

ENGLISH TIME

TEACHER'S BOOK



Jennifer Taylor
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OXFORD

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Table of Contents

Syllabus	4
Introduction	6
Sample Pages and Lesson Plans	8
Conversation Time	8
Word Time	10
Practice Time	12
Phonics Time	14
Reviews	16
Teacher Resource Guide	18
Classroom Management	18
Multiple Intelligences	19
Teacher Tools	19
Practical Teaching Tips	20
Teacher's Log	22
Unit Lesson Plans	24
Classroom Language	24
Do You Remember?	26
Unit 1	28
Unit 2	36
Unit 3	44
Review 1	52
Unit 4	56
Unit 5	64
Unit 6	72
Review 2	80
Unit 7	84
Unit 8	92
Unit 9	100
Review 3	108
Unit 10	112
Unit 11	120
Unit 12	128
Review 4	136
Games and Activities	140
Workbook Instructions and Answer Key	150
Storybook Instructions and Answer Key	167
Worksheet Instructions and Answer Key	170
Worksheets	176
Award Certificates	200
Test Instructions and Answer Key	204
Tests	214
Card List	236
Word List	238

Syllabus

Unit	Unit Title	Topic	Conversation Time	Word Time	Practice Time	Phonics Time
1	At Home with Annie	Family Members	How old are you? I'm ten. How old are you? I'm six.	mother father sister brother grandmother grandfather	Who's he? He's my father. Who's she? She's my mother.	Jj jockey jam jet Yy yellow yogurt yo-yo
2	In the Classroom	Actions	Is today Monday? No, it's Tuesday. Yay! My birthday is on Wednesday! Cool!	write talk draw read sleep eat	I'm drawing. I'm not writing. He's/She's drawing. He/She isn't writing.	Ll lamb leg lemon Rr rabbit red run
3	At a Birthday Party	Actions	This is for you. Happy birthday. Thanks. You're welcome. Open it.	cry sing shout run laugh walk	We're/You're/They're singing. We/You/They aren't crying.	Cc cat Qq queen -ck duck -x box
Review of Units 1-3						
4	At the Store Window	Actions	Hello? Hello. May I speak to Sam, please? Sure. Hold on. No problem.	get dressed eat breakfast walk to school study English watch TV take a shower	What's he/she/it doing? He's/She's/It's walking to school. What are you/they doing? We're/They're walking to school.	long a May rain cake play paint lake
5	At the Airport	Numbers and Time	Where are you from? I'm from France. Oh. You speak English very well. Thank you very much.	thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty twenty-five thirty forty fifty	What time is it? It's one o'clock. It's two fifteen.	long e bee feet sleep meat read tea
6	At the Flower Shop	Colors	Where do you live? I live in Oakville. Oh, really? Me, too. I like it. It's a nice place.	red yellow blue green orange brown white black	This is/That's red. This is/That's a red flower. These/Those are yellow. These/Those are yellow flowers.	long i bike five kite light night tight
Review of Units 4-6						

Unit	Unit Title	Topic	Conversation Time	Word Time	Practice Time	Phonics Time
7	In the Department Store	Clothing	What color is it? It's blue. Blue is my favorite color! Blue is nice, but I like red.	shoes socks shirts skirts jeans shorts	What are these/those? They're shoes.	long o boat snow home coat window note
8	In a Messy Classroom	Classroom Objects	Oh, no! What a mess! Yeah, you're right. Let's clean up. Okay. Let's get the broom.	computer shelf cupboard table desk chair	Where's the book? It's in/on/under/ next to the desk. Where are the books? They're in/on/under/ next to the desk.	long u blue glue Sue flute June tube
9	In the Store	Food	Uh-oh. What's wrong? We're late. Please hurry! Oh...I can't decide.	candy juice soda pop ice cream popcorn chips	I/You/We/They have candy. I/You/We/They don't have juice.	short a cap man sad long a day game pain
Review of Units 7-9						
10	At the Clinic	Ailments	Hey! That's mine! No, it isn't. It's mine. Oops! Sorry. That's okay.	stomachache rash sore throat fever cold cough	He/She has a fever. He/She doesn't have a rash.	short e bed desk pen long e eat green seal
11	At Home with Ted	Art Supplies	Ms. Lee, may I use the bathroom? Of course. Where is it? It's over there. I see it. Thanks.	tape glue scissors paper point crayons	Does he/she have tape? Yes, he/she does. No, he/she doesn't. He/She has glue.	short i pig sick six long i bike nine right
12	On a Picnic	Food	Pass the cake, please. Which one? The chocolate cake. Here. Help yourself. Thanks.	chicken cheese salad fruit bread rice	He/She/It likes chicken. He/She/It doesn't like salad.	short o hop pot sock long o elbow rope toast

Review of Units 10-12

Course Description

English Time is a six-level communicative course intended for elementary school students studying English for the first time. It is designed specifically for children studying in an English as a Foreign Language (EFL) context who do not generally hear English spoken outside the classroom. The syllabus progresses at a natural and steady pace, offering students many opportunities to practice each new language item. The aim of the series is to develop students' speaking, listening, reading, and writing skills through activities that reward their curiosity and appeal to their sense of fun. Three recurring characters—Ted, Annie, and Digger the dog—help focus student interest and involvement throughout the course.

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

Each level of *English Time* includes the following components: Student Book, Audio CD, Wall Charts, Workbook, Storybook, Storybook Cassette, Teacher's Book, and Picture and Word Card Book.

Components

The Student Books

The Student Books feature beautiful, full-color illustrations and a clear, simple design. The illustrations draw students into the pages to explore and experience the language, enhancing student interest and motivation. *English Time* Levels 1–4 feature twelve 4-page units and four 2-page reviews. Each unit features a theme, such as *At Home* or *At School*, to provide a context to the language. Each page of a unit features a single language function so that the focus of the page is clear. The short units allow students to feel they are progressing rapidly, thus building their confidence and motivation. After every three units, the 2-page reviews recycle previously learned language in new and meaningful contexts.

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

The Audio CDs

The CDs feature all Student Book conversations, vocabulary words, 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 and Word Time page.

The Workbooks

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

The Teacher's Books

The comprehensive Teacher's Books provide clear step-by-step lesson plans to teach, practice, and review the language presented in the Student Books. Many of the suggested games and activities include different strategies for large and small classes. They also provide individual, pair, and group tasks. The Teacher's Books also feature the tapescript and answer keys.

Included in each Teacher's Book are a special Teacher Resource Guide; Workbook and Storybook instructions and answer keys; photocopiable Worksheets; individual unit, midterm, and final Tests; and a Games and Activities section. The Teacher Resource Guide provides teaching and class management tips for teachers of English to children. The photocopiable Worksheets allow for additional practice of language presented in the Student Books. The Tests allow teachers and parents to assess students' level of comprehension and their progress. The Games section provides a multitude of fun game ideas to enhance any lesson. Also provided are instructions on how to introduce and check the Workbook activities.

The Storybooks and Cassettes

The Storybooks present the Student Book language and main characters in compelling, continuing stories. In this way, students experience language in a context similar to how it is used in everyday life. Students are able to understand the stories, as no new grammar points are introduced, and new vocabulary items are defined on the pages.

Each Storybook is divided into four chapters, with each chapter corresponding to three Student Book units. A Storybook chapter can thus be read after students have completed three Student Book units. Alternatively, the entire Storybook can be read after completing the whole Student Book. Reviews, answer keys, and a glossary are also provided. Each Storybook is accompanied by a cassette.

The Picture and Word Card Books

The Picture and Word Card Books provide one picture card and one word card for each vocabulary and phonics word in the Student Books. There is also one grammar card for each word in the target patterns presented in the Student Books. The Picture and Word Card Books are useful for introducing and practicing language. The cards can be enlarged to any size, depending on the teacher's individual needs. They can be copied onto cardboard or regular paper. Students can personalize the cards by cutting them out and coloring them as they wish.

Course Philosophy

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

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

English Time emphasizes student-centered learning, as it creates opportunities for students to produce language in a manner that most closely resembles "real life" communication. For this reason, practice and review activities in *English Time* involve both pair work and group work.

The theory of multiple intelligences suggests that in any language class there are students with different learning styles (see Multiple Intelligences, Teacher Resource Guide, page 19). Therefore *English Time* activities are designed to take a wide range of learning styles into account in order to engage as many students as possible during each lesson.

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

Lesson Planning

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

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

English Time Lesson Plans

1. Warm-Up and Review

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

2. Introduce the Target Language

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

3. Practice the Target Language

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

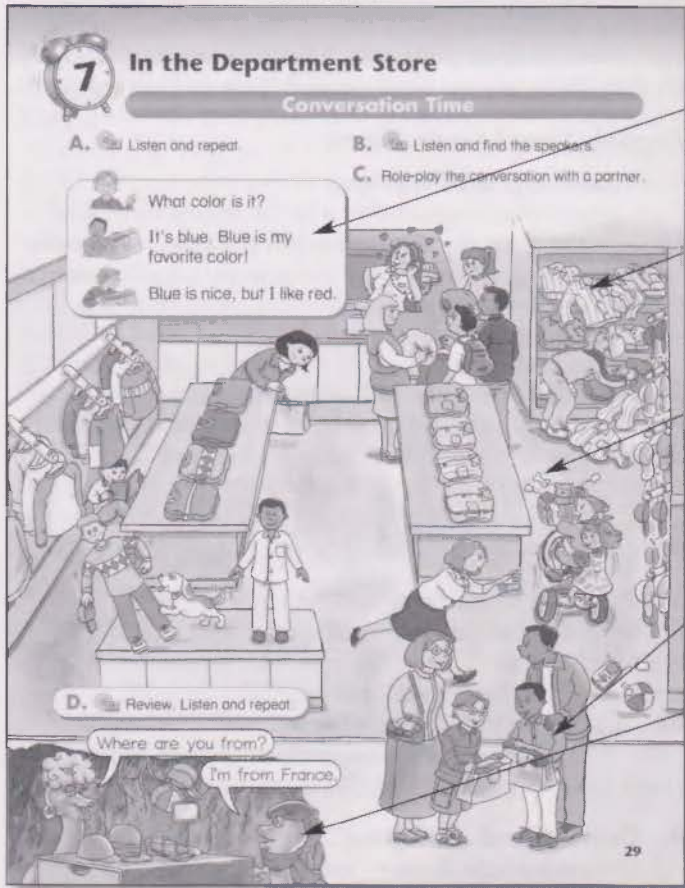
4. Games and Activities

All lessons include three or more games and activities that offer students further practice with the target language. Activities frequently combine previously learned language with the target language, so that students are continually building on what they have learned. Teachers can choose games and activities that are appropriate to their needs. Optional photocopiable Worksheets at the back of the Teacher's Books provide extra grammar and phonics practice.

5. Finish the Lesson

Each lesson plan concludes with a quick, fun activity which reviews the new language, gives the lesson a feeling of closure, and ends the class on a positive note.

Conversation Time Sample Page and Lesson Plan



The conversation box features the conversation and the speakers.

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

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

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

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

Warm-Up and Review

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

Introduce the Conversation

1. Model the conversation in such a way that students can understand the meaning. To do this, bring students (the same number of students as there are speakers in the conversation) to the front of the classroom and have them face each other. Stand behind each student and model his/her line(s) of the conversation, using appropriate facial expressions and body language to convey meaning. This way students know who says which line of the conversation. Each Lesson Plan contains examples of natural body language and facial expressions for each line of the conversation.

2. Teach the meaning of specific new words or phrases in the conversation through drawings, actions or pictures. Students retain language better if they understand the meaning. Detailed examples are provided in each lesson plan.
3. Model the conversation again, as in Step 1, so that students hear it again. Students listen and do not repeat.
4. Divide the class into groups (the same number of groups as there are speakers in the conversation). Model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Groups then change roles and repeat the conversation until each group has practiced each role.
5. Students are now ready to say the conversation on their own, without any modeling. Groups say the appropriate lines of the conversation. They then change roles and say the conversation again. Continue until each group has taken on each role. Prompt when necessary.

Optional substitution:

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

Talk About the Picture

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

Practice the Conversation

A. Listen and repeat.

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

B. Listen and find the speakers.

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

C. Role-play the conversation with a partner.

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

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

D. Review. Listen and repeat.

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

Find Digger's Bone

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

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

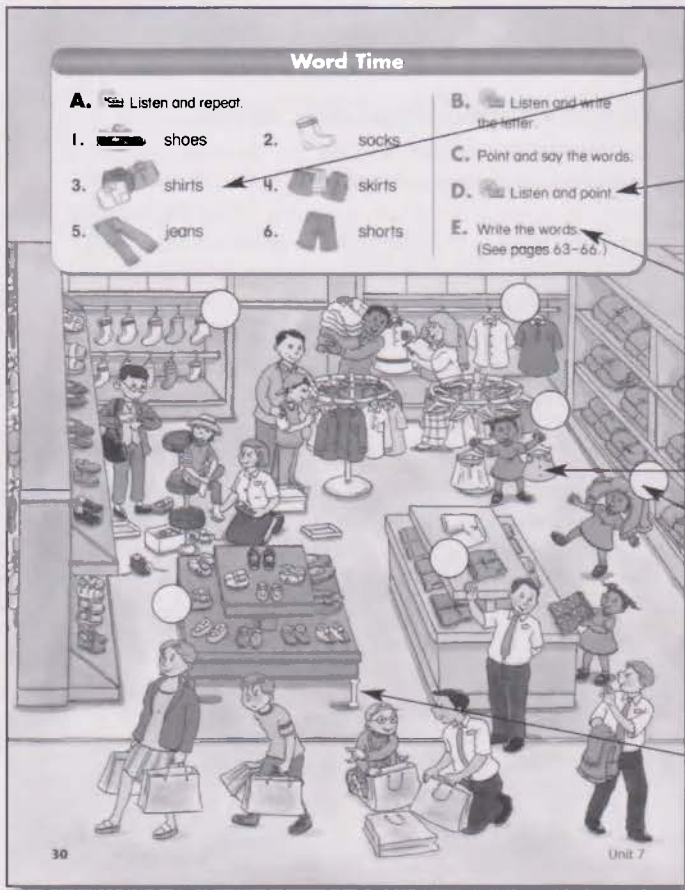
Games and Activities

In order to internalize the new conversation, students practice it through various games and activities. Three or more games and activities are provided in each lesson plan. One of these activities often combines the target conversation with a previously learned conversation in order to recycle language and extend the target conversation.

Finish the Lesson

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

Word Time Sample Page and Lesson Plan



Six to twelve new vocabulary words are introduced per unit.

Students review the target vocabulary, as well as previously learned conversations and patterns, by listening to the recording, then finding and pointing to the speakers.

My Picture Dictionary at the back of the Student Book gives students the opportunity to create their own picture dictionary.

All new vocabulary items are featured in context for students to find in the large scene.

White circles are placed beside each vocabulary item to help students identify each item in the large scene. Students listen to the recording and write the letter they hear for each vocabulary item in the corresponding white circle.

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

Warm-Up and Review

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

Introduce the Words

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

Talk About the Picture

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

Practice the Words

A. Listen and repeat.

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

B. Listen and write the letter.

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

C. Point and say the words.

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

OPTIONS:

1. Point to each vocabulary item on the Wall Chart, and have students point to and name the same item in their books.
2. Divide the class into pairs. Students in each pair take turns pointing to and naming each of the target vocabulary items.

D. Listen and point.

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

E. Write the words. (See pages 63–66.)

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

Find Digger's Bone

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

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

buttons. Specific suggestions are provided in the lesson plans.

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

Games and Activities

In order to internalize the new vocabulary, students then practice it through various games and activities. Three or more games and activities are provided in each lesson plan. The first of these activities practices only the target vocabulary so that students focus only on the new words. The remaining games and activities generally allow students to practice the new vocabulary in combination with other meaningful language they know. For example: Students practice the new food vocabulary in the context of *I like/don't like* sentences.

Option: Personalize the Picture. Students do a fun activity to personalize the picture, thus involving them more fully in the topic and language. An activity is provided in each lesson plan.

Finish the Lesson

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

Practice Time Sample Page and Lesson Plan

Practice Time

A. Listen and repeat.

What are these? They're shoes.
those? They're shoes.

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

1. What are these? They're socks.
2. What are those? They're skirts.
3. What are those? They're shorts.

4. What are these? They're shoes.
5. What are those? They're jeans.
6. What are these? They're shirts.

C. Look at page 30. Point to the picture and practice with a partner.

D. Listen and sing along. (See "What Are These?" on page 60.)

Unit 7 31

New grammar patterns are presented as complete sentences.

Contractions are written out in full form.

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

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

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

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

Warm-Up and Review

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


Introduce the Patterns

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

Practice the Patterns

A. Listen and repeat.

1. 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.
2. Play the recording again. Students listen, look at the pattern box(es) in their books, and repeat, pointing to each word.
3. Students then try to say the patterns on their own, while looking at the pattern box(es) in their books. Prompt if necessary, or play the tape again until students can do this with ease.
4. Write the explanation of the contraction(s) on the board. Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction(s). Students repeat. Students practice each pattern in the pattern box(es), using both the contractions and the full form of the contractions.


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

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

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

For statement patterns: Students remain in pairs. Focus their attention on the Word Time large scene. They then take turns pointing to and making sentences using the new patterns. Examples are provided in each lesson plan.

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

D.  Listen and sing along or chant.

1. The lyrics for each song/chant are provided at the back of the Student Book. Students turn to that unit's song or chant. Focus their attention on the pictures. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line and have students repeat. Play the recording. Students listen and follow along in their books to familiarize themselves with the song before singing it.

Alternatively, write the song lyrics on the board. Attach the corresponding Picture Cards above the words to assist reading. Play the recording and point to each word. Students listen. Next, read the lyrics, pointing to each word, and have students repeat. Play the recording. Students listen and follow along in their books.

2. 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.

3. Play the karaoke version. Students sing or chant in groups with appropriate actions. Detailed activities are provided in each lesson plan.

Games and Activities

In order to internalize the new patterns, students practice them through various games and activities. Three or more games and activities are provided in each lesson plan.

Extra Practice

Explain and assign the Practice Time Worksheet. There is one Worksheet per Practice Time page. Worksheets can be done at home or in class. They can also be given to stronger students while you attend to students who need help. For Worksheets and detailed instructions, see Teacher's Book pages 170–199.



Finish the Lesson

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

Phonics Time Sample Page and Lesson Plan

Phonics Time

A. Listen and repeat.

boat snow home
coat window note

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

1. 2. 3. 4. 5.

C. Read the words.

1. **goad**
load
road
toad

2. **bow**
low
row
tow

3. **hole**
pole
role
sole

4. **bone**
cone
tone
zone

D. Look at C. Listen and point.

E. Listen and circle.

1. ripe rope 2. Kate kite 3. need night 4. make Mike

32 Unit 7

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

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

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

Warm-Up and Review

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

Introduce the Sounds

1. Introduce each target phonics sound and word in a methodical, step-by-step way so that students both hear the target sounds and understand the meaning of each target word. To do this, hold up each Phonics Time Picture Card and say both the target sound and the whole word. Students repeat. Attach the cards to the board.

2. Write each target word on the board in the following way: Write the target letter. Say its sound while pointing to the letter. Students repeat. Write the rest of the word on the board and say the target sound and then the rest of the word, pointing to the two parts of the word and then the whole word. Students repeat.

Practice the Sounds

A. Listen and repeat.

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

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

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

Games and Activities

In order to internalize the new sounds, students practice them through various games and activities. Three or more games and activities are provided in each lesson plan. The first of these activities practices only the target sounds so that students can focus only on these new sounds. The remaining games or activities generally include previously learned sounds as well.

Extra Practice

Explain and assign the Phonics Time Worksheet. There is one Worksheet per Phonics Time page. Worksheets can be done at home or in class. They can also be given to stronger students while you attend to students who need help. For Worksheets and detailed instructions, see Teacher's Book pages 170–199.



Finish the Lesson

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

Assessment

Give the unit test in order to check students' comprehension of the new language items. There is one test per unit to check students' progress. An extensive midterm and final are also provided. For tests and detailed instructions, see Teacher's Book pages 204–235.



Sounds in Student Book 2

Consonants

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

Vowels

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



Review: Story Time Sample Page and Lesson Plan



Review 3



Story Time

Digger's World

A. Listen and repeat.

1.  2. 

3.  4. 

5.  6. 

B. Look at A. Listen and point.

C. Role-play these scenes.

To be continued...

41

- 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

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

Work with the Pictures

Students open their Student Books to *Digger's World*. Focus their attention on the pictures and have them find and name any items or characters they see in the six

scenes. These can be single words or phrases. Then talk about what is happening in each scene in order to review the language and bring the pictures to life. Suggested sentences are provided in each lesson plan.

Work with the Text

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

Practice the Story

A. Listen and repeat.

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

B. Look at A. Listen and point.

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

C. Role-play these scenes.

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

Games and Activities

Students review the conversations, vocabulary, and grammar patterns further through games and activities. Two to three games and activities are provided in each lesson plan.

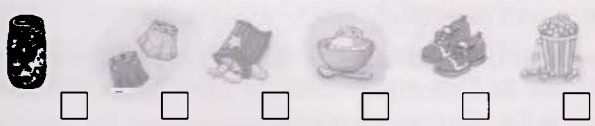
Finish the Lesson

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

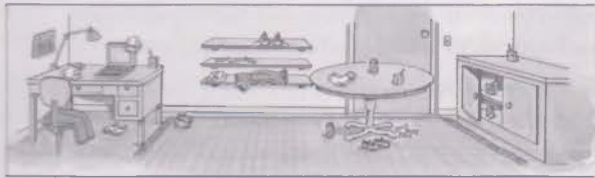
Review: Activity Time Sample Page and Lesson Plan

Activity Time

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



B. Listen and circle.




C. Listen and circle.

1. June Joan 2. glue glow 3. hate hat

4. mad made 5. flute float 6. point pants

D. Listen and find the picture. Write the number.



42 Review 3

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

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

Review

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

Games and Activities

Students review the language in an enjoyable way through games and activities. At least two games and activities are provided in each lesson plan.

Finish the Lesson

1. 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.
2. Explain and assign the second page of Workbook Review to be done in class or for homework. Detailed instructions on how to introduce the activities are provided at the back of the Teacher's Book.

Classroom Management

Motivating Students

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

Tips to maintain high student motivation:

- Be enthusiastic and motivated as a teacher. Enthusiasm is contagious! A positive classroom atmosphere stimulates creativity and student participation.
- Provide activities in which all students participate. This gives students the opportunity to get to know and learn from their classmates.
- Acknowledge all students, especially those that are shy and reticent to speak, in order to make them feel important and successful. Acknowledge participation, good behavior, and helpfulness as well as language proficiency. Give award certificates to students to acknowledge their successes. Photocopiable award certificates are provided on pages 200–203. 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 22–23) assist in keeping a record of students' abilities and involvement.
- The teacher-student relationship is not good. Identify and rectify any areas of present or potential conflict by speaking to the student in question or his/her parents.
- Some students may be more aggressive than others or may be attention seekers. Try to understand why a student is aggressive or attention-seeking and address the issue with the student and/or his/her parents.
- External factors such as the weather, family problems, or after-school activities affect students' motivation and behaviors. Be aware of these factors and address them as necessary.
- Some students may have learning disabilities or special needs and therefore face greater educational challenges. Consult their parents or a professional if necessary.

Homework

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

Tips to motivate students to do their homework:

- Make sure that the amount of homework is at a manageable level, and discuss the purpose and importance of the homework with students.
- Explain the homework activity carefully, completing one or two examples with students in class.
- Reward students for completing homework, even if it is not all correct. These rewards can be stickers, simple drawings, or comments.

Multiple Intelligences

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

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

Teacher Tools

Lesson Plans

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

Visual Aids

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

Bulletin Boards

Bulletin boards enliven any classroom, creating a positive, warm environment that welcomes students to every class. They can be made to reflect students' interests and individuality, thus helping students to feel

ownership and pride in their classroom. Tips for using bulletin boards:

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

Picture and Word Cards

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

Games and Activities

Games and activities are a vital component of any curriculum for language learners. Games provide a strong motivation for students to experience the language in a natural, meaningful, and enjoyable way. Pages 140–149 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 not widely heard, spoken, or 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 abilities.

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. Parents 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 Language	Practice the Language (Student Book page <u>3</u>)	Games and Activities	Finish the Lesson
Lesson Plan	<ol style="list-style-type: none"> 1. Slow Reveal (5 min.) 2. Check Workbook (2 min.) 	<ol style="list-style-type: none"> 1. Who's he? He's my father. 2. Who's she? She's my mother. 3. Fluency practice. (students introduce family members) (10 min.) 	<ol style="list-style-type: none"> 1. Open Student Books 2. Play recording and do exercises 3. Sing song (10 min.) 	<ol style="list-style-type: none"> 1. People of My Family (p. 5-6) (5 min.) 2. Make the Sentences (7 min.) 3. Project (if time) 	<ol style="list-style-type: none"> 1. Cards on the Board (4 min.) 2. Assign homework <ul style="list-style-type: none"> • Workbook p. 3 • Worksheet 1 (4 min.)
Materials Needed	Unit 1 Word Time Picture Cards, 1 set	Unit 1 Word Time Picture Cards, 1 set per student	CD & player	Unit 1 Word Time Picture Cards, 1 card per student; Unit 1 Word Time Word Cards and Grammar Cards, 1 set per 4-5 students	
Lesson Taught	✓ done	✓ done	✓ done except for song (play at beginning of next class)	✓ done People of My Family and 3-4 min. of Make the Sentences	✓ done Do project another time for review
General Notes	<ul style="list-style-type: none"> • Everybody needs more practice with <u>my</u>. • Kim: Having trouble paying attention again. Call parents. • Time games more carefully next time. • Students really liked <u>interacting</u> during People of My Family activity (make sure to plan interactive activities in future lessons). 				
Class response					
Individual response					
Areas that need more practice					

Teacher's Log

(Teacher's Book pages _____) Class _____ Date _____ Time _____

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

Classroom Language

Focus: Frequently used classroom language

Materials Needed: CD/cassette and player



Introduce the Language

1. Say *Write your name*. Then write your name on the board. Do this three to four times. Then say *Write your name*. Students repeat and write their names on a piece of paper.
2. Follow the same procedure as in Step 1 for the remaining classroom language, using the following actions:

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

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

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

Raise your hand: Raise your hand.

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

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

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

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

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

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

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

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

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

Practice the Language

Students open their Student Books to pages vi and vii.

Listen and do the actions.

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

Write your name.

Write your name.

Come here, Ted.

Come here, Ted.

Spell the word "book."

Spell the word "book."

B-o-o-k.

Draw an apple.

Draw an apple.

Raise your hand.

Raise your hand.

Look at the board.

Look at the board.

Pay attention.

Pay attention.

Clean up!

Clean up!

Stop talking!

Stop talking!

Count the crayons.

Count the crayons.

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

Take a break.

Take a break.

Don't run!

Don't run!

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

Games and Activities

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

Note: In the above activities, it is not important for students to name the actions perfectly or fluently. This is an opportunity for students to experience others reacting to the language they have produced. If students have difficulty naming the action correctly, name the action and have them repeat.

Finish the Lesson

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

Do You Remember?

Focus: English Time Level 1 Review

Function: Introducing oneself; giving personal information

Materials Needed: CD/cassette and player

Warm-Up

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

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

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

Work with the Pictures

Students open their Student Books to page viii.

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

Work with the Text

1. Point to Annie's speech bubble in number 1. A volunteer guesses what Annie is saying. If the volunteer guesses correctly, do the same with Ted's speech bubble. If he/she does not guess correctly, ask another student. Prompt if necessary.



2. Do the same with all the scenes on this page. Quickly review any language items students are having trouble remembering.

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

Practice the Language

Listen and point.

1. Play the recording. Students listen and follow along in their books.

1. A: *Hi. My name is Annie.*
B: *Hello. My name is Ted.*
C: *I'm Digger.*
2. A: *My last name is Day.*
B: *My last name is Leo.*
3. A: *I'm a girl.*
B: *I'm a boy.*
C: *I'm a dog. I'm hungry.*
4. A: *I like apples.*
B: *I like oranges.*
C: *I like hamburgers.*
5. A: *I can climb a tree.*
B: *I can ride a bike.*
C: *I can sing a song.*
A and B: *Bye-bye! See you on page 1!*

2. Play the recording again. Pause after each line and have students repeat. Play the recording as many times as necessary for students to refamiliarize themselves with the language.

Games and Activities

1. **How About You?** Divide the class into pairs. Students in each pair take turns looking at each scene on the Student Book page and inserting their personal information into the sentences. For example: a student named Joe looks at the first scene and says *Hi. My name is Joe* to his partner. His partner, Jane, says *Hello. My name is Jane*.
2. **Introduce Yourself.** Using their Student Books for reference if necessary, students take turns standing up and introducing themselves to their classmates using the target language. For example: a student stands up and says *Hi. My name is Sue. My last name is Jones. I'm a girl. I like bananas. I can fly a kite*. Continue around the classroom in the same way until most students have introduced themselves to the class.

Finish the Lesson

Explain and assign Workbook pages iii–iv. (For instructions, see Teacher's Book page 150.)



At Home with Annie

Conversation Time

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

Function: Asking and telling age

Materials Needed (excluding materials for optional activities):
CD/cassette and player; Wall Chart 1; a ball

For general information on Conversation Time, see pages 8–9.

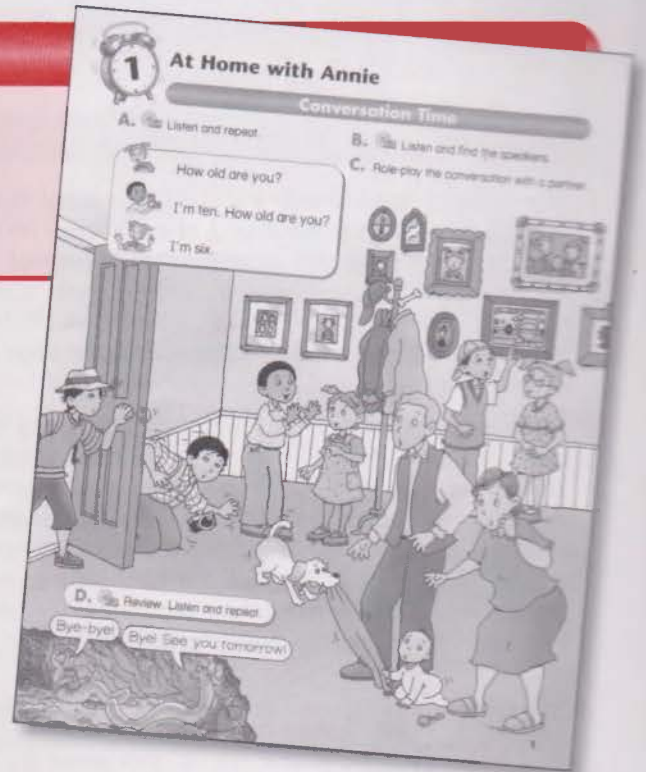
Warm-Up and Review

- Review.** Students take turns standing up and introducing themselves to the class using the language from "Do You Remember?" For example: *Hi. My name is Ed. My last name is Jones. I'm a boy. I like bananas. I can swim.*
- Check Workbook pages iii–iv. (For instructions and answer key, see Teacher's Book page 150.)

Introduce the Conversation

- Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions:

<i>How old are you?</i>	Look quizzically at the other student.
<i>I'm ten. How old are you?</i>	Smile, point to yourself, and hold up ten fingers. Look quizzically at the other student.
<i>I'm six.</i>	Smile, point to yourself, and hold up six fingers.
 - Clarify word meaning.
How old are you: Ask four to five students *How old are you?* Prompt them to answer using their real ages.
 - Model the conversation again, as in Step 1.
 - Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and say the conversation again in the same way.
 - Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.
- OPTION: Students say the conversation using their own ages.



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.

This is **Ted** and this is **Digger**. Digger and the **baby** are *playing*. The baby is *young*. He isn't *old*. Look at **Matt**! He can't *take a picture*. He says *Ouch!* **Penny** asks **Bob** *How old are you?* Bob says *I'm ten*. Bob and Penny are *happy*.
- Ask the following questions while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*). Encourage students to answer using gestures or single words. Provide the answers if necessary.
 - How many girls?
 - How many boys?
 - Can you *point* to Digger?
 - How many dogs?
 - (**camera**) Is it a pencil case?
 - (**baby**) Is he *sad*?
 - How old are you?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker in the conversation box.

Penny: *How old are you?*

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

Penny: *I'm six.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *Bye-bye!*

B: *Bye! See you tomorrow!*

OPTION: Students role-play the conversation.

Find Digger's Bone

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

Answer Key: Digger's bone is hanging on the coat rack.

Games and Activities

1. **Say It Together.** Divide the class into Groups A and B and have them stand in two lines facing each other. The two groups take turns saying alternate lines of the conversation in unison, speaking and responding to the student directly across from them. Groups change roles and practice the conversation again.
2. **Put Conversation Lines in Order.** Divide the class into pairs. Each pair cuts three strips of paper and writes one line from the conversation on each strip. Pairs shuffle their strips, work to put the strips in the correct order, and say the completed conversation. Students then change partners, shuffle, order, and say the conversation again. Choose pairs to come to the front of the classroom and role-play the conversation.

VERY SMALL CLASSES: The whole class works together to order the conversation lines as above.

3. **Back to Back.** Divide the class into pairs. Students sit with their backs to their partners and role-play the conversation without looking at each other. Partners then change roles and do the activity again in the same way. Once pairs have practiced both roles two to three times, ask several students (*John*), *how old are you?*

Finish the Lesson

1. **Toss the Ball.** (See Game 5, page 140.) Play the game using the target conversation.
2. Explain and assign Workbook page 1. (For instructions, see Teacher's Book page 150.)

Word Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 2; Unit 1 Word Time Picture Cards, 1 set per student; Unit 1 Word Time Word Cards, 1 set per 3–4 students (see Picture and Word Card Book pages 1–2)

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: How Old Are You?** Bring two volunteers to the front of the classroom to role-play the target conversation, using their real ages. Then ask a seated student (S1) *How old are you?* Elicit *I'm (eight)*. S1 then asks another student (S2) *How old are you?* S2 responds *I'm (eight)*. S2 then asks another student *How old are you?* and so on around the classroom. Continue until most students have taken a turn responding to and asking *How old are you?*
2. Check Workbook page 1. (For instructions and answer key, see Teacher's Book page 150.)

Introduce the Words

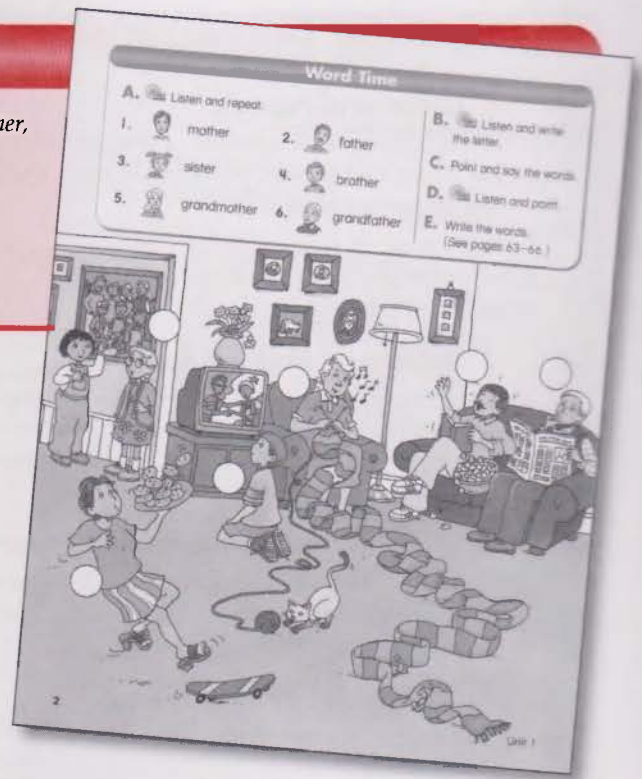
Create a simple family tree in the following manner: Attach (from top to bottom) the *grandfather, father, and brother* picture cards to the board in a vertical column. Then do the same with the *grandmother, mother, and sister* picture cards. Point to each card and name it. Students listen. Point to each card again, name it, and have students repeat. Then point to the cards in random order and have students name them.

Talk About the Picture

1. Students open their Student Books to page 2. They look at the large scene and name anything they can.
2. Attach Wall Chart 2 to the board or open a Student Book to page 2. 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.

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



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

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

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

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

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

Can you *point* to the cat?

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

Practice the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.

- | | |
|-----------------------|-----------------------|
| 1. <i>mother</i> | 2. <i>father</i> |
| 3. <i>sister</i> | 4. <i>brother</i> |
| 5. <i>grandmother</i> | 6. <i>grandfather</i> |

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- | | |
|------------------------------------|----------------------------|
| a. <i>grandmother, grandmother</i> | b. <i>brother, brother</i> |
| c. <i>grandfather, grandfather</i> | d. <i>father, father</i> |
| e. <i>mother, mother</i> | f. <i>sister, sister</i> |

2. Check answers by writing the letters *a-f* on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to the corresponding family members; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Grandfather.

Father.

Grandmother.

Brother.

Mother.

Sister.

Now listen and point to the speakers.

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

B: *Hello. I'm Pam.*

A: *Nice to meet you.*

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

B: *Sorry.*

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

B: *Yes, he can.*

E. Write the words. (See pages 63–66.)

Students turn to page 63 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.

Find Digger's Bone

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

Answer Key: Digger's bone is part of the scarf that Annie's grandmother is knitting.

OPTION: Students find Digger's bone as above, then draw a picture of Digger eating his bone in a bowl of popcorn.

Extra Vocabulary. Students turn to page 1.

Introduce the extra vocabulary items *cousin, aunt, uncle*. Students then find these people in the large scene.

Games and Activities

1. **Run and Find.** (See Game 36, page 145.) Play the game using Unit 1 Word Time Picture Cards.
2. **Where Is It?** Give each student a set of Unit 1 Word Time Picture Cards. Students place the cards face down in front of them. Say *mother*. Students repeat and race to see who can be the first to find his/her *mother* card and hold it up for the rest of the class to see. The first student to do so wins a point. He/She then names another family member, and play continues as above. Continue in the same way until a student has earned eight points.

OPTION: Do the activity in the same way as above, but with word cards instead of picture cards.

3. **Match the Picture to the Word.** Divide the class into teams of three to four. Give each team a set of Unit 1 Word Time Picture Cards and Word Cards. Students shuffle the cards. Say *Go!* Teams match the picture cards with their corresponding word cards, and place the pairs face up in the middle of the group. The first team to match all their cards shouts *Finished!* They then point to and name each pair of cards. The team wins a point for each correct match, and also for each match they correctly name. The other teams then take turns pointing to and naming each of their matches, winning points for each match they correctly name. Do the entire activity in the same way three to four times. The team with the most points at the end wins.

VERY SMALL CLASSES: Give each student a set of Unit 1 Word Time Picture Cards and Word Cards. Do the activity in the same way as above, with each student working individually to make as many correct matches as he/she can within a two-minute time period. Students then take turns pointing to and naming their matches. Award points as above. The student with the most points at the end wins.

4. **Option: Personalize the Picture.** Students draw a family tree on a piece of paper. They can use their own family as a model, or make up an imaginary one. Students label their family members using the new vocabulary. They then take turns standing up and telling the class about their family trees, saying (*He's*) (*father*). Display the family trees on the walls for future review.

Finish the Lesson

1. **Opposites.** Say *sister* and elicit the corresponding family member of the opposite sex, *brother*. Do the same with remaining family word pairs. Then have a volunteer take on the teacher's role and do the activity again in the same way.
2. Explain and assign Workbook page 2. (For instructions, see Teacher's Book page 150.)

Practice Time

Language Focus: *Wh-* questions with *who*; possessive adjectives [*Who's (he)? (He's) my (father).*]

Function: Asking about people; identifying people

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Unit 1 Word Time Picture Cards, 1 set per student and teacher; Unit 1 Word Time Word Cards, 1 set per 4–5 students; Unit 1 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 1, 2, and 53)

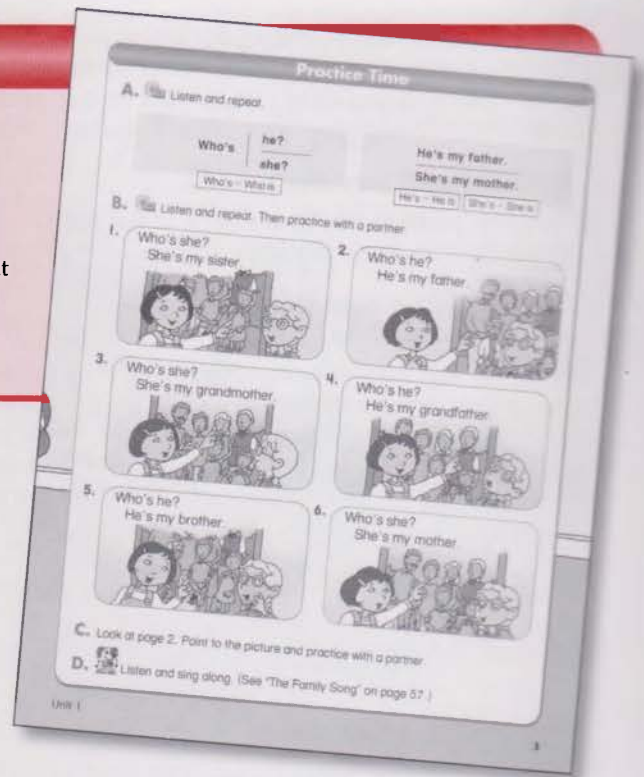
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Slow Reveal.** (See Game 38, page 145.) Play the game using Unit 1 Word Time Picture Cards.
2. Check Workbook page 2. (For instructions and answer key, see Teacher's Book page 150.)

Introduce the Patterns

1. **Who's he? He's my (father).** Stand the *grandfather*, *father*, and *brother* picture cards on the chalktray so that students can see them. Give each student a set of these three cards, and have them place the cards face up. Then turn the cards on the chalktray around so they face the board. Draw a big ? on the board. Touch the *grandfather* card, shrug your shoulders, and look quizzically at the class. Point to the ?, touch the *grandfather* card again, and ask *Who's he?* Students repeat. Write *Who's he?* on the board. Point to and read each word. Students repeat. Turn the card to face the class, point to it, and say *He's my grandfather*, pointing to your chest while saying *my*. Students hold up their *grandfather* cards and repeat. Write *He's my grandfather* on the board to the right of *Who's he?* Point to and read each word. Students repeat. Do the same with *father* and *brother*.
2. **Who's she? She's my (mother).** Do the same as in Step 1 above, using the *grandmother*, *mother*, and *sister* picture cards.
3. **Practice for Fluency.** Point to a card on a student's desk and ask *Who's (he)?* Elicit (*He's) my (brother)*. That student then points to another student's card, and asks *Who's (she)?* Continue in the same way until all students have asked and answered a question.



Practice the Patterns

Students open their Student Books to page 3.

A. Listen and repeat.

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

A: *Who's he?*

A: *Who's she?*

B: *He's my father.*

B: *She's my mother.*

2. Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.

3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.

4. Write the explanation of the contractions on the board:

Who's = Who is

He's = He is

She's = She is

Point to and read each word. Students repeat.

Then say each pattern with the full form 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. Play the recording. Students listen and repeat, pointing to each picture in their books.

- | | |
|--|--|
| 1. <i>Who's she?</i>
<i>She's my sister.</i> | 2. <i>Who's he?</i>
<i>He's my father.</i> |
| 3. <i>Who's she?</i>
<i>She's my grandmother.</i> | 4. <i>Who's he?</i>
<i>He's my grandfather.</i> |
| 5. <i>Who's he?</i>
<i>He's my brother.</i> | 6. <i>Who's she?</i>
<i>She's my mother.</i> |

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

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

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 family members in the large scene, using the new patterns and vocabulary items. The student answering the question pretends that he/she is Annie. For example: S1 (pointing to Annie's grandmother): *Who's she?* S2: *She's my grandmother.*

D.  Listen and sing along.

1. Students turn to *The Family Song* on page 57. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

The Family Song
(Melody: *Skip to My Lou*)

- | | |
|---|---|
| <i>Who's he?</i>
<i>He's my brother.</i> | <i>Who's she?</i>
<i>She's my sister.</i> |
| <i>Who's he?</i>
<i>He's my father.</i> | <i>Who's she?</i>
<i>She's my mother.</i> |
| <i>Who's he?</i>
<i>He's my grandfather.</i> | <i>Who's she?</i>
<i>She's my grandmother.</i> |
| <i>This is my family.</i> | <i>This is my family.</i> |

2. 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.

3. Divide the class into Groups A, B, and C. Give Group A the *brother* and *sister* picture cards, Group B the *father* and *mother* picture cards, and Group C the *grandfather* and *grandmother* picture cards. Groups hold up their cards so the rest of the class can see them. Play the karaoke version. All groups sing the question lines and the last line of the song. Group A sings the *brother* and *sister* lines, Group B sings the *father* and *mother* lines, and Group C sings the *grandfather* and *grandmother* lines. Groups then exchange cards and sing the song again.

Games and Activities

1. **Who's He?** Attach two sets of Unit 1 Word Time Picture Cards on the walls around the classroom. Divide the class into pairs. Pairs walk to any of the picture cards. S1 in each pair points to the picture and asks *Who's (she)?* S2 answers using the target pattern. Pairs then move to a different picture and S2 asks *Who's (he)?* S1 answers using the target pattern. Pairs continue moving around the room, from picture to picture. Make sure each student is both asking and answering questions. Continue until each pair has "visited" six to seven pictures.

2. **The People of My Family.** Divide the class into groups of five to six, and give each student a Unit 1 Word Time Picture Card. Students hold their cards so the rest of their group cannot see them. A volunteer in each group begins by pointing to a picture card a student in his/her group is holding and asking that student *Who's (she)?* The student turns the card to face the group and says *(She's) my (mother).* The student who answered the question then asks another student the question, and he/she answers. Groups continue in the same way until all students have both asked and answered the question two to three times.

OPTION: Students bring in photographs of their actual family members or draw them. Do the activity in the same way as above, using these pictures instead of picture cards.

3. **Make the Sentences.** (See Game 49, page 147.) Do the activity using Unit 1 Word Time Word Cards and Grammar Cards.

4. **Option: Project.** Students make puppets representing each (real or imaginary) family member they can name in English. Divide the class into pairs. A student in each pair (S1) begins by asking *Who's (he)?* about each of his/her partner's puppets. For each puppet, his/her partner (S2) says *(She's) my (mother).* S1 says to each puppet *Hello. Nice to meet you. How are you? What's your first name?* S2's puppet answers each question. Then S2 introduces his/her "family members" to S1 in the same way.

Extra Practice

Explain and assign Worksheet 1, Family Faces, page 176. (For instructions, see page 170.)



Finish the Lesson

1. **Cards on the Board.** Attach the Unit 1 Word Time Picture Cards to the board. Point to them one by one, and elicit the corresponding question and answer from volunteers. Continue until most students have either asked or answered a question.
2. Explain and assign Workbook page 3. (For instructions, see Teacher's Book page 151.)

Phonics Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Unit 1 Phonics Time Picture Cards, 1 set; Unit 1 Phonics Time Word Cards, 1 set (see Picture and Word Card Book pages 3–4)

For general information on Phonics Time, see pages 14–15.

Warm-Up and Review

- 1. Pattern Review: Sing Along.** Play the recording of the Unit 1 song *Family Song*. Students listen. Play the recording again and have students sing along.
- 2. Check Workbook page 3.** (For instructions and answer key, see Teacher's Book page 151.)
- 3. Phonics Review: Level 1.** Write *a, b, d, e, f, g, h, i, k, m, n, o, p, s, t, u, v, w, z* on the board. Point to *b*. A volunteer names the letter, says its sound, then says a word that begins with *b*. Do the same with the remaining letters until all of them have been reviewed. For vowels, students can say a word that begins with that vowel, or that has that vowel sound as part of the word. For example: Point to *a*. Students could say either *ant* or *hat*.

Introduce the Sounds

Note: The *j* sound is written as /dʒ/.

- 1.** Hold up the *jacket* picture card and say /dʒ/-/dʒ/, *jacket*, stressing the initial sound. Students repeat. Attach the card to the board. Do the same with *jam* and *jet*. Repeat the activity for the three /y/ words, *yellow*, *yo-yo*, *yogurt*.
- 2.** Write *j* on the board. Say /dʒ/ while pointing to the letter. Students repeat. Add *acket* to the right of *j* and say /dʒ/-/acket/, *jacket* pointing to the two parts of the word and then the whole word. Students repeat. Do the same with *jam* and *jet*. Repeat the entire procedure for the /y/ words.

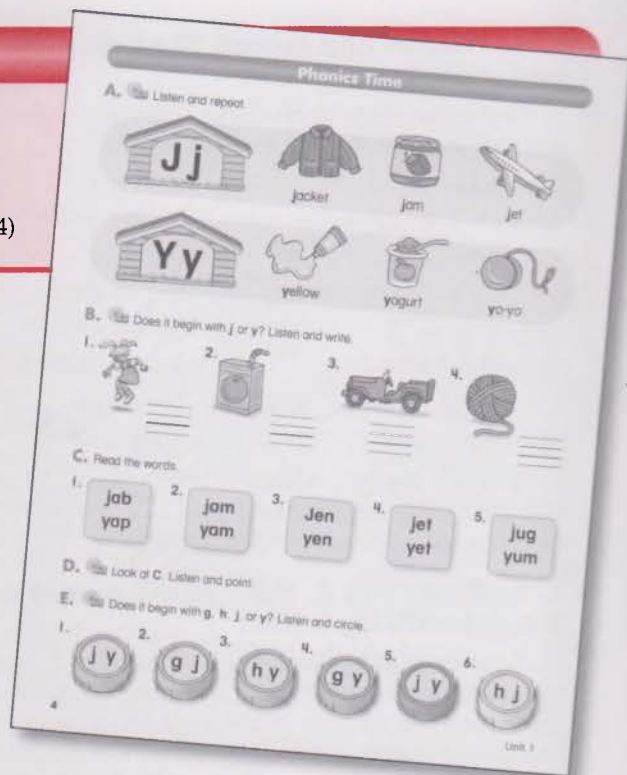
Practice the Sounds

Students open their Student Books to page 4.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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



j /dʒ/
jacket
jam
jet

y /y/
yellow
yogurt
yo-yo

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

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

1. jump, jump
2. juice, juice
3. jeep, jeep
4. yarn, yarn

2. Check answers by saying *Number 1. jump*, and having a volunteer say the letter he/she wrote. Do the same for numbers 2–4.

Answer Key: 1. j 2. j 3. j 4. y

C. Read the words.

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

D. Look at C. Listen and point.

Note: The *short a* sound is written as /æ/.

The *short e* sound is written as /ɛ/.

The *short u* sound is written as /ʌ/.

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

jug, /dʒ/-/ʌ/-/g/, *jug*

yam, /y/-/æ/-/m/, *yam*

yap, /y/-/æ/-/p/, *yap*

jab, /dʒ/-/æ/-/b/, *jab*

yen, /y/-/ɛ/-/n/, *yen*

jet, /dʒ/-/ɛ/-/t/, *jet*

yum, /y/-/ʌ/-/m/, *yum*

Jen, /dʒ/-/ɛ/-/n/, *Jen*

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

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

1. *jog*, *jog*

2. *goat*, *goat*

3. *hand*, *hand*

4. *young*, *young*

5. *yard*, *yard*

6. *jump*, *jump*

2. Check answers by saying *Number 1. jog*, and having a volunteer say both the sound and the name of the letter he/she circled. Do the same for numbers 2–6.

Answer Key: 1. j 2. g 3. h 4. y 5. y 6. j

Games and Activities

1. **Match the Letter to Its Initial Sound.** Write *j* on the left side of the board and *y* on the right. Place the Unit 1 Phonics Time Picture Cards on a table at the front of the classroom. Ask a volunteer to choose a card from the table. He/She then names the card, says its initial sound, and places it on the chalktray under the letter which corresponds to its initial sound. He/She then chooses another volunteer to come to the front of the classroom and choose a card. Continue in the same way until all cards have been placed under the correct letters. Then shuffle the cards and do the activity again in the same way.

2. **Run and Find.** (See Game 36, page 145.) Play the game using Unit 1 Phonics Time Word Cards. To win a point, students must also say the word and its initial sound.

3. **Spelling.** Students write the numbers 1–8 on a piece of paper. Say a three-letter word that begins with *j* or *y* (see Suggested Words below). Students write the word next to number 1 on their papers. Do the same with seven different words. Then check answers by saying *Number 1*. A volunteer says and spells the word he/she wrote. Do the same for numbers 2–8.

Suggested Words: *jam, yam, yet, jab, jet, jug, yap, jet, jib, jot, yip, jut*

Extra Practice

Explain and assign Worksheet 2, Phonics Fun *j* and *y*, page 177. (For instructions and answer key, see page 170.)

Finish the Lesson

1. **Say the Initial Letter.** Say five to six words that begin with either *j* or *y* (see Suggested Words below). Students repeat each word and say its initial letter.

Suggested Words: *just, jack, yell, yesterday, joke, year, jolt, jazz*

2. Explain and assign Workbook page 4. (For instructions, see Teacher's Book page 151.)

Assessment

Explain and assign the Unit 1 Test, page 214. (For instructions and answer key, see page 204.)



In the Classroom

Conversation Time

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

Function: Asking and telling about days of the week

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 3; 3 × 3 grids with 1 line of conversation written in each square, 1 per 4 students; a ball; Unit 1 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book page 3)

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

- Phonics Review: j and y.** Write *j* on the board and elicit /dʒ/. Do the same with *y*. Then hold up the *jacket* picture card. Students say its initial sound, name the card, and write *j* in the air. Do the same with the remaining Unit 1 Phonics Time Picture Cards.
- Check Workbook page 4. (For instructions and answer key, see Teacher's Book page 151.)

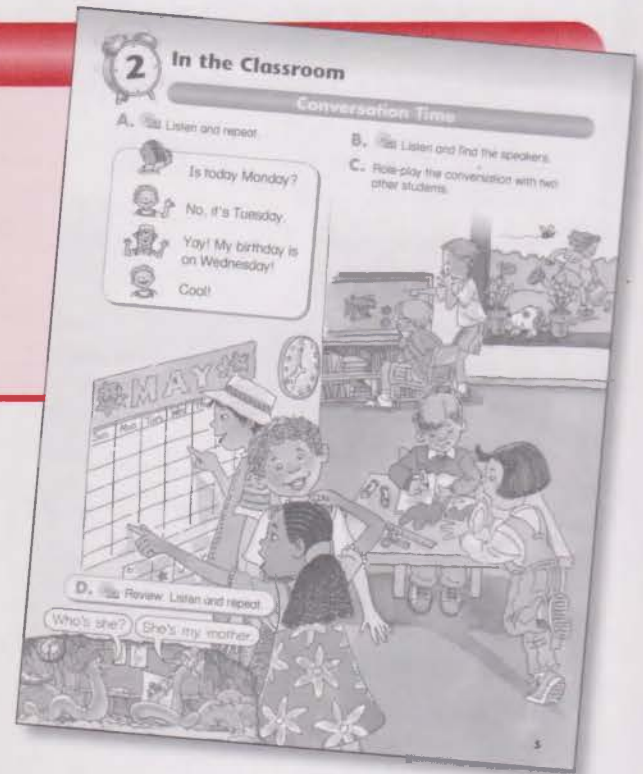
Introduce the Conversation

- Bring three students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions:

<i>Is today Monday?</i>	Look quizzically at the other two students.
<i>No, it's Tuesday.</i>	Shake your head <i>no</i> .
<i>Yay! My birthday is on Wednesday.</i>	Look excited and happy.
<i>Cool!</i>	Smile broadly.
- Clarify word meaning.

days of the week: Draw a calendar on the board. Point to and name each day of the week. Students repeat.

birthday: Draw two to three children with birthday hats sitting around a birthday cake with several candles on it. Say *birthday*, and write the word on the board. Students repeat.
- Model the conversation again, as in Step 1.
- Divide the class into Groups A, B, and C. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions



and body language. Groups then change roles and say the conversation again in the same way. Continue until each group has taken each role.

- Groups A, B, and C say the appropriate lines of the conversation. Groups then change roles and say the conversation again. Continue until each group has taken on each role. Prompt when necessary.

Talk About the Picture

- Attach Wall Chart 3 to the board or open a Student Book to page 5. Students then open their Student Books to page 5. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

The children are at school now. **Digger** is at school, too! I see some **flowers** and a **bird** by Digger. This is a **calendar**. The days of the week are **Sunday, Monday, Tuesday, Wednesday, Thursday, Friday,** and **Saturday.** **Jan, Bill,** and **Emily** are *looking at* the **calendar**.

- Ask the following questions while pointing to or touching the pictures (**bold words**).

(**bird**) What's this?
 (**flower**) What's that?
 (**crayon**) Is it a pencil?
 How many girls?
 How many boys?
 How many dogs?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker in the conversation box.

Jan: *Is today Monday?*

Bill: *No, it's Tuesday.*

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

Bill: *Cool!*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

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

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

D. Review. Listen and repeat.

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

A: *Who's she?*

B: *She's my mother.*

OPTION: Students role-play the conversation.

Find Digger's Bone

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

Answer Key: Digger's bone is one of the hands on the clock.

OPTION: Students find Digger's bone as above, then use a blue crayon to draw a circle around it.

Games and Activities

1. **Tic-Tac-Toe: Conversation.** (See Game 4, page 140.) Play the game using the target conversation.
2. **Quick—Say the Line!** Divide the class into four groups. Randomly point to a group and elicit the first line of the target conversation. Then point one by one to the other three groups and elicit the second, third, and fourth lines of the conversation. Repeat the activity two to three times, making sure to begin the conversation with a different group each time.

LARGE CLASSES: Divide the class into groups of five. Do the activity as above, with a volunteer in each group taking on the teacher's role and eliciting the conversation lines from the individuals in his/her group.

3. **Combine the Conversations.** Combine the Unit 1 conversation with the target conversation on the board in the following way:

A: *Is today Monday?*

B: *No, it's Tuesday.*

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

B: *How old are you?*

A: *I'm nine.*

B: *Cool.*

Point to and read each line. Students repeat. Place a calendar on the chalktray to use as a prop. Bring two volunteers to the front of the classroom to role-play the conversation. Students then form pairs. Each pair role-plays the conversation, pointing to the calendar where appropriate. Students then change roles and role-play the conversation again.

4. **Option: Project.** Divide the class into Groups A, B, C, and D. Each group works together to make three monthly calendars, clearly writing the days of the week in English. Group A makes January, February, and March calendars. Group B makes calendars for April, May, and June. Group C makes July, August, and September calendars, and Group D makes calendars for October, November, and December. Display these calendars on a special part of the bulletin board, and use them to keep track of special events such as students' birthdays, vacations, or parents' nights.

Finish the Lesson

1. **Toss the Ball.** (See Game 5, page 140.) Play the game using the target conversation.
2. Explain and assign Workbook page 5. (For instructions, see Teacher's Book page 151.)

Word Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 4; Unit 2 Word Time Picture Cards, 1 set per 2 students (see Picture and Word Card Book page 5)

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Vocabulary Review: Missing Words.** Write the Unit 2 target conversation on the board. Point to each line and elicit the conversation. Erase two to three key words. Students say the conversation, trying to fill in the missing words. Continue in the same way, erasing more words from the conversation each time, until students can say the conversation from memory.
2. Check Workbook page 5. (For instructions and answer key, see Teacher's Book page 151.)

Introduce the Words

1. Say and pantomime each action twice. Students repeat and pantomime each action.
2. Hold up the Unit 2 Word Time Picture Cards one by one and have students name them.

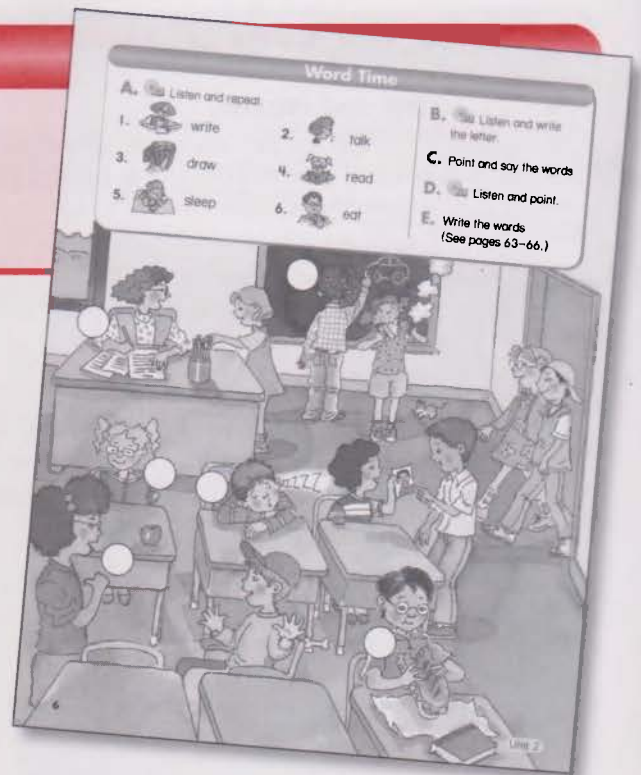
Talk About the Picture

1. Students open their Student Books to page 6. They look at the large scene and name anything they can.
2. Attach Wall Chart 4 to the board or open a Student Book to page 6. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

Ted and **Annie** are at school. This is their **teacher**, Ms. Apple. She's *writing* with a pen. **This girl** wants to borrow a **pencil** from Ms. Apple. **This girl** is *talking*, and **Mike** is *eating a sandwich*. **Kim** is *reading a book*, and **this boy** is *sleeping*. **Bob** is *drawing a picture of a car*.

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

Who's *sleeping*? Point to him or her.
Who's *writing*? Point to him or her.
Who's *reading*? Point to him or her.
Who's *talking*? Point to him or her.
Who's *eating*? Point to him or her.
Who's *drawing*? Point to him or her.
Can you *point* to the teacher?
(**pencil**) Is it a pen?



Practice the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat pointing to each picture in the vocabulary box.

1. *write*
2. *talk*
3. *draw*
4. *read*
5. *sleep*
6. *eat*

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- a. *draw, draw*
- b. *write, write*
- c. *sleep, sleep*
- d. *eat, eat*
- e. *talk, talk*
- f. *read, read*

2. Check answers by writing the letters *a-f* on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to the person doing the named actions; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Write.

Sleep.

Eat.

Read.

Draw.

Talk.

Now listen and point to the speakers.

A: *Who's he?* (boy and girl with photo)

B: *He's my brother.*

A: *How old are you?* (boy in wheelchair and friend)

B: *I'm ten.*

A: *May I borrow a pen, please?* (girl and teacher)

B: *Sure.*

E. Write the words. (See pages 63–66.)

Students turn to page 63 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.

Find Digger's Bone

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

ANSWER KEY: Digger's bone is part of the wheelchair in the foreground.

OPTION: Students find Digger's bone as above. Then, using paper and markers, they make a bookmark shaped like Digger's bone. Students cut out their bookmark to use in their Student Books.

Extra Vocabulary. Students turn to page 5.

Introduce the extra vocabulary items *color*, *sit*, *stand*. Students then find people doing these actions in the large scene.

Games and Activities

1. **Act It Out.** Divide the class into pairs and give each pair a set of Unit 2 Word Time Picture Cards. Pairs place the cards face down between them. One student in each pair (S1) picks up a card without looking at it and shows it to his/her partner (S2). S2 pantomimes the action on the card. S1 tries to name the action. S2 continues pantomiming until S1 correctly names the action. S2 then takes a turn and chooses a card. Pairs

continue in the same way until all the cards have been named. Students in each pair then shuffle their cards and do the activity again.

2. **Draw the Picture.** (See Game 19, page 142.) Play the game using the target vocabulary, and whisper the words to each drawer.
3. **Match the Cards.** Divide the class into Teams A and B. Write *A* on the left side of the board, and *B* on the right. Write the six target vocabulary words in a horizontal row on the chalkboard, one set below *A* and one set below *B*. Give each team a set of Urut 2 Word Time Picture Cards. A volunteer from each team comes to the board with his/her team's cards and a Student Book for reference (if necessary). The volunteer from Team A stands in front of the words below *A*. Team B's volunteer stands in front of the words below *B*. Say *Go!* Each volunteer tries to be the first to stand his/her cards on the chalktray in the same order as the words on the board. The student who finishes first shouts *Finished!* and then points to each card on the chalktray. His/Her teammates name each card. The team receives a point for each correct match, and a point for each correctly named card. The other team's volunteer then points to his/her cards and his/her teammates name them. This team receives points for any correct matches and for cards they correctly name. Continue in the same way until all students have taken a turn at the board. The team with the most points at the end wins.

LARGE CLASSES: Students play as above, but with two to three students from each team going to the board each time.
4. **Option: Personalize the Picture.** Divide the class into groups of three to four. Give each group a large piece of paper and crayons or markers. Members of each group work together to draw the teacher and themselves in the classroom, doing the target actions. Students label the actions on their pictures. Groups then take turns holding up their pictures for the rest of the class to see, and each student points to and names the activity he/she is doing. Display the pictures on the wall for future review.

Finish the Lesson

1. **Can You Name It?** A volunteer comes to the front of the classroom and pantomimes one of the target actions. Students who can identify the action raise their hands. The volunteer calls on one of these students to name the action. The first student to correctly name the action is next to come to the front of the classroom and pantomime. Continue in the same way until all actions have been pantomimed at least twice.
2. Explain and assign Workbook page 6. (For instructions, see Teacher's Book page 152.)

Practice Time

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

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Unit 2 Word Time Picture Cards, 1 set; Unit 2 Word Time Word Cards, 1 set per 4–5 students; Unit 2 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 5, 6, and 53)

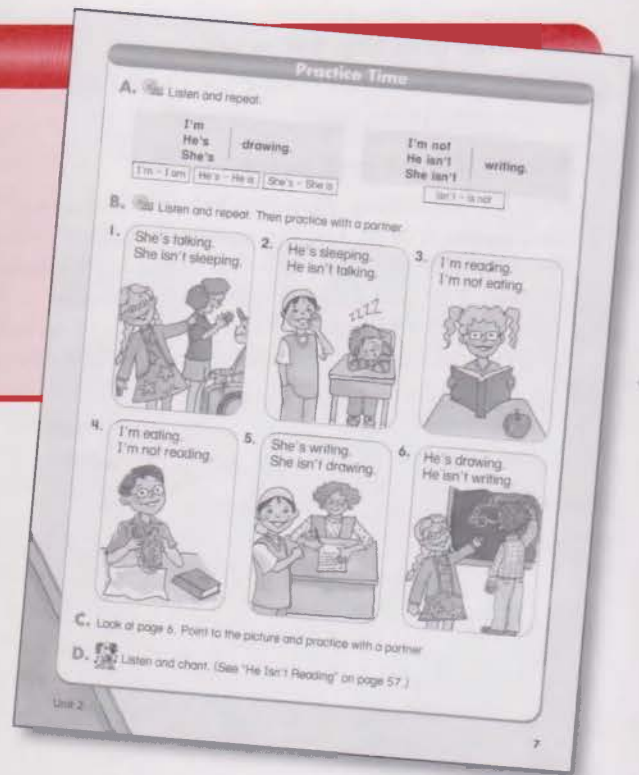
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Slow Reveal.** (See Game 38, page 145.) Hold up each Unit 2 Word Time Picture Card and elicit its name. Then play the game using these cards.
2. Check Workbook page 6. (For instructions and answer key, see Teacher's Book page 152.)

Introduce the Patterns

1. **Pronoun Review.** Ask students to repeat the following pronouns and copy the actions. Say *I*. Point to yourself and say *I*. Say *he*. Point to a boy, look at the class, and say *he*. Say *she*. Point to a girl, look at the class, and say *she*.
2. ***I'm* (writing). *I'm* not (writing).** Write your name on the board. While writing, say *I'm writing*. Students repeat while pretending to write something at their desks. Write *I'm writing* on the board. Point to and read each word. Students repeat. Begin to write again, then stop and say *I'm not writing*, shaking your head and emphasizing *not*. Do this several times with students repeating and copying your actions each time. Write *I'm not writing* on the board. Point to and read each word. Students repeat. Do the same with *eat*, *talk*, *read*, *draw*, and *sleep*.
3. ***I'm* (writing). *I'm* not (drawing).** Write something on the board. While writing, say *I'm writing*. Students repeat while pretending to write something at their desks. While continuing to write, hold up the *draw* picture card, shake your head *no*, and say *I'm not drawing*, emphasizing *not*. Students repeat. Do this several times with students repeating and copying your actions each time. Do the same with *eat*, *talk*, *read*, and *sleep*, using the *draw* card for each negative sentence.
4. **(*He's*) (writing). (*He*) *isn't* (drawing).** Do the same as in Step 3 above using *He* and *She* and the appropriate gestures from Step 1 to demonstrate the pronouns.
5. **Practice for Fluency.** Ask students to write something at their desks. Elicit *I'm writing*. Hold up the *eat*



picture card, shake your head *no*, and elicit *I'm not eating*. Then bring two volunteers (a girl and a boy) to the front of the classroom. Ask the girl to write on the board. Point to her and elicit *She's writing*. Hold up the *eat* picture card, point to the girl, shake your head *no*, and elicit *She isn't eating*. Do the same with the boy. Do the entire activity again with *talk*, *read*, *draw*, and *sleep*, using the *eat* card for each negative sentence.

Practice the Patterns

Students open their Student Books to page 7.

A. Listen and repeat.

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

*I'm drawing. I'm not writing.
He's drawing. He isn't writing.
She's drawing. She isn't writing.*

2. Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.
3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.
4. Write the explanation of the contractions on the board:

*I'm = I am
He's = He is
She's = She is
isn't = is not*

Point to and read each word. Students repeat. Then say each pattern with the full form 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. Play the recording. Students listen and repeat, pointing to each picture in their books.

1. *She's talking. She isn't sleeping.*
2. *He's sleeping. He isn't talking.*
3. *I'm reading. I'm not eating.*
4. *I'm eating. I'm not reading.*
5. *She's writing. She isn't drawing.*
6. *He's drawing. He isn't writing.*

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

3. Students practice numbers 1–6 in pairs. They then change pairs and repeat the activity.

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

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

D.  Listen and chant.

1. Students turn to the Unit 2 chant *He Isn't Reading* on page 57. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

He Isn't Reading

<i>He isn't reading.</i>	<i>She isn't eating.</i>
<i>He isn't reading.</i>	<i>She isn't eating.</i>
<i>He isn't writing.</i>	<i>She isn't talking.</i>
<i>He isn't writing.</i>	<i>She isn't talking.</i>
<i>He isn't reading.</i>	<i>She isn't eating.</i>
<i>He isn't writing.</i>	<i>She isn't talking.</i>
<i>He's drawing!</i>	<i>She's sleeping!</i>
<i>He's drawing!</i>	<i>She's sleeping!</i>

2. Play the recording again. Students listen and chant, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.

3. Bring a girl and a boy to the front of the classroom. The boy pantomimes drawing, and the girl pantomimes sleeping. Play the karaoke version. Seated students point to the girl or boy, and chant along, shaking their head “no” when chanting *isn't*.

Games and Activities

1. **What's He Doing?** Write *I*, *He*, and *She* in a vertical column on the board. Attach the Unit 2 Word Time Picture Cards in a vertical column to the right of the pronouns. A volunteer comes to the front of the classroom and points to one of the pronouns and one of the picture cards. Seated students make a statement using the target pattern and the chosen words. For example: The volunteer points to *He* and *draw*. Seated students say *He's drawing*. The volunteer then shakes his/her head and points to a different picture card. Seated students say *He isn't (sleeping)*. The volunteer continues in the same way for two to three minutes. Bring a new volunteer to the front of the classroom and do the activity again in the same way.
2. **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 and says *I'm (reading). I'm not (talking)*. Seated students then point to the volunteer, look at the teacher, and say *(She's) (reading). (She) isn't (talking)*. Then whisper a different action word to another volunteer, and continue the activity in the same way with the remaining volunteers.
3. **Make the Sentences.** (See Game 49, page 147.) Do the activity using Unit 2 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 3, Actions!, page 178. (For instructions and answer key, see page 170.)



Finish the Lesson

1. **Describe the Action.** Bring six volunteers to the front of the classroom, and have each volunteer pantomime a different Unit 2 action. Point to the volunteer pantomiming *sleep* and say *(She's) eating*. Seated students say *(She) isn't eating. (She's) sleeping*. Do the same with the remaining five volunteers. Then point to each volunteer again and elicit *I'm (drawing)*.
2. Explain and assign Workbook page 7. (For instructions, see Teacher's Book page 152.)

Phonics Time

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

Materials Needed (excluding materials for optional activities):
CD/cassette and player; Units 1 and 2 Phonics Time Picture Cards, 1 card per student (see Picture and Word Card Book pages 3 and 7)

For general information on Phonics Time, see pages 14–15.

