

ENGLISH TIME

TEACHER'S BOOK



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OXFORD

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Syllabus

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

Unit	Topic	Conversation Time	Word Time	Practice Time	Phonics Time
7	Sea Animals	Which one do you want? Oh, I don't know. They're all cute. Well, it's time to go. Please make up your mind. Um, okay. I'll take this one. Are you sure? I'm positive. Great. Let's get it. Dad, the cashier is over here.	whale dolphin eel shark octopus crab big small fast slow	The whale is bigger than the dolphin.	ar barn farm yard or corn fork storm
8	Land Animals	Dad! Guess what! What? There's a monkey on the car! Quick! Shut the window. Look! There it is. Oh, it's cute. It's not cute. It's scary. Don't worry. It won't hurt you. Aw! It's going away.	elephant cheetah giraffe snake turtle chimpanzee tall short fat thin	Which one is the tallest? The giraffe is the tallest.	ou house mouse mouth ow brown gown town
9	Recreation	Oh! I missed the ball. We won! We won! Congratulations. Nice game. It was close. Yeah, it was. Do you want to play again? Sure. This time we'll win. We'll see.	play Ping-Pong play badminton snorkel go fishing go horseback riding go sailing in-line skate listen to music	What do you like to do? I like to listen to music. What does he like to do? He likes to listen to music. (all pronouns)	oo cook look wood oo broom moon noodle
Review of Units 7-9					
10	Hobbies	Wow! What a cool kite! Thanks. I made it myself. You're kidding! No, it's true. I made it. Was it hard? No, it was easy. I'll show you. Great! What do we need? Paper and string. Let's get some.	collect stickers sing build a model take a nap read a comic book make a video paint cycle	We like singing, but we don't like building models. She likes singing, but she doesn't like building models. (all pronouns)	er clerk dessert ir bird shirt ur curry purse
11	Planets	Wow! Did you see all the planets and stars? Yeah! That was a great show. Ms. Apple, can we go to the snack bar? Can we go to the gift shop? No, kids. We don't have time. Aw. But I want to buy a gift for my dad. And I'm thirsty. Please, Ms. Apple. We'll hurry. Sorry, kids. We have to catch the bus.	Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune Pluto	I want to see Mercury. Let me look. He wants to see Mercury. Let him look. (object pronouns)	oi boil oil point oy boy joy oyster
12	Occupations	You dance very well. Thanks. I love dancing. I don't dance very well. Sure you do. You're a good dancer. But I don't practice enough. Well, practice makes perfect. I have an idea. Let's practice together. That's a great idea. Thanks.	musician / play the violin engineer / build things vet / help animals computer programmer / program computers nurse / take care of people artist / draw	Why do you want to be a vet? Because I like helping animals. Why does she want to be a vet? Because she likes helping animals. (all pronouns)	Vowel Blend Review
Review of Units 10-12					

Course Description

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

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

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

Each Student Book ends with an alphabetical *My Picture Dictionary*, where students write vocabulary words as they learn them. At the back of the Student Books there are also Checklists (one for every three units). These give students an opportunity to check what they know, thus building their confidence and allowing parents to follow their child's progress in English.

The Audio Cassettes and CDs

The Cassettes/CDs contain all Student Book conversations, vocabulary words, grammar patterns, songs, chants, and phonics sounds and words. Additional exercises on each cassette/CD provide further listening practice.

The Wall Charts

The Wall Charts feature large versions of each Conversation Time and Word Time page.

The Workbooks

The Workbooks are an extension of the Student Books, providing additional reading and writing practice for each lesson. The Workbooks help teachers assess students' reading comprehension and general language retention.

The Teacher's Books

The Teacher's Books provide step-by-step lesson plans for introducing, practicing, and reviewing the language presented in the Student Books. Many of the suggested games and activities are designed specifically for large and small classes. They also provide tasks for individual, pair, and group work. The Teacher's Books also contain 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 presents teaching and class management tips for teachers of English to children. The reproducible Worksheets allow for additional practice of language presented in the Student Books. The Tests allow teachers and parents to assess students' proficiency in the language as well as their progress. The Games and Activities 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. This allows students to experience language in contexts similar to the way it is used in everyday life. Students can easily understand the story 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 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 cards are useful for introducing, practicing, and reviewing language. They

can be enlarged to any size, depending on the teacher's 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 all language in a spiraling syllabus that builds on and reinforces previously learned language. Thus, at each new level students maintain and add to the language they know.

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

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

The theory of multiple intelligences suggests that in any language class there are students with different learning styles (see Multiple Intelligences, Teacher Resource Guide, page 19). By engaging students orally, visually, logically, kinesthetically, and musically, *English Time* activities maximize students' participation during each lesson.

The *English Time* lesson plans do not follow one particular teaching methodology. Instead, a variety of different, successful methodologies are employed to provide exciting, stimulating lessons. Information gap activities, role-play, survey, and interviews are employed to create a real need for communication and appeal to as many students as possible. Students hear the target language before they produce it (receptive exposure before production). Listening is emphasized so that students are exposed to correct pronunciation and intonation.

Lesson Planning

Thorough planning and preparation are crucial to the success of any lesson. A well-prepared lesson includes more activities than may seem necessary. This allows teachers to maintain the steady pace of the lesson, abandon activities that are not working and keep students focused on their learning. A comprehensive lesson plan includes activities to review previously learned language as well as introduce and practice new language in a systematic 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 be flexible and adapt these lesson plans to meet their individual needs.

English Time Lesson Plans

1. Warm-Up and Review

Each lesson plan begins with an activity which reviews the language practiced in the previous lesson. This helps students to both recall the language and "switch" to English-speaking mode. In some lessons, a second review activity focuses on language related to the target vocabulary or grammar patterns.

2. Introduce the Target Language

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

3. Practice the Target Language

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

4. Games and Activities

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

5. Finish the Lesson

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

Conversation Time Sample Page and Lesson Plan

8 At the Safari Park

Conversation Time

A. Listen and repeat.

B. Listen and point to the speakers.

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

D. Review. Listen and repeat.

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

33

Speakers of the conversation are featured in context.

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

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

Warm-Up and Review

1. Do an activity to review 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. Clarify the meaning of new words or phrases in the conversation through drawings, actions, or pictures. Students retain language better if they understand the meaning. Detailed examples are provided in each lesson plan.
2. Model the conversation in such a way that students can see it presented in a natural way. To do this, bring students (one student for each speaker in the conversation) to the front of the classroom and have them face each other. Stand behind each student and model his/her line(s) of the conversation, using natural facial expressions and body language. In this way, students know who says which line of the

conversation. Each lesson plan contains examples of appropriate body language and facial expressions for each line of the conversation.

3. Divide the class into groups (one group for each speaker in the conversation). Model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Groups then change roles and repeat the conversation until each group has practiced each role. If students need additional support, model the conversation using the visual prompts from Step 1.
4. Students are now ready to say the conversation on their own, without any modeling. Groups say the appropriate lines of the conversation. They then change roles and say the conversation again. Continue until each group has taken on each role. Prompt when necessary.

Optional substitution:

Introduce other vocabulary that can be substituted into the conversation, and practice the conversation with this new vocabulary. Suggested substitutions are provided where appropriate.

Talk About the Picture

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

Practice the Conversation

A. Listen and repeat.

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

B. Listen and point to the speakers.

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

C. Role-play the conversation with a partner.

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

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

D. Review. Listen and repeat.

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

What Did Digger Find?

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

Games and Activities

In order to practice and internalize the new conversation, students practice it through various games and activities. Three games and activities are provided in each lesson plan, engaging students in pair or group exchanges, as well as in individual versus class interaction. 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 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 important that students understand the directions for each activity so that they can concentrate on language, not on trying to figure out what to do. 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

Word Time

<p>A. Listen and repeat.</p> <table style="width: 100%;"> <tr> <td>1. elephant</td> <td>2. cheetah</td> </tr> <tr> <td>3. giraffe</td> <td>4. snake</td> </tr> <tr> <td>5. turtle</td> <td>6. chimpanzee</td> </tr> <tr> <td>7. tall</td> <td>8. short</td> </tr> <tr> <td>9. fat</td> <td>10. thin</td> </tr> </table>	1. elephant	2. cheetah	3. giraffe	4. snake	5. turtle	6. chimpanzee	7. tall	8. short	9. fat	10. thin	<p>B. Point and say the words.</p> <p>C. Listen and point.</p> <p>D. Write the words. (See pages 63–66.)</p>
1. elephant	2. cheetah										
3. giraffe	4. snake										
5. turtle	6. chimpanzee										
7. tall	8. short										
9. fat	10. thin										

- Eight or more new vocabulary words are introduced per unit.
- Students review the target vocabulary, as well as previously learned conversations and patterns, by listening to the recording, then finding and pointing to the speakers.
- *My Picture Dictionary* at the back of the Student Book gives students the opportunity to create their own picture dictionary.
- All new vocabulary items are featured in context for students to find in the large scene.

Warm-Up and Review

1. Do an activity to review 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 its meaning. 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 as this is a receptive exercise focusing on exposure to English and recycling previous language items in a new context. A short reading is suggested in each lesson plan. When reading a word in **bold** type, point to its picture in the scene. When reading an *italicized* word, pantomime it. This conveys the meaning of words students have not heard before. Alternatively, use a Wall Chart instead of a Student Book to describe the people and actions in the picture.
3. Ask questions about the large scene in order to elicit language and familiarize students further with the picture. Encourage students to answer using words, phrases, or simple sentences. Prompt if necessary. Suggested questions are provided in each lesson plan.

Practice the Words

A. Listen and repeat.

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.
2. For added challenge, say the words in random order. Students listen and point to the words in the vocabulary box.

B. Point and say the words.

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

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.

C. Listen and point.

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

D. Write the words. (See pages 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 vocabulary item, then write the word next to it.

What Did Digger Find?

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

Extra Vocabulary. Each Word Time lesson includes three to four optional extra vocabulary items, which are illustrated on that unit's Conversation Time page. Focus students' attention on that unit's Conversation Time page. Write the extra vocabulary items listed in each lesson plan on the board and read them. For meaning, draw simple pictures of the items on the board, name them in the students' native language, or have students look up the words in their dictionaries. Read the words

again, and have students repeat. Students then find, point to, and name the items in the large scene. These extra words may be used in any of the suggested games and activities.

Games and Activities

In order to practice and internalize the new vocabulary, students practice it through various games and activities. Four games and activities are provided in each lesson plan. The games/activities often combine the new vocabulary with previously learned language.

Option: Personalize the Picture. Students work in groups to personalize the picture, thus getting involved 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 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 important that students know what to do for each activity so that they can concentrate on the language, and not on trying to figure out the activity. 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.

Which one is the tallest? ← The giraffe is the tallest.

tall	• tallest	short	• shortest
fat	• fatest	thin	• thinnest
fast	• fastest	slow	• slowest

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

1. short? chimpanzee
2. tall? giraffe
3. fat? elephant
4. slow? turtle
5. fast? cheetah
6. thin? snake

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

D. Listen and sing along. (See "Which One Is the Tallest?" on page 60.)

Unit 6 35

New grammar patterns are presented as complete sentences.

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

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

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

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

Warm-Up and Review

1. Do an activity to review 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.

2. Introduce the target patterns in a methodical step-by-step way. Once students are familiar with the patterns, provide an activity which allows students to use the patterns immediately. Detailed instructions are provided in each lesson plan. Explaining grammar rules is not recommended at this level as it could prove overwhelming.

Introduce the Patterns

1. **Pronoun Review.** Ask students to repeat all of the following words and actions. Point to yourself and say *I*. Point to and look at students while saying *You*. Put your arms around a group of students and say *We*. Step away from and point to this same group of students, look at seated students, and say *They*. Point to a boy, look at seated students, and say *he*. Point to a girl, look at seated students, and say *she*. Point to a picture of a bird, look at seated students, and say *it*.

