Lake.
Grandmother's house.
Farm.

Ask students to think of a place that they like to go.

2. Make sure students have poster paper, crayons, markers and pictures of common city/country landmarks and places from magazines, newspapers and/or the Internet. Students draw their maps, illustrate them and write captions.
3. Now point to the speech bubble and say *This is my grandmother's house. What is north of her house?* Students repeat.

Ask volunteers to come to the front and share their maps with the class. Students point to their maps and ask their classmates questions.

Place the maps 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

- **I Spy.** (Game 70, page 99.) Choose a map without letting students know which one you have chosen. Say *I spy an apartment building. There's a park north of the apartment building.* The first student to correctly identify the corresponding map and say *Here's the map. There's the apartment building and the park north of the apartment building.* takes on the role of the teacher and continues the activity.

Finish the Lesson

- **Pass the Message.** Students work seated in rows. Call the first student from each row to the front and show them a map. Don't let the other students see. Tell the students that they must whisper to the next student in their row three things about the map, for example, *There's a house on the map. There's a school west of the house and there's a park north of the house.* The sentences are whispered down the row. When the sentences reach the last student in the row, he/she says it aloud. If it matches S1's sentences, the row wins a point. Students in each row now then move forward one seat and do the activity again. Continue until all students have had a turn sitting in the first seat.
- Workbook page 60. (Answers, Teacher's Book page 109.)

Games and Activities

Games and Activities for Conversation Practice

1. Combine the Conversations.

Combine a conversation from Level 3 with the target conversation on the board in the following way:

A *Wake up, Annie! It's time for breakfast!*

B *Okay. But I can't find my glasses.*

A *Here they are.*

B *Oh, thank you.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation as if they are brothers and sisters at home on a Saturday morning. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again.

2. Match the Halves.

Divide the class into pairs. Students in each pair write each line of the target conversation on a separate piece of paper and then cut the sentences into halves. Pairs shuffle the pieces of paper and place them facedown. Say *Go!* Pairs try to be the first to turn over the pieces of paper, match each half of the sentences, and put the complete sentences 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.

3. Combine the Conversations.

Combine the Units 1 and 2 conversations with the target conversation on the board in the following way:

A *Smells good. What's for breakfast?*

B *We're having bread, eggs, and juice.*

A *Let me help you, Dad.*

B *Thanks. Be careful. It's hot.*

A *No problem. What kind of juice do you want?*

B *Apple juice, please.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation as if they are father and son cooking breakfast at home on a Saturday morning. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again.

4. Is It Far?

Write *the library, New York, your house, the drugstore* on the board. Then write *Excuse me. I'm looking for _____. Is it far? Yes, it is./No, it isn't. No, not really.* below the list of words. Divide the class into pairs, and have each pair practice this part of the conversation with their partner, substituting each of the destinations listed on the board.

5. Tic-Tac-Toe: Conversation.

Prepare 3×3 grids with one line of the conversation written in each square. Divide the class into pairs. Two pairs play with each other. Give each group of pairs one of the 3×3 grids. Pairs take turns reading one of the conversation lines, then saying the next line of that conversation. If they are correct, the pair places a marker of their own color on that square of the grid. The first pair to place three markers in a straight row (horizontal, vertical, or diagonal) wins the game.

6. Which Line Doesn't Belong?

Write each line of four to five different conversations on a piece of paper, then copy it. Cut up both sheets to make two identical sets of strips of paper, each with one line of a conversation on it. Divide the class into Teams A and B. A volunteer from each team comes to the front of the classroom. Give each volunteer a set of identical strips of paper that includes a complete conversation plus one strip from a different conversation. For example: *Ah-choo! Bless you! Thanks! What's your first name?* Say *Go!* The volunteers look at their pieces of paper and place the line of conversation that doesn't belong on the board tray. The first volunteer to place the correct piece of paper on the board tray wins a point for his/her team. The team wins another point for each line of the conversation the members of the team can correctly say. Continue until each student has had a turn. The team with the most points at the end wins.

7. Add On the Next Word.

Divide the class into groups of four to five. Each group stands in a circle. A student in each circle begins by saying the first word of the target conversation. The next student in the circle repeats the first word and then adds the next word. The next student continues in the same manner saying the first two words and adding the next word. Groups continue around the circle until they have said entire conversation twice.

8. Missing Words.

Divide the class into Groups A and B. Write the target conversation on the board. Elicit alternate lines from Groups A and B. Erase two to three key words from each line. Groups then change roles and say alternate lines of the conversation, trying to fill in the missing words. Continue in the same way, erasing more words from the conversation each time, until students can say the conversation from memory.

9. Which Conversation?

Divide the class into groups of three to four. Students in each group work together to write each line of the Units 8–9 target conversations on a separate piece of paper. Groups shuffle the papers and place them facedown. Say *Go!* Groups try to be the first to turn over the cards, divide them into the two conversations, and then put them in the correct order. The first group to do so says the two conversations they have put together. If they are correct, they come to the front of the classroom and role-play one of the conversations. If they are not correct, all groups continue to work until one group has put together the correct conversations. Students then change groups and do the activity again.

10. Substitution.

Write *rice*, *sandwich*, and *birthday card* on the board, and divide the class into pairs. Each pair practices the conversation using the two new items. For example:

A *Wow! What a cool sandwich!*

B *Thanks. I made it myself.*

A *You're kidding.*

B *No, it's true. I made it.*

A *Was it hard?*

B *No, it was easy. I'll show you.*

A *Great! What do we need?*

B *Bread, tomatoes, and bean sprouts. Let's get some.*

11. 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.

A *Wow! Did you see all the planets and stars?*

B *Yeah! That was a great show.*

A *Ms Apple, can we go to the snack bar?*

B *Can we go to the gift shop?*

C *No, kids. We don't have time. etc.*

12. 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.

13. True or False?

Say four to five statements about the Student Book conversation (see Suggested Sentences below). Students say *True* if the statement is true, and *False* if it is not. If the sentence is false, choose a volunteer to make it true. For example: say *Annie and Ted go to school by bicycle*. A volunteer corrects the statement by saying *Annie and Ted go to school by bus*.

14. Unscramble.

Write the conversation on the board in scrambled order. Students try to be the first to unscramble and write down the conversation, then raise their hands. The first two students to do so raise their hands and read alternate lines of the conversation.

15. Set the Timer.

Students stand in a circle. Set a timer for two minutes. Toss a ball to a student and say the first line of the conversation. The 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 circle. Students toss the ball and say the conversation quickly so that they are not holding the ball when the timer rings. The student holding the ball when the timer rings says the entire conversation with the student who tossed him/her the ball. Prompt if necessary. Then set the timer to one minute and do the activity again. Students should say the conversation lines correctly even though they are speaking quickly.

Games and activities for vocabulary practice

16. Sentences.

Write the following five sentences on the board (quickly review meaning if necessary):

I'm cooking breakfast.

I cooked breakfast.

I didn't cook breakfast.

When do you cook breakfast?

When does he cook breakfast?

Point to and read each sentence (and question). Students repeat. Then divide the class into groups of four to six. Using the target vocabulary and the above sentences as guides, each student writes two new sentences, each on a separate piece of paper. Students place their sentences face-down in the middle of their group. A student in each group (S1) begins by picking up a sentence from the middle of the group. If it is a statement, he/she reads the sentence and pantomimes it. If it is a question, he/she reads it to the student on his/her left (S2), and S2 answers. Groups continue in the same way, with students in each group taking turns picking up the sentences, for five to seven minutes.

17. Cut and Paste.

Write the two parts of the target activities on two separate pieces of paper for each activity (for example: *drink/soda pop*, *take/pictures*). Then give each student one of the halves. Students walk around the classroom, looking for the other half of their activity. Once they find a student with the other half, the two students work together to write two different sentences using their verb phrase. For example: *I'm drinking soda pop. /She can take pictures*. Pairs then take turns reading their sentences to the class.

18. Descriptions.

Divide the class into Teams A and B. Then describe a target action and have students guess the phrase (see Suggested Descriptions below). For example: Say *You do this when your clothes are dirty.*

Students say *do the laundry*. The first student to guess the phrase wins a point for his/her team. Do the same with the remaining target actions. The team with the most points at the end wins.

Suggested Descriptions:

make the bed: *You do this after you get up in the morning.*

feed the pets: *When your dog is hungry, what do you do?*

sweep the floor: *When there's a mess on the floor, what do you do?*

take out the garbage: *You do this when your trash can is full.*

hang up the clothes: *After you get home from school and change your clothes, you do this.*

put away the groceries: *When you get home from the supermarket, you do this.*

set the table: *Before you eat dinner, you have to do this.*

19. Spin and Act.

Make a spinner board as follows: cut a piece of cardboard, approximately eight inches by eight inches (20 cm by 20 cm). Divide the board into eight equal pie-shaped sections and write a different target vocabulary phrase in each section. Cut out a cardboard arrow and fasten it to the center of the spinner board with a pin or brad.

Divide the class into Teams A and B. A student on Team A (S1) begins by spinning the arrow and pantomiming the action the arrow falls on for his/her teammates. (Make sure only the student doing the pantomime can see the board.) His/Her teammates name the actions, saying *You're (mailing a letter)*. If the team names the action correctly, that team receives a point. If they do not correctly identify the action within 30 seconds, Team B can "steal" and identify the action. If they identify it correctly, they win a point. A student on Team B then takes a turn spinning the arrow and pantomiming. Continue in the same way until all students have taken a turn. The team with the most points at the end wins.

20. Survey.

Students create a survey on a sheet of paper by writing *Name* and *Do you like _____?* in a row at the top of the paper. Students then go around the classroom and ask their classmates *Do you like (tacos)?* Students respond *Yes, I like (tacos)* or *No, I don't like (tacos)*. *I like (french fries)*. Students record the answers they hear on their surveys. Continue until all students have asked at least six other students the question. Students sit down. Then ask students questions about the survey. For example: Ask *Does Bill like burritos?* Students who know this information respond either *Yes, he does.* or *No, he doesn't.* *He likes (salad).*

21. When Do You...?

Write *When do you go skiing? I go skiing in the winter.* on the board. Point to and read each sentence. Students repeat. Then divide the class into groups of three to four. Students in each group take turns. Using the target vocabulary they ask each other *When do you (play in the leaves)?* Groups ask and answer questions for four to five minutes.

22. Mobiles.

Divide the class into groups of four to six and have each group create a mobile of the target marine animals. Two groups then join together and tell each other about their mobiles, saying, for example, *This is a whale. It's gray and it's big. That's an eel. It's ugly and long.* Display the mobiles around the classroom for future reference.

23. Comparisons.

Say five to six comparative statements about the target animals (see Suggested Sentences below). Students say *True* if the statement is true, and *False* if it is not. If the sentence is false, choose a volunteer to make it true. For example, say *The turtle is faster than the cheetah.* A volunteer makes the sentence correct by saying either *The turtle is slower than the cheetah* or *The cheetah is faster than the turtle.*

Suggested Sentences: *The giraffe is taller than the chimpanzee. The snake is fatter than the elephant. The cheetah is thinner than the elephant. The snake is shorter than the cheetah. The turtle is faster than the cheetah. The turtle is taller than the giraffe.*

24. Postcards.

Students make a postcard of a place where they spent (or would like to have spent) their vacation, making sure that people on the postcard are engaged in a variety of activities that students can name in English. They also write several sentences on the back of the postcard about what they did on vacation. Then divide the class into pairs and have each student tell his/her partner about his/her postcard. Display the postcards around the classroom for future reference.

OPTION Students address their postcards to themselves and send them to their homes. When the postcard arrives, students tell their families about the postcard.

25. What Do You Like to Do?

Write *What do you like to do?* on the board. Point to the sentence and have students read it. Then divide the class into pairs. Students in each pair ask their partner *What do you like to do?* (students can take notes if necessary to remember what their partner says). Then each pair joins with another pair and each student tells the others about what his/her partner likes to do.

OPTION Do the activity as above, having students draw pictures to illustrate their partner's likes.

26. The Planets.

Say five to six descriptive sentences about the planets, and have students name each planet you describe (see Suggested Sentences below). Students can use their Student Books for reference if necessary.

Suggested Sentences: *We live on this planet. It is the biggest planet. It is the smallest planet. This planet is red. This planet is bigger than Saturn. The name of this planet begins with M.*

27. Descriptions.

Say five to six descriptive sentences about the target occupations, and have students name each occupation you describe (see Suggested Sentences below). Students can use their Student Books for reference if necessary.

Suggested Sentences: *This person helps cats and dogs. This person likes practicing the piano. This person works in a hospital. This person paints pictures. This person builds department stores. This person uses computers.*

28. Draw the Picture.

Write the names of the target vocabulary on pieces of paper, so that there is one for every student. Give out the pieces of paper. Students draw the item. When they have finished they hold it up and other students say what it is.

29. Put the Lines in Order.

Divide the class into groups of seven. Students in each group work together to write each line of the target conversation on a separate piece of paper. When they are finished, groups shuffle the pieces of paper and place them facedown. Say *Go!* Groups try to be the first to turn over the pieces of paper and put them in the correct order. The first group 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 groups continue to work until one group has put together the correct conversation.

30. The Three Directors.

Divide the class into groups (one group for each speaker in the conversation). A volunteer "director" from each group stands in front of their group. Each director reads his/her line(s) of the conversation from the Student Book, and after each line motions to his/her "actors" to perform. His/Her group acts out the line, using the proper intonation and body language. Groups continue in this way until they have acted out the entire conversation. Groups then change roles, and new volunteers take on the "director" roles. Continue until each group has taken on each role.

Games and Activities for Grammar Practice

31. Ask Questions.

Write the target vocabulary onto separate pieces of paper – enough for all the class. Give one to each student. Turn away and have them all pantomime. Say *Stop*. Turn around and ask a volunteer (S1) *Did you climb a mountain?* Then point to S1 and ask another volunteer (S2) *Did (he) climb a mountain?* Continue, asking different students each time, until most students have answered a question.

32. Drill.

Say *drink*. Students say its simple past form, *drank*. Do the same with the remaining target verbs. Then do the activity again, having a contest to see who can first correctly say and spell the simple past tense.