Warm-Up and Review

- Pattern Review: Chant Along.** Play the recording of the Unit 2 chant *He Isn't Reading*. Students listen. Play the recording again, and have students chant along.
- Check Workbook page 7. (For instructions and answer key, see Teacher's Book page 152.)
- Phonics Review: Match the Sound.** Write *j* and *y* on the board. Point to each letter and elicit its sound. Hold up one of the Unit 1 Phonics Time Picture Cards and elicit its initial sound. A volunteer then comes to the front of the classroom, places the picture card on the chalktray below the letter corresponding to its initial sound, and says the initial sound. Continue until all cards have been placed under the correct letter.

Introduce the Sounds

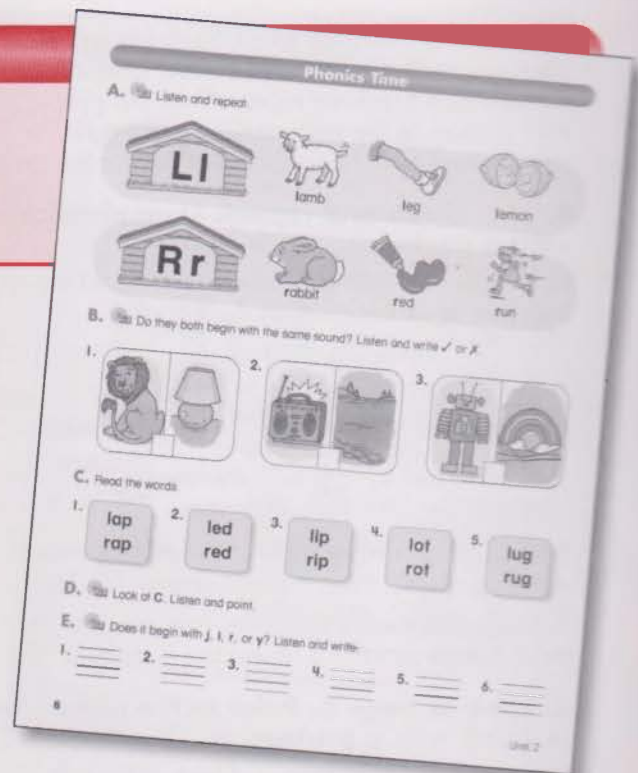
- Hold up the *lamb* picture card and say /l/-/l/, *lamb*, stressing the initial sound. Students repeat. Attach the card to the board. Do the same with *lemon* and *leg*. Repeat the procedure for the three /r/ words, *rabbit*, *red*, *run*.
- Write *l* on the board. Say /l/ while pointing to the letter. Students repeat. Add *amb* to the right of *l* and say /l/-*amb*, *lamb*, pointing to the two parts of the word and then the whole word. Students repeat. Do the same with *lemon* and *leg*. Repeat the entire procedure for the /r/ words.

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

Practice the Sounds

Students open their Student Books to page 8.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.



A. Listen and repeat.

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

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

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

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

- lion, lamp*
lion, lamp
- radio, lake*
radio, lake
- robot, rainbow*
robot, rainbow

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

Answer Key: 1. ✓ 2. ✗ 3. ✓

C. Read the words.

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

D. Look at C. Listen and point.

Note: The *short i* sound is written as /ɪ/.

The *short o* sound is written as /ɑ/.

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

rug, /r/-/ʌ/-/g/, *rug*

lap, /l/-/æ/-/p/, *lap*

red, /r/-/ɛ/-/d/, *red*

lot, /l/-/ɑ/-/t/, *lot*

led, /l/-/ɛ/-/d/, *led*

rip, /r/-/ɪ/-/p/, *rip*

rot, /r/-/ɑ/-/t/, *rot*

lip, /l/-/ɪ/-/p/, *lip*

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

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

1. *yes*, *yes*

2. *rock*, *rock*

3. *juice*, *juice*

4. *laugh*, *laugh*

5. *read*, *read*

6. *letter*, *letter*

2. Check answers by writing the numbers 1–6 on the board and having volunteers come to the board and write the letter they wrote for each number.

Answer Key: 1. y 2. r 3. j 4. l 5. r 6. l

Games and Activities

1. **Write the Letter.** Divide the class into Teams A and B. Each team forms a line at the back of the classroom. Show the first student in each line a Unit 2 Phonics Time Picture Card. These two students name the card, and then race to the board and write the initial letter of the depicted word. The first student to correctly write the letter and say its sound wins a point for his/her team. These two students then go to the back of their lines and two new students take a turn. Continue until all students have been to the board. The team with the most points at the end wins.

LARGE CLASSES: Divide the class into teams of six to eight and play as above, with a student from each team going to the board each time.

VERY SMALL CLASSES: Play as above, having all students look at and go to the board for every picture card. The student with the most points at the end wins.

2. **Find the Matching Sound.** Give each student a Unit 1 or Unit 2 Phonics Time Picture Card, making sure to hand out at least two of each card. Students walk around the classroom, say the initial sound of the word illustrated on their card, and try to find at least one other classmate who is saying the same sound. When students find a classmate saying the same sound, the pair runs to the teacher, names their cards, says the initial sound, then tries to name as many words as they can with that sound. After most students have made matches, have them exchange cards and do the activity again in the same way. Play the game two to three times.
3. **Spelling.** Students write the numbers 1–8 on a piece of paper. Say a three-letter word made up of letters students know (see Suggested Words below). Students write the word next to number 1 on their papers. Do the same with seven different words. Then check answers by saying *Number 1*. A volunteer says and spells the word he/she wrote. Do the same for numbers 2–8.

Suggested Words: *ran*, *lob*, *set*, *leg*, *tot*, *yet*, *let*, *jet*, *rob*, *lot*, *mat*, *leg*, *yam*, *yes*

Extra Practice

Explain and assign Worksheet 4, Phonics Fun *l* and *r*, page 179. (For instructions and answer key, see page 170.)

Finish the Lesson

1. **Say a Word that Begins with *l* or *r*.** Say a word that begins with either *l* or *r* (see Suggested Words below). Students repeat the word, say its initial letter, and write that letter in the air. Do the same with seven to eight different words.
Suggested Words: *rabbit*, *leg*, *lemon*, *rake*, *lake*, *rain*, *laugh*, *read*, *lunch*, *rock*, *large*
2. Explain and assign Workbook page 8. (For instructions, see Teacher's Book page 152.)

Assessment

Explain and assign the Unit 2 Test, page 215. (For instructions and answer key, see page 204.)



At a Birthday Party

Conversation Time

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

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

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 5; wrapped present or other object

For general information on Conversation Time, see pages 8–9.

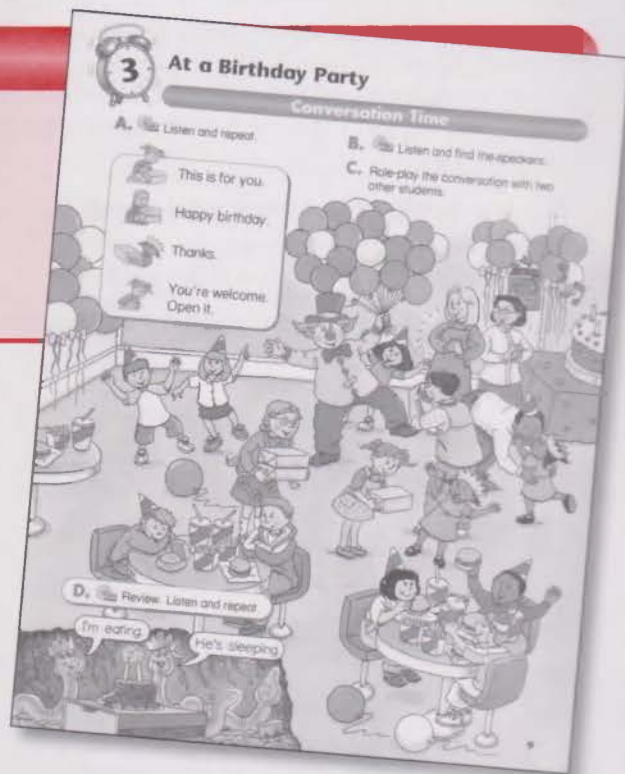
Warm-Up and Review

- Phonics Review: j, y, l, and r.** Write *long, rabbit, jet,* and *yam* on the board. Point to each word and elicit its initial sound. Then say five to six words that begin with *l* or *r* (see Suggested Words below). If the word begins with *l*, students say /l/ and clap their hands. If it begins with *r*, they say /r/ and stomp their feet. Then say five to six words that begin with *j* or *y* (see Suggested Words below). If the word begins with *j*, students say /ɔʒ/ and tap their heads. If it begins with *y*, they say /y/ and touch their noses. Draw pictures of these four actions on the board if students need help remembering what to do.
Suggested Words: *red, leg, run, lemon, reach, laugh, yak, jam, yell, yogurt, Jim, jack*
- Check Workbook page 8. (For instructions and answer key, see Teacher's Book page 152.)

Introduce the Conversation

- Bring three students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions:

<i>This is for you.</i>	Hand the student a wrapped birthday present or any other object. He/She takes the present.
<i>Happy birthday.</i>	Look excited and happy.
<i>Thanks.</i>	Smile, nod your head slightly.
<i>You're welcome. Open it.</i>	Smile, nod your head slightly, and pantomime opening a package.
- Divide the class into Groups A, B, and C. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and say the conversation again in the same way.



- Groups A, B, and C say the appropriate lines of the conversation. Groups then change roles and say the conversation again. Continue until each group has taken on each role. Prompt when necessary.

Talk About the Picture

- Attach Wall Chart 5 to the board or 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*).
It's a birthday party! **Annie** and her sister **Penny** are at the party. They brought **gifts**. They say *This is for you.* *Happy birthday!* The girl says *Thanks.* She's *happy*. These **children** are *eating*. Look at this **boy**. He's *sleeping!*
- Ask the following questions while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).
How old are you?
How many **balloons**?
Who's *eating*?
Can you *point* to the hamburgers?
Can you *point* to the boy who's *sleeping*? (**one of the mothers**) Is she a father?
How many boys?
How many girls?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker in the conversation box.

Penny: *This is for you.*

Annie: *Happy birthday.*

Triplet: *Thanks.*

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

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

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

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

D. Review. Listen and repeat.

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

A: *I'm eating.*

B: *He's sleeping.*

OPTION: Students role-play the conversation.

Find Digger's Bone

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

Answer Key: Digger's bone is one of the buttons on the clown's shirt.

OPTION: Students find Digger's bone as above, then draw a picture of Digger dressed in a clown suit with bones for buttons.

Games and Activities

- Missing Words.** Write the target conversation on the board. Point to each line and elicit the conversation. Erase two to three key words. Students say the conversation, filling in the missing words as they speak. Continue in the same way, erasing more words from the conversation each time, until students can say the conversation from memory.
- Act It Out.** Divide the class into groups of four and have one student in each group say the conversation, using his/her Student Book for reference. The other three students in each group act out the conversation as they hear it. Students in each group then change roles and do the activity again in the same way until each student has taken on each role.

OPTIONS:

- Students use wrapping paper, ribbon, and a small box to make a birthday present. Then do the activity as above, using the present as a prop.
- Practice the conversation as above, then plan a birthday party with students. All students celebrate their birthdays together. Make party hats, decorations, small gifts, and eat birthday cake. Have fun!
- Combine the Conversations.** Combine the Unit 1 conversation with the target conversation on the board in the following way:
A: *This is for you.*
B: *Happy birthday.*
C: *Thanks.*
B: *You're welcome. Open it.*
A: *How old are you?*
C: *I'm nine. How old are you?*
A: *I'm eight.*

Point to and read each line. Students repeat. Bring three volunteers to the front of the classroom to role-play the conversation, with Student A pretending to hand Student C a gift when he/she says *This is for you*. Students then form groups of three and role-play the conversation. Students in each group then change roles and role-play the conversation again. Groups continue until each student has taken on each role.

Finish the Lesson

- Happy Birthday Song.** Sing *Happy Birthday* with the class. Give a student a wrapped birthday present or another object. Students pass the present around the class while everyone sings *Happy Birthday*. When the song finishes, the student with the present in his/her hands role-plays the conversation with the two students nearest him/her. Sing the song again in the same way.
- Explain and assign Workbook page 9. (For instructions, see Teacher's Book page 152.)

Word Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 6; a ball; 2 pieces of orange paper; Unit 2 Word Time Picture Cards, 1 set; Unit 3 Word Time Picture Cards, 1 set; Unit 3 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 5, 9, and 10)

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: Toss the Ball.** (See Game 5, page 140.) Ask students to open their Student Books to page 9. Elicit the conversation. Then play the game using the target conversation.
2. Check Workbook page 9. (For instructions and answer key, see Teacher's Book page 152.)

Introduce the Words

1. **Pantomime crying.** Say *cry* and write *cry* on the board. Introduce *sing, laugh, run, walk,* and *shout* in the same way. Then point to each word on the board, pantomime the action, say the word, and have students repeat. Point to the words in random order, and have students pantomime each action and say each word.
2. Hold up the Unit 3 Word Time Picture Cards one by one and have students name them.

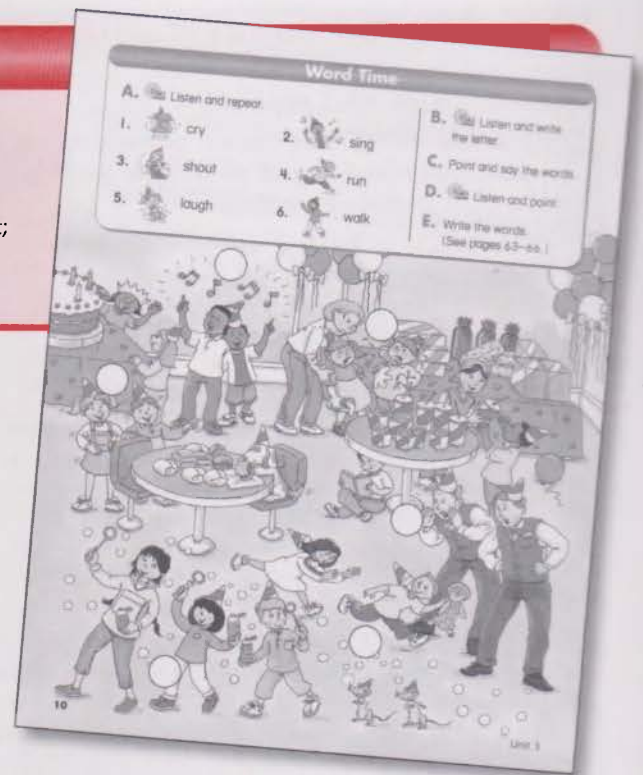
Talk About the Picture

1. Students open their Student Books to page 10. They look at the large scene and name anything they can.
2. Attach Wall Chart 6 to the board or open a Student Book to page 10. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

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

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

Who's *walking*? *Point* to them.
Who's *singing*? *Point* to them.
Who's *laughing*? *Point* to them.
Who's *shouting*? *Point* to them.
Who's *running*? *Point* to them.
Who's *crying*? *Point* to them.
Who's *happy*? *Point* to them.



Who's *sad*? *Point* to them.
Who's *eating*? *Point* to them.
Who's *reading*? *Point* to him.

Practice the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.

- | | |
|-----------------|----------------|
| 1. <i>cry</i> | 2. <i>sing</i> |
| 3. <i>shout</i> | 4. <i>run</i> |
| 5. <i>laugh</i> | 6. <i>walk</i> |

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear in the box for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- | | |
|----------------------|------------------------|
| a. <i>sing, sing</i> | b. <i>walk, walk</i> |
| c. <i>cry, cry</i> | d. <i>laugh, laugh</i> |
| e. <i>run, run</i> | f. <i>shout, shout</i> |

2. Check answers by writing the letters *a–f* on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

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

D. Listen and point.

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

Sing.
Cry.
Laugh.
Run.
Shout.
Walk.

Now listen and point to the speakers.

A: *Digger's eating.* (children pointing to Digger)
B: *Yeah. He's eating a hamburger. He isn't eating cake.*

A: *How old are you?* (girls by birthday cake)
B: *I'm five.*

A: *Here you are.* (Ted and young boy)
B: *Thanks.*
A: *You're welcome.*

E. Write the words. (See pages 63–66.)

Students turn to page 63 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.

Find Digger's Bone

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

Answer Key: Digger's bone is the handle of one of the bubble wands in the foreground.

OPTION: Students find Digger's bone as above, then draw a birthday cake and cut it out. They draw candles in the shape of bones, cut them out, and tape them on the birthday cake.

Extra Vocabulary. Students turn to page 9. Introduce the extra vocabulary items *dance, kiss, clap*. Students then find people doing these actions in the large scene.

Games and Activities

1. **Basketball.** (See Game 10, page 141.) Play the game using Unit 3 Word Time Picture Cards.
2. **Pantomime.** Place the Unit 3 Word Time Picture Cards on the chalktray facing the board. Choose a volunteer to come to the front of the classroom, look at a card, and pantomime the action. Seated students try to identify the action, saying *laugh* or (*She's*) (*laughing*).

Once the action has been correctly identified, turn the card to face the class and bring another volunteer to the front of the classroom to look at a card and pantomime the action. Continue in the same way until all cards have been pantomimed and identified. Shuffle the cards and do the activity again.

LARGE CLASSES: Divide the class into Teams A and B. A volunteer from each team comes to the front of the classroom. Show the same picture card to each volunteer. Say *Go!* Volunteers pantomime the action while their teammates try to identify it. The first team to correctly identify the action wins a point. Bring two new volunteers to the front of the classroom and continue the activity in the same way. Continue until all students have pantomimed an action.

OPTION: Play as above, but instead of using picture cards as cues, whisper a target action word to the volunteer.

3. **Draw the Picture.** (See Game 19, page 142.) Play the game using Unit 3 Word Time Word Cards. The first team to correctly identify the action must say a sentence using the new vocabulary word. For example: *He's singing, She isn't crying, or I can sing.* Review relevant grammar patterns if necessary.
OPTION: Play as above, but instead of using word cards as cues, whisper a target action word to the volunteers.
4. **Option: Personalize the Picture.** Students draw a picture of a birthday party they would like to attend, making sure that people at the party are engaged in a variety of activities that students can name in English. Then divide the class into pairs, and have each student tell his/her partner about his/her picture, especially what the various party guests are doing. If students do not know the English words for some of the actions they have drawn, go to them and have them point to those actions in their drawings. Name the action, and have students repeat. Then write the names of those actions on the board. Hang the pictures on the walls for future reference.

Finish the Lesson

1. **Name the Card.** Hold up a Unit 2 or Unit 3 Word Time Picture Card. A volunteer names the card, pantomimes the action, and uses the action word in a sentence. Continue in the same way with the remaining Units 2 and 3 Word Time Picture Cards.
2. Explain and assign Workbook page 10. (For instructions, see Teacher's Book page 153.)

Practice Time

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

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Unit 2 Word Time Word Cards, 1 set; Unit 3 Word Time Picture Cards, 2 sets; Unit 3 Word Time Word Cards, 1 set per 4–5 students; Unit 3 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 6, 9, 10, and 53)

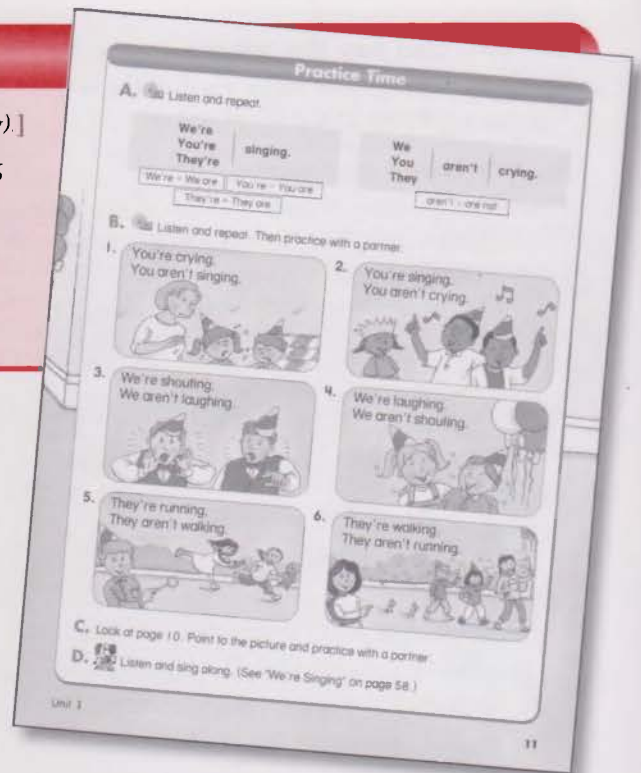
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Slow Reveal.** (See Game 38, page 145.) Hold up each Unit 3 Word Time Picture Card and elicit its name. Then play the game using the cards.
2. Check Workbook page 10. (For instructions and answer key, see Teacher's Book page 153.)

Introduce the Patterns

1. **Pronoun Review.** Ask students to repeat the following pronouns and copy the actions. Say *you*. Point to and look at students, and say *you*. Say *we*. Put your arms around a group of students, look at the class, and say *we*. Step away from this group and say *they*. Look at the class, point to the group of students, and say *they*.
2. **(You're) (laughing). (You) aren't (crying).** Bring two volunteers to the front of the classroom and ask them to laugh. Look at and point to them, then say *You're laughing*, emphasizing *You're*. Students repeat. Write *You're laughing* on the board. Point to and read each word. Students repeat. While they continue to laugh, hold up the *cry* picture card, point to and look at the volunteers, shake your head, and say *You aren't crying*, emphasizing *aren't*. Students repeat. Write *You aren't crying* on the board. Point to and read each word. Students repeat. Do the same with *sing*, *run*, *walk*, and *shout*, holding up the *cry* card for each negative sentence. Repeat the entire procedure using *We*, *They*, and the appropriate gestures from Step 1.
3. **Practice for Fluency.** Bring three volunteers to the front of the classroom and ask them to laugh. Look at and point to them. Elicit *You're laughing* from seated students. Hold up the *cry* picture card, shake your head, and elicit *You aren't crying* from seated students. Stand with the volunteers and laugh together. Seated students laugh, too, and everyone says *We're laughing*. Hold up the *cry* picture card, shake your head, and elicit *We aren't crying*. Walk away from the volunteers. Look at the class, point to the volunteers, and elicit *They're laughing*. Hold up the *cry* picture card, shake your head, and elicit *They aren't crying*. Repeat the entire procedure with *sing*, *run*, *walk*, and *shout*, holding up the *cry* card for each negative sentence.



Practice the Patterns

Students open their Student Books to page 11.

A. Listen and repeat.

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

A: *We're singing.*

B: *We aren't crying.*

A: *You're singing.*

B: *You aren't crying.*

A: *They're singing.*

B: *They aren't crying.*

2. Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.

3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.

4. Write the explanation of the contractions on the board:

We're = We are

You're = You are

They're = They are

aren't = are not

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

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

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

D. 🎧 Listen and sing along.

1. Students turn to the Unit 3 song *We're Singing* on page 58. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

We're Singing

(Melody: *Old MacDonald*)

We're singing! La, la, la!

You're singing now.

We're singing! La, la, la!

You're singing now.

You're crying.

We aren't crying.

You're shouting.

We aren't shouting.

We're singing! La, la, la!

You're singing now.

We're running. Run, run, run!

You're running now.

We're running. Run, run, run!

You're running now.

You're walking.

We aren't walking.

You're laughing.

We aren't laughing.

We're running. Run, run, run!

You're running now.

2. 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.

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

Games and Activities

1. **What Are They Doing?** Divide the class into groups of three to four. Distribute a set of Units 2 and 3 Word Time Word Cards among the groups. Ask the groups with the *walk* card to walk, and the groups with the *cry* card to pretend to cry. Point to the *walk* group, look at the class, and elicit *They're walking*. Point to the *cry* group, look at the class, and elicit *They aren't walking*. *They're crying*. Do the same, with two different groups each time, until all action words have been used in both a positive and negative sentence. Then repeat the entire procedure for *You* and *We*.
2. **Substitution.** Say *They're walking*. Students repeat. Then shake your head and say *run*. Elicit *They aren't running*. Then say *we*. Elicit *We aren't running*. Then say *cry* and nod your head. Elicit *We're crying*. Continue in the same way, using different pronouns and actions, until most students can comfortably substitute the given pronouns and verbs.
3. **Make the Sentences.** (See Game 49, page 147.) Do the activity using Unit 3 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 5, Matching, page 180. (For instructions and answer key, see page 171.)

Finish the Lesson

1. **Tell About the Actions.** Divide the class into Groups A and B, and give each group a set of Unit 3 Word Time Picture Cards. Each group chooses two picture cards and pantomimes the action on one of the cards. Group A begins by saying *We're (running)*. *We aren't (walking)*. They then look at and point to Group B and say *You're (laughing)*. *You aren't (crying)*. Then Group A looks at the teacher, points to Group B, and says *They're (laughing)*. *They aren't (crying)*. Group B then talks about themselves and Group A in the same way. Groups continue the activity in the same way, pantomiming different actions, for three to five minutes.
2. Explain and assign Workbook page 11. (For instructions, see Teacher's Book page 153.)

Phonics Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; 1 sheet of paper; Unit 3 Word Time Picture Cards, 1 set; Unit 3 Phonics Time Picture Cards, 1 set; Units 1–3 Phonics Time Word Cards, 1 set per 3–4 students (see Picture and Word Card Book pages 4, 8, 9, 11, and 12)

For general information on Phonics Time, see pages 14–15.

Warm-Up and Review

- Pattern Review: Make Sentences.** Write *You, We, and They* on the board. Point to *You*, hold up the *cry* picture card, and say *You're crying*. Students repeat. Then point to *You*, hold up the *laugh* picture card, shake your head, and say *You aren't laughing*. Do the same with *We* and *They*. Continue in the same way with the remaining Unit 3 Word Time Picture Cards, but instead of saying the sentences, elicit the statements each time.
- Check Workbook page 11. (For instructions and answer key, see Teacher's Book page 153.)
- Phonics Review: What's Different?** Write *l* and *r* on the board. Point to each letter and elicit its sound. Then say three words, two with the same initial sound, and one with a different initial sound (see Suggested Words below). Students name the word with the different initial sound. Do this with five to six different groups of words.

Suggested Words: *lamb, run, let; rock, radio, letter; laugh, read, rock; lake, ruler, ride; robot, lion, lay; rise, led, red; leg, rose, letter*

Introduce the Sounds

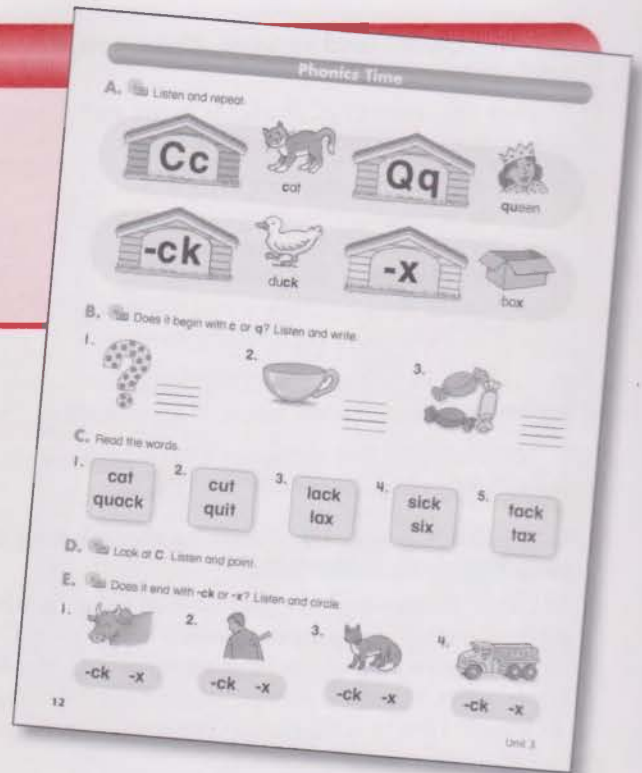
Note: The *c* sound is written as /k/.

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

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

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

- Hold up the *cat* picture card and say /k/-/k/, *cat*, stressing the initial sound. Students repeat. Attach the card to the board. Repeat the procedure for the /kw/ word, *queen*. Then hold up the duck card and say /k/-/k/, *duck*, stressing the final sound. Students repeat. Attach the card to the board. Repeat the procedure for the /ks/ word, *box*.
- Write *c* on the board. Say /k/ while pointing to the letter. Students repeat. Add *at* to the right of *c* and say /k/-*at*, *cat*, pointing to the two parts of the word and then the whole word. Students repeat. Repeat the entire procedure for *queen*. Then write *ck* on the board. Say /k/ while pointing to the letter. Students repeat. Add *du* to the left of *ck* and say *du-ck*, *duck*, pointing to



the two parts of the word and then the whole word. Students repeat. Repeat the entire procedure for *box*.

Practice the Sounds

Students open their Student Books to page 12.

Students are expected to know the meaning of only the four words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

<i>c</i> /k/	<i>q</i> /kw/
<i>cat</i>	<i>queen</i>
<i>ck</i> /k/	<i>x</i> /ks/
<i>duck</i>	<i>box</i>

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

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

- question, question*
- cup, cup*
- candy, candy*

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

Answer Key: 1. q 2. c 3. c

C. Read the words.

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

D. Look at C. Listen and point.

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

sick, /s/-/ɪ/-/k/, *sick*

lax, /l/-/æ/-/ks/, *lax*

cut, /k/-/ʌ/-/t/, *cut*

tack, /t/-/æ/-/k/, *tack*

cat, /k/-/æ/-/t/, *cat*

quit, /kw/-/ɪ/-/t/, *quit*

six, /s/-/ɪ/-/ks/, *six*

quack, /kw/-/æ/-/k/, *quack*

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

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

1. *ox*, *ox*

2. *back*, *back*

3. *fox*, *fox*

4. *truck*, *truck*

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

Answer Key: 1. -x 2. -ck 3. -x 4. -ck

Games and Activities

1. **Point to the Letter.** Write *Qq* on a piece of paper and attach it to the wall at the back of the classroom. Write *Cc* on the board at the front of the room. Say a word that begins with *c* or *q* (see Suggested Words below). If students think the word they hear starts with *q*, they point to *Qq* and say /kw/. If they think it starts with *c*, they point to *Cc* and say /k/. After students have pointed to the letter, write the word on the board, say it again, and have students repeat. Continue in the same way with eight to ten different words.

Suggested Words: *cake*, *cat*, *quest*, *quilt*, *call*, *question*, *cut*, *queen*, *quail*, *can*

VERY SMALL CLASSES: Play as above, with students walking to the letter instead of pointing to it.

2. **End Sounds.** Say ten words that end with *-ck* or *-x* (see Suggested Words below). Students listen to each word, repeat it, and write the letter(s) that correspond to its end sound in the air.

Suggested Words: *six*, *quick*, *neck*, *snack*, *fix*, *wax*, *black*, *rack*

3. **Slap.** Divide the class into groups of three to four. Give each group a set of Units 1–3 Phonics Time Word Cards. Students spread the cards out faceup. Say one of the Units 1–3 Phonics Time target words. Students in each group try to be the first to find and slap the card, then say the target sound. If the student slaps the correct card and says the correct target sound, he/she keeps the card. If the student slaps the incorrect card or says the wrong sound, he/she waits for the next word and tries again. Continue in the same way with the remaining cards. The student in each group with the most cards at the end of the game wins.
4. **Option: Project.** Students look through old English magazines or newspapers, and cut out any words that begin with *c* or *q*, or end with *-ck* or *-x*. Then, on a piece of paper, they draw four flowers without any petals. They label the center of one flower *Cc*, the center of the another flower *Qq*, the center of the third flower *ck*, and the center of the final flower *x*. They then make the words they cut out into the flowers' petals, gluing the words around the flower with the letter that corresponds to the word's target sound. Hang the flowers around the room for future reference.

Extra Practice

Explain and assign Worksheet 6, Phonics Fun *c*, *q*, *-ck*, and *-x*, page 181. (For instructions and answer key, see page 171.)

Finish the Lesson

1. **Walk and Spell.** (See Game 64, page 149.) Play the game using *c*, *q*, *ck*, and *x*.
2. Explain and assign Workbook page 12. (For instructions, see Teacher's Book page 153.)

Assessment

Explain and assign the Unit 3 Test, page 216. (For instructions and answer key, see page 205.)



Review 1

Story Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player

For general information on Story Time, see page 16.

Warm-Up

1. **Review Units 1–3 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 1, 5, and 9), Word Time page (pages 2, 6, and 10), and Practice Time page (pages 3, 7, and 11). Elicit each conversation, vocabulary item, and pattern.
2. Check Workbook page 12. (For instructions and answer key, see Teacher’s Book page 153.)

Work with the Pictures

Students open their Student Books to page 13.

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

Scene 1: Is **Max** a cat?

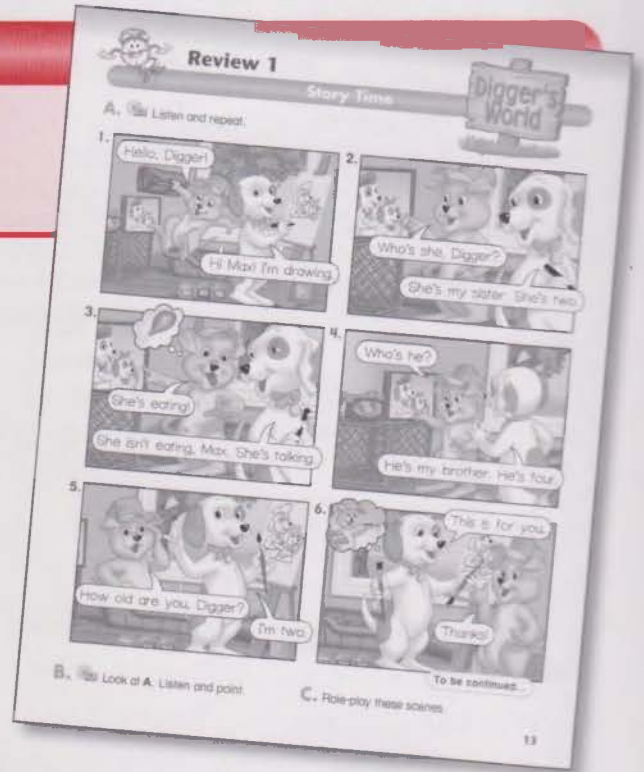
Scene 2: (**picture of Digger’s sister**) Who’s she? How old is she?

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

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

Scene 5: How old is **Digger**?

Scene 6: Does **Digger** give **Max** a hamburger?



Work with the Text

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

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

Practice the Story

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

A. Listen and repeat.

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

1. Max: Hello, Digger!
Digger: Hi Max! I’m drawing.

2. Max: *Who's she, Digger?*
Digger: *She's my sister. She's two.*
3. Max: *She's eating!*
Digger: *She isn't eating, Max. She's talking.*
4. Max: *Who's he?*
Digger: *He's my brother. He's four.*
5. Max: *How old are you, Digger?*
Digger: *I'm two.*
6. Digger: *This is for you.*
Max: *Thanks!*

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

B. Look at A. Listen and point.

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

C. Role-play these scenes.

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

2. **Puppets.** Students draw Max on one sheet of paper, and Digger on another. They then cut these characters out and attach a stick, ruler, or pencil to the back of each cut-out to make puppets. Each student then performs the entire story for the class using these puppets. Keep these puppets so that they can be used in role-plays in later Review Units or whenever these characters appear in the Student Book.
3. **Make a New Story.** Students divide a piece of paper into six equal parts and come up with their own versions of the story by drawing original scenes and new characters. If this is too challenging, students can copy the pictures and speech bubbles from page 13. Students can also do this activity in pairs.

Finish the Lesson

1. **Listen and Pantomime.** Divide the class into pairs and have students in each pair take the role of one of the characters in the story. Play the recording. Students listen and pantomime their roles. Students in each pair change roles and pantomime again in the same way.
2. Explain and assign Workbook page 13. (For instructions, see Teacher's Book page 153.)

Games and Activities

1. **Family Tree.** Divide the class into pairs. Pairs work together to draw Digger's family tree. Students should include Digger, his brother, his sister, and any other family members they can name in English. Pairs then take turns standing up and telling the class about Digger's family, saying, for example, *This is Digger. This is Digger's grandmother.*

Activity Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Bingo markers, 7 per student; 3 × 3 grids, 1 per student; Units 1–3 Word Time Picture Cards, 9 cards per student (see Picture and Word Card Book pages 1, 5, and 9)

For general information on Activity Time, see page 17.

Warm-Up

1. **Review Units 1–3 Conversations, Vocabulary, Patterns, and Sounds.** Students turn to each Conversation Time page (pages 1, 5, and 9), Word Time page (pages 2, 6, and 10), Practice Time page (pages 3, 7, and 11), and Phonics Time page (pages 4, 8, and 12). Elicit the conversations, vocabulary items, patterns, and sounds.
2. Check Workbook page 13. (For instructions and answer key, see Teacher's Book page 153.)

Review

Students open their Student Books to page 14.

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

1. Play the recording. Students listen, find the named family member in the scene, then write the number in the white circle next to that family member. Play the recording as many times as necessary for students to complete the task.

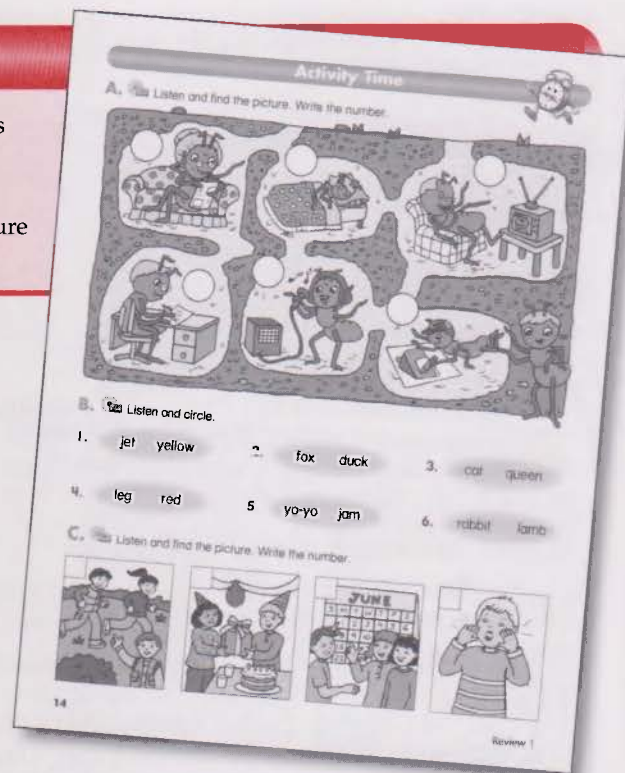
1. *She's my mother. She's singing.*
2. *He's my brother. He's drawing.*
3. *She's my grandmother. She's reading.*
4. *He's my grandfather. He's laughing.*
5. *He's my father. He's writing.*
6. *She's my sister. She's sleeping.*

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

B. Listen and circle.

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

1. *jet, jet*
2. *duck, duck*
3. *queen, queen*
4. *red, red*
5. *yo-yo, yo-yo*
6. *lamb, lamb*



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

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

1. Divide the class into pairs, and have students in each pair work together to determine what the speakers in each picture are saying.

2. Play the recording. Students listen, find the picture that corresponds to each conversation they hear, and write the number in the space provided. Play the recording as many times as necessary for students to complete the task.

1. *I'm shouting. I'm not singing.*
2. *They're running. They aren't walking.*
3. A: *Is today Monday?*
B: *No, it's Tuesday.*
A: *Yay, my birthday is on Wednesday.*
B: *Cool.*
4. A: *This is for you. Happy birthday.*
B: *Thanks.*
A: *You're welcome. Open it.*

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

Answer Key: 2, 4, 3, 1

Games and Activities

1. **Bingo!** (See Game 11, page 141.) Hold up each Unit 1–3 Word Time Picture Card and elicit its name. Then play the game using the picture cards and 3×3 grids.
2. **What Other Words Have These Sounds?** Students find the 12 words from Activity B. (**Listen and circle the correct word**) in the Units 1–3 Phonics Time pages (pages 4, 8, and 12). While books are open to these pages, elicit other words with the same sounds. For example: Say *What other /y/ words can you see?*
3. **Phonics.** Write *jam, yell, leg, run, cat, and quack* on the board. Point to each word and elicit its initial sound. Point to each word again, and have volunteers say any other words they know in English that begin with the same initial sound. Prompt if necessary. Do the same with *duck* and *Max*, eliciting their end sounds.

Finish the Lesson

1. Explain and assign Checklist 1 (see Student Book page 67) for students to do at home or in class.
2. Explain and assign Workbook page 14. (For instructions, see Teacher's Book page 153.)
3. Do Chapter 1 of Storybook 2, *Coco and Digger*. (For instructions and answer key, see Teacher's Book pages 167 and 168.)



At the Store Window

Conversation Time

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

Function: Having telephone conversations

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 7; a bag; Units 1–3 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book pages 3, 7, and 11)

For general information on Conversation Time, see pages 8–9.

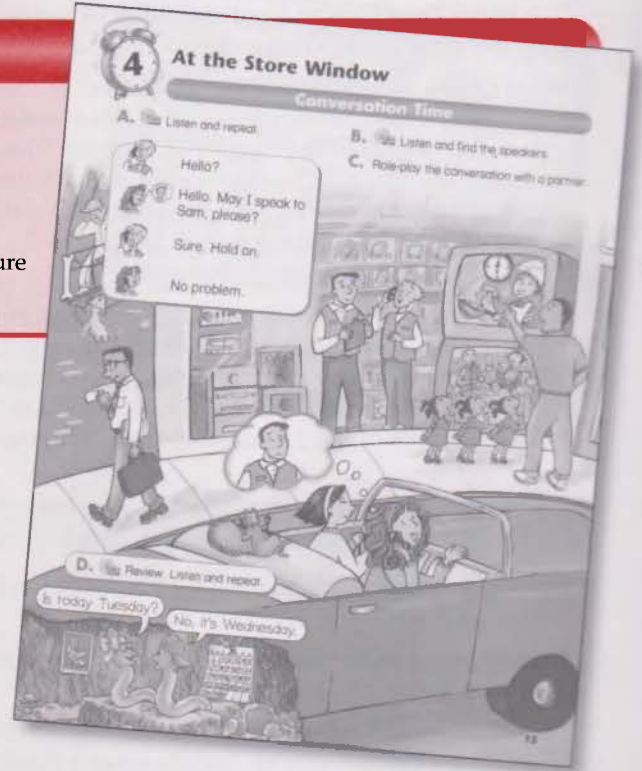
Warm-Up and Review

- Phonics Review: Draw from the Bag.** Write *c, ck, j, l, q, r, y,* and *x* on the board. Point to each letter and elicit its sound. Then place the Units 1–3 Phonics Time Picture Cards in a bag. Choose a card from the bag and hold it up for the class to see. A volunteer says the word and its initial sound and letter [for *duck* and *box*, students say the word's end sound and letter(s)]. Continue in the same way until all the cards have been taken from the bag.
- Check Workbook page 14. (For instructions and answer key, see Teacher's Book page 153.)

Introduce the Conversation

- Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions:

<i>Hello?</i>	Pretend to speak into a telephone.
<i>Hello. May I speak to Sam, please?</i>	Pretend to speak into a telephone, smile.
<i>Sure. Hold on.</i>	Nod your head <i>yes</i> while still pretending to speak into the telephone.
<i>No problem.</i>	Smile while still pretending to speak into the telephone.
- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and say the conversation again in the same way.
- Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.



Talk About the Picture

- Attach Wall Chart 7 to the board or open a Student Book to page 15. Students then open their Student Books to page 15. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

This woman is *driving a car*. Her **friend** is *talking on the phone*. She wants to speak to Sam. **The man she's talking to** will *give* the phone to Sam. This **squirrel** is *talking on the phone*, too! Look at the **three girls** and their **father**. They're watching **TV**. This **man** is going to work. He's *walking very quickly*.
- Ask the following questions while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).
 - (**TV**) Is it a book? How many **TVs**?
 - (**car**) What's this?
 - (**woman driving the car**) Can she *drive a car*?
 - (**painter**) Is he *drawing*?
 - Can you *point* to the person who's walking?
 - (**girls watching TV**) Are they sad?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker in the conversation box.

Man: *Hello?*

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

Man: *Sure. Hold on.*

Woman: *No problem.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *Is today Tuesday?*

B: *No, it's Wednesday.*

OPTION: Students role-play the conversation.

Find Digger's Bone

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

Answer Key: Digger's bone is part of what the painter is standing on.

OPTION: Students find Digger's bone as above, then draw and cut out a picture of a sports car, making one feature of the car in the shape of a bone (for example: the headlights or steering wheel). Display the cars by attaching string to the back of the car and hanging them from the ceiling around the classroom.

Games and Activities

1. **Listen and Act.** (See Game 1, page 140.) Play the game using the target conversation.
2. **Back to Back.** Divide the class into pairs. Students sit with their backs to their partners, and role-play the conversation without looking at each other. Partners then change roles and do the activity again in the same way.

OPTION: Students do the activity as above, using toy phones.

3. **Combine the Conversations.** Combine the Units 1 and 3 conversations with the target conversation on the board in the following order:

A: *Hello?*

B: *Hello. May I speak to Jan, please?*

A: *Sure. Hold on.*

B: *No problem.*

C: *Hello?*

B: *Hello! Happy birthday, Jan.*

C: *Thanks.*

B: *How old are you?*

C: *I'm ten.*

Point to and read each word. Students repeat. Bring three volunteers to the front of the classroom to role-play the conversation as if they are having a telephone conversation. Students then form groups of three and role-play the conversation. Students in each group then change roles and role-play the conversation again. Groups continue until each student has taken on each role.

Finish the Lesson

1. **Who Was That?** (See Game 7, page 140.) Play the game using the target conversation.
2. Explain and assign Workbook page 15. (For instructions, see Teacher's Book page 154.)

Word Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 8; Bingo markers, 15 per student; 4 × 4 grids, 1 per student; Units 2–3 Word Time Picture Cards, 1 set; Unit 4 Word Time Picture Cards, 16 cards per student (see Picture and Word Card Book pages 5, 9, and 13)

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: Missing Words.** Write the Unit 4 target conversation on the board. Point to each line and elicit the conversation. Erase two to three key words. Students say the conversation, 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.
2. Check Workbook page 15. (For instructions and answer key, see Teacher's Book page 154.)

Introduce the Words

1. Say and pantomime each action twice. Students repeat and pantomime each action.
2. Hold up the Unit 4 Word Time Picture Cards one by one and have students name them.

Talk About the Picture

1. Students open their Student Books to page 16. They look at the large scene and name anything they can.
2. Attach Wall Chart 8 to the board or open a Student Book to page 16. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

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

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

Can you *point* to Annie?

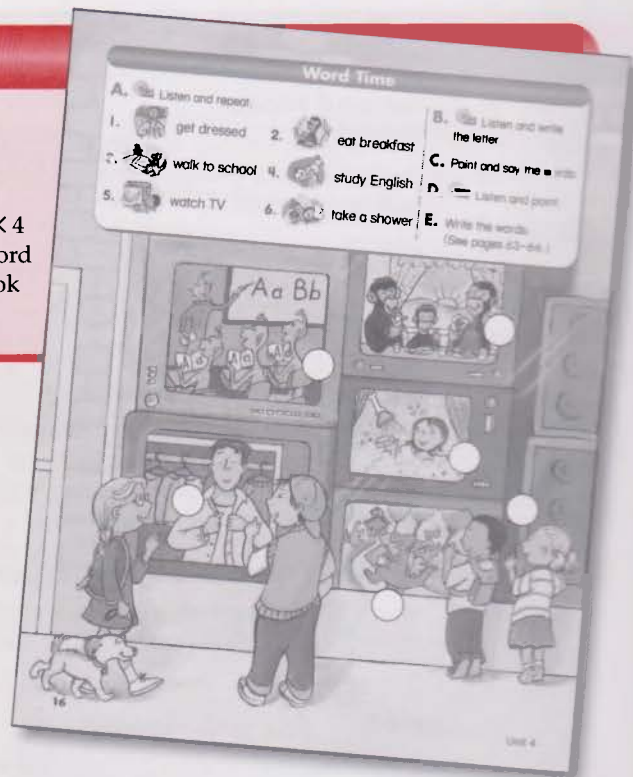
(**aliens**) Are they *studying English*?

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

Do you like **bananas**?

Is **Ted** *getting dressed*?

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



Can you *point* to the person who's *taking a shower*?
(**dinosaurs**) Are they *watching TV*?

Practice the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.

1. *get dressed*
2. *eat breakfast*
3. *walk to school*
4. *study English*
5. *watch TV*
6. *take a shower*

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- a. *eat breakfast, eat breakfast*
- b. *take a shower, take a shower*
- c. *study English, study English*
- d. *watch TV, watch TV*
- e. *get dressed, get dressed*
- f. *walk to school, walk to school*

2. Check answers by writing the letters *a–f* on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

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

D. Listen and point.

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

Study English.

Take a shower.

Walk to school.

Eat breakfast.

Watch TV.

Get dressed.

Now listen and point to the speakers.

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

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

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

B: *Hello Annie. How are you?*

A: *Fine, thanks. And you?*

B: *Okay.*

E. Write the words. (See pages 63–66.)

Students turn to page 63 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.

Find Digger's Bone

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

Answer Key: Digger's bone is part of the showerhead.

OPTION: Students find Digger's bone as above. They then draw a large TV showing a scene from their own or a made-up family life, hiding two to three bones within their picture. Divide the class into pairs and have them exchange pictures with their partner and try to find the bones in their partner's picture.

Extra Vocabulary. Students turn to page 15.

Introduce the extra vocabulary items *cook dinner*, *drink tea*, *talk on the phone*. Students then find people doing these actions in the large scene.

Games and Activities

1. **Bingo!** (See Game 11, page 141.) Play Option #2 using 4 × 4 grids and Unit 4 Word Time Picture Cards.
2. **Pantomime.** Divide the class into pairs and give each pair a set of Unit 4 Word Time Picture Cards. Pairs place the cards face down between them. One student in each pair (S1) picks up a card without looking at it and shows it to his/her partner (S2). S2 pantomimes the action on the card. S1 tries to name the action, saying *You're (eating breakfast)*. If S1 correctly names the action, S2 then chooses a card and takes a turn guessing. If not, S2 continues pantomiming until S1 correctly names the action. Pairs continue in the same way until they have named all their cards. They then shuffle their cards and do the activity again.
3. **Simon Says.** Name various actions from Units 2–4, some of which are preceded by *Simon says*. Students do or pantomime the action only if the action is preceded by *Simon says*. For example: Say *Simon says get dressed*. Students pantomime getting dressed. Say *Sing*. Students do not do the action. If a student does an action that was not preceded by *Simon says*, or does an action incorrectly, he/she is "out" and must wait until the next round to play again. Continue until only one student is still "in" the game. Then play again, having a volunteer take on the teacher's role and name the actions.

LARGE CLASSES: Play the game as above, but for a predetermined amount of time (for example: seven minutes). All students still in the game at the end of this time win. Also choose a volunteer to help monitor the game. He/She helps to see if students are doing the actions correctly, and if they are correctly responding to *Simon says*.

4. **Option: Personalize the Picture.** Cut out one side of a very large box to represent a TV screen, and have students decorate the box with crayons, markers, paint, and/or paper. When finished, students pantomime the target actions inside the box while other students "watch TV" and name the actions they see.

Finish the Lesson

1. **Slow Reveal.** (See Game 38, page 145.) Play the game using Units 2–4 Word Time Picture Cards.
2. Explain and assign Workbook page 16. (For instructions, see Teacher's Book page 154.)

Practice Time

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

Function: Asking what someone is doing

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Unit 4 Word Time Picture Cards, 1 set; Unit 4 Word Time Word Cards, 1 set per 4–5 students; Unit 4 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 13, 14, and 54)

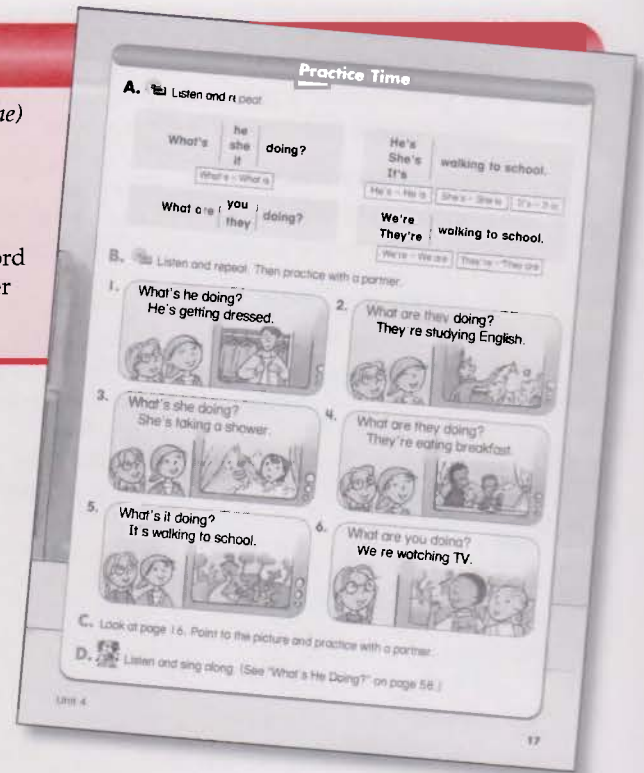
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Guess What's Missing.** (See Game 26, page 143.) Hold up each Unit 4 Word Time Picture Card and elicit its name. Then play the game using the cards.
2. Check Workbook page 16. (For instructions and answer key, see Teacher's Book page 154.)

Introduce the Patterns

1. **Pronoun Review.** Ask students to repeat the following pronouns and copy the actions. Say *you*. Point to and look at students, and say *you*. Say *we*. Put your arms around a group of students, look at the class, and say *we*. Step away from this group and say *they*. Look at the class, point to the group of students, and say *they*. Say *he*. Point to a boy, look at the class, and say *he*. Say *she*. Point to a girl, look at the class, and say *she*. Say *it*. Point to a picture of a bird, look at the class, and say *it*.
2. **What are (you) doing? (We're) (walking to school).** Give a group of three volunteers a Unit 4 Word Time Picture Card and tell them to go out of the classroom and pantomime the action. Once they have gone, look quizzically towards the door, shrug your shoulders, and call out to the volunteers *What are you doing?* Students repeat. Write *What are you doing?* on the board. Point to and read each word. Students repeat. Then ask the volunteers to come back into the classroom and pantomime the action. Look at them and ask *What are you doing?* As they continue to pantomime, stand with your arms around the volunteers, pantomime along with them, and say *We're (walking to school)*. Students repeat. Write *We're walking to school.* on the board to the right of *What are you doing?* Point to and read each word. Students repeat. Do the same with the remaining Unit 4 Word Time Picture Cards. Repeat the entire procedure using *they* and the appropriate gestures from Step 1 to demonstrate the pronoun.



3. **What's (he) doing? (He's) (walking to school).** Do the same as in Step 2 above, using *he*, *she*, and *it* and the appropriate gestures from Step 1 to demonstrate the pronouns.
4. **Practice for Fluency.** Divide the class into Groups A and B. Place the Unit 4 Grammar Cards *you*, *they*, *he*, *she*, and *it* in one pile, and the Unit 4 Word Time Word Cards in another pile. Hold up the *you* and *take a shower* cards. Group A asks *What are you doing?* Group B says *We're taking a shower*. Continue in the same way with the remaining cards. Have Groups A and B alternate between asking and answering questions.

Practice the Patterns

Students open their Student Books to page 17.

A. Listen and repeat.

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

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

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

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

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

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

2. Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.
3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.
4. Write the explanation of the contractions on the board:

What's = What is It's = It is He's = He is
We're = We are She's = She is They're = They are

Point to and read each word. Students repeat. Then say each pattern with the full form 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. Play the recording. Students listen and repeat, pointing to each picture in their books.
 1. *What's he doing?* 2. *What are they doing?*
He's getting dressed. *They're studying*
English.
 3. *What's she doing?* 4. *What are they doing?*
She's taking a shower. *They're eating breakfast.*
 5. *What's it doing?* 6. *What are you doing?*
It's walking to school. *We're watching TV.*
2. Play the recording again. Students listen and repeat, pointing to each word in their books.
3. Students practice numbers 1–6 in pairs. (S1 in each pair asks the questions, S2 answers.) They then change roles and repeat the activity.

C. Look at page 16. Point to the picture and practice with a partner.

Students remain in pairs and look at page 16. They then take turns asking and answering questions about people in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the young boy and girl): *What are they doing?* S2: *They're watching TV.*

D. Listen and sing along.

1. Students turn to the Unit 4 song *What's He Doing?* on page 58. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

What's He Doing?
 (Melody: *Clementine*)

<i>What's he doing?</i>	<i>What's she doing?</i>
<i>What's he doing?</i>	<i>What's she doing?</i>
<i>What's Ted doing now?</i>	<i>What's Annie doing now?</i>
<i>He's eating,</i>	<i>She's watching,</i>
<i>He's eating,</i>	<i>She's watching,</i>
<i>He's eating breakfast now.</i>	<i>She's watching</i>
	<i>TV now.</i>

What are they doing?
What are they doing?
What are Ted and Annie doing now?
They're studying,
They're studying,
They're studying English now.

2. 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.
3. Choose a volunteer to pantomime Ted's actions, and another volunteer to pantomime Annie's actions. Divide the rest of the class into Groups A and B. Play the karaoke version. Group A sings the questions, pointing to "Ted" in the first verse, "Annie" in the second verse, and both "Ted" and "Annie" in the third verse. Group B sings the answers. Groups A and B then change roles and sing the song again.

Games and Activities

1. **Pass the Message.** (see Game 51, page 147). Play the game using the target patterns.
2. **Substitution.** Say *What's he doing? He's taking a shower.* Students repeat. Then say *she.* Students say *What's she doing? She's taking a shower.* Then say *getting dressed.* Students say *What's she doing? She's getting dressed.* Say *they.* Students say *What are they doing? They're getting dressed.* Continue in the same way, using different pronouns and action words, until students can comfortably substitute the new actions and pronouns.
3. **Make the Sentences.** (See Game 49, page 147.) Do the activity using Unit 4 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 7, *Actions!*, page 182. (For instructions and answer key, see page 171.)



Finish the Lesson

1. **Pantomime.** Ask two volunteers to leave the room and pantomime one of the target actions. Call out *What are you doing?* The volunteers say *We're (taking a shower).* Then point in the direction of the volunteers, look at seated students, and ask *What are they doing?* Students reply *They're (taking a shower).* Do the entire activity again in the same way, with a boy, then with a girl.
2. Explain and assign Workbook page 17. (For instructions, see Teacher's Book page 154.)

Phonics Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; 2 pieces of orange paper; Unit 4 Word Time Picture Cards, 1 set; Unit 4 Phonics Time Picture Cards, 1 set; Unit 4 Phonics Time Word Cards, 1 set (see Picture and Word Card Book pages 13, 15, and 16)

For general information on Phonics Time, see pages 14–15.

Warm-Up and Review

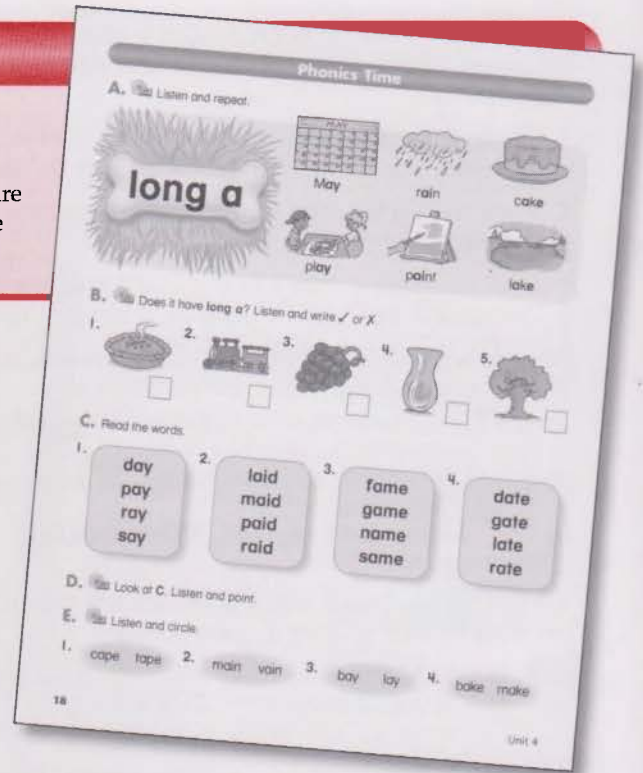
- Pattern Review: Pantomime.** Write *What are they doing? They're getting dressed.* on the board. Point to each sentence and have students say it. Then write *What's she doing? She's getting dressed.* on the board. Point to each sentence and have students say it. Bring three volunteers to the front of the classroom. Show them a Unit 4 Word Time Picture Card, then have them step outside the classroom and pantomime the action. Point in the direction of the volunteers and call out *What are you doing?* Elicit *We're (getting dressed).* Look at seated students, point in the direction of the volunteers, and ask *What are they doing?* Students say *They're (getting dressed).* Do the entire activity again in the same way, with a boy, then with a girl.
- Check Workbook page 17. (For instructions and answer key, see Teacher's Book page 154.)
- Phonics Review: c, ck, q, x.** Write *c, ck, q,* and *x* on the board. Point to each one and elicit its sound. Then write six to seven words that have these target sounds (see Suggested Words below). Point to each word and have students read it.

Suggested Words: *duck, fax, lock, cab, mix, quit, quack, cot*

Introduce the Sounds

Note: The *long a* sound is written as /eɪ/.

- Hold up the *May* picture card and say /eɪ-/eɪ/, *May*, stressing the *long a* sound. Students repeat. Attach the card to the board. Do the same with *play, rain, paint, cake,* and *lake*.
- Write *ay* on the board. Say /eɪ/ while pointing to the letters. Students repeat. Add *M* to the left of *ay* and say /m/-*ay*, *May*, pointing to the two parts of the word and then the whole word. Students repeat. Do the same with *play*. Repeat the entire procedure for the *ai* and *a_e* words.



Practice the Sounds

Students open their Student Books to page 18.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

long a /eɪ/
May
rain
cake

play
paint
lake

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

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

- pie, pie*
- train, train*
- grapes, grapes*
- vase, vase*
- tree, tree*

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

Answer Key: 1. ✗ 2. ✓ 3. ✓ 4. ✓ 5. ✗

C. Read the words.

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

D. Look at C. Listen and point.

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

date, /d/-/eɪ/-/t/, *date*

day, /d/-/eɪ/, *day*

same, /s/-/eɪ/-/m/, *same*

paid, /p/-/eɪ/-/d/, *paid*

late, /l/-/eɪ/-/t/, *late*

say, /s/-/eɪ/, *say*

game, /g/-/eɪ/-/m/, *game*

maid, /m/-/eɪ/-/d/, *maid*

E. Listen and circle.

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

1. *tape*, *tape*
2. *main*, *main*
3. *bay*, *bay*
4. *make*, *make*

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

2. **Write the Word.** Write *_ay*, *_ai_*, and *_a_e* in a horizontal row on the board. Students do the same on a piece of paper. Then point to *ay* and say *bay*. Seated students repeat the word, name the letter used to fill in the blank, and write *bay* on their papers below *_ay*. Write the word on the board. Students check their words and make corrections on their papers as necessary. Continue in the same way with five different *long a* words (see Suggested Words below).

Suggested Words: *ray*, *pain*, *mail*, *cake*, *date*, *say*, *rain*

3. **Basketball.** (See Game 10, page 141.) Play the game using Unit 4 Phonics Time Picture Cards and Word Cards.

Extra Practice

Explain and assign Worksheet 8, Phonics Fun *long a*, page 183. (For instructions and answer key, see page 171.)

Finish the Lesson

1. **Word Chant.** Write the following chant on the board (* = clap hands):

/g/ * /eɪ/ * /m/
/g/ * /eɪ/ * /m/
*What's this? * **
game

Point to and read each line. Students repeat. Then set the words and claps to a chant-like rhythm, and chant it. Repeat the chant using six to seven different *long a* words (see Suggested Words below).

Suggested Words: *May*, *laid*, *tape*, *gate*, *rate*, *say*, *paid*, *lay*, *main*

2. Explain and assign Workbook page 18. (For instructions, see Teacher's Book page 154.)

Assessment

Explain and assign the Unit 4 Test, page 217. (For instructions and answer key, see page 205.)

Games and Activities

1. **Stand Up, Sit Down.** Say a word that either has *long a* or does not (see Suggested Words below). If the word has *long a*, students repeat the word, stand up, and put their hands on their heads. If the word does not have *long a*, they stay seated. Do the same with seven to eight different words.

Suggested Words: *game*, *Sam*, *make*, *book*, *day*, *cut*, *bone*, *late*, *pan*, *kit*, *desk*



5 At the Airport

Conversation Time

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

Function: Asking personal information; giving compliments; expressing gratitude

Materials Needed (excluding materials for optional activities):
CD/cassette and player; Wall Chart 9

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

1. **Phonics Review: Read the Words.** Write *ay*, *ai*, and *a_e* on the board. Point to each one and elicit /ei/. Then write five to six *long a* words on the board (see Suggested Words below). Point to each word and have students read it.

Suggested Words: *day, lane, rain, gate, pay, mail, ray, fake*

2. Check Workbook page 18. (For instructions and answer key, see Teacher's Book page 154.)

Introduce the Conversation

1. Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions:

Where are you from? Look quizzically at the other student.

I'm from France. Point to yourself.

Oh. You speak English very well. Point to other student and smile.

Thank you very much. Smile and nod your head.

2. Clarify word meaning.

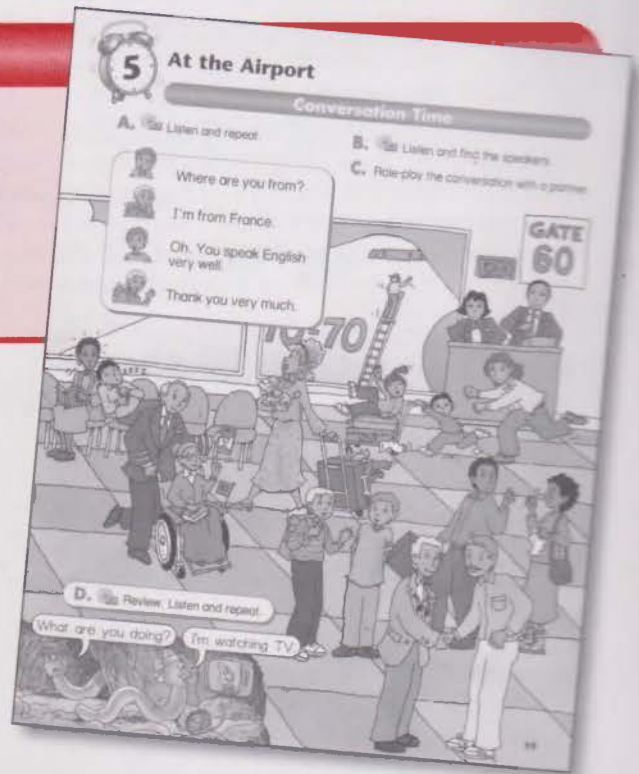
Where are you from: Ask several students *Where are you from?* Prompt them to answer, naming the places they are actually from.

France: Point to France on a map. Say *France*. Students repeat.

speak: Pantomime speaking. Say *speak*. Students repeat.

very well: Give students "thumbs up" and say *very well*. Students repeat.

3. Model the conversation again, as in Step 1.
4. Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on.



Encourage students to copy your facial expressions and body language. Groups then change roles and say the conversation again in the same way.

5. Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.

Talk About the Picture

1. Attach Wall Chart 9 to the board or open a Student Book to page 19. Students then open their Student Books to page 19. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

Look at all the people at the airport! There's a **big airplane** outside. **She's sitting** in a **wheelchair**. **This woman** and her **dog** are *walking* to their flight. **This boy's** mother is *running*, and **this man** is *sleeping*!

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

What time is it?

How many dogs?

(**running woman**) What's she doing?

(**sleeping man**) What's he doing?

(**couple saying goodbye**) Are they *happy*?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker in the conversation box.

Boy: *Where are you from?*

Girl: *I'm from France.*

Boy: *Oh. You speak English very well.*

Girl: *Thank you very much.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *What are you doing?*

B: *I'm watching TV.*

OPTION: Students role-play the conversation.

Find Digger's Bone

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

ANSWER KEY: Digger's bone is on the suitcase of the woman who is carrying the dog.

OPTION: Students find Digger's bone as above, then draw a picture of a suitcase with bone stickers all over the outside. Students take turns saying where they would go for an imaginary vacation.

Games and Activities

1. **Put in Order.** Divide the class into pairs. Students in each pair work together to write each word of the target conversation, including punctuation, on a separate piece of paper. When they are finished, each pair should have 19 pieces of paper. Pairs shuffle the pieces of paper and place them facedown. Say *Go!* Pairs try to be the first to turn over the cards and put them in the correct order. The first pair to do so raises their hands and says the conversation they have put together. If it is correct, they come to the front of the classroom and role-play the conversation for the rest of the class. If it is not correct, all pairs continue to work until one pair has put together the correct conversation. Students then change partners and do the activity again in the same way.

2. **Missing Words.** Write the target conversation on the board. Point to each line and elicit the conversation. Erase two to three key words. Students say the conversation, 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.

3. **Combine the Conversations.** Combine a Level 1 conversation with the target conversation on the board in the following way:

A: *Good morning! I'm Kate.*

B: *Hello, Kate. I'm Jan. How are you?*

A: *Fine, thank you.*

B: *Where are you from?*

A: *I'm from France.*

B: *Oh, you speak English very well.*

A: *Thank you very much.*

Point to and read each word. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation as if they were introducing themselves to a new classmate. Pairs then change roles and practice the conversation again in the same way.

OPTION: Students practice the conversation as above, but instead of saying they are from France, they name the city/town in which they live.

Finish the Lesson

1. **Unscramble.** Write the target conversation on the board in scrambled order. Students work at their desks, and try to be the first to unscramble and write down the conversation, then raise their hands. The first student to do so says the conversation.
2. Explain and assign Workbook page 19. (For instructions, see Teacher's Book page 155.)

Word Time

Language Focus: Numbers (13–50)

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 10; Unit 5 Word Time Picture Cards, 6–10 cards; Unit 5 Word Time Word Cards, 6–10 cards (see Picture and Word Card Book pages 17–20)

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: Where Are You From?** Write the Unit 5 target conversation on the board and have students read it. Then ask several students *Where are you from?* Students respond with the name of the city/town in which they live.
2. Check Workbook page 19. (For instructions and answer key, see Teacher's Book page 155.)

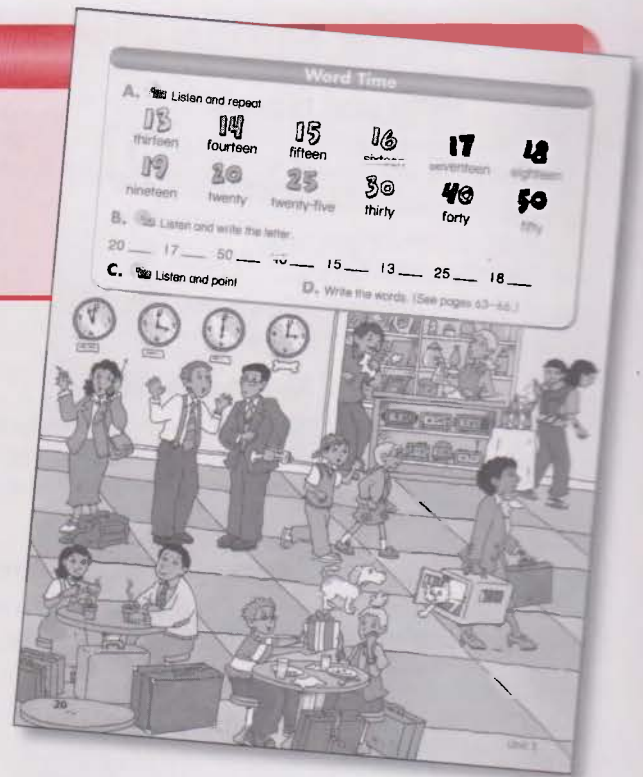
Introduce the Words

1. Write the numbers 13–20, 25, 30, 40, and 50 on the board. Point to and name each one. Point to and name each number again. Students repeat, then write the number in the air. Point to the numbers on the board in random order and have students name them.
2. Hold up each Unit 5 Word Time Word Card, read the number out loud, and have students repeat.
3. Write 15–20 numbers from 1–59 in a column on the board (for example: 26, 31, 47). Point to each number and have students name it. Prompt when necessary. Write these numbers in random order in word form in a column on the board (for example: *twenty-six, thirty-one, forty-seven*). Point to each word and have students read it. Prompt when necessary. Then choose a volunteer to come to the board, draw a line from any numeral to the corresponding word (for example: 47—*forty-seven*), then read it. Continue in the same way, using a different volunteer each time, until all the numerals are connected to the corresponding words.