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 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 any necessary explanations of contractions or verb tense changes on the board. Point to and read each word. Students repeat.

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

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

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

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

For question and answer patterns: Students remain in pairs. Focus their attention on the Word Time large scene. They take turns pointing to the pictures and asking and answering questions, using the new patterns and vocabulary items. An example is provided in each lesson plan.

D.  Listen and sing along or chant.

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 or read some of the lyrics. Read the lyrics line by line and have students repeat. Play the recording. Students listen and follow in their books to familiarize themselves with the song or chant before singing it.

Alternatively, write the lyrics on the board. 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. A detailed activity is provided in each lesson plan.

Games and Activities

In order to practice and internalize the new patterns, students practice them through various games and activities. Three 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 to give students further practice with the target pattern. Worksheets can be done at home or in class. The extra tasks can also be given to more advanced students to keep them occupied while the teacher spends time with students who need more help. For Worksheets and detailed instructions, see Teacher's Book pages 170–199.

Finish the Lesson

1. Finish the lesson with a quick 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 important that students know what to do for each activity so that they can concentrate on the language, and not have to spend time trying to figure out the activity. 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.

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

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

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

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

36 Unit 8

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

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

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

Warm-Up and Review

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

Introduce the Sounds

- Introduce each target phonics sound and word in a methodical, step-by-step way so that students both hear the target sounds and understand the meaning of each target word. To do this, say the first target sound and have students repeat. They hold up a picture card with that target sound and name the card. Students repeat. Attach the card to the board. Do the same with the remaining sounds and words.

- Write each target word next to the corresponding picture card on the board in the following way: Write the target letter(s). Say its sound while pointing to the letter(s). Students repeat. Write the rest of the word on the board and say the target sound and then the rest of the word, pointing to the two parts of the word and then the whole word. Students repeat.
- Remove the picture cards from the board. Point to each word and have students read it. When students read a word correctly, attach the corresponding picture card next to the word to reinforce meaning.

Practice the Sounds

A. Listen and repeat.

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

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

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

Games and Activities

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

Extra Practice

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



Finish the Lesson

1. Finish the lesson with a quick 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 know what to do for each activity so they can concentrate on language, and not have to spend time trying to figure out the activity. 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. An extensive midterm and final are also provided. For Tests and detailed instructions, see Teacher's Book pages 200–231.



Sounds in Student Book 4

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

Review: Story Time Sample Page and Lesson Plan

Review 3

Story Time

Digger's World

A. Listen and repeat.

1. Let's play a game. There's a dog, a giraffe, and an elephant. Which one is the tallest?
Hmmm, I don't know.

2. Hurry, Max. Make up your mind.
I know! The giraffe is the tallest.

3. You're right! Congratulations! Do you want to play again?
Sure! This is fun. I like to play games.

4. A dog, a whale, and a turtle. Which one is the biggest?
The whale is the biggest. Right?

5. Right! Do you want to play again?
No, Digger! This time you play. Which dog is the cutest?

6. I don't know, Max. Guess what, Digger! You're the cutest!

B. Look at A. Listen and point.

C. Listen. Circle True or False.

1. True False 2. True False 3. True False 4. True False 5. True False

D. Role-play these scenes.

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describe what is happening in each scene in order to review the language and bring the pictures to life. Suggested sentences are provided in each lesson plan.

Work with the Text

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

Practice the Story

A. Listen and repeat.

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

B. Look at A. Listen and point.

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

C. Role-play these scenes.

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

- 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. Students do an activity that reviews the conversations, vocabulary items, and grammar patterns from the previous three units. At least one activity is provided in each lesson plan.
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

Games and Activities

Students review the conversations, vocabulary, and grammar patterns further through games and activities. A project and a games or activity are provided in each lesson plan.

Finish the Lesson

1. Finish the lesson with students doing an activity to further review the conversations, vocabulary, and grammar patterns. An activity is provided in each lesson plan.
2. Explain and assign the first page of the 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

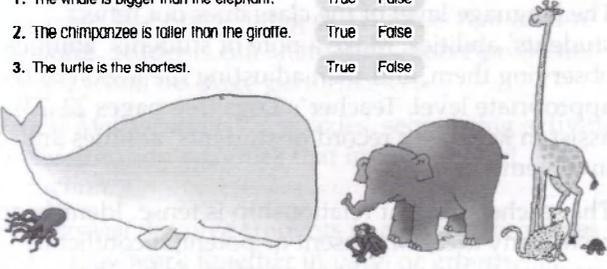
Activity Time

A. Listen and write.

-  The _____ and _____ are on the _____.
-  The _____ and _____ are in the _____.
-  Can a _____ ?

B. Read and circle True or False.

- The whale is bigger than the elephant. True False
- The chimpanzee is taller than the giraffe. True False
- The turtle is the shortest. True False



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

_____ likes to play Ping-Pong.	_____ likes to go fishing.
_____ likes to in-line skate.	_____ likes to listen to music.
_____ likes to snorkel.	_____ likes to play badminton.

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

- Students do an activity to review the conversations, vocabulary items, patterns, and/or phonics sounds from the previous three units. An activity is provided in each lesson plan.
- Check the first page of the Workbook Review that students did in class or for homework. Answer keys 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 items, 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 through games and activities. At least two games and activities are provided in each lesson plan.

Finish the Lesson

- Explain and assign the checklist to be done in class or for homework. Students have now studied and reviewed three units' worth of language. They are ready to check what they know. The Checklists, found at the back of the Student Books, provide a permanent record for students, teachers, and parents of what students have understood and retained. There is one Checklist for every three units. Working individually or in pairs, students check off what they know in each Checklist.
- Explain and assign the second page of the Workbook Review to be done in class or for homework. Detailed instructions on how to introduce the activities are provided at the back of the Teacher's Book.
- Do a chapter of Storybook 4, *A Medal for Ranger Day*. For detailed instructions and answer key, see Teacher's Book pages 167-169.

Classroom Management

Motivating Students

Motivation plays an important role in language learning. When motivation is high, students 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 while practicing the language.
- Acknowledge or reward 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 progress. 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 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 class will keep motivation high and discipline problems to a minimum.

Tips to establish and maintain classroom discipline:

- Establish a clear set of rules at the beginning of the school year, and consistently apply them. 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!

Consider the reasons behind inappropriate behavior and attempt to address these issues. Possible reasons for behavior problems:

- 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 does not reflect 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 tense. 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 behavior. 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 reinforce the language practiced 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 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 or intelligences. In a classroom setting it is important to take this 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 real objects. 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.
- *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, language level, and needs as well as the specific objective of the lesson and time available. Lesson Plans provided in the Teacher's Book can be adapted to create customized lesson plans.

Picture and Word Cards

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

Visual Aids

Visual aids such as picture cards, pictures, posters, signs, and realia help students comprehend new language without translation. Students can be involved in making visual aids, by, for example, drawing and coloring flashcards of target language.

Demonstration

Actions can be demonstrated in the classroom. Certain items (for example: food, animals, furniture) can be pantomimed. Puppets can be used as speakers. Role-play activities lead to the setting up of, for example, "shops," "hospitals," or "streets." All these bring variety into the classroom setting and help students use the language creatively.

Bulletin Boards

Bulletin boards enliven the classroom walls, creating a warm environment that welcomes students to class. They should 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 or vocabulary words.
- 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 at home.

Games and Activities

Games and activities are a vital component of any language course. Games allow students to experience the language in a meaningful and enjoyable way. Pages 140–147 feature games that can be used to practice or review conversations, vocabulary, grammar patterns, and phonics.

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 understand a game explained entirely in English if the steps are modeled in a 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 in the classroom. For example: one row of students can form one 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 provide contextualized language whose meaning is clarified by visuals. For this reason it is beneficial to create a classroom library of storybooks that students can look at before or after class. Read storybooks containing language that students know for five minutes at the end of each class.

Tips for adapting storybooks for use in the classroom:

- Choose volunteers to take on the roles of characters in the story and dramatize their characters' lines.
- Choose a volunteer to read the story out loud and have 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 a conversation 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 contribute to the children's language development. Each *English Time* Student Book unit contains a song or chant. The Teacher's Book offers detailed activities to enhance each song and chant.

Tips to make songs other than those in the Student Books 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 therefore important to plan more activities than necessary so that it is possible to quickly change activities without disrupting the class. It is also recommended to change activities before students lose interest or become bored. In 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.

- Create a class routine and follow it in each lesson. Students develop a sense of security if there are few surprises, and this leads to greater participation.
- Ask students for feedback on the class. Acknowledge their feedback and make appropriate changes to meet their needs.

English as the Language of Instruction

Input in the target language increases the efficiency of language learning. This is especially true in places where English is neither widely heard, spoken, nor seen outside the classroom. For this reason, try to conduct as much of each lesson as possible in English.

Tips to maximize English use in the classroom:

- Give all instructions in English. Use facial expressions, body language, or visual aids to convey meaning.
- Use previously learned language in all classes, so that it becomes an integral part of students' expanding English vocabulary.
- Look for any occasion to provide opportunities for students to use English in a meaningful and interesting way. For example: invite a native English speaker to class to speak to students.

Assessment

Continual student assessment is crucial in order to determine the areas in which students need further explanation and/or practice. Assessment methods include traditional tests and Teacher's Logs. In the latter, the teacher records his/her observations and assessments of students usually after each class.

Correcting Students

Correcting mistakes is an important part of language instruction. The manner of correction depends on whether the activity aims at accuracy (the focus is on grammatical correctness or accuracy) or fluency (the focus is on students expressing their thoughts in English). Pay attention to students' reactions to correction. Some students accept being corrected without losing confidence or motivation. Others, however, become self-conscious and reticent to speak in future classes for fear of making mistakes. Try to avoid over-correction or correct mistakes at the end of the activity rather than when individual students are speaking.

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 clean my room*. Say *clean* while shaking your head. Then say *Yesterday I cleaned my room*, emphasizing *cleaned*. The student repeats.
- Repeat the students' 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 clean my room*. Say *Yesterday I clean* (rising intonation) *my room*. *Yesterday I ___*. The student completes the sentence with *cleaned my room*.

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 clean my room*. Say *Oh, yesterday you cleaned your room, slightly emphasizing cleaned*.
- Refrain from correcting students during games or storytime. This allows students to enjoy the game and use the language naturally. During group work, walk around the classroom, listen to students, and note any frequent mistakes. When the activity is over, 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 increase the efficiency of large classes:

- Walk around the classroom and listen while students work in pairs or 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. When you need to divide the class into groups for an activity, rows of one to two students can form one group.
- If possible, 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.
- Write clearly on the board and make the letters large enough to be seen from the back of the classroom. Draw a vertical line in the middle of the board to help you organize your writing. Do not write on the board below the height of students in the first row.

Introducing Culture in the Classroom

As students learn English and accept it as a foreign language, nurture an open attitude toward foreign cultures as well. Initiate this by introducing the flags and locations of different countries and talking about the daily life of foreign people. Introduce samples of folk art and music, children's games, ways of greeting, coins, and stamps. Use photographs, realia, books and magazines, or video clips to introduce elements of culture. Embassies or consulates are a good source of free information about foreign countries.