33. Add-On.

Ask students to stand up at their desks and pantomime a Unit 2 or 3 target action. Then have them stop. Ask a volunteer (S1) *What did you do?* S1 answers *I (set the table)*. Then S1 turns to the student on his/her right (S2) and asks *What did you do?* S2 says *I (took out the garbage)*. S2 then asks S3 the question in the same way, and S3 asks S2 about S1, *What did (he) do?* S2 says *(He) (set the table)*. Continue until all students have asked and answered the question.

34. Verb Tense Chart.

Divide the class into pairs and write the chart below on the board:

	have lunch	buy a donut	take a taxi	see a movie
Past	She had lunch.			
Present	She's having lunch.			
Future	She's going to have lunch.			

Each pair copies the chart onto a piece of paper and completes it, using the example sentences as guides.

35. Interview.

Each student writes down three food items that they are planning to eat within the next 24 hours. They then circulate around the classroom with their pieces of paper and ask their classmates *What are you going to have?* They write their classmates' responses down. After five to seven minutes, have students return to their seats. Point to a student and ask *What's (Mary) going to have?* Students who talked to (Mary) say *(She's) going to have (some curry), (a burger), and (soda pop)*. Continue asking the question in the same way for three to four minutes.

36. Talking.

Divide the class into pairs and give them three to four minutes to talk with their partners about their plans for the upcoming year (students can take notes if necessary to remember what their partners say). Then each pair joins with another pair and each student tells the others about his/her partner's plans.

OPTION Do the activity as above, also having students draw pictures to illustrate their partner's plans.

37. Real-Life Comparisons.

Ask two volunteers to stand up at their desks. Seated students make *tall/short* comparisons about the two volunteers. Then hold up a book and a pencil and have students make *big/small* comparisons about the two items. Ask two volunteers to say their birthdays, then have students make *old/young* comparisons about the two volunteers. Ask two students to go to the back of the classroom and then run to the front. Seated students make *fast/slow* comparisons about the two volunteers.

38. Find the animal.

Divide the class into groups of five. In each group one student draws one of the following the tallest, fattest, thinnest, fastest, and slowest animal they know. Ask *Which animal is the slowest?* Call on one group to say *The (turtle) is the slowest.* If some groups have different answers, discuss and then come to a consensus as a class as to which animal is the slowest. Do the same with tallest, shortest, fattest, thinnest, and fastest.

39. Memory Chain.

A student (S1) makes a statement using the pattern. For example: *I want a rabbit.* The student sitting next to or behind him/her (S2) says S1's name, repeats his/her statement, and then adds his/her own statement. For example: *(Ken), you want a rabbit. I want a lizard.* 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.

40. Gerund Drill.

Say *collect*. Students say its gerund form, *collecting*. Do the same with the remaining target verbs. Then write the following sentences on the board:

- 1 *I like singing. I don't like cycling.*
- 2 *He likes making videos. He doesn't like painting.*
- 3 *They like playing badminton. They don't like snorkeling.*
- 4 *She likes going sailing. She doesn't like taking naps.*
- 5 *You like singing. You don't like in-line skating.*

Divide the class into pairs and have students in each pair work together to make each pair of sentences into one sentence using *but*. Check answers by having pairs take turns reading their sentences to the class.

41. Substitution.

Write *play Ping-Pong, go fishing, and drink soda pop* on the board. Then write *I want to play Ping-Pong. Let me play.* on the board. Point to and read each word. Students repeat. Then divide the class into groups of three to four, and have them practice substituting the activities on the board into the target pattern (making sure to practice with different pronouns, too). After four to five minutes, each group writes down four of the target patterns that they made and then reads them to the class.

42. Match Why and Because.

Write six *Why* questions on the left side of the board, and six corresponding *Because* sentences on the right side of the board (see Suggested Sentences below). Point to each sentence and have students read it. Clarify word meaning if necessary. Then divide the class into pairs. Each pair matches each *Why* question with the corresponding *Because* sentence and writes the matching question and answer on a piece of paper. When students have completed the task, have pairs take turns reading their questions and answers.

Suggested Sentences:

Why is she happy? Because she won a prize.

Why do you want to have lunch? Because I'm hungry.

Why is he buying tickets? Because he wants to see a movie.

Why do you want to be an artist? Because I like painting.

Why is she going to take a nap? Because she's tired.

43. Pass the Message

Students work seated in rows. The first student in each row (S1) thinks of a statement using the pattern (for example: *I have some shampoo*), 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: *I want a rabbit.* Last student: *(S1's name), do you want a rabbit?*

Games and Activities for Phonics Practice

44. Bingo!

Students draw a bingo grid of 12 squares and write one of the target blends into each square. Say each of the sounds in random order. The first student to have all the words is the winner. Ask him/her to repeat the sounds to check they have it right.

45. Sort It Out.

Write ten to twelve *-ed* words with /t/ and /d/ sounds in a column on the board (see Suggested Words below). Then have students divide a piece of paper into two columns and label one column *baked* and the other column *called*. Say one of the words listed on the board. Students repeat then write the word on their papers in the column that corresponds to the word's *-ed* sound. Continue in the same way with the remaining words on the board. Check answers by saying each word again and having a volunteer say the column he/she wrote it in.

Suggested Words: *cooked, listened, kissed, washed, played, climbed, walked, studied, talked, cleaned, brushed, chopped*

Answers:

baked: *chopped, kissed, washed, talked, walked, cooked, brushed*

called: *cleaned, played, climbed, studied, listened*

46. What's Different?

Say three words, two with the same *-ed* sound and one with a different *-ed* sound (see Suggested Words below). Students say the word with the different *-ed* sound. Do the same with five to six different sets of words.

Suggested Words: *roasted, washed, waited; cleaned, played, baked; needed, chopped, folded; kissed, talked, invited; planted, cooked, painted; brushed, called, climbed.*

47. Dictation.

Students write the numbers 1–6 on a piece of paper. Say *bottle*. Using their Student Books for reference if necessary, students write *bottle* next to *Number 1* on their papers. Do the same with the remaining target phonics words. Check answers by saying *Number 1* and having a volunteer say and spell the word he/she wrote. Do the same for numbers 2–6.

48. Find the *-er* Words.

Divide the class into pairs and write the following three sentences on the board:

What's mother going to have?

She's going to have lobster with butter.

Will your brother Peter bring the tiger to dinner?

Students in each pair work together to write the three sentences on a piece of paper, underline the *-er* words, then list the underlined words below the sentences.

49. Say the Word and a Sentence.

Write the target words from page 28 of the Student's Book on separate pieces of paper (*fall, talk, laundry, saucer, crawl, draw, small, claw, wall, chalk, walk*). Make one set for each group. Divide the class into groups of four to five and give each group a set of words. Groups shuffle their words and place them facedown in the middle of the group. A student in each group (S1) begins by turning over a word and naming it. The student on his/her right (S2) repeats the word and uses it in a sentence. He/She then turns over another word and names it. Groups continue in the same way with the remaining cards.

50. Make the Shapes.

Brainstorm with students to invent body stances to represent *ar* and *or*. For example: stand with your feet apart and arms straight up to represent *ar*, and make a circle with your arms to represent *or*. Students stand and take the appropriate stances as you slowly say a series of sentences that include both *ar* and *or* words (see Suggested Sentences below). Any student who takes the wrong stance sits down. After several sentences, have students all stand and try again.

Suggested Sentences: *The corn is in the yard at the farm. Put the corn in the barn before the storm. Use a fork to move the corn to the barn.*

51. Do You Hear It?

Read the following paragraph aloud. Students raise their hands when they hear a word that contains the /au/ sound. Read the paragraph several times, until students have identified each word with the /au/ sound. Then read it again, sentence by sentence, slowly. At the end of each sentence, volunteers come to the board and write the /au/ words they heard in the sentence. Help with spelling as necessary.

The clown jumped up and down. She looked around on the ground. Her mouth was red. Her voice was loud. The clown began to shout to the crowd. "Where is my mouse, my small brown mouse? It must be found. I have my cow. I have my plow. I want my small brown mouse!"

52. Continuous Story.

Divide the class into groups of three to four. A student in each group (S1) begins by writing a sentence that includes two *oo* words at the top of a piece of paper. S1 then passes the paper to another student in the group (S2). S2 writes a sentence under the first that includes one of the *oo* words from the first sentence, and one new *oo* word. Groups continue in this way, with each student writing a sentence on the paper and passing it on until the writer of the original sentence receives the paper again. Students then take turns reading their sentences out loud. For example:

S1 Look at the moon.

S2 The moon is bigger than the broom.

S3 She is sweeping the room with the broom.

S4 There is a cook in the room.

53. Complete the Sentences.

Divide the class into groups of three to four, and write the following sentences on the board:

- 1 Does the c l _ _ k like to swim?
- 2 The b _ _ d likes singing.
- 3 My s h _ _ t is green.
- 4 The money is in my p _ _ se.
- 5 Did you eat c _ _ ry?

Students in each group work together to complete the sentences. Groups then take turns standing up and reading a sentence to the class.

54. Volume Control.

With the students, invent arm motions to indicate volume. For example, holding your hands in front of you with palms facing the floor, pressing down, could indicate decreasing volume, while turning your palms upwards and pushing up could indicate increasing volume. Point to a volunteer and have him/her say a sentence that includes an /ou/ word. The rest of the class repeats the /ou/ word, raising or lowering the volume of their voices as you "conduct" them with your hand motions. Continue until most students have taken a turn saying a sentence.

55. Hold It Up!

Each student writes three consonant blends, each blend on a separate piece of paper. Say a word that contains one of the blends. Students repeat the word and hold up the paper with the correct blend spelling. If a student holds up the wrong blend, that student is "out". Continue with six to eight different words. The students remaining "in" at the end of the game are the winners.

56. 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.

57. How Many Sentences Can you Make?

Write the sentences from Phonics Time Activity C in the Student Books on the board. Circle two words in each sentence. Divide the class into groups of four to six. Assign each group one of the sentences and set a time limit (for example: five to seven minutes). Each group writes as many different sentences as they can by replacing the circled words. Then groups take turns reading their sentences to the class.

58. Pass the Sounds.

Divide the class into three groups, and have each group stand in a line. Whisper a word that has a target sound to the last student in each line. This student whispers the word to the student standing in front of him/her, who whispers the word to the student standing in front of him/her, and so on down the line. When it reaches S1, he/she says the word and its target sound out loud. If he/she is correct, he/she wins a point for his/her team. If he/she is not correct, his/her 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.

Games for Review Sections

59. Puppets.

Students draw Max on one sheet of paper and Digger on another. They cut out these characters, and then 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 role-plays in later Review Units or whenever these characters appear in the Student Book.

60. Project.

For one week, have students keep a list of any of the Units 1–3 target Word Time actions they do. At the end of the week, have them share their lists in class.

61. Make a New Story.

Each student divides a piece of paper into six equal parts and comes up with his/her own version of the story by drawing original scenes and new characters. Students then take turns standing up and describing their story to the rest of the class.

62. Talking.

Divide the class into pairs and give students three to four minutes to talk with their partners about their plans for the upcoming weekend (students can take notes if necessary to remember what their partners say). Then each pair joins with another pair and each student tells the others about his/her partner's plans.

OPTION Do the activity as above, and have students draw pictures to illustrate their partner's plans.

63. Living Story.

Divide the class into groups of six and give each group a copy of Student Book page 41. Students in each group cut out the scenes, so that they have six different cards. Students in each group then shuffle the cards and place them facedown. Say Go! Each student picks up one of the cards, then they all stand up and arrange themselves in the order of the story. Each student then reads the scene that he/she is holding.

64. Feet Writing.

Each student writes the letters of the alphabet on a very large sheet of paper and then puts the paper on the floor. Say a Units 7–9 target phonics word. Students repeat the word, then “spell” it with their feet, walking to each letter that makes up the word and naming each letter as they stand on it. Continue in the same way with seven to eight different words.

65. Retell the Story.

Students take turns retelling the story in their own words.

66. Occupations.

Invite students’ parents or other members of the community to class to tell students about the occupations they have. Students take notes. Help students with English spelling if necessary. Then ask students questions about the people they have heard speak. For example: *Why does Mr. Lin like being a banker?*

Games for Cross-curricular sections

67. Around the World.

Two volunteers stand. Say an injury, for example, *Strained a muscle*. The first student of the pair to correctly name the first aid treatment, *Ice pack*, continues with the next student. Play another round saying a first aid treatment to which students respond with a corresponding injury.

68. Equation Race.

Divide the class into small groups of four or five students. Assign each group a portion of the board. Say any number. Groups race to think of as many multiplication and division problems with that answer as they can in a minute’s time. They write the equations on the board. Ask groups to read each of their equations aloud for the class. Award each group one point for each correct equation. The group with the most points wins.

69. Hit the Board

Divide the class into two teams. Ask a student from each team to come to the front. Say any one of the animals that you had written on the board in the warm-up activity. The first student to hit the word on the board and identify the animal as a herbivore, carnivore or omnivore wins a point for his / her team.

70. I Spy

Choose a map without letting students know which one you have chosen. Say *I spy a an apartment building. There’s a park north of the apartment building There’s a...* The first student to correctly identify the corresponding map and say *Here’s the map. There’s the apartment building and the park north of the apartment building,* takes on the role of the teacher and continues the activity.

Workbook Answers

Do You Remember?

Page iii

A. Read and match.

ANSWERS

- Excuse me. Can you help me?/Sure.
- How much are these?/They're one dollar each.
- I'm hungry./Me, too. Let's have a snack.
- What's your address?/23 Plain Road.
- Where's the trash can?/It's over there. It's under the tree.
- What are you looking for?/My watch!

B. Read and write.

ANSWERS

- No, it isn't. It's a mountain.
- No, they aren't. They're mushrooms.
- Yes, it is.
- Yes, he is.
- No, she wasn't. She was at the bakery.

Page iv

C. Look, read, and write ✓ or X.

ANSWERS

- 1 X 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 X 7 ✓ 8 X

D. Look and write.

ANSWERS

- | | | |
|----------------|-------------------|----------------|
| 1 <u>crab</u> | 2 <u>present</u> | 3 <u>smile</u> |
| 4 <u>snake</u> | 5 <u>airplane</u> | 6 <u>bread</u> |

Unit 1

Conversation Time, Page 1

A. Read and circle.

ANSWERS

- Wake up, Annie!
- What time is it, Penny?
- It's seven o'clock. It's time for breakfast.
- Good. I'm hungry.
- Smells good. What's for breakfast?
- We're having bread and eggs.
- Yum! My favorite!