Talk About the Picture

1. Students open their Student Books to page 20. They look at the large scene and name anything they can.
2. Attach Wall Chart 10 to the board or open a Student Book to page 20. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

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



3. Ask the following questions while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).
(**person reading**) What's she doing?
(**baby**) Is she old?
Can you *point* to Ted? What's his first name?
Can you *point* to Annie? What's her first name?
Can you *point* to Digger?
(**cat**) What's this?

Practice the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.

thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty
twenty-five
thirty
forty
fifty

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear next to each number in the box. Play the tape as many times as necessary for students to complete the task.

- a. *thirteen, thirteen*
- b. *eighteen, eighteen*
- c. *fifteen, fifteen*
- d. *seventeen, seventeen*
- e. *fifty, fifty*
- f. *twenty-five, twenty-five*
- g. *forty, forty*
- h. *twenty, twenty*

2. Check answers by writing the letters *a–h* on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each card and have students name it.

C. Listen and point.

Play the recording. Students listen to the sound effects and conversations, and point to the speakers. (References are provided in parentheses.) Play the recording as many times as necessary for students to complete the task.

- A: *This is for you. Happy birthday.* (young couple)
B: *Thanks.*
A: *You're welcome. Open it.*
- A: *Hello.* (woman on phone)
B: *Hello? May I speak to Dick please?*
A: *Sure. Hold on.*
- A: *Achoo!* (woman in perfume shop)
B: *Bless you.*
A: *Thanks.*

D. Write the words. (See pages 63–66.)

Students turn to page 63 (*My Picture Dictionary*), find each number, and write the word next to it.

Find Digger's Bone

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

Answer Key: Digger's bone is below the wall clock showing 3:00.

OPTION: Students find Digger's bone as above, then make paper airplanes decorated with bones. Students then have an airplane throwing contest by standing on a line, throwing their airplanes, and measuring the distance. The student who throws his/her airplane the farthest wins.

Extra Vocabulary. Students turn to page 19. Introduce the extra vocabulary items *60 (sixty)*, *70 (seventy)*, *80 (eighty)*. Students then find these numbers in the large scene.

Games and Activities

1. **Concentration: Picture to Word.** (See Game 13, page 142.) Play the game using numbers 1–50.
2. **Write the Number.** Place the Unit 5 Word Time Word Cards on the chalktray facing the board. A volunteer comes to the front of the classroom and chooses a card. He/She turns the card to face the class, names it, and writes the numeral (for example, 25) on the board above the card. Continue in the same way, using a different volunteer each time, until all the cards are facing the class.
3. **Higher or Lower?** Bring a volunteer (S1) to the front of the classroom and have him/her face the class. Whisper a number to any other student. He/She goes to the board and writes that number. S1 then tries to guess the number on the board. If S1 guesses a number lower than the number written on the board, seated students raise their thumbs upward to indicate that the number on the board is higher than the guessed number. If S1 guesses a number higher than the number written on the board, seated students point their thumbs downward to indicate that the number on the board is lower than the guessed number. S1 continues until he/she guesses correctly. Once S1 has guessed correctly, he/she chooses another volunteer to come to the front of the classroom. Whisper another number to a student, and continue in the same way. Continue until most students have had a turn at the front of the classroom.
LARGE CLASSES: Divide the class into groups of four to six, and have each group do the activity as above.
4. **Option: Personalize the Picture.** Assign each student a number from 1–50. Each student writes his/her number on a piece of paper. Students then hold their papers so that everyone can see, and line up at the front of the classroom in numerical order. Once they are in order, students go down the line, saying their numbers.

Finish the Lesson

1. **Write the Number in the Air.** Bring a volunteer to the front of the classroom. Whisper a number from 13–50 in his/her ear. The volunteer stands with his/her back to the class and writes that number in the air. The rest of the class tries to identify the number. When the number is correctly identified, the volunteer sits down and another volunteer comes to the front of the classroom. Continue in the same way for three to five minutes.
2. Explain and assign Workbook page 20. (For instructions, see Teacher's Book page 155.)

Practice Time

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

Function: Asking the time; stating the time

Materials Needed (excluding materials for optional activities):

CD/cassette and player; 3×3 grids, 1 per 2 students; 10–12 cards with clocks showing various times; Unit 5 Word Time Word Cards, 1 set per 4–5 students; Unit 5 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 18, 20, 54, and 55)

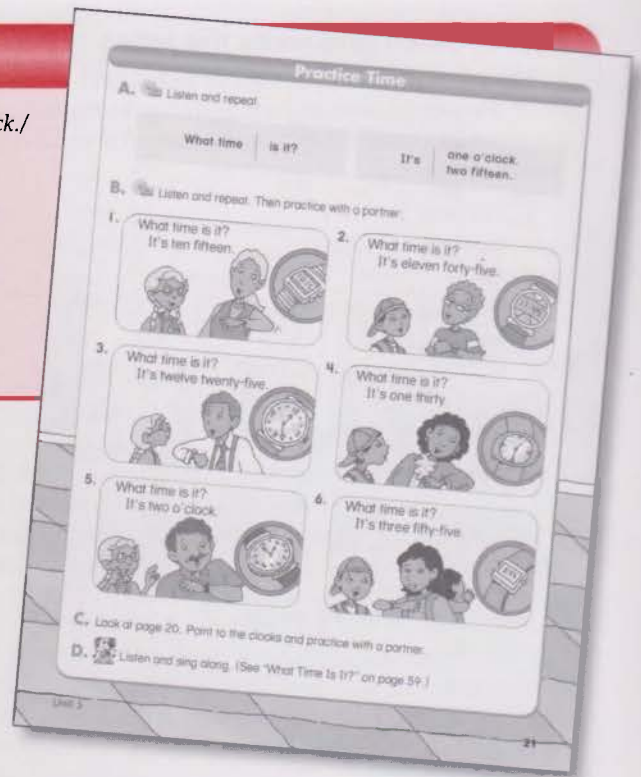
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Numbers.** A volunteer holds up each Unit 5 Word Time Word Card and elicits its name. He/She then holds up each card again, elicits its name, and has seated students write the number in the air with their fingers.
2. Check Workbook page 20. (For instructions and answer key, see Teacher's Book page 155.)

Introduce the Patterns

1. **What time is it?** Tap your wrist, look quizzically at the class, shrug your shoulders, and ask *What time is it?* Students repeat. Write *What time is it?* on the board. Point to and read each word. Students repeat. Tap your wrist again, look quizzically at the class, shrug your shoulders, and elicit the target question. Do this three to four times.
2. **What time is it? It's (one) o'clock.** Draw a clock on the board with its minute and hour hands showing one o'clock. Ask *What time is it?* Then hold up one finger, point to the clock, and say *It's one o'clock.* Students repeat. Erase the clock and draw two o'clock. Ask *What time is it,* then hold up two fingers, point to the clock, and say *It's two o'clock.* Write *It's two o'clock.* on the board to the right of *What time is it?* Point to and read each word. Students repeat. Repeat the above procedure with six to eight different times.
3. **What time is it? It's (two) (fifteen).** Do the same as in Step 2 above, with not-on-the-hour times such as 2:15, 3:45, 6:25.
4. **Practice for Fluency.** Tap your wrist, look quizzically at the class, shrug your shoulders, and elicit *What time is it?* Draw a clock on the board with its minute and hour hands showing four o'clock. Point to the clock and elicit *It's four o'clock.* Bring a volunteer to the front of the classroom and have him/her draw a different time on the clock. The volunteer asks *What time is it?* Students look at the volunteer's clock and respond. Continue the activity in the same way with six to eight volunteers, having them elicit the target question and say the answer, and ask the question and elicit the answer.



Practice the Patterns

Students open their Student Books to page 21.

A. Listen and repeat.

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

A: *What time is it?* A: *What time is it?*
B: *It's one o'clock.* B: *It's two fifteen.*

2. Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.

3. 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. Play the recording. Students listen and repeat, pointing to each picture in their books.

1. *What time is it?* 2. *What time is it?*
 It's ten fifteen. *It's eleven forty-five.*
3. *What time is it?* 4. *What time is it?*
 It's twelve twenty-five. *It's one thirty.*
5. *What time is it?* 6. *What time is it?*
 It's two o'clock. *It's three fifty-five.*

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

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

C. Look at page 20. Point to the clocks and practice with a partner.

Students remain in pairs and look at page 20. They then take turns asking and answering questions about clocks in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to a clock showing 8:00): *What time is it?* S2: *It's eight o'clock.*

D. Listen and sing along.

1. Students turn to the Unit 5 song *What Time Is It?* on page 59. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

What Time Is It?

(Melody: *Mary Had a Little Lamb*)

What time is it?

It's three o'clock.

Three o'clock.

Three o'clock.

What time is it?

It's three o'clock.

It's three o'clock right now.

What time is it?

It's four forty-five.

Four forty-five.

Four forty-five.

What time is it?

It's four forty-five.

It's four forty-five right now.

What time is it?

It's five fifteen.

Five fifteen.

Five fifteen.

What time is it?

It's five fifteen.

It's five fifteen right now.

2. 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.

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

Games and Activities

1. **Walk Around the Circle.** Divide the class into two groups and have each group form a circle, one inside the other. Say *Go!* The outer circle walks clockwise and the inner circle walks counterclockwise. Draw a clock showing any time on the board. Say *Stop!* Students stop walking and turn to face the student standing nearest them in the other circle. Students in the outer circle ask their partner *What time is it?* The partner looks at the clock on the board and answers. Once all students have completed this exchange, say *Go!* Continue the activity in the same way, changing the time on the clock. After three rounds, students from the inside circle move to the outside circle, and those who were outside move to the inside. Play three more rounds in this configuration.
2. **Tic-Tac-Toe: Words.** (See Game 40, page 145.) Students play in pairs, writing different times in each square of a 3×3 grid. In order for students to mark a square, they must correctly answer their partner's question *What time is it?* Play four to five rounds.
3. **Make the Sentences.** (See Game 49, page 147.) Do the activity using Unit 5 Word Time Word Cards and Grammar Cards.
4. **Option: Project.** Students make clocks as follows: Each student cuts out a paper circle, about 20 centimeters in diameter. They then use markers or crayons to draw the numbers of a clock onto their circles. They then cut out two clock hands (an hour hand and a minute hand) and color them black. Next, students make a small hole in the face of the clock and secure the clock hands to the center of the clock with metal clips. The hands should be movable so students can move them to show different times. Students then use their clocks to elicit times from other students.

Extra Practice

Explain and assign Worksheet 9, Time Bingo, page 184. (For instructions, see page 172.)



Finish the Lesson

1. **What Time Is It?** Ask the class *What time is it?* Students look at the classroom clock and respond using the target pattern. A volunteer then comes to the front of the classroom. He/She asks *What time is it?* and draws a clock on the board. Seated students answer using the target pattern. Continue in the same way with six to eight volunteers.
2. Explain and assign Workbook page 21. (For instructions, see Teacher's Book page 155.)

Phonics Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; 2 pieces of paper with a different *long a* or *long e* word written on each piece, 1 set per 3–4 students; Unit 5 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book page 21)

For general information on Phonics Time, see pages 14–15.

Warm-Up and Review

- 1. Pattern Review: What Time Is It?** Ask *What time is it?* Draw a clock on the board, point to it, and elicit the time. Then bring five to seven volunteers to the front of the classroom and have each draw a clock showing a different time. Volunteers take turns pointing to their clocks and asking, *What time is it?* Seated students respond *It's (seven) (o'clock)*.
- 2. Check Workbook page 21.** (For instructions and answer key, see Teacher's Book page 155.)
- 3. Phonics Review: Read the Words.** Write *ay, ai,* and *a_e* on the board. Point to each one and elicit its sound. Then write five to six *long a* words on the board (see Suggested Words below). Point to each word and have students read it.

Suggested Words: *lake, day, mail, bay, cane, rain, May, bale*

Introduce the Sounds

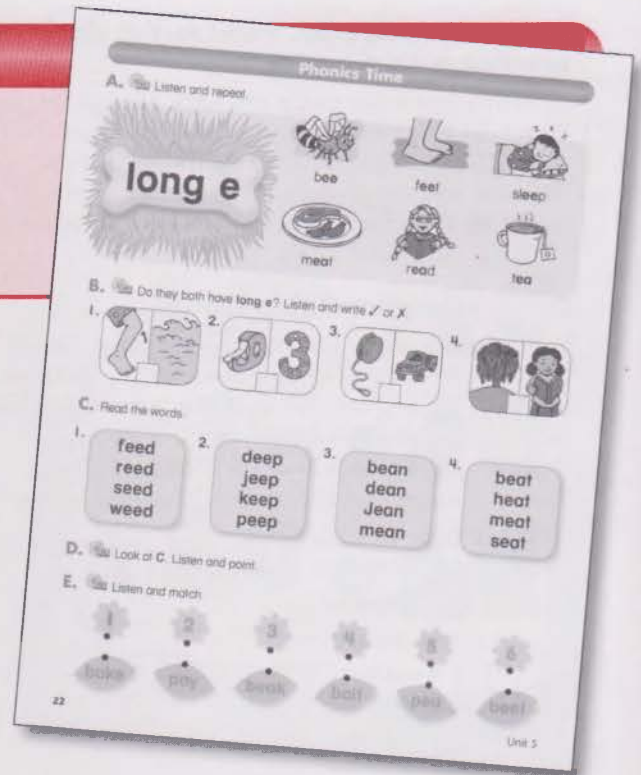
Note: The *long e* sound is written as /i/.

- 1.** Hold up the *bee* picture card and say /i/-/i/, *bee*, stressing the *long e* sound. Students repeat. Attach the card to the board. Do the same with *feet, sleep, meat, read,* and *tea*.
- 2.** Write *ee* on the board. Say /i/ while pointing to the letters. Students repeat. Add *b* to the left of *ee* and say /b/-*ee, bee*, pointing to the two parts of the word and then the whole word. Students repeat. Do the same with *feet* and *sleep*. Repeat the entire procedure for the *ea* words.

Practice the Sounds

Students open their Student Books to page 22.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.



A. Listen and repeat.

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

long e /i/
bee
feet
sleep
meat
read
tea

B. Do they both have long e? Listen and write ✓ or X.

1. Play the recording. For each number, students listen to the words illustrated in each box. If both words have *long e*, students write ✓. If both words do not have *long e*, students write X. Play the recording as many times as necessary for students to complete the task.

- knee, sea*
knee, sea
- tape, three*
tape, three
- yo-yo, jeep*
yo-yo, jeep
- tree, read*
tree, read

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

Answer Key: 1. ✓ 2. ✗ 3. ✗ 4. ✓

C. Read the words.

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

D. Look at C. Listen and point.

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

bean, b - i - n, *bean*

jeep, j - e - e - p, *jeep*

heat, h - e - a - t, *heat*

feed, f - e - e - d, *feed*

Jean, j - e - a - n, *Jean*

seat, s - e - a - t, *seat*

weed, w - e - e - d, *weed*

keep, k - e - e - p, *keep*

E. Listen and match.

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

1. *beak, beak*

2. *bake, bake*

3. *pay, pay*

4. *pea, pea*

5. *beet, beet*

6. *bait, bait*

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

Games and Activities

1. **Read the Words.** Write five to six *long e* words on the board (see Suggested Words below). Point to each word and have students read it.

Suggested Words: *lead, need, fee, Jean, bead, green, weed, teal*

2. **Hold Up the Card.** Divide the class into teams of three to four. Give each team an identical set of twelve pieces of paper with a different *long a* or *long e* word written on each one (see Suggested Words below). Teams place the pieces of paper faceup. Read one of the words. Students in each team try to be the first to

find and hold up the word they hear, then say that word's long vowel sound. Students holding the correct piece of paper keep it. Students holding up pieces of paper that are not correct return them to the desk faceup. Continue this way until all the pieces of paper have been taken. The student in each team with the most pieces of paper at the end wins.

Suggested Words: *keep, say, Jean, cake, feed, paid, seat, same, weed, bean, main, gate, tea, bee*

3. **Pass the Sounds.** Divide the class into teams of six to seven, and have each team form a line. Whisper a word with either *long a* or *long e* to the last student in each line (see Suggested Words below). This student whispers the word to the student in front of him/her, who whispers the word to the next student, and so on down the line. When it reaches the student at the front of the line (S1), he/she says the word and its vowel sound out loud. If S1 is correct, his/her team wins a point. If not, S1's teammates correct him/her. The last student in each line then goes to the front of the line. Continue doing the activity in the same way until all students have had a turn at the front of the line. The team with the most points at the end wins.

Suggested Words: *pea, late, game, read, knee, pail, day, team, free, make*

Extra Practice

Explain and assign Worksheet 10, *Phonics Fun long e*, page 185. (For instructions and answer key, see page 172.)

Finish the Lesson

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

2. Explain and assign Workbook page 22. (For instructions, see Teacher's Book page 156.)

Assessment

Explain and assign the Unit 5 Test, page 218. (For instructions and answer key, see page 206.)



At the Flower Shop

Conversation Time

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

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

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 11

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

- Phonics Review: Long a and Long e.** Students write *long a* on a piece of paper, and *long e* on another piece of paper. Say a word that has either *long a* or *long e* (see Suggested Words below). Students repeat the word and hold up their *long a* paper if the word has *long a*, and their *long e* paper if the word has *long e*. Continue in the same way with six to seven different words.

Suggested Words: *clean, May, eat, each, play, take, made, need, sleep*

- Check Workbook page 22. (For instructions and answer key, see Teacher's Book page 156.)

Introduce the Conversation

- Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions:

Where do you live? Look quizzically at the other student.

I live in Oakville. Smile and point to yourself.

Oh, really? Me, too. Raise your eyebrows. Smile and point to yourself.

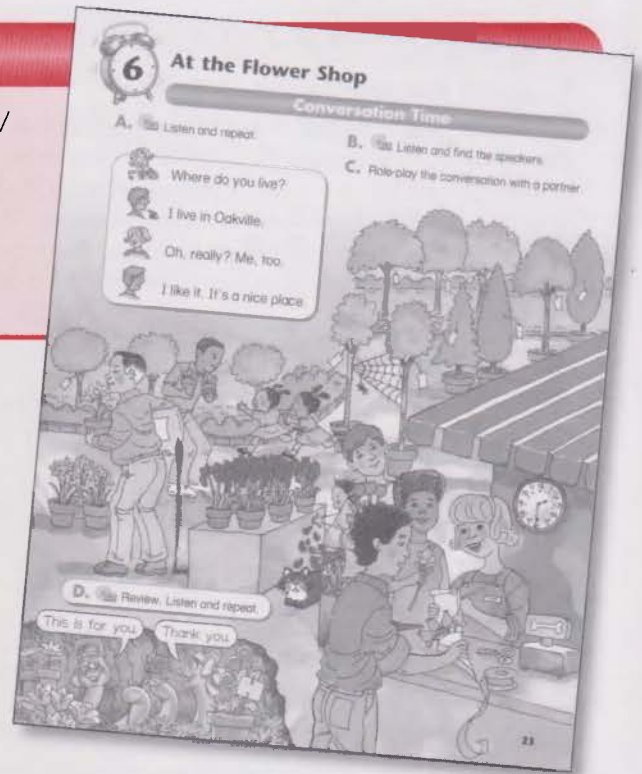
I like it. Smile and nod your head slightly.
It's a nice place.

- Clarify word meaning.

On the board, draw a simple map of your town/city and several nearby towns. Point to your town/city and say *I live in (Los Angeles)*. Students repeat. Ask several students *Where do you live?* Prompt them to reply *I live in (Seoul)*.

nice: Draw a cake on the board. Lick your lips, point to the cake, and say *Nice. I like cake. It's nice.* Students say *nice*.

- Model the conversation again, as in Step 1.
- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and



body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and say the conversation again in the same way.

- Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.

Talk About the Picture

- Attach Wall Chart 11 to the board or open a Student Book to page 23. Students then open their Student Books to page 23. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

This store sells **flowers, trees**, and other plants. It's two thirty in the afternoon. **These girls** are *scared* of the **spider**. They're *running* to their **father**. **This man** is telling the **clerk** where he lives. He lives in Oakville. The **clerk** lives in Oakville, too.

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

What time is it?

Who lives in Oakville?

(**flower**) Is it a tree?

Can you *point* to the trees?

- (**running girls**) What are they doing?
 (**clerk and customer at cash register**) What are they doing?
 (**pen**) What's this?
 (**cat**) Is it a cow?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker in the conversation box.

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

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

- A: *This is for you.*
 B: *Thank you.*

OPTION: Students role-play the conversation.

Find Digger's Bone

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

Answer Key: Digger's bone is in the cash register display window.

OPTION: Students find Digger's bone as above, then draw their favorite flower with a bone as part of it. They cut out their flowers and use them as bookmarks.

correct order. Students go down the line, with each student saying his/her word. Then everyone says the entire conversation in unison. Shuffle the papers, redistribute them, and do the activity again in the same way.

OPTION: Puppets. (See Game 2, page 140.) Divide the class into pairs. Pairs practice saying alternate lines of the conversation using puppets as speakers. Turn a table on its side and have pairs take turns sitting behind the table and performing the conversation as a puppet show for their classmates.

3. Combine the Conversations. Combine a conversation from Level 1 and the Unit 5 conversation with the target conversation on the board in the following way:

- A: *Joy, this is my friend, Sam.*
 B: *Nice to meet you, Sam. Where are you from?*
 C: *I'm from France.*
 B: *Oh. You speak English very well.*
 C: *Thank you very much. Where do you live?*
 B: *I live in Oakville.*
 C: *Oh, really? Me, too.*
 B: *I like it. It's a nice place.*

Point to and read each line. Students repeat. Bring three volunteers to the front of the classroom to role-play the conversation. Then divide the class into groups of three, and have each group role-play the conversation. Students in each group then change roles and role-play the conversation again. Groups continue until each student has taken on each role.

Finish the Lesson

- Say the Next Word.** A volunteer says the first word of the target conversation. The student sitting behind him/her says the next word. Continue around the class with each student saying the next word in the conversation. If a student cannot say the next word, the next student takes a turn. Continue until the entire conversation has been said twice.
- Explain and assign Workbook page 23.** (For instructions, see Teacher's Book page 156.)

Games and Activities

- Who Was That?** (See Game 7, page 140.) Play the game using the target conversation.
- Talk About Your City/Town.** Choose four students to work together to write the conversation on pieces of paper, one word per piece of paper. Distribute these pieces of paper randomly among students. The students with papers come to the front of the classroom and make a line so that the conversation is in the

Word Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 12; Unit 6 Word Time Picture Cards, 1 card per student; Unit 6 Word Time Word Cards, 1 card per student (see Picture and Word Card Book pages 23–26)

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: Say Alternate Lines.** Students open their Student Books to page 23. Elicit the target conversation. Students on the right and left sides of the classroom then say alternate lines of the conversation. They then switch roles and say the conversation again in the same way.
2. Check Workbook page 23. (For instructions and answer key, see Teacher's Book page 156.)

Introduce the Words

Point to a red object and say *red*. Do the same with the remaining target colors. Point to the same objects again, name their colors, and have students repeat. Point to the same objects in random order and elicit their colors.

Talk About the Picture

1. Students open their Student Books to page 24. They look at the large scene and name anything they can.
2. Attach Wall Chart 12 to the board or open a Student Book to page 24. Read the following "story" while pointing to or touching the pictures (**bold words**).

Ted and **Annie** are looking at a **red rose**.

Digger is giving the **white dog** a **red flower**.

These are **orange flowers**, these are **white flowers**, and those are **yellow flowers**.

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

Can you *point* to the yellow flowers?

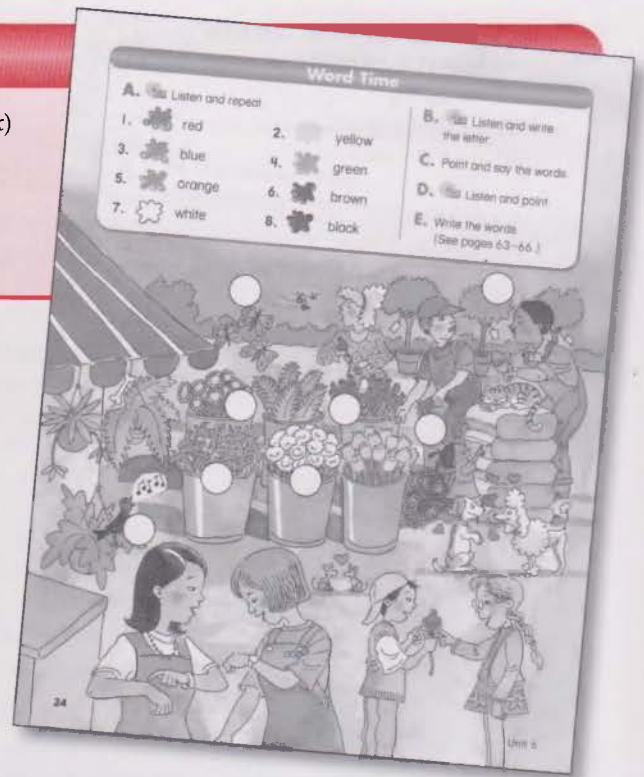
(**white flowers**) Are they red?

Can you *point* to the brown flowers?

(**orange flowers**) Are they green?

Can you *point* to the white dog?

Can you *point* to the blue butterflies?



Practice the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.

- | | |
|------------------|------------------|
| 1. <i>red</i> | 2. <i>yellow</i> |
| 3. <i>blue</i> | 4. <i>green</i> |
| 5. <i>orange</i> | 6. <i>brown</i> |
| 7. <i>white</i> | 8. <i>black</i> |

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- | | |
|--------------------------|--------------------------|
| a. <i>blue, blue</i> | b. <i>black, black</i> |
| c. <i>red, red</i> | d. <i>orange, orange</i> |
| e. <i>white, white</i> | f. <i>green, green</i> |
| g. <i>yellow, yellow</i> | h. <i>brown, brown</i> |

2. Check answers by writing the letters *a–f* on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to an item of the named color; for the sentence and conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Red.	Yellow.
Blue.	Green.
Orange.	Brown.
White.	Black.

Now listen and point to the speakers.

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

B: *It's two thirty.*

A: *Thank you.*

B: *You're welcome.*

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

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

B: *No, not yet.*

A: *Please hurry!*

E. Write the words. (See pages 63–66.)

Students turn to page 63 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.

Find Digger's Bone

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

Answer Key: On the left, one supporting rope on a pot of greenery is shaped like Digger's bone.

OPTION: Students find Digger's bone as above, then draw eight bones on a piece of paper. Students cut out and color each bone one of the target colors.

Extra Vocabulary. Students turn to page 23. Introduce the extra vocabulary items *pink, purple, gray*. Students then find these colors in the large scene.

Games and Activities

1. **Dance of the Ostriches.** (See Game 15, page 142.) Play the game using Unit 6 Word Time Picture Cards or different colored construction paper. If playing with picture cards, have students color the cards before beginning play.
2. **Fruit Basket Upset.** All students except one volunteer sit on chairs in a circle. The volunteer then stands in the center of the circle. Give each seated student a Unit 6 Word Time Word Card. The volunteer calls out a color and all students with that color hold up their cards, name the color, then stand and race to sit in a

different chair. At the same time, the volunteer also tries to run and sit in a different chair. The student left without a chair goes to the center of the circle, calls out another color, and so on. Continue the activity in the same way with eight to ten volunteers. The volunteer can also call out *Fruit Basket Upset*. All students stand and try to sit in a different chair.

OPTION: Prepare cards with pictures of fruit representing the colors learned. For example: red apple. To assign colors, give each student one of these colored cards. Play as above using these cards.

3. **Chant.** Write *Who's wearing ___ today?* on the board, and hold the *red* word card in the blank. Ask *Who's wearing red today?* while pointing to your clothes and the *red* word card. Students repeat. Write *I'm wearing ___ today.* on the board and hold the *red* word card in the blank. Say *I'm wearing red today.* while pointing to yourself, your red article of clothing, and the *red* word card. Students repeat. Ask *Who's wearing red today?* and motion for all students wearing red to stand up and say *I'm wearing red today.* Do the same with *blue* and *yellow*. Teach the following chant to the class (* = clap hands):

*Who's wearing red today? * * * **

*I'm wearing red today. * * * **

A volunteer chants the first line. Students wearing any red article of clothing stand up and chant the second line. The volunteer begins the chant three times, choosing a new color each time. Then choose a new volunteer and chant again in the same way. Continue until three to four volunteers have led the chant.

4. **Option: Personalize the Picture.** Students draw pictures of flower bouquets. Encourage students to make many different types and colors of flowers. They then take turns standing and telling the class about their flowers. For example: *It's red. This is white.* Students can then give their bouquets to their parents or a friend.
5. **Option: Project.** Each student brings flower seeds to class and plants the seeds in small paper cups or flower pots. They write what color the flowers will be on the paper cups or put a sign on the flower pots. Students water the flowers and watch them grow.

Finish the Lesson

1. **Is It Blue?** Walk around the classroom and point to different items. Ask students *Is it (orange)?* If the item is the color in question, students answer *Yes, it is.* If it is not the color in question, students answer *No, it isn't. It's (blue).* Continue asking questions about items in the classroom until most students have answered a question. Volunteers then take on the teacher's role and ask the questions.
2. Explain and assign Workbook page 24. (For instructions, see Teacher's Book page 156.)

Practice Time

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

Function: Identifying objects (singular and plural)

Materials Needed (excluding materials for optional activities):

CD/cassette and player; 2 boxes; Unit 6 Word Time Word Cards, 1 set per 4–5 students; Unit 6 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 24, 26, 55, and 56)

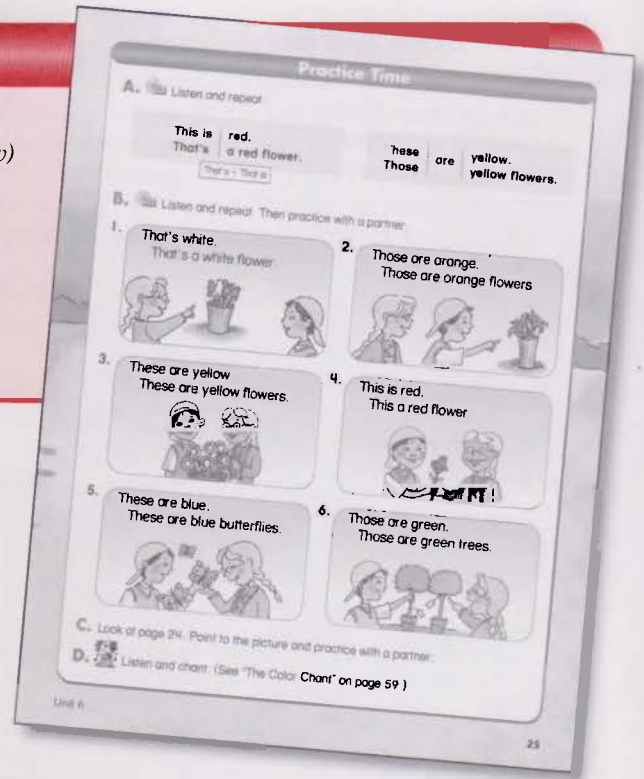
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Name the Color.** Point to eight different items in the classroom that are red, yellow, blue, green, orange, brown, white, or black. Elicit the name of each color.
2. Check Workbook page 24. (For instructions and answer key, see Teacher's Book page 156.)

Introduce the Patterns

1. **This is (red). This is a (red) (book).** Touch an item that students can name in English, and say *This is (red)*. Students repeat. Write *This is red.* on the board. Point to and read each word. Students repeat. Point to the object again and say *This is a (red) (book)*. Students repeat. Write *This is a red book.* on the board to the right of *This is red.* Point to and read each word. Students repeat. Practice both patterns with eight colors and objects in the room that students know.
2. **That's (red). That's a (red) (book).** Do the same as in Step 1, taking three steps back from the object used in Step 1, and pointing to it from that distance.
3. **These are (red). These are (red) (books).** Collect three of the same object (for example, yellow pencils), touch them, and say *These are (yellow)*. Students repeat. Write *These are yellow.* on the board. Point to and read each word. Students repeat. Point to the objects again and say *These are (yellow) (pencils)*. Students repeat. Write *These are yellow pencils.* on the board to the right of *These are yellow.* Point to and read each word. Students repeat. Practice both patterns with eight colors and objects in the room that students know.
4. **Those are (red). Those are (red) (books).** Do the same as in Step 3, taking three steps back from the objects and pointing to them from that distance.
5. **Practice for Fluency.** A volunteer comes to the front of the classroom and touches or points to six objects or groups of objects, saying (*This is*) (*blue*) about each. Students point to the same objects and respond (*That's a*) (*blue*) (*book*). Bring another volunteer to the front of the classroom and repeat the procedure.



Practice the Patterns

Students open their Student Books to page 25.

A. Listen and repeat.

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

A: *This is red.*

A: *That's red.*

B: *This is a red flower.*

B: *That's a red flower.*

A: *These are yellow.*

A: *Those are yellow.*

B: *These are yellow flowers.* B: *Those are yellow flowers.*

2. Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.

3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.

4. Write the explanation of the contraction on the board:

That's = That is

Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

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

1. Play the recording. Students listen and repeat, pointing to each picture in their books.

1. *That's white.*
That's a white flower.
2. *Those are orange.*
Those are orange flowers.
3. *These are yellow.*
These are yellow flowers.
4. *This is red.*
This is a red flower.
5. *These are blue.*
These are blue butterflies.
6. *Those are green.*
Those are green trees.

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

C. Look at page 24. Point to the picture and practice with a partner.

Students remain in pairs and look at page 24. They then take turns making statements about items in the large scene using the new patterns and vocabulary items. For example: S1 (touching a yellow flower): *This is yellow.* S2 (touching the same yellow flower): *This is a yellow flower.*

D. Listen and chant.

1. Students turn to *The Color Chant* on page 59. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

The Color Chant

This is white.
This is a white dog.
This is white.
This is a white dog.
That's black.
That's a black bird.
That's black.
That's a black bird.
These are orange.
These are orange flowers.
These are orange.
These are orange flowers.
Those are green.
Those are green trees.
Those are green.
Those are green trees.

2. Play the recording again. Students listen and chant, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.
3. Divide the class into four groups. Assign each group a color used in the song. Play the karaoke version. Groups sing their lines, pointing to the picture in their books. Groups change colors and chant again in the same way.

Games and Activities

1. **This or That.** Draw quick sketches of a book, a bird, a flower, and a butterfly on the board. Point to each picture and elicit its name. Divide the class into four groups and assign each group one of the above items. Students in each group take two minutes to draw a picture of their assigned object and color it one of the Unit 6 target colors. Divide the class into groups of five to six. Each group forms a circle and holds their pictures so that everyone in their circle can see them. A volunteer in each group makes the target statement about his/her picture, saying *This is (black).* The other students in the group take turns doing the same. Once everyone in the group has taken a turn, students place their pictures faceup in front of them, and take turns pointing to their pictures and saying *That's a (black) (bird).*

VERY SMALL CLASSES: Students draw more than one picture and do the activity above as an entire class.

2. **What's in the Box?** Divide the class into Teams A and B. Each student takes two minutes to draw and color a picture of three to four books, birds, flowers, or butterflies. Place two boxes at the front of the classroom, one for each team. A student from each team collects all his/her team's pictures, shuffles them, and places them in the team's box. Each team then forms a line at the back of the classroom. A volunteer from each team runs to the front of the classroom, chooses a picture from his/her team's box, holds it up so his/her teammates can see, and says *These are (yellow).* His/Her teammates respond *Those are (yellow) (butterflies).* If the volunteer and his/her team correctly describe the picture using the target pattern, the team wins a point. Continue with new volunteers until all students have had a turn at the front of the classroom. The team with the most points at the end wins.

OPTION: Play as above, awarding an extra point to the team that correctly identifies the picture first.

3. **Make the Sentences.** (See Game 49, page 147.) Do the activity using Unit 6 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 11, In the Park, page 186. (For instructions, see page 172.)



Finish the Lesson

1. **True or False?** (See Game 52, page 147.) Hold up a picture from Activities 1 or 2 in the Games and Activities section above. Say a sentence about the picture using one of the target patterns. Repeat with seven to ten different pictures. For example: hold up a picture of a yellow book and say *This is green.*
2. Explain and assign Workbook page 25. (For instructions, see Teacher's Book page 156.)

Phonics Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; 3×3 grids, 1 per student; Units 4–6 Phonics Time Word Cards, 1 set per 4–5 students; Units 4–6 Phonics Time Picture Cards, 9 cards per student (see Picture and Word Card Book pages 15, 16, 21, 22, 27, and 28)

For general information on Phonics Time, see pages 14–15.

Warm-Up and Review

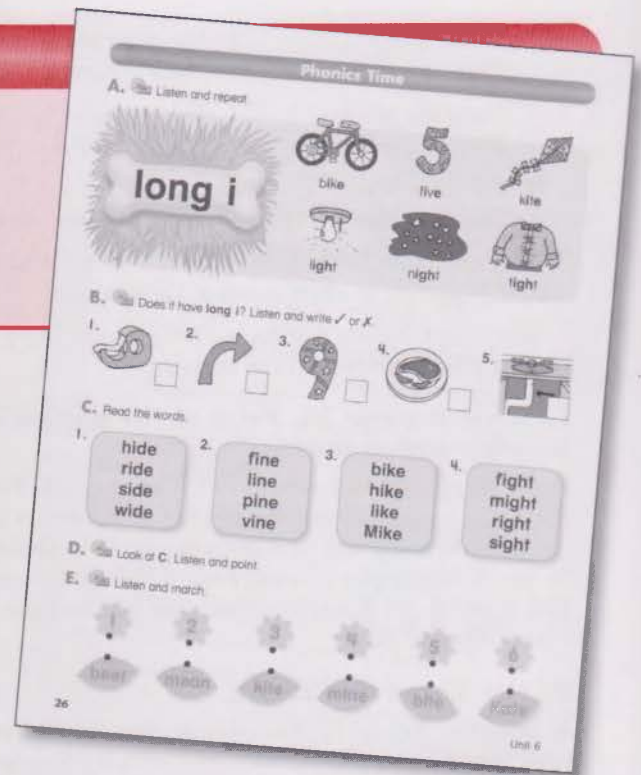
- Pattern Review: Describe the Picture.** Write the Unit 6 target patterns on the board. Point to each one and have students read it. Prompt if necessary. Quickly sketch eight to ten pictures of different numbers of objects students can name in English on the board. Point to each picture and elicit target statements about it.
- Check Workbook page 25. (For instructions and answer key, see Teacher's Book page 156.)
- Phonics Review: What's This?** Write a list of four to five *long a* words on the board (see Suggested Words below). Point to each word and have students read it. Establish a 4-beat rhythm. Point to the first word in the list and on beats 1 and 2 ask *What's this?* Students respond (*pay*) (*pay*) on beats 3 and 4. Do the same with the remaining words in the list. After the last word in the list, everyone says the complete list together. Do the entire activity in the same way with four to five *long e* words.

Suggested Words: *pay, game, tape, hay, rain, cake*
team, beet, beam, heat, year, read

Introduce the Sounds

Note: The *long i* sound is written as /aɪ/.

- Hold up the *bike* picture card and say /aɪ-/aɪ/, *bike*, stressing the *long i* sound. Students repeat. Attach the card to the board. Do the same with *five, kite, light, night*, and *tight*.
- Write *i_e* on the board. Say /aɪ/ while pointing to the letters. Students repeat. Add *k* between *i* and *e* and say /aɪ-/k/, *ike* pointing to the two parts of the combination and then the whole combination. Students repeat. Add *b* to left of *ike* and say /b/-ike, *bike* pointing to the two parts of the word and then the whole word. Students repeat. Do the same with *five* and *kite*. Repeat the entire procedure for the *igh* words.



Practice the Sounds

Students open their Student Books to page 26.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

long i /aɪ/
bike
five
kite

light
night
tight

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

1. Play the recording. Students listen to each word and write ✓ if it has *long i*, and X if it does not. Play the recording as many times as necessary for students to complete the task.

- tape, tape*
- right, right*
- nine, nine*
- meat, meat*
- pipe, pipe*

2. Check answers by saying *Number 1. meat*, and having volunteers make an **X** with their arms if they wrote **X**, and say *check* if they wrote **✓**. Do the same for numbers 2–5.

Answer Key: 1. **X** 2. **✓** 3. **✓** 4. **X** 5. **✓**

C. Read the words.

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

D. Look at C. Listen and point.

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

side, /s/-/aɪ/-/d/, *side*

fight, /f/-/aɪ/-/t/, *fight*

line, /l/-/aɪ/-/n/, *line*

Mike, /m/-/aɪ/-/k/, *Mike*

vine, /v/-/aɪ/-/n/, *vine*

hike, /h/-/aɪ/-/k/, *hike*

wide, /w/-/aɪ/-/d/, *wide*

sight, /s/-/aɪ/-/t/, *sight*

E. Listen and match.

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

1. ~~mean~~, *mean*

2. ~~mine~~, *mine*

3. ~~beet~~, *beet*

4. ~~Kate~~, *Kate*

5. ~~kite~~, *kite*

6. ~~bite~~, *bite*

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

2. **Slap Long i.** Divide the class into groups of four to five. Give each group a set of Units 4–6 Phonics Time Word Cards. Each group appoints a leader. The leader lays the group's cards down one by one faceup in a pile in the center of the group. When the other students in the group see a *long i* word, they try to be the first to slap the pile of cards, say *ai*, and read word on the card. If a student does this correctly, he/she takes the entire stack of cards that have been placed on the table. If the student is not able to do this, or slaps his/her hand on a card that does not have *long i*, he/she must sit out the rest of the round. Once the leader has put down all the cards, students in each group count how many they have taken and get a point for each one. Groups then choose a new dealer and play again in the same way. Continue for three to four rounds. The student in each group with the most points at the end wins.

3. **Bingo!** (See Game 11, page 141.) Play the game using 3×3 grids and the Units 4–6 Phonics Time target words.

Extra Practice

Explain and assign Worksheet 12, Phonics Fun *long i*, page 187. (For instructions and answer key, see page 172.)



Finish the Lesson

1. **What's Its Long Vowel?** Say five to six words that have either *long a*, *long e*, or *long i* (see Suggested Words below). Students repeat each word and say its long vowel sound.

Suggested Words: *cape*, *right*, *rain*, *beet*, *fine*, *cleat*, *night*, *pale*

2. Explain and assign Workbook page 26. (For instructions, see Teacher's Book page 157.)

Assessment

Explain and assign the Unit 6 Test, page 219. (For instructions and answer key, see page 206.)



Games and Activities

1. **Raise Your Hands.** Say a word with *long a*, *long e*, or *long i* (see Suggested Words below). Students listen and raise their hands and repeat the word only if it has *long i*. Do the same with ten to twelve different words.

Suggested Words: *seat*, *pain*, *hide*, *fight*, *neat*, *site*, *nine*, *thigh*, *wine*, *maid*, *right*, *Mike*, *mean*, *might*, *mine*



Review 2

Story Time

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

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

For general information on Story Time, see page 16.

Warm-Up

1. **Review Units 4–6 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 15, 19, and 23), Word Time page (pages 16, 20, and 24), and Practice Time page (pages 17, 21, and 25). Elicit each conversation, vocabulary item, and pattern.
2. Check Workbook page 26. (For instructions and answer key, see Teacher’s Book page 157.)

Work with the Pictures

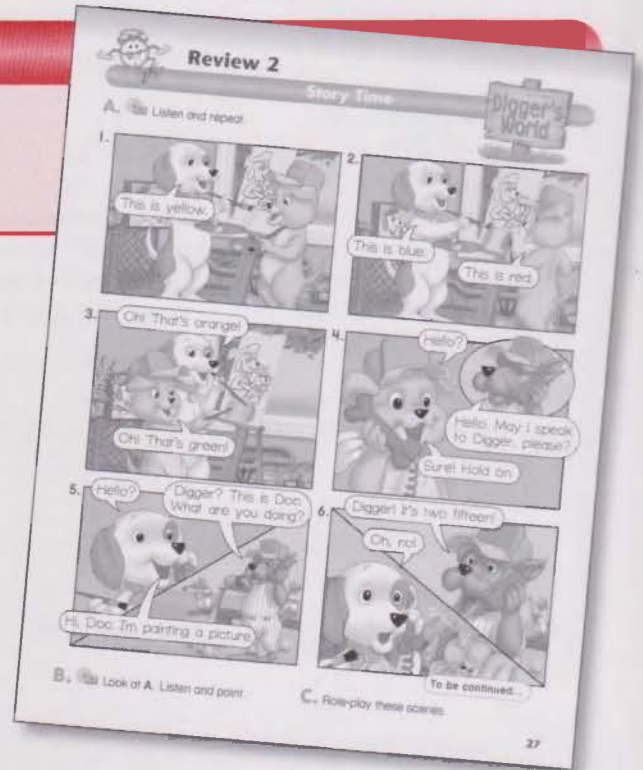
Students open their Student Books to page 27.

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

- Scene 1: (**yellow paint**) What color?
How many dogs?
- Scene 2: (**blue paint**) What color?
(**red paint**) What color?
- Scene 3: (**orange spot**) What color?
(**green spot**) What color?
- Scene 4: Is **Digger** on the phone?
- Scene 5: Who’s calling Digger?
What’s Digger doing?
- Scene 6: What time is it?

Work with the Text

1. Point to Max’s speech bubble in Scene 1. A volunteer guesses what Max is saying. If he/she does not guess correctly, ask another student.



2. Do the same with all the scenes on this page, eliciting what all the speakers in each scene are saying. Encourage students to look back at the Units 4–6 Conversation Time, Word Time, and Practice Time pages for support if needed.

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

Practice the Story

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

A. Listen and repeat.

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

1. Digger: *This is yellow.*
2. Digger: *This is blue.*
Max: *This is red.*
3. Digger: *Oh! That’s orange!*
Max: *Oh! That’s green!*
4. Max: *Hello!*
Doc: *Hello. May I speak to Digger, please?*
Max: *Sure! Hold on.*

5. Digger: *Hello?*
 Doc: *Digger? This is Doc. What are you doing?*
 Digger: *Hi, Doc. I'm painting a picture.*
6. Doc: *Digger! It's two fifteen!*
 Digger: *Oh, no!*

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

B. Look at A. Listen and point.

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

C. Role-play these scenes.

1. Ask students which roles are needed to role-play the scenes. List the roles on the board (*Digger, Max, Doc*).
2. Divide the class into Groups A, B, and C. Group A role-plays Digger's lines, Group B role-plays Max's lines, and Group C role-plays Doc's lines. Groups then change roles and role-play the scenes again. Continue until each group has taken on each role.
3. Bring a volunteer from each group to the front of the classroom. Play the recording and have these volunteers act out the story along with the recording. They then act out the story on their own, without the recording.
4. Students form groups of three and role-play the story. They then change roles and role-play again. Continue until each student has taken on each role.

2. **Make a New Story.** Students divide a piece of paper into six equal parts and come up with their own version of the story by drawing original scenes and new characters. If this is too challenging, students can copy the pictures and speech bubbles from page 27. Students can also do this activity in pairs.

Finish the Lesson

1. **Listen and Pantomime.** Divide the class into groups of three, and have students in each group take the role of one of the characters in the story. Play the recording. Students listen and pantomime their roles. Repeat the procedure until each student has pantomimed each role.
2. Explain and assign Workbook page 27. (For instructions, see Teacher's Book page 157.)

Games and Activities

1. **Puppets.** If students made Max and Digger puppets for Review 1, use them, and have students make a Doc puppet as below. If not, students draw Max on one sheet of paper, Digger on another, and Doc on the third sheet of paper. They then cut these three characters out and attach a stick, ruler, or pencil to the back of each cut-out to make puppets. Each student then performs the entire story for the class using these puppets. Keep these puppets so that they can be used in later Review Units or whenever these characters appear in the Student Book.

Activity Time

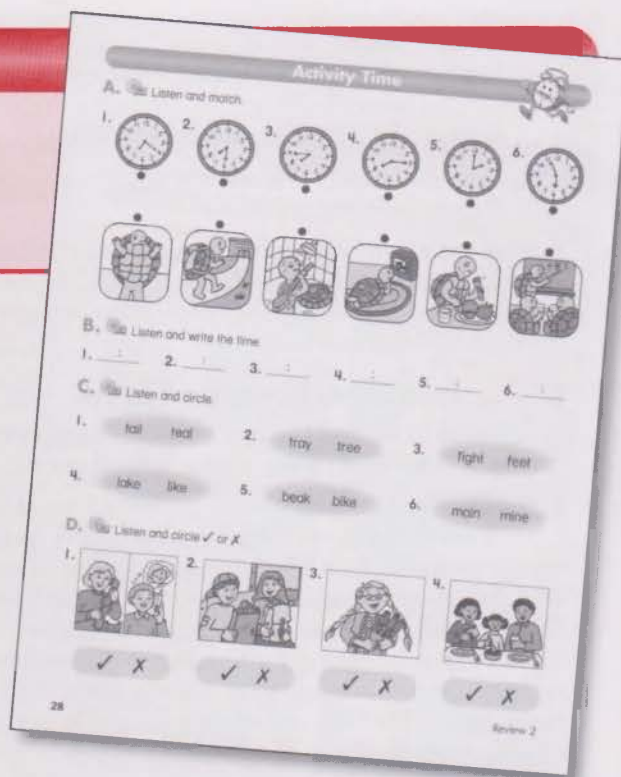
Review Focus: Units 4–6 conversations, vocabulary, patterns, and sounds

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

For general information on Activity Time, see page 17.

Warm-Up

1. Review Units 4–6 Conversations, Vocabulary, Patterns, and Sounds. Students turn to each Conversation Time page (pages 15, 19, and 23), Word Time page (pages 16, 20, and 24), Practice Time page (pages 17, 21, and 25), and Phonics Time page (pages 18, 22, and 26). Elicit the conversations, vocabulary items, patterns, and sounds.
2. Check Workbook page 27. (For instructions and answer key, see Teacher's Book page 157.)



Review

Students open their Student Books to page 28.

A. Listen and match.

1. Play the recording. Students listen and match each clock in the top row with the activity taking place at that time. Play the recording as many times as necessary for students to complete the task.

1. *It's seven twenty. What's he doing?*
He's taking a shower.
 2. *It's seven thirty. What's he doing?*
He's getting dressed.
 3. *It's seven forty-five. What's he doing?*
He's eating breakfast.
 4. *It's eight fifteen. What's he doing?*
He's walking to school.
 5. *It's two o'clock. What's he doing?*
He's studying English.
 6. *It's five fifty-five. What's he doing?*
He's watching TV.
2. Check answers by saying *Number 1. It's seven twenty. What's he doing?* and having one volunteer repeat, *It's seven twenty. What's he doing?* and another volunteer say, *He's taking a shower.* Do the same for the remaining numbers.

B. Listen and write the time.

1. Play the recording. Students listen and write each time they hear. Play the recording as many times as necessary for students to complete the task.

1. *What time is it?*
It's six ten.
2. *What time is it?*
It's seven forty.
3. *What time is it?*
It's ten forty-five.
4. *What time is it?*
It's one fifteen.
5. *What time is it?*
It's seven o'clock.
6. *What time is it?*
It's eleven fifty-five.

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

Answer Key:

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

C. Listen and circle.

1. Write *ay, ai, a_e, ee, ea, i_e, igh* on the board. Point to each one and elicit its sound. Then play the recording. Students listen and circle each word they hear. Play the recording as many times as necessary for students to complete the task.

1. *tail, tail*
2. *tree, tree*
3. *feet, feet*
4. *like, like*
5. *beak, beak*
6. *mine, mine*

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

D. Listen and circle ✓ or X.

1. Divide the class into pairs, and have students in each pair work together to determine what the speaker(s) in each picture are saying.

2. Play the recording. For each number, students listen and circle ✓ if the conversation they hear matches the scene and X if it does not. Play the recording as many times as necessary for students to complete the task.

1. A: *Hello?*
B: *Hello. May I speak to Mary, please?*
A: *Sure. Hold on.*
B: *No problem.*
2. A: *This is blue. This is a blue bag.*
B: *This is red. This is a red bag.*
3. *These are yellow. These are yellow flowers.*
4. A: *What are they doing?*
B: *They're eating breakfast.*

3. Check answers by saying *Number 1* and reading the conversation. Volunteers stand up if they circled ✓, and stay seated if they circled X. Do the same for numbers 2–4.

Answer Key: 1. ✓ 2. X 3. X 4. ✓

Games and Activities

1. **Talk About Her Day.** Each student draws a picture of a friend's daily activities (using activities that they can name in English). Then divide the class into pairs. Students in each pair exchange pictures, and ask their partner questions about his/her picture. For example: S1 points to a boy getting dressed and asks *What time is it? What's he doing?* S2 says *It's seven thirty. He's getting dressed.* Write the question and answer pattern on the board for reference if necessary.

2. **What Other Words Have These Sounds?** Students find the 12 words in Activity C (**Listen and circle the correct word**) in the Units 4–6 Phonics Time pages (pages 18, 22, and 26). While books are open to these pages, elicit other words with the same vowel sounds. For example: Say *What other /i/ words can you see?*

3. **Read the Words.** Write seven to eight *long a, long e, or long i* words on the board (see Suggested Words below). Point to each word and have students read it.

Suggested Words: *Kate, kite, bee, meat, light, May, leaf, bean, pine, rain*

Finish the Lesson

1. Explain and assign Checklist 2 (see Student Book page 68) for students to do at home or in class.
2. Explain and assign Workbook page 28. (For instructions, see Teacher's Book page 157.)
3. Do Chapter 2 of Storybook 2, *Coco and Digger*. (For instructions and answer key, see Teacher's Book pages 167 and 168.)

Assessment

Explain and assign the Midterm Test, pages 220–223. (For instructions and answer key, see pages 207–208.)





In the Department Store

Conversation Time

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

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 13; strips of paper, each with a line from a Unit 3–7 conversation, 2 sets; a blue object and a red object; a beanbag; Units 4–6 Phonics Time Word Cards, 1 set; Unit 6 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 16, 22, 24, 26, and 28)

For general information on Conversation Time, see pages 8–9.

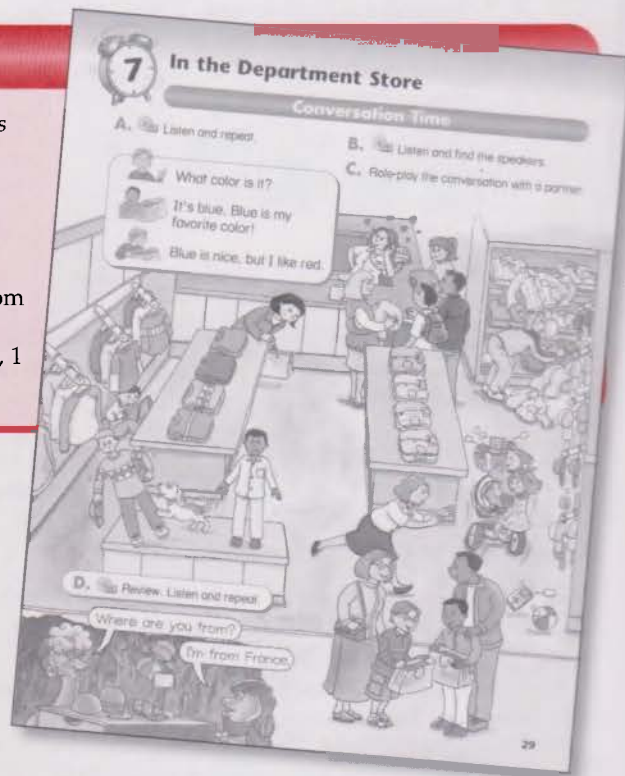
Warm-Up and Review

- Phonics Review: Long i Review.** Write *i_e* and *igh* on the board. Point to each one and say /aɪ/. Students repeat. Hold up each of the Units 4–6 Phonics Time Word Cards, and have students identify every long vowel sound. If the word has *long i*, students also read the word.
- Check Workbook page 28. (For instructions and answer key, see Teacher's Book page 157.)

Introduce the Conversation

- Bring two students to the front of the classroom. Give one of the students a blue object, and give the other student a red object. They hold these objects so that only a small portion is showing. Stand behind each student and model his/her line(s) of the conversation with the following actions:

<i>What color is it?</i>	Look quizzically at the other student and point to the blue object.
<i>It's blue. Blue is my favorite color!</i>	Hold up the blue object, then put your hands to your heart to indicate "favorite."
<i>Blue is nice, but I like red.</i>	Smile broadly and hold up the red object.
- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and say the conversation again in the same way.
- Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.



OPTION: Students practice the conversation, with each substituting his/her own favorite color.

Talk About the Picture

- Attach Wall Chart 13 to the board or open a Student Book to page 29. Students then open their Student Books to page 29. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

This is a **clothing store**. There are many different colors of clothes here. **These** are blue, and **these** are green. **This** is yellow, and **that** is red. **Joe is showing Bob** what he bought. It's red. **Bob** bought something blue. Blue is his favorite color. Uh-oh! **This little boy and girl** are *riding a tricycle* in the store!
- Ask the following questions while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).
 - (**clothing in Joe's bag**) What color is it?
 - (**clothing in Bob's bag**) What color is it?
 - (**Bob**) What's his favorite color?
 - Is **Joe's** favorite color blue?
 - (**clerk running after children**) What is she doing?
 - (**boy reading under sweater rack**) What's he doing?
 - (**book**) What's this?
 - Who's *talking on the phone*? Can you *point* to her?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker in the conversation box.

Joe: *What color is it?*

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

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

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *Where are you from?*

B: *I'm from France.*

OPTION: Students role-play the conversation.

Find Digger's Bone

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

Answer Key: Digger's bone is hidden in the basket of toys on the tricycle.

OPTION: Students find Digger's bone as above, then act as fashion designers, drawing clothes with bone designs.

Games and Activities

- Missing Words.** Write the target conversation on the board. Point to each line and elicit the conversation. Erase two to three key words. Students say the conversation, filling in the missing words. Continue in the same way, erasing more words from the conversation each time, until students can say the conversation from memory.
- I Like Blue.** Divide the class into pairs. A student in each pair (S1) begins by choosing any object from his/her desk or backpack that is a color the student can name in English. S1 hides the object behind his/her back. The other student (S2) chooses an item he/she can name the color of in English. Using the target conversation, S2 asks what color S1's object is. S1 brings the object from behind his/her back and

responds, substituting the color of the object into the target conversation. S2 then responds, naming the color of his/her object. Pairs then change roles and practice the conversation again with a different-colored object. Pairs continue in the same way until both students have taken on both roles three to four times.

- Which Line Doesn't Belong?** (See Game 6, page 140.) Play the game using the Units 3–7 target conversations.

Finish the Lesson

- Bean Bags.** Place a set of Unit 6 Word Time Word Cards on the floor. Students take turns tossing a beanbag (or other soft object) onto one of the word cards. Another student asks *What color is it?* The student who tossed the beanbag responds, naming the color on which the beanbag has landed. The two students then complete the conversation using appropriate substitutions. Continue in the same way until most students have taken a turn tossing the beanbag.
- Explain and assign Workbook page 29. (For instructions, see Teacher's Book page 157.)

Word Time

Language Focus: Clothing (*shoes, socks, shirts, skirts, jeans, shorts*)

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 14; Unit 7 Word Time Picture Cards, 21 cards per 4–6 students (see Picture and Word Card Book page 29)

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: What Color Is It?** Students open their Student Books to page 29 and say the target conversation together. Point to a classroom item and say the Unit 7 target conversation with a volunteer, using the item for reference. A new volunteer then takes on the teacher's role and practices the conversation in the same way with another volunteer, pointing to another item. Continue in the same way with six to eight volunteers.
2. Check Workbook page 29. (For instructions and answer key, see Teacher's Book page 157.)

Introduce the Words

Hold up and name each Unit 7 Word Time Picture Card. Students listen. Hold up and name each card again, and have students repeat. Hold up the cards in random order and have students name them.

OPTION: Explain to students that *pants* is a general term, while *jeans* more often refers to pants made of a specific fabric, denim.

Talk About the Picture

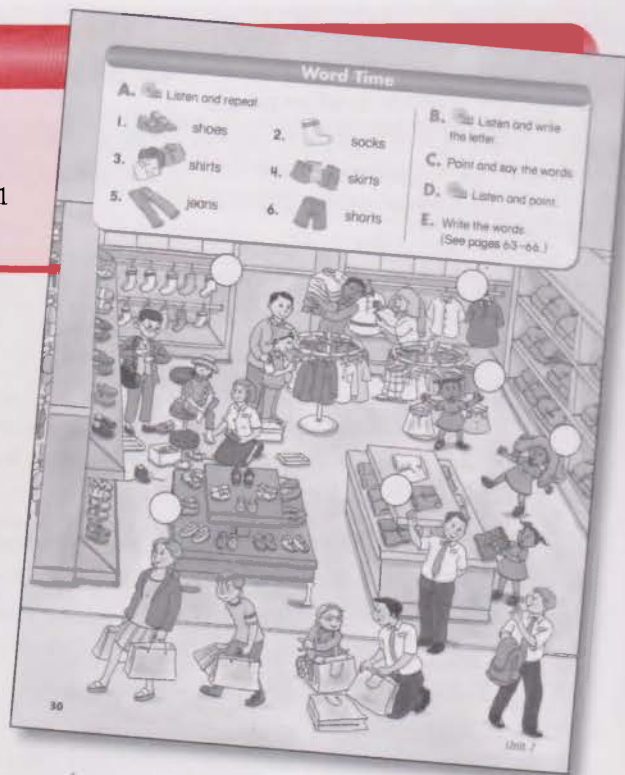
1. Students open their Student Books to page 30. They look at the large scene and name anything they can.
2. Attach Wall Chart 14 to the board or open a Student Book to page 30. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

Look at all the **clothes!** Here are **red shirts**. Over here are some **blue jeans**, and over there are some **green shirts**. These are **shoes**, and these are **socks**. Those are **shorts**. **Annie** is shopping with her **mother** and her **brother**. **Ted** and his **father** are at the store, too. They're *looking at shirts*.

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

(**green shirt**) What color is it?

(**white skirt**) What color is it?



- Can you *point* to the jeans?
- Can you *point* to the shorts?
- Can you *point* to the shoes?
- Can you *point* to the socks?
- Can you *point* to Annie's mother?
- Can you *point* to Ted's father?

Practice the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.

1. *shoes*
2. *socks*
3. *shirts*
4. *skirts*
5. *jeans*
6. *shorts*

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- a. *shirts, shirts*
- b. *jeans, jeans*

- c. shoes, shoes
- d. shorts, shorts
- e. skirts, skirts
- f. socks, socks

2. Check answers by writing the letters *a–f* on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, students point to the corresponding item of clothing; for the sentence and conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

- Shirts.* (any shirts)
- Shoes.* (any shoes)
- Socks.* (any socks)
- Jeans.* (any jeans)
- Shorts.* (any shorts)
- Skirts.* (any skirts)

Now listen and point to the speakers.

A: *She's my mother. He's my brother.* (Annie)

A: *Where do you live?* (store clerk and man with shirts, at back of scene)

B: *I live in Sunnyville.*

A: *Oh.*

A: *I'm going now.* (store clerks on far right of scene)

B: *Bye-bye.*

A: *Bye!* *See you tomorrow.*

E. Write the words. (See pages 63–66.)

Students turn to page 63 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.

Find Digger's Bone

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

Answer Key: Digger's bone is holding up one corner of the shoe display.

OPTION: Students find Digger's bone as above, then draw Digger's bone under the rack of skirts in their Student Books.

Extra Vocabulary. Students turn to page 29.

Introduce the extra vocabulary items *pajamas*, *sweaters*, *caps*. Students then find these clothing items in the large scene.

Games and Activities

1. **Old Maid.** (See Game 32, page 144.) Play the game using Unit 7 Word Time Picture Cards.
2. **Get Dressed!** Divide the class into pairs. A student in each pair (S1) begins by quickly drawing three stick figures on a piece of paper. His/Her partner (S2) then names a target clothing item and S1 draws that clothing item on each of his/her stick figures. S2 continues to name clothing items until S1's stick figures are fully clothed. Students in each pair then change roles and do the activity again in the same way.

LARGE CLASSES: Draw three stick figures on the board. Volunteers name a target clothing item. Draw that item on each of the stick figures. Volunteers continue to name clothing items until the stick figures are fully clothed. Then point to each clothing item and elicit its name. Do the activity again in the same way.

3. **Draw the Picture.** (See Game 19, page 142.) Play the game using the target vocabulary.
4. **Option: Personalize the Picture.** Students draw pictures of themselves and a friend wearing identical outfits made up of target clothing items. Then divide the class into pairs, and have students tell their partners about their pictures, making sure each student names the articles of clothing the people in the pictures are wearing. For example: *She's Jan. She's ten. She's Kate. She's nine. These are jeans. These are shirts.* Hang the pictures on the walls for future reference.

Finish the Lesson

1. **What Are You Wearing?** Point to various clothing items that students are wearing, and elicit their names.
2. Explain and assign Workbook page 30. (For instructions, see Teacher's Book page 158.)

Practice Time

Language Focus: *Wh-* questions with *what*; demonstrative pronouns [*What are these? They're (shoes)./What are those? They're (shoes).*]

Function: Asking about objects (plural); identifying objects (plural)

Materials Needed (excluding materials for optional activities): CD/cassette and player; a bag; Unit 7 Word Time Picture Cards, 10–15 pairs of cards; Unit 7 Word Time Word Cards, 1 set per 4–5 students; Unit 7 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 29, 30, and 56)

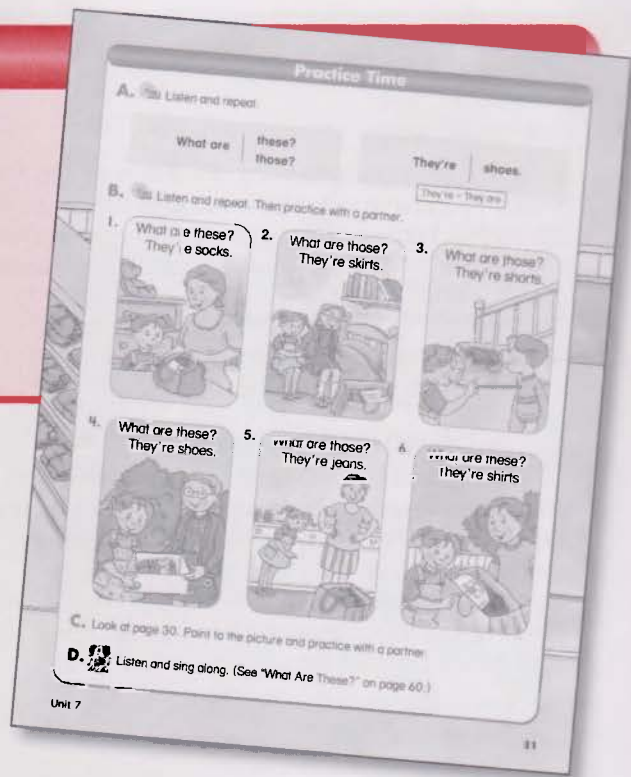
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Describe the Clothes.** Point to a volunteer's shoes and say *Those are shoes*. The volunteer touches his/her shoes and says *These are (black) shoes*. This volunteer then points to another student. Continue around the classroom in the same way until most students have taken a turn.
2. Check Workbook page 30. (For instructions and answer key, see Teacher's Book page 158.)

Introduce the Patterns

1. **What are these? They're (shoes).** Place the Unit 7 Word Time Picture Cards on the chalktray, facing the board. Touch one of the cards, look quizzically at the class, shrug your shoulders, and ask *What are these?* Students repeat. Write *What are these?* on the board. Point to and read each word. Students repeat. Then ask *What are these?* again, turn the card to face the class, touch it, and say *They're (shoes)*. Students repeat. Write *They're shoes* on the board to the right of *What are these?* Point to and read each word. Students repeat. Do the same with the remaining picture cards.
2. **What are those? They're (shoes).** Do the same as in Step 1 above, taking five steps away from the board and pointing to instead of touching each card.
3. **Practice for Fluency.** Turn the picture cards so that they are again facing the board. Bring a volunteer to the front of the classroom and have him/her touch or point to each card and ask *What are (these)?* He/She then turns the card around. Seated students look at the card and say *They're (shoes)*. Bring a new volunteer to the front of the classroom and do the activity again in the same way.



Practice the Patterns

Students open their Student Books to page 31.

A. Listen and repeat.

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

A: *What are these?* A: *What are those?*
B: *They're shoes.* B: *They're shoes.*

2. Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.

3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.

4. Write the explanation of the contraction on the board:

They're = They are

Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

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

1. Play the recording. Students listen and repeat, pointing to each picture in their books.

1. *What are these?* 2. *What are those?*
They're socks. *They're skirts.*

3. What are these?

They're shirts.

5. What are these?

They're jeans.

4. What are these?

They're shoes.

6. What are these?

They're shirts.

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

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

C. Look at page 30. Point to the picture and practice with a partner.

Students remain in pairs and look at page 30. They then take turns asking and answering questions about clothing items in the large scene using the new patterns and vocabulary items. For example: S1 (touching shirts): *What are these?* S2: *They're shirts.*

D. Listen and sing along.

1. Students turn to the Unit 7 song *What Are These?* on page 60. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

What Are These?

(Melody: *If You're Happy and You Know It*)

What are these, these, these?

They're shoes.

What are those, those, those?

They're socks.

What are these?

They're shoes.

What are those?

They're socks.

What are these and those?

They're shoes and socks.

What are these, these, these?

They're shirts.

What are those, those, those?

They're shorts.

What are these?

They're shirts.

What are those?

They're shorts.

What are these and those?

They're shirts and shorts.

2. 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.

3. Divide the class into Groups A and B. Play the ~~same~~ version. Group A sings the questions while pointing to the picture of the item in question, and Group B sings the answers while pointing to the appropriate pictures. Groups then change roles and sing the song again.

Games and Activities

1. **Concentration: Picture to Word.** (See Game 13, page 142.) Play the game using Unit 7 Word Time Word Cards and Picture Cards. When taking a turn, instead of turning the cards over, students just peek at each card, so that other students cannot see the cards. After the student has peeked at his/her cards, his/her teammates point to or touch each card and ask *What are these/those?* The student responds with the target pattern.
2. **What's in the Bag?** (See Game 44, page 146.) Play the game using school supplies that students can name in English. For example: books, pens, pencils, and rulers. Each time, put two or more of the same item in the bag. Before the volunteer feels the bag, ask *What are (those)?* The volunteer responds using the target pattern.

LARGE CLASSES: Divide the class into groups of four to five and have each group play as above. A volunteer in each group takes on the role of the teacher.
3. **Make the Sentences.** (See Game 49, page 147.) Do the activity using Unit 7 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 13, *Game Time!*, page 188. (For instructions, see page 173.)



Finish the Lesson

1. **Hide the Cards.** Give eight to ten volunteers each a Unit 7 Word Time Picture Card. The volunteers hide the cards around the room so that only a small portion of each picture is visible to the class. The volunteers take turns either pointing to or touching the picture card they have hidden, and asking *What are these/those?* Seated students must try to determine what the picture is (getting up and moving around the classroom if necessary) and respond *They're (jeans)*. The volunteer says either *Yes, they are* if the guess is correct or *No, they're not* if the guess is not correct. Continue until all cards have been correctly identified.
2. Explain and assign Workbook page 31. (For instructions, see Teacher's Book page 158.)

Phonics Time

Sound Focus: long o (*boat, snow, home, coat, window, note*)

Materials Needed (excluding materials for optional activities): CD/cassette and player; 2 pieces of orange paper; Unit 7 Word Time Picture Cards, 1 set; Unit 7 Phonics Time Picture Cards, 1 set; Units 1–7 Phonics Time Word Cards, 15–20 cards per 3–4 students; *long a*, *long e*, *long i*, and *long o* cards, 1 set per 6–7 students (see Picture and Word Card Book pages 4, 8, 12, 16, 22, 28, 29, 31, and 32)

For general information on Phonics Time, see pages 14–15.