Involving Parents

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

Tips and suggestions on how to involve parents:

- Send home a monthly newsletter detailing language the class will be studying. If possible, include some work that students have done in class.
- Host a parent class where parents and children can participate together in class activities. This is a good opportunity to show parents what their children are learning and how they are learning it. Present English songs, original stories, or choral reading, 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"> Action Review (5 min.) Check Workbook. (2 min.) 	<ol style="list-style-type: none"> Pronoun review. Did you ___? Yes, ___. Did you ___? No, ___. Fluency practice. (10 min.) 	<ol style="list-style-type: none"> Open Student Books. Play recording and do exercises. Sing song. (10 min.) 	<ol style="list-style-type: none"> Ask Questions. (5 min.) Make the Sentences. (7 min.) Stepping Stones (if time) 	<ol style="list-style-type: none"> Guess the Action. (4 min.) Assign homework. <ul style="list-style-type: none"> Workbook p. 3 Worksheet 1 (4 min.)
Materials Needed	1 set Unit 1 Word Time Word Cards		cassette & player	Unit 1 Word Time Picture cards, 1 card per student Unit 1 Word Time Word Cards and Grammar Cards 1 set per 2 students	
Lesson Taught	✓ done	✓ done	✓ done except for song (play at beginning of next class)	Did: Ask Questions and 3-4 min. of Make the Sentences Do Stepping Stone activity another time for review	✓ done
General Notes Class response Individual response Areas that need more practice	<ul style="list-style-type: none"> Kim: Having trouble paying attention again. Call parents Time games more carefully next time. Students really liked pantomiming/moving during Ask Questions activity (make sure to plan movement activities in future lessons). 				

Teacher's Log

(Teacher's Book pages _____)

Class _____

Date _____

Time _____

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

Classroom Language

Focus: Frequently used classroom language

Materials Needed: CD/cassette and player



Introduce the Language

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

Practice the Language

Students open their Student Books to pages vi–vii.

Listen and repeat.

1. Students look at the twelve scenes to see if any of the situations they brainstormed are illustrated on the page.

2. Play the recording. Students listen and repeat.

A: *Collect the homework, please.*

B: *Okay.*

A: *Pass out the paper, please.*

B: *Can I help?*

A: *Share a book with your classmate.*

B: *Let's use mine.*

A: *Ask your classmate a question about page 24.*

B: *What's he doing?*

A: *May I get a drink of water?*

B: *Not right now. In a minute.*

A: *Make a sentence with the word "night."*

B: *I practice the piano at night.*

A: *Who can tell me the answer?*

B: *I can.*

C: *Me, too.*

A: *Please repeat after me. He wants fruit.*

B: *He wants fruit.*

A: *Please memorize page 18.*

B: *That's easy.*

A: *Who wants to erase the board?*

B: *I do.*

A: *No gum in class. Please get rid of it.*

B: *Sorry.*

A: *Next class, you will have a test on Unit 12.*

B: *Which unit?*

C: *Unit 12.*

3. Play the recording again. Students listen and point to the speakers. Play the recording as many times as necessary for students to complete the task.

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

Games and Activities

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

Finish the Lesson

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



Do You Remember?

Focus: English Time Level 3 Review

Function: Introducing oneself; giving personal information

Materials Needed: CD/cassette and player

Warm-Up and Review

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

Work with the Pictures

Students open their Student Books to page viii.

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 it on the board. Once all the items have been listed, point to and say each word. Students repeat, pointing to those items in their books.

Work with the Text

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

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



Practice the Language

Listen and point.

1. Play the recording. Students listen and point to each speaker.

1. Ted: *Hi, I'm Ted Lee. She's Annie Day.*
Annie: *We go to school by bus.*
Digger: *Hi, I'm Digger.*
2. Annie: *I'm wearing a red and blue dress. He's wearing a blue cap.*
Ted: *I have a camera and some film.*
3. Annie: *We live in Sunnyville.*
Ted: *There's a river. There isn't any snow.*
4. Ted: *She listens to music in the morning.*
Annie: *He plays video games in the morning.*
Digger: *I have a snack in the morning.*
5. Annie: *On Saturday, I was at the museum.*
Ted: *I wasn't at the museum. I was at the movie theater.*
6. Annie: *Were you at the movie theater?*
Ted: *No, I was at the museum.*
Digger: *See you in Unit 1!*

2. Ask students what roles are needed to role-play the conversation. List the roles on the board (*Annie, Ted, Digger*). Then divide the class into Groups A, B, and C. Group A role-plays Annie's lines, Group B role-plays Ted's lines, and Group C role-plays Digger's lines. Groups then change roles and role-play the scenes again.

3. Bring three volunteers to the front of the classroom. Play the recording and have these volunteers act out the conversation along with the recording. They then role-play the conversations on their own, without the recording.

4. Divide the class into groups of three and have each group role-play the conversation. They then change roles and role-play the conversation again.

Games and Activities

1. **Listen Carefully.** Write the following sentences on the board.

1. Annie and Ted go to school by ____.
2. Ted is wearing a ____ cap.
3. Annie and Ted live in ____.
4. Annie ____ in the morning.
5. ____ plays video games in the morning.
6. On Saturday, Ted ____ at the ____.

Play the recording. Students listen and fill in the blanks. Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–6.

Answer Key:

1. Annie and Ted go to school by bus.
2. Ted is wearing a blue cap.
3. Annie and Ted live in Sunnyville.
4. Annie listens to music in the morning.
5. Ted plays video games in the morning.
6. On Saturday, Ted was at the museum.

2. **True or False?** Say four to five statements about the Student Book conversation (see Suggested Sentences below). Students say *True* if the statement is true, and *False* if it is not. If the sentence is false, choose a volunteer to make it true. For example: say *Annie and Ted go to school by bicycle*. A volunteer corrects the statement by saying *Annie and Ted go to school by bus*.

Suggested Sentences: *Digger is a cat. Ted has some slampoo. There's a river in Sunnyville. Digger has a snack in the morning. On Saturday, Ted was at the museum.*

3. **How About You?** Divide the class into groups of three. Students in each group take turns looking at each scene on the Student Book page, and inserting their personal information into the sentences (two students in each pair introduce themselves to the third student). For example: a student named Joe looks at the first scene and says *I'm Joe Smith. This is Ed Jones*. The second student, Ed, says *We're fourteen*. Students in each group change roles until each student has taken on each role.

Finish the Lesson

1. **Introduce Yourself.** Using their Student Books for reference if necessary, students take turns standing up and introducing themselves to their classmates using the target language. For example: a student stands up and says *I'm Jane Lark. I'm fourteen. I go to school by subway. I have some paper and a book. I live in Newville. There's a mountain and some trees. On Friday, I was at the bookstore*. Continue around the classroom in the same way until most students have introduced themselves to the class.
2. Explain and assign Workbook pages iii and iv. (For instructions, see Teacher's Book page 148.)



At the Campsite

Conversation Time

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

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

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

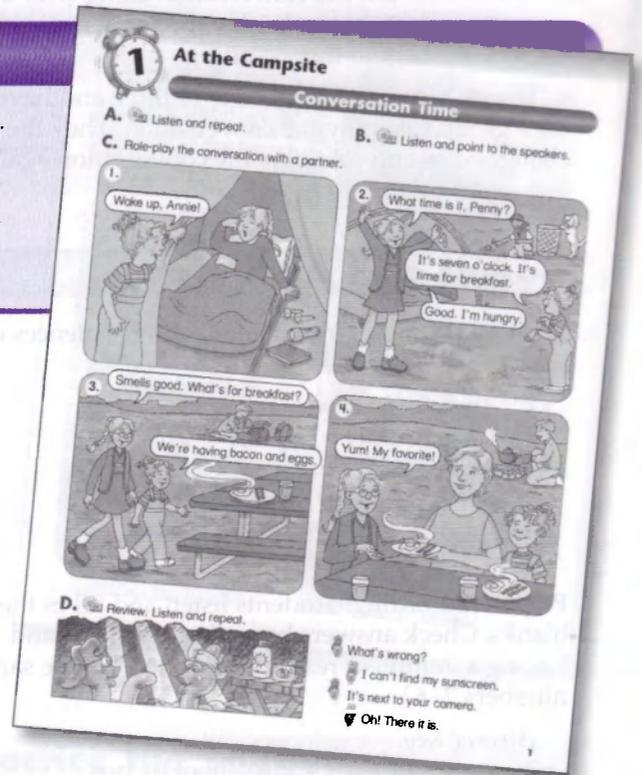
For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

1. **Review.** Students open their Student Books to page viii. Point to each scene and elicit the dialogue. Then divide the class into pairs, and have each pair practice role-playing the six different scenes.
2. Check Workbook pages iii and iv. (For instructions and answer key, see Teacher's Book page 148.)

Introduce the Conversation

1. Clarify word meaning.
bacon and eggs: Draw a picture of bacon and eggs on the board, adding a breakfast table if necessary. Point to the drawing and say *bacon and eggs*. Students repeat. Write *bacon and eggs* below the drawing. Point to and read each word. Students repeat.
2. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation using the following actions:
 - A: *Wake up, Annie!*
Prompt Student B to close his/her eyes as if sleeping. Then gently shake his/her shoulders.
 - B: *What time is it, Penny?*
Tap your wrist and look quizzically at Student A.
 - A: *It's seven o'clock. It's time for breakfast.*
Look at your wrist.
 - B: *Good. I'm hungry.*
Smile and rub your stomach.
 - B: *Smells good. What's for breakfast?*
Sniff the air and smile. Look quizzically at Student A.
 - A: *We're having bacon and eggs.*
Look at Student B and smile.
 - B: *Yum! My favorite!*
Lick your lips and rub your stomach.



3. Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation.
- Note:** If students need additional support, practice the conversation using the Step 1 visual prompts on the board.
4. Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt as necessary.

Talk About the Picture

1. 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.

Scene 1: Penny and Annie are camping. Annie was sleeping and Penny woke her up. Annie wants to know what time it is.

Scene 2: Penny tells Annie that it is seven o'clock, and that it's time for breakfast. Annie is glad, because she's *hungry*.

Scene 3: They're having **bacon** and **eggs** for breakfast.

Scene 4: Annie is *smiling* because bacon and eggs are her *favorite*.

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

Scene 1: Who was sleeping?
Does Annie have her glasses?

Scene 2: What time is it?
Is Annie hungry?

Scene 3: What's for breakfast?
(bacon) What's this?
(eggs) What are these?

Scene 4: Is Annie *sad*?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat.

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

B. Listen and point to the speakers.

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

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

- A: *What's wrong?*
B: *I can't find my sunscreen.*
A: *It's next to your camera.*
B: *Oh! There it is.*

OPTION: Students role-play the conversation.

Games and Activities

1. **Say It Together.** Divide the class into Groups A and B, and have the groups stand in two lines facing each other. The two groups take turns role-playing appropriate 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. **Guess the Line.** (See Game 2, page 140.) Play the game using the target conversation.
3. **Combine the Conversations.** Combine a conversation from Level 3 with the target conversation on the board in the following way:

A: *Wake up, Annie! It's time for breakfast!*

B: *Okay. But I can't find my glasses.*

A: *Here they are.*

B: *Oh, thank you.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation as if they are sisters at home on a Saturday morning. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again.

Finish the Lesson

1. **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.
2. Explain and assign Workbook page 1. (For instructions, see Teacher's Book page 148.)

Word Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 2; Unit 1 Word Time Picture Cards, 1 set; Unit 1 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 1 and 2)

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

Warm-Up and Review

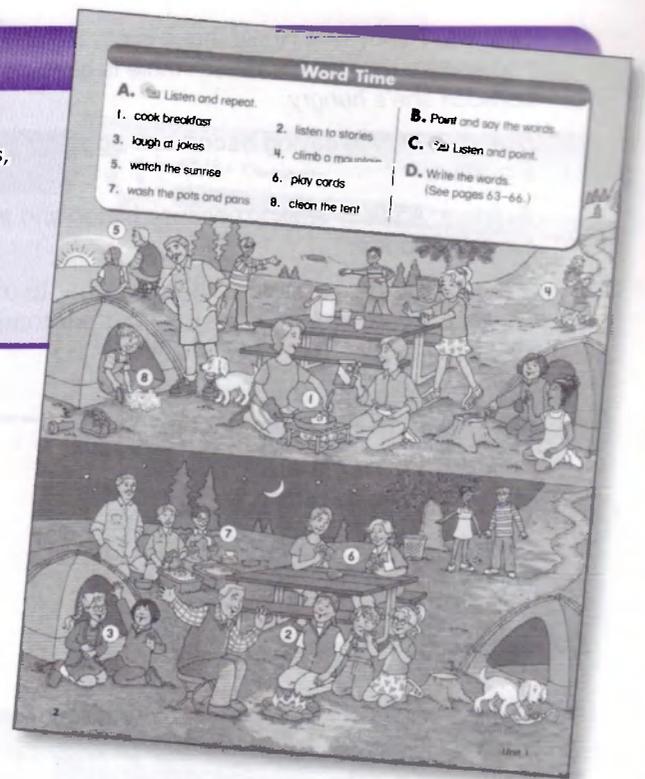
- Conversation Review: Missing Words.** Write the Unit 1 target conversation on the board. Point to each line and elicit the conversation. Erase two to three key words. Students say the conversation, trying to fill in the missing words. Continue in the same way, erasing more words from the conversation each time, until students can say the conversation from memory.
- Check Workbook page 1. (For instructions and answer key, see Teacher's Book page 148.)