B. Read and match.

ANSWERS

- matches the third picture
- matches the first picture
- matches the second picture

Word Time, Page 2

A. Read and circle.

ANSWERS

- | | |
|---------------------|------------------|
| 2 listen to stories | 3 clean the tent |
| 4 watch the sunrise | 5 play cards |
| 6 cook breakfast | |

B. Look and write.

ANSWERS

- I'm watching the sunrise.
- He isn't washing the pots and pans.
- We're playing cards.
- She's cooking breakfast.

Practice Time, Page 3

A. Write the questions and answers.

ANSWERS

- Did you play cards? No, I didn't. I watched the sunrise.
- Did he cook breakfast? Yes, he did.
- Did she clean the tent? Yes, she did.
- Did they climb a mountain? No, they didn't. They laughed at jokes.

B. Read and write.

ANSWERS

- No, they didn't. They cleaned the tent.
- No, she didn't. She played cards.
- Did he laugh at jokes?
- Did they wash the pots and pans?

Phonics Time, Page 4

A. Circle and write.

ANSWERS

- | | |
|-------------------|------------------|
| 1 <u>shirt</u> | 2 <u>present</u> |
| 3 <u>airplane</u> | 4 <u>smile</u> |
| 5 <u>tree</u> | 6 <u>flower</u> |
| 7 <u>chair</u> | 8 <u>three</u> |

B. Read and write. Use some letters twice.

ANSWERS

We like this park. There are flowers and trees. There is green grass. We fly kites and play on the slide. We watch the fish in the creek and catch spiders. Our mothers smile and eat peaches and plums.

Unit 2

Conversation Time, Page 5

A. Unscramble and write. Then number the sentences in the correct order.

ANSWERS

- Uh-oh! I don't have enough money.
- It's so hot. I'm really thirsty.
- Thanks a lot.
- Me, too. Let's get some juice.
- What kind of juice do you want?
- That's okay. It's my treat.
- Here you are.
- Orange juice, please.

Word Time, Page 6

A. Unscramble and write. Then number the words.

ANSWERS

- | | |
|------------------|--------------------|
| 1 drink soda pop | 2 eat cotton candy |
| 3 go on a ride | 4 buy tickets |
| 5 take pictures | 6 win a prize |
| 7 have lunch | 8 see a show |

B. Look and write.

ANSWERS

(Answers may be in any order.)

- I eat cotton candy at one o'clock.
- I buy tickets at two o'clock.
- I go on a ride at three o'clock.
- I drink soda pop at five o'clock.
- I take pictures at seven o'clock.

Practice Time, Page 7

A. Read and write.

ANSWERS

- 2 ate 3 won 4 went 5 saw 6 had 7 bought 8 took

B. Look and write. Then number the pictures.

ANSWERS

- went / take
- bought / win
- took / eat

The pictures are numbered: 2, 3, 1

C. Look and write.

ANSWERS

- She didn't see a show.
- He ate cotton candy. He didn't drink soda pop.
- They had lunch. They didn't buy tickets.

Phonics Time, Page 8

ANSWERS

- 1 played 2 baked 3 climbed 4 used

B. Read and write. Then write the words in the correct category.

ANSWERS

- 1 watered 3 kissed 4 watched 5 pulled 6 played
7 laughed 8 listened
walked: brushed, kissed, watched, laughed
used: watered, pulled, played, listened

C. Read the word. Then circle the words with the same -ed sound.

ANSWERS

- On Monday, Lisa watered the plants and brushed her hair. Then she called a friend.
- On Saturday, Ted and Annie listened to music. They baked cookies, too. Then they washed the pots and pans.

Unit 3

Conversation Time, Page 9

A. Unscramble and write.

ANSWERS

- Let me help you, Mom.
Thanks. Be careful. It's heavy.
- No problem. I'm strong.
Yes, you are.
- Help!
Watch out!
- Are you okay?
I think so, but look at my skateboard.

B. Read and match.

ANSWERS

- matches the third picture
- matches the first picture
- matches the second picture

Word Time, Page 10

A. Use the code to write the words. Then match.

ANSWERS

- do the laundry (matches the first picture in the first column)
- hang up the clothes (matches the third picture in the second column)
- make the bed (matches the third picture in the first column)
- set the table (matches the first picture in the second column)
- take out the garbage (matches the fourth picture in the second column)
- put away the groceries (matches the second picture in the first column)

B. Read and write.

ANSWERS

- She's sweeping the floor.
- He's doing laundry.
- They're feeding the pets.

Practice Time, Page 11

A. Read and match.

ANSWERS

- 1 matches the second picture in the first column
- 2 matches the first picture in the first column
- 3 matches the picture in the second column

B. Look, read, and write.

ANSWERS

- 1 She hung up the clothes.
- 2 They took out the garbage.
- 3 What did he do? He swept the floor.
- 4 What did he do? He made the bed.
- 5 What did they do? They set the table.
- 6 What did she do? She put away the groceries.

Phonics Time, Page 12

A. Read the word. The circle the words with the same -ed sound.

ANSWERS

- 1 invited, weeded
- 2 watched
- 3 dusted, planted

B. Read and answer the questions.

ANSWERS

NOTE Answers may vary slightly.

- 1 He invited Sue and Jack for lunch.
- 2 He painted a picture in the morning.
- 3 No, he didn't. He planted a seed.
- 4 They weeded the garden in the afternoon.
- 5 He roasted some chicken.

Review 1

Page 13

A. Match and write.

ANSWERS

- 1 Are you okay?/I think so.
- 2 I don't have enough money./That's okay. It's my treat.
- 3 I'm really thirsty./Me, too. Let's get some juice.
- 4 Let me help you./Okay. Be careful.
- 5 What's for breakfast?/We're having bread and eggs.

B. What did you do? Look and write.

ANSWERS

- 2 I cooked breakfast in the morning.
- 3 I washed the pots and pans in the afternoon.
- 4 I saw a show in the afternoon.
- 5 I took out the garbage in the evening.
- 6 I hung up the clothes in the evening.
- 7 I put away the groceries at night.
- 8 I played cards at night.

Page 14

A. Read and write.

ANSWERS

- 1 No, she didn't. She washed the pots and pans.
- 2 Yes, he did.
- 3 He ate cotton candy.
- 4 They had lunch.
- 5 They made the bed.
- 6 He hung up the clothes.

B. Write the words in the correct category.

ANSWERS

cleaned: called, climbed, played, watered, listened
cooked: walked, asked, talked, washed, brushed
weeded: invited, planted, waited, roasted, dusted

Cross-curricular 1, page 15

A. Read and circle.

ANSWERS

- | | |
|-------------------|-----------------------|
| 1 burned his hand | 2 cut her finger |
| 3 broke his arm | 4 strained her knee |
| 5 bandage | 6 ice pack |
| 7 cast | 8 antibiotic ointment |

B. Read and write.

- 1 He broke his leg. The doctor put a cast on it.
- 2 She cut her hand. She put a bandage on it.
- 3 He strained a muscle. He put an ice pack on it.
- 4 She burned her hand. She put antibiotic ointment on it.

Unit 4

Conversation Time, Page 16

A. Fill in the blanks. Use some words twice.

ANSWERS

- 1 I'm looking for the museum. Is it far?
- 2 Not really.
- 3 Walk two blocks. Turn left. It's on the right.
- 4 Did you say turn right or turn left?
- 5 Turn left. It's on the right.
- 6 Thank you very much.
- 7 You're welcome. Have fun!

B. Read and match.

ANSWERS

- 1 matches the second picture in the first column
- 2 matches the first picture in the first column
- 3 matches the picture in the second column.

Word Time, Page 17

A. Unscramble and write.

ANSWERS

- | | |
|------------------|-----------------|
| 1 visit a friend | 2 rent a DVD |
| 3 buy a donut | 4 mail a letter |
| 5 take a taxi | 6 get a haircut |

B. What are they doing? Look and write.

ANSWERS

- 2 He's getting a haircut.
- 3 She's buying a donut.
- 4 She's taking a taxi.
- 5 They're seeing a movie.
- 6 He's mailing a letter.

Practice Time, Page 18

A. Read. Then write ✓ and X.

ANSWERS

- 1 ✓ X 2 X ✓ 3 X ✓ 4 ✓ X

B. Look and write.

ANSWERS

- 1 She's going to visit a friend. She isn't going to take a taxi. He's going to take a taxi. He isn't going to visit a friend.
- 2 They're going to mail a letter. They aren't going to buy a donut.
He's going to buy a donut. He isn't going to mail a letter.

Phonics Time, Page 19

A. Complete the puzzle.

ANSWERS

Across

- 2 poodle 5 turtle 7 uncle

Down

- 1 bottle 3 beetle 4 bicycle 6 puddle

B. Read and circle the -le words.

ANSWERS

Lana's uncle gave her a saddle. She rode her horse and saw some cattle. She jumped in the lake and made a ripple. She swam to the middle and saw a turtle.

"Little girl, give me an apple," said the turtle.

"I don't have an apple," said Lana, "but I have a saddle."

Unit 5

Conversation Time, Page 20

A. Read and circle.

ANSWERS

What are you eating?

Rice. Try some. It's good.

No, thanks.

Come on. Just a little.

Oh, all right. But not too much.

Here you go.

Hey! It's delicious!

I told you so!

B. Read and match.

ANSWERS

- 1 second picture in the second column
- 2 second picture in the first column
- 3 first picture in the second column
- 4 first picture in the first column

Word Time, Page 21

A. Read and circle.

ANSWERS

- | | | |
|----------------|------------|-------------|
| 1 a burrito | 2 tacos | 3 iced tea |
| 4 french fries | 5 lemonade | 6 spaghetti |
| 7 a hot dog | 8 curry | |

B. Look and write.

ANSWERS

- 1 I want a hot dog. I don't want curry.
- 2 She wants burritos. She doesn't want spaghetti.
- 3 They want tacos. They don't want lemonade.
- 4 We want french fries. We don't want hot dogs.

Practice Time, Page 22

A. Read and match.

ANSWERS

What are you going to have?/We're going to have some iced tea.

What are they going to have?/They're going to have some curry.

What's he going to have?/He's going to have a burrito.

What's she going to have?/She's going to have a taco.

B. Look and write.

ANSWERS

- 1 What's he going to have? He's going to have some curry.
- 2 What are they going to have? They're going to have some hot dogs.
- 3 What's she going to have? She's going to have some spaghetti.
- 4 What's he going to have? He's going to have some iced tea.

Phonics Time, Page 23

A. Fill in the blanks.

ANSWERS

My name is Peter. I have a blister on my finger. I have a computer on my desk. I have some paper in my desk. I don't have an eraser, but I have a ruler and a marker.

B. Fill in the blanks.

ANSWERS

It's time for dinner at my house. My sister is going to have a burger. My mother is going to have a cucumber. My brother is going to have lobster with butter. My father is going to have roasted peppers. Digger is going to have some water.

Unit 6

Conversation Time, Page 24

A. Find the words. Then fill in the blanks and match.

ANSWERS

- 1 What's your favorite subject?/I like math. It's fun.
- 2 Excuse me. Where's the library?/Go straight. It's across from the music room.
- 3 Thanks./Sure.
- 4 Oh! It's time for art class./Great! That's my favorite.

B. Look at the chart. Write the questions and answers.

ANSWERS

- 2 What's Annie's favorite color? She likes red.
- 3 What is Bob and Jan's favorite subject? They like English.
- 4 What's Ted's favorite animal? He likes lizards.

Word Time, Page 25

A. Look and match. Then write the phrases in the correct category.

ANSWERS

- | | |
|-----------------|----------------------|
| 1 pick apples | 2 go to the beach |
| 3 plant flowers | 4 play in the leaves |
| 5 go skiing | 6 build a snowman |

winter: build a snowman, go skiing

spring: plant flowers

summer: go to the beach

fall: pick apples, play in the leaves

B. Look and write.

ANSWERS

- 1 It's summer.
- 2 It's fall. I'm going to play in the leaves.
- 3 It's winter. I'm going to build a snowman.
- 4 It's spring. I'm going to plant flowers.

Practice Time, Page 26

A. Read and circle True or False.

ANSWERS

- 1 True 2 True 3 False 4 True

B. Look and write.

ANSWERS

- 1 He'll go skiing in the winter. He won't go to the beach.
- 2 She'll play in the leaves in the fall. She won't go skiing.
- 3 They'll fly a kite in the spring. They won't pick apples.

Phonics Time, Page 26

A. Circle and write.

ANSWERS

- | | |
|------------------|-----------------|
| 1 <u>w</u> all | 2 draw |
| 3 <u>s</u> aucer | 4 <u>ch</u> alk |
| 5 <u>t</u> alk | 6 <u>b</u> all |
| 7 <u>cr</u> awl | 8 <u>w</u> alk |

B. Read and write.

ANSWERS

NOTE Answers may vary slightly.

- 1 Yes, Paul can crawl.
- 2 No, he doesn't. Paul draws on the wall with chalk.
- 3 Paul's mother sees him draw.
- 4 Yes, he does.

Review 2

Page 28

A. Read and write.

ANSWERS

- 1 Go straight. It's across from the music room.
- 2 What's your favorite subject?
- 3 Rice. Try some. It's good.
- 4 Hey! It's delicious.

B. Match and write.

ANSWERS

- | | |
|-----------------|-------------------|
| 1 see a movie | 2 visit a friend |
| 3 mail a letter | 4 build a snowman |
| 5 take a taxi | 6 get a haircut |
| 7 rent a DVD | 8 buy a donut |

Page 29

A. Look and write.

ANSWERS

- 1 He's going to mail a letter. He isn't going to take a taxi.
- 2 I'm going to see a movie. I'm not going to get a haircut.

B. Look and write.

ANSWERS

- 1 We're going to have some tacos.
- 2 What are you going to have? I'm going to have a hot dog.

C. Look and write.

ANSWERS

- 1 She'll plant flowers in the spring. She won't build a snowman.
- 2 They'll go to the beach in the summer. They won't pick apples.