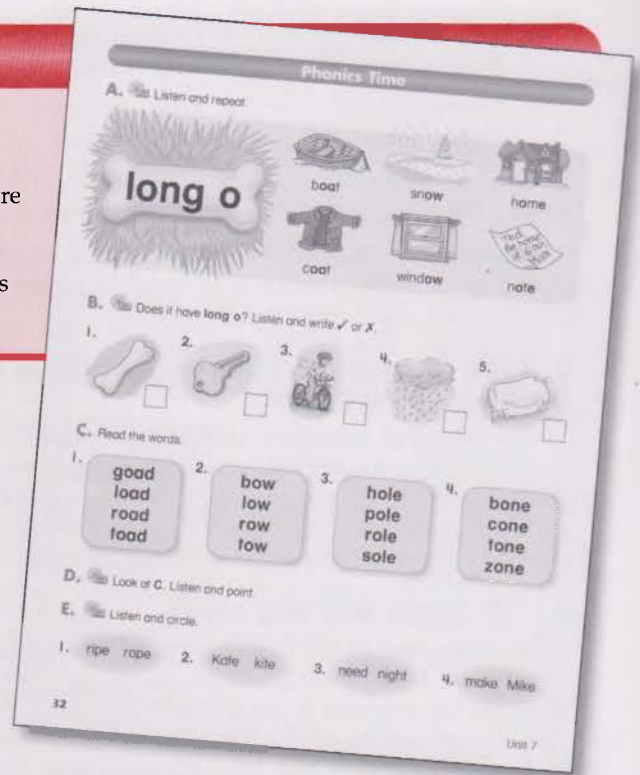
Warm-Up and Review

- Pattern Review: Chant.** Place the Unit 7 Word Time Picture Cards on the chalktray facing the class. Establish a 4-beat rhythm. Point to the *shorts* card and, on beats 1 and 2, say *What are those?* On beats 3 and 4, say *They're shorts.* Then touch the *jeans* card, ask *What are these?* again on the first 2 beats of the 4-beat rhythm, and elicit *They're jeans* on beats 3 and 4. Do the same with the remaining cards. Then chant again in the same way, having a volunteer take on the teacher's role and ask the questions.
- Check Workbook page 31. (For instructions and answer key, see Teacher's Book page 158.)
- Phonics Review: Choose a Word and Read It.** Place the Units 4–6 Phonics Time Word Cards in a bag. Give the bag to a volunteer (S1), and have him/her choose a card and read the word. Another volunteer (S2) then says the word's vowel sound. Once he/she has said the long vowel sound, S2 takes the bag, chooses a card, and reads the word. Students continue in the same way until all cards have been taken from the bag.
OPTION: Do the activity in the same way, but with only eight to nine Phonics Time Picture Cards.

Introduce the Sounds

Note: The *long o* sound is written as /ou/.

- Hold up the *coat* picture card and say /ou/-/ou/, *coat*, stressing the *long o* sound. Students repeat. Attach the card to the board. Do the same with *boat*, *snow*, *window*, *note*, and *home*.
- Write *oa* on the board. Say /ou/ while pointing to the letters. Students repeat. Add *t* to the right of *oa* and say /ou/-/t/-*oat* pointing to the two parts of the combination and then the whole combination. Students repeat. Then add *c* to the left of *oat* and say /k/-*oat*, *coat*, pointing to the two parts of the word and then the whole word. Do the same with *boat*. Repeat the procedure for the *ow* and *o_e* words.



Practice the Sounds

Students open their Student Books to page 32.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

long o /ou/
boat
snow
home

coat
window
note

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

1. Play the recording. Students listen to each word and write ✓ if it has *long o* and X if it does not. Play the recording as many times as necessary for students to complete the task.

- | | |
|----------------------|----------------------|
| 1. <i>bone, bone</i> | 2. <i>key, key</i> |
| 3. <i>ride, ride</i> | 4. <i>rain, rain</i> |
| 5. <i>soap, soap</i> | |

2. Check answers by saying *Number 1. bone*. Students repeat the word, say its vowel sound, and then raise their hands if they wrote ✓, and make a big X with their arms if they wrote X. Do the same for numbers 2–5.

Answer Key: 1. ✓ 2. X 3. X 4. X 5. ✓

C. Read the words.

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

D. Look at C. Listen and point.

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

<i>role</i> , /r/-/oʊ/-/l/, <i>role</i>	<i>bone</i> , /b/-/oʊ/-/n/, <i>bone</i>
<i>low</i> , /l/-/oʊ/, <i>low</i>	<i>hole</i> , /h/-/oʊ/-/l/, <i>hole</i>
<i>road</i> , /r/-/oʊ/-/d/, <i>road</i>	<i>tow</i> , /t/-/oʊ/, <i>tow</i>
<i>cone</i> , /k/-/oʊ/-/n/, <i>cone</i>	<i>toad</i> , /t/-/oʊ/-/d/, <i>toad</i>

E. Listen and circle.

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

1. <i>rope</i> , <i>rope</i>	2. <i>kite</i> , <i>kite</i>
3. <i>need</i> , <i>need</i>	4. <i>make</i> , <i>make</i>

2. Check answers by saying *Number 1. rope*, then having a volunteer come to the board and write the word he/she circled. Do the same for numbers 2–4.

- Basketball.** (See Game 10, page 141.) Play the game using Units 4–7 Phonics Time Word Cards. Before students can move their basketballs up a line, they must not only name the card correctly, but also identify its long vowel sound.
- Pass the Sounds.** Divide the class into teams of six to seven, and have each team form a line. Give the first student in each line (S1) *long a*, *long e*, *long i*, and *long o* cards. Whisper a word with one of these long vowels to the last student in each line (see Suggested Words below). That student then whispers the word to the student standing in front of him/her, who whispers it to the student standing in front of him/her, and so on down the line. When the word reaches S1, he/she says the word and its vowel sound out loud, then holds up the card that corresponds with that word's vowel sound. If S1 is correct, he/she wins a point for his/her team. If S1 is not correct, his/her teammates correct him/her. The last student in each line then goes to the front of the line. Continue the activity in the same way until all students have had a turn at the front of the line. The team with the most points at the end wins.

Suggested Words: *pain*, *goat*, *kite*, *seat*, *take*, *light*, *time*, *hope*, *fine*, *wane*

- Option: Project.** Students look through old English magazines or newspapers, and cut out any words that have *long o*. Then, on a piece of paper, they draw a flower without any petals. They label the center of the flower *long o*. They then make the words they cut out into the flowers' petals, gluing the words around the flower. Hang the flowers around the room for future reference.

Games and Activities

- Find the Long o Cards.** Divide the class into teams of three to four. Give each team 15–20 Units 1–7 Phonics Time Word Cards. A student in each team shuffles the cards and places them facedown in the middle of the team. Each team appoints a timekeeper and a volunteer to go first. Say *Go!* The timekeeper on each team uses a stopwatch to see how long it takes his/her team's volunteer to find all the *long o* cards in the pile. Write each volunteer's time on the board. Then have each volunteer stand up and read all the cards he/she found. For every *long o* card, subtract one second from the team's time on the board. For every card the volunteer reads that does not have *long o*, add a second. Teams shuffle their cards, choose a new volunteer to find the *long o* cards, and do the activity again in the same way. Continue until all students have taken a turn finding *long o* cards. The team with the lowest time at the end wins.

Extra Practice

Explain and assign Worksheet 14, Phonics Fun *long o*, page 189. (For instructions and answer key, see page 173.)

Finish the Lesson

- Does It Have Long o?** Students stand up at their desks. Go around the room and say a word to each student. If the word has *long o*, the student says *Yes*, *it's long o* and repeats the word by sounding it out. For example: /k/-/oʊ/-/t/, *coat*. If it does not have *long o*, the student says *No*. If a student does not respond correctly, he/she sits down.
- Explain and assign Workbook page 32. (For instructions, see Teacher's Book page 158.)

Assessment

Explain and assign the Unit 7 Test, page 224. (For instructions and answer key, see page 208.)



In a Messy Classroom

Conversation Time

Language Focus: *Oh, no! What a mess!/ Yeah, you're right./ Let's clean up./ Okay. Let's get the broom.*

Function: Stating a problem; suggesting a solution

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 15; a timer

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

- Phonics Review: Long o.** Write *oa*, *ow*, and *o_e* on the board. Point to each one and elicit /ou/. Write seven to eight long *o* words on the board (see Suggested Words below). Point to each word and have students read it.
Suggested Words: *bow*, *load*, *hole*, *zone*, *boat*, *mole*, *row*, *toad*, *low*, *home*
- Check Workbook page 32. (For instructions and answer key, see Teacher's Book page 158.)

Introduce the Conversation

- Draw a picture of a broom on the board. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions:

Oh, no! What a mess! Look around the room, shake your head with a small scowl, and put your hands on your hips.

Yeah, you're right. Nod your head in agreement and sigh.

Let's clean up. Put your arm around the other student and speak happily.

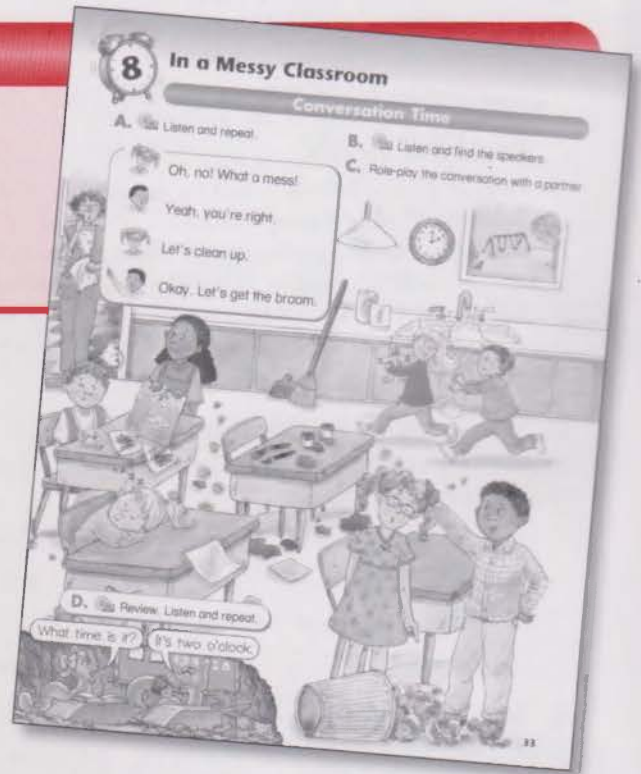
Okay. Let's get the broom. Look at other student, smile, and nod your head slightly. Point to the picture of the broom on the board.

- Clarify word meaning.

mess: Make a little "mess" from crumpled up papers, and point to it while saying *What a mess!* Students repeat.

clean up: Start to clean up the mess made above, while saying *Let's clean up.* Students repeat.

broom: Point to the broom drawn on the board, and say *broom.* Students repeat.



- Model the conversation again, as in Step 1.
- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and say the conversation again in the same way.
- Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.

Talk About the Picture

- Attach Wall Chart 15 to the board or open a Student Book to page 33. Students then open their Student Books to page 33. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

This girl is *sleeping*. Her book and **papers** are falling onto the floor. **This girl and boy** are *running*. This is **blue paint** and this is **red paint**. **Bill** is trying to *draw a picture*. There's lots of paper around his **desk**. Uh-oh! There's the teacher, **Ms. Apple**. Oh no! What a mess! **Bob** and **Kim** will get the **broom** and *clean up*.

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

What time is it?
 Can you *point* to the teacher?
 (**sleeping girl**) What's she doing?
 (**running girl and boy**) What are they doing?
 (**blue paint**) What color is it?
 (**red paint**) What color is it?
 (**broom**) What's this?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker in the conversation box.

Kim: *Oh, no! What a mess!*
 Bob: *Yeah, you're right.*
 Kim: *Let's clean up.*
 Bob: *Okay. Let's get the broom.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *What time is it?*
 B: *It's two o'clock.*

OPTION: Students role-play the conversation.

Find Digger's Bone

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

Answer Key: Digger's bone is one of the handles on the sink.

OPTION: Students find Digger's bone as above, then draw a yellow bone somewhere in the large scene. Students then trade books with a student sitting nearby and try to find each other's bone.

Games and Activities

1. **Write the Next Word.** (See Game 8, page 140.) Play the game using the target conversation.
2. **Pass the Mess.** Students stand in a circle. Set a timer for two minutes. Say *Oh, no! What a mess!* and hand a crumpled-up piece of paper to the student on your left. He/She says *Yeah, you're right* and passes the crumpled paper to the student on his/her left, who says *Let's clean up.* That student then passes the crumpled paper to another student who says *Okay. Let's get the broom* and passes the crumpled paper to yet another student. Students continue passing the crumpled paper as quickly as possible around the circle so that they are not holding it when the timer rings. The student holding the crumpled paper when the timer rings must try to say the entire conversation. Prompt if necessary. Then he/she sets the timer to two minutes, and begins the activity again. Continue in the same way for seven to eight minutes. Make sure students are saying the conversation lines correctly even as they pass the crumpled paper quickly.
3. **Combine the Conversations.** Combine a Level 1 conversation with the target conversation on the board in the following way:

A: *Ouch!*
 B: *Oh! Are you okay?*
 A: *I think so. Oh, no! What a mess!*
 B: *Yeah, you're right.*
 A: *Let's clean up.*
 B: *Okay. Let's get the broom.*

Point to and read each line. Students repeat. Place several books and pencils on the floor at the front of the classroom. Bring two volunteers to the front of the classroom to role-play the conversation. Student A pretends to trip over the books and pencils on the floor. Divide the class into pairs and have them role-play the conversation in the same way. Students in each pair then change roles and say the conversation again.

Finish the Lesson

1. **Make a Mess!** Tell students to make a "mess" on and around their desks with crumpled-up paper, pencils, or pens. A volunteer comes to the front of the classroom and says *Oh, no! What a mess*, pointing to his/her classmates' messy desks. Seated students respond with the second line of the conversation. The volunteer says the third line, and seated students say the fourth line and begin to clean up their desks, pretending to get a broom.
2. Explain and assign Workbook page 33. (For instructions, see Teacher's Book page 159.)

Word Time

Language Focus: Classroom objects (*computer, shelf, cupboard, table, desk, chair*)

Materials Needed (excluding materials for optional activities):
CD/cassette and player; Wall Chart 16; Unit 8 Word Time Picture Cards, 1 set (see Picture and Word Card Book page 33)

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: Say Alternate Lines.** Write the Unit 8 target conversation on the board. Point to each line and have students say it. Divide the class in half, and have them say alternate lines of the conversation. They then change roles and say the conversation again.
2. Check Workbook page 33. (For instructions and answer key, see Teacher's Book page 159.)

Introduce the Words

Hold up each Unit 8 Word Time Picture Card and name it. Hold up each card again, name it, and have students repeat. Hold the cards up in random order, and elicit their names.

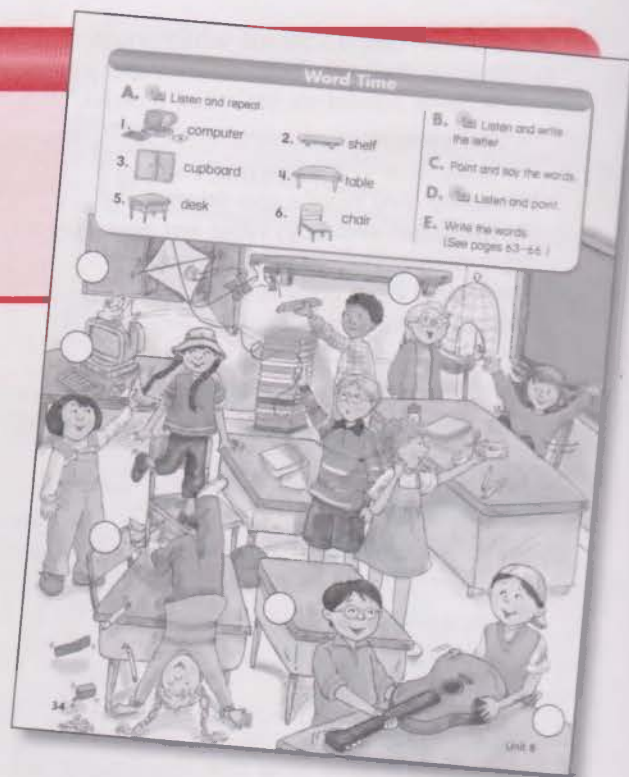
OPTION: Introduce the vocabulary as above, then point to the same objects in the classroom and elicit their names.

Talk About the Picture

1. Students open their Student Books to page 34. They look at the large scene and name anything they can.
2. Attach Wall Chart 16 to the board or open a Student Book to page 34. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

This is the children's classroom. This is a **shelf**, these are **desks**, and that's a **cupboard**. **Ted** and **Mike** are standing near the **table**. They have a **guitar**. **This girl** is doing a *handstand*. Her **pencils**, **ruler**, and **pencil sharpener** are on the **floor**. **Emily** is *dancing* on her **chair**.

3. Ask the following questions while pointing to or touching the pictures (**bold words**).
(**girl sitting at teacher's desk**) Is she a teacher?
(**bananas**) What are these?
(**birds**) What are those? What color are they?
(**chairs**) What are these?
How many **desks**?
(**cupboard**) Is it a shelf?
(**guitar**) What color is it?
(**boy flying a kite**) Can he fly a kite?



Practice the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.

1. *computer*
2. *shelf*
3. *cupboard*
4. *table*
5. *desk*
6. *chair*

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- a. *shelf, shelf*
- b. *chair, chair*
- c. *computer, computer*
- d. *table, table*
- e. *desk, desk*
- f. *cupboard, cupboard*

2. Check answers by writing the letters *a–f* on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to the corresponding item of furniture; for the sentence and conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Shelf.
Computer.
Table.
Cupboard.
Chair.
Desk.

Now listen and point to the speakers.

A: *Birds. Yellow birds.* (Annie)

A: *This is for you.* (girls with bananas)

B: *Thanks. I like bananas.*

A: *I'm a teacher!* (girls at teacher's desk)

B: *No, you aren't.*

A: *Yes, I am.*

E. Write the words. (See pages 63–66.)

Students turn to page 63 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.

Find Digger's Bone

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

ANSWER KEY: Digger's bone is one of the bows on the kite.

OPTION: Students find Digger's bone as above, then construct a paper table and chair with paper "bones" for legs.

Extra Vocabulary. Students turn to page 33. Introduce the extra vocabulary items *light*, *window*, *clock*. Students then find these classroom items in the large scene.

Games and Activities

1. **Run and Find.** (See Game 36, page 145.) Play the game using Unit 8 Word Time Picture Cards or actual classroom furniture items.
2. **Draw the Picture.** (See Game 19, page 142.) Play the game using the target vocabulary.
3. **Jump, Clap, Point.** Write *desk*, *chair*, *cupboard* on the board. Point to each word, read it, and have students repeat. Divide the class into groups of six to seven and have each group form a circle. Demonstrate the following action sequence: jump into the air, clap your

hands, and point to a student. Students copy the actions. Do this until most students are comfortable with the actions. A volunteer in each circle begins the game by jumping, clapping, then pointing to another student while saying *desk*. The student he/she pointed to must jump, clap, and point to another student while saying *chair*. Then the student he/she pointed to repeats the actions and says *cupboard* while pointing to yet another student. These words must always be said in the same order: *desk*, *chair*, *cupboard*. Students continue in the same way for three to five minutes. If a student says a word in the wrong order, he/she is out for the round and must step out of the circle. Do the activity again in the same way with *computer*, *shelf*, *table*.

LARGE CLASSES: Each row of students is a group. Each group stays seated and does the activity as above with the following actions: clap their hands, stomp their feet, then point to the student sitting behind them.

4. **Option: Personalize the Picture.** Divide the class into groups of four to six and have each group create a model of their ideal classroom out of paper, glue, scissors, markers, crayons, or any other art supplies they might need. Make sure students include the target vocabulary items in the models. Two groups then join together and tell each other about their models, saying, for example, *This is a desk, these are chairs, and those are tables. That's a shelf, and this is a yellow cupboard*. If students do not know the English words for some of the items in their models, have them point to those items. Write the names of those items on the board. Display the models around the classroom for future reference.

Finish the Lesson

1. **Chant.** Write the following chant on the board. Point to and read each line. Students repeat.
A: *This is a desk.*
B: *A what?*
A: *A desk.*
B: *A what?*
A: *A desk.*
B: *Oh, this is a desk.*

Divide the class into Groups A and B. Then hold up the *desk* picture card and slowly go through the chant, with Groups A and B saying alternate lines. Bring a volunteer to the front of the classroom to take on the teacher's role, holding up the picture cards and chanting the A lines. For added challenge, have students chant more quickly each time.

2. Explain and assign Workbook page 34. (For instructions, see Teacher's Book page 159.)

Practice Time

Language Focus: *Wh-* questions with *where*; prepositions of location [*Where's the (book)?/Where are the (book)s? (It's)/(They're) (in) the (desk).*]

Function: Asking about location; specifying location

Materials Needed (excluding materials for optional activities):

CD/cassette and player; 2 blindfolds; Unit 8 Word Time Picture Cards, 1 set; Unit 8 Word Time Word Cards, 1 set per 4–5 students; Unit 8 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 33, 34, 56, and 57)

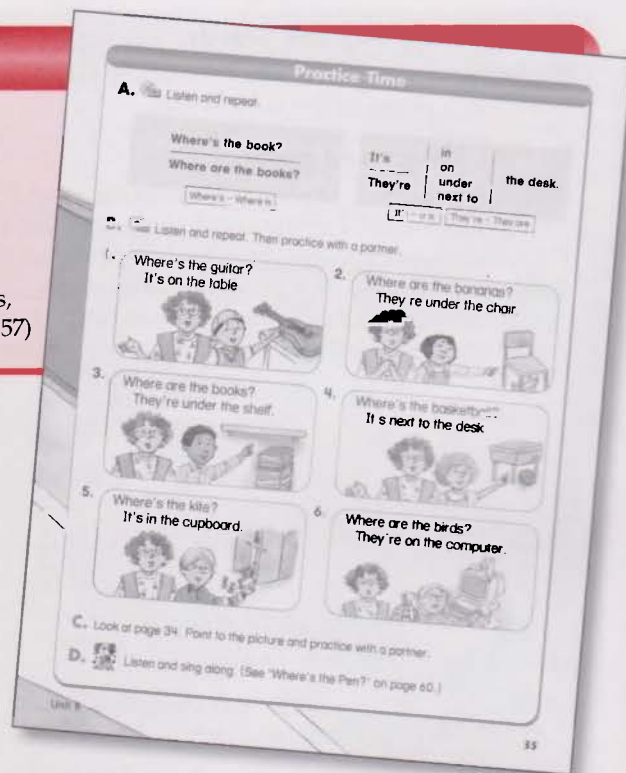
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Slow Reveal.** (See Game 38, page 145.) Hold up each Unit 8 Word Time Picture Card and elicit its name. Then play the game using the cards.
2. Check Workbook page 34. (For instructions and answer key, see Teacher's Book page 159.)

Introduce the Patterns

1. **in/on/under/next to.** Put a book in a volunteer's book bag, point to the book inside the bag, and say *in*. Students place a book in their own book bags, point to the book, and say *in*. Write *in* on the board, read it, and have students repeat. Repeat the procedure, placing the book on, under, and next to the book bag.
2. **Where's the (pen)? It's (on) the (chair).** Put a pen on a chair. Walk away, look around quizzically as if you have lost something, and ask *Where's the pen?* Students repeat. Write *Where's the pen?* on the board. Point to and read each word. Students repeat. Ask *Where's the pen?* again, then pretend to suddenly see it. Point to it and say *It's on the chair*, emphasizing *on*. Students repeat. Write *It's on the chair* on the board to the right of *Where's the pen?* Point to and read each word. Students repeat. Repeat the above procedure, placing the pen under and next to the chair, then placing it in a book bag.
3. **Where are the (pen)s? They're (on) the (chair).** Do the same as in Step 2 above with two items instead of one, making sure to emphasize the final *s* at the end of the question.
4. **Practice for Fluency.** Bring a volunteer to the front of the classroom and have him/her close his/her eyes. A seated student then puts one or two books in, on, under, or next to a classroom furniture item that students can name in English. Seated students then ask (*Where's) the (book)?* The volunteer opens his/her eyes and looks for the (book). When he/she finds it, he/she says (*It's) (next to) the (desk).* Do the same with a new volunteer. Continue until each preposition (*in, on, under, next to*) has been practiced twice.



Practice the Patterns

Students open their Student Books to page 35.

A. Listen and repeat.

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

A: *Where's the book?*

A: *Where's the book?*

B: *It's in the desk.*

B: *It's on the desk.*

A: *Where's the book?*

A: *Where's the book?*

B: *It's under the desk.*

B: *It's next to the desk.*

A: *Where are the books?*

A: *Where are the books?*

B: *They're in the desk.*

B: *They're on the desk.*

A: *Where are the books?*

A: *Where are the books?*

B: *They're under the desk.* B: *They're next to the desk.*

2. Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.

3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.

4. Write the explanation of the contractions on the board:

Where's = Where is It's = It is They're = They are

Point to and read each word. Students repeat.

Then say each pattern with the full form of the 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. Play the recording. Students listen and repeat, pointing to each picture in their books.

1. *Where's the guitar?* 2. *Where are the bananas?*
It's on the table. *They're under the chair.*
3. *Where are the books?* 4. *Where's the basketball?*
They're under the shelf. *It's next to the desk.*
5. *Where's the kite?* 6. *Where are the birds?*
It's in the cupboard. *They're on the computer.*

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

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

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

Students remain in pairs and look at page 34. They then take turns asking and answering questions about the location of items in the large scene using the new patterns and vocabulary items. For example: S1: *Where's the computer?* S2 (pointing to the computer): *It's on the table.*

D. Listen and sing along.

1. Students turn to the Unit 8 song *Where's the Pen?* on page 60. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Where's the Pen?
(Melody: *Hush Little Baby*)

Where's the pen?
It's on the book.
Where's the book?
It's on the chair.
Where's the chair?
It's on the desk.
Oh, no! What a mess!
Where's the desk?
It's under the chair.
Where's the chair?
It's under the book.
Where's the book?
It's under the pen.
Oh, no! What a mess!
Where are the socks?
They're in the shoes.
Where are the shoes?
They're in the shorts.
Where are the shorts?
They're in the box.
Oh, no! What a mess!

2. 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.

3. Divide the class into Groups A and B. Play the karaoke version. Group A looks at Group B and sings the questions. Group B sings the answers while pointing to the object on page 60. Groups then switch roles and sing the song again.

Games and Activities

1. **Blindfold Game.** Divide the class into Teams A and B. Show a volunteer from each team an object(s) they can name in English, then blindfold them. Hide the object(s) in, on, under, or next to a classroom furniture item that students can name in English. Say *Go!* The volunteers take off their blindfolds and ask their teammates where the object(s) is. Their teammates respond. The first volunteer to find the object(s) wins a point for his/her team. Repeat with six to eight sets of new volunteers and objects. The team with the most points at the end wins.
2. **Ask and Find.** Divide the class into pairs and have each pair choose an object(s) that both can name in English. S2 of each pair goes out of the classroom, while S1 hides their object(s) in, on, under, or next to a classroom furniture item that both S1 and S2 can name in English. S2 comes back into the classroom and asks (*Where are*) *the (pencils)?* S1 answers. S2 finds the object(s). Pairs then change roles and do the activity again in the same way. Pairs continue in the same way until each student has hidden an object(s) three times.
3. **Make the Sentences.** (See Game 49, page 147.) Do the activity using Unit 8 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 15, *Where's the Book?*, page 190. (For instructions and answer key, see page 173.)

Finish the Lesson

1. **Turn Around.** Bring a volunteer to the front of the classroom. Seated students stand and face the back of the classroom. The volunteer places an item(s) that students can name in English in, on, under, or next to a classroom furniture item that students can name in English, and asks (*Where are*) *the (rulers)?* The rest of the class walks around the classroom looking for the object(s). When someone finds it/them, he/she says (*They're*) (*on*) *the (shelf)*. Continue in the same way with five to six volunteers.
2. Explain and assign Workbook page 35. (For instructions, see Teacher's Book page 159.)

Phonics Time

Sound Focus: long u (*blue, glue, Sue, flute, June, tube*)

Materials Needed (excluding materials for optional activities): CD/cassette and player; Units 7–8 Word Time Picture Cards, 1 set; Unit 8 Phonics Time Picture Cards, 1 set; Units 4–8 Phonics Time Word Cards, 1 set per student (see Picture and Word Card Book pages 16, 22, 28, 29, 32, 33, 35, and 36)

For general information on Phonics Time, see pages 14–15.

Warm-Up and Review

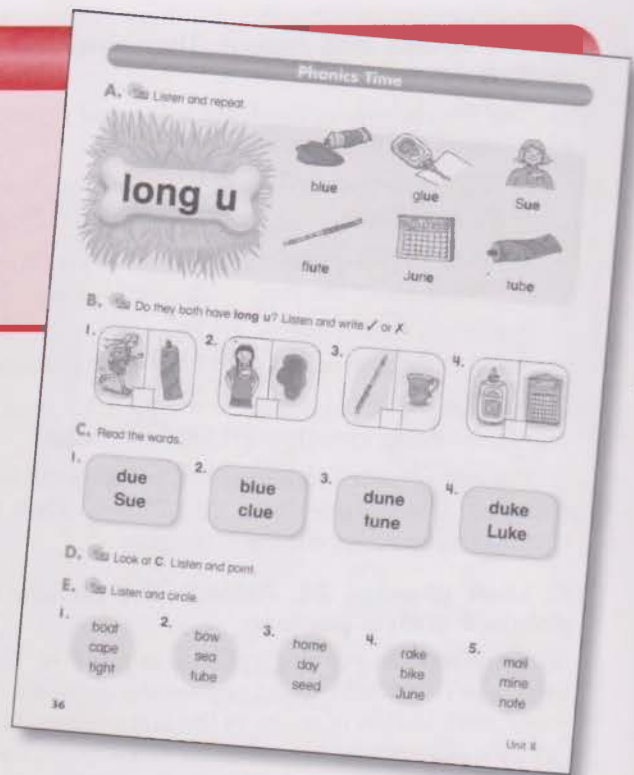
- Pattern Review: Say Where It Is.** Hold up each of the Units 7 and 8 Word Time Picture Cards and elicit their names. Then hold the *shoes* picture card next to the *shelf* picture card and ask *Where are the shoes?* Students repeat. Say *They're next to the shelf.* Students repeat. Then hold the *jeans* picture card under the *desk* picture card and elicit *Where are the jeans?* *They're under the desk.* Continue in the same way with the remaining picture cards and different prepositions of location.
- Check Workbook page 35. (For instructions and answer key, see Teacher's Book page 159.)
- Phonics Review: Long Vowels.** Students cut or tear a piece of paper into four squares and write *long a*, *long e*, *long i*, and *long o*, one vowel on each square. Say a word that has one of these long vowel sounds (see Suggested Words below). Students repeat the word and hold up the square that corresponds to that word's long vowel sound. Continue in the same way with five to six different words containing these long vowel sounds.

Suggested Words: *tree, lane, right, bone, tile, mime, tow, team, say*

Introduce the Sounds

Note: The *long u* sound is written as /u/.

- Hold up the *blue* picture card and say /u/-/u/, *blue*, stressing the *long u* sound. Students repeat. Attach the card to the board. Do the same with *glue*, *Sue*, *flute*, *June*, and *tube*.
- Write *ue* on the board. Say /u/ while pointing to the letters. Students repeat. Add *bl* to the left of *ue* and say /bl/-/u/, *blue*, pointing to the two parts of the word and then the whole word. Students repeat. Do the same for *glue* and *Sue*. Repeat the entire procedure for the *u e* words.



Practice the Sounds

Students open their Student Books to page 36.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

long u /u/
blue
glue
Sue

flute
June
tube

B. Do they both have long u? Listen and write ✓ or X.

1. Play the recording. Students listen to each pair of words and write ✓ if they both have *long u*, and X if they do not. Play the recording as many times as necessary for students to complete the task.

- | | |
|---|---|
| 1. <i>run, tube</i>
<i>run, tube</i> | 2. <i>Sue, blue</i>
<i>Sue, blue</i> |
| 3. <i>flute, cup</i>
<i>flute, cup</i> | 4. <i>glue, June</i>
<i>glue, June</i> |

2. Check answers by saying *Number 1. run, tube*. Students say *Yes* if both words have *long u* and *No* if they do not. Do the same for numbers 2–4.

Answer Key: 1. ✗ 2. ✓ 3. ✗ 4. ✓

C. Read the words.

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

D. Look at C. Listen and point.

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

Sue, /s/-/u/, Sue

Luke, /l/-/u/-/k/, Luke

dune, /d/-/u/-/n/, dune

clue, /k/-/l/-/u/, clue

duke, /d/-/u/-/k/, duke

due, /d/-/u/, due

tune, /t/-/u/-/n/, tune

blue, /b/-/l/-/u/, blue

E. Listen and circle.

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

1. *tight, tight*
2. *tube, tube*
3. *seed, seed*
4. *rake, rake*
5. *note, note*

2. Check answers by saying *Number 1. tight*. A volunteer reads and spells the word he/she circled. Then write the word on the board. Do the same for numbers 2–5.

Games and Activities

1. **Pick Out the Long u Word.** Say three words, one with *long u*, the other two without *long u* (see Suggested Words below). Students name the *long u* word. Do this with four to five different groups of words.

Suggested Words: *tube, cow, cup; lane, tune, vine; blue, light, kite; cake, duke; rain, tree, Sue; low, clue, light*

2. **Which Long Vowel Is It?** Write the following on the board:

Lake, lake, it's long a!

Tree, tree, it's long e!

Kite, kite, it's long i!

Snow, snow, it's long o!

June, June, it's long u!

Point to and read each line. Students repeat. Say a word with any of these long vowel sounds (see Suggested Words below). After hearing the word, students turn to a classmate and insert the word they have just heard into the appropriate line above. For example: say *goat*. Students turn to a classmate and, in unison, say *goat, goat, it's long o!* Continue in the same way with ten to twelve different words.

Suggested Words: *load, make, like, goat, hail, tube, blow, rope, vine, bean, seed, heat*

3. **Order the Cards.** Give each student a set of Units 4–8 Phonics Time Word Cards. Students cut or tear a piece of paper into four squares and write *long a*, *long e*, *long i*, and *long o*, one vowel on each square. They place the five pieces of paper in a row along the top of their desks. Read one of the word cards. Students repeat the word, find the corresponding card, and place that card in the column that corresponds to its long vowel sound. Continue in the same way with eight to ten different words. Write each column of words on the board. Students check their words and rearrange their cards as necessary. At the end, read each word and have students point to that word on their desks.

Extra Practice

Explain and assign Worksheet 16, Phonics Fun *long u*, page 191. (For instructions and answer key, see page 173.)

Finish the Lesson

1. **Stand Up, Sit Down.** Say a word with any short or long vowel sound (see Suggested Words below). If the word has *long u*, students stand up, repeat the word, put their hands on their heads, and sit down as quickly as they can. If the word has any other vowel sound, they remain seated. Do the same with six to eight different words.

Suggested Words: *blue, cat, line, Sue, egg, June, flute, ant, snow, cup*

2. Explain and assign Workbook page 36. (For instructions, see Teacher's Book page 159.)

Assessment

Explain and assign the Unit 8 Test, page 225. (For instructions and answer key, see page 209.)



In the Store

Conversation Time

Language Focus: *Uh-oh./ What's wrong?/ We're late. Please hurry!/ Oh...I can't decide.*

Function: Asking about a problem; describing a problem; expressing indecision

Materials Needed (excluding materials for optional activities):
CD/cassette and player; Wall Chart 17

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

- Phonics Review: Long Vowels.** Write eight to ten of the Units 4–8 Phonics Time target words in a column on the board, then write *long a*, *long e*, *long i*, *long o*, and *long u* in a separate column to the right of the word column. Students read each word, then say the long vowel sound of each letter in the vowel column. Bring a volunteer to the front of the classroom to read one of the words, then connect the word to its long vowel sound. Seated students repeat the word and say *Yes* if the word is connected correctly, and *No* if it is not. Make corrections on the board if necessary. Continue in the same way with new volunteers until all the words are connected correctly.
- Check Workbook page 36. (For instructions and answer key, see Teacher's Book page 159.)

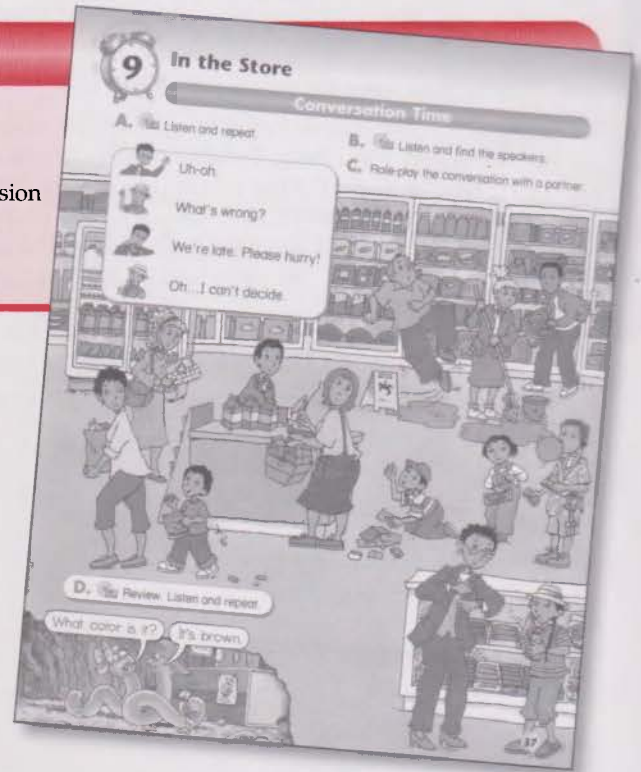
Introduce the Conversation

- Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions:

<i>Uh-oh.</i>	Look slightly alarmed—eyebrows raised and mouth a bit open.
<i>What's wrong?</i>	Lean forward and look slightly puzzled.
<i>We're late. Please hurry!</i>	Tap your watch to indicate impatience.
<i>Oh...I can't decide.</i>	Smile ruefully and shrug your shoulders.

- Clarify word meaning.

late: Draw a clock on the board showing the time that class begins. Point to the clock and say *Class begins at (five) (o'clock)*. Then change the time to show ten minutes later. Point to the clock and say *late*. Students repeat. Ask a volunteer to leave the classroom and hurry back in as if he/she is late. Point to the clock and the volunteer, then say *late*. Students repeat.



decide: Place a pen and a pencil on the chalktray and look at them as if trying to decide which one to use. Choose one, pick it up, and say *decide*. Students repeat.

- Model the conversation again, as in Step 1.
- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and say the conversation again in the same way.
- Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.

Talk About the Picture

- Attach Wall Chart 17 to the board or open a Student Book to page 37. Students then open their Student Books to page 37. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

This is a **convenience store**. They sell many different kinds of **food**. **This boy** is *walking* behind his **mother** and *eating peanuts*. He's *short* and *young*. His mother is *carrying* a **bag** of food.

2. Ask the following questions while pointing to or touching the pictures (**bold words**).

(**young boy eating peanuts**) What's he doing?
(**shoes**) What are these?
(**shelf**) What's that?
(**man falling**) Is he happy?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker in the conversation box.

Emily's mother: *Uh-oh.*
Emily: *What's wrong?*
Emily's mother: *We're late. Please hurry!*
Emily: *Oh...I can't decide.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *What color is it?*
B: *It's brown.*

OPTION: Students role-play the conversation.

Find Digger's Bone

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

Answer Key: Digger's bone is the handle of the freezer case door on the upper right of the scene.

OPTION: Students find Digger's bone as above. Then in their student books they draw a bone in the dairy case, on the book bag, under the dog, and next to a shelf.

Games and Activities

1. **Backward Build-Up.** Say the last word of the target conversation. Students repeat. Add the second-to-last word of the conversation. Students repeat these two words together. Say the third-to-last word, and so on until students can say the entire conversation. Then divide the class into pairs and have them role-play the conversation. They then change roles and role-play

the conversation again. Choose several pairs to come to the front of the classroom and role-play the conversation for the class.

2. **Put in Order.** Divide the class into pairs. Students in each pair work together to write each word and punctuation mark of the target conversation on a separate piece of paper. When they are finished, each pair should have 17 pieces of paper. Pairs shuffle the pieces of paper and place them facedown. Say **Go!** Pairs try to be the first to turn over the papers and put them in the correct order. The first pair to do so raises their hands and says the conversation they have put together. If it is correct, they come to the front of the classroom and role-play the conversation for the rest of the class. If it is not correct, all pairs continue to work until one pair has put together the correct conversation. Students then change partners and do the activity again in the same way.

3. **Combine the Conversations.** Combine a Level 1 conversation with the target conversation on the board in the following way:

A: *Are you finished?*
B: *No. Not yet.*
A: *Uh-oh!*
B: *What's wrong?*
A: *We're late. Please hurry.*
B: *Oh...I can't decide.*

Point to and read each line. Students repeat. Set four different books along the chalktray. Bring two volunteers to the front of the classroom to role-play the conversation as if Student B is trying to decide which book from the chalktray to read. Students then form pairs and role-play the conversation. They then change roles and role-play the conversation again.

4. **Option: Project.** Students draw pictures of two situations where they might use or have used the target conversation. The speakers should have speech bubbles. Students then write the conversation in these speech bubbles. Divide students into pairs, and have students in each pair look at each other's pictures and role-play the conversations.

Finish the Lesson

1. **Pantomime.** Bring a volunteer to the front of the classroom, and have him/her silently act out one line of the target conversation. Seated students try to guess what line the volunteer is acting out, then say that line of conversation. The first student to guess correctly changes places with the volunteer and acts out another line of the conversation in the same way. Continue in the same way with six to eight new volunteers.
2. Explain and assign Workbook page 37. (For instructions, see Teacher's Book page 160.)

Word Time

Language Focus: Food (*candy, juice, soda pop, ice cream, popcorn, chips*)

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 18; Unit 9 Word Time Picture Cards, 10 cards per student (see Picture and Word Card Book page 37)

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: Say Alternate Lines.** Ask two volunteers to write the Unit 9 target conversation on the board, using their Student Books for reference if necessary. The volunteers point to each line, and seated students say the conversation. Divide the class in half, and have them say alternate lines of the conversation. They then change roles and say the conversation again.
2. Check Workbook page 37. (For instructions and answer key, see Teacher's Book page 160.)

Introduce the Words

Hold up each Unit 9 Word Time Picture Card and name it. Hold up each card again, name it, and have students repeat. Then hold up the cards in random order and elicit their names.

OPTION: Introduce the vocabulary as above, using real snack foods instead of picture cards.

Talk About the Picture

1. Students open their Student Books to page 38. They look at the large scene and name anything they can.
2. Attach Wall Chart 18 to the board or open a Student Book to page 38. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

Yum! There's lots of good food at the store. **Ted** has **popcorn**. **Bob** and **Mike** have **chips**. Uh-oh! What a mess! The **store** clerk is *angry*. He's *shouting*. Digger and the **white dog** are *playing* with the **candy**. **Kim** and **Jan** have **ice cream**. **Annie** has **soda pop**. **Joe** and **Bill** have juice.

3. Ask the following questions while pointing to or touching the pictures (**bold words**).

(**popcorn**) What's that? What color is it?

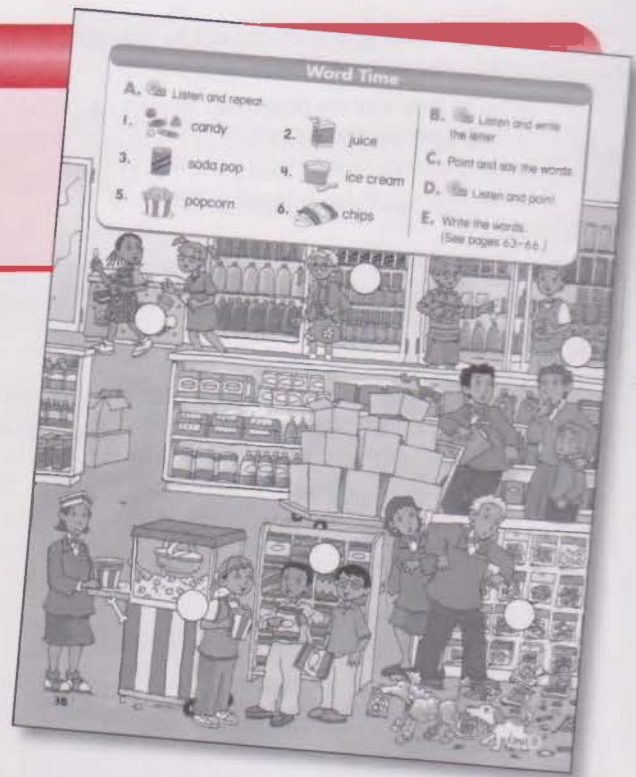
(**chips**) What are these?

Where are the chips?

(**orange juice**) What color is it?

(**ice cream**) What's this?

(**candy**) Is it soda pop? What is it?



Practice the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.

- | | |
|--------------------|---------------------|
| 1. <i>candy</i> | 2. <i>juice</i> |
| 3. <i>soda pop</i> | 4. <i>ice cream</i> |
| 5. <i>popcorn</i> | 6. <i>chips</i> |

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- | | |
|------------------------------|--------------------------------|
| a. <i>popcorn, popcorn</i> | b. <i>ice cream, ice cream</i> |
| c. <i>candy, candy</i> | d. <i>chips, chips</i> |
| e. <i>soda pop, soda pop</i> | f. <i>juice, juice</i> |

2. Check answers by writing the letters *a–f* on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to

the corresponding food item; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Candy. (any candy)

Yum! Popcorn. (any popcorn)

Juice. (any juice)

Mm. Soda pop! (any soda pop)

Chips. (any chips)

Yum. Ice cream. (any ice cream)

Now listen and point to the speakers.

A: *Oh, no! What a mess. Let's clean up.* (shop clerks near mess)

B: *Okay. Let's get the broom.*

A: *Where's the candy?* (clerk pointing to candy)

B: *It's next to the chips.*

A: *Thank you.*

A: *Hey, Ted. Do you like chips?* (Ted and friend)

B: *No, I don't. I like popcorn.*

E. Write the words. (See pages 63–66.)

Students turn to page 63 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.

Find Digger's Bone

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

Answer Key: Digger's bone is part of the popcorn machine.

OPTION: Students find Digger's bone as above. Then in their Student Books they draw a bone in the popcorn machine, on the candy shelf, under the ice cream display, and next to Digger.

Extra Vocabulary. Students turn to page 37. Introduce the extra vocabulary items *peanuts, gum, milk*. Students then find these food items in the large scene.

Games and Activities

1. **Go Fish.** (See Game 23, page 143.) Play the game using Unit 9 Word Time Picture Cards.
2. **Food Shop.** Divide the class into groups of four to five, and give each group two sets of Unit 9 Word Time Picture Cards. Each group then sets up a food shop, arranging their cards behind a "counter," and appointing a volunteer to be their shop's clerk. Students then go up to a counter. They choose items they would like to buy, saying (*Soda pop*) and (*chips*), *please*. The clerk hands the customer his/her items, saying *Here you are*. The customer says *Thanks*, and the clerk says *You're welcome*. Once all students have received their items, they sit down together and pantomime eating and drinking their purchases. They say *I'm eating (popcorn)* or *I'm drinking (juice)*.

3. **A Chain of Food.** Divide the class into groups of eight to ten, and have each group sit in a circle. A volunteer (S1) in each group begins by naming a target food item he/she likes. For example: *I like juice*. The student sitting on the volunteer's right (S2) points to S1, says what S1 likes, and then says what he/she likes. For example: *You like juice. I like candy*. S3 continues, pointing to S1 and S2, and saying *You like juice. You like candy. I like popcorn*. Groups continue in the same way around the circle. If a student cannot remember all the preceding items, he/she must start over, saying only *I like (soda pop)*, and the chain begins again. Play for five to seven minutes.

LARGE CLASSES: Students stay seated at their desks. Each row of students plays as above.

OPTION: If students need help remembering, as they hear what each student likes, they can lay down the corresponding picture card so that they will have a chain of cards to refer to as they speak.

4. **Option: Personalize the Picture.** Divide the class into groups of three to four. Give each group a large piece of paper and crayons or markers. Members of each group work together to draw a store. Students draw themselves as store clerks in the picture and several classmates as customers. Students draw the target food and any other food items they want in their store. If students do not know the English words for some of the food items, write the names of those food items on their drawings and on the board. Groups stand and tell their classmates about their picture, saying, for example, *This is popcorn. Those are chips*. Seated students can also ask questions about the pictures such as *What are those?* or *Where are the chips?* Hang the pictures on the walls for future reference.

Finish the Lesson

1. **Guess What's Missing.** (See Game 26, page 143.) Play the game using Unit 9 Word Time Picture Cards or Word Cards.
2. Explain and assign Workbook page 38. (For instructions, see Teacher's Book page 160.)

Practice Time

Language Focus: Declarative statements with *have*, positive and negative [(I) *have* (candy). (I) *don't have* (juice).]

Function: Describing possession

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Unit 9 Word Time Picture Cards, 1 set; Unit 9 Word Time Word Cards, 1 set per 4–5 students; Unit 9 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 37, 38, and 57)

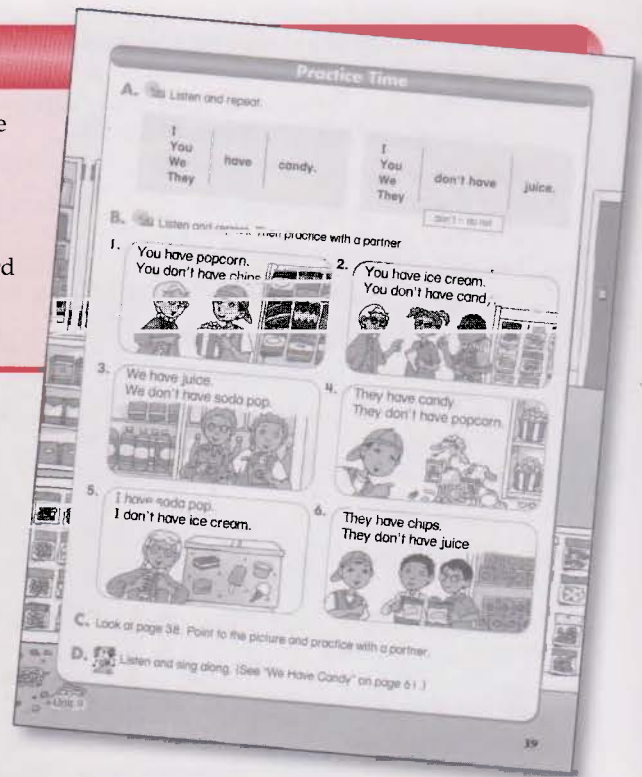
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: What Do You Like?** A volunteer comes to the front of the classroom, holds up one of the Unit 9 Word Time Picture Cards, and elicits its name. The volunteer then asks a different student *Do you like (popcorn)?* The student responds *Yes, I do* or *No, I don't*. The volunteer continues in the same way with the remaining Unit 9 Word Time Picture Cards.
2. Check Workbook page 38. (For instructions and answer key, see Teacher's Book page 160.)

Introduce the Patterns

1. **Pronoun Review.** Ask students to repeat the following pronouns and copy the actions. Say *I*. Point to yourself and say *I*. Say *you*. Point to and look at students and say *you*. Say *we*. Put your arms around a group of students look at the class, and say *we*. Step away from this group and say *they*. Look at the class, point to the group of students, and say *they*.
2. **(I) have (popcorn). (I) don't have (juice).** Give a volunteer the *juice* picture card and have him/her hold it so that the rest of the class can see it. Pick up the *popcorn* picture card, and say *I have popcorn*, pointing to your chest and then to the *popcorn* card. Students repeat. Write *I have popcorn*. on the board. Point to and read each word. Students repeat. Look at the *juice* card, shake your head, and say *I don't have juice*. Students repeat. Write *I don't have juice*. on the board to the right of *I have popcorn*. Point to and read each word. Students repeat. Do the same with *candy*, *soda pop*, *ice cream*, and *chips*, with the same volunteer holding the *juice* card throughout. Repeat the entire procedure using *You*, *We*, and *They*, and the appropriate gestures from Step 1 to demonstrate the pronouns.
3. **Practice for Fluency.** Bring four volunteers to the front of the classroom, and give each of them the same Unit 9 Word Time Picture Card. Then give each seated student a Unit 9 Word Time Picture Card. All students take turns making the target statements about both themselves and other students. For example: A seated student points to the volunteers at the front of the classroom, looks at the other seated students, and says



They have (candy). They don't have (chips). Then the group of volunteers might point to themselves and say *We have (candy). We don't have (soda pop).* Continue until most students have taken a turn.

Practice the Patterns

Students open their Student Books to page 39.

A. Listen and repeat.

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

A: *I have candy. I don't have juice.*

B: *You have candy. You don't have juice.*

A: *We have candy. We don't have juice.*

B: *They have candy. They don't have juice.*

2. Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.

3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.

4. Write the explanation of the contraction on the board:

don't = do not

Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

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

1. Play the recording. Students listen and repeat, pointing to each picture in their books.

1. *You have popcorn. You don't have chips.*
2. *You have ice cream. You don't have candy.*
3. *We have juice. We don't have soda pop.*
4. *They have candy. They don't have popcorn.*
5. *I have soda pop. I don't have ice cream.*
6. *They have chips. They don't have juice.*

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

3. Students practice numbers 1–6 in pairs. They then change roles and repeat the activity.

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

Students remain in pairs and look at page 38. They then take turns making statements about the people in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to Joe and Bill): *They have juice.* S2: *They don't have soda pop.*

D. 🎧 Listen and sing along.

1. Students turn to the Unit 9 song *We Have Candy* on page 61. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

We Have Candy
(Melody: *Three Blind Mice*)

- We have candy.*
We have candy.
We have soda pop.
We have soda pop.
We don't have ice cream.
We don't have ice cream.
We don't have ice cream.
We have soda pop.
- They have juice.*
They have juice.
They have chips.
They have chips.
They don't have popcorn.
They don't have popcorn.
They don't have popcorn.
They have juice.

2. 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.

3. Divide the class into Groups A and B. Give Group A the *candy* and *juice* picture cards, and Group B the *soda pop* and *chips* picture cards. Play the karaoke version. Groups hold up their cards so they are

clearly visible. For the first verse, Group A sings the *We have candy* lines, Group B sings the *We have soda pop* lines, and both groups sing the remaining lines together. In the second verse, Group B sings the *They have juice* lines while pointing to Group A, and Group A sings the *They have chips* lines while pointing to Group B. Both groups sing the remaining lines together. Groups then change roles and cards, and sing the song again in the same way.

Games and Activities

1. **Pass the Message.** (See Game 51, page 147.) Play the game using the target patterns.
2. **Run and Find.** (See Game 36, page 145.) Play the game using Unit 9 Word Time Picture Cards. When a student has found the correct card, he/she says a sentence using that card and the target pattern. For example: a student runs and finds the *juice* card and says *I have juice. I don't have chips.*
3. **Make the Sentences.** (See Game 49, page 147.) Do the activity using Unit 9 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 17, Food Game, page 192. (For instructions and answer key, see page 174.)



Finish the Lesson

1. **Pattern Review.** Write *I*, *You*, *We*, and *They* in a column on the board. Write *have* and *don't have* in a column to the right of the pronouns. Hold up the *soda pop* picture card, then point to *You* and *have*. Elicit *You have soda pop*. Next, hold up the *candy* picture card, then point to *You* and *don't have*. Elicit *You don't have candy*. Continue with different combinations of pronouns and picture cards until students have said six to eight sentences.
2. Explain and assign Workbook page 39. (For instructions, see Teacher's Book page 160.)

Phonics Time

Sound Focus: short a and long a (*cap, man, sad, day, game, pain*)

Materials Needed (excluding materials for optional activities):

CD/cassette and player; 2 pieces of paper; Unit 9 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book page 39)

For general information on Phonics Time, see pages 14–15.

Warm-Up and Review

- Pattern Review: Sing Along.** Play the recording of the Unit 9 song *We Have Candy*. Students listen. Play the recording again and have students sing along.
- Check Workbook page 39. (For instructions and answer key, see Teacher's Book page 160.)
- Phonics Review: Read the Words.** Write *oa*, *ow*, and *o_e* on the board. Point to each one and elicit its sound. Then write five to six *long o* words on the board (see Suggested Words below). Point to each word and have students read it.

Suggested Words: *load, moat, goat, blow, rope, home, window*

Contrast the Sounds

- Hold up the *cap* picture card and say /æ/-/æ/, *cap*, stressing the *short a* sound. Students repeat. Attach the card to the board. Do the same for *man* and *sad*, attaching the cards to the board below the *cap* picture card. Repeat the procedure for the three *long a* words, *day*, *game*, *pain*, attaching them to the board in a column to the right of the *short a* cards.
- Attach the *cap* word card to the board next to the *cap* picture card. Point to the word card and have students read it. Do the same with the remaining Unit 9 Phonics Time Word Cards. Remove the picture cards from the board. Point to each word card and have students read it. When students read a word correctly, attach the corresponding picture card next to the word card in order to reinforce the meaning.

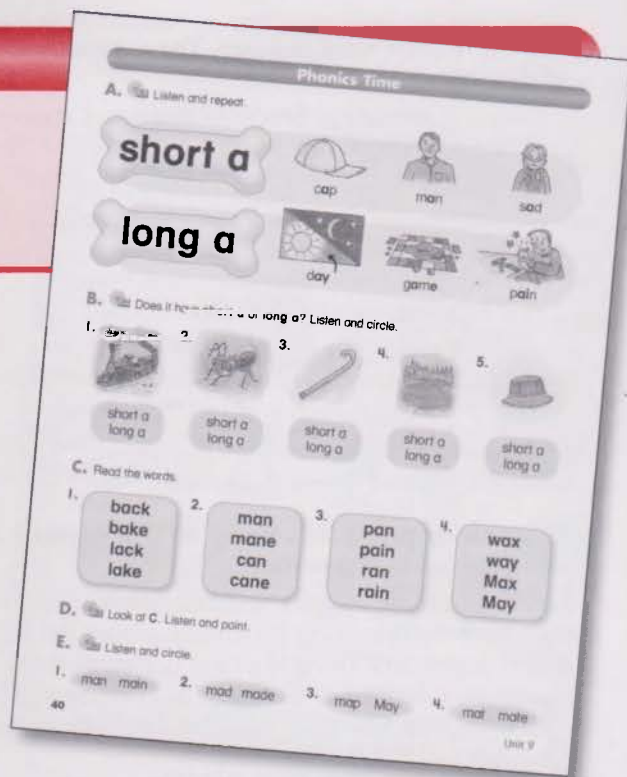
Practice the Sounds

Students open their Student Books to page 40.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

Focus students' attention on the *long a* and *short a* words at the top of the page. Play the recording.



Students listen and repeat, pointing to the pictures and words in their books.

short a /æ/

cap
man
sad

long a /eɪ/

day
game
pain

B. Does it have short a or long a? Listen and circle.

1. Play the recording. Students listen to each word and circle *long a* if it has *long a*, and *short a* if it has *short a*. Play the recording as many times as necessary for students to complete the task.

- train, train*
- ant, ant*
- cane, cane*
- lake, lake*
- hat, hat*

2. Check answers by saying *Number 1. train*, and having students repeat the word and say *long a* if they circled *long a*, and *short a* if they circled *short a*. Do the same for numbers 2–5.

Answer Key:

- long a*
- short a*
- long a*
- long a*
- short a*

C. Read the words.

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

D. Look at C. Listen and point.

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

wax, /w/-/æ/-/ks/, *wax*

rain, /r/-/eɪ/-/n/, *rain*

bake, /b/-/eɪ/-/k/, *bake*

can, /k/-/æ/-/n/, *can*

pain, /p/-/eɪ/-/n/, *pain*

lack, /l/-/æ/-/k/, *lack*

May, /m/-/eɪ/, *May*

man, /m/-/æ/-/n/, *man*

E. Listen and circle.

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

1. *main*, *main*
2. *mad*, *mad*
3. *May*, *May*
4. *mat*, *mat*

2. Check answers by saying *Number 1. main*, and having one volunteer say the word to which they connected that number, and another volunteer write the word on the board. Do the same for numbers 2–4.

Games and Activities

1. **Walk to Long a or Short a.** Write *long a* on a piece of paper and attach it to the wall at the back of the classroom. Write *short a* on another piece of paper and attach it to the board at the front of the classroom. Say a word that has either *long a* or *short a* (see Suggested Words below). If students think the word they hear has *long a*, they go to the back of the classroom. If they think it has *short a*, they go to the board at the front of the classroom. Write the word on the board, say it again, and have students repeat the word and readjust their positions if need be. Do the same with ten to twelve different words.

Suggested Words: *ant*, *lake*, *gate*, *bag*, *rain*, *tag*, *cab*, *page*, *back*, *make*, *name*, *rat*, *mat*, *pain*

LARGE CLASSES: Instead of walking to the *long a* and *short a* pieces of paper, students point to these pieces of paper from their seats.

2. **One or Two Steps.** Students stand in one line along the back wall of the classroom. Say a word that has either *long a* or *short a*, or a word that does not have either sound (see Suggested Words below). Students repeat the word. They then take one step forward if the word has *short a*, and two steps forward if the word has *long a*. If the word does not have either *long a* or *short a*, students remain still. If a student moves incorrectly, he/she goes to the back of the classroom and starts over. Do the same with ten to twelve different words. After saying all the words, the student(s) who is the closest to the front of the classroom wins.

Suggested Words: *bake*, *let*, *wax*, *man*, *paint*, *row*, *win*, *train*, *game*, *seen*, *hat*, *sad*, *day*, *pin*, *tape*, *mop*, *pen*, *mat*, *hen*, *late*

3. **Order the Words.** Students divide a piece of paper into two columns, and label one column *long a*, and the other column *short a*. Then give each student a set of Unit 9 Phonics Time Word Cards. Read each word. Students repeat the word, find the corresponding card, and place the card in the column that corresponds to its vowel sound. Write each column of words on the board. Students check their words and rearrange their cards as necessary.

Extra Practice

Explain and assign Worksheet 18, Phonics Fun *short a/long a*, page 193. (For instructions and answer key, see page 174.)



Finish the Lesson

1. **Short or Long?** Say a word with either *long a* or *short a* (see Suggested Words below). If the word has *short a*, students repeat it and hold their hands about four inches apart, to indicate *short*. If the word has *long a*, they repeat the word and hold their arms as wide apart as possible, to indicate *long*. Do the same with five to six different words.

Suggested Words: *rake*, *lane*, *cap*, *rain*, *mat*, *day*, *hat*, *lane*, *bat*, *bait*, *make*, *date*, *pat*

2. Explain and assign Workbook page 40. (For instructions, see Teacher's Book page 160.)

Assessment

Explain and assign the Unit 9 Test, page 226. (For instructions and answer key, see page 209.)





Review 3

Story Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player

For general information on Story Time, see page 16.

Warm-Up

1. **Review Units 7–9 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 29, 33, and 37), Word Time page (pages 30, 34, and 38), and Practice Time page (pages 31, 35, and 39). Elicit each conversation, vocabulary item, and pattern.
2. Check Workbook page 40. (For instructions and answer key, see Teacher’s Book page 160.)

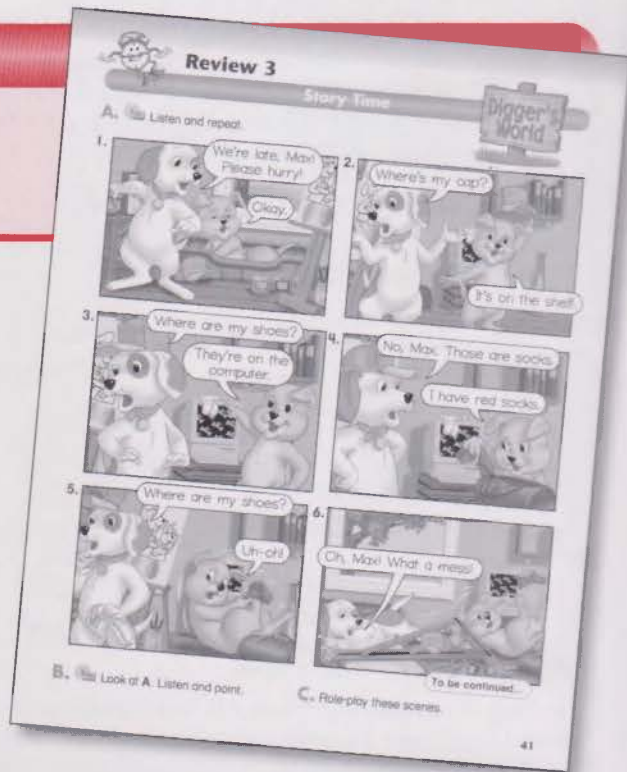
Work with the Pictures

Students open their Student Books to page 41.

1. Divide students into groups of three. Groups find and name any items or characters they recognize in the six scenes.
 2. Ask each group how many items they found. Encourage groups to name as many items or characters as they can.
 3. When groups have finished, have each group name one item, and write these items on the board. Once all the items have been listed, point to and say each word. Students repeat, pointing to those items in their books.
 4. Ask the following questions while pointing to or touching the pictures (**bold words**).
- Scene 1: Are **Digger** and **Max** late?
 Scene 2: Where’s Digger’s cap?
 Scene 3: Where are Digger’s shoes?
 Scene 4: (**socks**) What are these?
 What color are Max’s socks?
 Scene 5: Where are Digger’s shoes?

Work with the Text

1. Point to Max’s speech bubble in Scene 1. A volunteer guesses what Max is saying. If he/she guesses correctly, do the same with Digger’s speech bubble. If he/she does not guess correctly, ask another student.



2. Do the same with all the scenes on this page. Encourage students to look back at the Units 7–9 Conversation Time, Word Time, and Practice Time pages for support if needed.

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

Practice the Story

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

A. Listen and repeat.

1. Play the recording (first version of the story). Students listen and follow along in their books.
 1. Digger: *We’re late, Max! Please hurry!*
Max: *Okay.*
 2. Digger: *Where’s my cap?*
Max: *It’s on the shelf.*
 3. Digger: *Where are my shoes?*
Max: *They’re on the computer.*
 4. Digger: *No, Max. Those are socks.*
Max: *I have red socks.*

5. Digger: *Where are my shoes?*

Max: *Uh-oh!*

6. Digger: *Oh, Max! What a mess!*

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

B. Look at A. Listen and point.

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

2. Divide the class into pairs. One student in each pair takes on the role of Digger. The other plays Max. Play the recording again, pausing after each line. Each student repeats his/her character's lines. Students in each pair then change roles and do the activity again. Play the recording as many times as necessary for students to complete the task.

C. Role-play these scenes.

1. Ask students which roles are needed to act out the scenes. List the roles on the board (*Digger, Max*).

2. Divide the class into Groups A and B. Group A role-plays Digger's lines, and Group B role-plays Max's lines. Groups then change roles and role-play the scenes again.

3. Bring a volunteer from each group to the front of the classroom. Play the recording and have these volunteers act out the story along with the recording. They then act out the story on their own, without the recording.

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

Finish the Lesson

1. **Listen and Pantomime.** Divide the class into pairs and have students in each pair take on the role of a character in the story. Play the recording. Students listen and pantomime their roles. Students in each pair then change roles and pantomime the story again.

2. Explain and assign Workbook page 41. (For instructions, see Teacher's Book page 161.)

Games and Activities

1. **Puppets.** If students made Max and Digger puppets for Review 1 or Review 2, use them. If not, students draw Max on one sheet of paper and Digger on another. They then cut these characters out and attach a stick, ruler, or pencil to the back of each cut-out to make puppets. Each student then performs the entire story for the class using these puppets. Keep these puppets so that they can be used in later Review Units or whenever these characters appear in the Student Book.

2. **Make a New Story.** Students divide a piece of paper into six equal parts and come up with their own versions of the story by drawing original scenes and new characters. If this is too challenging, students can copy the pictures and speech bubbles from page 41. Students can also do this activity in pairs.

Activity Time

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

Materials Needed (excluding materials for optional activities): CD/cassette and player; Units 7–9 Word Time Picture Cards, 12–15 cards per 5–6 students (see Picture and Word Card Book pages 29, 33, and 37)

For general information on Activity Time, see page 17.

Warm-Up

1. **Review Units 7–9 Conversations, Vocabulary, Patterns, and Sounds.** Students turn to each Conversation Time page (pages 29, 33, and 37), Word Time page (pages 30, 34, and 38), Practice Time page (pages 31, 35, and 39), and Phonics Time page (pages 32, 36, and 40). Elicit the conversations, vocabulary items, patterns, and sounds.
2. Check Workbook page 41. (For instructions and answer key, see Teacher's Book page 161.)

Review

Students open their Student Books to page 42.

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

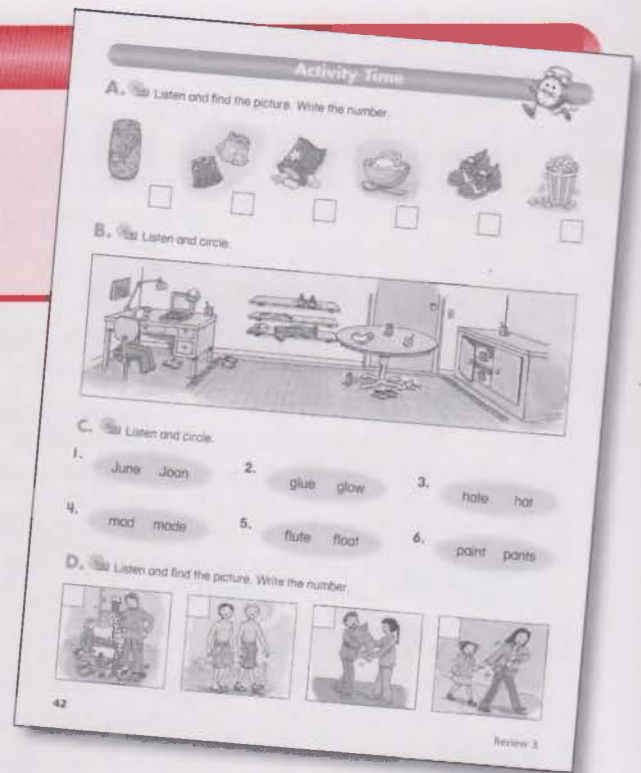
1. Give each student a Word Time Picture Card from Unit 7 or Unit 9. Say *shorts*. The student(s) with the *shorts* card holds up the card and says *These are shorts*. Continue in the same way, naming the remaining cards.

2. Play the recording. Students listen and find the picture that corresponds to each sentence or pair of sentences they hear. They then write the number in the space provided. Play the recording as many times as necessary for students to complete the task.

1. *It's popcorn.*
2. *It's ice cream.*
3. *They're chips.*
4. *It's soda pop.*
5. *What are those?*
They're shoes.
6. *What are these?*
They're skirts.

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

Answer Key: 4, 6, 3, 2, 5, 1



B. Listen and circle.

1. Play the recording. Students listen and circle the named object in the stated location. Play the recording as many times as necessary for students to complete the task.

1. *Where's the candy?*
It's on the shelf.
2. *Where's the soda pop?*
It's under the table.
3. *Where are the jeans?*
They're on the chair.
4. *Where are the socks?*
They're next to the computer.
5. *Where are the shoes?*
They're under the desk.
6. *Where's the juice?*
It's in the cupboard.


2. Check answers by saying *Number 1. Where's the candy?* A volunteer says *It's on the shelf*. Do the same for numbers 2–6.

C. Listen and circle.

1. Write *oa*, *ow*, *o_e*, *ue*, *u_e*, *a*, *ay*, *a_e*, and *ai* on the board. Point to each one and elicit its sound. Then play the recording. Students listen and circle each word they hear. Play the recording as many times as necessary for students to complete the task.

- | | |
|------------------------|------------------------|
| 1. <i>Joan, Joan</i> | 2. <i>glue, glue</i> |
| 3. <i>hat, hat</i> | 4. <i>mad, mad</i> |
| 5. <i>flute, flute</i> | 6. <i>paint, paint</i> |

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

D.  Listen and find the picture. Write the number.

1. Divide the class into pairs, and have students in each pair work together to determine what the speakers in each picture are saying.

2. Play the recording. Students listen and find the picture that corresponds to each conversation they hear. They then write the number in the space provided. Play the recording as many times as necessary for students to complete the task.

1. A: *What color is it?*
B: *It's green.*
A: *Green is my favorite color.*
2. A: *Oh, no! What a mess!*
B: *Yeah, you're right.*
A: *Let's clean up.*
B: *Okay.*
3. A: *We're late. Please hurry!*
B: *Okay.*
4. A: *They have shorts.*
B: *They don't have shirts.*

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

Answer Key: 2, 4, 1, 3

Games and Activities

1. **Race Track.** (See Game 35, page 144.) Play the game using 12–15 Units 7–9 Word Time Picture Cards.
2. **What Other Words Have These Sounds?** Students find the 12 words in Activity C (**Listen and circle the correct word**) in the Units 7–9 Phonics Time pages (pages 32, 36, and 40). While books are open to these pages, elicit other words with the same vowel sounds.

Finish the Lesson

1. Explain and assign Checklist 3 (see Student Book page 69) for students to do at home or in class.
2. Explain and assign Workbook page 42. (For instructions, see Teacher's Book page 161.)
3. Do Chapter 3 of Storybook 2, *Coco and Digger*. (For instructions and answer key, see Teacher's Book pages 167 and 169.)



At the Clinic

Conversation Time

Language Focus: *Hey! That's mine./ No, it isn't. It's mine./ Oops! Sorry./ That's okay.*

Function: Expressing ownership; apologizing; accepting apologies

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 19; 3 × 3 grids with one line of the target conversation written in each square, 1 grid per 4 students; a timer

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

1. **Phonics Review: Read the Words.** Write six to seven *short a* and *long a* words on the board (see Suggested Words below). Point to each word and have students read it.