Introduce the Words

- Hold up and name the Unit 1 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.
- Attach the Unit 1 Word Time Picture Cards in a row to the board. Stand the Unit 1 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly below the corresponding picture card. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

Talk About the Picture

- Students open their Student Books to page 2. They look at the large scene and name anything they can.
- 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 (*italicized words*). If students repeat, do not stop them, but they are not required to do so.



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

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

Nighttime scene: Now it's night. **Annie** is *laughing at jokes*. **Annie's grandfather** is telling stories. **Ted** and **his friends** are *listening* to the stories.

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

Daytime scene:

What's **Ted** doing?

Is **Annie** playing cards?

Who's *cooking breakfast*?

Nighttime scene:

Is **Annie's grandfather** *listening* to stories?

Is **Ted** *laughing at jokes*?

Practice the Words

A. Listen and repeat.

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

1. cook breakfast
2. listen to stories
3. laugh at jokes
4. climb a mountain
5. watch the sunrise
6. play cards
7. wash the pots and pans
8. clean the tent

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

B. Point and say the words.

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

C. Listen and point.

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

Watch the sunrise.

Laugh at jokes.

Clean the tent.

Cook breakfast.

Play cards.

Listen to stories.

Climb a mountain.

Wash the pots and pans.

Now listen and point to the speakers.

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

B: *No, thanks. I have cereal.*

A: *Okay.*

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

B: *I think they're hers.*

A: *Yes, they are.*

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

B: *What?*

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

B: *Oh, I see it. Thanks.*

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

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

What Did Digger Find?

Students determine what Digger found.

Answer Key: Digger found a tube of toothpaste.

Extra Vocabulary.

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

Games and Activities

1. **Draw the Picture.** (See Game 30, page 143.) Play the game using Unit 1 Word Time Picture Cards.
2. **What Are You Doing?** Divide the class into Teams A and B. A volunteer from Team A (S1) comes to the front of the classroom. Hand S1 a Unit 1 Word Time Word Card and turn away so you cannot see him/her. S1 pantomimes the action on the card. Ask Team A *What's (he) doing?* Elicit (*He's*) (*cooking breakfast*). Turn to face the volunteer and ask *Are you (cooking breakfast)?* He/She answers. For each correct answer, Team A wins a point. A volunteer from Team B then comes to the front of the classroom. Do the entire activity again in the same way. Continue until each student has come to the front of the classroom. The team with the most points at the end wins.
3. **Sentences.** Write the following five sentences on the board (quickly review meaning if necessary):

I'm cooking breakfast.

I cooked breakfast.

I didn't cook breakfast.

When do you cook breakfast?

When does he cook breakfast?

Point to and read each sentence. Students repeat. Then divide the class into groups of four to six. Using the target vocabulary and the above sentences as guides, each student writes two sentences, each on a separate piece of paper. Students place their sentences face-down in the middle of their group. A student in each group (S1) begins by picking up a sentence from the middle of the group. If it is a statement, he/she reads the sentence and pantomimes it. If it is a question, he/she reads it to the student on his/her left (S2), and S2 answers. Groups continue in the same way, with students in each group taking turns picking up the sentences, for five to seven minutes.

4. **Option: Personalize the Picture.** Give each student a large piece of paper and crayons or markers. Students make postcards of themselves and friends or family on a camping trip, doing the target activities. Students then take turns holding up their postcards for the rest of the class to see and using complete sentences to describe the activities the people in the picture are doing. Display the postcards on the wall for future reference.

Finish the Lesson

1. **Pantomime.** Students take turns standing up, pantomiming one of the target actions, and saying *I'm (playing cards)*. Continue until each student has taken a turn.
2. Explain and assign Workbook page 2. (For instructions, see Teacher's Book pages 148–149.)

Practice Time

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

Function: Inquiring about past activities

Materials Needed: CD/cassette and player; Unit 1 song with one word deleted from each line, 1 copy per student; Unit 1 Word Time Picture Cards, 1 set per 4–5 students; Unit 1 Word Time Word Cards, 1 set per 2 students; *I, He, She, They, you, he, she,* and *they* grammar cards, 2 sets per 2 students; Unit 1 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 1, 2, 51, 53, and 57)

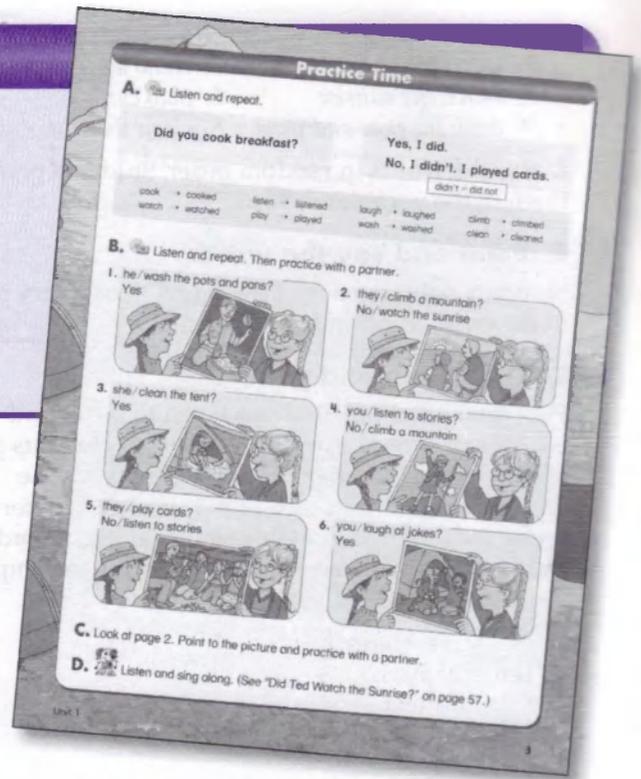
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

- Vocabulary Review: Actions.** Hold up each of the Unit 1 Word Time Word Cards and have students read them. Then hold up each of the Unit 1 Word Time Word Cards and have students read the words then pantomime the actions.
- Check Workbook page 2 (For instructions and answer key, see Teacher's Book pages 148–149.)

Introduce the Patterns

- Pronoun Review.** (For detailed instructions, see page 12.) Review *I, you* (singular), *he, she, we, you* (plural), and *they*.
- Did (you) (cook breakfast)? Yes, (I) did.** Hand a volunteer the *cook breakfast* picture card without looking at it. Turn away from S1 and tell him/her to pantomime the action on the card. After several seconds, say *Stop*. Turn around and ask S1 *Did you cook breakfast?* Students repeat. Write *Did you cook breakfast?* on the board. Point to and read each word. Students repeat. Then ask S1 the question again, and elicit a positive response. Say *Yes, I did*. S1 repeats. Write *Yes, I did*. on the board to the right of *Did you cook breakfast?* Point to and read each word. Students repeat. Do the same with *play cards*, *laugh at jokes*, and *climb a mountain*. Then repeat the entire procedure with *she, he, you* (plural), and *they* and the appropriate gestures from Step 1 to demonstrate the pronouns.
- Did (you) (cook breakfast)? No, (I) didn't. (I) (played cards).** Hand a volunteer (S2) the *play cards* picture card without looking at it. Turn away from S2 and tell him/her to pantomime the action on the card. After several seconds, say *Stop*. Turn around and ask S2 *Did you cook breakfast?* Then ask S2 the question again, and elicit a negative response. Say *No, I didn't. I played cards*. S2 repeats. Write *No, I didn't. I played cards*. on the board to the right of *Did you cook breakfast?* Point to and read each word. Students repeat. Do the same with *wash the pots and pans*, *laugh at jokes*, and *climb a mountain*, asking *Did you cook breakfast?* each time. Then repeat the entire procedure with *she, he, you*



(plural), and *they* and the appropriate gestures from Step 1 to demonstrate the pronouns.

- Practice for Fluency.** Divide the class into Groups A and B. Say *you, play cards*. Group A asks the question and Group B answers. Continue in the same way with the remaining target verbs, eliciting both affirmative and negative answers. Groups A and B alternate between asking and answering questions.

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: *Did you cook breakfast?*
B: *Yes, I did.*

A: *Did you cook breakfast?*
B: *No, I didn't. I played cards.*

<i>cook, cooked</i>	<i>listen, listened</i>
<i>laugh, laughed</i>	<i>climb, climbed</i>
<i>watch, watched</i>	<i>play, played</i>
<i>wash, washed</i>	<i>clean, cleaned</i>

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: *didn't = did not*. Point to and read each word. Students repeat. Then say each pattern with the full form of the contractions. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

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

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

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

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

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

Students remain in pairs and look at page 2. They then take turns asking and answering questions about the characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to Annie's mother): *Did she cook breakfast?* S2: *Yes, she did.*

D. Listen and sing along.

1. Students turn to the *Did Ted Watch the Sunrise?* song on page 57. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Did Ted Watch the Sunrise?
(Melody: *The Bridge of Avignon*)

Did Ted watch the sunrise?
No, he didn't. No, he didn't.
Did Ted watch the sunrise?
No, he didn't. He played cards.

Did Bill climb a mountain?
No, he didn't. No, he didn't.
Did Bill climb a mountain?
No, he didn't. He played cards.

Did Joe clean the tent?
Yes, he did. Yes, he did.
Did Joe clean the tent?
Yes, he did. He cleaned the tent.

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

Games and Activities

1. **Ask Questions.** Give each student a Unit 1 Word Time Picture Card. Turn away and have them all pantomime. Say *Stop*. Turn around and ask a volunteer (S1) *Did you climb a mountain?* Then point to S1 and ask another volunteer (S2) *Did (he) climb a mountain?* Continue, asking different students each time, until most students have answered a question.
2. **Stepping Stones.** Divide the class into groups of four to five. Give each group a set of Unit 1 Word Time Picture Cards and Word Cards. Students place the cards in two parallel rows on the floor. A student in each group (S1) begins by hopping from one pair of cards to the next, placing his/her feet only on one card in each pair, and then pantomiming that activity. At each pair of cards, the other members of the group ask the target question about previous cards S1 jumped to. S1 answers. When S1 reaches the end of the line, he/she shifts the cards around and another group member continues in the same way. Play continues until all students have taken a turn.
3. **Make the Sentences.** (See Game 49, page 145.) Do the activity using two sets of *I, He, She, They, you, he, she, they* grammar cards and Unit 1 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 1, *Did She Play Cards?*, page 176. (For instructions and answer key, see page 170.)

Finish the Lesson

1. **Guess the Action.** A volunteer (S1) goes behind a door so that only a small portion of his/her body is visible and then pantomimes one of the target actions. He/She then stops pantomiming. Seated students try to guess what S1 pantomimed, asking *Did you (climb a mountain)?* If the guess is correct, the volunteer nods and says *Yes, I did*. If the guess is not correct, the volunteer shakes his/her head and says *No, I didn't. I (cook breakfast)*. Continue, having pairs of students pantomime at the same time, too, to practice *we* and *they*, all students have taken a turn.
2. Explain and assign Workbook page 3. (For instructions, see Teacher's Book page 149.)