D. Look and write.

ANSWERS

- | | |
|-------------------|------------------|
| 1 <u>lob</u> ster | 2 <u>tig</u> er |
| 3 <u>ch</u> alk | 4 <u>pudd</u> le |
| 5 <u>sau</u> cer | 6 <u>beet</u> le |

Cross-curricular 2, page 30

A. Read and circle.

ANSWERS

- | | |
|------------------------------|--------------------|
| 1 a word problem. | 2 multiplication |
| 3 multiplied / sixteen | 4 division |
| 5 divided / by two / twelve. | 6 $24 \div 2 = 12$ |

B. Read and write.

ANSWERS

- 1 multiplication / multiplied / fifteen / $3 \times 5 = 15$
- 2 division / divided / four / $12 \div 3 = 4$

Unit 7

Conversation Time, Page 31

A. Number the sentences in the correct order.

ANSWERS

- 3 Well, it's time to go. Please make up your mind.
- 2 Oh, I don't know. They're all cute.
- 7 Great! Let's get it.
- 5 Are you sure?
- 4 Um, okay. I'll take this one.
- 6 I'm positive.
- 8 Dad, the cashier is over here.
- 1 Which one do you want?

B. Look and match.

ANSWERS

- | | |
|--------------------------|-----------------------|
| 1 I don't know. | 2 I'll take this one. |
| 3 Which one do you want? | 4 I'll take that one. |

Word Time, Page 32

A. Look. Then write the letter.

ANSWERS

- 1 d 2 e 3 c 4 a 5 b 6 f

B. Look and write.

ANSWERS

- 1 a small crab
- 2 a slow octopus
- a fast dolphin

Practice Time, Page 33

A. Read and write True or False.

ANSWERS

- 2 False 3 True 4 True 5 False 6 True

B. Look and write.

ANSWERS

- 1 The shark is faster than the dolphin.
- 2 The eel is slower than the octopus.
- 3 The eel is bigger than the crab.
- 4 The shark is smaller than the whale.

Phonics Time, Page 34

A. Circle and write *ar* or *or*. Then number the pictures.

ANSWERS

- 1 farm 2 corn 3 storm 4 barn 5 fork 6 lizard
The pictures are numbered: 3, 6, 2, 4, 1, 5

B. Fill in the blanks.

ANSWERS

Today we visited Grandpa's farm. Grandpa grows peas and corn in the garden. His horse lives in a big, red barn. A small, green lizard lives there, too. We chased it across the yard. There was a storm in the evening. It rained and the sky was dark. We played cards and listened to stories in the house. Grandpa made popcorn.

Unit 8

Conversation Time, Page 35

A. Fill in the blanks.

ANSWERS

- 1 Dad! Guess what!
- 2 What?
- 3 There's a monkey on the car!
- 4 Quick! Shut the window!
- 5 Look! There it is.
- 6 Oh, it's cute.
- 7 It's not cute. It's scary.
- 8 Don't worry. It won't hurt you.
- 9 Aw! It's going away.

B. Look and write.

ANSWERS

- 1 Guess what!
What?
There's a mouse under the bed.
Quick! Jump on the bed.
- 2 Guess what!
What?
There's a lizard outside the door.
Quick! Shut the door.

Word Time, Page 36

A. Unscramble, write, and circle.

ANSWERS

- 1 cheetah (first picture)
- 2 giraffe (second picture)
- 3 chimpanzee (second picture)
- 4 turtle (second picture)
- 5 elephant (first picture)
- 6 snake (first picture)

B. Look and write.

ANSWERS

- 1 She's tall. 2 He's short. 3 She's fat. 4 She's thin.

C. Look and write.

ANSWERS

- 2 The giraffe is tall. 3 The snake is thin.
4 The elephant is fat.

Practice Time, Page 37

A. Circle and write.

ANSWERS

- 2 Which one is the shortest? The turtle is the shortest.
- 3 Which one is the fattest? The elephant is the fattest.
- 4 Which one is the slowest? The turtle is the slowest.

B. Write the questions and answers.

ANSWERS

- 1 Which one is the tallest? The giraffe is the tallest.
- 2 Which one is the shortest? The turtle is the shortest.
- 3 Which one is the fattest? The elephant is the fattest.
- 4 Which one is the thinnest? The snake is the thinnest.

Phonics Time, Page 38

A. Does it have *ou* or *ow*? Look and write.

ANSWERS

- | | |
|---------|---------|
| 1 town | 2 cow |
| 3 mouse | 4 cloud |
| 5 shout | 6 gown |
| 7 house | 8 mouth |

B. Fill in the blanks. Use some words twice.

ANSWERS

- 1 The mouse is climbing the mountain.
- 2 The man is shouting. His mouth is open.
- 3 There are five flowers.
- 4 The cows are eating the grass.
- 5 There are two clouds in the sky.
- 6 There is a little house on the mountain.

Unit 9

Conversation Time, Page 39

Fill in the blanks.

ANSWERS

- | | |
|-----------------------------|------------------------------|
| 1 I missed it! | 2 We won! |
| 3 Congratulations. | 4 It was close. |
| 5 Yeah, it was. | 6 Do you want to play again? |
| 7 And this time, we'll win. | 8 We'll see. |

Word Time, Page 40

A. Look and read. Then write.

ANSWERS

- 1 snorkel
- 2 play Ping-Pong
- 3 go horseback riding / on Thursday
- 4 play badminton / on Wednesday
- 5 go fishing with Dad
- 6 in-line skate and listen to music with Matt

B. Look and write.

ANSWERS

- | | |
|------------------------------|-------------------------|
| 2 They're playing Ping-Pong. | 3 He's in-line skating. |
| 4 She's listening to music. | 5 He's snorkeling. |
| 6 They're going fishing. | |

Practice Time, Page 41

A. Read and write the words. Then write ✓.

ANSWERS

- 1 (first picture)
- 2 He likes to go sailing. (second picture)
- 3 We like to listen to music. (second picture)

B. Look and write.

ANSWERS

- 1 She likes to go fishing.
- 2 He likes to play badminton.
- 3 What do they like to do? They like to in-line skate.
- 4 What does it like to do? It likes to go fishing.

Phonics Time, Page 42

A. Which word has a different *oo* sound? Read and circle.

ANSWERS

- 1 wood 2 moon 3 rooster 4 school 5 took

B. Read and match.

ANSWERS

- 1 matches the first picture in the second column
- 2 matches the second picture in the second column
- 3 matches the second picture in the first column
- 4 matches the first picture in the first column

C. Look at B and write the *oo* words in the correct category.

ANSWERS

cookie: foot, wood, book, cooked, looked, stood
broom: baboon, noodles, poodle, rooster, moose, moon

Review 3

Page 43

A. Look and write.

ANSWERS

- 1 I missed the ball!
- 3 the cashier is over here
- 4 It's going away.

B. Read and write.

ANSWERS

- 1 No, it isn't. It's a shark.
- 2 Yes, it is.
- 3 No, it isn't. It's an elephant.
- 4 No, it isn't. It's a cheetah.
- 5 Yes, it is.
- 6 Yes, it is.

Page 44

A. Read and write.

ANSWERS

- 2 The cheetah is faster than the turtle.
- 3 The eel is smaller than the dolphin.
- 4 The crab is slower than the giraffe.

B. Look and write.

ANSWERS

- 1 Which one is the tallest? The giraffe is the tallest.
- 2 Which one is the fattest? The elephant is the fattest.
- 3 Which one is the thinnest? The snake is the thinnest.
- 4 Which one is the shortest? The turtle is the shortest.

C. Write the words in the correct category.

ANSWERS

oo: broom, noodle	ar: barn, yard
ou: mouse, house	oo: wood, cook
or: corn, fork	ow: gown, town

Cross-curricular 3, page 45

A. Write the letter.

ANSWERS

1 d 2 e 3 a 4 f 5 b 6 c

B. Read and write.

- | | |
|--------------|--------------|
| 1 herbivores | 2 carnivores |
| 3 omnivores | 4 food chain |
| 5 producers | 6 consumers |

Unit 10

Conversation Time, Page 46

A. Fill in the blanks.

ANSWERS

- | | |
|---------------------|---------------------|
| 1 I made it myself. | 2 You're kidding! |
| 3 Was it hard? | 4 I'll show you. |
| 5 What do we need? | 6 Paper and string. |

B. Read and match.

ANSWERS

- 1 matches the picture in the first column
- 2 matches the second picture in the second column
- 3 matches the first picture in the second column

Word Time, page 47

A. Look. Then number the words.

ANSWERS

- 1 cycle
- 5 read a comic book
- 7 collect stickers
- 3 sing
- 4 paint
- 6 take a nap
- 2 make a movie
- 8 build a model

B. What will they do in the summer? Look and write.

ANSWERS

- 2 She'll sing.
- 3 They'll read comic books.
- 4 She'll cycle.
- 5 He'll collect stickers.
- 6 They'll take a nap.
- 7 She'll paint.
- 8 He'll make a movie.

Practice Time, Page 48

A. Read and write. Then number the pictures.

ANSWERS

- 2 She likes making videos, but she doesn't like building models.
 - 3 We like painting, but we don't like taking naps.
 - 4 She likes singing, but she doesn't like reading comic books.
- The pictures are numbered: 1, 4, 2, 3

B. Look and write.

ANSWERS

- 1 She likes singing, but she doesn't like cycling.
- 2 He likes reading comic books, but he doesn't like painting.
- 3 They like building models, but they don't like taking naps.
- 4 She likes collecting stickers, but she doesn't like making movies.

Phonics Time, page 49

A. Does it have er, ir, or ur? Circle and write.

ANSWERS

- | | |
|-----------|---------|
| 1 bird | 2 curry |
| 3 dessert | 4 girl |
| 5 dirty | 6 nurse |
| 7 purse | 8 shirt |

B. Fill in the blanks.

ANSWERS

- | | |
|------------|----------|
| 1 bird | 2 Curry |
| 3 dessert | 4 girl |
| 5 purse | 6 dirty |
| 7 thirsty | 8 hurts |
| 9 thirteen | 10 shirt |

Unit 11

Conversation Time, Page 50

A. Fill in the blanks. Use some words twice.

ANSWERS

- 1 Wow! Did you see all the planets and stars?
- 2 Yeah! That was a great show.
- 3 Ms. Apple, can we go to the snack bar?
- 4 Can we go to the gift shop?
- 5 No, kids. We don't have time.
- 6 Aw. But I want to buy a gift for my dad.
- 7 And I'm thirsty.
- 8 Please, Ms. Apple. We'll hurry.
- 9 Sorry, kids. We have to catch the bus.

B. Look and write.

ANSWERS

NOTE Students may or may not write the words in parentheses.
Can we go to the bookstore?
No, Ted. We don't have time.
Aw. But I want to buy a book (for my dad).

Word Time, Page 51

A. Which planet is it? Read and write.

ANSWERS

- | | |
|-----------------|-----------------|
| 2 It's Uranus. | 3 It's Neptune. |
| 4 It's Mercury. | 5 It's Saturn. |
| 6 It's Jupiter. | 7 It's Earth. |
| 8 It's Mars. | |

B. Write the names of the planets.

ANSWERS

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Practice Time, Page 52

A. Number the sentences.

ANSWERS

- 2 She wants to see Mercury. Let her look.
- 4 I want to see Neptune. Let me look.
- 3 He wants to see Saturn. Let him look.
- 1 They want to see Venus. Let them look.

B. Read and write.

ANSWERS

- 2 me 3 us 4 them 5 him

C. Read and write.

ANSWERS

- 2 I want to see Neptune. Let me look.
- 3 They want to see Jupiter. Let them look.
- 4 We want to see Mars. Let us look.
- 5 She wants to see Venus. Let her look.

Phonics Time, Page 53

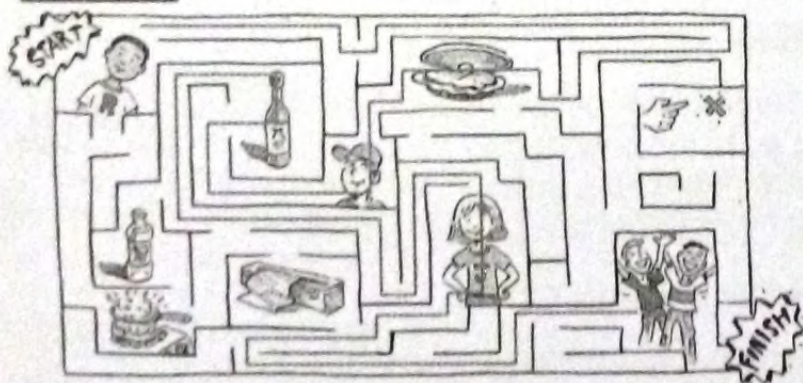
A. Does it have oi or oy? Write and match.

ANSWERS

- 1 Roy is a boy. Joyce is a girl. (matches the second picture in the second column)
- 2 Roy pointed at the oysters in the foil. (matches the third picture in the first column)
- 3 Roy boiled some oysters. (matches the third picture in the second column)
- 4 Joyce broiled some oysters. (matches the first picture in the first column)
- 5 Joyce wanted soy sauce and Roy wanted oil. (matches the first picture in the second column)
- 6 They ate the oysters and jumped for joy. (matches the second picture in the first column)

B. Follow the oy words.

ANSWERS



Unit 12

Conversation Time, page 54

A. Fill in the blanks. Then number the sentences.

ANSWERS

- 1 You dance really well.
- 4 Sure you do. You're a good dancer.
- 5 But I don't practice enough.
- 6 Well, practice makes perfect.
- 8 That's a great idea. Thanks.
- 2 Thanks. I love dancing.

3 I don't dance very well.

7 I have an idea. Let's practice together.

B. Look and write.

ANSWERS

really well
love painting
paint very well
you do / good painter

Word Time, Page 55

A. Read and match.

ANSWERS

- 1 matches the third picture
- 2 matches the second picture
- 3 matches the first picture
- 4 matches the fifth picture
- 5 matches the fourth picture

B. Read and write.

ANSWERS

- 1 She's going to play the violin.
- 2 He's going to help animals.
- 3 They're going to build things.
- 4 She's going to program computers.
- 5 They're going to draw.
- 6 He's going to take care of people.

Practice Time, Page 56

A. Read and write.

ANSWERS

- 1 Why does she want to be a vet? Because she likes helping animals.
- 2 Why does he want to be a computer programmer? Because he likes programming computers.
- 3 Why do they want to be nurses? Because they like taking care of people.
- 4 Why does he want to be an artist? Because he likes drawing.
- 5 Why does she want to be a musician? Because she likes playing the violin.
- 6 Why does she want to be an engineer? Because she likes building things.