Suggested Words: *man, lane, rain, tap, pane, fat, wait*

2. Check Workbook page 42. (For instructions and answer key, see Teacher's Book page 161.)

Introduce the Conversation

1. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions:

Hey! That's mine. Put your hands on your hips, point to an object, then to yourself, and speak in an annoyed tone.

No, it isn't. It's mine. Cross your arms and shake your head *no*. Point to yourself.

Oops! Sorry. Partially cover your mouth with your hand. Shrug your shoulders and speak apologetically.

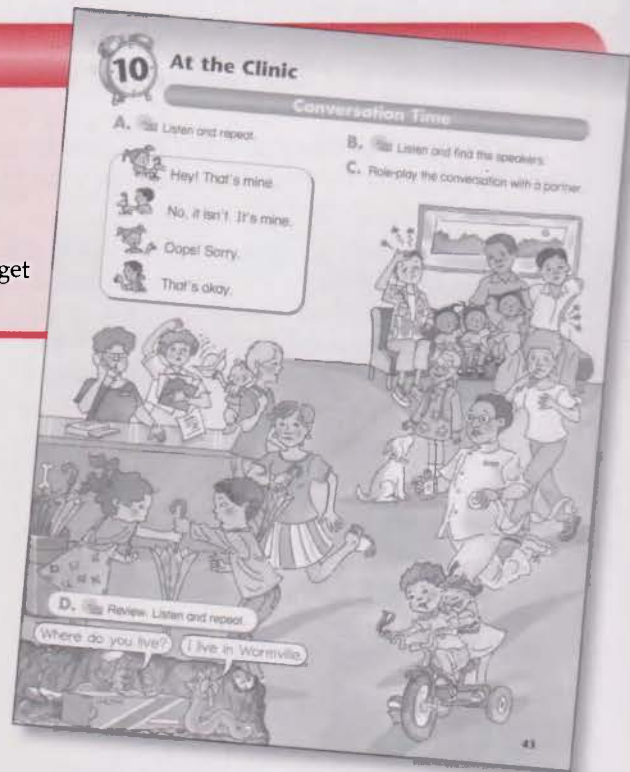
That's okay. Shrug your shoulders, nod your head, and smile.

2. Clarify word meaning.

mine: Hold up your Teacher's Book, bring it in to your chest, and say *mine*. Students repeat, doing the same with their Student Books.

3. Model the conversation again, as in Step 1.

4. Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and say the conversation again in the same way.



5. Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.

Talk About the Picture

1. Attach Wall Chart 19 to the board or open a Student Book to page 43. Students then open their Student Books to page 43. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

Oh, no! Look at all the people. They don't feel good. That's too bad! This **nurse** is *talking on the phone*. Annie's sister, **Penny**, is *fighting* with this **boy**. Penny *thinks* the boy has her **umbrella**. She says *Hey! That's mine!* But look! **Penny's mother** has her **umbrella**.

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

(**nurse**) Is she a doctor?

(**children on bike**) What are they doing?

How many **umbrellas**?

(**sofa**) What color is it?

(**man with backache**) Is he happy? Is he young?

Is Annie standing next to Digger?

(**boy with headphones**) Is he sitting under the **sofa**?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker in the conversation box.

Girl: *Hey! That's mine.*
Boy: *No, it isn't. It's mine.*
Girl: *Oops! Sorry.*
Boy: *That's okay.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *Where do you live?*
B: *I live in Wormville.*

OPTION: Students role-play the conversation.

Find Digger's Bone

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

Answer Key: Digger's bone is the handle of one of the umbrellas in the container in front of the nurse's stand.

OPTION: Students find Digger's bone as above. Then in their Student Books they draw a green bone on the telephone.

Point to and read each line. Students repeat. Place several books and pencils on the floor to make a "mess." Bring two volunteers to the front of the classroom to role-play the conversation, with Student B picking up a book or pencil from the floor as he/she says *Okay*. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again.

4. **Option: Project.** Students draw pictures of two situations where they might use or have used the target conversation. The speakers should have speech bubbles. Students then write the conversation in these speech bubbles. Divide the class into pairs. Then have students in each pair look at each other's pictures and role-play the conversation.

Finish the Lesson

1. **Pass the Timer.** Students stand in a circle. Say *Hey! That's mine* and hand a student a timer set to one minute. That student says *No, it isn't. It's mine* and passes the timer to another student who says *Oops! Sorry*. That student then passes the timer to another student who says *That's okay*, and passes the timer to another student, and so on around the circle. Students pass the timer as quickly as possible so that they are not holding it when it rings. The student who is holding the timer when it rings tries to say the entire conversation. Reset the timer and do the activity again in the same way. Make sure students are saying the conversation lines correctly, even though they are passing the timer quickly.

LARGE CLASSES: Use one timer for each row of students. Students pass the timer along the row while saying the conversation.

2. Explain and assign Workbook page 43. (For instructions, see Teacher's Book page 161.)

Games and Activities

1. **Write the Next Word.** (See Game 8, page 140.) Play the game using the target conversation.
2. **Tic-Tac-Toe: Conversation.** (See Game 4, page 140.) Play the game using the target conversation.
3. **Combine the Conversations.** Combine the Unit 8 conversation with the target conversation on the board in the following way:
 - A: *Oh, no! What a mess!*
 - B: *Yeah, you're right.*
 - A: *Let's clean up.*
 - B: *Okay.*
 - A: *Hey! That's mine!*
 - B: *No, it isn't. It's mine.*
 - A: *Oops! Sorry.*
 - B: *That's okay.*

Word Time

Language Focus: Ailments (*stomachache, rash, sore throat, fever, cold, cough*)

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 20; Unit 10 Word Time Picture Cards, 1 set per 2 students (see Picture and Word Card Book page 41)

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: Alternate Lines.** Write the Unit 10 target conversation on the board. Point to each line and elicit the conversation. Divide the class in half, and have them say alternate lines of the conversation. They then change roles and say the conversation again.
2. Check Workbook page 43. (For instructions and answer key, see Teacher's Book page 161.)

Introduce the Words

Hold up each Unit 10 Word Time Picture Card and name it. Hold up each card again, name it, and have students repeat. Hold up the cards in random order and have students name them, then pantomime the illness.

Talk About the Picture

1. Students open their Student Books to page 44. They look at the large scene and name anything they can.
2. Attach Wall Chart 20 to the board or open a Student Book to page 44. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

So many people are *sick*! **She** is *coughing*, this **young girl** has a **rash**, and **she** has a *cold*. The **doctors** and **nurses** will make them all feel better. **Bill** has a *stomachache*, this **boy** and **girl** have *fevers*, and **Ted** has a *sore throat*. **This girl** has a **red balloon**, and **this boy** has a **blue balloon**.

3. Ask the following questions while pointing to or touching the pictures (**bold words**).

How many **doctors**?

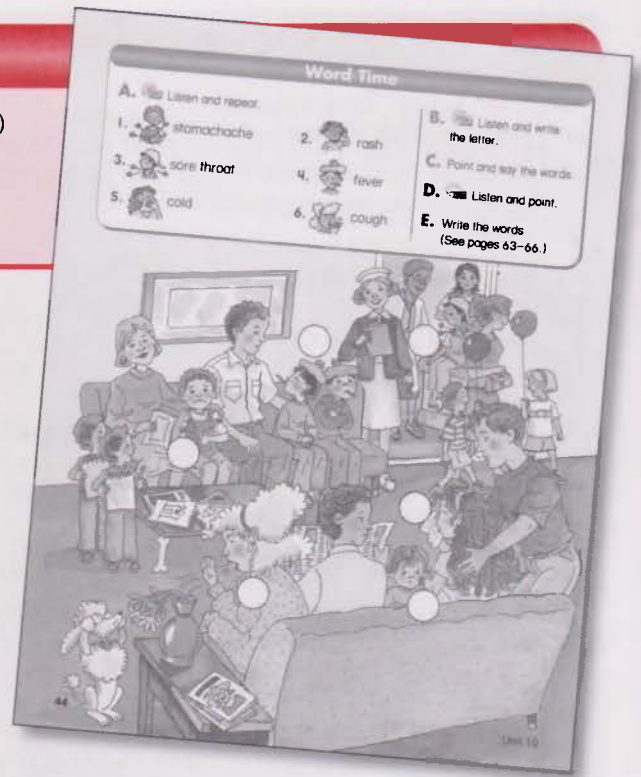
How many **nurses**?

(**flowers**) What are these? What color are they?

(**coughing woman**) What's she doing?

(**shoes**) What are these?

Where's the dog?



Practice the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.

1. *stomachache*
2. *rash*
3. *sore throat*
4. *fever*
5. *cold*
6. *cough*

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- a. *rash, rash*
- b. *fever, fever*
- c. *cough, cough*
- d. *cold, cold*
- e. *sore throat, sore throat*
- f. *stomachache, stomachache*

2. Check answers by writing the letters *a–f* on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary words, they point to the people with the corresponding illnesses; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

A cold. (young woman with her boyfriend)

A cough. (woman with poodle)

A stomachache. (boy holding his stomach)

A fever. (children with thermometers)

A rash. (baby)

A sore throat. (Ted)

Now listen and point to the speakers.

A: *Blue is my favorite color.* (children with balloons)

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

A: *What are you doing?* (young children drawing)

B and C: *We're drawing.*

A: *Are you hot?* (father talking to daughter)

B: *Yes, I am.*

E. Write the words. (See pages 63–66.)

Students turn to page 63 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.

Find Digger's Bone

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

Answer Key: Digger's bone is one of the legs of the coffee table.

OPTION: Students find Digger's bone as above. Then in their Student Books they draw a blue bone under the table with flowers on it, an orange bone next to the sofa, a green bone on the doctor's desk, and a yellow bone in the vase of flowers.

Extra Vocabulary. Students turn to page 43. Introduce the extra vocabulary items *backache*, *runny nose*, *headache*. Students then find people with these illnesses in the large scene.

Games and Activities

1. **Touch the Card.** (See Game 41, page 145.) Play the game using Unit 10 Word Time Picture Cards.
2. **Match the Cards.** Divide the class into Teams A and B. Write *A* on the left side of the board, and *B* on the right. Write the six target vocabulary words in a horizontal row on the chalkboard, one set below *A*, and one set below *B*. Give each team a set of Unit 10 Word Time Picture Cards. A volunteer from each team

comes to the board with his/her team's cards. The volunteer from Team A stands in front of the words below *A*, Team B's volunteer stands in front of the words below *B*. Say *Go!* Each volunteer tries to be the first to stand their picture cards on the chalktray in the same order as the words on the board. The student who finishes first shouts *Finished!* He/She then points to each card on the chalktray and his/her teammates name it. That team receives a point for each correct match, and a point for each card the team correctly names. The other team's volunteer then points to his/her cards, and his/her teammates name them. This team receives points for any correct matches and for cards they correctly name. Continue in the same way until all students have taken a turn at the board. The team with the most points at the end wins.

LARGE CLASSES: Students play as above, but with two to three students from each team going to the board each time, and working together to order their cards.

3. **Act It Out.** Divide students into pairs and give each pair a set of Unit 10 Word Time Picture Cards. Pairs place the cards face down between them. One student in each pair (S1) picks up a card without looking at it and shows it to his/her partner (S2). S2 pantomimes the illness on the card. S1 tries to name the illness. S2 continues pantomiming until S1 correctly names the illness. S2 then chooses a card and takes a turn guessing. When they have named all their cards, students in each pair shuffle their cards, change partners, and do the activity again in the same way.
4. **Option: Personalize the Picture.** Students draw a picture of a hospital or clinic. They include people with the target illnesses. If students do not know the English words for some of the illnesses in their picture, write the names of those illnesses on their drawings and on the board. When students have finished drawing, point to and read each word on the board. Students repeat. Groups then take turns standing and telling the class about their pictures. Hang the pictures on the walls for future reference.

Finish the Lesson

1. **Pantomime.** Say *cough*. Students repeat and pretend to cough. Do the same with the remaining target words. Then bring a volunteer to the front of the classroom to take on the teacher's role and say the target words.
2. Explain and assign Workbook page 44. (For instructions, see Teacher's Book page 162.)

Practice Time

Language Focus: Declarative statements with *has* and *have*, positive and negative [(*He*) *has* a (*fever*). (*He*) *doesn't have* a (*rash*).]

Function: Expressing physical states

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Unit 10 Word Time Picture Cards, 1 set; Unit 10 Word Time Word Cards, 1 set per 4–5 students; Unit 10 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 41, 42, and 57)

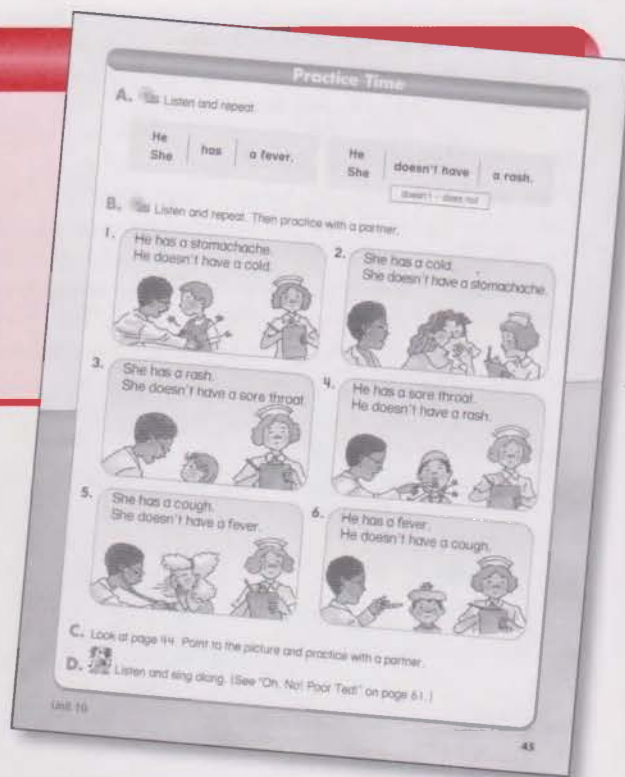
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Pantomime.** Hold up each of the Unit 10 Word Time Picture Cards and elicit their names. Hold up each card again, and have students name the card and pantomime the illness.
2. Check Workbook page 44. (For instructions and answer key, see Teacher's Book page 162.)

Introduce the Patterns

1. **Pronoun Review.** Ask students to repeat the following pronouns and copy the actions. Say *he*. Point to a boy, look at the class, and say *he*. Say *she*. Point to a girl, look at the class, and say *she*.
2. **(He) has a (stomachache). (He) doesn't have a (rash).** Bring a boy volunteer to the front of the classroom, give him the *stomachache* picture card, and have him pretend he has a stomachache. As he is pantomiming, point to him, look at the class, and say *He has a stomachache*. Students repeat. Write *He has a stomachache* on the board. Point to and read each word. Students repeat. Hold up the *rash* picture card, point to the volunteer, shake your head, and say *He doesn't have a rash*, emphasizing *doesn't have*. Students repeat. Write *He doesn't have a rash* on the board to the right of *He has a stomachache*. Point to and read each word. Students repeat. As the volunteer continues to pantomime having a stomachache, point to him and elicit *He has a stomachache*. Hold up the *rash* card, point to the volunteer, shake your head, and elicit *He doesn't have a rash*. Do the same for *sore throat*, *fever*, *cough*, and *cold*, using the *rash* card for each *doesn't* sentence. Repeat the entire procedure using *She* and the appropriate gestures from Step 1 to demonstrate the pronoun.
3. **Practice for Fluency.** Write *He* and *She* on the board. Hold the *fever* picture card next to *He*. Elicit *He has a fever*. Then hold up the *cough* picture card and shake your head. Elicit *He doesn't have a cough*. Do the same with remaining Unit 10 Word Time Picture Cards. Repeat the entire procedure for *She*.



Practice the Patterns

Students open their Student Books to page 45.

A. Listen and repeat.

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

A: *He has a fever. He doesn't have a rash.*

B: *She has a fever. She doesn't have a rash.*

2. Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.

3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.

4. Write the explanation of the contraction on the board:

doesn't = does not

Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

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

1. Play the recording. Students listen and repeat, pointing to each picture in their books.

1. *He has a stomachache. He doesn't have a cold.*

2. *She has a cold. She doesn't have a stomachache.*


3. *She has a rash. She doesn't have a sore throat.*

4. *He has a sore throat. He doesn't have a rash.*

5. *She has a cough. She doesn't have a fever.*
 6. *He has a fever. He doesn't have a cough.*
2. Play the recording again. Students listen and repeat, pointing to each word in their books.
 3. Students practice numbers 1–6 in pairs. They then change partners and repeat the activity.

C. Look at page 44. Point to the picture and practice with a partner.

Students remain in pairs and look at page 44. They then take turns making statements about people in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the coughing woman): *She has a cough. She doesn't have a fever.*

D.  Listen and sing along.

1. Students turn to the Unit 10 song *Oh, No! Poor Ted!* on page 61. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Oh, No! Poor Ted!

(Melody: *Down By the Station*)

He has a fever.

He doesn't have a sore throat.

He has a fever.

He doesn't have a rash.

He has a fever.

He doesn't have a cough.

Oh, no! Poor Ted!

She has a rash.

She doesn't have a stomachache.

She has a rash.

She doesn't have a cold.

She has a rash.

She doesn't have a fever.

Oh, no! Poor Annie!

2. 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.
3. Choose a volunteer to be Ted, and another volunteer to be Annie. "Ted" pantomimes having a fever, and "Annie" pantomimes having a rash. Play the karaoke version. Seated students sing the song, pointing to Ted and Annie as appropriate.

Games and Activities

1. **Reporting Live!** Divide the class into groups of four to five. Each group appoints a student to be the reporter, and one to be the doctor. Each of the remaining students are patients, and choose a target illness to pantomime. As patients pantomime their illnesses, the reporter asks the doctor *What's wrong?*

and the doctor tells about each patient using the target patterns, making both positive and negative statements about each patient. The reporter replies *Oh, that's too bad* after hearing about each patient. Students in each group change roles and do the activity again in the same way. Groups continue until all students have been the doctor. After each round, choose two to three reporters to tell the class about the illnesses of their group members.

VERY SMALL CLASSES: The whole class does the activity together.

2. **At the Doctor's Office.** Write *What's your name? How old are you? Where do you live? and What's wrong?* on the board. Point to and read each question. Students repeat. Divide the class into groups of four to five. Each group appoints one student to be the doctor, and one to be the older brother or sister. Each of the remaining students are younger siblings, and choose a target illness to pantomime. The doctor asks each of the younger siblings the questions written on the board. The younger siblings respond to each question and the doctor writes down their answers. When asked *What's wrong?* the younger sibling says *I feel sick*. The older brother/sister then elaborates on this answer, saying *(He) has a (cold)*. *(He) doesn't have a (cough)*. Once the doctor has spoken to each younger sibling, students in each group change roles and do the activity again in the same way. Groups continue until all students have been the older brother/sister.
3. **Make the Sentences.** (See Game 49, page 147.) Do the activity using Unit 10 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 19, *What's Wrong?*, page 194. (For instructions and answer key, see page 174.)



Finish the Lesson

1. **Pantomime the Illness.** Bring six volunteers to the front of the classroom (at least one girl and one boy). Give each volunteer a Unit 10 Word Time Picture Card. Each volunteer pantomimes the illness on one of his/her picture cards. Seated students make statements about the volunteers using the target patterns.
2. Explain and assign Workbook page 45. (For instructions, see Teacher's Book page 162.)

Phonics Time

Sound Focus: short e and long e (*bed, desk, pen, eat, green, seal*)

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Unit 10 Phonics Time Picture Cards, 1 set; Units 4–10 Phonics Time Word Cards, 1 set per 3–4 students (see Picture and Word Card Book pages 16, 22, 28, 32, 36, 40, 43, and 44)

For general information on Phonics Time, see pages 14–15.

Warm-Up and Review

- 1. Pattern Review: Sing Along.** Play the recording of the Unit 10 song *Oh, No! Poor Ted!* Students listen. Play the recording again and have students sing along.
- 2. Check Workbook page 45.** (For instructions and answer key, see Teacher’s Book page 162.)
- 3. Read the Words.** Write five to six *short a* and *long a* words on the board (see Suggested Words below). Point to each word and have students read it.

Suggested Words: *quack, nap, name, cake, mad, rat, day, cane, bat*

Contrast the Sounds

- 1.** Hold up the *bed* picture card and say /ɛ/-/ɛ/, *bed*, stressing the *short e* sound. Students repeat. Attach the card to the board. Do the same for *desk* and *pen*, attaching the cards to the board below the *bed* picture card. Repeat the procedure for the three *long e* words, *eat*, *green*, *seal*, and attach them to the board in a column to the right of the *short e* cards.
- 2.** Attach the *bed* word card to the board next to the *bed* picture card. Point to the word card and have students read it. Do the same with the remaining Unit 10 Phonics Time Word Cards. Remove the picture cards from the board. Point to each word card and have students read it. When students read a word correctly, attach the corresponding picture card next to the word card in order to reinforce the meaning.

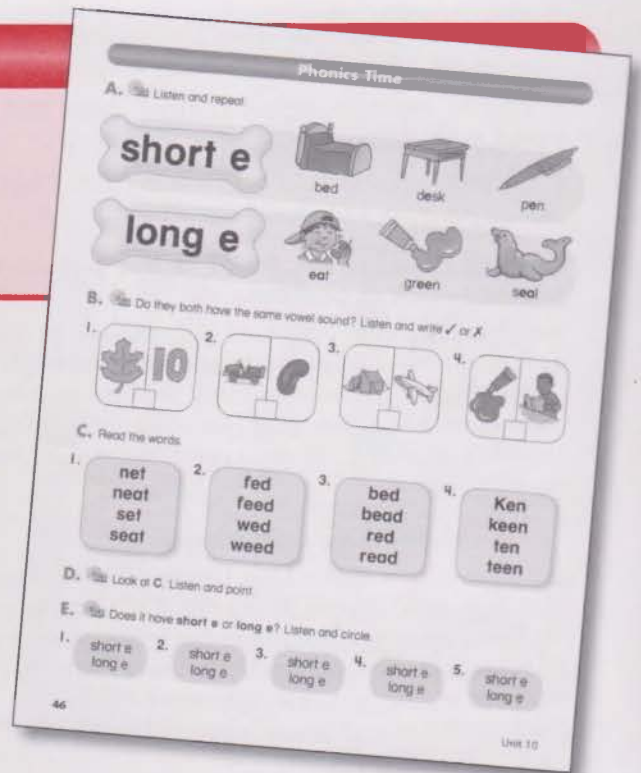
Practice the Sounds

Students open their Student Books to page 46.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

Focus students’ attention on the *long e* and *short e* words at the top of the page. Play the recording.



Students listen and repeat, pointing to the pictures and words in their books.

short e /ɛ/
bed
desk
pen

long e /i/
eat
green
seal

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

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

- leaf, ten*
leaf, ten
- jeep, bean*
jeep, bean
- tent, jet*
tent, jet
- red, read*
red, read

2. Check answers by saying *Number 1. leaf, ten*, and having a volunteer repeat the words. He/She makes an X with his/her arms if he/she wrote X, and says *check* if he/she wrote ✓. Do the same for numbers 2–4.

Answer Key: 1. X 2. ✓ 3. ✓ 4. X

C. Read the words.

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

D. Look at C. Listen and point.

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

weed, /w/-/i/-/d/, *weed*

red, /r/-/ɛ/-/d/, *red*

seat, /s/-/i/-/t/, *seat*

Ken, /k/-/ɛ/-/n/, *Ken*

bead, /b/-/i/-/d/, *bead*

fed, /f/-/ɛ/-/d/, *fed*

teen, /t/-/i/-/n/, *teen*

net, /n/-/ɛ/-/t/, *net*

E. Does it have short e or long e? Listen and circle.

1. Play the recording. Students listen and circle *long e* if the word they hear has *long e*, and *short e* if it has *short e*. Play the recording as many times as necessary for students to complete the task.

1. *led*, *led*
2. *bean*, *bean*
3. *meet*, *meet*
4. *set*, *set*
5. *web*, *web*

2. Check answers by saying *Number 1. led*. Students repeat the word and say its vowel sound. Do the same for numbers 2–5.

Answer Key:

1. short e
2. long e
3. long e
4. short e
5. short e

Games and Activities

1. **Check Long e or Short e.** Write *long e* on the left side of the board, and *short e* on the right side. Divide the class into Teams A and B, and have each team form a line at the back of the classroom. Say a word that has either *long e* or *short e* (see Suggested Words below). The first student on each team repeats the word, runs to the board, and writes ✓ under *long e* if the word he/she heard has *long e*, and ✓ under *short e* if it has *short e*. The first student to correctly do this receives a

point for his/her team. Continue in the same way until all students have had a turn at the board.

The team with the most points at the end wins.

Suggested Words: *green, meat, met, bell, red, read, neck, pen, seed, vet, bean, bed, team, bee, ten, tree*

LARGE CLASSES: Divide the class into three to four teams, and do the activity as above, having a member of each team come to the board each time.

2. **Find the Word.** Divide the class into groups of three to four, and give each group a set of Units 4–10 Phonics Time Word Cards. Each group spreads their cards out faceup. Read one of the cards. Students in each group try to be the first to repeat the word, find the card, hold it up, and say the word's vowel sound. If a student holds up the correct card and says the correct vowel sound, he/she keeps the card. If he/she holds up the incorrect card, or says the wrong vowel sound, he/she places the card back on the desk. Do the same with the remaining cards. The student in each group with the most cards at the end wins.
3. **Which One Doesn't Belong?** Say three words, two with the same vowel sound, and one with a different vowel sound (see Suggested Words below). Students say the word with the different vowel sound. Do the same with six to seven different sets of words.

Suggested Words: *met, meat, let; need, net, kneel; tell, Ted, teen; mean, jet, weed; queen, deed, red; lean, led, leg; peck, mess, leap; jeep, jeans, pet*

Extra Practice

Explain and assign Worksheet 20, Phonics Fun *short e/long e*, page 195. (For instructions and answer key, see page 174.)

Finish the Lesson

1. **Read the Words.** Write five to six *short e* and *long e* words on the board (see Suggested Words below). Point to each word and have students read it.
Suggested Words: *jet, seal, bed, bee, beam, peck, jeep*
2. Explain and assign Workbook page 46. (For instructions, see Teacher's Book page 162.)

Assessment

Explain and assign the Unit 10 Test, page 227. (For instructions and answer key, see page 210.)



At Home with Ted

Conversation Time

Language Focus: *Ms. Lee, may I use the bathroom? / Of course. / Where is it? / It's over there. / I see it. Thanks.*

Function: Asking and giving permission

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 21; a ball

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

1. **Phonics Review: Read the Words.** Write six to seven *short e* and *long e* words on the board (see Suggested Words below). Point to each word and have students read it.

Suggested Words: *men, lean, team, ten, peep, peg, weed, ten, bean, vet, meet*

2. Check Workbook page 46. (For instructions and answer key, see Teacher's Book page 162.)

Introduce the Conversation

1. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions:

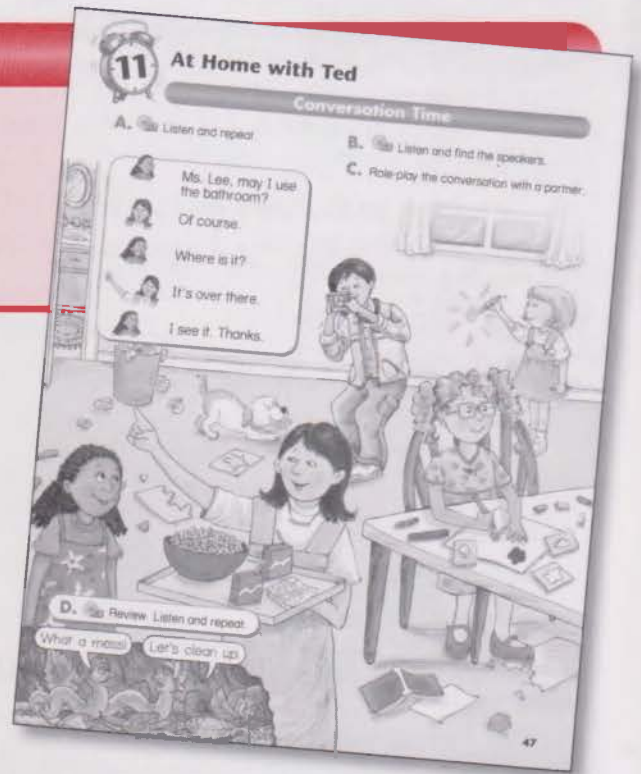
<i>Ms. Lee, may I use the bathroom?</i>	Cross your legs, look slightly distressed, and look quizzically at the other student.
<i>Of course</i>	Smile and nod your head.
<i>Where is it?</i>	Look quizzically around the classroom.
<i>It's over there.</i>	Point to the left.
<i>I see it. Thanks.</i>	Nod your head and smile.

2. Clarify word meaning.

bathroom: Draw a picture of a bathroom on the board, including a sink, toilet, and tub. Point to the drawing and say *bathroom*. Students repeat.

over there: Say three to four items students can name in English. For example: *table, desk, computer*. Then point to those items from a distance and say *over there*. Students repeat.

3. Model the conversation again, as in Step 1.
4. Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions



and body language. Groups then change roles and say the conversation again in the same way.

5. Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.

Talk About the Picture

1. Attach Wall Chart 21 to the board or open a Student Book to page 47. Students then open their Student Books to page 47. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

Ted's mother has **juice** and **popcorn**. She's *pointing* to the **bathroom**. Look at **Digger** *playing* in the paper. **Matt** is *taking a picture* of **Digger**. Look on the **table**: these are **red, yellow, and orange crayons**. There's a **book** and some **paper** on the floor.

2. Ask the following questions while pointing to or touching the pictures (**bold words**).

- (**bathroom**) What is it?
- (**blue marker**) What color is it?
- (**yellow crayon**) What color is it?
- (**juice**) What's this?
- (**popcorn**) Is it candy? What is it?
- (**book**) What's this?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker in the conversation box.

Jan: Ms. Lee, may I use the bathroom?
Ted's mother: Of course.
Jan: Where is it?
Ted's mother: It's over there.
Jan: I see it. Thanks.

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: What a mess!
B: Let's clean up.

OPTION: Students role-play the conversation.

Find Digger's Bone

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

Answer Key: Digger's bone is the spine of the book on the floor in the foreground.

OPTION: Students find Digger's bone as above, then make a paper chain with links shaped like bones to decorate the classroom. Students choose a partner and name the colors of the links on their paper chain.

Games and Activities

1. **Say It Together.** Divide the class into Groups A and B, and have them stand in two lines facing each other. The two groups take turns saying alternate lines of the conversation in unison, with each student speaking and responding to the student directly across from him/her. Groups change roles and practice the conversation again.

LARGE CLASSES: Each row of students stands and faces students in the neighboring row. These rows of students do the activity as above.

2. **Three to a Conversation.** (See Game 3, page 140.) Play the game using the target conversation.
3. **Combine the Conversations.** Combine the Unit 9 conversation with the target conversation on the board in the following way:

A: Ms. Smith, may I use the bathroom?
B: Of course.
A: Where is it?
B: It's over there.
A: I see it. Thanks.
B: Uh-oh!
A: What's wrong?
B: We're late. Please hurry.
A: Okay.

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation, with Student B looking at his/her watch or wrist before saying *Uh-oh!* Then divide the class into pairs and have each pair role-play the conversation in the same way. Students in each pair then change roles and role-play the conversation again.

Finish the Lesson

1. **Toss the Ball.** (See Game 5, page 140.) Play the game using the target conversation.
2. Explain and assign Workbook page 47. (For instructions, see Teacher's Book page 162.)

Word Time

Language Focus: Art supplies (*tape, glue, scissors, paper, paint, crayons*)

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 22; Unit 11 Word Time Picture Cards, 1 set per student (see Picture and Word Card Book page 45)

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: Missing Words.** Write the Unit 11 target conversation on the board. Point to each line and elicit the conversation. Erase two to three key words. Students say the conversation, filling in the missing words. Continue in the same way, erasing more words from the conversation each time, until students are saying the conversation from memory.
2. Check Workbook page 47. (For instructions and answer key, see Teacher's Book page 162.)

Introduce the Words

Hold up and name the Unit 11 Word Time Picture Cards one by one. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them.

OPTION: Introduce the vocabulary as above, using real school supplies instead of picture cards.

Talk About the Picture

1. Students open their Student Books to page 48. They look at the large scene and name anything they can.
2. Attach Wall Chart 22 to the board or open a Student Book to page 48. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

This is **tape**. This is **yellow paper**. Watch out! **Ivy** has **scissors**! **Emily** has **glue**, and she's gluing her **flowers** onto the **paper**. **Bob** has seven **crayons**. He's *coloring two green birds*. He doesn't have paint. **Joe** has **paint**. He doesn't have crayons. He just *Painted* a **picture**.

3. Ask the following questions while pointing to or touching the pictures (**bold words**).

(**picture of green birds**) What are these? What color are they?

(**paint**) Is it glue? What is it?

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

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

(**crayons**) What are these?

(**red crayon**) What color is it?

(**boy with crayons**) What's he doing?



Practice the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.

- | | |
|--------------------|-------------------|
| 1. <i>tape</i> | 2. <i>glue</i> |
| 3. <i>scissors</i> | 4. <i>paper</i> |
| 5. <i>paint</i> | 6. <i>crayons</i> |

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- | | |
|------------------------|------------------------------|
| a. <i>paint, paint</i> | b. <i>scissors, scissors</i> |
| c. <i>glue, glue</i> | d. <i>crayons, crayons</i> |
| e. <i>tape, tape</i> | f. <i>paper, paper</i> |

2. Check answers by writing the letters a–f on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For vocabulary, they point to the corresponding art supplies; for the conversations,

They point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Paint.
Scissors.
Tape.
Crayons.
Glue.
Paper.

Now listen and point to the speakers.

A: *Hey! That's mine.* (children with ruler)

B: *No, it. isn't. It's mine.*

A: *Oops. Sorry.*

B: *That's okay.*

A: *What are those?* (Ted and friend)

B: *They're birds.*

A: *Oh! I'm short! I'm not tall.* (girl peering up at the table)

E. Write the words. (See pages 63–66.)

Students turn to page 63 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.

Find Digger's Bone

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

Answer Key: The paintbrush that the boy on the right side of the table is using is in the shape of Digger's bone.

OPTION: Students find Digger's bone as above. They then draw four bones on a piece of paper, cut the bones out with scissors, color them with crayons, and glue them onto another piece of paper.

Extra Vocabulary. Students turn to page 47. Introduce the extra vocabulary items *chalk*, *markers*, *stencils*. Students then find these items in the large scene.

Games and Activities

1. **Guess What's Missing.** (See Game 26, page 143.) Play the game using Unit 11 Word Time Picture Cards.

OPTION: **What's in the Bag?** (See Game 44, page 146.) Play the game using real school supplies instead of picture cards.

2. **Where Is It?** Give each student a set of Unit 11 Word Time Picture Cards. Say *Put the crayons under the paper.* Students put their *crayons* picture card under their *paper* picture card. Ask *Where are the crayons?* Elicit *They're under the paper.* Then say *Put the paint next to the glue.* Students put their *paint* and *glue* picture cards next to each other. Ask *Where's the glue?* Elicit *It's next to the paint.* Continue in the same way for three to five minutes, using different picture cards and prepositions of location (*in*, *on*, *under*, *next to*).

OPTION: Do the activity as above, but use real school supplies instead of picture cards.

3. **Borrow from Your Neighbor.** Quickly review the following conversation:

A: *May I borrow a (pen)?*

B: *Sure. Here you are.*

A: *Thanks.*

Divide students into groups of four to five, and give each student four Unit 11 Word Time Picture Cards. Students in each group sit in a circle and place their cards face up in front of them. A student in each group (S1) begins by turning to the student on his/her left (S2), deciding which of S2's cards he/she would like to borrow, and asking *May I borrow (glue)?* S2 says *Sure. Here you are* as he/she hands the *glue* picture card to S1. S1 says *Thanks*, looks at the card for several seconds, then hands it back to S2. S2 then requests an item from the student on his/her left in the same way. Each group continues around the circle in the same way until each student has requested three cards.

LARGE CLASSES: Students stay at their desks and do the activity as above, but request picture cards from students sitting nearby.

OPTION: Play as above, but use real school supplies instead of picture cards.

4. **Option: Personalize the Picture.** Students draw a picture of themselves and their friends working on an art project, using the target art supplies. When they have finished their pictures, students take turns standing up and telling their classmates about their pictures, saying, for example, *He's drawing. She has glue. She doesn't have paint.*

Finish the Lesson

1. **I Have Tape.** Give each student a Unit 11 Word Time Picture Card. Each student takes a turn standing up, showing seated students his/her picture card, and saying *I have (tape).*
2. Explain and assign Workbook page 48. (For instructions, see Teacher's Book page 163.)

Language Focus: Yes/No questions with *have* [*Does (he) have (tape)? Yes, (he) does. / No, (he) doesn't. (He) has (glue).*]
Function: Asking about possession; expressing possession

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Unit 11 Word Time Picture Cards, 1 set per 3 students; Unit 11 Word Time Word Cards, 1 set per 4–5 students; Unit 11 Word Time Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 45, 46, and 58)

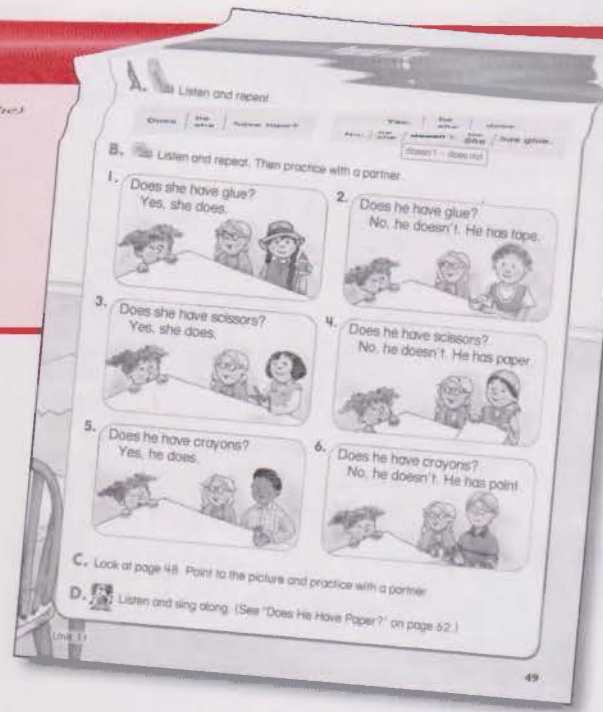
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

- Vocabulary Review: Slow Reveal.** (See Game 38, page 145.) Play the game using Unit 11 Word Time Picture Cards.
- Check Workbook page 48. (For instructions and answer key, see Teacher’s Book page 163.)

Introduce the Patterns

- Pronoun Review.** Ask students to repeat the following pronouns and copy the actions. Say *he*. Point to a boy, look at the class, and say *he*. Say *she*. Point to a girl, look at the class, and say *she*.
- Does (he) have (tape)? Yes, (he) does.** Bring a boy to the front of the classroom, give him the *tape* picture card, and have him hold it so that seated students cannot see it. Point to the volunteer, look at seated students, and ask *Does he have tape?* Students repeat. Write *Does he have tape?* on the board. Point to and read each word. Students repeat. Ask *Does he have tape?* again, have the volunteer turn the card to face the class, nod your head, and say *Yes, he does*. Students repeat. Write *Yes, he does*. on the board to the right of *Does he have tape?* Point to and read each word. Students repeat. Do the same with *glue*, *scissors*, *paper*, *paint*, and *crayons*. Repeat the entire procedure using *she* and the appropriate gestures from Step 1 to demonstrate the pronoun.
- Does (he) have (tape)? No, (he) doesn't. (He) has (glue).** Bring a different boy volunteer to the front of the classroom, give him the *glue* picture card, and have him hold the card so that seated students cannot see it. Point to the volunteer, look quizzically at seated students, and ask *Does he have tape?* Students repeat. The volunteer turns the card to face the class. Shake your head, and say *No, he doesn't. He has glue*. Students repeat. Write *No, he doesn't. He has glue*. on the board to the right of *Does he have tape?* Point to and read each word. Students repeat. Do the same with *scissors*, *paper*, *paint*, and *crayons*, using different combinations of items each time. Repeat the entire procedure using *she* and the appropriate gestures from Step 1 to demonstrate the pronoun.



- Practice for Fluency.** Bring six volunteers to the front of the classroom. Give each volunteer a Unit 11 Word Time Picture Card. Seated students take turns asking and answering questions about each volunteer. Continue until seated students have asked and answered questions about each of the volunteers.

Practice the Patterns

Students open their Student Books to page 49.

A. Listen and repeat.


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

A: <i>Does he have tape?</i>	A: <i>Does she have tape?</i>
B: <i>Yes, he does.</i>	B: <i>Yes, she does.</i>
A: <i>Does he have tape?</i>	A: <i>Does she have tape?</i>
B: <i>No, he doesn't.</i> <i>He has glue.</i>	B: <i>No, she doesn't.</i> <i>She has glue.</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:

doesn't = does not

Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

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

1. Play the recording. Students listen and repeat, pointing to each picture in their books.

- | | |
|--|--|
| 1. <i>Does she have glue?</i>
<i>Yes, she does.</i> | 2. <i>Does he have glue?</i>
<i>No, he doesn't. He has tape.</i> |
| 3. <i>Does she have scissors?</i>
<i>Yes, she does.</i> | 4. <i>Does he have scissors?</i>
<i>No, he doesn't. He has paper.</i> |
| 5. <i>Does he have crayons?</i>
<i>Yes, he does.</i> | 6. <i>Does he have crayons?</i>
<i>No, he doesn't. He has paint.</i> |

2. Play the recording again. Students listen and repeat, pointing to each word in their books.
3. Students practice numbers 1–6 in pairs. (S1 in each pair asks the questions. S2 answers.) They then change roles and repeat the activity.

C. Look at page 48. Point to the picture and practice with a partner.

Students remain in pairs and look at page 48. They then take turns asking and answering questions about people in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the boy painting): *Does he have paint?* S2: *Yes, he does.*

D.  Listen and sing along.

1. Students turn to the Unit 11 song *Does He Have Paper?* on page 62. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Does He Have Paper?
(Melody: *La Cucaracha*)

Does he have paper? Does he have paper?
Yes, he does. Yes, he does.

Does he have crayons? Does he have crayons?
No, he doesn't. He has paint.

Does she have scissors? Does she have scissors?
Yes, she does. Yes, she does.

Does she have glue? Does she have glue?
No, she doesn't. She has tape.

2. 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.

3. Bring a boy and a girl to the front of the classroom. Give the boy the *paper* and *paint* picture cards, and give the girl the *scissors* and *tape* picture cards. Divide the rest of the class into Groups A and B. Play the karaoke version. Group A sings the questions while pointing to the boy or girl, and Group B sings the answers. Groups then change roles and sing the song again.

Games and Activities

- 1. Guess What They Have.** Bring six volunteers to the front of the classroom, and give each of them a Unit 11 Word Time Picture Card. The volunteers take turns pantomiming an activity using the item on their card. For example: a volunteer with the *scissors* card pantomimes cutting something. Seated students take turns guessing which item each volunteer has, using the target patterns to ask questions. Answer the questions. Continue in the same way until all the picture cards have been correctly guessed. Do the activity again with six new volunteers.
- 2. Peek and Tell.** Divide the class into groups of three, and give each group a set of Unit 11 Word Time Picture Cards. A student in each group (S1) begins by choosing three of the picture cards and placing them facedown in front of him/her. S2 then points to S1 and asks S3 *Does (she) have (paint)?* S3 quickly peeks at S1's cards and responds. If S2 correctly guessed one of S1's cards, S3 turns that card faceup. Groups continue until S2 has correctly identified all of S1's cards. Students then change roles and do the activity again. Groups continue until each student has taken on each role.
- 3. Make the Sentences.** (See Game 49, page 147.) Do the activity using Unit 11 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 21, *What Does She Have?*, page 196. (For instructions and answer key, see page 175.)



Finish the Lesson

- 1. Identify the Item.** Bring six volunteers to the front of the classroom and give each of them a Unit 11 Word Time Picture Card. The volunteers hold their cards facing the class. Stand behind each volunteer, point to him/her, and ask *Does (he) have (glue)?* Seated students answer each question. Bring six new volunteers to the front of the classroom and do the activity again, with a volunteer taking on the teacher's role and asking the questions.
- 2. Explain and assign** Workbook page 49. (For instructions, see Teacher's Book page 163.)

Phonics Time

Sound Focus: short i and long i (*pig, sick, six, bike, nine, right*)

Materials Needed (excluding materials for optional activities):

CD/cassette and player; a bag; 2 pieces of orange paper; Units 9–10 Phonics Time Word Cards, 1 set; Unit 11 Phonics Time Word Cards, 1 set per student; Units 9–11 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book pages 39, 40, 43, 44, 45, 47, and 48)

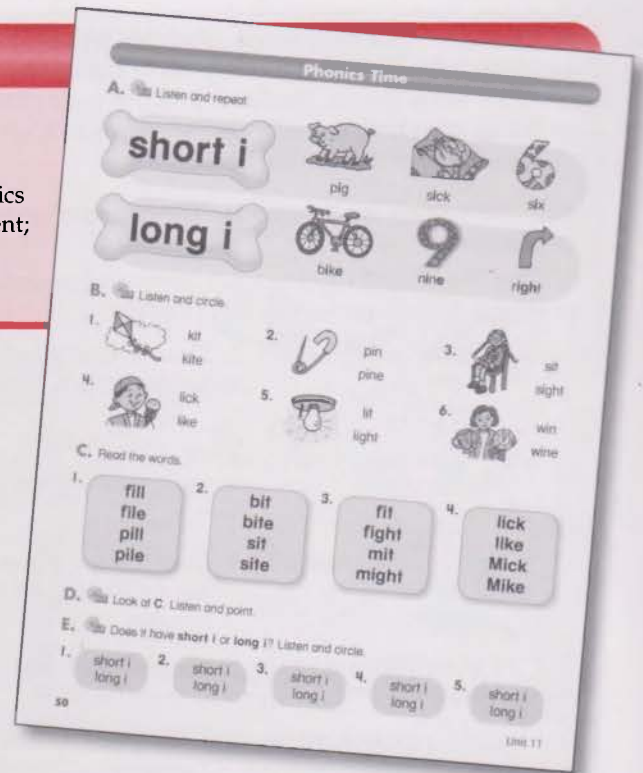
For general information on Phonics Time, see pages 14–15.

Warm-Up and Review

- Pattern Review: Elicit the Sentences.** Write *he* and *she* on the board. Point to *he*, hold up the *tape* picture card, and say *Does he have tape?* Students repeat. Nod your head and say *Yes, he does.* Students repeat. Then ask the question again, shake your head, and hold up the *paint* picture card. Say *No, he doesn't. He has paint.* Students repeat. Continue in the same way, holding up different picture cards each time, and eliciting both the question and its answer. Repeat the entire procedure with *she*.
- Check Workbook page 49. (For instructions and answer key, see Teacher's Book page 163.)
- Phonics Review: Choose a Word and Read It.** Place the Units 9–10 Phonics Time Word Cards in a bag. Give the bag to a volunteer (S1), and have him/her choose a card and read the word. Another volunteer (S2) then says the word's vowel sound. Once he/she has said the vowel sound, S2 takes the bag, chooses a card, and reads the word. Continue in the same way until all cards have been taken from the bag.
OPTION: Do the activity in the same way, but with only seven to eight Phonics Time Word Cards.

Contrast the Sounds

- Hold up the *pig* picture card and say /ɪ/-/ɪ/, *pig*, stressing the *short i* sound. Students repeat. Attach the card to the board. Do the same for *sick* and *six*, attaching the cards to the board below the *pig* picture card. Repeat the procedure for the three *long i* words, *bike*, *nine*, *right*, attaching them to the board in a column to the right of the *short i* cards.
- Attach the *pig* word card to the board next to the *pig* picture card. Point to the word card and have students read it. Do the same with the remaining Unit 11 Phonics Time Word Cards. Remove the picture cards from the board. Point to each word card and have students read it. When students read a word correctly, attach the corresponding picture card next to the word card in order to reinforce the meaning.



Practice the Sounds

Students open their Student Books to page 50.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

short i /ɪ/

pig
sick
six

long i /aɪ/

bike
nine
right

B. Listen and circle.

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

- kite, kite*
- pin, pin*
- sit, sit*
- like, like*
- light, light*
- win, win*

2. Check answers by saying *Number 1*. A volunteer repeats the word and spells it. Do the same for numbers 2–6.

C. Read the words.

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

D. Look at C. Listen and point.

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

Mike, /m/-/aɪ/-/k/, *Mike*

bit, /b/-/ɪ/-/t/, *bit*

pill, /p/-/ɪ/-/l/, *pill*

fight, /f/-/aɪ/-/t/, *fight*

site, /s/-/aɪ/-/t/, *site*

fill, /f/-/ɪ/-/l/, *fill*

lick, /l/-/ɪ/-/k/, *lick*

might, /m/-/aɪ/-/t/, *might*

E. Does it have short i or long i? Listen and circle.

1. Play the recording. Students listen and circle *long i* if the word they hear has *long i*, and *short i* if it has *short i*. Play the recording as many times as necessary for students to complete the task.

1. *ripe, ripe*
2. *din, din*
3. *dime, dime*
4. *hide, hide*
5. *fin, fin*

2. Check answers by saying *Number 1. ripe*. Students repeat the word and say its vowel sound. Do the same for numbers 2–5.

Answer Key:

1. long i
2. short i
3. long i
4. long i
5. short i

Suggested Words: *sit, light, mine, it, like, is, write, rice, mitt, pin*

2. **Basketball.** (See Game 10, page 141.) Play the game using Units 9–11 Phonics Time Picture Cards. Before students can move their basketball up a line, they must not only read the word correctly, but also identify its long or short vowel sound.
3. **Order the Words.** Students divide a piece of paper into two columns, then label one column *long i* and the other column *short i*. Give each student a set of Unit 11 Phonics Time Word Cards. Read each word. Students repeat the word, find the corresponding card, and place the card in the column corresponding to the word's vowel sound. Write each column of words on the board. Students check their words and rearrange their word cards as necessary.
4. **Option: Project.** Students look through old English magazines or newspapers, and cut out any words that have either *short i* or *long i*. Then, on a piece of paper, they draw two flowers without any petals. They label the center of one flower *short i*, and the center of the other flower *long i*. They then make the words they cut out into the flowers' petals, gluing each word around the flower that corresponds to that word's vowel sound. Hang the flowers around the room for future reference.

Extra Practice

Explain and assign Worksheet 22, Phonics Fun *short i/long i*, page 197. (For instructions and answer key, see page 175.)

Finish the Lesson

1. **Read the Words.** Write five to six *short i* and *long i* words on the board (see Suggested Words below). Point to each word and have students read it.
Suggested Words: *quick, night, fine, lit, tin, might*
2. Explain and assign Workbook page 50. (For instructions, see Teacher's Book page 163.)

Assessment

Explain and assign the Unit 11 Test, page 228. (For instructions and answer key, see page 210.)

Games and Activities

1. **Long or Short?** Say a word with either *long i* or *short i* (see Suggested Words below). If the word has *short i*, students repeat it and hold their hands four inches apart, to indicate *short*. If the word has *long i*, they repeat the word and hold their arms as wide apart as possible, to indicate *long*. Do the same with five to six different words.



On a Picnic

Conversation Time

Language Focus: *Pass the cake, please./ Which one?/ The chocolate cake./ Here. Help yourself./ Thanks.*

Function: Requesting; asking for clarification

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 23; chocolate bars; Units 9–11 Phonics Time Word Cards, 1 set (see Picture and Word Card Book pages 40, 44, and 48)

For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

- Phonics Review: Read the Card.** Place the Units 9–11 Phonics Time Word Cards in a bag. Give the bag to a volunteer (S1), and have him/her choose a card and read it. Another volunteer (S2) then says the word's vowel sound. Once he/she has said the long or short vowel sound, S2 takes the bag, chooses another card, and reads it. Continue in the same way until all cards have been taken from the bag.
- Check Workbook page 50. (For instructions and answer key, see Teacher's Book page 163.)

Introduce the Conversation

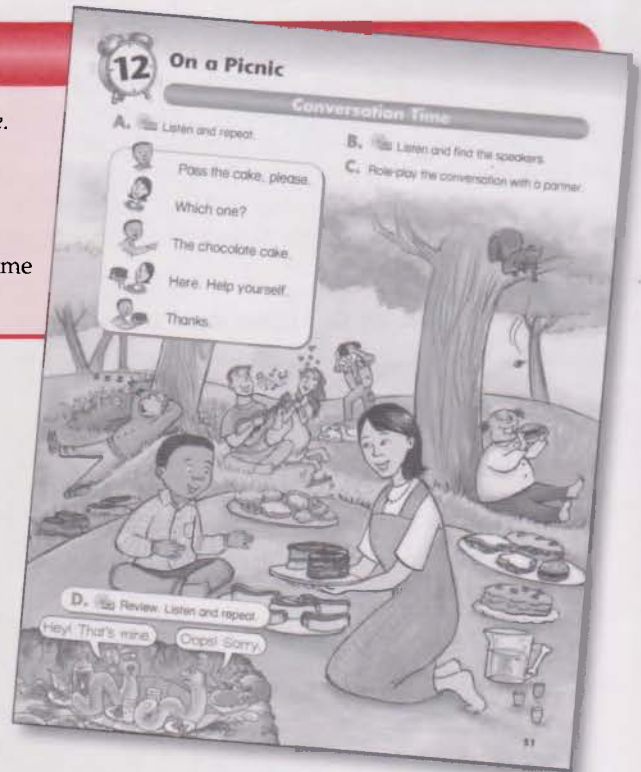
- Draw two cakes on the board. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions:

<i>Pass the cake, please.</i>	Point to and reach for one of the cakes on the board.
<i>Which one?</i>	Look quizzically at the other student.
<i>The chocolate cake.</i>	Point to one of the cakes on the board.
<i>Here. Help yourself.</i>	Pretend to hand a plate with cake on it to the other student.
<i>Thanks.</i>	Smile.

- Clarify word meaning.

cake: Point to one of the cakes drawn on the board and say *cake*. Students repeat.

Which one?: Shrug your shoulders, look quizzically at the class, and ask *Which one?* Then point to one of the cakes on the board and say *This one?* Point to the other cake and say *Or this one?* Ask *Which one?* again, and have students repeat.



chocolate: Hold up a chocolate bar and say *chocolate*. Students repeat.

- Model the conversation again, as in Step 1.
- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation.
- Groups A and B say the appropriate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.

Talk About the Picture

- Attach Wall Chart 23 to the board or open a Student Book to page 51. Students then open their Student Books to page 51. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

This man is *playing the guitar* and *singing* a song. **Bob** wants some **chocolate cake**. **Ted's mother** has chocolate cake. She doesn't have fruit. The **shoes** are next to the **blanket**. Sh! **This man** is *sleeping*. **This man** is eating a **hamburger**. Watch out! Look at the **squirrel** in the **tree**!

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

(**tree**) Is it a flower? What is it?
(**leaves on tree**) What color are they?
Can you *point* to the chocolate cake?
(**shoes**) What are those?
(**man playing the guitar**) What's he doing?
(**sleeping man**) What's he doing?
(**man with hamburger**) Does he have soda pop?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker in the conversation box.

Bob: *Pass the cake, please.*
Ted's mother: *Which one?*
Bob: *The chocolate cake.*
Ted's mother: *Here. Help yourself.*
Bob: *Thanks.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *Hey! That's mine.*
B: *Oops! Sorry.*

OPTION: Students role-play the conversation.

Find Digger's Bone

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

Answer Key: Digger's bone is part of the handle on the water pitcher.

OPTION: Students find Digger's bone as above, then make kites decorated with bone designs. Students fly their kites outside.

Games and Activities

1. **Backward Build-Up.** Say the last word of the target conversation. Students repeat. Add the second-to-last word of the conversation. Students repeat these two words together. Continue in the same way until students can say the entire conversation. Then divide the class into pairs and have them role-play the conversation. Then, have them change roles and role-play the conversation again. Choose several pairs to come to the front of the classroom and role-play the conversation for the class.
2. **Put in Order.** Divide the class into pairs. Students in each pair work together to write each word of the target conversation, including punctuation, on a separate piece of paper. When they are finished, each pair should have 20 pieces of paper. Pairs shuffle the pieces of paper and place them face down. Say *Go!* Pairs try to be the first to turn over the pieces of paper and put them in the correct order. The first pair to do so raises their hands and says the conversation they have put together. If it is correct, they come to the front of the classroom and role-play the conversation for the rest of the class. If it is not correct, all pairs continue to work until one pair has put together the correct conversation. Students then change partners and do the activity again in the same way.
3. **Combine the Conversations.** Combine the Units 8 and 10 conversations with the target conversation on the board in the following way:

A: *Pass the cake please.*
B: *Which one?*
A: *The chocolate cake.*
B: *Here. Help yourself.*
A: *Thanks. Oops!*
B: *Oh, no! What a mess!*
A: *I'm sorry.*
B: *That's okay. Let's clean up.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation, with Student A pretending to drop the cake as he/she says *Oops!* Then divide the class into pairs and have pairs role-play the conversation in the same way. They then change roles and role-play the conversation again.

Finish the Lesson

1. **Listen and Act.** (See Game 1, page 140.) Play the game using the target conversation.
2. Explain and assign Workbook page 51. (For instructions, see Teacher's Book page 164.)

Word Time

Language Focus: Food (*chicken, cheese, salad, fruit, bread, rice*)

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 24; Unit 9 Word Time Picture Cards, 2 sets per 4–5 students; Unit 12 Word Time Picture Cards, 2 sets per 4–5 students (see Picture and Word Card Book pages 37 and 49)

For general information on Word Time, see pages 10–11.

Warm-Up and Review

1. **Conversation Review: Say the Word.** Write the Unit 12 target conversation on the board. Point to each line and elicit the conversation. Go around the room and have each student say one word of the conversation in order, until the entire conversation has been said twice.
2. Check Workbook page 51. (For instructions and answer key, see Teacher's Book page 164.)

Introduce the Words

Hold up and name the Unit 12 Word Time Picture Cards one by one. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them.

OPTION: Introduce the vocabulary as above, using real food items instead of picture cards.

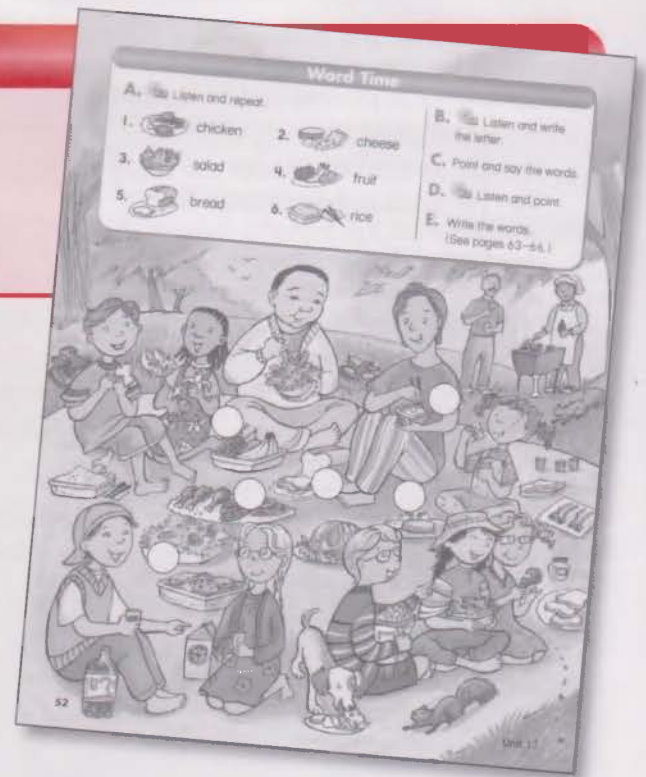
Talk About the Picture

1. Students open their Student Books to page 52. They look at the large scene and name anything they can.
2. Attach Wall Chart 24 to the board or open a Student Book to page 52. Read the following "story" while pointing to or touching the pictures (**bold words**).

Yum! Look at all the good food. **Annie** has **juice**, and **Ted** has **soda pop**. **Digger** is eating **cheese**. The **squirrel** likes cheese, too! **Joe** has **chips**, **Emily** has **salad**, and **Kim** is eating **chicken**. There is a lot of food on the **picnic blanket**, too. There is **rice**, **bread**, and **fruit**. This is an **apple**, these are **grapes**, and those are **bananas**.

3. Ask the following questions while pointing to or touching the pictures (**bold words**).

(**bananas**) What color are they?
(**salad**) Is it rice? What is it?
What is **Digger** eating?
(**Annie**) Does she have soda pop?
(**Ted**) Does he have soda pop?
Where's the bread?
Where are the birds?



Practice the Words

A. Listen and repeat.

1. Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.

- | | |
|-------------------|------------------|
| 1. <i>chicken</i> | 2. <i>cheese</i> |
| 3. <i>salad</i> | 4. <i>fruit</i> |
| 5. <i>bread</i> | 6. <i>rice</i> |

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- | | |
|------------------------|----------------------------|
| a. <i>rice, rice</i> | b. <i>chicken, chicken</i> |
| c. <i>fruit, fruit</i> | d. <i>salad, salad</i> |
| e. <i>bread, bread</i> | f. <i>cheese, cheese</i> |

2. Check answers by writing the letters *a–f* on the board. Then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For vocabulary, they point to the corresponding food item; for the sentences and

conversation, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Fruit! (any fruit)
Chicken. (any chicken)
Salad. (any salad)
Rice. (any rice)
Cheese. (any cheese)
Bread. (any bread)

Now listen and point to the speakers.

A: *I have soda pop. You don't have soda pop. You have juice.* (Ted)

A: *Does she have chips?* (children pointing to girl with chicken)

B: *No, she doesn't. She has chicken.*

A: *Mm. I like bananas. I like apples. I don't like oranges.* (girl eating banana)

E. Write the words. (See pages 63–66.)

Students turn to page 63 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.

Find Digger's Bone

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

Answer Key: Digger's bone is one of the legs on the grill.

OPTION: Students find Digger's bone as above, then draw and cut out several pictures of bones. They glue or tape the bones into the shape of a plate, then draw food items they would like at a picnic on the plate. Divide the class into pairs, and have students in each pair take turns showing their partner their picture and telling him/her what is on the plate, saying *I like (rice)*.

Extra Vocabulary. Students turn to page 51.

Introduce the extra vocabulary items *water*, *sandwiches*, *cookies*. Students then find these items in the large scene.

Games and Activities

1. **Dance of the Ostriches.** (See Game 15, page 142.) Play the game using Unit 12 Word Time Picture Cards.
2. **I'm Going on a Picnic.** Students form a circle. Give each student a Unit 12 Word Time Picture Card. Begin the activity by saying *I have salad*. The student on your left (S1) continues, saying what you have, then saying what food item he/she has on his/her picture card. The student on his/her left (S2) continues, saying what the teacher has, what S1 has, and what he/she has. Students continue around the circle in the same way. If a student cannot remember all the preceding

items, he/she must start over, saying only *I have (bread)*, and the chain of picnic foods begins again. Play for five to seven minutes.

LARGE CLASSES: Each row plays as above.

OPTION: If students need help remembering, they can lay down the corresponding picture card when each student announces his or her food item. They can then refer to these cards when taking their turn.

3. **Food Shop.** Divide the class into groups of four to five, and give each group two sets of Unit 9 and Unit 12 Word Time Picture Cards. Each group then sets up a food shop, arranging their cards behind a "counter," and appointing a volunteer to be their shop's clerk. Students go up to a counter and choose items they would like to buy, saying (*Soda pop*) and (*salad*), please. The clerk hands the customer his/her items, saying *Here you are*. The customer says *Thanks* and the clerk says *You're welcome*. Once all students have received their snacks, they sit down together and tell one another what they bought. They then pantomime eating and drinking their purchases and say *I'm eating (chicken)* or *I'm drinking (juice)*.
4. **Option: Personalize the Picture.** Students draw a picnic blanket and include any food items they want. If they cannot name some of the food items in English, have them point to those items in their pictures. Write the names of the items on the board. Then divide the class into pairs and have students in each pair take turns telling each other about their pictures, saying, for example, *This is chicken, this is salad, and that's cheese*.
5. **Option: Project.** Students go to a supermarket and draw it, making sure to include pictures of any food items that they can name in English. Once back in class, divide students into pairs and have each pair point to and name the items in their pictures.

Finish the Lesson

1. **What Does He Have?** Bring six volunteers to the front of the classroom, and give each of them a Unit 12 Word Time Picture Card. The volunteers hold their picture cards so that seated students cannot see them. Then bring another volunteer (S1) to the front of the classroom. Seated students take turns pointing to different volunteers and asking S1 *Does (she) have (cheese)?* S1 peeks at the card of the volunteer in question and answers either *Yes, (she) does* or *No, she doesn't*. Seated students guess until they identify what each volunteer has. Once a card has been correctly guessed, that volunteer turns the card to face the class. Students continue in the same way until all cards are facing the class.
2. Explain and assign Workbook page 52. (For instructions, see Teacher's Book page 164.)

Practice Time

Language Focus: Declarative statements with *like*, positive and negative [(He) likes (chicken). (He) doesn't like (salad).]

Function: Describing likes/dislikes of others

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Unit 12 Word Time Picture Cards, 1 set per 5–6 students; Unit 12 Word Time Word Cards, 1 set per 4–5 students, Unit 12 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 49, 50, and 58)

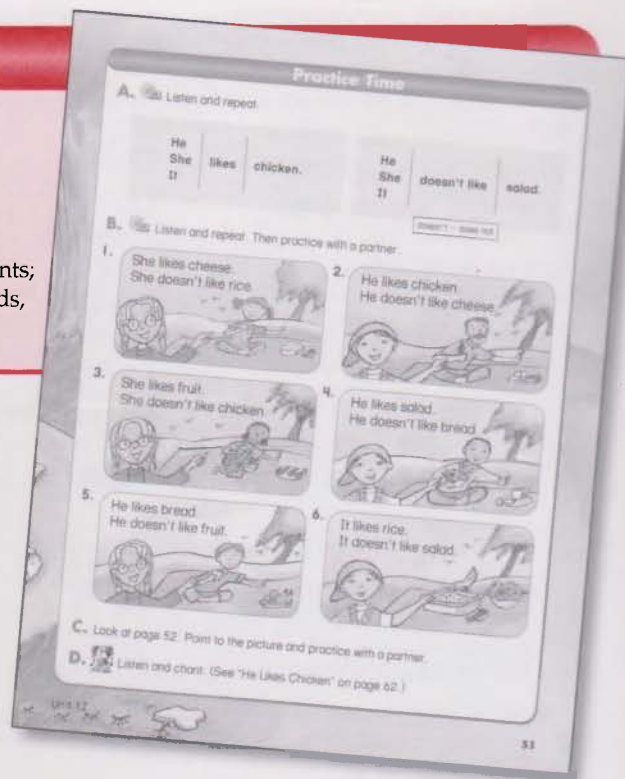
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Do You Like Chicken?** Hold up each Unit 12 Word Time Picture Card and have students name it. Then ask a volunteer *Do you like chicken?* The volunteer says *Yes, I do* or *No, I don't*. This volunteer then asks another student *Do you like (cheese)?* Continue in the same way until most students have both asked and answered a question.
2. Check Workbook page 52. (For instructions and answer key, see Teacher's Book page 164.)

Introduce the Patterns

1. **Pronoun Review.** Ask students to repeat the following pronouns and copy the actions. Say *he*. Point to a boy, look at the class, and say *he*. Say *she*. Point to a girl, look at the class, and say *she*. Say *it*. Point to a picture of a bird, look at the class, and say *it*.
2. **He likes (chicken). He doesn't like (salad).** Bring a boy volunteer to the front of the classroom. Give him the *chicken* picture card and have him pantomime *like* by smiling and rubbing his stomach. As he is pantomiming, point to him, look at seated students, and say *He likes chicken*, stressing *He* and the final *s* in *likes*. Students repeat. Write *He likes chicken* on the board. Point to and read each word. Students repeat. Then give the *salad* picture card to the volunteer and have him pantomime *doesn't like* by shaking his head with a look of distaste on his face. As he is pantomiming, point to him, look at seated students, and say *He doesn't like salad*, emphasizing *doesn't like*. Students repeat. Write *He doesn't like salad* on the board to the right of *He likes chicken*. Point to and read each word. Students repeat. Give the volunteer the *chicken* card again, have him pantomime *like*, and elicit *He likes chicken*. Then give him the *salad* card, have him pantomime *doesn't like*, and elicit *He doesn't like salad*. Do the same for *rice*, *fruit*, *bread*, and *cheese*. Repeat the entire procedure using *She* and *It*, and the appropriate gestures from Step 1 to demonstrate the pronouns.



3. **Practice for Fluency.** Bring six volunteers to the front of the classroom. Give each volunteer a Unit 12 Word Time Picture Card. Assign one volunteer to be a cat. Volunteers may pantomime either *like* or *doesn't like* about the food item illustrated on their card. Seated students take turns saying the target statements about each volunteer.

Practice the Patterns

Students open their Student Books to page 53.

A. Listen and repeat.

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

A: *He likes chicken. He doesn't like salad.*

B: *She likes chicken. She doesn't like salad.*

A: *It likes chicken. It doesn't like salad.*

2. Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.

3. 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. Play the recording. Students listen and repeat, pointing to each picture in their books.

1. *She likes cheese. She doesn't like rice.*

2. *He likes chicken. He doesn't like cheese.*

3. *She likes fruit. She doesn't like chicken.*
4. *He likes salad. He doesn't like bread.*
5. *He likes bread. He doesn't like fruit.*
6. *It likes rice. It doesn't like salad.*

2. Play the recording again. Students listen and repeat, pointing to each word in their books.
3. Students practice numbers 1–6 in pairs. They then change partners and repeat the activity.
4. Write the explanation of the contraction on the board:

doesn't = does not

Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

C. Look at page 52. Point to the picture and practice with a partner.

Students remain in pairs and look at page 52. They then take turns making statements about people in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the boy eating bread): *He likes bread. He doesn't like salad.*

D. Listen and chant.

1. Students turn to the *He Likes Chicken* chant on page 62. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

He Likes Chicken

He likes chicken. He doesn't like salad.

He likes chicken. He doesn't like salad.

Please pass the chicken.

Here. Help yourself.

He likes chicken. He doesn't like salad.

She likes fruit. She doesn't like cheese.

She likes fruit. She doesn't like cheese.

Please pass the fruit.

Here. Help yourself.

She likes fruit. She doesn't like cheese.

She likes rice. She doesn't like bread.

She likes rice. She doesn't like bread.

Please pass the rice.

Here. Help yourself.

She likes rice. She doesn't like bread.

2. Play the recording again. Students listen and chant, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.
3. Bring two girls and a boy to the front of the classroom. Give one of the girls the *fruit* picture card, and give the other the *rice* picture card. Give the boy

the *chicken* picture card. Play the karaoke version. Seated students chant, pointing to the appropriate student at the front of the classroom, and pantomiming *like* and *dislike* as appropriate.

Games and Activities

1. **Yum or Yuck?** Divide the class into groups of eight to ten, and have each group stand in a circle. Three volunteers (a boy, a girl, and a “cat”) from each group stand in the center of their circle. Name a food item. Each of the volunteers says *Yum!* if they like that food item or *Yuck!* if they do not. Students standing in the circle listen to these responses and make statements about the volunteers using the target patterns. Do the same with eight to ten different food items students can name in English.
2. **We're on a Picnic.** Divide the class into groups of five to six. Give each group a set of Unit 12 Word Time Picture Cards. Each group sits in a circle and places their picture cards faceup in front of them. One student in each group volunteers to be a dog or cat. Students in each group take turns pointing to a card and pantomiming *like*, then pointing to another card and pantomiming *dislike*. The student on the left of the pantomiming student points to the pantomiming student and tells the rest of the group about him/her using the target patterns. For example: A student (S1) points to his *salad* card and pantomimes *like*, then to the *cheese* card and pantomimes *dislike*. The student on his/her left (S2) points to S1 and says *He likes salad. He doesn't like cheese.* S2 then takes a turn pointing and pantomiming. Groups continue in the same way until each student has made two to three statements.
3. **Make the Sentences.** (See Game 49, page 147.) Do the activity using the Unit 12 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 23, Follow the Maze, page 198. (For instructions and answer key, see page 175.)

Finish the Lesson

1. **Around the Room.** Place the Unit 12 Word Time Picture Cards along the chalktray facing the class. Bring a volunteer to the front of the classroom. He/She holds up one of the cards and pantomimes *like*, then holds up another card and pantomimes *dislike*. Seated students say *(He) likes (chicken).* *(He) doesn't like (rice).* Then another volunteer comes to the front of the classroom and does the activity again in the same way. Continue with five to six volunteers.
2. Explain and assign Workbook page 53. (For instructions, see Teacher's Book page 164.)