Phonics Time

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

Materials Needed: CD/cassette and player; Unit 1 Word Time Picture Cards, 1 set; *you, he, she, and they* grammar cards, 1 set; Unit 1 Phonics Time Picture Cards, 16 cards per student; Unit 1 Phonics Time Word Cards, 1 set per 2 students (see Picture and Word Card Book pages 3, 4, and 51)

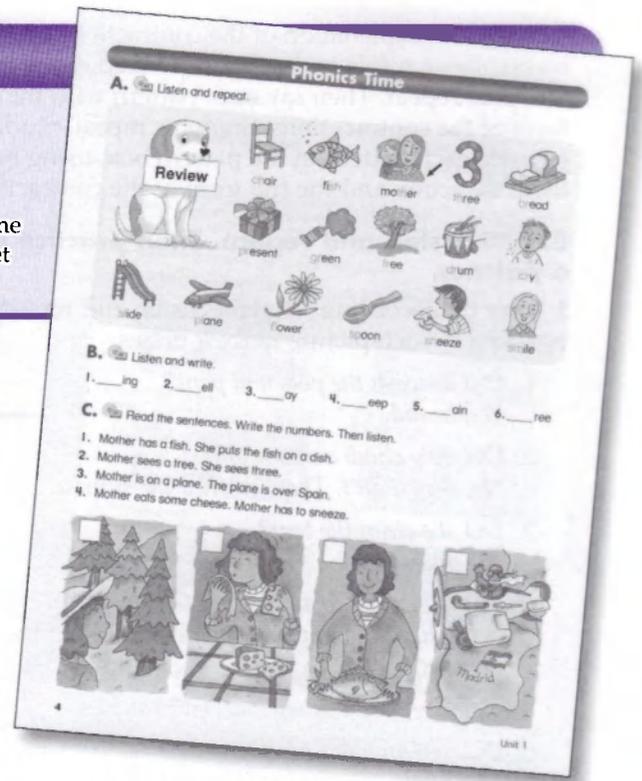
For general information on Phonics Time, see pages 14–15.

Warm-Up and Review

- Pattern Review: What Did You Do?** Write *Did she cook breakfast? Yes, she did.* and *Did you play cards? No, I didn't. I cleaned the tent.* on the board. Point to each sentence and have students read it. Then hold up the *they* grammar card and the *listen to stories* picture card and elicit *Did they listen to stories?* from students on the right side of the classroom. Nod your head and elicit *Yes, they did* from students on the left side of the classroom. Continue in the same way with the *he, she, and you* grammar cards and the remaining Unit 1 Word Time Picture Cards, eliciting both positive and negative answers and having students switch roles so they are both asking and answering the questions.
- Check Workbook page 3. (For instructions and answer key, see Teacher's Book page 149.)

Introduce the Sounds

- Say /tʃ/-/tʃ/. Students repeat. Then hold up the *chair* picture card and say *chair, chair*. Students repeat. Attach the card to the board. Do the same with *fish, mother, three, bread, present, green* (first coloring the card green), *tree, drum, cry, slide, plane, flower, spoon, sneeze, smile*, first saying the target blend sound.
- Write *ch* on the board to the right of the *chair* picture card. Say /tʃ/ while pointing to the letters. Students repeat. Add *air* to the right of *ch*. Say /tʃ/-*air, chair*, pointing to the two parts of the word and then the whole word. Students repeat. Repeat the entire procedure for *fish, mother, three, bread, present, green, tree, drum, cry, slide, plane, flower, spoon, sneeze, smile*, writing each word to the right of the corresponding picture card.
- Remove all the picture cards from the board. Point to each word and have students read it. When students read a word correctly, attach the corresponding picture card next to the word to reinforce meaning.



Practice the Sounds

Students open their Student Books to page 4.

A. Listen and repeat.

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

ch /tʃ/
chair

sh /ʃ/
fish

th /θ/
mother

th /ð/
three

br /br/
bread

pr /pr/
present

gr /gr/
green

tr /tr/
tree

dr /dr/
drum

cr /kr/
cry

sl /sl/
slide

pl /pl/
plane

fl /fl/
flower

sp /sp/
spoon

sn /sn/
sneeze

sm /sm/
smile

B. Listen and write.

1. Play the recording. For each number, students listen and write the blend to complete the word they hear. Play the recording as many times as necessary for students to complete the task.

- bring
- smell
- play
- sheep
- train
- three

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

Answer Key:

- bring
- smell
- play
- sheep
- train
- three

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

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

*Mother has a fish. She puts the fish on a dish.
Mother sees a tree. She sees three.
Mother is on a plane. The plane is over Spain.
Mother eats some cheese. Mother has to sneeze.*

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

Answer Key:
2, 4, 1, 3

Games and Activities

- Bingo!** (See Game 23, page 142.) Play the game using Unit 1 Phonics Time Picture Cards.
- Match Sound to Picture.** Write *br, ch, cr, dr, fl, gr, pl, pr, sh, sl, sm, sn, sp, tch, th, tr* on the board for reference. Then divide the class into pairs and give each pair a set of Unit 1 Phonics Time Word Cards. A student in each pair (S1) begins by saying the sound of one of the target blends. S2 spells the blend, finds the word card with the corresponding blend, then says another word with the same blend. S2 then says the sound of one of the target blends. Pairs continue in this way with the remaining target sounds.
- Say the Word, Write the Blend.** Divide the class into groups of four to five and give each group a set of Unit 1 Phonics Time Picture Cards. Groups shuffle their cards and place them facedown in the middle of the group. A student in each group (S1) begins by turning over a card and saying the word. The student on S1's right (S2) writes the letters that make up that word's target blend then uses the word in a sentence. S2 then turns over a card and says the word. Groups continue like this with the remaining picture cards.

Extra Practice

Explain and assign Worksheet 2, Consonant Blend Review, page 177. (For instructions and answer key, see page 170.)

Finish the Lesson

- Spell It.** Say /pr/. Students say the letters that make up the blend, *p-r*. Then a volunteer says a word that has that blend. Do the same with the remaining target blends.
- Explain and assign Workbook page 4. (For instructions, see Teacher's Book page 149.)

Assessment

Explain and assign the Unit 1 Test, page 210. (For instructions and answer key, see page 200.)

2

At the Amusement Park

Conversation Time

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

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

Materials Needed: CD/cassette and player; Wall Chart 3

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

Warm-Up and Review

- Phonics Review: Consonant Blends.** Write *ch, tch, sh, th, br, pr, gr, tr, dr, cr, sl, pl, fl, sp, sn,* and *sm* on the board. Point to each blend and elicit its sound. Write seven to nine words that have these sounds on the board (see Suggested Words below). Point to each word and have students read it.

Suggested Words: *chair, shirt, mother, three, bread, present, green, tree, drum, cry, slide, plane, flower, spoon, sneeze, smile*

- Check Workbook page 4. (For instructions and answer key, see Teacher's Book page 149.)

Introduce the Conversation

- Clarify word meaning.

pineapple: Draw a pineapple on the board. Point to it and say *pineapple*. Students repeat. Write *pineapple* under the drawing. Point to it and elicit *pineapple*.

my treat: Explain that when someone says *my treat*, it means that he/she will pay for the other person.
- 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:

A: *It's so hot. I'm really thirsty.*
Wipe your hand across your forehead.

B: *Me, too. Let's get some juice.*
Nod your head and point to yourself. Make a "let's go" gesture with your arms.

C: *What kind of juice do you want?*
Look quizzically at Students A and B.

B: *Pineapple juice, please.*
Look at Student C and smile.

B: *Uh-oh! I don't have enough money.*
Check your pockets and pretend to pull out just a few coins. Shake your head.

2 At the Amusement Park
Conversation Time

A. Listen and repeat.

B. Listen and point to the speakers.

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

D. Review. Listen and repeat.

Smells good. What's for lunch?
We're having pasta.
Yum! My favorite!
Here. Help yourself.

A: *That's okay. It's my treat.*
Nod your head, smile, and point to yourself.

A: *Here you are.*
Pretend to hand a cup to Student B.

B: *Thanks a lot.*
Smile broadly.

- Divide the class into Groups A, B, and C and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation. Continue until each group has taken on each role.

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

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

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 (*italicized* words).

Scene 1: It's hot today at the amusement park. This **boy** and **girl** are thirsty, so they are going to go get some juice.

Scene 2: The boy and girl are at the snack bar now. The boy wants some pineapple juice.

Scene 3: He doesn't have enough money to pay for the juice, though. The girl will buy it for him.

Scene 4: The girl gives the boy the juice.

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

Scene 1: Is it a *cold* day? Are the kids hungry?

Scene 2: What kind of juice does the boy want?

Scene 3: Who doesn't have enough money?
Who will pay for the juice?

Scene 4: Are they *eating* pineapples?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat.

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

B. Listen and point to the speakers.

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

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

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

D. Review. Listen and repeat.

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

- A: *Smells good. What's for lunch?*
B: *We're having pasta.*
A: *Yum! My favorite!*
B: *Here. Help yourself.*

OPTION: Students role-play the conversation.

Games and Activities

- Who Was That?** (See Game 15, page 141.) Play the game using the target conversation.
- Match the Halves.** Divide the class into pairs. Students in each pair write each line of the target conversation on a separate piece of paper and then cut the sentences into halves. Pairs shuffle the pieces of paper and place them facedown. Say *Go!* Pairs try to be the first to turn over the pieces of paper, match each half of the sentences, and put the complete sentences in the correct order. The first pair to do so raises their hands and says the conversation they have put together. If it is correct, they come to the front of the classroom and role-play the conversation for the rest of the class. If it is not correct, all pairs continue to work until one pair has put together the correct conversation. Students then change partners and do the activity again.
- Combine the Conversations.** Combine the Unit 1 conversation with the target conversation on the board in the following way:

A: *What time is it?*

B: *It's six o'clock. It's time for dinner.*

A: *Good. I'm hungry.*

B: *Let's get some hamburgers.*

A: *Okay. Uh-oh! I don't have enough money.*

B: *That's okay. It's my treat.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation as if they are about to go out to get some dinner. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again.

Finish the Lesson

- Next Word, Please.** Say the target conversation slowly, pausing before different words. Students try to say the next word in the conversation. For example: Say *It's so ___*. Students say *hot*. Then continue, saying *I'm really ___*. Students say *thirsty*.
- Explain and assign Workbook page 5. (For instructions, see Teacher's Book page 149.)

Word Time

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

Materials Needed (excluding materials for optional activities):
CD/cassette and player; Wall Chart 4; Unit 2 Word Time Picture Cards, 2 sets; Unit 2 Word Time Word Cards, 1 card per 2 students (see Picture and Word Card Book pages 5 and 6)

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

Warm-Up and Review

1. **Conversation Review: Dictation.** Say a line from the Unit 2 target conversation. Students write the line on a piece of paper, using correct capitalization and punctuation. The first student to correctly write the line quickly role-plays it. Continue in the same way with three to four different lines of the conversation.
2. Check Workbook page 5. (For instructions and answer key, see Teacher's Book page 149.)