Phonics Time, Page 57

A. Read and write. Use some letters twice.

ANSWERS

- 1 Paul and Patty went shopping. Paul bought a shirt. Patty bought a purse. The clerk was very happy!
- 2 Walt cooked lunch today. He boiled some spaghetti. "Yum!" said Sue. But there was a coin in the spaghetti and a marker in the salad!
- 3 Carl went to the park. He ate dirt with a fork and got very dirty. He saw a dark cloud and thought, "I can take a shower in the rain!"

B. Do they both have the same vowel sound? Look and write ✓ or X.

ANSWERS

- 1 ✓ 2 X 3 X 4 ✓

Review 4

Page 58

A. Read and match. Then fill in the blanks.

ANSWERS

- 1 Was it hard?/No, it was easy.
- 2 I don't dance very well./Sure you do. You're a good dancer.
- 3 Did you see all the planets and stars?/Yeah! That was a great show.
- 4 I have an idea. Let's practice together./That's a great idea. Thanks.
- 5 Wow! What a cool kite!/Thanks. I made it myself.
- 6 You dance really well./Thanks. I love dancing.

B. Circle the odd word.

ANSWERS

- | | |
|-----------------------|----------------|
| 1 artist | 2 build things |
| 3 computer programmer | 4 vet |
| 5 engineer | 6 nurse |

Page 59

A. Read. Then answer the questions.

ANSWERS

- 1 No, he doesn't.
- 2 Because she likes drawing.
- 3 No, she doesn't.
- 4 Because he likes building things.

B. Look and write.

ANSWERS

- | | |
|----------|-----------|
| 1 oyster | 2 dessert |
| 3 bird | 4 purse |
| 5 spoon | 6 cloud |
| 7 point | 8 saucer |

Cross-curricular 4, page 60

A. Read and match.

- | | |
|---------|-----------|
| 1 north | 2 equator |
| 3 west | 4 compass |
| 5 east | 6 globe |
| 7 south | |

B. Read and write.

- 1 This is a map. Can you see N, S, E, and W on the compass? The mountains are east of the lake. The forest is west of the lake.
- 2 This is a globe. Look! Can you see the equator? When it's winter north of the equator, it's summer south of the equator. And when it's winter south of the equator, it's summer north of the equator.

Units 1-12 Reviews

Conversation Time Review, Page 61

A. Read and match.

ANSWERS

- 1 What are you eating?/Rice.
- 2 Let me help you./Thanks. Be careful.

- 3 What time is it?/Seven o'clock. It's time for breakfast.
- 4 Where's the music room?/It's across from the library.
- 5 What kind of juice do you want?/Pineapple juice, please.
- 6 I'm looking for the museum. Is it far?/Not really.

B. Read and match.

ANSWERS

- 1 Can we go to the snack bar?/No, we don't have time.
- 2 Wow! What a cool kite!/Thanks. I made it myself.
- 3 Are you sure?/I'm positive.
- 4 It's not cute. It's scary./Don't worry. It won't hurt you.
- 5 You dance really well./Thanks. I love dancing.
- 6 We won! We won!/Congratulations!

Word Time Review, Page 62

Find 14 activities. Then write the words.

ANSWERS

(answers can be in any order)

- | | |
|-------------------|------------------------|
| 1 ride a horse | 2 take out the garbage |
| 3 feed the pets | 4 ride a bicycle |
| 5 mail a letter | 6 ride the bus |
| 7 make a movie | 8 in-line skate |
| 9 tell a story | 10 take pictures |
| 11 laugh at jokes | 12 plant flowers |
| 13 play badminton | 14 snorkel |

Practice Time Review, Page 63

A. Match and write.

ANSWERS

- 1 What are you going to have?/I'm going to have some tacos.
- 2 She drank soda pop./She didn't win a prize.
- 3 What did she do?/She swept the floor.
- 4 He'll play in the leaves in the fall./He won't go to the beach.
- 5 Did they watch the sunrise?/Yes, they did.
- 6 I'm going to rent a DVD./I'm not going to see a movie.

B. Write and match.

ANSWERS

- 1 Why do you want to be an artist?/Because I like drawing.
- 2 What does he like to do?/He likes to go sailing.
- 3 Which one is the tallest?/The giraffe is the tallest.
- 4 She wants to see Mars./Let her look.
- 5 I like painting,/but I don't like cycling.
- 6 The whale is/bigger than the dolphin.

Phonics Time Review, Page 64

A. What vowel sound does it have? Look and match.

ANSWERS

- 1 er 2 aw 3 oi 4 ur 5 ar 6 ou 7 or 8 oo

B. Which word has a different -ed sound? Read and circle.

ANSWERS

- 1 weeded 2 cleaned 3 baked 4 washed

Worksheet Instructions and Answers

Unit 1

Worksheet 1: Did She Play Cards?

A. Pairwork.

For each Pairwork exercise, student pairs (S1 and S2) fold the page on the dotted line and look at their respective columns. S1 asks S2 about what the first person in the left-hand column did. S2 answers using the target pattern. S1 circles the correct picture. Pairs do the same for number 2. S2 takes a turn, asking questions about numbers 3–4.

ANSWERS

1 a 2 b 3 b 4 b

B. Look and write.

ANSWERS

- 1 Yes, she did.
- 2 Did he laugh at jokes? No, he didn't. He played cards.

Worksheet 2: Consonant Blend Review

A. Write the initial blend.

ANSWERS

1 ch 2 th 3 br 4 sm 5 fl 6 pl 7 gr 8 dr 9 pr

B. Pairwork. What sound do you hear?

S1 reads the first word in the left-hand column, *fish*. S2 circles the word's consonant blend. Pairs do the same for numbers 2–3. S2 takes a turn for numbers 4–6.

ANSWERS

1 sh 2 pr 3 cr 4 ch 5 gr 6 dr

C. Look and match.

ANSWERS

1 mother 2 smile 3 watch 4 cry 5 chair

Unit 2

Worksheet 4: Phonics Fun -ed

A. Do they both have the same -ed sound? Write ✓ or X.

ANSWERS

1 ✓ 2 X 3 X 4 ✓ 5 ✓ 6 ✓

B. Pairwork. Circle the word with the same -ed sound.

S1 reads the first word in the left-hand column. S2 circles the word in the first row of the right-hand column that has the same -ed sound as *chopped*. Pairs do the same for numbers 2–3. S2 takes a turn for numbers 4–6.

ANSWERS

1 kissed 2 cleaned 3 baked 4 called 5 chopped
6 played

C. Read and write. Then number the pictures.

ANSWERS

1 baked 2 cleaned 3 kissed

The pictures are ordered 3, 2, 1

Unit 3

Worksheet 5: What Did You Do?

A. Read and write.

ANSWERS

2 fed 3 took 4 put 5 made 6 swept 7 did 8 set

B. Pairwork. What did Lisa do?

S1 asks S2 about what Lisa did on Tuesday, Friday, and Sunday. S2 answers using the target pattern. S1 writes the answers. S2 takes a turn, asking questions about what Lisa did on Monday, Wednesday, Thursday, and Saturday.

C. Read and write.

ANSWERS

1 He fed the pets. 2 They did the laundry.

Worksheet 6: Phonics Fun -ed

A. Do they both have the same -ed sound? Write ✓ or X.

ANSWERS

1 X 2 X 3 ✓ 4 ✓ 5 X 6 ✓

B. Complete the puzzle.

ANSWERS

Across 1 invited 2 dusted

Down 3 waited 4 weeded 5 planted 6 greeted

C. Read and write ✓ or X.

ANSWERS

1 X 2 ✓ 3 X 4 ✓

Unit 4

Worksheet 8: Phonics Fun -le

A. Look and circle.

ANSWERS

1 uncle 2 bicycle 3 puddle 4 beetle 5 poodle
6 bottle

B. Pairwork. Are the sentences the same?

S1 reads the first sentence in the left-hand column. S2 silently reads the first sentence in the right-hand column. If the two sentences are the same, S2 writes ✓. If they are not, he/she writes X. Pairs do the same for number 2. S2 takes a turn for numbers 3–4.

ANSWERS

1 X 2 ✓ 3 ✓ 4 X

C. Read and number the sentences.

ANSWERS

3, 1, 2

Unit 5

Worksheet 10: Phonics Fun -er

A. Which words end with the same sound? Read and circle.

ANSWERS

- | | | |
|-------------------|------------------|-------------------|
| 1 butter, Peter | 2 lobster, tiger | 3 mother, paper |
| 4 mother, lobster | 5 paper, Peter | 6 butter, lobster |

B. Pairwork.

S1 reads the first word in the left-hand column. S2 circles the same word in the right-hand column. Pairs do the same for numbers 2–3. S2 takes a turn for numbers 4–6.

ANSWERS

- 1 butter 2 blister 3 tiger 4 mother 5 dinner 6 lobster

C. Read and number the pictures.

ANSWERS

1, 3, 2

Unit 6

Worksheet 11: Seasons

A. Pairwork.

S1 reads the first pair of sentences in the left-hand column. S2 circles the corresponding picture. Pairs do the same for number 2. S2 takes a turn for numbers 3–4.

ANSWERS

- 1 a 2 a 3 b 4 a

B. Unscramble and write.

ANSWERS

- 1 He'll pick apples in the fall. 2 He won't go skiing.

Worksheet 12: Phonics Fun al, au, and aw

A. Look and write.

ANSWERS

- 1 laundry 2 draw 3 fall 4 talk

B. Pairwork. Does it have al, au, or aw?

S1 reads the first word in the left-hand column. S2 circles the target sound he/she hears. Pairs do the same for numbers 2–3. S2 takes a turn for numbers 4–6.

ANSWERS

- 1 al 2 au 3 aw 4 al 5 au 6 aw

C. Read and write ✓ or X.

ANSWERS

- 1 ✓ 2 X 3 ✓

Unit 7

Worksheet 13: Eels and Sharks

A. Read and write.

ANSWERS

- 2 smaller 3 faster 4 slower

B. Pairwork

S1 reads the first sentence in the left-hand column. S2 looks at the pictures of the whale and shark, then writes ✓ if the sentence describes the two animals and X if it does not. Pairs do the same for number 2. S2 takes a turn for numbers 3–4.

ANSWERS

- 1 ✓ 2 X 3 X 4 ✓

C. Look and match.

ANSWERS

- 1 The eel is smaller than the whale.
2 The shark is faster than the crab.
3 The whale is bigger than the dolphin.

Worksheet 14: Phonics Fun ar and or

A. Does it have ar or or? Look and circle.

ANSWERS

- 1 ar 2 or 3 ar 4 ar 5 or 6 or

B. Read and write ✓ or X.

ANSWERS

- 1 X 2 ✓ 3 X 4 ✓

Unit 8

Worksheet 15: Cheetahs and Turtles

A. Read and write.

ANSWERS

- 2 shorter → shortest
3 fatter → fattest
4 thinner → thinnest

B. Pairwork.

S1 reads the adjective and asks S2 the target question using that adjective. S2 looks at the picture and answers using the target pattern. S1 circles the correct word. Pairs do the same for number 2. S2 takes a turn, asking questions about numbers 3–4.

ANSWERS

- 1 turtle 2 snake 3 elephant 4 giraffe

C. Look and write.

ANSWERS

- 1 The cheetah is the shortest.
2 Which one is the tallest? The elephant is the tallest.

Worksheet 16: Phonics Fun ou and ow

A. Look and match. Then write.

ANSWERS

- 1 mouth 2 house 3 mouse 4 gown

B. Pairwork.

S1 reads the first word in the left-hand column. S2 writes the word. Pairs do the same for numbers 2–3. S2 takes a turn for numbers 4–6.

ANSWERS

- 1 house 2 gown 3 brown 4 mouse 5 gown 6 mouth

C. Read and circle.

ANSWERS

1 b 2 a 3 b

Unit 9

Worksheet 17: Survey

B. Look and write.

ANSWERS

1 They like to snorkel. 2 What does she like to do?

Worksheet 18: Phonics Fun oo

A. Is it like *look* or *broom*? Write the words.

ANSWERS

look: cook, wood broom: moon, poodle

B. Pairwork. Are the sentences the same?

S1 reads the first sentence in the left-hand column. S2 silently reads the first sentence in the right-hand column. If the two sentences are the same, S2 writes ✓. If they are not, he/she writes X. Pairs do the same for number 2. S2 takes a turn for numbers 3–4.

ANSWERS

1 X 2 ✓ 3 ✓ 4 X

C. Do they both have the same oo sound? Write ✓ or X.

ANSWERS

1 ✓ 2 X 3 ✓ 4 ✓ 5 X

Unit 10

Worksheet 20: Phonics Fun er, ir, and ur

A. Look and match. Then write.

ANSWERS

1 shirt 2 purse 3 bird 4 dessert

B. Pairwork. Does it have er, ir, or ur?

S1 reads the first word in the left-hand column. S2 circles the target sound he/she hears. Pairs do the same for numbers 2–3. S2 takes a turn for numbers 4–6.

ANSWERS

1 ir 2 er 3 ur 4 er 5 ir 6 ur

C. Find and circle.

ANSWERS

t	u	r	b	c	u	r	r	y	i	r
o	e	r	i	d	e	s	s	e	r	t
s	h	i	r	t	r	p	u	r	s	e
k	d	c	d	c	l	e	r	k	r	p

Unit 11

Worksheet 21: Planets

A. Read and match.

ANSWERS

1 They want to see Neptune./Let them look.
2 He wants to see Mercury./Let him look.

3 She wants to see Jupiter./Let her look.
4 I want to see Saturn./Let me look.
5 We want to see Mars./Let us look.

B. Read and circle.

ANSWERS

1 She wants to see Jupiter. Let her look.
2 I want to see Saturn. Let me look.
3 We want to see Mercury. Let us look.

C. Unscramble and write.

ANSWERS

1 I want to see Mars. Let me look.
2 She wants to see Uranus. Let her look.

Worksheet 22: Phonics Fun oi and oy

A. Does it have oi or oy? Write the words.

ANSWERS

oi: boil, point, oil oy: joy, oyster, boy

B. Pairwork.

S1 reads the first word in the left-hand column. S2 circles the same word in the right-hand column. Pairs do the same for number 2. S2 takes a turn for numbers 3–4.