Phonics Time

Sound Focus: short o and long o (*hop, pot, sock, elbow, rope, toast*)

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Unit 12 Word Time Picture Cards, 1 set; Unit 12 Phonics Time Picture Cards, 1 set; Units 9–12 Phonics Time Word Cards, 10 cards per student (see Picture and Word Card Book pages 40, 44, 48, 49, 51, and 52)

For general information on Phonics Time, see pages 14–15.

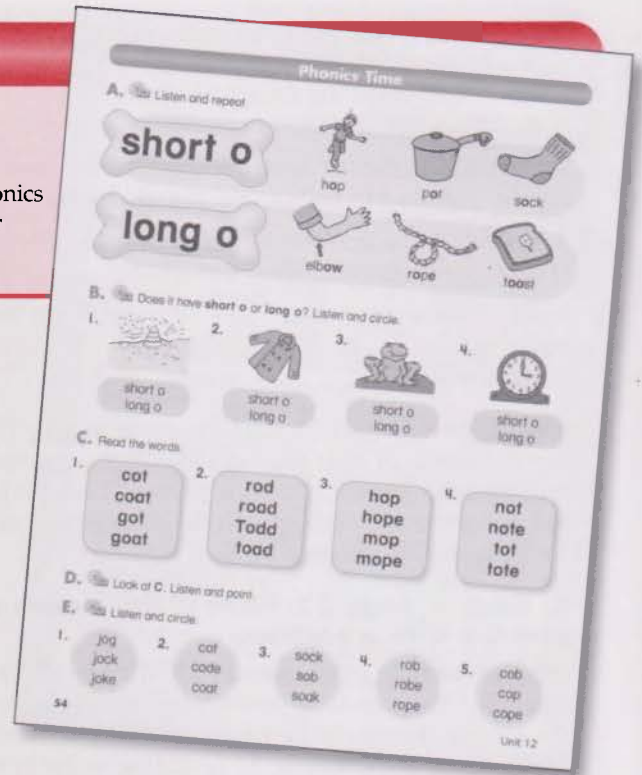
Warm-Up and Review

- Pattern Review: Like/Doesn't Like.** Write *She likes rice. She doesn't like cheese.* on the board. Point to and elicit each sentence. Then write *He, She,* and *It* on the board. Draw a smiling face and a frowning face to the right of the pronouns. Point to *It* and the smiling face and hold up the *salad* picture card. Then point to the frowning face and hold up the *chicken* picture card. Elicit *It likes salad. It doesn't like chicken.* Do the same with different pronouns and Unit 12 Word Time Picture Cards. Continue until students have said eight to ten sentences.
- Check Workbook page 53. (For instructions and answer key, see Teacher's Book page 164.)
- Phonics Review: Read the Words.** Write five to six words on the board that have vowel sounds students have studied (see Suggested Words below). Point to each word and have students read it.

Suggested Words: *meat, hat, pile, lane, zip, bed, lake, bee, day, ham, night*

Contrast the Sounds

- Hold up the *hop* picture card and say or elicit /a/-/a/, *hop*, stressing the *short o* sound. Students repeat. Attach the card to the board. Do the same for *pot* and *sock*, attaching the cards to the board below the *hop* picture card. Repeat the procedure for the three *long o* words, *elbow, rope, toast*, attaching them to the board in a column to the right of the *short o* cards.
- Attach the *hop* word card to the board next to the *hop* picture card. Point to the word card and have students read it. Do the same with the remaining Unit 12 Phonics Time Word Cards. Remove the picture cards from the board. Point to each word card and have students read it. When students read a word correctly, attach the corresponding picture card next to the word card in order to reinforce the meaning.



Practice the Sounds

Students open their Student Books to page 54.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

short o /a/
hop
pot
sock

long o /oʊ/
elbow
rope
toast

B. Does it have *short o* or *long o*? Listen and circle.

1. Play the recording. Students listen to each word and circle *long o* if it has *long o*, and *short o* if it has *short o*. Play the recording as many times as necessary for students to complete the task.

- | | |
|----------------------|------------------------|
| 1. <i>snow, snow</i> | 2. <i>coat, coat</i> |
| 3. <i>frog, frog</i> | 4. <i>clock, clock</i> |

2. Check answers by saying *Number 1. snow*. Then have students repeat the word and say *long o* if they circled *long o*, and *short o* if they circled *short o*. Do the same for numbers 2–4.

Answer Key:

1. long o
2. long o
3. short o
4. short o

C. Read the words.

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

D. Look at C. Listen and point.

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

Todd, /t/-/a/-/d/, *Todd*

hope, /h/-/ou/-/p/, *hope*

goat, /g/-/ou/-/t/, *goat*

not, /n/-/a/-/t/, *not*

road, /r/-/ou/-/d/, *road*

mop, /m/-/a/-/p/, *mop*

tot, /t/-/ā/-/t/, *tot*

coat, /k/-/ou/-/t/, *coat*

E. Listen and circle.

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

1. *joke, joke*
2. *cot, cot*
3. *sock, sock*
4. *robe, robe*
5. *cop, cop*

2. Check answers by writing the numbers 1–5 on the board. Then say *Number 1. joke*. A volunteer repeats the word and comes to the board to write the word he/she circled for number 1. Do the same for numbers 2–5.

long o. If the word does not have either *long o* or *short o*, students remain still. If a student moves incorrectly, he/she goes to the back of the classroom and starts over. Do the same with ten to twelve different words. After all the words have been said, the student(s) the closest to the front of the classroom wins.

Suggested Words: lot, wax, bed, rope, row, win, train, hot, hope, hat, sad, boat, mop, rope, window, cat

2. **Go Fish.** (See Game 23, page 143.) Play the game using Units 9–12 Phonics Time Word Cards. Students take turns trying to collect sets of three cards with the same vowel sounds. For example: three *short e* words, *bed, pen, desk*. When a student collects a matching set, he/she names the cards and the vowel sound the words have, and places the cards in front of him/her.
3. **Which Are the Same?** Say three words, two with the same vowel sound, and one with a different vowel sound (see Suggested Words below). Students say the two words with the same vowel sound. Do the same with six to seven different sets of words.

Suggested Words: hope, toast, pot; map, ape, mail; mod, hot, loan; egg, bean, cheese; win, wine, pin; bog, note, fog; cape, day, pan; boat, row, dot

Extra Practice

Explain and assign Worksheet 24, Phonics Fun *short o/long o*, page 199. (For instructions and answer key, see page 175.)



Finish the Lesson

1. **Read the Words.** Write six to seven *short o* and *long o* words on the board (see Suggested Words below). Point to each word and have students read it.
Suggested Words: jot, lone, row, top, moat, sock, mole, pot, soap, lot
2. Explain and assign Workbook page 54. (For instructions, see Teacher's Book page 164.)

Assessment

Explain and assign the Unit 12 Test, page 229. (For instructions and answer key, see page 211.)



Games and Activities

1. **One or Two Steps.** Students stand in one line along the back wall of the classroom. Say a word that has either *long o* or *short o*, or a word that does not have either sound (see Suggested Words below). Students repeat the word and take one step forward if the word has *short o*, and two steps forward if the word has



Review 4

Story Time

Review Focus: Units 10–12 conversations, vocabulary, and patterns

Materials Needed (excluding materials for optional activities):

CD/cassette and player

For general information on Story Time, see page 16.

Warm-Up

1. **Review Units 10–12 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 43, 47, and 51), Word Time page (pages 44, 48, and 52), and Practice Time page (pages 45, 49, and 53). Elicit each conversation, vocabulary item, and pattern.
2. Check Workbook page 54. (For instructions and answer key, see Teacher's Book page 164.)

Work with the Pictures

Students open their Student Books to page 55.

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

Scene 1: (**Digger**) Is this Ted? Who is it? Is Digger a horse?

Scene 2: Where's the bathroom?

Scene 3: What does Pat have?

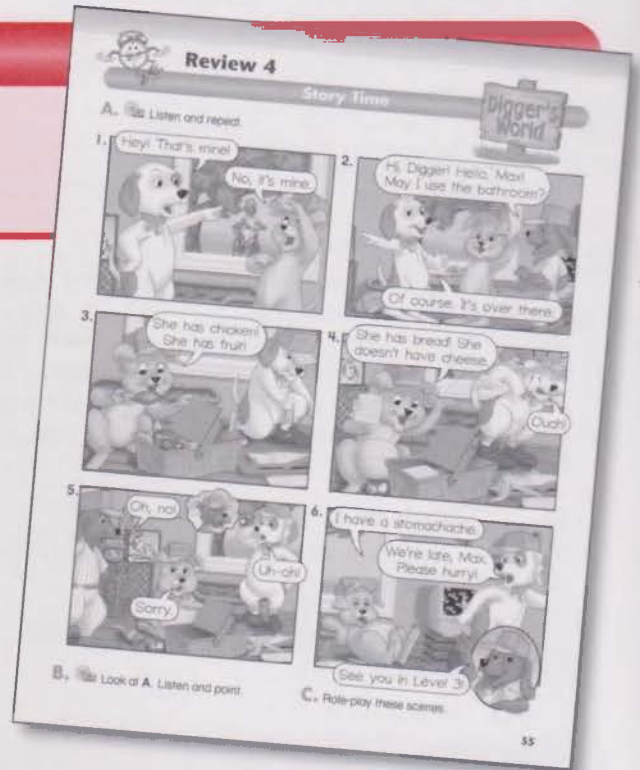
Scene 4: Does Pat have cheese? Does she have bread?

Scene 5: What happened?

Scene 6: Does **Max** have a rash?

Work with the Text

1. Point to Max's speech bubble in Scene 1. A volunteer guesses what Max is saying. If the volunteer guesses correctly, he/she does the same with Digger's speech bubble. If he/she does not guess correctly, ask another student.



2. Do the same with all the scenes on this page. Encourage students to look back at the Units 10–12 Conversation Time, Word Time, and Practice Time pages for support if needed.
- Note:** It is not necessary for students to guess the exact words of the characters. Accept their guesses as long as they convey the gist of what the character is saying.

Practice the Story

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

A. Listen and repeat.

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

1. Digger: *Hey! That's mine!*
Max: *No, it's mine.*
2. Pat: *Hi, Digger! Hello, Max. May I use the bathroom?*
Digger: *Of course. It's over there.*
3. Max: *She has chicken! She has fruit!*
4. Max: *She has bread! She doesn't have cheese.*
Digger: *Ouch!*

5. Pat: *Oh, no!*
 Max: *Sorry.*
 Digger: *Uh-oh!*
6. Max: *I have a stomachache.*
 Digger: *We're late, Max. Please hurry!*
 Pat: *See you in Level 3!*

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

B. Look at A. Listen and point.

1. Play the recording (second version of the story). Students listen and follow along in their books.
2. Divide the class into groups of three. One student in each group takes on the role of Digger. A second group member plays Max, and a third plays Pat. Play the recording again and pause after each line. Each student repeats his/her character's lines. Students in each group then change roles and do the activity again. Continue until each student has taken on each role. Play the recording as many times as necessary for students to become familiar with their character's lines.

C. Role-play these scenes.

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

Games and Activities

1. **Puppets.** If students made Max and Digger puppets for Review 1, Review 2, or Review 3 use them and have students make a Pat puppet as below. If not, students draw Max on one sheet of paper, Digger on another, and Doc on another. They then cut these characters out and attach a stick, ruler, or pencil to the back of each cut-out to make puppets. Each student then performs the entire story for the class using these puppets.

2. **Make a New Story.** Students divide a piece of paper into six equal parts and come up with their own version of the story by drawing original scenes and new characters. If this is too challenging, students can copy the pictures and speech bubbles from page 55. Students can also do this activity in pairs.

Finish the Lesson

1. **Listen and Pantomime.** Divide the class into groups of three, and have students in each group take the role of one of the characters in the story. Play the recording. Students listen and pantomime their roles. Repeat the procedure until each student has pantomimed each role.
2. Explain and assign Workbook page 55. (For instructions, see Teacher's Book page 165.)

Activity Time

Review Focus: Units 10–12 conversations, vocabulary, patterns, and sounds

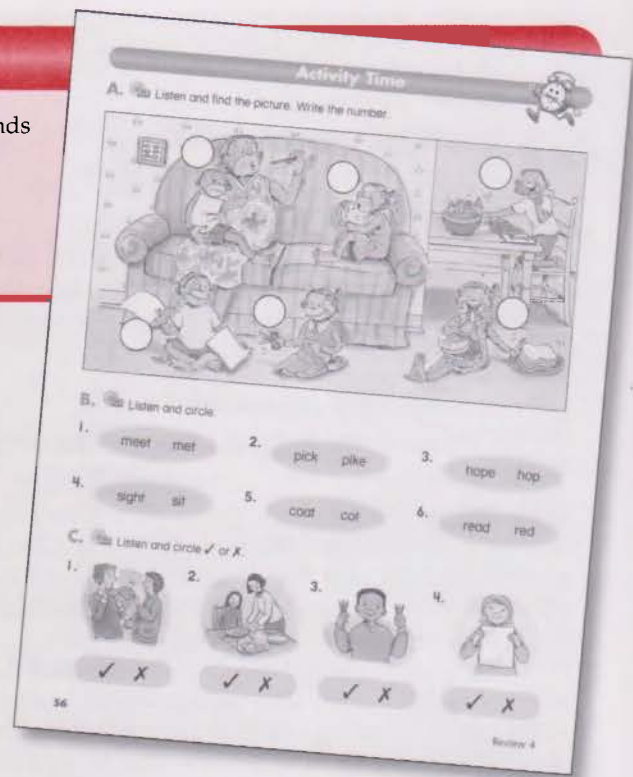
Materials Needed (excluding materials for optional activities):

CD/cassette and player; Bingo markers, 8 per student; 3 × 3 grids, 1 per student; Units 10–12 Word Time Picture Cards, 9 cards per student (see Picture and Word Card Book pages 41, 45, and 49)

For general information on Activity Time, see page 17.

Warm-Up

1. **Review Units 10–12 Conversations, Vocabulary, Patterns, and Sounds.** Students turn to each Conversation Time page (pages 43, 47, and 51), Word Time page (pages 44, 48, and 52), Practice Time page (pages 45, 49, and 53), and Phonics Time page (pages 46, 50, and 54). Elicit the conversations, vocabulary items, patterns, and sounds.
2. Check Workbook page 55. (For instructions and answer key, see Teacher's Book page 165.)



Review

Students open their Student Books to page 56.

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

1. Play the recording. Students listen and write the number in the white circle next to the monkey being described. Play the recording as many times as necessary for students to complete the task.

1. She likes fruit. She doesn't like bread.
2. He has paper. He doesn't have crayons.
3. He likes chicken. He doesn't like salad.
4. She has scissors. She doesn't have tape.
5. He has a fever. He doesn't have a sore throat.
6. She has a cough. She doesn't have a rash.

2. Check answers by saying *Number 1. She likes fruit. She doesn't like bread.* Students point to the corresponding picture in their Student Books. Do the same for the remaining numbers.

B. Listen and circle.

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

1. meet, meet
2. pick, pick
3. hop, shop
4. sit, sit
5. coat, coat
6. read, read

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

C. Listen and circle ✓ or X.

1. Divide the class into pairs, and have students in each pair work together to try to determine what the speaker(s) in each picture are saying.

2. Play the recording. For each number, students listen and circle ✓ if the conversation they hear matches the scene and X if it does not. Play the recording as many times as necessary for students to complete the task.

1. A: *May I use the bathroom?*
B: *Of course.*
A: *Where is it?*
B: *It's over there.*
A: *I see it. Thanks.*
2. A: *Pass the chicken, please.*
B: *Here. Help yourself.*
A: *Thanks.*
3. A: *Does he have glue?*
B: *No, he doesn't. He has crayons.*
4. *She has paint. She doesn't have paper.*

3. Check answers by saying *Number 1* and reading the conversation. Volunteers stand up if they circled ✓, and stay seated if they circled X. Do the same for the remaining numbers.

Answer Key: 1. X 2. X 3. ✓ 4. X

Games and Activities

1. **Bingo!** (See Game 11, page 141.) Hold up each Unit 10–12 Word Time picture card and elicit its name. Then play the game using the picture cards and 3 × 3 grids.
2. **What Other Words Have These Sounds?** Students find the 12 words in Activity B (**Listen and circle the correct word**) in the Units 10–12 Phonics Time pages (pages 46, 50, and 54). While books are open to these pages, elicit other words with the same initial sounds. For example: *What other /o/ words can you see?*

Finish the Lesson

1. Explain and assign Checklist 4 (see Student Book page 70) for students to do at home or in class.
2. Explain and assign Workbook page 56. (For instructions, see Teacher's Book page 165.)
3. Do Chapter 4 of Storybook 2, *Coco and Digger*. (For instructions and answer keys, see Teacher's Book pages 167 and 169.)

Assessment

Explain and assign the Final Test, pages 230–235. (For instructions and answer key, see pages 211–213.)



Games and Activities for Conversation Practice

1. Listen and Act.

Two pairs of volunteers (P1 and P2) come to the front of the classroom. P1 says the conversation, using the Student Book for reference if necessary, and P2 acts it out. P1 and P2 then change roles and do the activity again. Another two pairs of volunteers then come to the front of the classroom and do the activity. Continue until most students have taken a turn.

2. Puppets.

Each student makes a puppet (see puppet-making ideas below). Divide the class into pairs and have pairs role-play the conversation using their puppets as the speakers. Make sure students give puppets appropriate gestures and facial expressions. Students in each pair then change roles and role-play the conversation again.

PUPPET-MAKING IDEAS:

1. Students draw pictures of the characters, people, or animals on paper or cardboard. They then cut out the pictures and glue them onto popsicle sticks or pencils.
2. Students use markers to draw a face on a sock, and glue yarn on the sock for hair. Students put their hands in the sock with the thumb in the heel and fingers in the toe. They then bring the tips of the thumb and fingers together to manipulate the puppet's mouth.

3. Three to a Conversation.

Bring three students (S1, S2, and S3) to the front of the classroom. Give S1 a Student Book for reference. S2 and S3 say the conversation. S1 checks for mistakes and corrects if necessary. S2 then holds the Student Book and S1 and S3 say the conversation. They then sit down. Divide the class into groups of three, and have each group do the activity as above. Students in each group then change roles and repeat the procedure. Continue until all students have taken on each role.

4. 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 (P1 and P2) play together. Give each group of pairs one of the 3×3 grids. P1, in unison, says one of the conversation lines, then says the next line of that conversation. If they correctly say the lines of the conversation, they place their marker on that square of the grid. Then P2 takes a turn. The first pair to place three markers in a row (horizontal, vertical, or diagonal) wins the game.

5. 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.

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 chalktray. The first volunteer to place the correct piece of paper on the chalktray 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. 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.

8. Write the Next Word.

Write the conversation on the board. Point to each line and elicit the conversation. Erase the entire conversation. A volunteer says the first word of the conversation and writes the word on the board. Students then take turns adding the next word to each line of the conversation until it is completely written on the board. Prompt if necessary. Divide the class into Groups A and B. Groups say alternate lines of the conversation, then change roles and say the conversation again in the same way.

Games and Activities for Vocabulary Practice

Note: All the games below can be played using Word Time Picture Cards or Word Cards, or Phonics Time Picture Cards or Word Cards.

9. Around the World.

Students sit in a circle. Two volunteers stand up next to each other to begin the game. Show these two students a picture card. The first student of the pair to correctly name the card wins a point. The “loser” sits back down, and the “winner” moves to stand beside the student on his/her left. This student then stands up. Show the new pair a different picture card. The first student of this pair to correctly name the card wins a point, then moves to stand beside the next student. Play continues in this way around the circle. If any student can go around the entire circle without having to sit down, he/she has gone “around the world,” and gets an extra five points. Continue for five to seven minutes. The student with the most points at the end wins.

LARGE CLASSES: Instead of moving around a circle, students move along the rows of desks.

10. Basketball.

Preparation: Make two basketballs by cutting out two circles from orange pieces of paper. On each side of the board, draw a column of six horizontal lines. On the top line, draw a basketball hoop. Attach the two basketballs to the board below the bottom line.

Play: Divide the class into two teams and have a student from each team come to the front of the classroom. Show these two students a picture card. The first student to correctly name the card moves his/her team’s basketball up to the first line. These two students return to their seats and another student from each team comes to the board to name a card. Continue play in the same way. The first team to move their basketball to the hoop wins two points. Return the basketball to the starting position and continue play until a pre-determined number of points is reached. The team who reaches this number first wins.

VARIATIONS:

1. Count an incorrect guess as a foul, which results in the loss of one point.
2. Students shoot baskets instead of using the lines on the board. Place a wastebasket at the front of the classroom. After correctly identifying a card, students shoot a ball into the wastebasket. If they make a basket, the team gets a point.
3. Play the game as **Baseball:**
Preparation: Make two baseballs by cutting out two circles from white pieces of paper. Draw a large diamond on the chalkboard with a small square in each corner to represent the bases on a baseball field.

Play: Play in the same way as Basketball, but move the baseballs around the field from first base to home. The team that moves its baseball to home plate first wins one point. After nine “innings” (nine total points), the team with the most points wins.

11. Bingo!

Prepare 3×3 , 4×4 , or 5×5 large grids. Give each student one grid and 9, 16, or 25 picture cards faceup. Students place a picture card in each square of the grid. One by one, call out the items illustrated on the picture cards. When a named item is on a student’s grid, he/she places a marker on the card. If a student marks three (or four or five) items in a row (horizontal, vertical, or diagonal), he/she calls out *Bingo!* then names the cards making up the row, and wins a point. Students then reposition the cards on their grids and play again.

VARIATIONS:

1. Give students blank grids. On the board, write a list of words to be practiced. Students choose words from this list and write the word or draw a picture of the item in each grid square.
2. Before beginning play, students take turns naming the cards or pictures on their grids.
3. If beginning students need more support, hold up the picture cards while calling out the items.
4. Instead of calling out the names of items, give only hints about the items. For example: *It’s red. It’s round.* The first student to say the correct word puts his/her marker on that picture.
5. Students try to cover squares to form the shape of a predetermined letter. For example: T, F, E, I, L, H. When a student covers squares in the shape of the predetermined letter, he/she shouts *Bingo!*
6. Students try to cover every square on their grid. When a student does this, he/she shouts *Blackout!*
7. Students try to cover just the four corner squares of their grid. When a student does this, he/she shouts *Bingo!*

12. Concentration: Picture to Picture.

Shuffle five to ten pairs of matching picture cards and place them facedown on a desk. Students take turns turning over two cards and naming them. If a student cannot name the cards, he/she turns the cards facedown again and the next student takes a turn. If a student names the cards correctly but they do not match, the cards must also be turned facedown, and play moves to the next student. If the student does correctly name the cards and they do match, that student keeps the pair and takes another turn. The student who has the most pairs once all cards are taken wins the game.

13. Concentration: Picture to Word.

Prepare five to ten pairs of picture cards and corresponding word cards. Students play Concentration as in Game 12, matching the picture card to the corresponding word card.

14. Concentration: Pairs.

When playing either Concentration 12 or 13, have students play in pairs in order to make the game more cooperative.

15. Dance of the Ostriches.

Divide the class into Teams A and B, and have a student from each team come to the front of the classroom. Tape a picture card to the back of each of these two students, and have them put their hands behind their backs. Say *Go* and have each student try to name the card on the other student's back, while at the same time trying to make it so the other student cannot name the card on his/her back. The student who correctly names the other student's card first wins a point for his/her team. Bring two new students to the front of the classroom and continue the game in the same way. Continue until all students have come to the front of the classroom. The team with the most points at the end wins.

VARIATION: Give students in each pair just 30 seconds to try to identify their partner's card. If the time limit expires before a correct identification is made, a new pair comes to the front of the classroom to play.

16. Did You Hear That?

Divide the class into groups of three to four, and give each group a set of five to seven picture cards. Read the *Talk About the Picture* section of the Word Time lesson in which the words illustrated on the picture cards are featured. Alternatively, read a simple story from a storybook that features words illustrated on the picture cards. Students listen and hold up cards when they hear them named. Check each time to determine which groups are or are not holding up the correct cards. Read the story again, pausing after the featured words in order to give groups a chance to hold up cards they may have missed before.

17. Do it!

Give each student a picture card. Name one of the cards twice and then give a command. For example: *apple, apple, stand up!* Student(s) with that card name the card and then do the action. For added challenge, name two or three cards with the same command so that more students are doing the actions. For example: *apple, apple, boy, boy, stand up!* A volunteer then takes on the teacher's role. Continue in the same way for four to five minutes.

18. Do You Remember?

Students open their Student Books to a Conversation Time or Word Time page they have studied, and look at the large scene for one minute. When the time is up, students close their books and name as many items as they can.

19. Draw the Picture.

Divide the class into two teams. Place the target picture cards into a hat, large envelope, or small bag. Bring a volunteer from each team to the front of the classroom and ask each volunteer to choose a card from the hat. The volunteers then draw a picture of their word on the board and their teams try to be the first to identify the picture. The first team to correctly identify the picture wins a point. The volunteers return to their seats and a new volunteer from each team comes to the board. Continue play until all words have been chosen from the hat. The team with the most points at the end wins.

VARIATIONS:

1. Both volunteers draw a picture of the same word.
2. Limit the drawing time to one minute. For extra challenge, shorten the amount of time even more.
3. Bring a volunteer from one team to the front of the classroom. Ask him/her to choose a word from the hat and draw that word. The rest of the team guesses what is being drawn. Time how long it takes them to answer correctly. Record the time, then have a student from the other team take a turn in the same way. Continue until all words have been chosen from the hat. At the end of the game, add up each team's times. The team with the shortest time wins.

20. Eyewitness.

Divide the class into groups of three to four. Give each group a piece of paper. Place a set of ten picture cards facedown on a desk at the front of the classroom, and have a volunteer from each group come to the desk. Turn the cards faceup. The volunteers look at the cards, run back to their groups, and name as many of the cards as they can. Groups then try to be the first to make a list of those items by writing the name or drawing a picture of each one, then raising their hands. Groups take turns saying the words. Both the group that finishes first and the group that has the most correct win a point. Place a different set of ten cards on the desk at the front of the classroom, bring up different volunteers, and do the activity again in the same way.

21. Find Your Partner: Words.

Give each student a picture card, making sure to distribute at least two of each card. Students walk around the classroom naming their card, and try to find another student with the same card. When students find a student with the same card, the two come to the teacher, name their card, and write the word on the board. If they

If they do this correctly, they win a point. If they do not do this correctly, they correct the mistake and do not win a point. Once most students have come to the teacher, have students exchange cards and do the activity again. Continue in the same way for five to seven minutes. The student with the most points at the end wins.

22. Four Corners.

In each corner of the classroom place a sign with a picture representing a unit category. For example: animals, school supplies, nature, fruit. Say a Word Time word that corresponds to one of the categories. For example: *pen*. Students repeat the word and run to the corner of the room with that category's sign. If students are standing in the wrong corner, they sit down. Continue in the same way until there is just one student left standing.

LARGE CLASSES: Students point to the correct sign instead of running to it.

23. Go Fish.

Divide the class into groups of four. Practice the pattern *Do you have a (juice)? Yes, I do./No, I don't*, if students need review. Give each group 40 picture cards. Students in each group shuffle the cards, and each student takes seven. The remaining cards are placed facedown in the middle of the group. If any student has a set of four of the same card (for example: four *juice* cards), he/she names the cards and places them faceup on the desk in front of him/her

A student in each group (SI) begins by asking one of the other members of his/her group *Do you have a (father) card?* If that student has the requested card, he/she replies *Yes, I do* and gives the card to SI. If that student does not have the requested card, he/she replies *No, I don't. Go fish!* and the first student takes one card from the pile in the middle of the group. Groups continue in the same way, trying to collect sets of four of the same card, naming them, and placing the sets in front of them until all the cards are played. The student with the most sets at the end wins.

24. Guess the Card.

Divide the class into groups of four to five. Give each group 10–15 picture cards. Each group places their cards facedown in a row in front of them. One student in each group touches one of the cards and tries to guess what it is, saying *This is a (tree)*, then turns the card over. If the guess is correct, the card is left faceup. If the guess is not correct, the student names the card and turns it back over. Students in each group take turns trying to identify the cards until all cards have been turned faceup.

25. Guess the Order.

Divide the class into groups of three to four. Show students five picture cards, then shuffle the cards and stand them on the chalktray with the pictures facing the board. Write

a number from 1–5 above each card (do not use the same number twice). Groups guess which card is below each number by writing numbers 1–5 on a piece of paper, then writing the name of a card next to each number. A volunteer from each group then writes the group's guesses on the board. Turn the cards to face the class, point to each card, and elicit its name. Groups then check how many cards they correctly identified. The group that correctly identified the most cards wins a point. Any group that correctly identified all the cards wins a bonus point. Continue in the same way for five to seven minutes. The group with the most points at the end wins.

VARIATION: Give each group a set of picture cards. Two groups (Group A and Group B) then join together and stand facing each other. Group A shows Group B their cards, shuffles them, and then places them facedown between the two groups. Volunteers in Group B point to each card and try to name it. Volunteers in Group A turn the cards faceup. Group B wins a point for each correctly named card. The two groups then change roles and Group A takes a turn trying to name Group B's cards.

26. Guess What's Missing.

Place six picture cards on the chalktray. Students study the cards for 10–15 seconds, then close their eyes. Remove one of the cards. Students open their eyes and try to be the first to raise their hands and identify the missing card. When a student correctly identifies the missing card, he/she wins a point. Play until all cards have been removed from the chalktray. Then play again, having volunteers take on the teacher's role of removing cards from the chalktray. The student with the most points at the end wins.

VARIATIONS:

1. For extra challenge, remove more than one card each time.
2. Divide the class into two teams. Play as above, with students in each team cooperating to identify the missing card. The first team to correctly identify the missing card wins a point.

27. Hold It Up!

Give each student a picture card. Name one of the items illustrated on the cards. Students with that card repeat and hold it up. For added challenge, name two or three items at a time, name items for which students do not have cards, or gradually name the items at a faster pace. Continue in the same way for three to four minutes.

28. Hunt for the Words.

Hide seven of each picture card around the classroom. Divide the class into groups of three to four. Give each group a set of each of the picture cards hidden around the classroom. Tell all groups how many more of each card they need to find. For example: two flowers, one tree, three birds. Say *Start!* Groups try to be the first to

find the required number of cards, then run to the teacher and name those cards. The first group to collect and correctly name all their cards wins.

VARIATION: Two groups play against each other, hiding cards for the opposing group to find. For this activity the cards for each group need to be a different color.

29. I Spy.

Place word cards around the classroom. Think of one of the cards and say *I spy*. Students take turns asking questions to try to guess which card you are thinking of. For example: *Is it big? Is it blue? Is it a book?* The first student to correctly guess the card begins the next *I spy*. Continue for four to five minutes.

30. Jeopardy.

Preparation: Choose five categories (for example: colors, animals, occupations, clothing, snack food). Write the category names in a horizontal row across the top of the board. Under each category write a column of dollar amounts, forming a grid or matrix (for example: \$100, \$200, \$300, \$400, \$500). Prepare questions for each category. Start with easier questions for the \$100 amounts and move to more difficult questions for the \$500 amounts.

Play: Divide the class into Teams A and B. A volunteer from Team A goes first. That volunteer chooses a category and dollar amount (for example: *Colors for \$100*). Ask the volunteer the corresponding question (for example: *What color is your desk?*). If the student answers correctly, award Team A \$100 and erase the number from the board. A volunteer from Team B then chooses a category and dollar amount in the same way. Continue in the same way until all questions have been asked and answered. The team with the highest dollar amount at the end wins.

VARIATION: Play in two rounds. Double the dollar amounts in the second round. Make the questions more difficult.

31. Listen to the Clues.

Hold up a picture card with the back of the card facing the class. Give simple clues about the picture and have students try to identify it. For example: (*banana* card): *It's yellow. Monkeys like this.* Do the same with five to seven different cards.

32. Old Maid.

Divide the class into groups of four to six. Give each group a set of cards made up of two identical sets of ten picture cards each, plus one card without a match. This card without a match is the *Old Maid* card. A volunteer in each group then distributes the cards evenly among the members of his/her group. Students look at the cards they have, place any matching pairs on the desk in front of them, and name them. If they are not able to

name them, they must keep the cards until the next turn. Students in each group then take turns taking one card from the student sitting on their left. If the new card matches one they have, they name it and put the pair down on the desk. If the card does not match, they keep the card and the next student takes a turn. Students continue in the same way until one student has put down all his/her cards. The student in each group with the most matching pairs at the end wins. The student with the odd card at the end is *Old Maid* and cannot win the game even if he/she has the most matching pairs.

33. Pair Them Up.

Prepare two identical sets of picture cards, each with one card per student. Distribute the cards from one of the sets among students, giving each student a card. Place the remaining set of cards facedown in a grid pattern on a desk in the middle of the classroom. Divide the class into groups of four to six. A volunteer from one of the groups (S1) goes to the cards, points to one, guesses what it is, then turns the card over. If S1 is correct, he/she takes the card and checks to see if it matches a card his/her group has. If it does match, S1 keeps the pair. If it does not match, S1 returns the card to the same spot on the desk, and a volunteer from another group takes a turn. If S1 does not guess correctly, or cannot correctly name the card, he/she turns the card back over and a volunteer from another group takes a turn. Continue in the same way until one group has placed all of its cards down as pairs. This group wins the game.

LARGE CLASSES: Divide the class into groups of four to six. Each group then plays as above. The student in each group with the most pairs at the end wins.

34. Pantomime and Guess the Word.

Pantomime an action related to a vocabulary word and have students try to identify the word. For example: (*banana*) pantomime peeling a banana and eating it. Continue pantomiming until a student correctly identifies the item. Then bring two to three students to the front of the classroom to take on the teacher's role. Alternatively, students work in groups, with students in each group taking turns pantomiming. Continue in the same way for five to seven minutes.

35. Race Track.

Divide the class into groups of five to six. Give each group two sets of picture cards and a die. Groups place their picture cards faceup in a circle. Designate a starting point on each group's circle and tell students how many times they must go around the circle in order to finish. Each student then places a marker on the designated starting point. Students in each group then take turns rolling the die and moving their markers around the circle, one card per number on the die. When students land on a card, they name it. If they correctly name it, they remain on that card. If they fail to name it, they

return their marker to where it was at the start of that turn. The first student in each group to complete the required number of rounds wins. For extra challenge, when a student lands on a card and correctly names it, he/she turns it facedown so that the next student to land on that card must name it from memory.

36. Run and Find.

Attach a set of picture cards to the walls around the classroom. Divide the class into Teams A and B. Bring a volunteer from each team to the front of the classroom. Name one of the picture cards. These two volunteers try to be the first to repeat the word, then run to and touch the named card. The student to first touch the correct card wins a point for his/her team. Another student from each team then comes to the front of the classroom. Play continues in the same way until all cards have been named. Students can also come to the front of the classroom and take on the teacher's role, calling out words. The team with the most points at the end wins.

LARGE CLASSES: Divide the class into groups of three to four and give each group a set of picture cards. Groups then place their cards faceup in the middle of the group. Say one of the words. Students in each group try to be the first to repeat the word, then find and hold up the named card. If the correct card is held up, the student keeps it. If a student holds up an incorrect card, he/she returns the card to the desk. Play continues until one group has picked up all their cards. The student in each group with the most cards at the end wins.

VARIATION: Assign a number to each student, making sure that for each number on Team A, there is the same number on Team B. Name one of the picture cards. Then say a number. The student from each team with that number tries to be the first to run and touch the named card.

37. Secret Square.

Preparation: Draw a 3×3 grid on the board and write a number from 1–9 in each square. Write the number very small in the lower right corner of each square. Tape a picture card in each square. Choose a square to be the secret square. Do not tell the class which one it is. **Play:** Divide the class into Teams A and B. Two students from Team A come to the front of the classroom and choose a square. They then create a question and its answer about the picture in the square. For example: Students choose a square with the *father* picture card. One student asks *Who's he?* and the other student responds *He's my father.* If the two students do not ask an appropriate question and answer it, their teammates help them until they do. Once they create an appropriate question and its answer, tell them whether or not the square they chose was the "secret square." If it was, Team A gets a point and the students return to their seats. Choose a new square as the "secret square" and continue play in the same way. If the two students from

Team A did *not* choose the "secret square," two students from Team B then come to the board and play as above. The first team to get three points wins.

VARIATIONS:

1. Before creating their sentences, students name the card.
2. Instead of creating a question and its answer, students make a statement about the card.
3. Instead of picture cards and word cards, write nine questions on separate slips of paper and tape one in each square. Students answer the question in the square they choose.

38. Slow Reveal.

Hold up a picture card with another card or piece of paper covering it so that only a small portion of the picture is showing. Students try to name the picture. Each time a student incorrectly names the picture, slide the covering card down to gradually reveal more of the picture. Continue sliding the cover down until a student is able to name the picture. Continue in the same way with five to seven different cards.

39. Snap.

Place a set of picture cards and a set of the corresponding word cards in two piles facedown on a desk in the middle of the classroom. Simultaneously turn over one card from each pile. Students look at the two cards, decide if they match or not, then snap their fingers if they do match. The first student to snap his/her fingers to correctly identify a match then names each card and wins a point. If the cards do not match or if students do not correctly identify the match, continue play with two new cards. Play until all cards have been turned over. The student with the most points at the end wins.

LARGE CLASSES: Divide the class into groups of six to eight and have each group play as above.

VARIATION: Play with two sets of word cards. For extra challenge, use words with similar spellings.

40. Tic-Tac-Toe: Words.

Divide the class into pairs. Two pairs play against each other. Give each set of pairs nine picture cards. Pairs place the picture cards faceup to make a 3×3 grid between them. Pairs take turns naming a card in the grid. If the pair is correct, they place their marker on that square of the grid. The first pair to place three markers in a row (horizontal, vertical, or diagonal) wins the game.

41. Touch the Card.

Place 10–15 picture cards on a desk in the middle of the classroom. Students gather around that desk. Name a card. Students try to be the first to touch the named card. The first student to touch the correct card and name it

keeps the card. Continue in the same way until no cards are left on the desk. The student with the most cards at the end wins. Play again, having a volunteer take on the teacher's role and name the cards.

LARGE CLASSES: Divide the class into groups of four to five. Each group plays as above.

VARIATION: Instead of naming a card, hold up a word card. Students read the word silently and try to be the first to touch and name the corresponding picture card.

42. Verb Relay.

Divide the class into Teams A and B, and have each team stand in a line. Give a set of verb picture cards to the first student (S1) in each line. S1 turns to face his/her team, looks at the first card, and pantomimes the action for the second student in his/her line (S2). S2 names the action being pantomimed. If S2 cannot correctly name the action, his/her teammates help. Then S1 turns over the next card in his/her pile and pantomimes that action for S3, and so on, to the end of the line. The first team to finish wins a point. S1 then goes to the back of the line, the student now at the front of the line becomes the new S1, and play continues in the same way. The first team to get five points wins.

43. What Am I Drawing?

Slowly draw a picture of a vocabulary item on the board, pause several times, and ask *What's this?* Using complete sentences if possible, students try to identify the item. The first student to name the item is next to draw. Continue in the same way with four to six volunteers.

44. What's in the Bag?

Place realia of vocabulary items in a bag. A volunteer feels the bag, tries to identify an item without looking at it, then removes it from the bag. If the student identifies the item correctly, he/she keeps it and another volunteer takes a turn. If he/she does not identify the item correctly, the item is put back in the bag and another volunteer takes a turn. Continue in the same way until no items are left in the bag.

VARIATION: When volunteers feel items in the bag, ask them *What's that?* or *What is it?* Volunteers reply *It's a (pencil).*

45. Where Is It in the Book?

Name an item, a character, or an action from a Student Book unit. Students try to be the first to find the page on which the item, character, or action appears, point to it, then name it. The first student to do so wins a point. Continue in the same way until students have looked at at least one third of the pages they have studied. The student at the end with the most points wins.

Note: As a character or item may appear on more than one page, including pages not yet studied, accept any answer that is correct.

VARIATION: Students find a character in the Student Book and mimic that character's actions or gestures. The rest of the class tries to find that character in their Student Books, and name the character, an item that character has, or what that character is doing.

46. Which Card Doesn't Belong?

Divide the class into two teams. A volunteer from each team comes to the front of the classroom. Give each of these volunteers identical sets of four picture cards, three cards from the same unit or category and one card from a different unit or category. For example: *pig, cat, horse, pencil*. Say *Go!* The volunteers look at their cards, place the card that doesn't belong on the chalktray, and name it. The first volunteer to place the correct card on the chalktray and name it wins a point for his/her team. The team wins another point for each card the members of the team can correctly name. Continue in the same way until every student has had a turn. The team with the most points at the end wins.

Games and Activities for Grammar Practice

47. Complete the Sentences.

Make a list of incomplete sentences, such as *I like _____, I can _____, I'm _____*. Say one of them. A volunteer repeats, filling in the blank with an appropriate word. If the volunteer completes the sentence correctly, he/she wins a point. If he/she does not complete the sentence correctly, any other student can complete the sentence and win a point. Say another incomplete sentence and have another volunteer take a turn. Continue until most students have had a turn. The student with the most points at the end wins.

VARIATION: Do the activity in groups, with students from each group taking turns coming to the front of the classroom, choosing a strip of paper with the incomplete sentence written on it, and returning to his/her group to read the sentence. The rest of the group completes the sentence.

48. Guess Who.

Divide the class into groups of four to six. Place six picture cards facedown on a desk at the front of the classroom. One of the groups comes to the front of the classroom and each member takes one of the cards. Students in the other groups take turns asking questions using the target pattern in order to determine each student's card. For example: (*Pat*), *do you like apples?* If the student has the *apples* card, he/she answers *Yes, I do*, and gives the card to the group that asked the question. That group then takes another turn. If the student does not have the *apples* card, he/she replies *No, I don't*, and another group takes a turn. Groups continue in the same way until the group at the front of the classroom has no cards left. Another group then comes to the front of the classroom.

49. Make the Sentences.

Divide the class into groups of four to five. Give each group a set of grammar cards and the related Word Time Word Cards. Students use these cards to make statements or questions and answers following the target pattern. For statements: Groups make statements and read them aloud. For questions and answers: One half of each group creates a question, then reads it aloud. The other half of the group then makes the answer and reads it aloud.

VARIATION: Prepare six to eight sentences (or questions and answers) using the target patterns. Dictate each sentence (or question and answer). Students repeat and write each complete sentence on a piece of paper. When finished, have a volunteer come to the front of the classroom, write the first sentence on the board, and read it aloud. If the sentence is incorrect, have volunteers make corrections. Students then check their own sentence and correct it if necessary. Continue in the same way until all the sentences have been written correctly on the board.

50. Memory Chain.

A student (S1) makes a statement using the target pattern. For example: *I like apples*. The student sitting next to or behind him/her (S2) says S1's name, repeats the statement, then adds his/her own statement. For example: *Jim, you like apples. I like bananas*. The student sitting next to or behind S2 (S3) then repeats S1 and S2's statements, and adds his/her own. Students continue in the same way until someone is unable to repeat all the previous statements. The activity then begins again starting with this student.

51. Pass the Message.

Students work seated in rows. The first student in each row (S1) thinks of a statement using the target pattern and whispers it to the second student in the row (S2). S2 whispers the statement to the third student in the row (S3). S3 then whispers the statement to S4, and so on down the row. When the statement reaches the last student in the row, he/she says it aloud. If it matches S1's original statement, the row wins a point. If it does not match S1's original statement, the row does not win a point. Students in each row then move forward one seat and do the activity again. Continue until all students have had a turn sitting in the first seat of the row.

VARIATION: Play as above, but have the last student ask a question using the question form of the statement. For example: S1: *I like pizza*. Last student: (*S1's name*), *do you like pizza?*

52. True or False?

Using both target and review sentence patterns, prepare 10–20 statements, some true and some false (try to make the false statements as humorous as possible!). For example: *I'm Mr. Smith. I'm an astronaut. I have ten brothers and nine sisters*. Say one of the statements. Students who think the statement is true go to the front of the classroom, and those who think the statement is false go to the back of the classroom. Students who were correct and can repeat the sentence win a point. Continue in the same way until all the statements have been read. The student with the most points at the end wins.

53. What's Different?

Bring four to six volunteers to the front of the classroom. Give each volunteer a picture card. Have the volunteers hold their cards so that the rest of the class can see them. Seated students make statements about the volunteers using the target pattern and the card the volunteer is holding. For example: if the grammar pattern is *He/She likes (hamburgers)* and a volunteer is holding the *sushi* card, the student says (*Mari*) *likes sushi*. When a statement has been made about each volunteer, seated students close their eyes and three to four of the volunteers exchange cards. Students then open their eyes and make statements about the students who changed cards. For example: (*Ken*) *likes sushi*. Another four to six volunteers then come to the front of the classroom and do the activity again in the same way.

Games and Activities for Phonics and Spelling Practice

Note: All the games below can be played using either Phonics Time Picture Cards or Word Cards.

54. Alphabet Game.

Write the alphabet in columns on the board, leaving enough space next to each letter to write a word. Divide the class into Teams A and B. Give Team A one die. A volunteer from Team A rolls the die and counts letters of the alphabet, stopping on the letter corresponding to the number on the die. For example: if the volunteer rolls a 6, the letter is *f*. Team A says a word that begins with *f* and the volunteer writes it next to *f* on the board. Team A gives the die to Team B and a student rolls the die and repeats the procedure. Each team receives a point for every letter in the word that they write on the board. Once a word has been written next to a letter, it is skipped when counting letters. The team with the most points at the end wins.

55. Bingo: Initial Letter.

Play Bingo. (See Game 11, page 141 for detailed instructions.) Say a letter that corresponds to the initial letter of a picture in students' grids. Students place their markers on the corresponding pictures.

56. Bingo: Spelling.

Play Bingo. (See Game 11, page 141 for detailed instructions.) Students spell the named items on a piece of paper. If the spelling is correct, they place a marker over that picture in their grid.

57. 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.

58. Erase and Write.

Write ten to twelve words in a column on the left side of the board. Write various long and short vowel sounds in a horizontal row across the top of the board. For example: write *long e*, *short e*, *long i*, and *short i*. Divide the class into Teams A and B. Volunteers from each team take turns coming to the board and reading one of the words from the list, erasing it, then writing it under the corresponding vowel sound. For example: a student reads *light*, then erases the word from the board and writes *light* below *long i*. If the student writes the word in the correct column, he/she wins a point for his/her team. If the student does not write the word in the correct column, a student from the other team comes to the board, erases the word, and rewrites it in the correct column. He/She then wins a point for his/her team. If he/she does not write the word in the correct column, correct the student, and neither team wins a point. Continue in the same way until all words are written in below the correct vowel. The team with the most points at the end wins.

59. Find Your Partner: Sounds.

Play Find Your Partner. (See Game 21, page 142 for detailed instructions.) Use vowel cards and picture cards illustrating words that have those vowels. Students walk around the classroom naming their card or saying the sound of their vowel, and try to match picture to vowel sound. When students find a partner, the two come to the teacher and name their cards. If they do this correctly, they each win a point. If they do not do this correctly, they correct the mistake and do not win a point. Once most students have come to the teacher, have them exchange cards and do the activity again. The student with the most points at the end wins.

60. Guess from the Initial Letter.

Put a picture card and the vowel card corresponding to its vowel sound back to back. Hold up the cards with the vowel card facing students. Elicit the sound of the vowel, then point to the picture card and ask *What's this?* Students try to identify it by naming items that have that vowel sound. When a student correctly identifies the picture, turn the card to face the class and have students repeat the word and its vowel sound.

61. Hold Up the Card.

Give each student a set of word cards. Say the sound of one of the target letters. The students holding word cards with that letter hold the cards up and repeat that letter's sound. For added challenge, say two or more sounds at a time, name letters for which students do not have cards, or gradually say the sounds at a faster pace.

62. I Spy.

Make sure there are many items in the classroom which students can name in English. If not, place picture cards of familiar items around the classroom. Say, for example, *I spy something that begins with /r/*. Students look around the classroom and try to name an item that begins with /r/. If any students answer correctly, say *Yes* and give them a point. If the guess is not correct, reply *No* and have students continue guessing until someone guesses correctly. Give clues to help, if students are having trouble guessing, for example: *It's small, it's red*. Continue in the same way for five to seven minutes.

63. Snap.

Play Snap. (See Game 39, page 145 for detailed instructions.) Use a set of word cards and a set of picture cards.

64. Walk and Spell.

Clear sufficient space for students to walk in the shape of letters. Name a letter and have a volunteer walk in the shape of that letter, as if writing the letter with his/her feet. The rest of the class tries to name the letter and say its sound. The first student to correctly identify the letter is next to "walk and spell" a letter. Continue until most students have taken a turn.

65. What Letter Does It Begin With?

Divide the class into groups of three to four. Show students a set of picture cards and elicit the words. Then shuffle the cards and place them along the chalktray facing the board. Students in one of the groups come to the front of the classroom and write a letter to the left of the picture card that they think begins with that letter. Turn the picture cards around. Students in the group point to the pictures and letters that match, say the initial sound, and name the picture. For example: /b/, *boy*. If some letters and picture cards have not been matched correctly, students rewrite the letters so that they are beside the pictures that begin with those letters. They again say the initial sounds and name the pictures. Shuffle the cards again and repeat the procedure.

66. What's in the Air?

Face the board and write a letter in the air with your finger. Students try to name the letter and its sound. Do the same with several other letters. A volunteer (S1) then comes to the front of the classroom. Show S1 a picture card. S1 writes the initial letter of that item in the air. The rest of the class tries to identify the letter, naming it and saying its sound. The first student to do so is next to come to the front of the classroom and repeat the procedure. Continue in the same way for three to five minutes.

67. Write With Your Body.

Divide the class into groups of three to four. Group members work individually or together to form letters with their bodies. For example: To form the letter *A*, one student bends over and places his/her hands a short distance in front of his/her feet. Another student places his/her arm across the bent-over student to form the cross stroke. Groups then take turns forming the letters in front of their classmates, and saying words that begin with the letters they are forming.

Workbook Instructions and Answer Key

Do You Remember?

Page iii

Look and match.

Students look at each picture and match it to the corresponding sentences.

Check answers by saying *Number 1.* and having volunteers take turns saying one sentence they matched with number 1. Do the same for number 2.

Answer Key

1. My name is Annie.
I can climb a tree.
My last name is Day.
I'm a girl.
I like oranges.
2. I like apples.
I'm a boy.
My last name is Lee.
My name is Ted.
I can ride a bike.

Page iv

A. Your turn. Draw a picture of yourself and write.

Students draw a picture of themselves, then write the answer to each question about themselves.

Check answers by having students take turns standing up, showing the class their picture, and saying their first name, last name, and telephone number.

Answer Key

Answers will vary.

B. Your turn. What do you like? Draw and write.

Students draw a picture of items they like, then complete the sentence using these items.

Check answers by having students take turns standing up, showing the class their picture, and telling the class the sentence they wrote.

Answer Key

Answers will vary.

C. Your turn. What can you do? Draw and write.

Students draw a picture of themselves doing activities that they are able to do. They then complete the sentence using these activities.

Check answers by having students take turns standing up, showing the class their picture, and saying the sentence they wrote.

Answer Key

Answers will vary.

Unit 1

Conversation Time, Page 1

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Look and match.

Students look at the pictures and match each picture to the corresponding line of the conversation.

Check answers by saying each line of the conversation and having students point to the corresponding picture.

Answer Key

1. I'm nine.
2. How old are you?
3. I'm seven.

B. Look and write.

Students answer the question, pretending to be each of the characters.

Check answers by saying *Number 1. How old are you?* A volunteer says *I'm ten.* Do the same for numbers 2–4.

Answer Key

1. I'm ten.
2. I'm eight.
3. I'm nine.
4. I'm six.

C. Your turn. Draw and write.

Students draw a picture of themselves and write how old they are.

Check answers by having students take turns standing up and showing the class their picture. Ask each student *How old are you?* and have them respond.

Answer Key

Answers will vary.

Word Time, Page 2

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Look and circle.

Students look at each picture and circle the corresponding word.

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

Answer Key

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

B. Unscramble and write.

Students unscramble and write each word.

Check answers by writing the numbers 1–4 on the board, then having volunteers come to the board and write the word they wrote for each number.

Answer Key

1. sister
2. brother
3. father
4. mother

C. Find and circle.

Students find and circle each of the vocabulary words.

Check answers by saying each word and having students point to and spell the word they circled.

Answer Key

brother, grandmother, father, grandfather, brother, mother

Practice Time, Page 3

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and check (✓) the correct box.

Students look at each picture and write ✓ beside the sentence that corresponds to what the characters are saying in the picture.

Check answers by saying *Number 1* and having a volunteer say the sentences he/she checked. Do the same for number 2.

Answer Key

1. Who's he? He's my grandfather.
2. Who's she? She's my sister.

B. Look and write.

Students look at each picture, then fill in the blanks with the correct words.

Check answers by saying *Number 1* and having a volunteer say the sentences he/she wrote. Do the same for number 2.

Answer Key

1. Who's she?
She's my grandmother.
2. Who's he?
He's my brother.

Phonics Time, Page 4

Focus students' attention on the support box at the top of the page. Tell students to color the pool of paint yellow. Then elicit the initial sound of each word.

A. Does it begin with j or y? Circle and write.

Students look at each picture, circle the initial letter of the illustrated word, then write the word.

Check answers by saying *Number 1*. *jet* and having a volunteer repeat, say the letter he/she circled, then spell the word. Do the same for numbers 2–3.

Answer Key

1. j, jet
2. j, jacket
3. y, yo-yo

B. Which pictures begin with the same sound? Circle.

Students color the pools of paint in numbers 3–4 yellow. Then, for each number, students circle the two illustrations of words that begin with the same sound.

Check answers by pointing to and naming each picture, then having volunteers point to and name the pictures they circled.

Answer Key

1. jet, jam
2. yogurt, yo-yo
3. jet, jacket
4. yellow, yogurt

C. Look and match.

Students look at each picture, and match it to the letter that corresponds to the illustrated word's initial sound.

Check answers by saying *Number 1*. *yo-yo*, and having a volunteer repeat the word and name the letter he/she matched the picture to. Do the same for numbers 2–4.

Answer Key

1. y
2. j
3. j
4. y

Unit 2

Conversation Time, Page 5

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Look and match.

Students look at each picture and match it to the corresponding line of the conversation.

Check answers by saying *Number 1* and having a volunteer say the line of conversation he/she matched with number 1. Do the same for numbers 2–4.

Answer Key

1. Yay! My birthday is on Wednesday!
2. Is today Monday?
3. Cool!
4. No, it's Tuesday.

B. Look and write.

Students write each line of the conversation. Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–4.

Answer Key

1. Is today Monday?
2. No, it's Tuesday.
3. Yay! My birthday is on Wednesday.
4. Cool!

Word Time, Page 6

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Look and circle.

Students look at each numbered spot in the large scene. Then, for each number, they circle the corresponding word below.

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

Answer Key

- | | |
|----------|----------|
| 1. eat | 2. write |
| 3. sleep | 4. read |
| 5. talk | 6. draw |

B. Look and write.

Students look at each picture and write the corresponding word.

Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write the word they wrote for each number.

Answer Key

- | | | |
|---------|---------|----------|
| 1. read | 2. draw | 3. write |
| 4. talk | 5. eat | 6. sleep |

Practice Time, Page 7

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and match.

Students look at each picture and match it to the corresponding sentences.

Check answers by saying *Number 1* and having volunteers say the sentences they matched it to. Do the same for numbers 2–3.

Answer Key

1. She's reading. She isn't drawing.
2. He's talking. He isn't writing.
3. I'm eating. I'm not sleeping.

B. Look and write.

Students look at each set of pictures and write the corresponding sentences.

Check answers by writing the numbers 1–4 on the board, then having volunteers come to the board and write the sentences they wrote for each number.

Answer Key

1. She's writing. She isn't talking.
2. He's reading. He isn't sleeping.
3. I'm drawing. I'm not reading.
4. He's sleeping. He isn't writing.

Phonics Time, Page 8

Focus students' attention on the support box at the top of the page. Have them color the pool of paint red. Then elicit the initial sound of each word.

A. Does it begin with l or r? Circle and write.

Students look at each picture, circle the initial letter of the illustrated word, then write the word.

Check answers by saying *Number 1*. *run* and having a volunteer repeat the word, say the letter he/she circled, then spell the word. Do the same for numbers 2–3.

Answer Key

1. r, run
2. l, lamb
3. r, rabbit

B. Which picture begins with a different sound? Write X.

Students color the pools of paint in numbers 2–3 red.

Then, for each number, students write X on the illustration of the word that has a different initial sound.

For each number, check answers by pointing to and naming each picture, then having volunteers point to and name the picture they wrote X on.

Answer Key

- | | |
|----------|--------|
| 1. lemon | 2. leg |
| 3. red | 4. run |

C. Which pictures begin with the letter? Circle.

Students color the pool of paint red. Then, for each row, students read the letter and circle the illustrations of the words that begin with that letter.

For each row, check answers by pointing to and naming each picture. Students say each word's initial sound, then nod their heads *yes* if they circled that picture and shake their heads *no* if they did not.

Answer Key

- r: rabbit, run
l: leg, lemon

Unit 3

Conversation Time, Page 9

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Unscramble and match.

Students draw a line from each scrambled sentence to its corresponding unscrambled sentence.

Check answers by saying *Number 1*. A volunteer says the unscrambled sentences. Do the same for numbers 2–4.

Answer Key

1. You're welcome. Open it.
2. Thanks.
3. This is for you.
4. Happy birthday.

B. Look and write.

Students write each line of the conversation.

Check answers by writing the numbers 1–4 on the board, and having volunteers come to the board

and write the sentence(s) they wrote for each number.

Answer Key

1. This is for you.
2. Happy birthday!
3. Thanks.
4. You're welcome. Open it.

Word Time, Page 10

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Look and circle.

Students look at each picture and circle the corresponding word.

Check answers by saying *Number 1*. A volunteer says the word he/she circled. Do the same for numbers 2–6.

Answer Key

- | | |
|---------|----------|
| 1. run | 2. shout |
| 3. cry | 4. sing |
| 5. walk | 6. laugh |

B. Look and write.

Students look at the characters in the large scene. Then they write the target word to indicate which action each character is doing.

Check answers by saying *Number 1*. A volunteer says the corresponding action. Do the same for numbers 2–6.

Answer Key

- | | |
|----------|----------|
| 1. walk | 2. run |
| 3. cry | 4. sing |
| 5. laugh | 6. shout |

Practice Time, Page 11

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and circle.

Students look at each picture and circle the corresponding positive and negative sentences.

Check answers by pointing to each picture and having volunteers say the sentences they circled.

Answer Key

1. We're walking. We aren't running.
2. They're laughing. They aren't crying.
3. They're shouting. They aren't singing.
4. You're singing. You aren't walking.

B. Look and write.

Students look at each picture and write the corresponding positive and negative sentences.

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

Answer Key

1. We're singing. We aren't shouting.
2. They're running. They aren't walking.
3. You're laughing. You aren't crying.

Phonics Time, Page 12

Focus students' attention on the support box at the top of the page. Elicit each target sound.

A. Match and write.

For each number, students read the letter. They then match it to the picture with the same sound and to the corresponding word.

Check answers by saying *Number 1*. /ks/ and having a volunteer point to the picture he/she matched it to and spell the corresponding word. Do the same for numbers 2–4.

Answer Key

- | | |
|---------|----------|
| 1. box | 2. queen |
| 3. duck | 4. cat |

B. Circle and write.

Students circle the target letter(s) for each illustrated word. They then write the word.

Check answers by writing the numbers 1–4 on the board, then having volunteers come to the board and write both the letter they circled and the word they wrote for each number.

Answer Key

- | | |
|--------------|-------------|
| 1. c, cat | 2. -x, box |
| 3. -ck, duck | 4. q, queen |

Review 1

Page 13

A. Look and match.

Students look at each picture, read the sentence next to it, and match it to the next line of the conversation.

Check answers by saying *Number 1*. *How old are you?* A volunteer says the next line of the conversation. Do the same for numbers 2–3.

Answer Key

1. How old are you? /I'm six.
2. Thanks. /You're welcome. Open it.
3. Is today Monday? /No, it's Tuesday.

B. Find and circle.

Students find and circle each of the illustrated words.

Check answers by saying *Number 1*. Then point to the picture cue and have a volunteer point to, say, and spell the corresponding word. Do the same for numbers 2–7.

Answer Key

p q r (s) l e e p n l t s n (r) e a d
s e r m v w (w) a l k a g m a r d p
a p p s i s t (r) u n b r o (s) i n g
h (s) h o u t t h s p c (w) r i t e n

Page 14

A. Look and write.

Students look at each picture or set of pictures and write the corresponding sentences.

Check answers by saying *Number 1* and having a volunteer say the sentences he/she wrote. Do the same for numbers 2–3.

Answer Key

1. Who's she? She's my grandmother.
2. We're walking. We aren't laughing.
3. She's talking. She isn't running.

B. Circle and write.

Students circle the letter(s) that correspond to each illustrated word's initial or end sound. They then write each word.

Check answers by saying *Number 1. lemon* and having a volunteer say the letter he/she circled and spell the whole word. Do the same for numbers 2–8.

Answer Key

1. l, lemon
2. q, queen
3. -ck, duck
4. r, rabbit
5. -x, box
6. j, jam
7. c, cat
8. y, yo-yo

Unit 4

Conversation Time, Page 15

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Circle and write.

Students circle and write the missing words to complete the conversation.

Check answers by saying *Number 1* and having a volunteer say the word he/she circled and wrote. Do the same for numbers 2–4.

Answer Key

1. Hello?
2. Hello. May I speak to Sam, please?
3. Sure. Hold on.
4. No problem.

B. Look and write.

Students write the missing words to complete the conversation.

Check answers by writing the numbers 2–4 on the board, then having volunteers come to the board and write the complete sentence(s) for each number.

Answer Key

1. Hello?
2. Hello. May I speak to Annie, please?
3. Sure. Hold on.
4. No problem.

Word Time, Page 16

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Circle and write.

Students look at each picture, circle the corresponding phrase, and write the words.

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

Answer Key

1. get dressed
2. watch TV
3. walk to school
4. take a shower
5. eat breakfast
6. study English

B. Unscramble and write.

Students unscramble each phrase, then write it.

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

Answer Key

1. study English
2. eat breakfast
3. get dressed
4. watch TV
5. take a shower
6. walk to school

Practice Time, Page 17

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and match.

Students look at each picture and match it to the corresponding sentences.

Check answers by saying *Number 1* and having a volunteer say the corresponding sentences. Do the same for numbers 2–3.

Answer Key

1. What are you doing? We're studying English.
2. What's it doing? It's eating breakfast.
3. What's she doing? She's watching TV.

B. Look and write.

Students look at each picture cue, then write the corresponding sentences.

Check answers saying *Number 1.* and having a volunteer say the sentences he/she wrote. Do the same for number 2.

Answer Key

1. What's he doing? He's taking a shower.
2. What are they doing? They're getting dressed.

Phonics Time, Page 18

Focus students' attention on the support box at the top of the page. Point to each word and elicit its vowel sound.

A. Match and write.

Students match each word to its missing letters. They then write the missing letters to complete the word.

Check answers by saying *Number 1. paint*. A volunteer repeats the word, then spells it. Do the same for numbers 2–6.

Answer Key

1. paint, ai
2. cake, a_e
3. play, ay
4. lake, a_e
5. May, ay
6. rain, ai

B. Circle and write.

Students look at each picture, circle the letters that make up the illustrated word, then write the word.

Check answers by saying *Number 1. cake*.

A volunteer repeats the word, then spells it. Do the same with numbers 2–3.

Answer Key

1. cake
2. paint
3. play

C. Does it have long a? Look and circle.

Students circle the illustrations of all words that have *long a*.

Check answers by pointing to and naming each picture. Students repeat then stand up if they circled the picture and stay seated if they did not.

Answer Key

Circled pictures: cake, paint, May, rain, lake

Unit 5

Conversation Time, Page 19

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Circle and write.

Students look at each picture, read the sentence, then circle and write the missing word.

Check answers by reading each sentence, pausing at the blank. Volunteers fill in the blank with the word they circled and wrote.

Answer Key

1. Where are you from?
2. I'm from France.
3. Oh. You speak English very well.
4. Thank you very much.

B. Unscramble and write.

Students unscramble and write each sentence.

Check answers by saying *Number 1* and having a volunteer read the unscrambled sentence. Do the same for number 2.

Answer Key

1. Where are you from?
2. I'm from France.

Word Time, Page 20

Focus students' attention on the support box at the top of the page. Elicit each number.

A. Look and circle.

Students look at each number and circle the corresponding word.

Check answers by pointing to each picture and having students say the word they circled.

Answer Key

1. fourteen
2. seventeen
3. twenty-five

B. Count, match, and write.

Students count the items in each spot, draw a line to the corresponding number, and write the number.

Check answers by saying *Number 1*. A volunteer says the corresponding number, then spells it. Do the same for numbers 2–3.

Answer Key

1. 17, seventeen
2. 16, sixteen
3. 20, twenty

C. Look and write.

Students look at each number and write the corresponding word.

Check answers by pointing to each picture and having students say and spell the word they wrote.

Answer Key

1. thirty-three
2. forty-eight
3. twenty-one

Practice Time, Page 21

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and write the letter.

Students look at each clock, then write the clock's letter on the line next to the corresponding written-out time.

Check answers by saying *Number 1*. A volunteer says the letter he/she wrote. Do the same for numbers 2–4.

Answer Key

1. d It's one thirty-five.
2. a It's eleven fifty.
3. b It's eight o'clock.
4. c It's seven forty-five.

B. Look and write.

Students look at each picture cue, then write the corresponding question and answer.

Check answers by pointing to each picture and eliciting the sentences.

Answer Key

1. What time is it? It's four fifteen.
2. What time is it? It's twelve thirty.
3. What time is it? It's five o'clock.

Phonics Time, Page 22

Focus students' attention on the support box at the top of the page. Point to each word and elicit its vowel sound.

A. Which picture has long e? Look and circle.

For each number, students circle the illustration of the long e word.

Check answers by pointing to and naming each picture. Students repeat each word, then stand up if they circled the picture and stay seated if they did not.

Answer Key

1. bee
2. read
3. tea

B. Which picture has a different long vowel sound? Write X.

For each number, students write X on the illustration of the word that has a different long vowel sound.

Check answers by pointing to and naming each picture. Students repeat each word, then stand up if they wrote X on the picture and stay seated if they did not.

Answer Key

1. lake
2. meat

C. Circle and write.

Students look at each picture, circle the letters that make up the illustrated word's vowel sound, then write the word.

Check answers by saying *Number 1. bee*. A volunteer repeats the word, says the letters he/she circled, then spells the word he/she wrote. Do the same with numbers 2–6.

Answer Key

1. ee, bee
2. ea, tea
3. ee, feet
4. ea, meat
5. ea, read
6. ee, sleep

Unit 6

Conversation Time, Page 23

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Look and circle.

Students look at each picture and circle the corresponding line of conversation.

Check answers by writing the numbers 1–4 on the board, then having volunteers come to the board and write the sentence they circled for each number.

Answer Key

1. Where do you live?
2. I live in Oakville.
3. Oh, really? Me, too.
4. I like it. It's a nice place.

B. Your turn. Draw and write.

Students draw a picture of where they live. They then read the question and write the answer about themselves.

Check answers by having students take turns standing up, showing the class their picture, and saying *I live in (New York)*.

Answer Key

Answers will vary.

Word Time, Page 24

Focus students' attention on the support box at the top of the page. Have students read each word and color each spot the corresponding color. Then elicit each word.

A. Read and match. Then color.

Students read each word, match it to the item that is generally that color, then color each item the appropriate color.

Check answers by pointing to each picture, and having students say the corresponding color and hold up the crayon/pencil they used to color it.

Answer Key

Answers will vary.

B. Unscramble and write. Then color.

Students unscramble each word, write it, then color the crayon the corresponding color.

Check answers by pointing to each picture and having volunteers say and spell the corresponding color. Students also hold up the crayon/pencil they used to color the picture.

Answer Key

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

Practice Time, Page 25

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and check (✓) the correct box. Then color.

Students look at each picture cue, then check (✓) the corresponding sentence. They then color the pictures.

Check answers by writing the numbers 1–4 on the board, then having volunteers come to the board and write the sentence they checked for each number.

Answer Key

1. This is red.
2. That's a green tree.
3. These are black birds.
4. Those are orange flowers.

B. Color and write.

Students color the item(s) in each picture. Then, using the target patterns, they write a sentence about each picture.

Check answers by having students take turns standing up, showing the class their colored

pictures, and saying the sentences they wrote for each picture.

Answer Key

The actual colors (in parentheses) will vary.

1. This is a (yellow) butterfly.
2. That's (an) (orange) flower.
3. Those are (brown) dogs.
4. These are (blue) flowers.

Phonics Time, Page 26

Focus students' attention on the support box at the top of the page. Point to each word and elicit its vowel sound.

A. Which pictures have long i? Circle.

Students circle the illustrations of words that have long i.

Check answers by pointing to and naming each picture. Students repeat and stand up if they circled the picture and stay seated if they did not.

Answer Key

1. kite, five
2. night, tight
3. bike, light

B. Match and write.

Students match each word to its missing letters. They then write the missing letters to complete the word.

Check answers by saying *Number 1. night. A volunteer spells the word. Do the same for numbers 2–4.*

Answer Key

1. night, igh
2. kite, i_e
3. five, i_e
4. light, igh

C. Circle and count the long i words.

Students circle the words that have long i. They then count how many words they have circled and write the number in the space provided.

Check answers by pointing to and reading each word. Students repeat, then stand up if they circled the word and stay seated if they did not.

Answer Key

There are eight long i words: kite, light, five, bike, night, time, tight, like

Review 2

Page 27

A. Circle the mistakes. Then rewrite.

Students circle the mistakes in each sentence, paying particular attention to capitalization and punctuation. They then write each corrected sentence.

Check answers by writing each incorrect sentence on the board, then having volunteers come to the board and circle each mistake. They then write each correct sentence.

Answer Key

1. May I speak to Sam, please?
2. Where do you live?

3. Thank you very much.
4. Oh, really? Me, too.
5. Sure. Hold on.
6. Where are you from?

B. Do they both have the same long vowel sound? Write ✓ or X.

Students look at each pair of pictures and decide if they both have the same long vowel sound. If they do, students write ✓. If they do not, students write X.

Check answers by saying *Number 1. rain, feet.*

Students repeat the words then stand up if they wrote ✓, and stay seated if they wrote X. Do the same for numbers 2–4.

Answer Key

1. X
2. ✓
3. ✓
4. X

Page 28

A. Read and write.

Students read the question, then write the corresponding time for each clock.

Check answers by saying *Number 1. What time is it?*

A volunteer says the answer he/she wrote. Do the same for numbers 2–4.

Answer Key

1. It's one thirty.
2. It's eleven forty-five.
3. It's five ten.
4. It's nine o'clock.

B. Read and write.

Students look at each picture cue, then write the corresponding question or answer.

Check answers by pointing to each picture and eliciting both the question and answer.

Answer Key

1. What are they doing? They're walking to school.
2. What's she doing? She's eating breakfast.

C. Color and write.

Students look at each picture, color the items any color they wish, then write a sentence about each picture.

Check answers by having students take turns standing up, showing their pictures, and saying the sentences they wrote.

Answer Key

The actual colors (in parentheses) will vary.

1. Those are (green) butterflies.
2. This is a (red) flower.

Unit 7

Conversation Time, Page 29

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Circle and write.

Students look at each picture, read the sentence, then circle and write the missing word.

Write the numbers 1–4 on the board. Then have volunteers come to the board and write the word they wrote for each number. Then point to each sentence and have students say it.

Answer Key

1. What color is it?
2. It's black.
3. Black is my favorite color.
4. Black is nice, but I like blue.

B. Color and write.

Students color each picture. Then they write a question and answer about the color of each picture.

Check answers by having students take turns holding up their pictures, pointing to each one, and saying the sentences they wrote.

Answer Key

The actual colors (in parentheses) will vary.

1. What color is it? It's (yellow).
2. What color is it? It's (green).
3. What color is it? It's (black).
4. What color is it? It's (orange).

Word Time, Page 30

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Look and circle.

Students look at each picture and circle the corresponding word.

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

Answer Key

- | | |
|-----------|-----------|
| 1. shorts | 2. socks |
| 3. jeans | 4. shoes |
| 5. shirts | 6. skirts |

B. Read and write.

Students read each question, look at the picture to find the answer, then write the answer.

Check answers by saying *Number 1*. *How many socks?* A volunteer says the sentence he/she wrote. Do the same for numbers 2–4.

Answer Key

1. How many socks? Nine socks.
2. How many shirts? Four shirts.
3. How many shoes? Eight shoes.
4. How many skirts? Five skirts.

Practice Time, Page 31

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and circle.

Students look at each picture and circle the words that make up the corresponding sentences.

Check answers by saying *Number 1* and having a volunteer say both the question and the answer. Do the same for numbers 2–4.