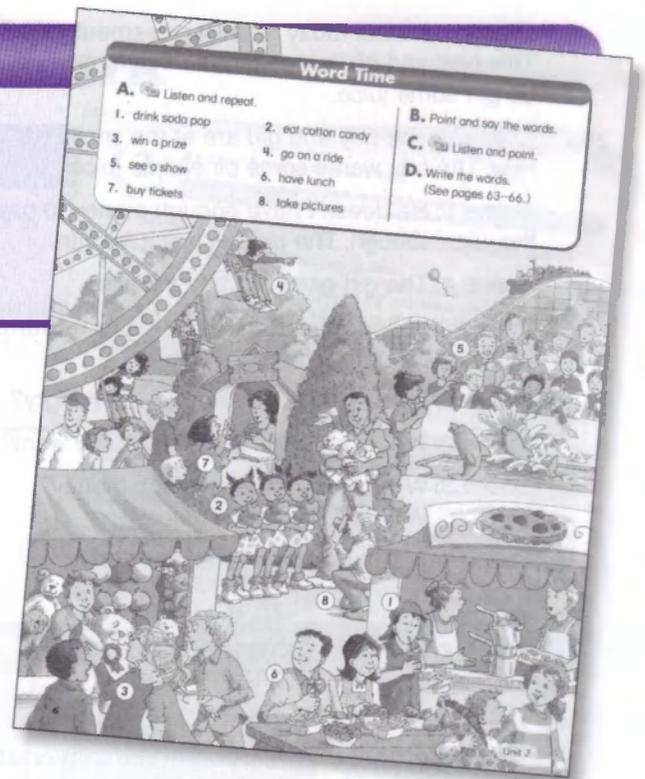
Introduce the Words

1. Hold up and name the Unit 2 Word Time Picture Cards one by one. Students listen. Hold up and name the cards again, and have students repeat. Then give each student a set of Unit 2 Word Time Picture Cards. Hold up each of the cards in random order. Students find the corresponding card, hold it up, and name it.
2. Attach the Unit 2 Word Time Picture Cards in a row to the board. Stand the Unit 2 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly below the corresponding picture card. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

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 (*italicized words*).

There's so much to do at the amusement park! **Annie** won a prize. **Ted's parents** are having lunch. They have **salad, french fries, and chicken**. **Ted** is *drinking* soda pop. He has some french fries, too. **This girl** is *taking pictures* of the



girls who are *eating* cotton candy. Look at the people on the **Ferris wheel!** They're going on a ride.

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

What are **Ted's parents** doing? What are they having for lunch?

What's **Ted** doing?

Who won a prize? What color is the **prize**?

(**girl taking picture**) Is she *buying* tickets? What color is her shirt?

(**girls eating cotton candy**) Are they seeing a show?

Practice the Words

A. Listen and repeat.

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

1. *drink soda pop*
2. *eat cotton candy*
3. *win a prize*
4. *go on a ride*
5. *see a show*
6. *have lunch*
7. *buy tickets*
8. *take pictures*

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

B. Point and say the words.

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

C. Listen and point.

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

Take pictures.
Have lunch.
Go on a ride.
Drink soda pop.
Win a prize.
Eat cotton candy.
Buy tickets.
See a show.

Now listen and point to the speakers.

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

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

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

B: It's twelve o'clock.

A: I'm hungry.

B: Me, too.

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

B: Two tickets, please.

A: That's three dollars.

B: Here you are.

A: Thank you.

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

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

What Did Digger Find?

Students determine what Digger found.

Answer Key: Digger found an ice cream cone.

Extra Vocabulary. Students turn to page 5.

Introduce the extra vocabulary items *stand in line*, *read a menu*, *throw a ball*. Students then find people doing these actions.

Games and Activities

1. **Verb Relay.** (See Game 44, page 145.) Play the game using Unit 2 Word Time Picture Cards.

OPTION: Play using both Unit 1 and 2 Word Time Picture Cards.

2. **Cut and Paste.** Cut the Unit 2 Word Time Word Card in half after the verb (for example: *drink/soda pop*, *take/pictures*). Then give each student one of the card halves. Students walk around the classroom, looking for the other half of their card. Once they find a student with the other half of their card, the two students work together to write two different sentences using their verb phrase. For example: *I'm drinking soda pop./She can take pictures*. Pairs then take turns reading their sentences to the class.
3. **Guess the Word.** Divide the class into groups of three to four. A student in each group (S1) begins by thinking of a target vocabulary item and writing one letter from the word on a piece of paper. The other students try to guess the word. If no one can correctly guess the word, S1 writes another letter from the word on the piece of paper, and continues to do so, spelling the word one letter at a time. The student who first guesses the word correctly then thinks of the next word. Groups continue in the same way for five to seven minutes.
4. **Option: Personalize the Picture.** Divide the class into groups of two to three and give each group a magazine. Members of each group work together to find pictures of people doing the target actions. Groups cut out the pictures and make a collage. Groups then take turns holding up their pictures for the rest of the class to see, and naming the activities, saying, for example, *He's drinking soda pop. They're having lunch*. Display the collages on the wall for future reference.

Finish the Lesson

1. **Pantomime Chain.** A volunteer (S1) comes to the front of the classroom and pantomimes one of the target actions. Students try to identify the action, saying You're (*winning a prize*). S1 says either *Yes, I'm (winning a prize)* or *No, I'm not (seeing a show)*. The first student to correctly name the action is next to come to the front of the classroom and pantomime. Continue in the same way with six to eight volunteers.
2. Explain and assign Workbook page 6. (For instructions, see Teacher's Book page 150.)

Practice Time

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

Function: Describing what someone did or did not do

Materials Needed (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 2 students; *I, You, He, She, We,* and *They* grammar cards, 2 sets per 2 students; Unit 2 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 5, 6, 51, 53, 57, and 58)

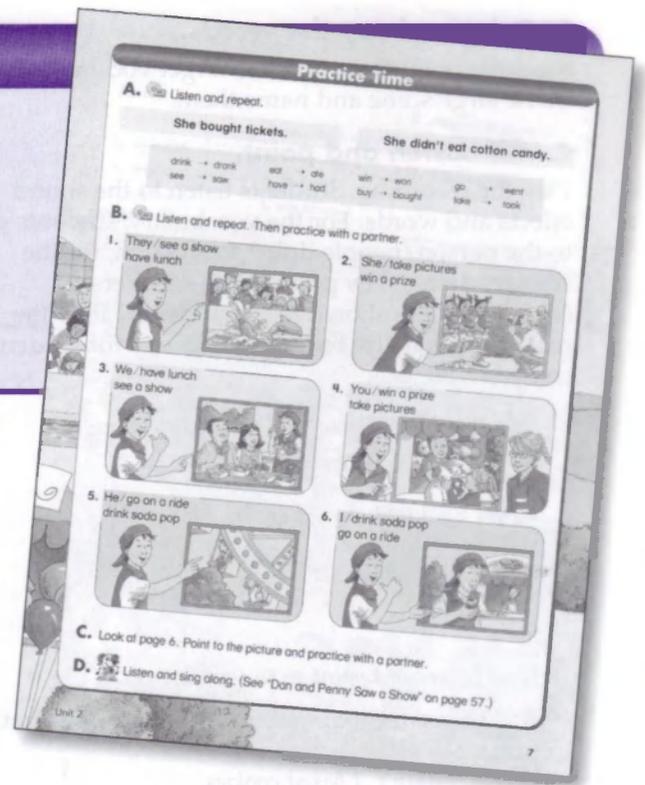
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

- Vocabulary Review: Name the Cards.** Hold up the Unit 2 Word Time Picture Cards one by one and have students name them. Hold up the *go on a ride* picture card and have one volunteer (S1) name the card and another volunteer (S2) pantomime the action. S1 then describes the pantomime, pointing to S2, looking at the class, and saying (*She's*) *going on a ride*. Do the same with the remaining cards and different volunteers.
- Check Workbook page 6. (For instructions and answer key, see Teacher's Book page 150.)

Introduce the Patterns

- Pronoun Review.** (For detailed instructions, see page 12.) Review *I, you* (singular), *he, she, we,* and *they*.
- (I) (drank soda pop).** Draw two clocks on the board, one showing ten o'clock, and the other showing two o'clock. Place the *drink soda pop* picture card on the chalktray under ten o'clock. Stand beside the picture card, point to it, and pantomime drinking soda pop. Say *I'm drinking soda pop*. Then stop. Move to stand under two o'clock. Then point back to ten o'clock and say *I drank soda pop*, emphasizing *drank*. Students repeat. Write *I drank soda pop* on the board. Point to and read each word. Students repeat. Do the same with *eat cotton candy, win a prize, go on a ride, see a show, have lunch, buy tickets,* and *take pictures*. Repeat the entire procedure using *You* (singular), *He, She, We,* and *They* and the appropriate gestures from Step 1 to demonstrate the pronouns.
- (I) didn't (drink soda pop).** Stand under ten o'clock. Pantomime taking pictures and say *I'm taking pictures*. Stand under two o'clock, point to the *drink soda pop* picture card, shake your head, and say *I took pictures. I didn't drink soda pop*, emphasizing *didn't*. Students repeat. Write *I didn't drink soda pop* on the board. Point to and read each word. Students repeat. Do the same with *eat cotton candy, win a prize, go on a ride, see a show, have lunch,* and *buy tickets*. Repeat the entire procedure



using *You* (singular), *He, She, We,* and *They* and the appropriate gestures from Step 1 to demonstrate the pronouns.

- Practice for Fluency.** Bring volunteers to the front of the room two by two. Each pair chooses a Unit 2 Word Time Picture Card from the chalktray. One volunteer (S1) pantomimes the activity on his/her card, then stops. His/Her partner (S2) looks at S1 and says *You (saw a show)*. Seated students point to S1, look at the teacher, and say (*He*) (*saw a show*). Point to S2 and look quizzical. Have him/her say *I didn't (see a show)*. Seated students point to S2, look at the teacher, and say (*He*) (*didn't (see a show)*). Continue in the same way with the different pairs of volunteers with the remaining Unit 2 Word Time Picture Cards.

Practice the Patterns

Students open their Student Books to page 7.

A. Listen and repeat.

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

She bought tickets. She didn't eat cotton candy.

*drink, drank
win, won
see, saw
buy, bought*

*eat, ate
go, went
have, had
take, took*

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. *They saw a show. They didn't have lunch.*
2. *She took pictures. She didn't win a prize.*
3. *We had lunch. We didn't see a show.*
4. *You won a prize. You didn't take pictures.*
5. *He went on a ride. He didn't drink soda pop.*
6. *I drank soda pop. I didn't go on a ride.*

2. Students practice numbers 1–6 in pairs. (S1 in each pair says the positive statement, and S2 says the negative statement.) They then change roles and repeat the procedure.

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

Students remain in pairs and look at page 6. They then take turns making statements about characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to Ted): *He drank soda pop.* S2: *I didn't drink soda pop.*

D. Listen and sing along.

1. Students turn to the *Bill and Ivy Bought Tickets* song on page 57. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Dan and Penny Saw a Show
(Melody: *Mary Had a Little Lamb*)

Dan and Penny saw a show, saw a show, saw a show.
Dan and Penny saw a show.
They didn't win a prize.

Bob and Annie won a prize, won a prize, won a prize.
Bob and Annie won a prize.
They didn't buy tickets.

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

Bill and Ivy bought tickets.
They didn't see a show.

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. Play the karaoke version. Students sing along, pantomiming each action as they sing it.

Games and Activities

1. **Drill.** Say *drink*. Students say its simple past form, *drank*. Do the same with the remaining target verbs. Then do the activity again, having a contest to see who can first correctly say and spell the simple past tense.
2. **Memory Chain.** (See Game 50, page 145.) Students play the game using the target patterns. For example: S1 says *I drank soda pop*. S2 then says *You drank soda pop. I didn't drink soda pop. I went on a ride.*
OPTION: Students play the game as above, but use verbs from both Units 1 and 2.
3. **Make the Sentences.** (See Game 49, page 145.) Do the activity using *I, You, He, She, We, They* grammar cards and Unit 2 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 3, *Play a Game*, page 178. (For instructions and answer key, see page 170.)

Finish the Lesson

1. **Pantomime and Describe.** Bring six volunteers to the front of the classroom. Whisper a Unit 2 vocabulary word to one of them. He/She pantomimes the action, stops, and says *I (saw a show). I didn't (eat cotton candy).* Seated students then point to the volunteer, look at the teacher, and say *(She) (saw a show). (She) didn't (eat cotton candy).* Then whisper a different action word to another volunteer, and continue the activity in the same way with the remaining volunteers.
2. Explain and assign Workbook page 7. (For instructions, see Teacher's Book page 150.)