ANSWERS

1 joy 2 point 3 boy 4 oil

C. Read and write ✓ or X.

ANSWERS

1 X 2 X 3 ✓ 4 ✓ 5 X

Unit 12

Worksheet 23: Occupations

Pairwork.

S1 reads the first question in the left-hand column. S2 answers based on the first picture cue in the right-hand column. S1 circles the corresponding answer. Pairs do the same for number 2. S2 takes a turn for numbers 3–4.

ANSWERS

1 b 2 b 3 a 4 a

Worksheet 24: Vowel Blend Review

A. Do they both have the same vowel sound? Write ✓ or X.

ANSWERS

1 ✓ 2 X 3 X 4 X 5 ✓ 6 X

B. Pairwork.

S1 reads the first sentence in the left-hand column. S2 circles the same sentence in the right-hand column. Pairs do the same for number 2. S2 takes a turn for numbers 3–4.

ANSWERS

1 b 2 a 3 b 4 a

Unit 1, Worksheet 1: Did She Play Cards?

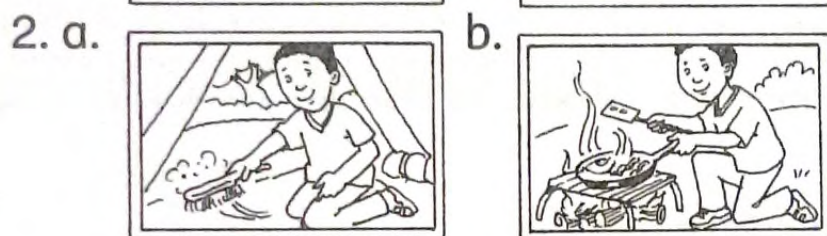
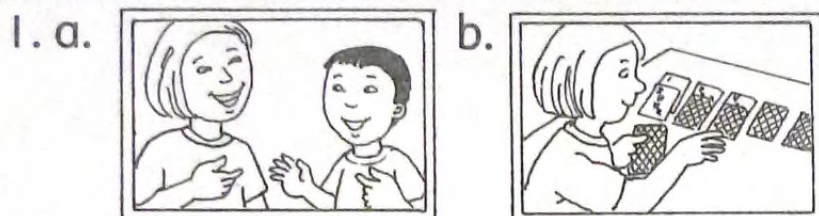
Did she laugh at jokes? Yes, she did.

Did they clean the tent? No, they didn't. They played cards.

A. Pairwork.

Student 1

Ask the question. Listen and circle.



Answer the question.

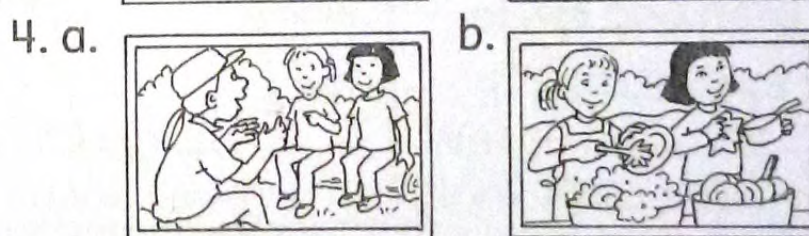
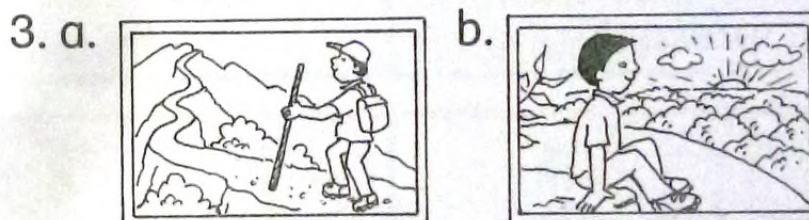


Student 2

Answer the question.



Ask the question. Listen and circle.



B. Look and write.



Did she clean the tent?



_____ laugh at jokes?

Unit 1, Worksheet 2: Consonant Blend Review

A. Write the initial blend.

1. 	2. 	3. 	4. 	5. 	6. 	7. 	8. 	9. 

B. Pairwork. What sound do you hear?

Student 1	FOLD	Student 2
Read the word.		Listen and circle.
1. fish		1. ch sh tch
2. present		2. br pr gr
3. cry		3. tr dr cr
Listen and circle.		Read the word.
4. ch sh tch		4. chair
5. br pr gr		5. green
6. tr dr cr		6. drum

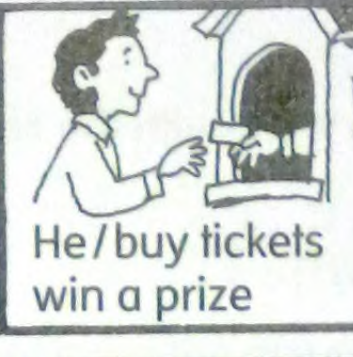
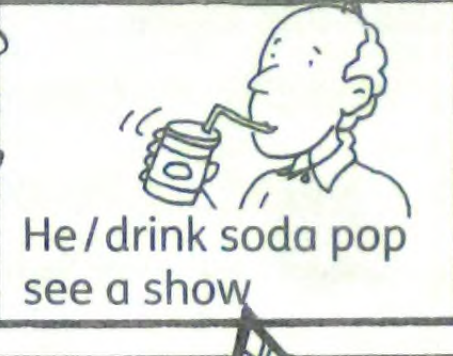
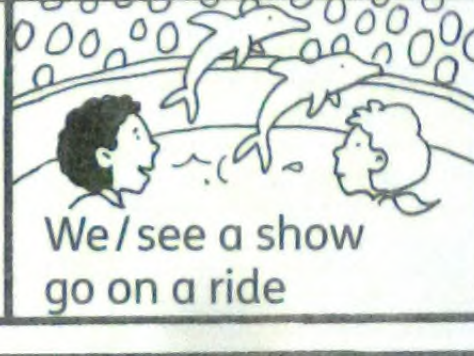
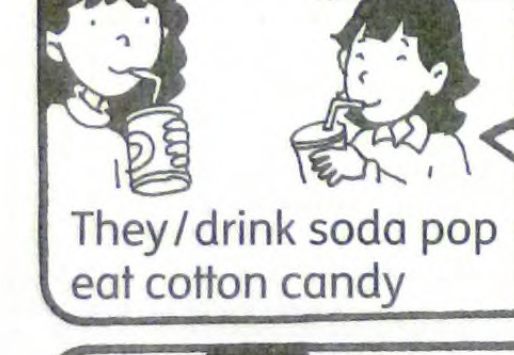
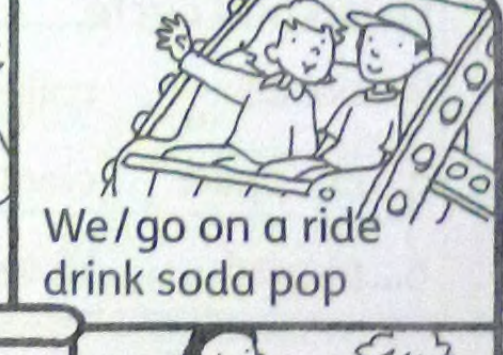
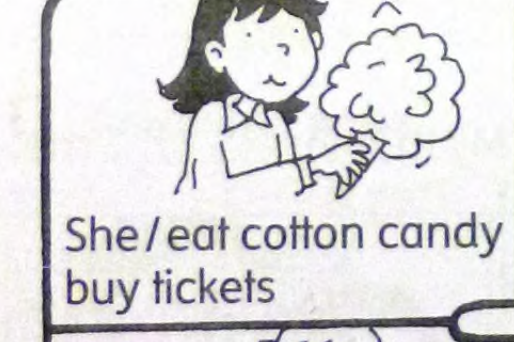
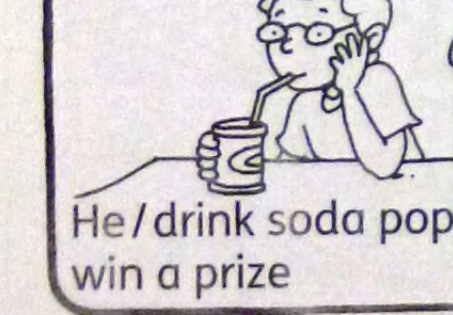
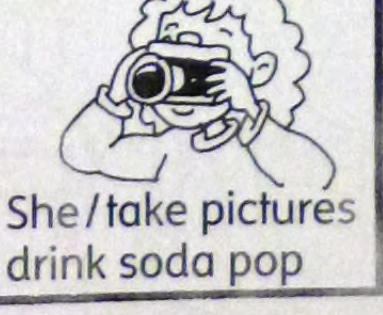
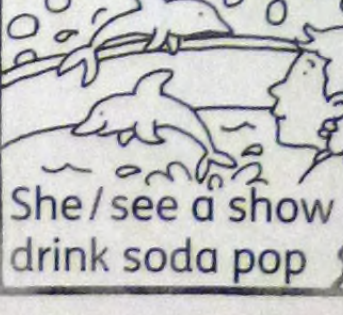
C. Look and match.

1. 	2. 	3. 	4. 	5. 
				
smile	mother	cry	chair	watch

Unit 2, Worksheet 3: Play a Game

I won a prize. I didn't buy tickets.
He saw a show. He didn't have lunch.

Point to a number. Play the game with a partner.

3	1	5	1	4	2	3	1	4	6
4	3	3	2	3	1	5			
	 She / see a show have lunch	 He / win a prize buy tickets	 He / buy tickets win a prize	 I / go on a ride take pictures					
	 He / drink soda pop see a show	 We / see a show go on a ride	 She / buy tickets have lunch						
 They / drink soda pop eat cotton candy		 She / take pictures eat cotton candy	 We / go on a ride drink soda pop						
 She / eat cotton candy buy tickets	 She / go on a ride have lunch	 He / win a prize see a show	 They / have lunch take pictures						
 He / drink soda pop win a prize		 She / take pictures drink soda pop	 She / see a show drink soda pop						
									

A. Do they both have the same -ed sound? Write ✓ or X.

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. baked
kissed | 2. played
baked | 3. chopped
called | 4. cleaned
called | 5. cleaned
played | 6. kissed
chopped |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

B. Pairwork. Circle the word with the same -ed sound.

Student 1	FOLD	Student 2
Read the word. 1. chopped 2. called 3. kissed Listen and circle. 4. baked called 5. chopped cleaned 6. played kissed	FOLD	Listen and circle. 1. kissed played 2. chopped cleaned 3. baked called Read the word. 4. played 5. baked 6. cleaned

C. Read and write. Then number the pictures.

1. I _____ a cake.

2. I _____ the house.

3. My mother _____ me.



Unit 3, Worksheet 5: What did you do?

What did you do? I set the table.

What did they do? They did the laundry.

A. Read and write.

1. hang → hung 2. feed → _____ 3. take → _____ 4. put → _____
5. make → _____ 6. sweep → _____ 7. do → _____ 8. set → _____

B. Pairwork. What did Lisa do?

Student 1

Ask the questions. Listen and write.

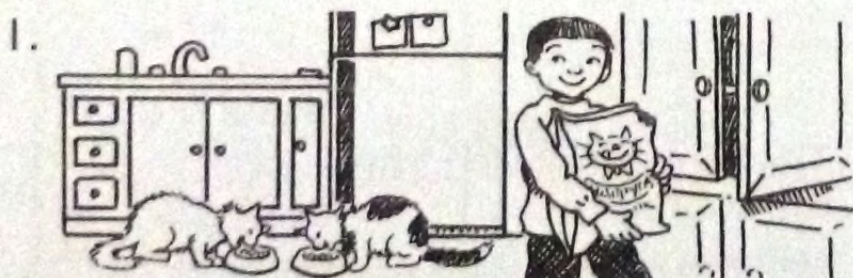
April 3-9, 2011	
Lisa's Week	
Monday:	feed pets
Tuesday:	
Wednesday:	cook breakfast
Thursday:	do the laundry
Friday:	
Saturday:	watch the sunrise
Sunday:	

Student 2

Answer the questions. Ask and write.

April 3-9, 2011	
Lisa's Week	
Monday:	
Tuesday:	take out the garbage
Wednesday:	
Thursday:	
Friday:	sweep the floor
Saturday:	
Sunday:	play cards

C. Read and write.



What did he do?



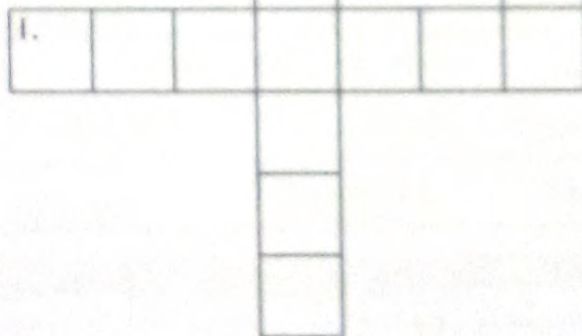
What did they do?