Answer Key

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

B. Look and write.

Students look at each picture cue. Then, using the target pattern, they write the corresponding question and answer.

Check answers by saying *Number 1*. A volunteer says both sentences he/she wrote. Do the same for numbers 2–4.

Answer Key

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

Phonics Time, Page 32

Focus students' attention on the support box at the top of the page. Point to each word and elicit its vowel sound.

A. Match and write.

Students match each picture to the corresponding word then fill in the missing letters.

Check answers by pointing to each picture and having volunteers say and spell the corresponding word.

Answer Key

- | | |
|-----------|---------|
| 1. window | 2. coat |
| 3. boat | 4. home |

B. Circle and write.

Students circle the letters that make up the vowel sound of each illustrated word, then write the word.

Check answers by saying *Number 1*. *window* and having a volunteer repeat the word and say the letters he/she circled. He/She then spells the word he/she wrote. Do the same for numbers 2–6.

Answer Key

- | | |
|---------------|--------------|
| 1. ow, window | 2. oa, coat |
| 3. o_e, note | 4. ow, snow |
| 5. oa, boat | 6. o_e, home |

C. Circle and count the long o words.

Students circle all the *long o* words. They then count how many words they have circled and write the number in the space provided.

Answer Key

There are nine *long o* words: boat, note, slow, window, home, coat, goat, snow, yellow

Unit 8

Conversation Time, Page 33

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Look and circle.

Students look at each picture, then circle the corresponding line of conversation.

Check answers by writing the numbers 1–4 on the board, having volunteers come to the board and write the line of conversation they circled for each number.

Answer Key

1. Oh, no! What a mess!
2. Yeah, you're right.
3. Let's clean up.
4. Okay. Let's get the broom.

B. Complete the conversation.

Students fill in each line of conversation, including punctuation. They then solve the puzzle.

Check answers by writing the letters A–D on the board, then having volunteers come to the board and write the line of conversation they wrote for each letter. Then have a volunteer say the sentence he/she wrote to solve the puzzle.

Answer Key

- A. Oh, no! What a mess!
- B. Yeah, you're right.
- C. Let's clean up.
- D. Okay. Let's get the broom.

Solve the puzzle: I like English Time.

Word Time, Page 34

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Look and circle.

Students look at each numbered spot in the large scene. Then, for each number, they circle the corresponding word below.

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

Answer Key

- | | | |
|-------------|-------------|----------|
| 1. computer | 2. desk | 3. chair |
| 4. table | 5. cupboard | 6. shelf |

B. Look and write.

Students look at each picture and write an *It's a (chair)* descriptive sentence about it.

Check answers by pointing to each picture and having a volunteer say the sentence he/she wrote.

Answer Key

1. It's a chair.
2. It's a cupboard.
3. It's a computer.
4. It's a desk.

Practice Time, Page 35

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and circle.

Students read the question to the left of each picture and circle the answer.

Check answers by asking each question and having volunteers say the answer they circled.

Answer Key

1. Where's the pencil? It's on the desk.
2. Where are the bananas? They're on the table.
3. Where's the shelf? It's next to the computer.
4. Where are the books? They're under the chair.

B. Look and write.

Students write the target question and answer about each item in the picture that has an arrow pointing to it.

Check answers by saying *Number 1* and having a volunteer read both the question and answer he/she wrote. Do the same for numbers 2–4.

Answer Key

1. Where's the kite? It's under the table.
2. Where are the books? They're on the shelf.
3. Where are the jeans? They're on the table.
4. Where's the chair? It's next to the desk.

Phonics Time, Page 36

Focus students' attention on the support box at the top of the page. Have students color the pool of paint blue. Then point to each word and elicit its vowel sound.

A. Match and write.

Students color the pool of paint blue. They then match each picture to the corresponding word and fill in the missing letters.

Check answers by saying *Number 1* and having a volunteer say and spell the word he/she matched the picture to. Do the same for numbers 2–4.

Answer Key

- | | |
|---------|----------|
| 1. Sue | 2. June |
| 3. blue | 4. flute |

B. Does it have long u? Write ✓ or X.

For each number, students write ✓ if the illustrated word has *long u*, and X if it does not.

Check answers by saying *Number 1. glue*. Students repeat the word, then stand up if they wrote ✓ and stay seated if they wrote X. Do the same for numbers 2–4.

Answer Key

- | | |
|------|------|
| 1. ✓ | 2. ✓ |
| 3. X | 4. X |

C. Read and match.

Students match each word to the corresponding long vowel.

Check answers by saying *Number 1. sleep* and having a volunteer say the corresponding long vowel. Do the same for numbers 2–5.

Answer Key

- 1. long e
- 2. long o
- 3. long a
- 4. long u
- 5. long i

Answer Key

- 1. Where's the juice? It's on the table.
- 2. Where's the ice cream? It's under the table.
- 3. Where's the candy? It's in the cupboard.
- 4. Where's the soda pop? It's next to the computer.

Unit 9

Conversation Time, Page 37

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Look and circle.

Students look at the picture and circle the corresponding lines of the conversation.

Check answers by writing the numbers 1–4 on the board then having volunteers come to the board and write the line of conversation they circled for each number.

Answer Key

- 1. Uh-oh!
- 2. What's wrong?
- 3. We're late. Please hurry!
- 4. Oh...I can't decide.

B. Unscramble and write.

Students unscramble each line of conversation and write it.

Check answers by saying *Number 1* and having a volunteer read the line of conversation he/she wrote. Do the same for numbers 2–4.

Answer Key

- 1. Uh-oh!
- 2. What's wrong?
- 3. We're late. Please hurry!
- 4. Oh...I can't decide.

Word Time, Page 38

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Look and circle.

Students look at each picture then circle the corresponding word.

Check answers by saying *Number 1* and having a volunteer say and spell the word he/she circled. Do the same for numbers 2–3.

Answer Key

- 1. chips
- 2. ice cream
- 3. popcorn

B. Read and write.

Students read the sentences for each number, look at the picture, and write the corresponding question.

Check answers by saying *Number 1* and having a volunteer say the question and answer. Do the same for numbers 2–4.

C. Your turn. Draw and write.

Students draw a vocabulary item that they like, then one that they do not. They then use those items to fill in the sentences.

Check answers by having students take turns standing up, showing the class their drawings, and reading the sentences they wrote.

Answer Key

Answers will vary.

Practice Time, Page 39

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and match.

Students look at each picture and match it to the corresponding sentences.

Check answers by saying *Number 1* and having a volunteer read the sentences he/she matched it to. Do the same for numbers 2–3.

Answer Key

- 1. We have soda pop. We don't have juice.
- 2. You have ice cream. You don't have popcorn.
- 3. They have chips. They don't have candy.

B. Look and write.

Using the target patterns, students write both positive and negative sentences about each set of pictures.

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

Answer Key

- 1. I have juice. I don't have soda pop.
- 2. We have popcorn. We don't have ice cream.
- 3. They have soda pop. They don't have candy.

Phonics Time, Page 40

Focus students' attention on the support box at the top of the page. Point to each word and elicit its vowel sound.

A. Which picture has short a? Circle and write.

For each number, students circle the illustration of the *short a* word. They then write the word.

Check answers by pointing to and naming each picture. Students repeat, then stand up if they circled the picture and stay seated if they did not. Then choose a volunteer to spell each word he/she wrote.

Answer Key

- 1. sad
- 2. hat
- 3. man

B. Which picture has long a? Circle and write.

For each number, students circle the illustration of the long a word. They then write the word.

Check answers by pointing to and naming each picture. Students repeat then stand up if they circled the picture and stay seated if they did not. Then choose a volunteer to spell each word he/she wrote.

Answer Key

1. pain
2. rain
3. day

C. Circle the short a words.

Students circle the short a words.

Check answers by saying *Number 1* and having a volunteer say and spell each word he/she circled. Do the same for numbers 2–4.

Answer Key

1. pan, bat
2. back, sack
3. Dan, mad
4. fat, fan

D. Circle the long a words.

Students circle the long a words.

Check answers by saying *Number 1* and having a volunteer say and spell each word he/she circled. Do the same for numbers 2–4.

Answer Key

1. game, paint
2. same, rain
3. take, pain
4. bake, rain

Review 3

Page 41

A. Read and match.

Students read each sentence in the left column then match it to the most logical response in the right column.

Check answers by saying *Number 1*. What color is it? and having a volunteer say the sentence he/she matched it to. Do the same for numbers 2–4.

Answer Key

1. What color is it?/It's blue.
2. Uh-oh!/What's wrong?
3. What a mess!/Let's clean up.
4. Blue is my favorite color./Blue is nice, but I like red.

B. What's missing in B? Look and write.

Students look at pictures A and B then write all the items that are in picture A, but not in picture B.

Check answers by having students take turns naming items that they wrote. Write each correct response on the board.

Answer Key

- socks
- shirts
- shorts
- shelf
- ice cream
- desk
- soda pop
- juice

Page 42

A. Look and write.

Students look at each picture, then complete the sentences about it.

Check answers by pointing to each picture and having a volunteer say the sentences he/she wrote about it.

Answer Key

1. What are those? They're cupboards.
2. What are these? They're skirts.
3. Where's the book? It's under the table.
4. Where are the socks? They're on the chair.

B. Look and write.

Students look at the picture, then write the illustrated words in the column that corresponds to their vowel sound.

Check answers by saying *long o* and having volunteers say the words they wrote in that column. Do the same for the remaining columns.

Answer Key

- long o: coat, window
- long u: glue, flute
- short a: cap, cat
- long a: game, cake

Unit 10

Conversation Time, Page 43

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Read and circle.

Students look at the pictures and circle the corresponding lines of conversation.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write the line of conversation they circled for each number.

Answer Key

1. Hey! That's mine!
2. No, it isn't. It's mine.
3. Oops! Sorry.

B. Unscramble and write.

Students unscramble and write each line of conversation.

Check answers by writing the numbers 1–4 on the board, then having volunteers come to the board and write the line of conversation they wrote for each number. Point to each line of conversation and have students say it.

Answer Key

1. Hey! That's mine!
2. No, it isn't. It's mine.
3. Oops! Sorry.
4. That's okay.

Word Time, Page 44

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Look and check (✓) the correct box.

Students look at each picture and write ✓ next to the corresponding word(s).

Check answers by saying *Number 1* and having a volunteer say the word(s) he/she checked. Do the same for numbers 2–6.

Answer Key

1. sore throat
2. rash
3. fever
4. stomachache
5. cough
6. cold

B. Look and write.

Students look at each numbered spot in the large scene. Then, for each number, they write the corresponding word(s).

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.

Answer Key

1. rash
2. sore throat
3. cold
4. stomachache
5. fever
6. cough

Practice Time, Page 45

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and write the number.

Students look at each picture, read the sentences, and write the number of the picture that corresponds to each pair of sentences.

Check answers by reading each pair of sentences and having students say the number they wrote for each pair.

Answer Key

- 2 He has a cough. He doesn't have a sore throat.
- 3 He has a stomachache. He doesn't have a fever.
- 1 She has a sore throat. She doesn't have a rash.

B. Look and write.

Using the target patterns, students write both a positive and a negative sentence about each picture.

Check answers by pointing to each picture and having a volunteer say the sentences he/she wrote for it.

Answer Key

1. He has a rash. He doesn't have a cold.
2. She has a cough. She doesn't have a fever.

Phonics Time, Page 46

Focus students' attention on the support box at the top of the page. Have students color the pool of paint green. Then point to each word and elicit its vowel sound.

A. Do they both have the same vowel sound?

Write ✓ or ✗.

Students color the pool of paint green. They then look at each pair of pictures and decide if they both have the same vowel sound. If they do, students write ✓. If they do not, students write ✗.

Check answers by saying *Number 1. bed, pen.*

Students repeat the words, then stand up if they wrote ✓ and stay seated if they wrote ✗. Do the same for numbers 2–3.

Answer Key

1. ✓
2. ✗
3. ✓

B. Circle the short e word.

Students circle the *short e* words.

Check answers by reading each word. Students repeat the word only if it has *short e*.

Answer Key

1. pen
2. Ted
3. bed
4. red
5. desk

C. Which pictures have long e? Circle.

Students circle the illustrations of *long e* words.

Check answers by pointing to and naming each picture. Students repeat the word only if it has *long e*.

Answer Key

eat, seal

D. Circle the words with the same vowel sound.

Students read the first word in the first row. They then circle any other words in that row with the same vowel sound. They do the same for numbers 2–3.

Check answers by saying *Number 1. bed.* A volunteer says the words he/she circled for number 1. Do the same for numbers 2–3.

Answer Key

1. red, Ted
2. meat, seat
3. tea, see

Unit 11

Conversation Time, Page 47

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Read and connect.

For each number, students connect the words to make up a line of the conversation.

Check answers by writing the numbers 1–5 on the board, then having volunteers come to the board and write the line of conversation they connected for each number.

Answer Key

1. May I use the bathroom?
2. Of course.
3. Where is it?
4. It's over there.
5. I see it. Thanks.

B. Look and write.

Students write each line of the conversation.

Check answers by saying *Number 1*. Volunteers say the line of conversation they wrote. Do the same for numbers 2–5.

Answer Key

1. May I use the bathroom?
2. Of course.
3. Where is it?
4. It's over there.
5. I see it. Thanks.

Word Time, Page 48

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Write the words.

Students fill in the missing letters for each word. They then use the letters from those words to write the mystery word.

Check answers by saying *B* and having a volunteer say and spell the word he/she wrote. Do the same for *C–F*. Then have a volunteer say and spell the mystery word.

Answer Key

- A. paper
- B. scissors
- C. tape
- D. paint
- E. crayons
- F. glue

Mystery word: pencils

B. Look and write.

Students look at the character beside number 1. They then find that character in the scene above and write a (*He*) *has (tape)* sentence about him. Students do the same for numbers 2–4.

Check answers by saying *Number 1* and having a volunteer say the sentence he/she wrote. Do the same for numbers 2–4.

Answer Key

1. He has tape.
2. She has crayons.
3. She has paper.
4. He has scissors.

Practice Time, Page 49

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Read and check (✓) the correct box.

For each number, students look at the picture, read each question, and write ✓ beside the correct answer.

Check answers by saying *Number 1*. Does he have paper? A volunteer says the answer he/she wrote ✓ next to. Do the same for numbers 2–4.

Answer Key

1. Does he have paper? No, he doesn't.
He has scissors.
2. Does she have glue? Yes, she does.
3. Does he have tape? Yes, he does.
4. Does she have crayons? No, she doesn't.
She has paint.

B. Look and write.

Using the target patterns, students write a question and answer about each picture.

Check answers by pointing to each picture and having a volunteer say the sentences he/she wrote for it.

Answer Key

1. Does she have paper? Yes, she does.
2. Does he have scissors? No, he doesn't.
He has crayons.

Phonics Time, Page 50

Focus students' attention on the support box at the top of the page. Point to each word and elicit its vowel sound.

A. Circle the words with the same vowel sound.

Students read the first word in the first row. They then circle any other words in that row with the same vowel sound. They do the same for numbers 2–3.

Check answers by saying *Number 1*. *six*. A volunteer says the words he/she circled. Do the same for numbers 2–3.

Answer Key

1. mix, fix
2. Mike, like
3. light, night

B. Which picture has a different vowel sound?

Write X.

For each number, students write **X** on the illustration of the word that has a different vowel sound.

For each number, check answers by pointing to and naming each picture. Students repeat, then stand up if they wrote **X** on a picture.

Answer Key

1. sick
2. nine

C. Circle the words you can read.

Students circle all the words they can read. They then count how many words they have circled and write the number in the space provided.

Answer Key

Answers will vary.

Unit 12

Conversation Time, Page 51

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Read and circle.

Students circle the words that make up each line of the conversation.

Check answers by writing the numbers 1–5 on the board. Volunteers come to the board and write the sentence(s) they circled for each number.

Answer Key

1. Pass the cake, please.
2. Which one?
3. The chocolate cake.
4. Here. Help yourself.
5. Thanks.

B. Look and write.

Students fill in the missing words to complete each line of the conversation.

Check answers by saying *Number 1* and having a volunteer say the full sentence he/she wrote. Do the same for numbers 2–5.

Answer Key

1. Pass the cake, please.
2. Which one?
3. The chocolate cake.
4. Here. Help yourself.
5. Thanks.

Word Time, Page 52

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Find and write.

Students look at number 1, A1. They then find the picture located in the chart above at row A column 1 and write the corresponding word in the space provided. Students do the same for numbers 2–6.

Check answers by saying *Number 1* and have a volunteer say the word he/she wrote. Do the same for numbers 2–6.

Answer Key

- | | |
|-----------|------------|
| 1. rice | 2. fruit |
| 3. bread | 4. chicken |
| 5. cheese | 6. salad |

B. Your turn. Read and write.

Students use the picture cues to write questions and answers.

Check answers by saying *Number 1* and having two to three students take turns saying the sentences they wrote. Do the same for numbers 2–4.

Answer Key

- The words in parentheses will vary.
1. Do you like fruit? (Yes, I do).
 2. Do you like bread? (No, I don't).

3. Do you like cheese? (Yes, I do).
4. Do you like chicken? (Yes, I do).

Practice Time, Page 53

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and match.

Students look at each picture and match it to the corresponding sentences.

Check answers by saying *Number 1* and having a volunteer say the corresponding sentences. Do the same for numbers 2–3.

Answer Key

1. She likes fruit. She doesn't like bread.
2. He likes rice. He doesn't like cheese.
3. It likes chicken. It doesn't like salad.

B. Look and write.

Using the target patterns, students write both a *likes* and a *doesn't like* sentence about each picture.

Check answers by saying *Number 1* and having a volunteer say the sentences he/she wrote. Do the same for numbers 2–4.

Answer Key

1. He likes chicken. He doesn't like fruit.
2. She likes salad. She doesn't like cheese.
3. She likes rice. She doesn't like bread.
4. It likes fruit. It doesn't like rice.

Phonics Time, Page 54

Focus students' attention on the support box at the top of the page. Point to each word and elicit its vowel sound.

A. Do they both have the same vowel sound? Write ✓ or X.

Students look at each pair of pictures and decide if they both have the same vowel sound. If they do, students write ✓. If they do not, students write X.

Check answers by saying *Number 1*. *pot, sock*. Students repeat the words, then stand up if they wrote ✓ and stay seated if they wrote X. Do the same for numbers 2–3.

Answer Key

1. ✓
2. ✓
3. X

B. Which picture has a different vowel sound? Write X.

For each number, students write X on the illustration of the word that has a different vowel sound.

Check answers by pointing to and naming each picture. Students name the pictures they wrote X on.

Answer Key

1. hop
2. rope
3. elbow

C. Does it have short o or long o? Look and write.

Students look at each picture, then write the word for it in the column that corresponds to its vowel sound.

Check answers by saying *short o* and having a volunteer say the words he/she wrote in that column. Do the same for *long o*.

Answer Key

short o: sock, hop, pot

long o: rope, toast, elbow

Review 4

Page 55

A. Read and circle ✓ or X.

Students look at each picture and read the sentences under it. If the sentences describe the picture, students circle ✓. If not, students circle X.

Check answers by reading each line of conversation and having students say ✓ or X.

Answer Key

1. X 2. X 3. ✓

B. Which word does not belong? Write X.

Students read each column of words then write X on the word in each column that does not belong.

Check answers by reading each column of words, then having students say the word they wrote X on in each column.

Answer Key

1. salad

2. paint

3. crayons

4. chicken

C. Look and write.

Students look at each picture and write the corresponding word.

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.

Answer Key

1. scissors

2. bread

3. fever

4. tape

5. chicken

6. stomachache

7. cold

8. crayons

Page 56

A. Read and write.

For each number, students look at the picture and write the corresponding sentences.

Check answers by saying *Number 1* and having a volunteer say the sentences he/she wrote. Do the same for numbers 2–3.

Answer Key

The word in parentheses will vary.

1. He has a cough. He doesn't have a stomachache.

2. Does she have (glue)? Yes, she does.

3. It likes chicken. It doesn't like fruit.

B. Which words have short e, short i, or short o? Read and circle.

Students read the name of the vowel at the top of each column. They then circle the words in each column that correspond to the vowel at the top of the column.

Check answers by saying *short e* and having a volunteer read each word he/she circled in that column. Do the same with the other two columns.

Answer Key

short e: egg, bed

short i: sick, six

short o: hop, pot

C. Which words have long e, long i, or long o? Read and circle.

Students read the name of the vowel at the top of each column. They then circle the words in each column that correspond to the vowel at the top of the column.

Check answers by saying *long e* and having a volunteer read each word he/she circled in that column. Do the same with the other two columns.

Answer Key

long e: meat, tea

long i: like, light

long o: rope, boat

Units 1–12 Reviews

Conversation Time Review, Page 57

A. Read and connect.

Students connect the lines of each conversation.

Check answers by saying *Number 1*. Pass the cake, please. A volunteer then says the next two lines of conversation. Do the same for numbers 2–5.

Answer Key

1. Pass the cake, please./Which one?/
The chocolate cake.

2. Where are you from?/I'm from France./
Oh. You speak English very well.

3. This is for you./Happy birthday./Thanks.

4. What color is it?/It's blue./Blue is nice, but I like red.

5. Uh-oh./What's wrong?/We're late. Please hurry!

B. Read and connect.

Students connect the lines of each conversation.

Check answers by saying *Number 1*. Hey! That's mine! A volunteer then says the next two lines of conversation. Do the same for numbers 2–5.

Answer Key

1. Hey! That's mine./No, it isn't. It's mine./
Oops! Sorry.

- How old are you?/I'm ten. How old are you?/I'm six.
- Where do you live?/I live in Oakville./Oh, really? Me, too.
- Is today Monday?/No, it's Tuesday./Yay! My birthday is on Wednesday!
- Oh, no! What a mess!./Yeah, you're right./Let's clean up.

Word Time Review, Page 58

Look and write. Then color.

Students look at the picture and write the words in the corresponding categories below. Then they color the pictures.

Check answers by saying *Family* and having students take turns naming items that they wrote in that column. Write each correct response on the board. Do the same for the remaining columns.

Answer Key

Family: mother, sister, father

Clothes: socks, shoes, shorts

Food: soda pop, fruit, bread

Actions: watch TV, sleep, read

Practice Time Review, Page 59

A. Read and match.

Students read each sentence in the left column, then match it to the most logical response in the right column.

Check answers by saying *Number 1. Who's he?* and having a volunteer say the sentence he/she matched it to. Do the same for numbers 2–6.

Answer Key

- Who's he?/He's my grandfather.
- We're shouting./We aren't walking.
- What's she doing?/She's studying English.
- That's red./That's a red flower.
- What time is it?/It's three forty-five.
- I'm drawing./I'm not sleeping.

B. Read and match.

Students read each sentence in the left column, then match it to the most logical response in the right column.

Check answers by saying *Number 1. Does she have glue?* and having a volunteer say the sentence he/she matched it to. Do the same for numbers 2–6.

Answer Key

- Does she have glue?/No, she doesn't. She has tape.
- What are those?/They're skirts.
- It likes cheese./It doesn't like salad.
- Where are the books?/They're under the desk.
- He has a rash./He doesn't have a cold.
- They have candy./They don't have juice.

Phonics Time Review, Page 60

A. Look and match.

Students look at each picture and match it to the letter that corresponds to its initial or end sound.

Check answers by saying *Number 1. rabbit* and having a volunteer repeat the word and say the letter he/she matched it to. Do the same for numbers 2–8.

Answer Key

- r
- ck
- y
- c
- x
- j
- l
- q

B. Read and circle.

Students read the name of the vowel at the top of each column. They then circle the words in each column that correspond to the vowel at the top of the column.

Check answers by saying *short a* and having a volunteer read each word he/she circled in that column. Do the same with the remaining columns.

Answer Key

- sad, man, hat
- paint, lake, play
- bed, pen, desk
- sea, bee, meat
- sick, six, pig
- bike, light, time
- pot, sock, hop
- home, snow, coat
- sun, run, bus
- blue, June, glue

Storybook Instructions and Answer Key

Coco and Digger

Introduce the Storybook

Direct students' attention to the cutaway view of Annie's house on page iv. Say *This is Annie's house. Here's Annie. This is her sister, this is her brother, and this is her father. This is Ted. He's at the door with his friend, Matt.* Then point to Annie's father, her brother, and her sister, and ask *Who's (he)?* Students respond (*He's*) *Annie's (father) or (father).*

Read the Storybook

For each chapter, follow the steps below:

Introduce the Chapter

1. Students turn to the first two pages of the chapter, and take turns naming any items they recognize in the scenes. They then guess what the characters might be saying in each scene.
2. Students look at the text accompanying each scene. Encourage them to point to and say any words they recognize. Then teach the new vocabulary items at the bottom of the left-hand page.

Read the Chapter

1. Hold up the Storybook so that students can see it. Read the text on the first two pages of the chapter clearly, at natural speed, and dramatically, using a different voice for each character. Pause between scenes to indicate the change to the next scene. Students listen.
2. Read the text again in the same way. Students listen and follow along in their Storybooks.
3. Read the sentence at the bottom of the right-hand page, pausing at the blank. Students circle the word and picture that belong in the blank. Check answers by reading the sentence, pausing at the blank, and having volunteers say the word they circled. (See answer key on pages 168–169.)
4. Turn to the third and fourth pages of the chapter, then to the fifth and sixth pages, and follow the same procedure as above, starting with Step 1 of Introduce the Chapter.

Play the Recording

1. Play the recording of the chapter. Students listen and follow along in their Storybooks, pointing to each scene or the text for each scene. Play the recording as many times as necessary for students to be able to follow along with ease.
2. Play the recording again. Pause after each line and have students repeat.
3. Ask volunteers to try to read the text for each scene out loud. Prompt when necessary.

4. Divide the class into groups of three to four. Each group works together to read the text. Circulate between the different groups, and prompt when necessary.

Check Comprehension

1. Ask comprehension questions to check students' understanding of the chapter. (For suggested questions, see pages 168–169.) Answer the questions yourself, if necessary, and have students repeat.
2. Do the chapter's review in class or assign it as homework. (See answer key on pages 168–169.)

Activities for the Chapter

1. **Favorite Scenes.** Students take turns holding up their Storybooks, pointing to their favorite scenes in the chapter, and naming any items or characters they recognize.
2. **Listing.** Students close their Storybooks and name any characters, actions, or items they can remember from the chapter. Write students' responses on the board. Then point to each item on the board, and have the entire class try to read it. Alternatively, students can scan the scenes in their Storybooks and point to those items.
3. **Act It Out.** Divide students into groups with the same number of students as there are characters in the chapter. Students in each group take on the role of one of the characters in the chapter. Play the recording, and have students in each group act out the story as the recording plays.
4. **Role-Play.** Bring the same number of volunteers as there are characters in the chapter to the front of the classroom. Each volunteer takes on the role of one of the characters in the chapter, and says his/her lines of the story. Choose another volunteer to read the narration.

After Completing the Storybook

1. Play the recording of the entire Storybook. Students listen and follow in their books, reading along where they can.
2. Students draw a picture or design a poster of their favorite character or scene and show it to the class.
3. Students form groups and role-play their favorite scene(s) or chapter.
4. Students create their own version of the story and read or role-play it to the class.

Chapter 1: Pages 2–11

Students open their Storybooks to page 2. Proceed through the chapter as described on Teacher's Book page 167.

Comprehension Questions

Read the following questions while pointing to the pictures (**bold** words). Answer the questions yourself, if necessary, and have students repeat.

Pages 2–3

Is **Penny** making a sandwich?
Is **Digger** running?

Pages 4–5

Are **Coco** and **Digger** walking?
Does **Coco** fall?
Is **Digger** happy?

Pages 6–7

Who does Annie see?
What's wrong?
Does Annie like the card?

Answer Key

Page 3: Today is Annie's birthday.

Page 5: Penny is shouting.

Page 7: Digger is dirty.

Review 1, Pages 8–9

A. Look, match, and write.

1. This is Digger.
2. She's Penny.
3. She's Annie.
4. That's Coco.

B. Look and match.

1. run
2. smile
3. sing
4. sleep

C. Read, circle, and write.

1. Penny is making a birthday card
2. Coco is smiling. Watch out, Digger!
3. Bad dog!
4. "Happy birthday, Annie!"

Pages 10–11

D. Circle the cats.

How many cats? Twelve cats.

E. Read and circle.

1. This is Coco. She's a cat. She's happy.
She's thin. She's smiling.
2. This is Penny. She's Annie's sister. She's dirty.
She's singing. She's making a birthday card.

Chapter 2: Pages 12–21

Students open their Storybooks to page 12. Proceed through the chapter as described on Teacher's Book page 167.

Comprehension Questions

Read the following questions while pointing to the pictures (**bold** words). Answer the questions yourself, if necessary, and have students repeat.

Pages 12–13

Who is chasing **Digger**?
Who is chasing **Coco**?

Pages 14–15

Who's slipping?
Is Ms. Day happy?

Pages 16–17

Who says "Happy birthday" to Annie?
Where is **Matt** from?
(clock) What time is it?

Answer Key

Page 13: Digger is running.

Page 15: "Look at this mess," says Ms. Day.

Page 17: Matt is taking a picture.

Review 2, Pages 18–19

A. Read and write.

1. Digger is sad.
2. Annie is happy.
3. "He's cute," says Matt.
4. "He's a bad dog today," says Ms. Day.

B. Read, circle, and write.

1. Coco is running down the stairs.
2. Digger is slipping.
3. "This is Matt. He's from Singapore."
4. "May I take a picture?" asks Matt.

Pages 20–21

C. Look at Matt's pictures. Write the letters.

1. d
2. b
3. c
4. a

E. Look at D. Who is it? Write the name.

It's Coco.

Chapter 3: Pages 22–31

Students open their Storybooks to page 22. Proceed through the chapter as described on Teacher's Book page 167.

Comprehension Questions

Read the following questions while pointing to the pictures (**bold** words). Answer the questions yourself, if necessary, and have students repeat.

Pages 22–23

What does **Annie** see?

What is **Matt** doing?

Is **Annie's** father a teacher?

Pages 24–25

What does **Matt** have?

Where does **Coco** jump?

Pages 26–27

Where's **Coco**?

Where's **Digger**?

What does **Digger** have?

Answer Key

Page 23: "My father is a vet," says Annie.

Page 25: The turtles are sick.

Page 27: Digger is looking for the bone.

Review 3, Pages 28–29

A. Complete the puzzle.

1. sock
2. bone
3. noise
4. camera
5. turtle

B. Read and circle ✓ or ✗.

1. ✗
2. ✓
3. ✗
4. ✓

Pages 30–31

C. Read and write the letters.

1. c
2. b
3. a
4. d

D. Look at the secret code. Write the correct letters.

1. It's chocolate.
2. Coco has the bone.
3. Jump in the basket!
4. What's that noise?

Chapter 4: Pages 32–40

Students open their Storybooks to page 32. Proceed through the chapter as described on Teacher's Book page 167.

Comprehension Questions

Read the following questions while pointing to the pictures (**bold** words). Answer the questions yourself, if necessary, and have students repeat.

Pages 32–33

What are Ted, Matt, and Annie looking at?

Is **Dan** Annie's sister?

Pages 34–35

Who has **Digger's** bone?

Is **Coco** in the basket?

Is **Digger** happy?

Pages 36–37

What does everyone sing?

Who cuts the **cake**?

Is **Digger** hungry?

Answer Key

Page 33: Everyone looks at Matt's pictures.

Page 35: Coco is next to the basket.

Page 37: "Pass the juice please," says Penny.

Review 4, Pages 38–39

A. Complete the family tree. Then read and write.

1. Dr. Day
 2. Ms. Day
 3. Dan
 4. Annie
 5. Penny
- a. Dan is Annie's brother.
 - b. Penny is Annie's sister.
 - c. Dr. Day is Annie's father.
 - d. Ms. Day is Annie's mother.

B. Read and circle.

1. Coco is next to the basket.
2. Digger's bone is under the sofa.
3. "Sorry, Digger. You aren't a bad dog."
4. Ms. Day cuts the cake.

Page 40

C. Matt took these pictures. Number the pictures in the order of the story (from left to right, top to bottom).

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

Worksheet Instructions and Answer Key

Unit 1

Worksheet 1: Family Faces

A. Say the sentences.

Students say each sentence.

B. Draw your family. Then tell a partner about your family.

Students draw their family members (either real or imaginary). Then divide the class into pairs. Students in each pair take turns pointing to their partner's picture and asking *Who's (he)?* Their partners respond (*He's*) *my (father)*. Pairs continue in the same way until they have asked and answered questions about each of the family members on their papers.

Answer Key

Answers will vary.

Worksheet 2: Phonics Fun j and y

A. Say the words.

Students say each word.

B. Does it begin with j or y? Write the letter.

Students color the paint in number 6 yellow. They then look at each picture and write either *j* or *y* to complete the word.

Answer Key

- | | |
|-----------|-----------|
| 1. jacket | 2. yo-yo |
| 3. jet | 4. yogurt |
| 5. jam | 6. yellow |

C. Pairwork. Does it begin with j or y?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the first word in the left-hand column, *jet*. Student 2 listens and circles the word's initial letter in the right-hand column. Student 1 then says the second word, *yogurt*, and Student 2 circles its initial letter. Student 2 then says both of the words in his/her column, and Student 1 circles each word's initial letter.

Answer Key

- | | |
|------|------|
| 1. j | 2. y |
| 3. y | 4. j |

D. Does it begin with j or y? Look and match.

Students color the paint in number 4 yellow. Then they match each picture to the letter that corresponds to its initial sound.

Answer Key

- | | | |
|-------|-------|-------|
| 1. Jj | 2. Yy | 3. Jj |
| 4. Yy | 5. Yy | 6. Jj |

Unit 2

Worksheet 3: Actions!

A. Say the sentences.

Students say each sentence.

B. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the target sentences about the first set of pictures in the left-hand column. Student 2 listens, finds the correct set of pictures in the right-hand column, and circles the corresponding letter. Student 1 then says the target sentences about numbers 2–3, and Student 2 circles the letters of the correct sets of pictures. Student 2 then says the target sentences about the pictures in his/her column, and Student 1 circles the appropriate letters.

Answer Key

- | | | |
|------|------|------|
| 1. b | 2. a | 3. a |
| 4. a | 5. b | 6. b |

Worksheet 4: Phonics Fun l and r

A. Say the words.

Students say each word.

B. Do they both begin with the same sound? Write ✓ or ✗.

Students color the paint in numbers 2 and 3 red. Then, for each number, students look at the two pictures and decide if they both have the same initial sound. If they do, students write ✓. If they do not, students write ✗.

Answer Key

- | | | |
|------|------|------|
| 1. ✓ | 2. ✗ | 3. ✓ |
| 4. ✓ | 5. ✗ | 6. ✓ |

C. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the first sound in the left-hand column, /l/. Student 2 listens and circles the word that begins with the same sound in the right-hand column. Student 1 then says the second sound, and Student 2 circles the corresponding word. Student 2 then says both of the sounds in his/her column, and Student 1 circles the corresponding words.

Answer Key

- | | | | |
|---------|---------|--------|----------|
| 1. lake | 2. read | 3. run | 4. lemon |
|---------|---------|--------|----------|

D. Does it begin with l or r? Look and match.

Students color the paint in number 3 red. They then match each picture to the letter that corresponds to its initial sound.

Answer Key

- | | | | |
|-------|-------|-------|-------|
| 1. Rr | 2. Ll | 3. Rr | 4. Ll |
|-------|-------|-------|-------|

Unit 3

Worksheet 5: Matching

A. Say the sentences.

Students say each sentence.

B. Look, read, and match.

Students match each picture to the corresponding sentence.

Answer Key

1. They're crying. They aren't running.
2. We're walking. We aren't laughing.
3. You're laughing. You aren't singing.
4. You're shouting. You aren't crying.
5. We're running. We aren't walking.
6. They're singing. They aren't shouting.

Worksheet 6: Phonics Fun c, -ck, q, and -x

A. Say the words.

Students say each word.

B. Does it have c, -ck, q, or -x? Write the letters.

Students look at each picture, then write either *c*, *ck*, *q*, or *x* to complete the word.

Answer Key

1. box
2. queen
3. cat
4. duck

C. Pairwork. Does it have c, -ck, q, or -x?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the first word in the left-hand column. Student 2 listens and circles the corresponding target sound in the right-hand column. Student 1 then says the second word and Student 2 circles the corresponding target sound. Student 2 then says both words in his/her column, and Student 1 circles each corresponding target sound.

Answer Key

1. c
2. -x
3. q
4. -ck

D. Say, circle, and write.

Students look at each picture, say the word, circle the letters that make up the word, then write the complete word.

Answer Key

1. duck
2. cat
3. box

Unit 4

Worksheet 7: Actions!

A. Say the sentences.

Students say each sentence.

B. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by asking Student 2 about what the person in the first picture in the right-hand column is doing. Student 2 listens to the question and answers using the target pattern. Student 1 then circles the correct picture. Student 1 does the same for number 2. Student 2 then takes a turn, asking questions in the same way for numbers 3–4.

Answer Key

1. What's he doing? He's studying English.
2. What are you doing? We're watching TV.
3. What's she doing? She's taking a shower.
4. What are they doing? They're getting dressed.

C. Look and write.

Students write the target question and answer for each picture.

Answer Key

1. What's she doing? She's studying English.
2. What are they doing? They're eating breakfast.

Worksheet 8: Phonics Fun long a

A. Read the words.

Students read each word.

B. Look and write.

Students look at each picture, then write *ay*, *ai*, or *a_e* to complete the word.

Answer Key

- | | | |
|----------|---------|---------|
| 1. play | 2. rain | 3. lake |
| 4. paint | 5. cake | 6. May |

C. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by reading the first word in the left-hand column. Student 2 listens and circles the same word in the right-hand column. Pairs then do the same for number 2. Student 2 then reads both of the words in his/her column, and Student 1 circles the words.

Answer Key

- | | | | |
|--------|---------|---------|---------|
| 1. May | 2. cake | 3. rain | 4. lake |
|--------|---------|---------|---------|

D. Look and write.

Students look at each picture and write *ay*, *ai*, or *a_e* to complete each phrase. If this is too challenging for students to do on their own, talk about each picture, encourage students to name what they see, and then have them write the missing letters. Students then read each phrase.

Answer Key

- | | | |
|-----------------|-------------------|----------------|
| 1. a day in May | 2. rain on a lake | 3. play a game |
|-----------------|-------------------|----------------|

Unit 5

Worksheet 9: Time Bingo

A. Say the sentences.

Students say each sentence.

B. Read the time. Draw the clock.

For each number, students read the time. They then draw that time on the clock face below.

C. Cut out the cards. Make a Bingo grid. Play Bingo.

Students cut out each square, and arrange the squares in any order in the shape of a 4 × 4 grid. Cut out a set to use when calling out the times. Play Bingo using these cards. (See Game 11, page 141.) Have students ask *What time is it?* Respond with one of the times in the grid. For example: Students ask *What time is it?* Say *It's five fifty*. Students then place their markers on 5:50.

Worksheet 10: Phonics Fun long e

A. Read the words.

Students read each word.

B. Look and write.

Students look at each picture, then write *ee* or *ea* to complete the word.

Answer Key

- | | |
|---------|----------|
| 1. tea | 2. read |
| 3. bee | 4. sleep |
| 5. meat | 6. feet |

C. Pairwork. Does it have long a or long e?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns.

A student in each pair (Student 1) begins by reading the first word in the left-hand column. Student 2 listens and circles the corresponding vowel in the right-hand column. Pairs then do the same for number 2. Student 2 then reads both of the words in his/her column, and Student 1 circles the corresponding vowels.

Answer Key

1. long e
2. long a
3. long a
4. long e

D. Does it have long a or long e? Write and match.

For each number, students look at the picture and write the corresponding word. They then match it to the corresponding vowel.

Answer Key

1. read, long e
2. lake, long a
3. May, long a
4. eat, long e

Unit 6

Worksheet 11: In the Pork

A. Say the sentences.

Students say each sentence.

B. Read and color.

Students read what each character is saying or thinking, then color the corresponding item(s) the specified color.

Worksheet 12: Phonics Fun long i

A. Read the words.

Students read each word.

B. Look at A. Find the words and circle.

Students look at each word in exercise A, then find and circle that word in the puzzle.

t(ki)te(hfi)ve(igh)t(igh)t
n(igh)tbi(bi)keli(gh)t(rv)

C. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by reading the first word in the left-hand column. Student 2 listens and circles the same word in the right-hand column. Pairs then do the same for number 2. Student 2 then reads both of the words in his/her column, and Student 1 circles the words.

Answer Key

1. five
2. tight
3. bike
4. light

D. Circle the words you can read.

Students circle each word they can read. They then count how many words they have been able to read, and write that number in the space provided.

Answer Key

Answers will vary.

Worksheet 13: Game Time!

A. Say the sentences.

Students say each sentence.

B. Point to a number. Play the game with a partner.

Divide the class into pairs. Each student chooses an item to be a marker, such as a coin, a pen top, or an eraser, and places it on the *Start* square. Students in each pair take turns closing their eyes, pointing to a number, and moving their markers along the game board the appropriate number of squares. Students look at the squares on which they have landed and ask their partners either *What are (these)?* or *What's (this)?* The partner looks at the square and answers the question. If a student correctly asks the question, he/she remains on that space. If he/she does not, he/she returns the marker to where it was at the beginning of that turn. The first student in each pair to reach the *Finish* square wins.

Worksheet 14: Phonics Fun long o

A. Read the words.

Students read each word.

B. Look and write.

Students look at each picture, then write *oa*, *ow*, or *o_e* to complete the word.

Answer Key

- | | |
|-----------|---------|
| 1. window | 2. snow |
| 3. boat | 4. home |
| 5. coat | 6. note |

C. Pairwork. Does it have long e, long i, or long o?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by reading the first word in the left-hand column. Student 2 listens and circles the corresponding vowel in the right-hand column. Pairs then do the same for number 2. Student 2 then reads each of the words in his/her column, and Student 1 circles the corresponding vowels.

Answer Key

- long o
- long e
- long i
- long o

D. Circle the long o pictures. Then say the words.

Students circle each *long o* picture. They then name each picture they have circled.

Answer Key

Circled pictures: window, note, boat, coat

Worksheet 15: Where's the Book?

A. Say the sentences.

Students say each sentence.

B. Find and circle.

Students read each word in the box and find and circle the corresponding items in the large picture.

C. Read the question. Look at B and write the answer.

Students read each question and answer it based on the large picture in B.

Answer Key

- Where are the birds? They're on the shelf.
- Where's the book? It's on the bed.
- Where are the shirts? They're under the desk.
- Where are the guitars? They're next to the bed.
- Where's the banana? It's on the desk.
- Where's the basketball? It's under the chair.

Worksheet 16: Phonics Fun long u

A. Read the words.

Students read each word.

B. Look and write.

Students color the paint in number 3 blue. They then look at each picture and write *ue* or *u_e* to complete the word.

Answer Key

- | | |
|----------|---------|
| 1. Sue | 2. tube |
| 3. blue | 4. glue |
| 5. flute | 6. June |

C. Pairwork. Does it have long a, long e, long i, long o or long u?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by reading the first word in the left-hand column. Student 2 listens and circles the corresponding vowel in the right-hand column. Pairs then do the same for number 2. Student 2 then reads each of the words in his/her column, and Student 1 circles the corresponding vowels.

Answer Key

- | | |
|-----------|-----------|
| 1. long a | 2. long i |
| 3. long e | 4. long o |

D. Write and match.

For each number, students look at the picture and write the corresponding word. They then match it to the corresponding vowel.

Answer Key

- five, long i
- glue, long u
- bee, long e
- cake, long a
- boat, long o

Unit 9

Worksheet 17: Food Game

A. Say the sentences.

Students say each sentence.

B. Point to a number. Play the game with a partner.

Divide the class into pairs. Each student chooses an item to be a marker, such as a coin, a pen top, or an eraser, and places it on the *Start* square. Students in each pair take turns closing their eyes, pointing to a number, and moving their markers along the game board the appropriate number of squares. They then look at the square on which they have landed and say a sentence using the target pattern. For example: A student lands on a square with *we* and a picture of candy with an *X* over it. He/She says *We don't have candy*. If the student correctly says the sentence, he/she remains on that space. If not, he/she returns the marker to where it was at the beginning of that turn. The first student in each pair to reach the *Finish* square wins.

Worksheet 18: Phonics Fun short a/long a

A. Read the words.

Students read each word.

B. Do they both have the same vowel sound? Write ✓ or X.

For each number, students look at the two pictures and decide if they both have the same vowel sound. If they do, students write ✓. If they do not, students write X.

Answer Key

- | | |
|------|------|
| 1. ✓ | 2. X |
| 3. ✓ | 4. ✓ |
| 5. ✓ | 6. X |

C. Pairwork. Does it have short a or long a?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns.

A student in each pair (Student 1) begins by reading the first word in the left-hand column. Student 2 listens and circles the corresponding vowel in the right-hand column. Pairs then do the same for number 2. Student 2 then reads both of the words in his/her column, and Student 1 circles the corresponding vowels.

Answer Key

- | | |
|------------|------------|
| 1. short a | 2. long a |
| 3. long a | 4. short a |

D. Circle the short a words. Then read the words.

Students read the words along the path, and circle all the *short a* words. They then read out loud each word that they circled.

Answer Key

Circled words: hat, map, sad, cat, bad, man, bat

Unit 10

Worksheet 19: What's Wrong?

A. Say the sentences.

Students say each sentence.

B. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the target sentences about the first set of pictures in the left-hand column. Student 2 listens, finds the correct set of pictures in the right-hand column, and circles the corresponding letter. Student 1 says the target sentences about numbers 2–3, and Student 2 circles the letters of the correct sets of pictures. Student 2 then says the target sentences about numbers 4–6, and Student 1 circles the appropriate letters.

Answer Key

- | | |
|------|------|
| 1. a | 2. b |
| 3. b | 4. a |
| 5. a | 6. b |

Worksheet 20: Phonics Fun short e/long e

A. Read the words.

Students read each word.

B. Circle and write.

Students circle the letter(s) that make up the vowel sound of each illustrated word, then write the word.

Answer Key

- | | |
|-------------|--------------|
| 1. ea, seal | 2. e, desk |
| 3. e, bed | 4. ee, queen |
| 5. ea, eat | 6. e, pen |

C. Pairwork

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by reading the first word in the left-hand column. Student 2 listens and circles the word with the same vowel sound as the word that Student 1 read. Pairs then do the same for number 2. Student 2 then reads both of the words in his/her column, and Student 1 circles the words with the corresponding vowel sounds.

Answer Key

- | |
|---------|
| 1. seal |
| 2. bed |
| 3. pen |
| 4. eat |

D. Say, circle, and write.

Students look at each picture, say the word, circle the letters that make up the word, then write the complete word.

Answer Key

- | |
|---------|
| 1. bed |
| 2. seal |

Unit 11

Worksheet 21: What Does She Have?

A. Say the sentences.

Students say each sentence.

B. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns.

A student in each pair (Student 1) begins by asking Student 2 what the person in Student 2's column has. Student 2 listens to the question and answers using the target pattern. Student 1 then circles the correct picture. Pairs then do the same for number 2. Student 2 then takes a turn, asking questions in the same way for numbers 3–4.

Answer Key

1. a
2. b
3. b
4. a

C. Look and write.

Students look at the picture and write the corresponding question and answer.

Answer Key

1. Does she have crayons? No, she doesn't. She has scissors.
2. Does she have paint? No, she doesn't. She has tape.

Worksheet 22: Phonics Fun short i/long i

A. Read the words.

Students read each word.

B. Pairwork. Does it have short i or long i?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by reading the first word in the left-hand column. Student 2 listens and circles the corresponding vowel in the right-hand column. Pairs then do the same for number 2. Student 2 then reads both of the words in his/her column, and Student 1 circles the corresponding vowels.

Answer Key

- | | |
|-----------|------------|
| 1. long i | 2. short i |
| 3. long i | 4. short i |

C. Follow the long i words to Annie and Ted. Then read the words.

Students find a path to Annie and Ted made up of only *long i* words. They can either circle the words along the path or connect them with a line. They then read each word along the path.

Answer Key

Words along the path to Annie and Ted: nine, light, bike, fine, mine, tight, kite, right, night, five, sight, night, like, Mike, fight

Unit 12

Worksheet 23: Follow the Maze

A. Say the sentences.

Students say each sentence.

B. Follow the maze. Say the sentences.

For each number, students follow the path leading from the picture. They then say sentences about the pictures that they have just connected.

Answer Key

1. He likes bread. He doesn't like cheese.
2. He likes salad. He doesn't like chicken.
3. She likes cheese. She doesn't like rice.
4. She likes chicken. She doesn't like fruit.
5. It likes rice. It doesn't like salad.
6. It likes fruit. It doesn't like bread.

Worksheet 24: Phonics Fun short o/long o

A. Read the words.

Students read each word.

B. Pairwork. Does it have short o or long o?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by reading the first word in the left-hand column. Student 2 listens and circles the corresponding vowel in the right-hand column. Pairs then do the same for number 2. Student 2 then reads both of the words in his/her column, and Student 1 circles the corresponding vowels.

Answer Key

1. long o
2. short o
3. long o
4. short o

C. Write the words in the correct columns. Then read the words.

Students write each word in the column corresponding to its vowel sound. They then read each word out loud.

Answer Key

short a: sad, cap, man
short e: pen, bed, desk
short i: six, pig, sick
short o: sock, pot, hop
long a: game, pain, day
long e: seal, eat, green
long i: right, nine, bike
long o: rope, snow, toast

Unit 1, Worksheet 1: Family Faces

A. Say the sentences.

1. Who's he? He's my father.
2. Who's she? She's my mother.

B. Draw your family. Then tell a partner about your family.









Unit 1, Worksheet 2: Phonics Fun j and y





A. Say the words.

1. yellow 2. jet 3. jacket 4. yogurt 5. yo-yo 6. jam









B. Does it begin with j or y? Write the letter.

1.  ___acket 2.  ___o-yo 3.  ___et
4.  ___ogurt 5.  ___am 6.  ___ellow

C. Pairwork. Does it begin with j or y?

Student 1	FOLD	Student 2
<p>Soy the word.</p> <p>1. jet </p> <p>2. yogurt </p> <p>Listen and circle.</p> <p>3. j y</p> <p>4. j y</p>	FOLD	<p>Listen and circle.</p> <p>1. j y</p> <p>2. j y</p> <p>Say the word.</p> <p>3. yo-yo </p> <p>4. jacket </p>

D. Does it begin with j or y? Look and match.

1.  ●  ● 2. 
3.  ● ● 4. 
5.  ●  ● 6. 

Unit 2, Worksheet 3: Actions!

A. Say the sentences.

1. I'm eating. I'm not drawing.
2. He's sleeping. He isn't talking.
3. She's writing. She isn't reading.
4. I'm reading. I'm not talking.













B. Pairwork.

Student 1

Say the sentences.













1.  
2.  
3.  

Listen and circle the letter.







4. a.   b.  
5. a.   b.  
6. a.   b.  

Student 2

Listen and circle the letter.

1. a.   b.  
2. a.   b.  
3. a.   b.  

Say the sentences.

4.  
5.  
6.  

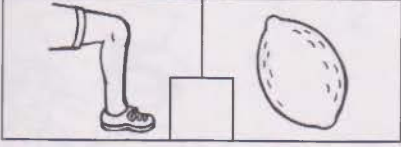
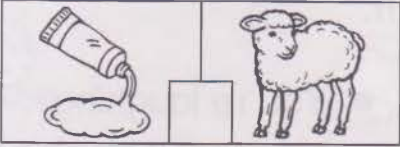
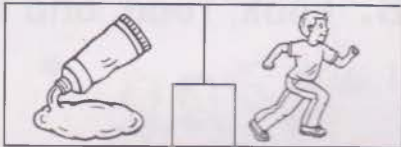
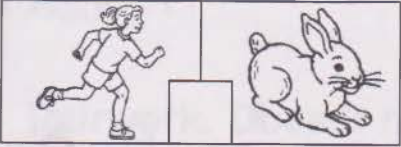
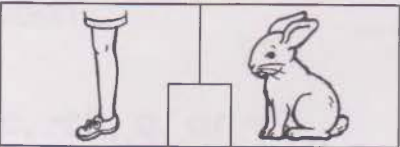
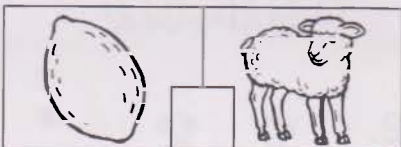
FOLD

Unit 2, Worksheet 4: Phonics Fun | and r

A. Say the words.

1. run 2. rabbit 3. lemon 4. leg 5. red 6. lamb





B. Do they both begin with the same sound? Write ✓ or X.

1. 	2. 	3. 
4. 	5. 	6. 

C. Pairwork.

Student 1	FOLD	Student 2
Say the sound.		Listen and circle the word.
1. l		1. lake red
2. r		2. read like
Listen and circle the word.		Say the sound.
3. lamb run		3. r
4. rabbit lemon		4. l

D. Does it begin with l or r? Look and match.

1. 	2. 	3. 	4. 
●	●	●	●

l

r

Unit 3, Worksheet 5: Matching

A. Say the sentences.

1. You're singing. You aren't crying.

2. We're walking. We aren't laughing.

3. They're running. They aren't shouting.

4. We're laughing. We aren't shouting.

B. Look, read, and match.

1.



● You're laughing.
● You aren't singing.



2.



● We're running.
● We aren't walking.



3.



● They're crying.
● They aren't running.



4.



● We're walking.
● We aren't laughing.



5.



● They're singing.
● They aren't shouting.



6.



● You're shouting.
● You aren't crying.







Unit 3, Worksheet 6: Phonics Fun c, q, -ck, and -x





A. Say the words.

1. queen 2. duck 3. cat 4. box




B. Does it have c, -ck, q, or -x? Write the letters.

1.  2.  3.  4. 
- bo__ __ueen __at du__

C. Pairwork. Does it have c, -ck, q, or -x?

Student 1	FOLD	Student 2
<p>Say the word.</p> <p>1. cat </p> <p>2. box </p> <p>Listen and circle.</p> <p>3. c q</p> <p>4. -ck -x</p>	FOLD	<p>Listen and circle.</p> <p>1. c q</p> <p>2. -ck -x</p> <p>Say the word.</p> <p>3. queen </p> <p>4. duck </p>

D. Say, circle, and write.

	Say	Circle	Circle	Circle
1.		d b	a u	ck x
2.		q c	a u	t p
3.		b d	o e	x ck









Write

Unit 4, Worksheet 7: Actions!

A. Say the sentences.

1. What's he doing? He's walking to school.
2. What's she doing? She's studying English.
3. What are you doing? We're watching TV.
4. What are they doing? They're getting dressed.

B. Pairwork.

Student 1	Student 2
<p>Ask the question. Then listen and circle the correct picture.</p> <p>1. </p> <p>2. </p> <p>Answer the question.</p> <p>3. </p> <p>4. </p>	<p>Answer the question.</p> <p>1. </p> <p>2. </p> <p>Ask the question. Then listen and circle the correct picture.</p> <p>3. </p> <p>4. </p>

FOLD

C. Look and write.



What's _____?



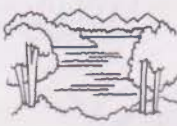





Unit 4, Worksheet 8: Phonics Fun long a

A. Read the words.

1. play 2. May 3. rain 4. paint 5. lake 6. cake




B. Look and write.

1.  pi_____
2.  r_____n
3.  l_k____
4.  p_____nt
5.  c_k____
6.  M_____

C. Pairwork.

Student 1	FOLD	Student 2
<p>Read the word.</p> <p>1. May</p> <p>2. cake</p> <p>Listen and circle.</p> <p>3. red rain</p> <p>4. lake leg</p>	FOLD	<p>Listen and circle.</p> <p>1. May mat</p> <p>2. Kate cake</p> <p>Read the word.</p> <p>3. rain</p> <p>4. lake</p>

D. Look and write.

1.  a day in M_____
2.  r_____n on a l_k____
3.  pl_____ a game

Unit 5, Worksheet 9: Time Bingo

A. Say the sentences.

1. What time is it? It's four o'clock. 2. What time is it? It's five fifteen.

B. Read the time. Draw the clock.

1. 10:35



2. 7:15



3. 2:50



C. Cut out the cards. Make a Bingo grid. Play Bingo.







5:50	9:10	11:20	12:00
10:40	11:20	7:45	8:30
4:45	2:15	3:30	9:15
1:45	6:10	5:30	2:50

Unit 5, Worksheet 10: Phonics Fun long e

A. Read the words.

1. meat 2. sleep 3. tea 4. bee 5. feet 6. read


B. Look and write.


1.  t_____
2.  r_____d
3.  b_____
4.  sl_____p
5.  m_____t
6.  f_____t

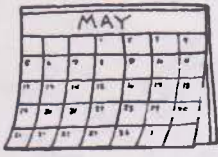
C. Pairwork. Does it have long a or long e?


Student 1	Student 2
<p>Read the word.</p> <p>1. sleep</p> <p>2. lake</p> <p>Listen and circle.</p> <p>3. long a long e</p> <p>4. long a long e</p>	<p>Listen and circle.</p> <p>1. long a long e</p> <p>2. long a long e</p> <p>Read the word.</p> <p>3. play</p> <p>4. bee</p>

D. Does it have long a or long e? Write and match.

1.  _____

2.  _____

3.  _____

4.  _____

● ● ● ●

● ●

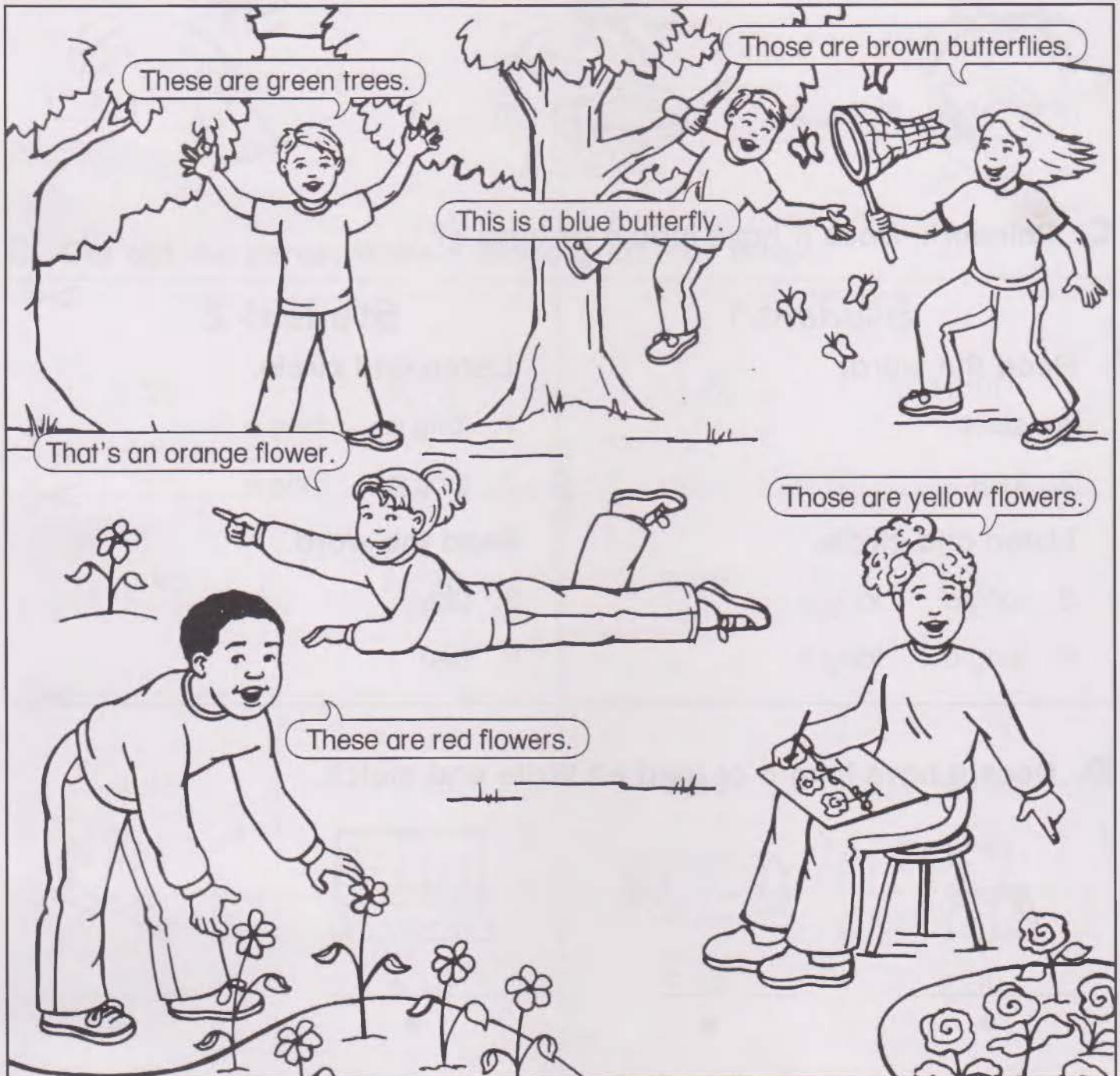
○ long a ○ long e

Unit 6, Worksheet 11: In the Park

A. Say the sentences.

1. This is a red flower.
2. That's a blue butterfly.
3. These are orange flowers.
4. Those are green trees.

B. Read and color.



Unit 6, Worksheet 12: Phonics Fun long i

A. Read the words.

1. tight 2. kite 3. five 4. night 5. bike 6. light

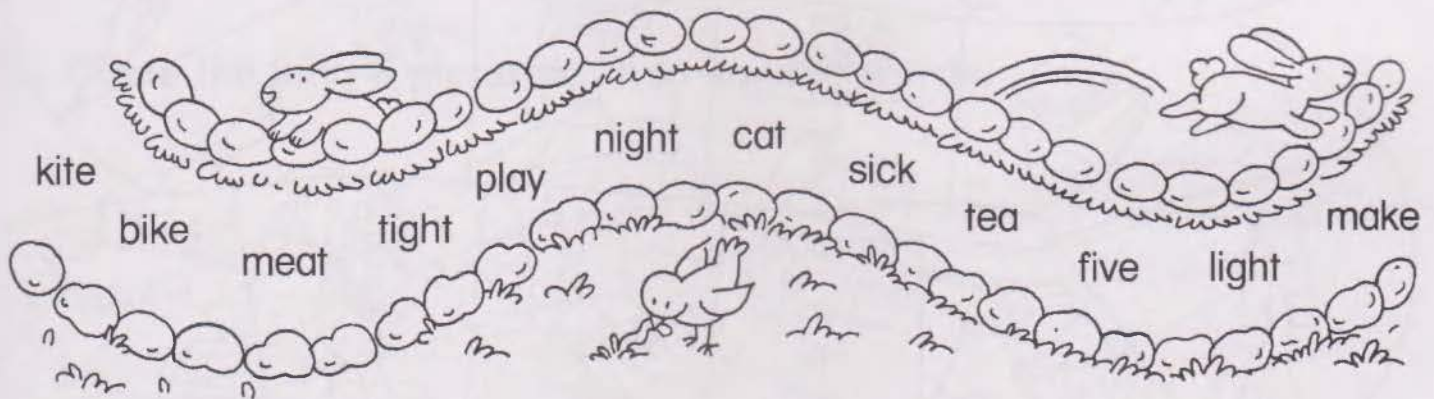
B. Look at A. Find the words and circle.

t	k	i	t	e	h	f	i	v	e	g	h	t	t	i	g	h	t
n	i	g	h	t	b	i	b	i	k	e	l	i	g	h	t	r	v

C. Pairwork.

Student 1	Student 2
<p>Read the word.</p> <p>1. five</p> <p>2. tight</p> <p>Listen and circle.</p> <p>3. bike big</p> <p>4. light like</p>	<p>Listen and circle.</p> <p>1. five fin</p> <p>2. time tight</p> <p>Read the word.</p> <p>3. bike</p> <p>4. light</p>

D. Circle the words you can read.



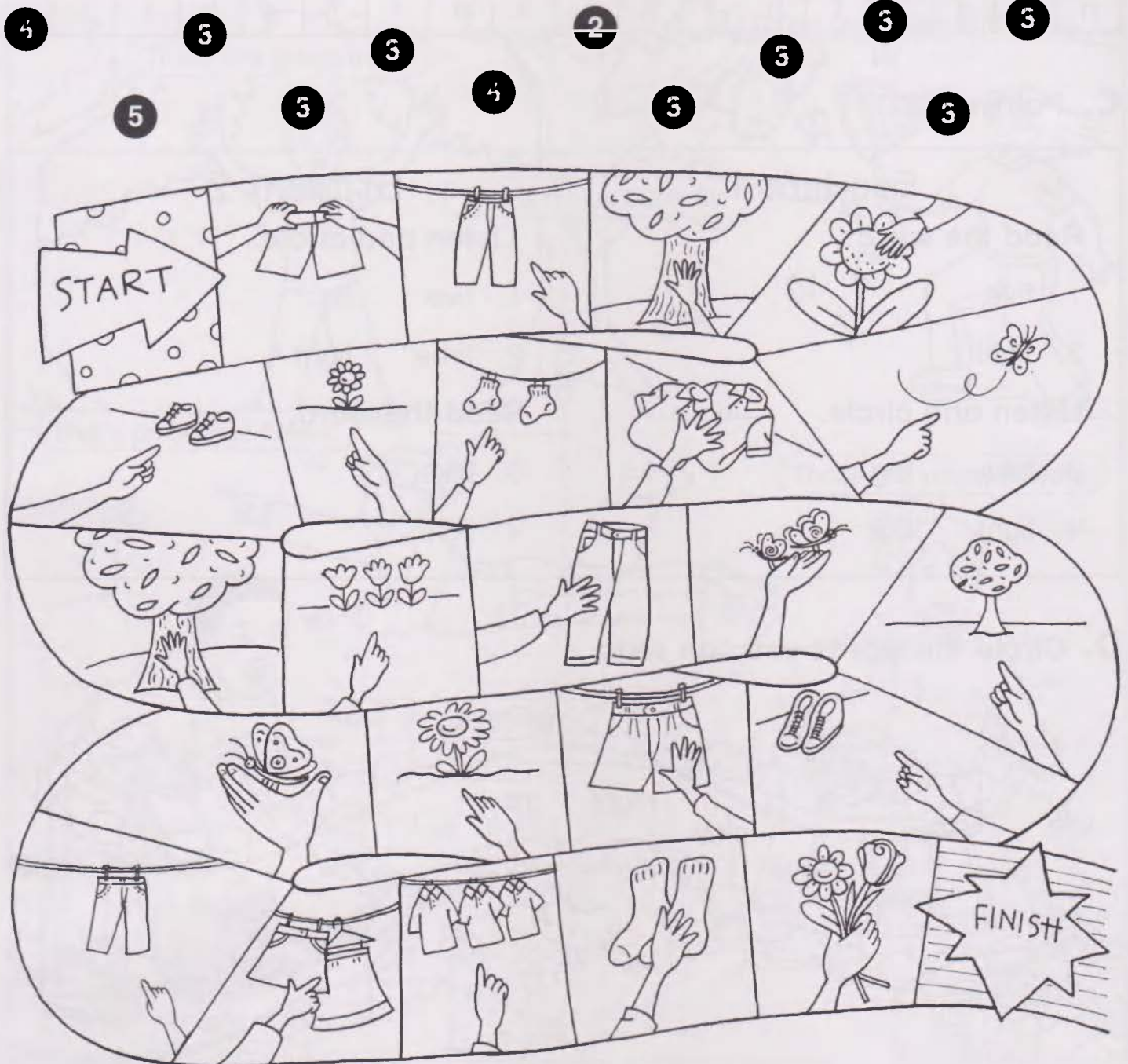
How many words can you read? _____

Unit 7, Worksheet 13: Game Time!

A. Say the sentences.

1. What's this? It's a tree.
2. What's that? It's a flower.
3. What are these? They're shirts.
4. What are those? They're shoes.

B. Point to a number. Play the game with a partner.









Unit 7, Worksheet 14: Phonics Fun long o

A. Read the words.

1. snow 2. window 3. coat 4. boat 5. note 6. home

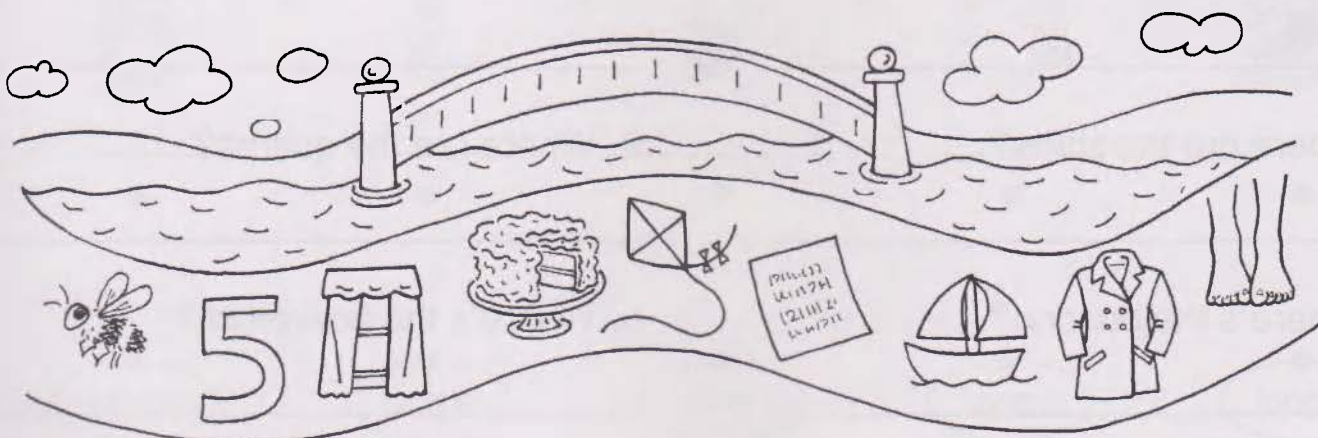
B. Look and write.

1.  wind _____
2.  sn _____
3.  b _____ t
4.  h _____ m _____
5.  c _____ t
6.  n _____ t _____

C. Pairwork. Does it have long e, long i, or long o?

Student 1	Student 2
Read the word.	Listen and circle.
1. coat	1. long e long i long o
2. bee	2. long e long i long o
Listen and circle.	Read the word.
3. long e long i long o	3. nine
4. long e long i long o	4. yellow

D. Circle the long o pictures. Then say the words.



Unit 8, Worksheet 15: Where's the Book?

A. Say the sentences.

1. Where's the book? It's on the table.
2. Where's the guitar? It's under the chair.
3. Where are the bananas? They're in the cupboard.
4. Where are the shorts? They're next to the desk.

B. Find and circle.

birds

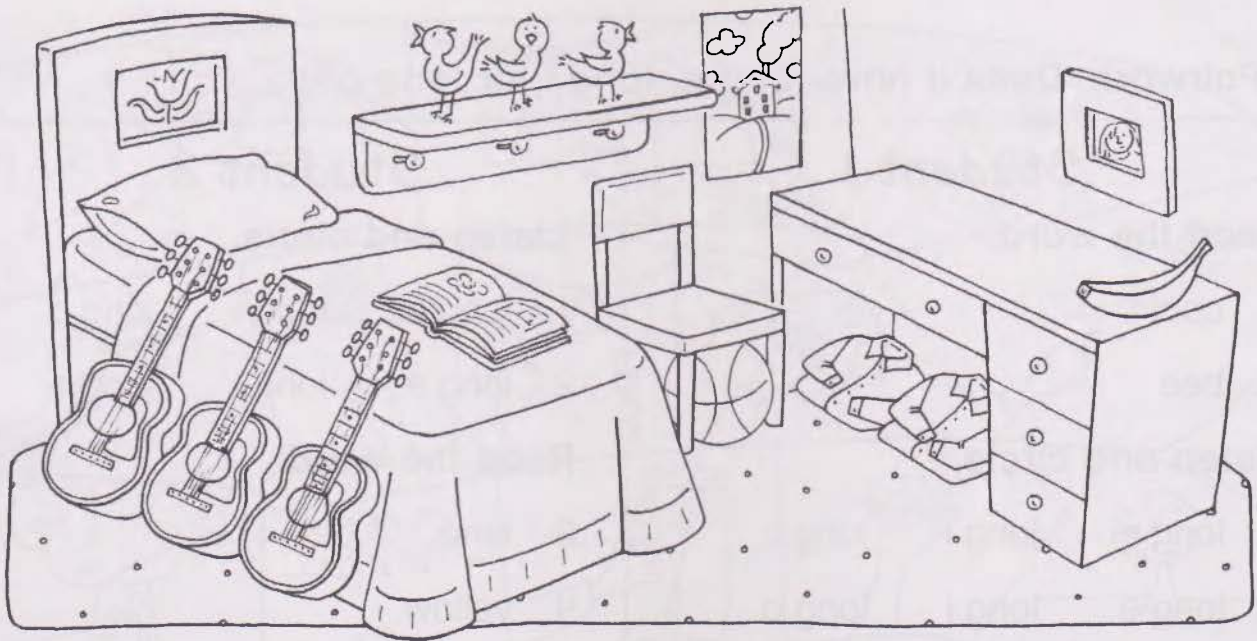
book

shirts

guitars

banana

basketball



C. Read the question. Look at B and write the answer.

1. Where are the birds?

2. Where's the book?

3. Where are the shirts?

4. Where are the guitars?

5. Where's the banana?







6. Where's the basketball?

Unit 8, Worksheet 16: Phonics Fun long u

A. Read the words.

1. blue 2. Sue 3. tube 4. glue 5. flute 6. June






B. Look and write.

1.  S_____
2.  t__b__
3.  bl_____
4.  gl_____
5.  fl__t__
6.  J__n__

C. Pairwork. Does it have long a, long e, long i, long o, or long u?

Student 1	FOLD	Student 2
<p>Read the word.</p> <p>1. rain</p> <p>2. kite</p> <p>Listen and circle.</p> <p>3. long e long u</p> <p>4. long i long o</p>		<p>Listen and circle.</p> <p>1. long a long u</p> <p>2. long a long i</p> <p>Read the word.</p> <p>3. bee</p> <p>4. boat</p>

D. Write and match.

1.  _____
2.  _____
3.  _____
4.  _____
5.  _____
- ● ● ● ●
- long a ○ long e ○ long i ○ long o ○ long u

Unit 9, Worksheet 17: Food Game

A. Say the sentences.

- I have candy. I don't have juice.
- You have popcorn. You don't have chips.
- We have ice cream. We don't have soda pop.
- They have chips. They don't have candy.