Phonics Time

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

Materials Needed: CD/cassette and player; Unit 1 Phonics Time Picture Cards, 1 set; Unit 2 Phonics Time Picture Cards, 1 set per 3–4 students; Unit 2 Phonics Time Word Cards, 1 set per 3–4 students (see Picture and Word Card Book pages 7 and 8)

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

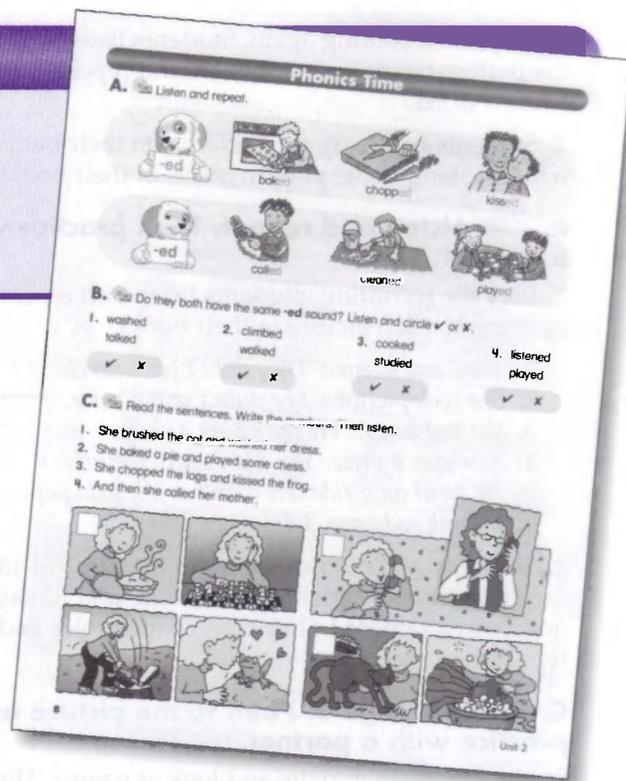
Warm-Up and Review

1. **Pattern Review: Sing Along.** Play the Unit 2 song *Bill and Ivy Bought Tickets*. Students listen. Play the song again and have students sing along.
2. Check Workbook page 7. (For instructions and answer key, see Teacher's Book page 150.)
3. **Phonics Review: Consonant Blends.** Write *br, ch, cr, dr, fl, gr, pl, pr, sh, sl, sm, sn, sp, tch, th, and tr* on the board. Point to each blend and elicit its sound. Then hold up each of the Unit 1 Phonics Time Picture Cards. For each card, students read the word and a volunteer uses it in a sentence.

Introduce the Sounds

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

1. Say /t/-/t/. Students repeat. Then hold up the *baked* picture card and say *baked, baked*. Students repeat. Attach the card to the board. Do the same with *chopped* and *kissed*, first saying the target /t/ sound. Repeat the procedure for the /d/ words *called, cleaned, and played*.
2. Write *ed* on the board to the right of the *baked* picture card. Say /t/ while pointing to the letters. Students repeat. Add *bak* to the right of *ed*. Say *bake-/t/, baked*, pointing to the two parts of the word and then the whole word. Students repeat. Repeat the entire procedure for *chopped, kissed, called, cleaned, and played*, writing each word to the right of the corresponding picture card.
3. Remove all the picture cards from the board. Point to each word and have students read it. When students read a word correctly, attach the corresponding picture card next to the word in order to reinforce word meaning.



Practice the Sounds

Students open their Student Books to page 8.

A. Listen and repeat.

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

ed /t/
baked
chopped
kissed

ed /d/
called
cleaned
played

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

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

1. *washed, talked*
washed, talked
2. *climbed, walked*
climbed, walked
3. *cooked, studied*
cooked, studied

4. *listened, played*
listened, played

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

Answer Key:

1. ✓ 2. ✗ 3. ✗ 4. ✓

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

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

*She brushed the cat and washed her dress.
She baked a pie and played some chess.
She chopped the logs and kissed the frog.
And then she called her mother.*

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

Answer Key:
2, 4, 3, 1

Games and Activities

1. **Sort It Out.** Write ten to twelve *-ed* words with /t/ and /d/ sounds in a column on the board (see Suggested Words below). Then have students divide a piece of paper into two columns and label one column *baked* and the other column *called*. Say one of the words listed on the board. Students repeat then write the word on their papers in the column that corresponds to the word's *-ed* sound. Continue in the same way with the remaining words on the board. Check answers by saying each word again and having a volunteer say the column he/she wrote it in.

Suggested Words: cooked, listened, kissed, washed, played, climbed, walked, studied, talked, cleaned, brushed, chopped

Answer Key:

baked: chopped, kissed, washed, talked, walked, cooked, brushed

called: cleaned, played, climbed, studied, listened

2. **Pass the Sounds.** (See Game 62, page 147). Play the game using Unit 1 and Unit 2 phonics words.

3. **Say the Word and a Sentence.** Divide the class into groups of four to five and give each group a set of Unit 2 Phonics Time Picture Cards. Groups shuffle their cards and place them facedown in the middle of the group. A student in each group (S1) begins by turning over a card and naming it. The student on his/her right (S2) repeats the word and uses it in a sentence. He/She then turns over another card and names it. Groups continue in the same way with the remaining cards.

Extra Practice

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



Finish the Lesson

1. **Chant.** Place the Unit 2 Phonics Time Picture Cards on the chalktray facing the class. Establish a 4-beat rhythm. Point to the *cleaned* card and, on beats 1 and 2, say *What's that?* On beats 3 and 4, say *It's cleaned.* Then touch the *baked* card, ask *What's this?* again on the first 2 beats and elicit *It's baked* on beats 3 and 4. Do the same with the remaining cards. Then do the activity again in the same way, having a volunteer take on the teacher's role and ask the questions.
2. Explain and assign Workbook page 8. (For instructions, see Teacher's Book pages 150–151.)

Assessment

Explain and assign the Unit 2 Test, page 211. (For instructions and answer key, see pages 200–201.)





Around the House

Conversation Time

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

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

Materials Needed: CD/cassette and player; Wall Chart 5

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

Warm-Up and Review

- Phonics Review:** *-ed*. Write *called, chopped, baked, played, kissed, and cleaned* on the board. Point to each word and have students read it. Then point to each word again. If the word's *-ed* sound is /t/, students say /t/ and stand up. If the word's *-ed* sound is /d/, students say /d/ and remain seated.
- Check Workbook page 8. (For instructions and answer key, see Teacher's Book page 150.)

Introduce the Conversation

- Clarify word meaning.

heavy: Pantomime picking up a table with great difficulty while saying *heavy*. Students repeat. Write *heavy* on the board. Point to it and elicit *heavy*.

strong: Flex your muscles and pick up a chair while saying *strong*. Students repeat. Write *strong* on the board. Point to it and elicit *strong*.

skateboard: Draw a skateboard on the board. Point to it and say *skateboard*. Students repeat. Write *skateboard* on the board below the drawing. Point to the word and elicit *skateboard*.

- 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:

A: *Let me help you, Mom.*

Pretend to begin to take a package from Student B.

B: *Thanks. Be careful. It's heavy.*

Pretend that you are handing a heavy object to Student A.

A: *No problem. I'm strong.*

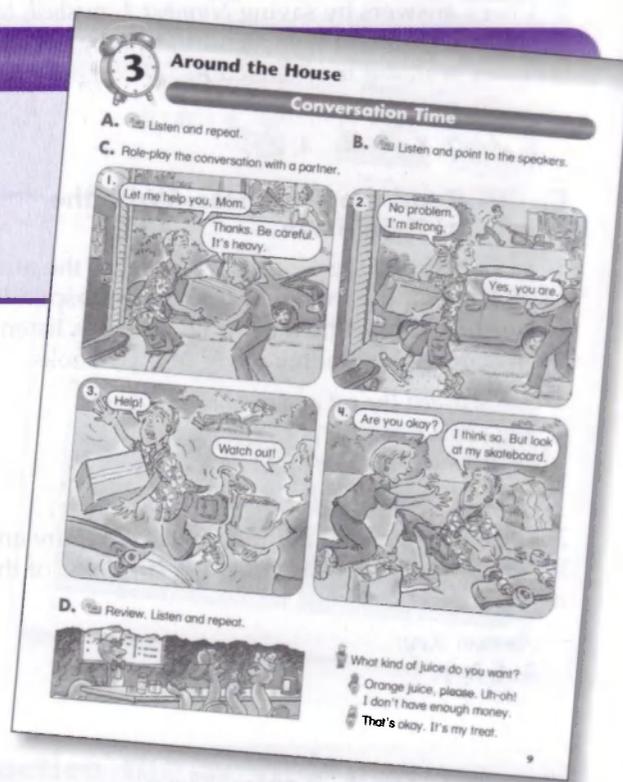
Shake your head. Show off your arm muscles.

B: *Yes, you are.*

Nod your head and smile.

A: *Help!*

Shout and pretend to fall.



B: *Watch out!*
Look surprised.

B: *Are you okay?*
Look concerned.

A: *I think so. But look at my skateboard.*
Check your knees and elbows, and pretend to point to your skateboard.

- Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation.

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

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

Talk About the Picture

1. 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*).

Scene 1: This **boy** and his **mom** are coming home from a shopping trip. They bought something that's very *heavy*.

Scene 2: The boy is going to help his mother *carry* the box. The box is *heavy*, but the boy is *strong*.

Scene 3: Uh-oh! The boy is *tripping* over his **skateboard!**

Scene 4: The boy is okay, but his skateboard is not.

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

Scene 1: What color is the **boy's shirt**?
What color is his **mother's shirt**?

Scene 2: Is the boy *strong*?

Scene 3: (**skateboard**) What's this?
Who *tripped*?

Scene 4: Is the boy okay? Is his skateboard okay?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat.

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

B. Listen and point to the speakers.

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

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

- A: *What kind of juice do you want?*
B: *Orange juice, please. Uh-oh! I don't have enough money.*
C: *That's okay. It's my treat.*

OPTION: Students role-play the conversation.

Games and Activities

1. **Happy Parrots.** (See Game 3, page 140.) Play the game using the target conversation.
2. **Unscramble.** (See Game 18, page 141.) Play the game using the target conversation.
3. **Combine the Conversations.** Combine the Units 1 and 2 conversations with the target conversation on the board in the following way:

- A: *Smells good. What's for breakfast?*
B: *We're having bacon, eggs, and juice.*
A: *Let me help you, Dad.*
B: *Thanks. Be careful. It's hot.*
A: *No problem. What kind of juice do you want?*
B: *Apple juice, please.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation as if they are father and son cooking breakfast at home on a Saturday morning. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again.

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 the conversation. The first student to guess correctly changes places with the volunteer and acts out another line of the conversation in the same way. Continue in the same way with six to eight volunteers.
2. Explain and assign Workbook page 9. (For instructions, see Teacher's Book page 151.)

Word Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 6; Unit 3 Word Time Picture Cards, 16 cards per student; Unit 3 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 9 and 10)

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

Warm-Up and Review

1. **Conversation Review: Dictation.** Play the recording of the Unit 3 target conversation. Students listen. Then say a line from the conversation. Students write the line on a piece of paper, using correct capitalization and punctuation. The first student to correctly write the line quickly role-plays it. Continue in the same way with three to four different lines of the conversation.
2. Check Workbook page 9. (For instructions and answer key, see Teacher's Book page 151.)