A. Do they both have the same -ed sound? Write ✓ or X.

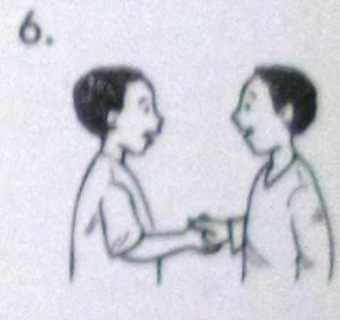
- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. baked
dusted | 2. invited
cleaned | 3. waited
planted | 4. greeted
weeded | 5. weeded
played | 6. dusted
waited |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

B. Complete the puzzle.

Across →



Down ↓



C. Read and write ✓ or X.

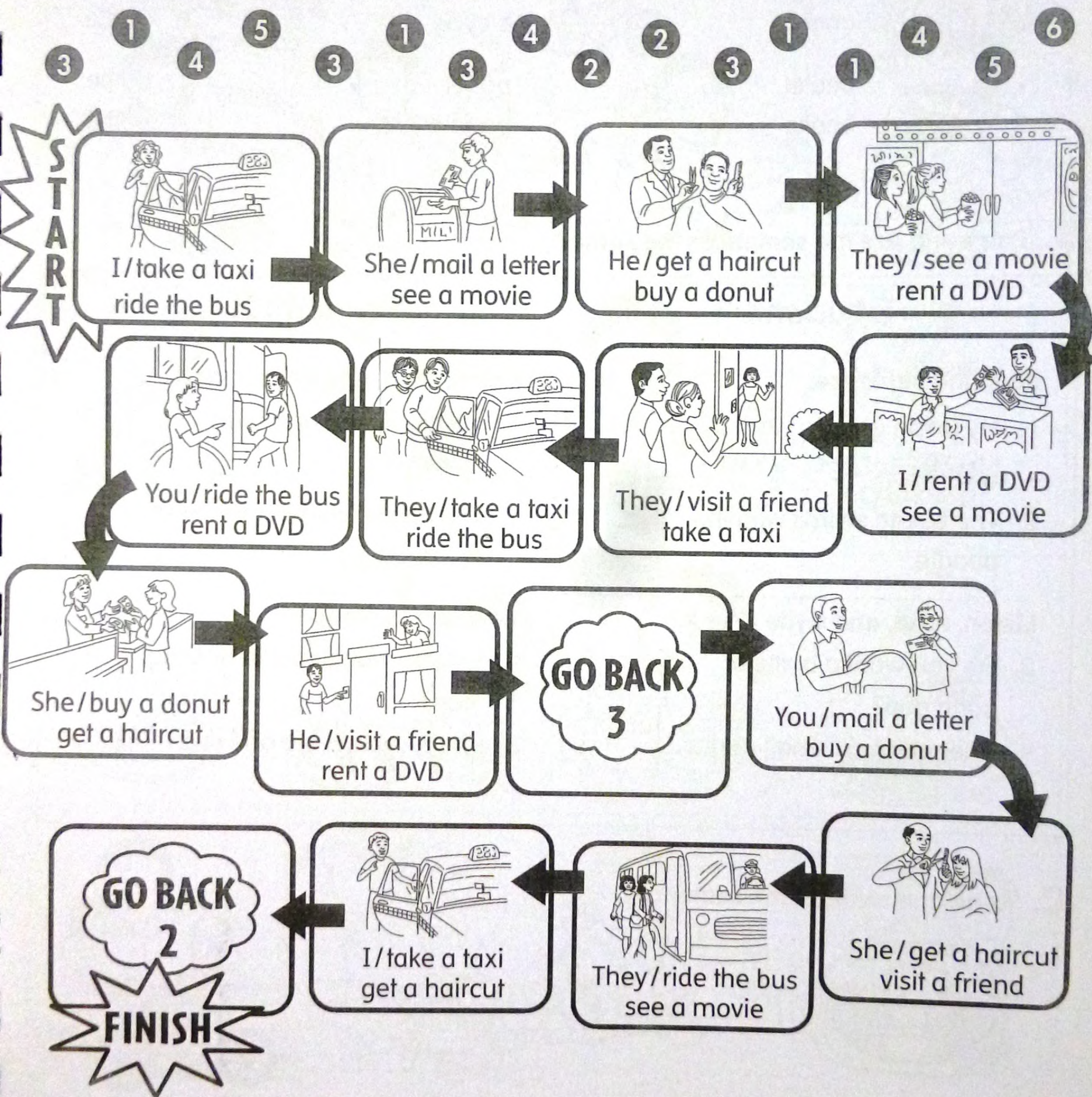


- | | |
|---------------------------------|--------------------------|
| 1. The man planted a tree. | ☐ |
| 2. The girl greeted her friend. | ☐ |
| 3. The boy baked cookies. | ☐ |
| 4. The woman weeded the garden. | ☐ |

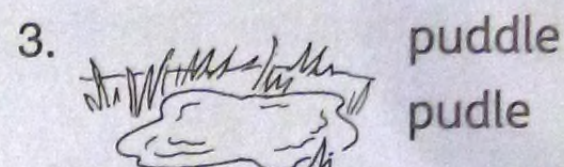
Unit 4, Worksheet 7: Play a Game

She's going to take a taxi. She isn't going to ride the bus.
We're going to get a haircut. We aren't going to buy a donut.

Point to a number. Play the game with a partner.



A. Look and circle.



B. Pairwork. Are the sentences the same?

Student 1

Read the sentence.

1. My uncle goes to work by bicycle.
2. The beetle swims with the poodle.

Listen, read, and write ✓ or X.

3. Do you want a bottle of soda pop? ☐
4. The paddle is small and red. ☐

Student 2

Listen, read, and write ✓ or X.

1. My poodle goes to work by bicycle. ☐
2. The beetle swims with the poodle. ☐

Read the sentence.

3. Do you want a bottle of soda pop?
4. The bicycle is big and red.

FOLD

C. Read and number the sentences.



My uncle rides a bicycle. He has a turtle. ☐



I have a ship in a bottle. There's a beetle on the ship. ☐



My dog likes puddles. My cat likes poodles. ☐

Unit 5, Worksheet 9: Bingo

What's he going to have? He's going to have some curry.
What are they going to have? They're going to have a taco.

Cut out the cards. Make a Bingo grid. Play Bingo.



A. Which words end with the same sound? Read and circle.

- | | | | | | |
|-----------|------------|-----------|------------|----------|-----------|
| 1. butter | 2. lobster | 3. mother | 4. thirsty | 5. paper | 6. butter |
| Peter | tiger | paper | mother | Peter | lobster |
| bottle | zebra | monkey | lobster | pencil | bicycle |

B. Pairwork.

Student 1	Student 2
Read the word. 1. butter 2. blister 3. tiger Listen and circle. 4. mother father 5. dusted dinner 6. lobster letter	Listen and circle. 1. butter better 2. plaster blister 3. tiger bigger Read the word. 4. mother 5. dinner 6. lobster

C. Read and number the pictures.

1. Hi, my name is Peter.
I have one brother
and two sisters.



2. That's my grandfather.
He likes swimming.



3. That's my mother.
She's cooking a lobster
for dinner.



They'll pick apples in the fall. They won't go skiing.
She'll go to the beach in the summer. She won't pick apples.

A. Pairwork.

Student 1

Read the sentence.

1. They'll go to the beach in the summer. They won't play in the leaves.
2. She'll go skiing in the winter. She won't pick apples.

Listen and circle the correct picture.

3. a.  b. 
4. a.  b. 

Student 2

Listen and circle the correct picture.

1. a.  b. 
2. a.  b. 

Read the sentence.

3. He'll plant flowers in the spring. He won't go skiing.
4. I'll build a snowman in the winter. I won't pick flowers.

FOLD

B. Unscramble and write.

1. apples / fall / He'll / pick / the / ./ / in

2. won't / skiing / He / ./ / go

A. Look and write.

1.



2.



3.



4.



B. Pairwork. Does it have al, au, or aw?

Student 1

Read the word.

1. fall
2. laundry
3. draw

Listen and circle.

4. al au aw
5. al au aw
6. al au aw

Student 2

Listen and circle.

1. al au aw
2. al au aw
3. al au aw

Read the word.

4. talk
5. saucer
6. crawl

FOLD

C. Read and write ✓ or X.

1.



The baby is
crawling.

☐

2.



Paul is doing
the laundry.

☐

3.



She's going to
draw a picture.

☐

Unit 7, Worksheet 13: Eels and Sharks

The eel is faster than the crab.
The shark is smaller than the whale.

A. Read and write.

1. big → bigger 2. small → _____ 3. fast → _____ 4. slow → _____

B. Pairwork.

Student 1

Read the sentence.

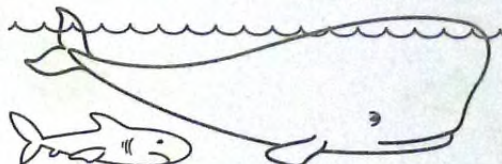
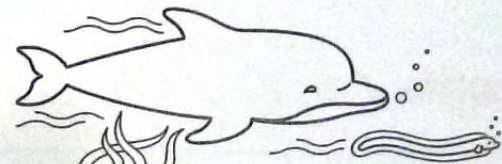
- The whale is bigger than the shark.
- The dolphin is faster than the eel.

Listen and write ✓ or X.

-  ☐
-  ☐

Student 2

Listen and write ✓ or X.

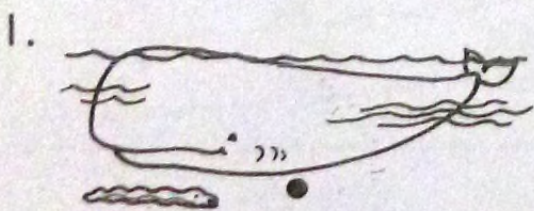
-  ☐
-  ☐

Read the sentence.

- The dolphin is smaller than the crab.
- The shark is slower than the eel.

FOLD

C. Look and match.



The shark is faster than the crab.



The eel is smaller than the whale.



The whale is bigger than the dolphin.

A. Does it have ar or or? Look and circle.

1.



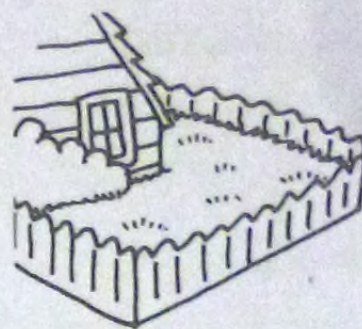
ar
or

2.



ar
or

3.



ar
or

4.



ar
or

5.



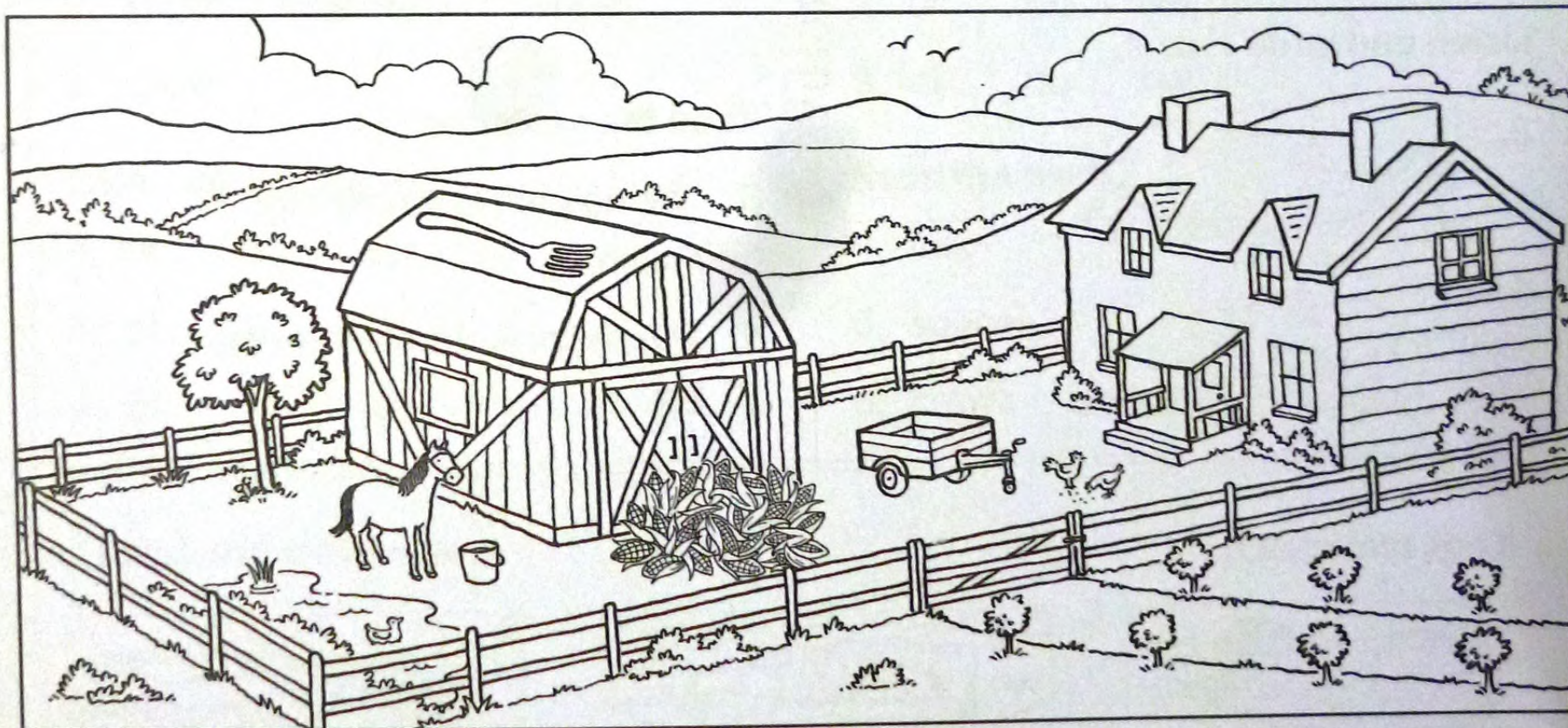
ar
or

6.



ar
or

B. Read and write ✓ or X.



1. The corn is in the barn.

☐

2. The barn is bigger than the tree.

☐

3. The fork is in the yard.

☐

4. The farm is small.

☐

Unit 8, Worksheet 15: Cheetahs and Turtles

Which one is the fattest? The elephant is the fattest.

A. Read and write.

1. tall → taller → tallest

2. short → _____ → _____

3. fat → _____ → _____

4. thin → _____ → _____

B. Pairwork.

Student 1

Ask the question. Listen and circle.

1. short?

elephant giraffe turtle

2. thin?

snake elephant chimpanzee

Answer the question.

3.



4.



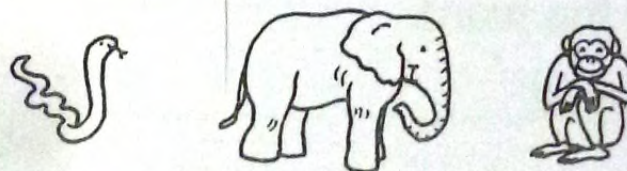
Student 2

Answer the question.

1.



2.



Ask the question. Listen and circle.

3. fat?

eel elephant dolphin

4. tall?

giraffe cheetah crab

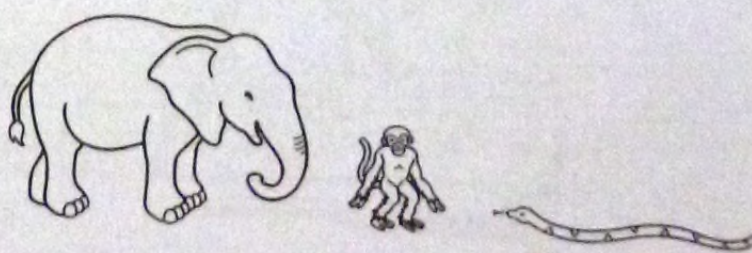
C. Look and write.