B. Point to a number. Play the game with a partner.



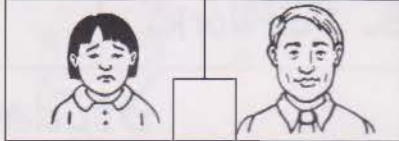





Unit 9, Worksheet 18: Phonics Fun short a /long a

A. Read the words.

1. sad 2. pain 3. cap 4. game 5. day 6. man

B. Do they both have the same vowel sound? Write ✓ or X.

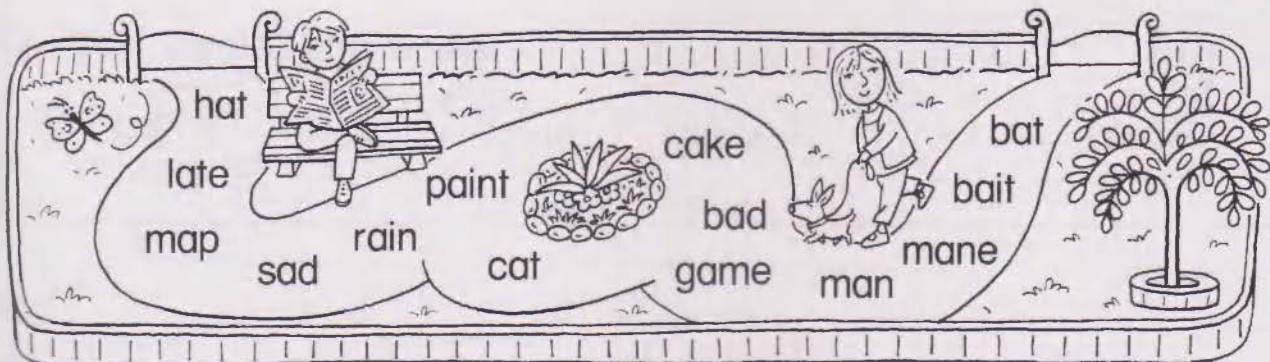
1. 	2. 	3. 
4. 	5. 	6. 

C. Pairwork. Does it have short a or long a?

Student 1	Student 2
Read the word.	Listen and circle.
1. sad	1. short a long a
2. day	2. short a long a
Listen and circle.	Read the word.
3. short a long a	3. game
4. short a long a	4. man

FOLD

D. Circle the short a words. Then read the words.



Unit 10, Worksheet 19: What's Wrong?

A. Say the sentences.

1. He has a cough. He doesn't have a fever.
2. She has a stomachache. She doesn't have a rash.

B. Pairwork.

Student 1

Say the sentences.



Listen and circle the letter.



FOLD

Student 2

Listen and circle the letter.



Say the sentences.



Unit 10, Worksheet 20: Phonics Fun short e/long e

A. Read the words.

1. green 2. bed 3. eat 4. desk 5. seal 6. pen

B. Circle and write.

1.  ea
e

2.  ee
e

3.  ea
e

4.  ee
e



5.  ea
ee

6.  ee
e

C. Pairwork.

Student 1	FOLD	Student 2
<p>Read the word.</p> <p>1. eat</p> <p>2. pen</p> <p>Listen and circle the word with the same vowel sound.</p> <p>3. pen green</p> <p>4. bed eat</p>	FOLD	<p>Listen and circle the word with the same vowel sound.</p> <p>1. seal desk</p> <p>2. green bed</p> <p>Read the word.</p> <p>3. desk</p> <p>4. seal</p>

D. Say, circle, and write.

	Say	Circle	Circle	Circle
1.		d b	e ee	d b
2.		s z	e ea	l t













Write

Unit 11, Worksheet 21: What Does She Have?

A. Say the sentences.

1. Does he have tape? Yes, he does.
2. Does she have paint? No, she doesn't. She has glue.

B. Pairwork.

Student 1	Student 2
<p>Ask the question. Then listen and circle the correct picture.</p> <p>1. a.  b. </p> <p>2. a.  b. </p> <p>Answer the question.</p> <p>3. </p> <p>4. </p>	<p>Answer the question.</p> <p>1. </p> <p>2. </p> <p>Ask the question. Then listen and circle the correct picture.</p> <p>3. a.  b. </p> <p>4. a.  b. </p>

FOLD

C. Look and write.



_____ crayons?



_____ paint?

Unit 11, Worksheet 22: Phonics Fun short i/long i

A. Read the words.

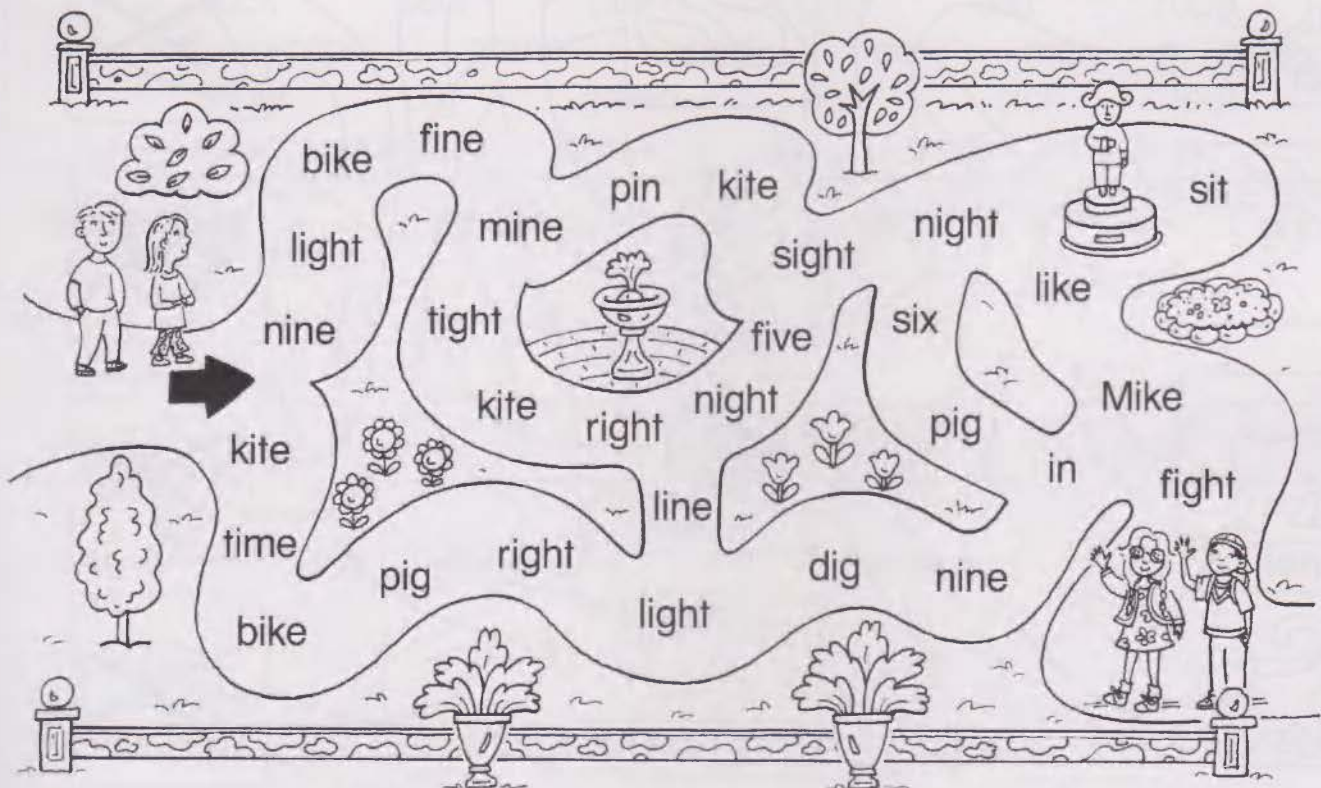
1. pig 2. nine 3. right 4. six 5. bike 6. sick

B. Pairwork. Does it have short i or long i?

Student 1	Student 2
<p>Read the word.</p> <p>1. nine</p> <p>2. sick</p> <p>Listen and circle.</p> <p>3. short i long i</p> <p>4. short i long i</p>	<p>Listen and circle.</p> <p>1. short i long i</p> <p>2. short i long i</p> <p>Read the word.</p> <p>3. bike</p> <p>4. six</p>

FOLD

C. Follow the long i words to Annie and Ted. Then read the words.


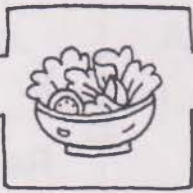






Unit 12, Worksheet 23: Follow the Maze




A. Say the sentences.




1. He likes chicken. He doesn't like rice.
2. She likes fruit. She doesn't like cheese.
3. It likes bread. It doesn't like salad.
4. She likes rice. She doesn't like bread.




B. Follow the maze. Say the sentences.




1.   

2.   

3.   

4.   

5.   

6.   

Unit 12, Worksheet 24: Phonics Fun short o/long o

A. Read the words.

1. rope 2. sock 3. toast 4. hop 5. elbow 6. pot

B. Pairwork. Does it have short o or long o?

Student 1	Student 2
<p>Read the word.</p> <p>1. rope</p> <p>2. pot</p> <p>Listen and circle.</p> <p>3. short o long o</p> <p>4. short o long o</p>	<p>Listen and circle.</p> <p>1. short o long o</p> <p>2. short o long o</p> <p>Read the word.</p> <p>3. toast</p> <p>4. hop</p>

C. Write the words in the correct columns. Then read the words.

sock	seal	pen	right	sad	rope	
six	cap	game	bed	eat	man	nine
snow	pig	green	pain	sick	pot	
	toast	desk	day	bike	hop	

short a	short e	short i	short o
long a	long e	long i	long o

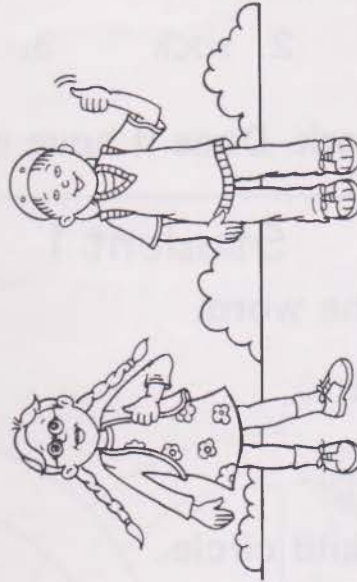
Certificate of Merit

Awarded to _____

For _____

Signed _____

Date _____



Thanks to

for

Thanks!
Thanks!

Thanks to

for

Thanks!
Thanks!

Great Job!
This is to certify that

can

Signed _____
Date _____

Great Job!
This is to certify that

can

Signed _____
Date _____

Congratulations!

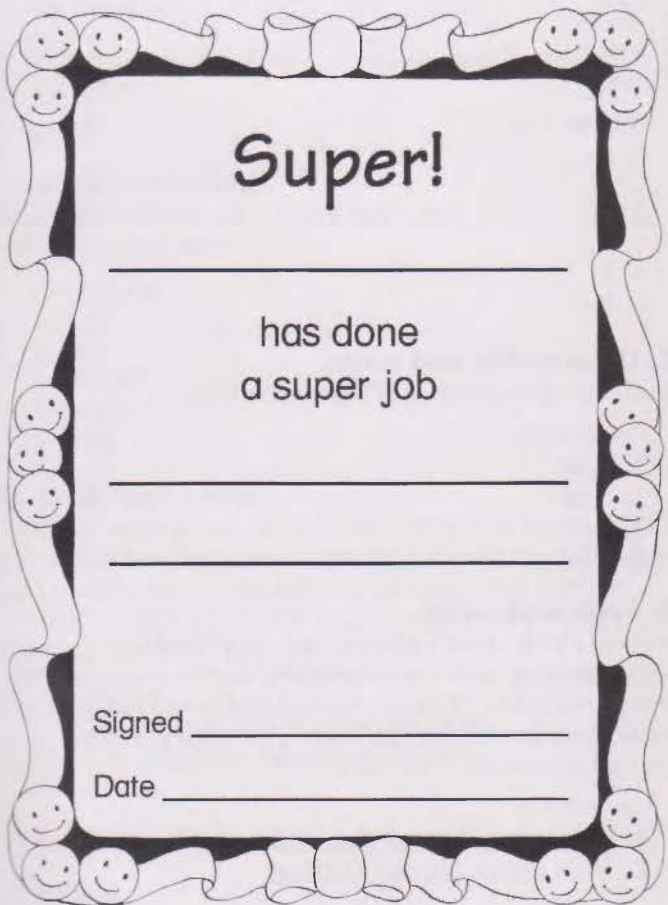
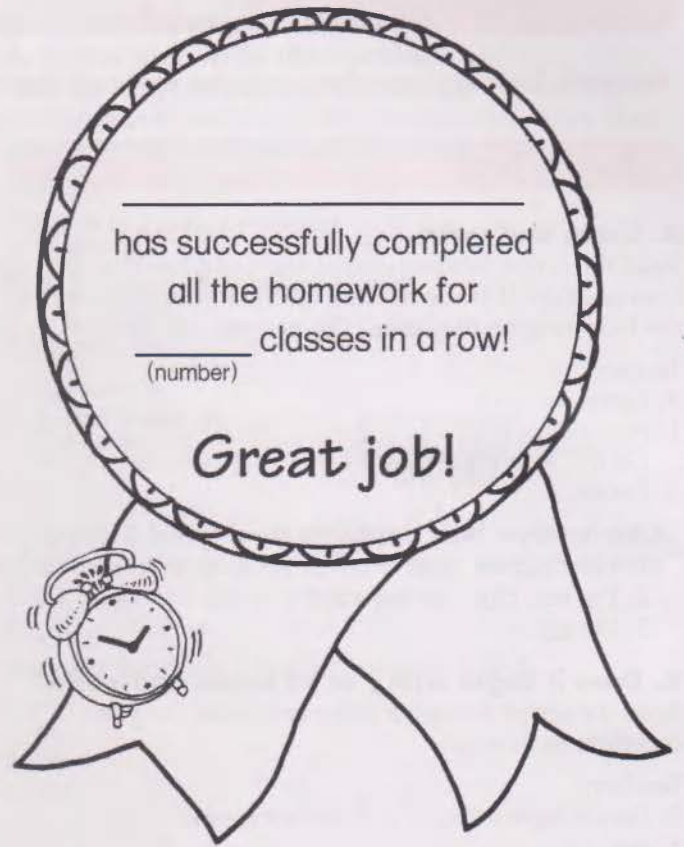
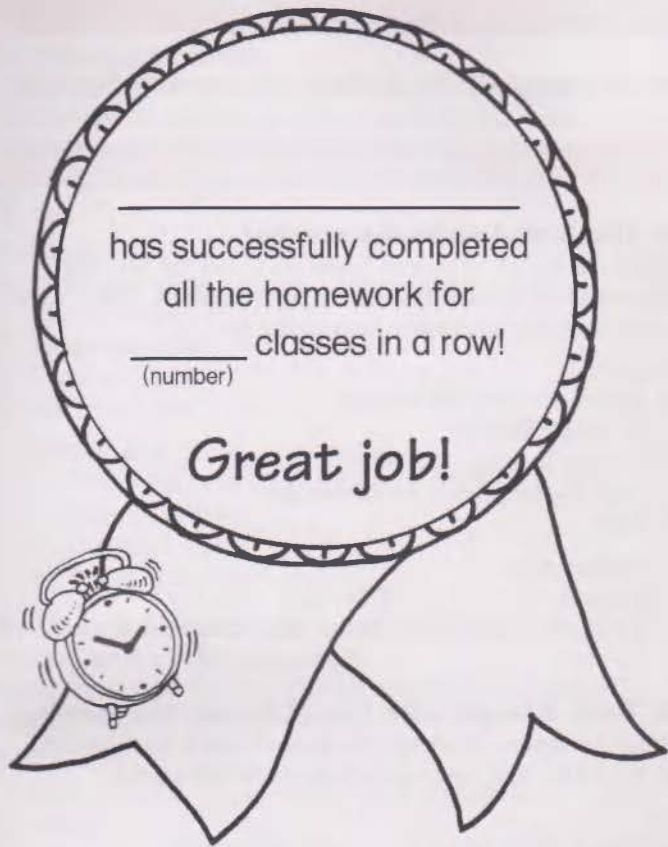
Awarded to _____

For _____



Signed _____

Date _____



Test Instructions and Answer Key

For each listening exercise, read the script as many times as necessary for students to complete the task.

Unit 1 Test

A. Listen and write.

Read the script. Students listen and complete the conversation. If students need additional support, write the following on the board: *I'm you old six How*

Teacher:

A. Listen and write.

1. How old are you?
2. I'm ten. How old are you?
3. I'm six.

Answer Key

1. How old are you?
2. I'm ten. How old are you?
3. I'm six.

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

Read the script. Students listen and write *j* or *y* to complete each word.

Teacher:

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

1. *jam*
2. *yo-yo*
3. *yogurt*
4. *jacket*

Answer Key

1. jam
2. yo-yo
3. yogurt
4. jacket

C. Look and write.

Students look at each picture and write in the missing letters to complete the corresponding word.

Answer Key

1. mother
2. sister
3. brother
4. father

D. Read the question. Write the answer.

Students look at the picture and answer each question, including correct capitalization and punctuation. If students need additional support, write the following on the board: *father He's grandmother She's my brother . sister*

Answer Key

1. Who's he? He's my father.
2. Who's she? She's my grandmother.
3. Who's she? She's my sister.
4. Who's he? He's my brother.

Unit 2 Test

A. Listen and write the number.

Read the script. Students listen and find the text that corresponds to each line of the conversation. They then write that line's number next to the text.

Teacher:

A. Listen and write the number.

1. Is today Monday?
2. No, it's Tuesday.
3. Yay! My birthday is on Wednesday!
4. Cool!

Answer Key

- 4 Cool!
- 2 No, it's Tuesday.
- 1 Is today Monday?
- 3 Yay! My birthday is on Wednesday!

B. Does it begin with l or r? Listen and match.

Read the script. Students listen and match each picture to the letter that corresponds to its initial sound.

Teacher:

B. Does it begin with l or r? Listen and match.

1. rabbit
2. lamb
3. leg
4. ruler
5. lemon
6. run

Answer Key

1. Rr
2. Ll
3. Ll
4. Rr
5. Ll
6. Rr

C. Unscramble and write.

Students unscramble and write each word.

Answer Key

1. sleep
2. read
3. write
4. draw

D. Look and write.

Students look at each picture and complete the corresponding sentences, including correct capitalization and punctuation. If students need additional support, write the following on the board: *not eating writing . I'm talking drawing She isn't*

Answer Key

1. I'm writing. I'm not drawing.
2. She's eating. She isn't talking.

Unit 3 Test

A. Listen and write.

Read the script. Students listen and complete the conversation, including correct capitalization and punctuation. If students need additional support, write the following on the board: *welcome Happy . for Thanks Open*

Teacher:

A. Listen and write.

1. This is for you.
2. Happy birthday!
3. Thanks.
4. You're welcome. Open it.

Answer Key

1. This is for you.
2. Happy birthday!
3. Thanks.
4. You're welcome. Open it.

B. Does it have c, -ck, q, or -x? Listen and circle.

Read the script. Students listen and circle the target letter(s) in each word they hear.

Teacher:

B. Does it have c, -ck, q, or -x? Listen and circle.

1. queen
2. box
3. cat
4. duck

Answer Key

1. q
2. -x
3. c
4. -ck

C. Look and match.

Students look at each picture and match it to the corresponding word.

Answer Key

1. walk
2. run
3. shout
4. laugh
5. sing

D. Look and write.

Students look at each picture and complete the corresponding sentences, including correct capitalization and punctuation. If students need additional support, write the following on the board: *crying aren't singing . shouting laughing They We*

Answer Key

1. They're crying. They aren't singing.
2. We're laughing. We aren't shouting.

Unit 4 Test

A. Listen and write the number.

Read the script. Students listen and find the text that corresponds to each line of the conversation. They then write that line's number next to the text.

Teacher:

A. Listen and write the number.

1. Hello?
2. Hello. May I speak to Sam, please?
3. Sure. Hold on.
4. No problem.

Answer Key

- | | |
|------------------|--------------------------------------|
| 3 Sure. Hold on. | 4 No problem. |
| 1 Hello? | 2 Hello. May I speak to Sam, please? |

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

Read the script. Students listen to each word, then write ✓ if it has long a and X if it does not.

Teacher:

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

1. lake
2. rain
3. hat
4. bed

Answer Key

1. ✓
2. ✓
3. X
4. X

C. Read and match.

Students read each word in the top row, then draw a line to the text in the bottom row that best completes the verb phrase.

Answer Key

1. get dressed
2. eat breakfast
3. walk to school
4. study English
5. watch TV
6. take a shower

D. Look and write.

Students look at each picture and complete the corresponding question and answer, including correct capitalization and punctuation. If students need additional support, write the following on the board: *are eating breakfast . studying English doing They're She's they*

Answer Key

1. What's she doing? She's studying English.
2. What are they doing? They're eating breakfast.

Unit 5 Test

A. Listen and match.

Read the script. For each number, students listen and draw a line from the text on the left to the text on the right that completes that line of the conversation.

Teacher:

A. Listen and match.

1. Where are you from?
2. I'm from France.
3. Oh. You speak English very well.
4. Thank you very much.

Answer Key

1. Where are you from?
2. I'm from France.
3. Oh. You speak English very well.
4. Thank you very much.

B. Do they both have long e? Listen and write ✓ or X.

Read the script. Students listen to the words. If both words have long e, students write ✓. If they do not, students write X.

Teacher:

B. Do they both have long e? Listen and write ✓ or X.

1. tree, tea
2. read, sleep
3. feet, cake

Answer Key

1. ✓
2. ✓
3. X

C. Look and circle.

Students look at each picture and circle the corresponding word.

Answer Key

1. thirteen
2. twenty
3. forty-eight

D. Look and write.

Students look at each picture cue and write the corresponding question and answer, including correct capitalization and punctuation. If students need additional support, write the following on the board: *four time nine eleven fifty-five thirty is o'clock it*

Answer Key

1. What time is it? It's eleven thirty.
2. What time is it? It's four o'clock.
3. What time is it? It's nine fifty-five.

Unit 6 Test

A. Listen and circle.

Read the script. Students listen and circle the words that make up the corresponding line of the conversation.

Teacher:

A. Listen and circle.

1. Where do you live?
2. I live in Oakville.
3. Oh really? Me, too.
4. I like it. It's a nice place.

Answer Key

1. Where do you live?
2. I live in Oakville.
3. Oh really? Me, too.
4. I like it. It's a nice place.

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

Read the script. Students listen to each word and write ✓ if it has long i and X if it does not.

Teacher:

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

1. bike
2. bee
3. five
4. May

Answer Key

1. ✓
2. X
3. ✓
4. X

C. Unscramble and write. Then color.

Students unscramble and write each word. They then color each crayon the appropriate color.

Answer Key

1. blue
2. green
3. black
4. orange

D. Look and write. Then color.

Students look at each picture and complete the corresponding sentences, including correct capitalization and punctuation. They then color the picture accordingly. If students need additional support, write the following on the board: *These Those flowers apples are yellow red*

Answer Key

1. Those are red. Those are red apples.
2. These are yellow. These are yellow flowers.

Midterm Test

A. Listen and circle ✓ or ✗.

Read the script. For each number, students listen and circle ✓ if the conversation they hear corresponds to that picture, and ✗ if it does not.

Teacher:

A. Listen and circle ✓ or ✗.

1. Where are you from?

I'm from France.

Oh. You speak English very well.

Thank you very much.

2. Hello?

Hello. May I speak to Sam, please?

Sure. Hold on.

No problem.

3. This is for you.

Happy birthday.

Thanks.

You're welcome. Open it.

Answer Key

1. ✗ 2. ✓ 3. ✗

B. Listen and match.

Read the script. Students listen and match each sentence in the left-hand column to the most logical response in the right-hand column.

Teacher:

B. Listen and match.

1. How old are you? I'm ten.

2. Is today Monday? No, it's Tuesday.

3. Where are you from? I'm from France.

4. Where do you live? I live in Oakville.

5. May I speak to Sam? Sure. Hold on.

6. You speak English very well. Thank you very much.

Answer Key

1. How old are you? I'm ten.

2. Is today Monday? No, it's Tuesday.

3. Where are you from? I'm from France.

4. Where do you live? I live in Oakville.

5. May I speak to Sam? Sure. Hold on.

6. You speak English very well. Thank you very much.

C. Listen and write.

Read the script. Students listen and complete each conversation, including correct capitalization and punctuation. If students need additional support, write the following on the board: *nice Where in really live Cool Tuesday birthday ! Wednesday Monday*

Teacher:

C. Listen and write.

1. Where do you live?

2. I live in Oakville.

3. Oh really? Me, too.

4. I like it. It's a nice place.

1. Is today Monday?

2. No, it's Tuesday.

3. Yay! My birthday is on Wednesday.

4. Cool!

Answer Key

1. Where do you live?

2. I live in Oakville.

3. Oh really? Me, too.

4. I like it. It's a nice place.

1. Is today Monday?

2. No, it's Tuesday.

3. Yay! My birthday is on Wednesday.

4. Cool!

D. Listen and write.

Read the script. Students listen and write the letter or letters that complete each word.

Teacher:

D. Listen and write.

1. jet

2. cat

3. lamb

4. queen

5. run

6. yo-yo

7. box

8. duck

9. lemon

Answer Key

1. jet

2. cat

3. lamb

4. queen

5. run

6. yo-yo

7. box

8. duck

9. lemon

E. Listen and circle.

Read the script. Students listen and circle each word they hear.

Teacher:

E. Listen and circle.

1. light

2. feet

3. lake

4. tea

5. kite

6. May

7. night

8. raid

9. beak

Answer Key

1. light

2. feet

3. lake

4. tea

5. kite

6. May

7. night

8. raid

9. beak

Unit 7 Test

F. Look and write.

Students look at each numbered spot in the large scene. For each number, they write the corresponding word.

Answer Key

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

G. Look and match.

Students look at each picture and match it to the corresponding word(s).

Answer Key

1. sing
2. write
3. get dressed
4. study English
5. draw

H. Read and write the number.

Students read each word and write the corresponding numeral.

Answer Key

1. 58
2. 44
3. 13
4. 18
5. 26
6. 50

I. Unscramble and write.

Students unscramble and write each sentence.

Answer Key

1. She's my sister.
2. Those are yellow flowers.
3. He's taking a shower.
4. We're walking to school.
5. What time is it?
6. She isn't reading.

J. Look and write.

Students look at each picture and complete the corresponding sentences, including correct capitalization and punctuation.

Answer Key

1. What time is it? It's six forty-five.
2. Who's he? He's my father.
3. What's she doing? She's watching TV.
4. I'm walking. I'm not running.
5. They're talking. They aren't laughing.
6. These are orange. These are orange flowers.

K. Unscramble and write. Then color.

Students unscramble and write each word. They then color each tube the appropriate color.

Answer Key

- | | |
|---------|----------|
| 1. blue | 2. white |
| 3. red | 4. brown |

A. Listen and write.

Read the script. Students listen and complete the conversation. If students need additional support, write the following on the board: *nice but favorite blue color*

Teacher:

A. Listen and write.

1. What color is it?
2. It's blue.
3. Blue is my favorite color.
4. Blue is nice, but I like red.

Answer Key

1. What color is it?
2. It's blue.
3. Blue is my favorite color.
4. Blue is nice, but I like red.

B. Which one has long o? Listen and circle.

Read the script. For each number, students listen and circle the illustration of the *long o* word.

Teacher:

B. Which one has long o? Listen and circle.

1. kite, boat, feet
2. bee, rain, coat
3. window, five, cake
4. snow, tea, kite
5. sleep, note, bike
6. home, lake, light

Answer Key

1. boat
2. coat
3. window
4. snow
5. note
6. home

C. Look and write.

Students look at each picture and fill in the blanks to complete each word.

Answer Key

1. jeans
2. shirts
3. socks
4. shoes

D. Look and write.

Students look at each picture and write the corresponding question and answer, including correct capitalization and punctuation. If students need additional support, write the following on the board: *shirts shoes skirts . They're*

Answer Key

1. What are these? They're skirts.
2. What are those? They're shirts.
3. What are these? They're shoes.

Unit 8 Test

A. Listen and write the number.

Read the script. Students listen and find the text that corresponds to each line of the conversation. They then write that line's number next to the text.

Teacher:

A. Listen and write the number.

1. Oh, no! What a mess!
2. Yeah, you're right.
3. Let's clean up.
4. Okay. Let's get the broom.

Answer Key

- 2 Yeah, you're right. 3 Let's clean up.
4 Okay. Let's get the broom. 1 Oh, no! What a mess!

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

Read the script. Students listen to each word and write ✓ if it has long u and X if it does not.

Teacher:

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

1. home
2. tube
3. glue
4. light

Answer Key

1. X
2. ✓
3. ✓
4. X

C. Unscramble and write.

Students unscramble and write each word.

Answer Key

1. table
2. shelf
3. computer
4. chair
5. desk
6. cupboard

D. Look and write.

Students look at each picture and complete the corresponding question and answer, including correct capitalization and punctuation. If students need additional support, write the following on the board:
Where table Where's are cupboard It's They're on in under . the

Answer Key

1. Where's the basketball? It's in the cupboard.
2. Where are the books? They're on the table.
3. Where's the kite? It's under the table.

Unit 9 Test

A. Listen and write.

Read the script. Students listen and complete the conversation. If students need additional support, write the following on the board: *decide wrong oh hurry late*

Teacher:

A. Listen and write.

1. Uh-oh.
2. What's wrong?
3. We're late. Please hurry!
4. Oh...I can't decide.

Answer Key

1. Uh-oh.
2. What's wrong?
3. We're late. Please hurry!
4. Oh...I can't decide.

B. Does it have short a or long a? Listen and circle.

Read the script. For each number, students listen to the word and circle the vowel sound they hear.

Teacher:

B. Does it have short a or long a? Listen and circle.

1. sad
2. pain
3. game
4. hat

Answer Key

1. short a
2. long a
3. long a
4. short a

C. Look and write.

Students look at each picture and write the corresponding word(s).

Answer Key

1. candy
2. juice
3. ice cream
4. popcorn

D. Look and write.

Students look at each picture and complete the corresponding sentences, including correct capitalization and punctuation. If students need additional support, write the following on the board: *have don't popcorn . I juice We soda pop ice cream*

Answer Key

1. I have popcorn. I don't have juice.
2. We have soda pop. We don't have ice cream.

Unit 10 Test

A. Listen and circle.

Read the script. Students listen and circle the words that make up the corresponding line of the conversation.

Teacher:

A. Listen and circle.

1. Hey! That's mine!
2. No, it isn't. It's mine.
3. Oops! Sorry.
4. That's okay.

Answer Key

1. Hey! That's mine.
2. No, it isn't. It's mine.
3. Oops! Sorry.
4. That's okay.

B. Which one has a different vowel sound? Listen and write X.

Read the script. For each number, students listen and write X on the illustration of the word that has a different vowel sound.

Teacher:

B. Which one has a different vowel sound? Listen and write X.

1. bed, desk, seal
2. pen, read, eat
3. bed, tea, desk

Answer Key

1. seal
2. pen
3. tea

C. Look and match.

Students look at each picture and match it to the corresponding word(s).

Answer Key

1. stomachache
2. fever
3. cough
4. rash
5. sore throat

D. Look and write.

Students look at each picture and complete the corresponding sentences, including correct capitalization and punctuation. If students need additional support, write the following on the board: *He has rash fever a She . cold doesn't cough have*

Answer Key

1. He has a rash. He doesn't have a fever.
2. She has a cold. She doesn't have a cough.

Unit 11 Test

A. Listen and match.

Read the script. For each number, students listen and draw a line from the text on the left to the text on the right that best completes that line of the conversation.

Teacher:

A. Listen and match.

1. Ms. Lee, may I use the bathroom?
2. Of course.
3. Where is it?
4. It's over there.
5. I see it. Thanks.

Answer Key

1. Ms. Lee, may I use the bathroom?
2. Of course.
3. Where is it?
4. It's over there.
5. I see it. Thanks.

B. Does it have short i or long i? Listen and match.

Read the script. Students listen and match each picture to the corresponding vowel.

Teacher:

B. Does it have short i or long i? Listen and match.

1. nine
2. pig
3. six
4. bike
5. sick
6. right

Answer Key

- | | |
|------------|------------|
| 1. long i | 2. short i |
| 3. short i | 4. long i |
| 5. short i | 6. long i |

C. Look and write.

Students look at each picture and write the corresponding word.

Answer Key

1. tape
2. glue
3. crayons
4. paint
5. paper

D. Look and write.

Students look at each picture and complete the corresponding sentences, including correct capitalization and punctuation. If students need additional support, write the following on the board: *Does has doesn't have , ? . No paper glue she he He*

Answer Key

1. Does she have glue? Yes, she does.
2. Does he have crayons? No, he doesn't. He has paper.

Unit 12 Test

A. Listen and write.

Read the script. Students listen and complete the conversation. If students need additional support, write the following on the board: *Help Thanks Pass . Which chocolate*

Teacher:

A. Listen and write.

1. Pass the cake, please.
2. Which one?
3. The chocolate cake.
4. Here. Help yourself.
5. Thanks.

Answer Key

1. Pass the cake, please.
2. Which one?
3. The chocolate cake.
4. Here. Help yourself.
5. Thanks.

B. Listen and circle.

Read the script. Students listen and circle each word they hear.

Teacher:

B. Listen and circle.

1. coat
2. jog
3. note
4. hop
5. road
6. goat

Answer Key

- | | |
|---------|---------|
| 1. coat | 2. jog |
| 3. note | 4. hop |
| 5. road | 6. goat |

C. Look and write.

Students look at each numbered spot in the large scene. For each number, they write the corresponding word in the blank.

Answer Key

- | | |
|-----------|------------|
| 1. bread | 2. fruit |
| 3. cheese | 4. salad |
| 5. rice | 6. chicken |

D. Look and write.

Students look at each picture and complete the corresponding sentences, including correct capitalization and punctuation. If students need additional support, write the following on the board: *like likes doesn't chicken . cheese rice salad She He*

Answer Key

1. She likes chicken. She doesn't like rice.
2. He likes salad. He doesn't like cheese.

Final Test

A. Listen and circle ✓ or X.

Read the script. For each number, students listen and circle ✓ if the conversation they hear corresponds to that picture. They circle X if it does not.

Teacher:

A. Listen and circle ✓ or X.

1. Pass the cake, please.
Which one?
The chocolate cake.
Here. Help yourself.
Thanks.
 2. This is for you.
Happy Birthday!
Thanks.
You're welcome. Open it.
 3. Hello?
Hello. May I speak to Sam, please?
Sure. Hold on.
No problem.
 4. Uh-oh.
What's wrong?
We're late. Please hurry!
Oh...I can't decide.
 5. Oh, no! What a mess!
Yeah, you're right.
Let's clean up.
Okay. Let's get the broom.
 6. Hey! That's mine!
No, it isn't. It's mine.
Oops! Sorry.
That's okay.
- Answer Key
- | | | |
|------|------|------|
| 1. ✓ | 2. X | 3. X |
| 4. ✓ | 5. X | 6. ✓ |

B. Listen and write.

Read the script. Students listen and complete each conversation.

Teacher:

B. Listen and write.

1. Oh, no! What a mess!
 2. Yeah, you're right.
 3. Let's clean up.
 4. Okay. Let's get the broom.
1. Ms. Lee, may I use the bathroom?
 2. Of course.
 3. Where is it?
 4. It's over there.
 5. I see it. Thanks.

Answer Key

1. Oh, no! What a mess!
2. Yeah, you're right.
3. Let's clean up.
4. Okay. Let's get the broom.

1. Ms. Lee, may I use the bathroom?
2. Of course.
3. Where is it?
4. It's over there.
5. I see it. Thanks.

C. Listen and write the number.

Read the script. Students listen and find the text that corresponds to each line of the conversation. They then write that line's number next to the text.

Teacher:

C. Listen and write the number.

1. What color is it?
2. It's blue.
3. Blue is my favorite color.
4. Blue is nice, but I like red.

Answer Key

- | | |
|------------------------------|---------------------------------|
| 2 It's blue. | 1 What color is it? |
| 3 Blue is my favorite color. | 4 Blue is nice, but I like red. |

D. Listen and circle.

Read the script. For each number, students listen to the word and circle the vowel sound they hear.

Teacher:

D. Listen and circle.

1. game
2. sick
3. glue
4. pot
5. desk
6. cap
7. nine
8. note
9. green

Answer Key

- | | |
|------------|------------|
| 1. long a | 2. short i |
| 3. long u | 4. short o |
| 5. short e | 6. short a |
| 7. long i | 8. long o |
| 9. long e | |

E. Listen and circle.

Read the script. Students listen and circle each word they hear.

Teacher:

E. Listen and circle.

1. hop
2. rain
3. tube
4. bed
5. sock
6. man
7. kite
8. meat

Answer Key

- | | |
|---------|---------|
| 1. hop | 2. rain |
| 3. tube | 4. bed |
| 5. sock | 6. man |
| 7. kite | 8. meat |

F. Listen and write.

Read the script. Students listen to each word and write the letter or letters that complete it.

Teacher:

F. Listen and write.

1. jacket
2. lemon
3. yellow
4. duck
5. cat
6. jam
7. box
8. red

Answer Key

1. jacket
2. lemon
3. yellow
4. duck
5. cat
6. jam
7. box
8. red

G. Look and circle.

Students look at each picture and circle the corresponding word(s).

Answer Key

1. laugh
2. salad
3. watch TV
4. ice cream
5. cough
6. forty

H. Look and write the letter.

Students read each word and look at the picture. They then find and write the letter that corresponds to each word.

Answer Key

1. i
2. b
3. k
4. a
5. e
6. l
7. c
8. f
9. h
10. d
11. g
12. j

I. Unscramble and write.

Students unscramble and write each word.

Answer Key

1. glue
2. cheese
3. fever
4. popcorn
5. shorts
6. shelf

J. Read and match.

Students read each question in the left-hand column and match it to the most logical response in the right-hand column.

Answer Key

1. Where's the bird? It's on the computer.
2. What time is it? It's seven thirty.
3. What are these? They're jeans.
4. What are you doing? I'm eating breakfast.
5. Does he have paint? Yes, he does.

K. Look and write.

Students look at each clock. They then write the corresponding question and answer, including correct capitalization and punctuation.

Answer Key

1. What time is it? It's eight thirty-seven.
2. What time is it? It's eleven twenty-nine.
3. What time is it? It's three fifty-four.

L. Unscramble and write.

Students unscramble and write each sentence.

Answer Key

1. What are they doing? They're getting dressed.
2. These are green. These are green trees.
3. He likes chicken. He doesn't like rice.

M. Read the question. Write the answer.

Students read each question and answer it based on the picture cue.

Answer Key

1. What are they doing? They're watching TV.
2. What are these? They're socks.
3. Where are the books? They're on the shelf.
4. Does she have glue? No, she doesn't. She has crayons.

N. Read and circle.

Students circle the words that make up each sentence.

Answer Key

1. He has a sore throat. He doesn't have a rash.
2. She likes rice. She doesn't like chicken.
3. I have candy. I don't have juice.
4. It likes cheese. It doesn't like bread.

O. Look and write.

Students look at each picture and complete the corresponding sentences, including correct capitalization and punctuation.

Answer Key

1. She has a stomachache. She doesn't have a fever.
2. We have juice. We don't have ice cream.
3. He likes bread. He doesn't like rice.

P. Write the words in the correct columns.

Then say the words.

Students write each word in the corresponding column. They then say each word out loud.

Answer Key

Colors: red, green, brown, yellow, blue

Clothes: socks, skirts, jeans, shirts, shoes

Food: chicken, chips, rice, ice cream, cheese

UNIT 1 TEST

A. Listen and write.



1. How _____ are _____?

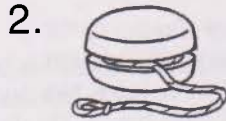
2. _____ ten. _____ old are you?

3. I'm _____.

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



__am



__o-yo



__ogurt



__acket

C. Look and write.



m__t__e__



s__s__e__

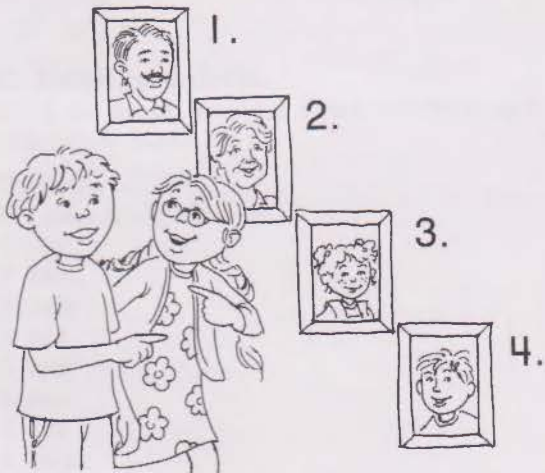


b__o__h__r



f__t__r

D. Read the question. Write the answer.



1. Who's he? _____

2. Who's she? _____

3. Who's she? _____

4. Who's he? _____







UNIT 2 TEST

A. Listen and write the number.

___ Cool! ___ Is today Monday?

___ No, it's Tuesday. ___ Yay! My birthday is on Wednesday!

B. Does it begin with l or r? Listen and match.


1.  2.  3.  4.  5.  6. 

L l

R r

C. Unscramble and write.



1.  s e l p e



2.  e d a r

3.  r i e t w

4.  d w a r

D. Look and write.

1.  ~~~~ I'm _____

2.  ~~~~ She's _____

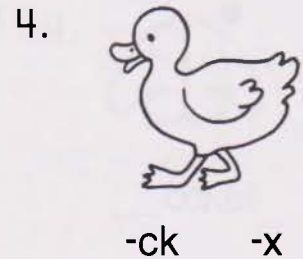
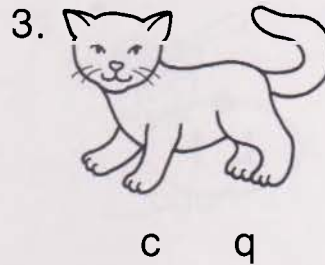
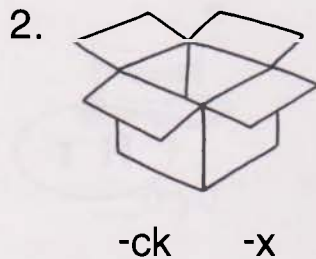
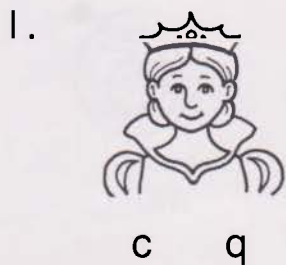
UNIT 3 TEST

A. Listen and write.

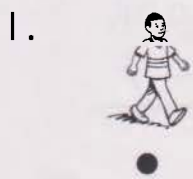


1. This is _____ you.
2. _____ birthday!
3. _____
4. You're _____ it.

B. Does it have c, -ck, q, or -x? Listen and circle.



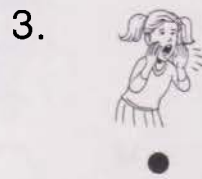
C. Look and match.



shout



walk



laugh



run



sing

D. Look and write.



They're _____



We're _____

UNIT 4 TEST

A. Listen and write the number.

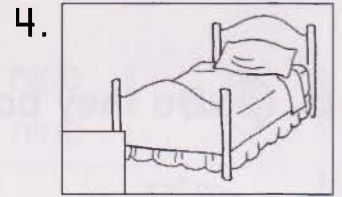
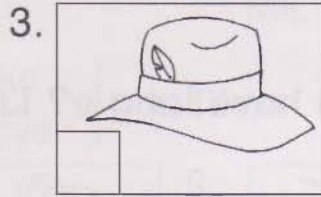
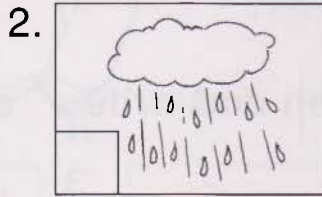
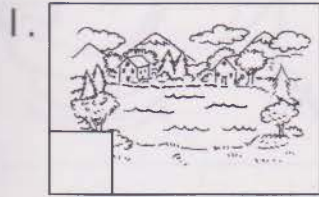
___ Sure. Hold on.

___ No problem.

___ Hello?

___ Hello. May I speak to Sam, please?

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



C. Read and match.

1. get

2. eat

3. walk

4. study

5. watch

6. take

•

•

•

•

•

•

•
to school

•
English

•
dressed

•
breakfast

•
a shower

•
TV

D. Look and write.



What's she doing? _____



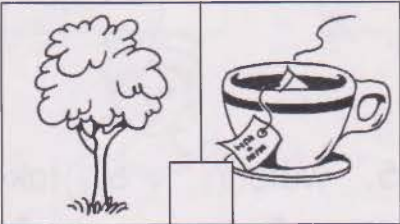

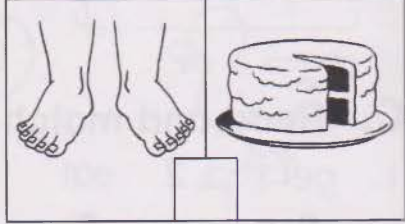
What _____?

UNIT 5 TEST



A. Listen and match.

- | | |
|------------------|----------------------|
| 1. Where are | ● very much. |
| 2. I'm from | ● English very well. |
| 3. Oh. You speak | ● France. |
| 4. Thank you | ● you from? |

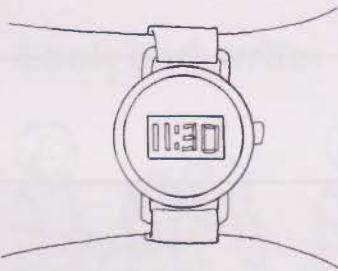
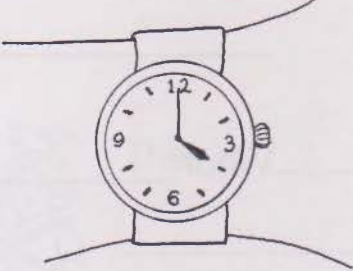
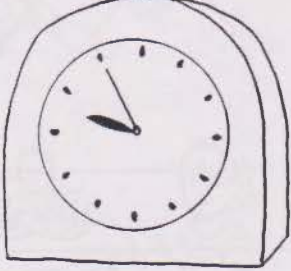
B. Do they both have long e? Listen and write ✓ or X.

1. 	2. 	3. 
---	---	---

C. Look and circle.

1.  three thirteen thirty	2.  twenty twelve thirty	3.  forty-six fifty-eight forty-eight
--	---	--

D. Look and write.

1. 	2. 	3. 
What time _____?	What _____?	What _____?
It's _____.	It's _____.	It's _____.

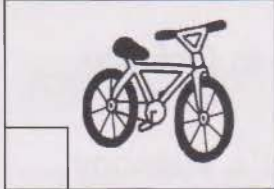

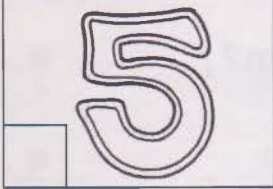

UNIT 6 TEST

A. Listen and circle.

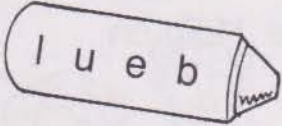
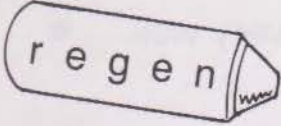
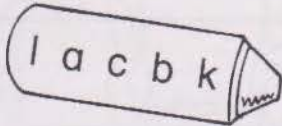
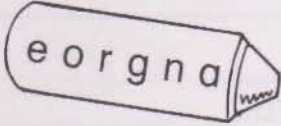


1. Where do they live?
What do you live?
2. You live in Oakville.
I live on Oakville.
3. Oh really? You, too.
Yes Me, too.
4. I like it. It's a nice place.
I love it. It's a nice place.

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

1. 
2. 
3. 
4. 

C. Unscramble and write. Then color.

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

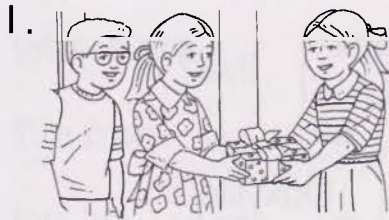
D. Look and write. Then color.



1. _____ red.
Those _____.
2. _____ yellow.
These _____.

MIDTERM TEST

A. Listen and circle ✓ or X.



✓ X



✓ X



✓ X

B. Listen and match.

- | | | |
|---------------------------------|---|------------------------|
| 1. How old are you? | ● | ● I'm from France. |
| 2. Is today Monday? | ● | ● I'm ten. |
| 3. Where are you from? | ● | ● I live in Oakville. |
| 4. Where do you live? | ● | ● No, it's Tuesday. |
| 5. May I speak to Sam? | ● | ● Thank you very much. |
| 6. You speak English very well. | ● | ● Sure. Hold on. |

C. Listen and write.

1. _____ do you _____?

2. I live _____ Oakville.

3. Oh _____? Me, too.

4. I like it. It's a _____ place.

1. Is today _____?

2. No, it's _____.

3. Yay! _____ birthday is
on _____.

4. _____

MIDTERM TEST

D. Listen and write.



E. Listen and circle.

1. late light

2. feet fight

3. lake like

4. take tea

5. Kate kite

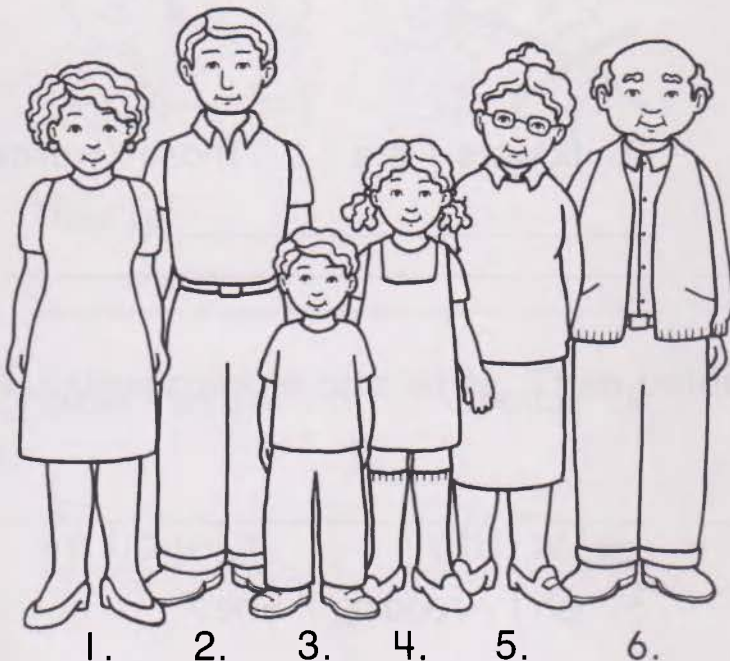
6. May meat

7. night neat

8. read raid

9. bike beak

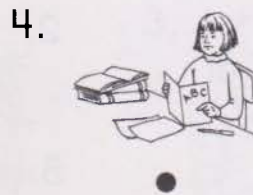
F. Look and write.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

MIDTERM TEST

G. Look and match.



sing

get dressed

draw

study English

write

H. Read and write the number.

1. fifty-eight



2. forty-four



3. thirteen



4. eighteen



5. twenty-six



6. fifty



I. Unscramble and write.

1. my / She's / sister / .

2. flowers / are / . / Those / yellow

3. taking / . / He's / shower / a

4. school / . / to / We're / walking

5. is / time / ? / What / it

6. isn't / reading / She / .

MIDTERM TEST

J. Look and write.

1.



What time is it?

2.



Who's he?

3.



What's she doing?

4.



I'm _____.

5.



They're _____.

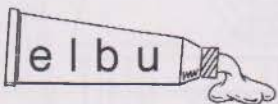
6.



_____ orange.

K. Unscramble and write. Then color.

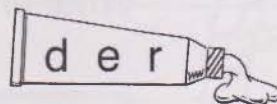
1.



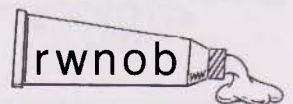
2.



3.



4.

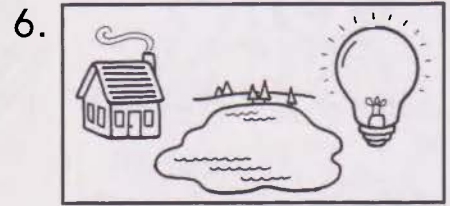
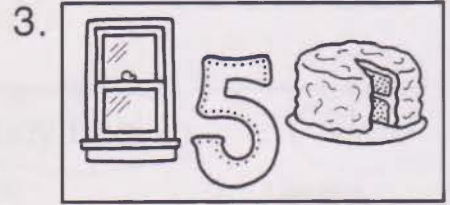


UNIT 7 TEST

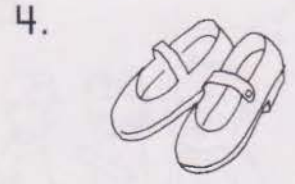
A. Listen and write.

1. What _____ is it? 2. It's _____.
3. Blue is my _____ color. 4. Blue is _____, _____ I like red.

B. Which one has long o? Listen and circle.



C. Look and write.



___ e ___ n ___

s ___ i ___

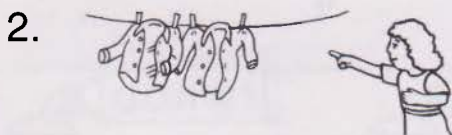
___ c ___ s

___ h ___

D. Look and write.



What are these?



What are those?



What are these?

UNIT 8 TEST

A. Listen and write the number.

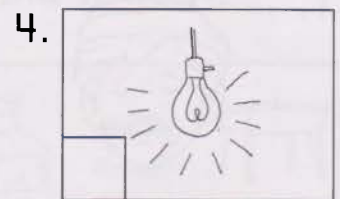
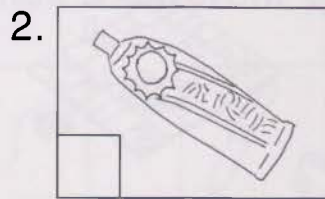
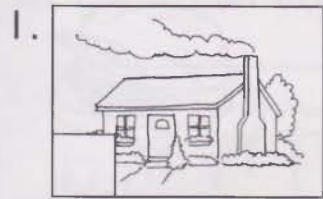
___ Yeah, you're right.

___ Let's clean up.

___ Okay. Let's get the broom.

___ Oh, no! What a mess!

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



C. Unscramble and write.

1. btela _____

2. efhsl _____

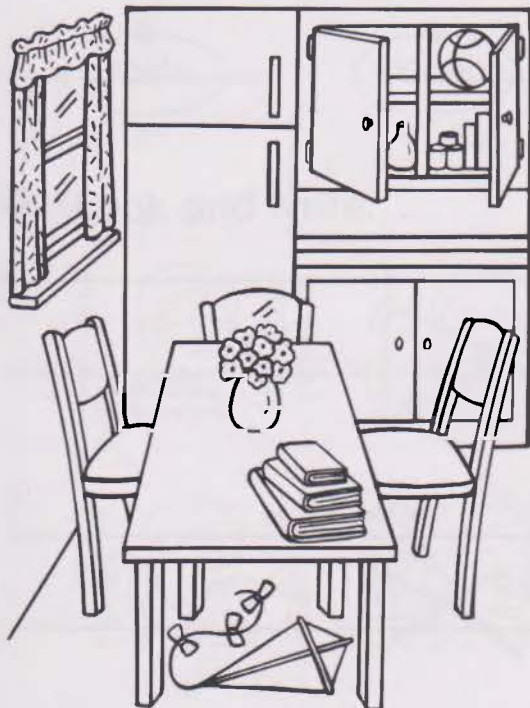
3. mptcoure _____

4. riach _____

5. sdke _____

6. dcrupaob _____

D. Look and write.



1. Where's the basketball?

2. _____ books?





3. _____ kite?

UNIT 9 TEST





A. Listen and write.

1. Uh-_____.
2. What's _____?
3. We're _____. Please _____!
4. Oh...I can't _____.





B. Does it have short a or long a? Listen and circle.

- | | | | |
|--|--|---|--|
| 1.  | 2.  | 3.  | 4.  |
| short a long a | short a long a | short a long a | short a long a |

C. Look and write.

- | | | | |
|--|--|---|--|
| 1.  | 2.  | 3.  | 4.  |
| _____ | _____ | _____ | _____ |

D. Look and write.

- | | | |
|--|--|-------------------|
| 1.  |  | I _____
_____ |
| 2.  |  | We _____
_____ |

UNIT 10 TEST

A. Listen and circle.

- | | |
|---------------------------------------|--|
| 1. Hey! They're mine!
 That's | 2. No, That's mine.
 Yes, It's |
| 3. Oops! Sorry.
 Uh-oh! | 4. That's a cow.
 okay. |

B. Which one has a different vowel sound? Listen and write X.

- | | | |
|----|----|----|
| 1. | 2. | 3. |
|----|----|----|

C. Look and match.

- | | | | | |
|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
| | | | | |

D. Look and write.








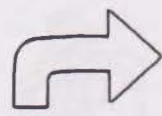
- | | |
|----|--------------------|
| 1. | He _____
_____ |
| 2. | She _____
_____ |

UNIT 11 TEST





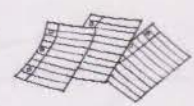
A. Listen and match.

- | | | | |
|-------------------|---|---|-------------------|
| 1. Ms. Lee, may I | ● | ● | course. |
| 2. Of | ● | ● | see it. Thanks. |
| 3. Where | ● | ● | over there. |
| 4. It's | ● | ● | use the bathroom? |
| 5. I | ● | ● | is it? |



B. Does it have short i or long i? Listen and match.

- | | | | |
|---|---|--|---|
| 1.  | ● |  | 2.  |
| 3.  | ● | | 4.  |
| 5.  | ● |  | 6.  |

C. Look and write.

- | | | | | |
|--|--|--|---|--|
| 1.  | 2.  | 3.  | 4.  | 5.  |
| _____ | _____ | _____ | _____ | _____ |

D. Look and write.

1.  _____
Yes, she does.
2.  Does he have crayons?

UNIT 12 TEST

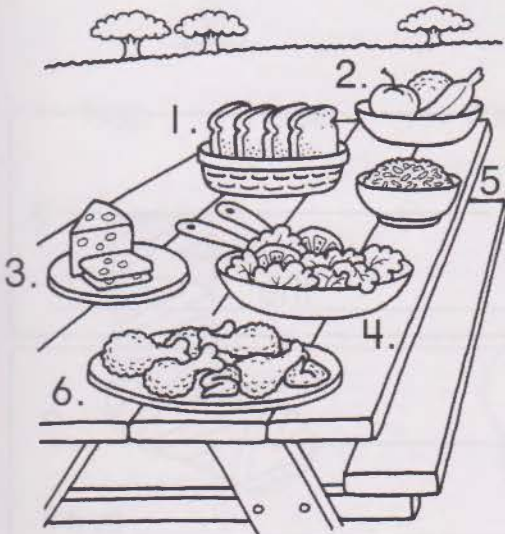
A. Listen and write.

1. _____ the cake, please.
2. _____ one?
3. The _____ cake.
4. Here. _____ yourself.
5. _____

B. Listen and circle.


- | | | |
|------------------|------------------|------------------|
| 1. cot coat | 2. jog joke | 3. not note |
| 4. hop hope | 5. rod road | 6. got goat |


C. Look and write.



- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

D. Look and write.

1.  She _____

2.  He _____

FINAL TEST

A. Listen and circle ✓ or X.



✓ X



✓ X



✓ X



✓ X



✓ X



✓ X

B. Listen and write.

1. Oh, no! What a _____! 2. Yeah, you're _____.

3. Let's _____ up. 4. Okay. Let's _____ the _____.

1. Ms. Lee, may I use the _____?

2. Of _____. 3. _____ is it?

4. It's _____ there. 5. I _____ it. Thanks.

C. Listen and write the number.

___ It's blue.

___ What color is it?

___ Blue is my favorite color.



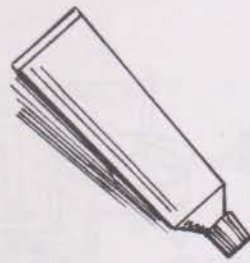





___ Blue is nice, but I like red.

FINAL TEST

D. Listen and circle.

1. short o long a 2. short i long i 3. short u long u
 4. short o long o 5. short e long e 6. short a long a
 7. short i long i 8. short o long o 9. short e long e

E. Listen and circle.






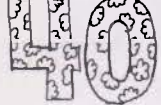
1.  2.  3.  4. 
 hop hope ran rain tub tube bed bead
5.  6.  7.  8. 
 sock soak man mane kit kite met meat

F. Listen and write.

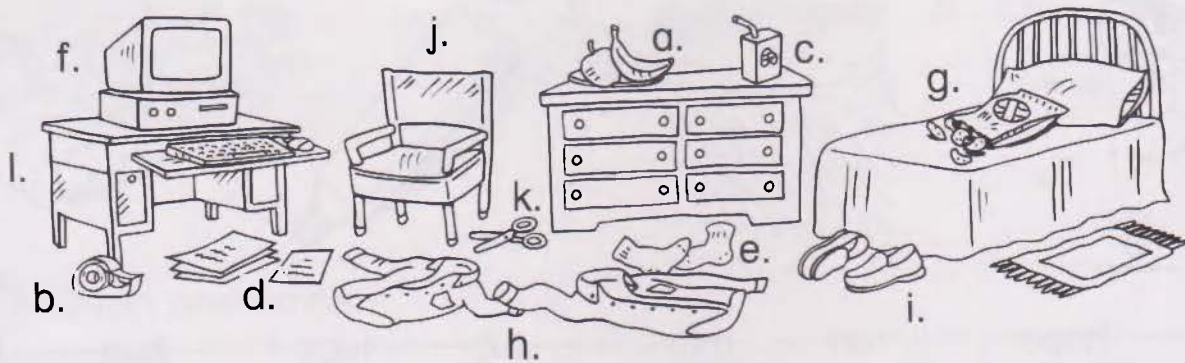
1. __acket 2. __emon 3. __ellow 4. du____
 5. __at 6. __am 7. bo__ 8. __ed

FINAL TEST

G. Look and circle.


1.  laugh
sleep
2.  salad
bread
3.  write
watch TV
4.  candy
ice cream
5.  cough
fever
6.  fourteen
forty

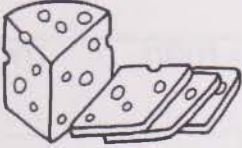
H. Look and write the letter.





1. ___ shoes 2. ___ tape 3. ___ scissors 4. ___ fruit
5. ___ socks 6. ___ desk 7. ___ juice 8. ___ computer
9. ___ shirts 10. ___ paper 11. ___ chips 12. ___ chair


I. Unscramble and write.


1.  u l e g

2.  c e e e s h

3.  e r v f e

4.  o r p p n o c

5.  o h r t s s

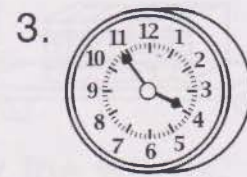
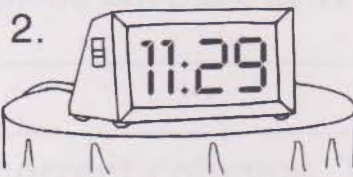
6.  f h e l s

FINAL TEST

J. Read and match.

- | | |
|--------------------------|-------------------------|
| 1. Where's the bird? ● | ● They're jeans. |
| 2. What time is it? ● | ● Yes, he does. |
| 3. What are these? ● | ● It's on the computer. |
| 4. What are you doing? ● | ● It's seven thirty. |
| 5. Does he have paint? ● | ● I'm eating breakfast. |

K. Look and write.



1. What _____ ? _____
2. _____
3. _____

L. Unscramble and write.

1. are / doing / What / they / ? dressed / They're / . / getting

2. green / . / are / These trees / . / These / green / are

3. He / chicken / . / likes doesn't / He / rice / . / like

FINAL TEST

M. Read the question. Write the answer.

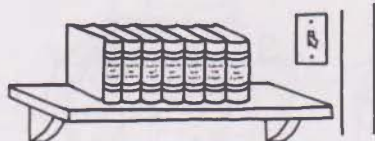
1. What are they doing?



2. What are these?



3. Where are the books?



4. Does she have glue?



N. Read and circle.

1. He

has
have

 a sore throat. He

don't
doesn't

 have a rash.

2. She

like
likes

 rice. She

don't
doesn't

 like chicken.

3. I

has
have

 candy. I

don't
doesn't

 have juice.

4. It

like
likes

 cheese. It doesn't

like
likes

 bread.

FINAL TEST

O. Look and write.



She _____.



_____ have _____.



_____ likes _____.

P. Write the words in the correct columns. Then say the words.

chicken socks chips red green rice skirts brown
 yellow jeans ice cream blue shirts cheese shoes

Colors

Clothes

Food

Card List

Unit 1: Pages 1–4

mother
father
sister
brother
grandmother
grandfather
jacket
jam
jet
yellow
yogurt
yo-yo

Unit 2: Pages 5–8

write
talk
draw
read
sleep
eat
lamb
leg
lemon
rabbit
red
run

Unit 3: Pages 9–12

cry
sing
shout
run
laugh
walk
cat
queen
duck
box

Unit 4: Pages 13–16

get dressed
eat breakfast
walk to school
study English
watch TV
take a shower
May
rain
cake
play
paint
lake

Unit 5: Pages 17–22

thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty
twenty-five
thirty
forty
fifty
bee
feet
sleep
meat
read
tea

Unit 6: Pages 23–28

red
yellow
blue
green
orange
brown
white
black
bike
five
kite
light
night
tight

Unit 7: Pages 29–32

shoes
socks
shirts
skirts
jeans
shorts
boat
snow
home
coat
window
note

Unit 8: Pages 33–36

computer
shelf
cupboard
table
desk
chair
blue
glue
Sue
flute
June
tube

Unit 9: Pages 37–40

candy
juice
soda pop
ice cream
popcorn
chips
cap
man
sad
day
game
pain

Unit 10: Pages 41–44

stomachache
rash
sore throat
fever
cold
cough
bed
desk
pen
eat
green
seal

Unit 11: Pages 45–48

tape
glue
scissors
paper
paint
crayons
pig
sick
six
bike
nine
right

Unit 12: Pages 49–52

chicken
cheese
salad
fruit
bread
rice
hop
pot
sock
elbow
rope
toast

Grammar Cards: Pages 53–60

Phonics Cards: Pages 59–60

Word List

The numbers to the right of the entries indicate the Student Book page on which the word is introduced. Words in red appear only in the art (on the Conversation Time pages).

A

aren't 11
 aunt 1

B

bathroom 47
 bed 46
 bee 22
 bike 26
 birthday 5
 black 24
 blue 24
 boat 32
 box 12
 bread 52
 breakfast 16
 broom 33
 brother 2
 brown 24
 but 29

C

cake 18
 candy 38
 cap 40
 caps 29
 cat 12
 chair 34
 chalk 47
 cheese 52
 chicken 52
 chips 38
 chocolate 51
 clap 9
 clean up 33
 clock 33
 coat 32
 cold 44
 color 5

come here vi
 computer 34
 cook dinner 15
 cookies 51
 cool 5
 cough 44
 count vi
 cousin 1
 crayons 48
 cry 10
 crying 11
 cupboard 34

D

dance 9
 day 40
 decide 37
 desk 34
 does 49
 doesn't 45
 draw 6
 drawing 7
 drink tea 15
 duck 12

E

earache 43
 eat 6
 eat breakfast 16
 eating 7
 eating breakfast 17
 eighteen 20
 eighty 19
 elbow 54
 English 16

F

father 2
 favorite 29
 feet 22

fever 44
 fifteen 20
 fifty 20
 five 26
 flute 36
 for 9
 forty 20
 fourteen 20
 France 19
 from 19
 fruit 52

G

game 40
 get 33
 get dressed 16
 getting dressed 17
 glue 36
 grandfather 2
 grandmother 2
 gray 23
 green 24
 gum 37

H

happy birthday 9
 has 45
 have 39
 headache 43
 help 51
 here 51
 hold on 15
 home 32
 hop 54
 how old 1

I

ice cream 38
 in 23

J

jacket 4
 jam 4
 jeans 30
 jet 4
 juice 38
 June 36

K

kiss 9
 kite 26

L

lake 18
 lamb 8
 late 37
 laugh 10
 laughing 11
 leg 8
 lemon 8
 let's 33
 light 26
 likes 53
 live 23
 look at the board vi

M

man 40
 markers 47
 May 18
 meat 22
 mess 33
 milk 37
 mine 43
 Monday 5
 mother 2
 much 19

N

next to	35
nice	23
night	26
nine	50
nineteen	20
no problem	15
note	32

O

o'clock	21
of course	47
oh	19
oh, no!	33
on	35
on Wednesday	5
open	9
orange	24
over there	47

P

pain	40
paint	18
pajamas	29
paper	48
pass	51
pay attention	vii
peanuts	37
pen	46
pig	50
pink	23
place	23
play	18
popcorn	38
pot	54
purple	23

Q

queen	12
-------	----

R

rabbit	8
rain	18
raise your hand	vi

rash	44
read	6
reading	7
really	23
red	8
rice	52
ride	26
right	50
rope	54
run	8
running	11
runny nose	43

S

sad	40
salad	52
Sam	15
sandwiches	51
school	16
scissors	48
seal	46
see	1
seventeen	20
seventy	19
shelf	34
shirts	30
shoes	30
shorts	30
shout	10
shouting	11
shower	16
sick	50
sing	10
singing	11
sister	2
sit	5
six	1
sixteen	20
sixty	19
skirts	30
sleep	6
sleeping	7
snow	32
sock	54
socks	30

soda pop	38
sore throat	44
speak	15
spell the word	vi
stand	5
stencils	47
stomachache	44
stop talking	vii
study English	16
studying English	17
Sue	36
sure	15
sweaters	29

T

table	34
take a break	vii
take a shower	16
taking a shower	17
talk	6
talking	7
talk on the phone	15
tape	48
ten	1
thanks	9
that's mine	43
that's okay	43
there	47
these	25
they	11
they're	11
thirteen	20
thirty	20
those	25
tight	26
time	21
toast	54
today	5
too	23
tube	36
Tuesday	5
TV	16
twenty	20
twenty-five	20

U

uncle	1
under	35
use the bathroom	47

V

very	19
------	----

W

walk	10
walking	11
walk to school	16
walking to school	17
watch TV	16
watching TV	17
water	51
we	11
Wednesday	5
well	19
we're	11
what	29
what a mess	33
what color	29
what time	21
where	19
where's	35
which one	51
white	24
who's	3
window	32
word	vi
write	6
writing	7

Y

yellow	4
yes	49
yogurt	4
you're right	33
yourself	51
yo-yo	4



ENGLISH TIME

English Time is a six-level communicative course for children who are studying English for the first time. The series develops students' speaking, listening, reading, and writing skills through activities that appeal to their curiosity and sense of fun.

The syllabus progresses at a natural, steady pace and offers students many opportunities to practice new language. Three recurring characters—Ted, Annie, and Digger the dog—help to maintain student interest and involvement throughout the series.

English Time is preceded by the two-level introductory series *Magic Time*. These two series can be used separately or as one complete eight-level course.

Each level of *English Time* contains:

- Student Book
- Audio CD
- Workbook
- Teacher's Book
- Storybook
- Storybook Audio Cassette
- Picture and Word Card Book
- Wall Charts

English Time Teacher's Book 2 provides detailed lesson plans, teaching tips, game ideas, and photocopiable Tests and Worksheets for *English Time* Student Book 2.