1.



Which one is the shortest?

2.



The _____ is the tallest.

A. Look and match. Then write.

1.



h _ _ _ se

2.



m _ _ _ th

3.



g _ _ _ n

4.



m _ _ _ se

B. Pairwork.

Student 1

Read the word.

1. house

2. gown

3. brown

Listen and write.

4. _____

5. _____

6. _____

Student 2

Listen and write.

1. _____

2. _____

3. _____

Read the word.

4. mouse

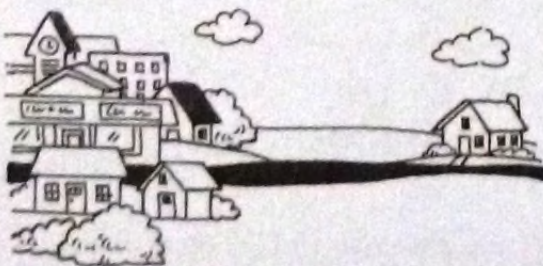
5. gown

6. mouth

FOLD

C. Read and circle.

1.



a. The house is in town.

b. The house isn't in town.

2.



a. The mouse has a gown.

b. The mouse has a sock.

3.



a. This mouth is big.

b. This mouth is small.

Unit 9, Worksheet 17: Survey

What do you like to do? I like to go sailing.
What does he like to do? He likes to snorkel.

A. Ask eight classmates the question. Then listen and write.

Name	Activity
	

B. Look and write.



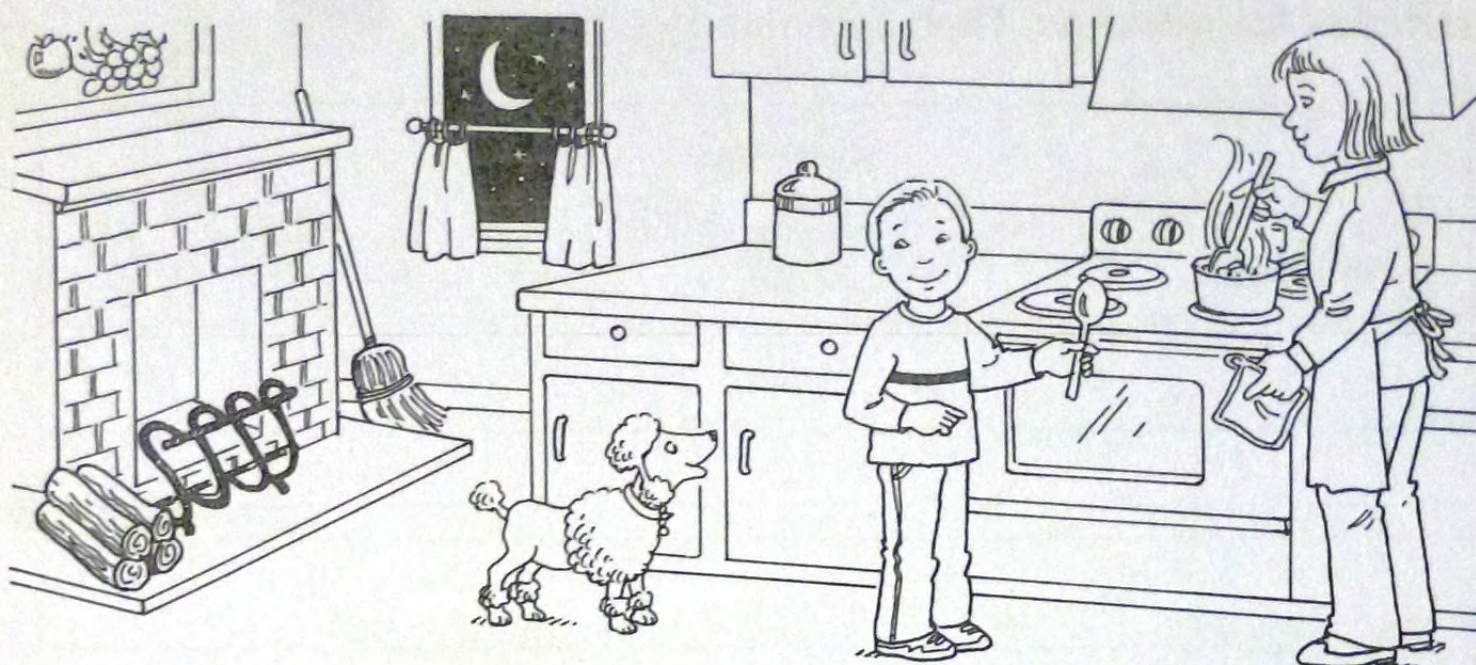
What do they like to do?



She likes to go horseback riding.



A. Is it like look or broom? Write the words.



look

broom

B. Pairwork. Are the sentences the same?

Student 1

Read the sentence.

1. The cook looked for the broom.

2. I like to eat with a spoon.

Listen, read, and write ✓ or X.

3. Her foot hurts.

☐

4. A broom is bigger than the moon.

☐

Student 2

Listen, read, and write ✓ or X.

1. The mouse looked for the broom.

☐

2. I like to eat with a spoon.

☐

Read the sentence.

3. Her foot hurts.

4. The moon is bigger than a broom.

FOLD

C. Do they both have the same oo sound? Write ✓ or X.

1. wood
look

☐

2. moon
cook

☐

3. noodle
broom

☐

4. foot
book

☐

5. good
tooth

☐

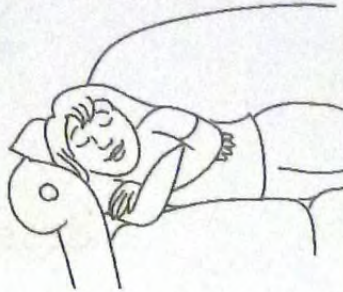
Unit 10, Worksheet 19: Bingo

I like painting, but I don't like singing.
They like cycling, but they don't like taking a nap.

Cut out the cards. Make a Bingo grid. Play Bingo.



I/sing
take a nap



She/take naps
read comic books



He/read comic books
cycle



They/make movies
sing



We/paint
collect stickers



I/cycle
build models



You/sing
take naps



She/build models
make movies



They/collect stickers
cycle



He/sing
read comic books



We/read comic books
paint



I/paint
build models



A. Look and match. Then write.

1.



b _ _ d

2.



sh _ _ t

3.



dess _ _ t

4.



p _ _ se

B. Pairwork. Does it have er, ir, or ur?

Student 1

Read the word.

1. bird
2. clerk
3. purse

Listen and circle.

4. er ir ur
5. er ir ur
6. er ir ur

Student 2

Listen and circle.

1. er ir ur
2. er ir ur
3. er ir ur

Read the word.

4. dessert
5. shirt
6. curry

FOLD

C. Find and circle.



t	u	r	b	c	u	r	r	y	i	r
o	e	r	i	d	e	s	s	e	r	t
s	h	i	r	t	r	p	u	r	s	e
k	d	c	d	c	l	e	r	k	p	r



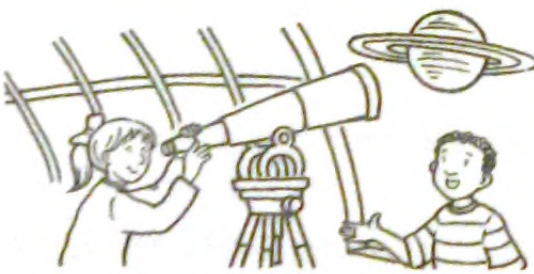
I want to see Jupiter. Let me look.
She wants to see Uranus. Let her look.

A. Read and match.

- | | |
|--------------------------------|------------------|
| 1. They want to see Neptune. • | • Let me look. |
| 2. He wants to see Mercury. • | • Let us look. |
| 3. She wants to see Jupiter. • | • Let them look. |
| 4. I want to see Saturn. • | • Let him look. |
| 5. We want to see Mars. • | • Let her look. |

B. Read and circle.

1. 

We	want	to see Jupiter. Let	us	look.
She	wants		her	
2. 

I	want	to see Saturn. Let	me	look.
They	wants		them	
3. 

He	want	to see Mercury. Let	us	look.
We	wants		him	

C. Unscramble and write.

1. to/Mars/see/./I/want me/./look/Let

2. She/to/Uranus/see/wants/. look/her/./Let

A. Does it have oi or oy? Write the words.



oi

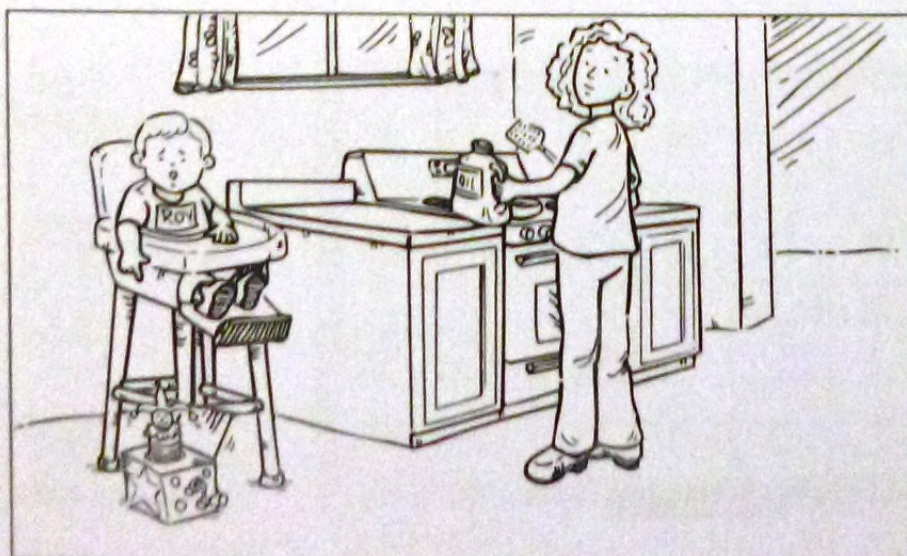
oy

B. Pairwork.

Student 1		Student 2	
Read the word.		Listen and circle.	
1. joy		1. boy	joy
2. point		2. point	boil
Listen and circle.		Read the word.	
4. boy	oyster	4. boy	
5. boil	oil	5. oil	

FOLD

C. Read and write ✓ or X.



1. Roy is a tall boy. ☐
2. Roy is boiling oysters. ☐
3. Roy's mother has some oil. ☐
4. Roy is pointing to a toy. ☐
5. Roy is jumping for joy. ☐

Unit 12, Worksheet 23: Occupations

Why do you want to be a vet? Because I like helping animals.

Why does she want to be an engineer? Because she likes building things.

A. Pairwork.

Student 1

Ask the question. Listen and circle.

1. Why does she want to be a nurse?
 - a. Because she likes helping animals.
 - b. Because she likes taking care of people.
2. Why does he want to be an artist?
 - a. Because he likes playing the violin.
 - b. Because he likes drawing.

Answer the question.

3.



4.



Student 2

Answer the question.

1.



2.



Ask the question. Listen and circle.

3. Why does she want to be a vet?

- a. Because she likes helping animals.
- b. Because she likes drawing.

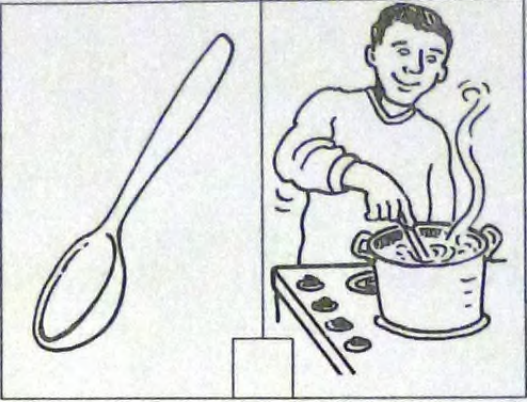
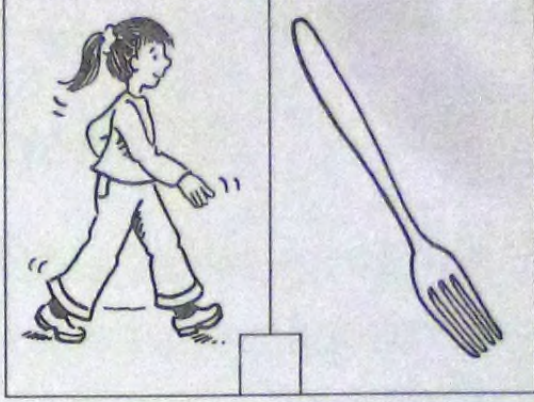
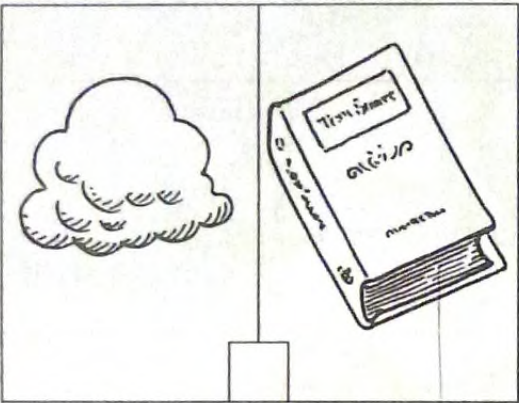
4. Why does she want to be a musician?

- a. Because she likes playing the violin.
- b. Because she likes taking care of people.

FOLD

Unit 12, Worksheet 24: Vowel Blend Review

A. Do they both have the same vowel sound? Write ✓ or X.

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

B. Pairwork.

Student 1

Read the sentence.

- Sue is drawing a picture of a spoon.
- The boy will go to the park in the fall.

Listen and circle.

- I like to draw with crayons.
 - I like drawing with markers.
- She put the coin in her purse.
 - She put the oil in her pot.

Student 2

Listen and circle.

- Sue is walking to the moon.
 - Sue is drawing a picture of a spoon.
- The boy will go to the park in the fall.
 - The boy will boil an oyster for dessert.

Read the sentence.

- I like drawing with markers.
- She put the coin in her purse.

FOLD