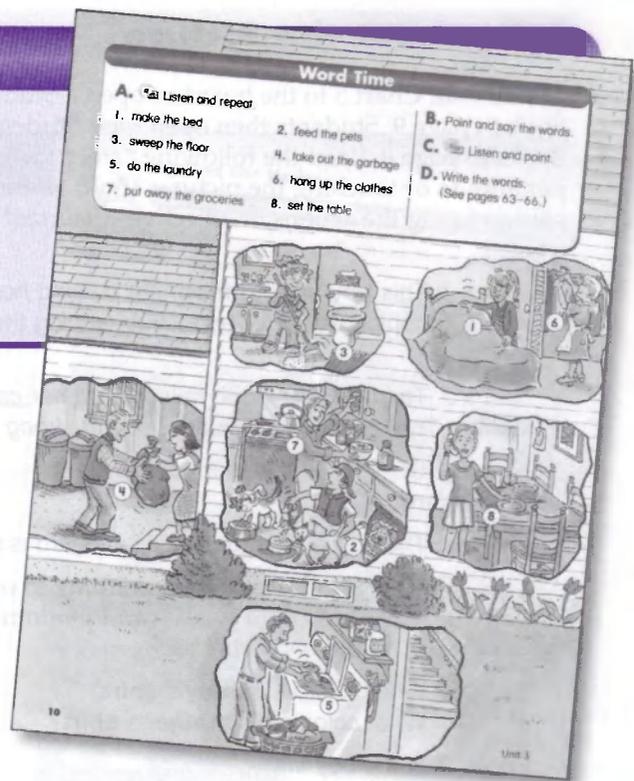
Introduce the Words

1. Hold up and name the Unit 3 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.
2. Attach the Unit 3 Word Time Picture Cards in a row to the board. Stand the Unit 3 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly below the corresponding picture card. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

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 6. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).

Everyone is very busy today. **Annie's grandmother** is *hanging up the clothes*. **Digger** is in the **kitchen** *eating his food*. **Penny** is *sweeping the floor*.



Annie's dad is *doing the laundry*. **Annie** is in her **bedroom** *making her bed*. **Annie's brother** is *putting away the groceries*.

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

Where's Annie? What's she doing?

Where's Annie's grandmother? What's she doing?

What's **Digger** doing?

Is **Penny** *listening to the radio*?

Can you *point* to the person who's *talking on the phone*?

Can you *point* to the person who's *putting away the groceries*?

Practice the Words

A. Listen and repeat.

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

1. *make the bed*
2. *feed the pets*
3. *sweep the floor*
4. *take out the garbage*
5. *do the laundry*
6. *hang up the clothes*
7. *put away the groceries*
8. *set the table*

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

B. Point and say the words.

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

C. Listen and point.

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

Feed the pets.

Take out the garbage.

Do the laundry.

Make the bed.

Sweep the floor.

Put away the groceries.

Set the table.

Hang up the clothes.

Now listen and point to the speakers.

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

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

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

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

B: *Thanks. Be careful.*

A: *No problem. I'm strong.*

A: *Hello?* (woman setting table)

B: *Hello. Is David there?*

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

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

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

What Did Digger Find?

Students determine what Digger found.

Answer Key: Digger found a butterfly.

Extra Vocabulary. Students turn to page 9.

Introduce the extra vocabulary items *cut the grass*, *beat the rug*, *take a nap*. Students then find the people doing these actions.

Games and Activities

1. **Bingo!** (See Game 23, page 142.) Play the game using Unit 3 Word Time Picture Cards.

OPTION: Play using Units 1–3 Word Time Picture Cards.

2. **Descriptions.** Divide the class into Teams A and B. Then describe a target action and have students guess the phrase (see Suggested Descriptions below). For example: Say *You do this when your clothes are dirty.*

Students say *do the laundry*. The first student to guess the phrase wins a point for his/her team. Do the same with the remaining target actions. The team with the most points at the end wins.

Suggested Descriptions:

make the bed: *You do this after you get up in the morning.*

feed the pets: *When your dog is hungry, what do you do?*

sweep the floor: *When there's a mess on the floor, what do you do?*

take out the garbage: *You do this when your trash can is full.*

hang up the clothes: *After you get home from school and change your clothes, you do this.*

put away the groceries: *When you get home from the supermarket, you do this.*

set the table: *Before you eat dinner, you have to do this.*

3. **Cold or Hot.** Divide the class into groups of four to five, and give each group a set of Unit 3 Word Time Picture Cards. A volunteer (S1) from each group goes out into the hallway while a student in his/her group hides one of their picture cards somewhere in the room. S1 comes back into the classroom and walks around trying to find the hidden picture card. The other members of the group try to help S1 find the card using the words *cold* and *hot*. If S1 is close to the card, students say *hot* and if S1 is far from the card, students say *cold*. When S1 finds the card, he/she uses the word in a sentence. He/She then chooses another volunteer to go into the hall and play continues as above.
4. **Option: Personalize the Picture.** Divide students into groups of two to three. Groups work together to write a short paragraph about working around the house. For example: *I make the bed in the morning. I feed the pets, too. Yesterday I did the laundry and set the table. I didn't hang up the clothes.* Help students with verb tenses and sentence construction as necessary. Groups then take turns coming to the front of the classroom and reading their paragraph to the rest of the class.

Finish the Lesson

1. **Name the Card.** Hold up a Unit 3 Word Time Picture Card and have a volunteer name the card, pantomime the action, and use the action word in a sentence. Continue in the same way with the remaining Unit 3 Word Time Picture Cards.
2. Explain and assign Workbook page 10. (For instructions, see Teacher's Book page 151.)

Practice Time

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

Function: Inquiring about past activities

Materials Needed: CD/cassette and player; Unit 2 Word Time Picture Cards, 1 set; Unit 3 Word Time Picture Cards, 1 set; Unit 3 Word Time Word Cards, 1 set per 2 students; *I, You, He, She, They, I, you, he, she,* and *they* grammar cards, 1 set per 2 students; Unit 3 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 5, 9, 10, 51, 53, and 58)

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

Warm-Up and Review

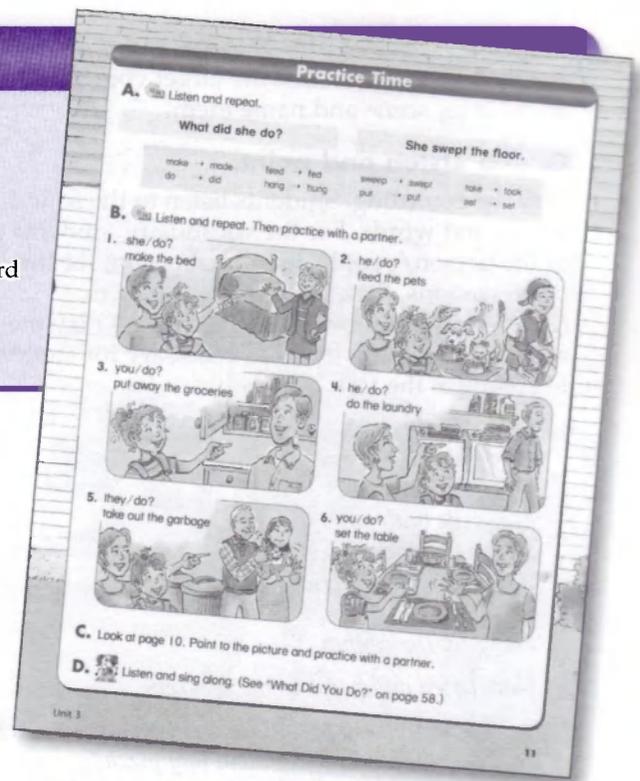
- Vocabulary Review: Finish the Sentence.** Place the Unit 3 Word Time Picture Cards on the chalktray facing the class. Point to each card and have students name it. Then write *make the ___* on the board. Say *make the ___* and look quizzically at the class. Elicit *bed*. Write the word *bed* to complete the phrase on the board. Students say the entire phrase and a volunteer uses it in a sentence. Continue in this way with the remaining Unit 3 target vocabulary.

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

- Check Workbook page 10. (For instructions and answer key, see Teacher's Book page 151.)

Introduce the Patterns

- Pronoun Review.** (For detailed instructions, see page 12.) Review *I, you* (singular), *he, she* and *they*.
- What did (she) do? (She) (swept the floor).** Bring a girl volunteer (S1) to the front of the classroom and give her the *sweep the floor* picture card without looking at it. Turn away from S1 and tell her to pantomime the action on the card. After several seconds, say *Stop*. Turn around, look at seated students, point to S1, and ask *What did she do?* Students repeat. Write *What did she do?* on the board. Point to and read each word. Students repeat. Ask the question again, then say *She swept the floor*. Seated students repeat. Write *She swept the floor* on the board to the right of *What did she do?* Point to and read each word. Students repeat. Do the same with *make the bed*, *do the laundry*, *hang up the clothes*, and *set the table*. Then repeat the entire procedure using *you* (singular), *he*, and *they* and the appropriate gestures from Step 1 to demonstrate the pronouns.
- Practice for Fluency.** Divide the class into Groups A and B. Place the *you, they, he,* and *she* grammar cards in one pile, and the Unit 3 Word Time Picture Cards in another pile. Hold up one card from each pile.



Group A asks the question and Group B answers. For example: Hold up the *you* and *set the table* cards. Group A asks *What did you do?* Group B says *I set the table*. Continue in the same way with the remaining cards. Groups A and B alternate between asking and answering questions.

Practice the Patterns

Students open their Student Books to page 11.

A. Listen and repeat.

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

A: *What did she do?*
B: *She swept the floor.*

make, made
feed, fed
sweep, swept
take, took
do, did
hang, hung
put, put
set, set

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

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

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

1. *What did she do?*
She made the bed.
2. *What did he do?*
He fed the pets.
3. *What did you do?*
I put away the groceries.
4. *What did he do?*
He did the laundry.
5. *What did they do?*
They took out the garbage.
6. *What did you do?*
I set the table.

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

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

Students remain in pairs and look at page 10. They then take turns asking and answering questions about characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the girl sweeping the floor): *What did she do?* S2: *She swept the floor.*

D. Listen and sing along.

1. Students turn to the *What Did You Do?* song on page 58. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

What Did You Do?

(Melody: *For He's a Jolly Good Fellow*)

What did you do?
What did you do?
What did you do?
We made the bed.

What did she do?
What did she do?
What did she do?
She set the table.

What did he do?
What did he do?
What did he do?
He swept the floor.

What did they do?
What did they do?
What did they do?
They did the laundry.

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

Games and Activities

1. **Drill.** Say *make*. Students say its simple past form, *made*. Do the same with the remaining target verbs. Then do the activity again, having a contest to see who can first correctly say and spell the simple past tense.
2. **Add-On.** Ask students to stand up at their desks and pantomime a Unit 2 or 3 target action. Then have them stop. Ask a volunteer (S1) *What did you do?* S1 answers *I (set the table)*. Then S1 turns to the student on his/her right (S2) and asks *What did you do?* S2 says *I (took out the garbage)*. S2 then asks S3 the question in the same way, and S3 asks S2 about S1, *What did (he) do?* S2 says *(He) (set the table)*. Continue until all students have asked and answered the question.
3. **Make the Sentences.** (See Game 49, page 145.) Do the activity using *I, You, He, She, They, I, he, she, they* grammar cards and Unit 3 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 5, *What Did You Do?* page 180. (For instructions and answer key, see page 171.)

Finish the Lesson

1. **Guess What?** Place the Units 2 and 3 Word Time Picture Cards facedown on a desk. Have a volunteer (S1) come to the front of the classroom and choose a card. Turn away so that you cannot see the student. Then S1 pantomimes the action for the class. Face the class again and ask *What did (she) do?* Students say *(She) (fed the pets)*. Continue in this way with different volunteers and the remaining picture cards.
2. Explain and assign Workbook page 11. (For instructions, see Teacher's Book page 151.)

Phonics Time

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

Materials Needed: CD/cassette and player; Unit 3 Word Time Picture Cards, 1 set; Unit 3 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book pages 9 and 11)

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

Warm-Up and Review

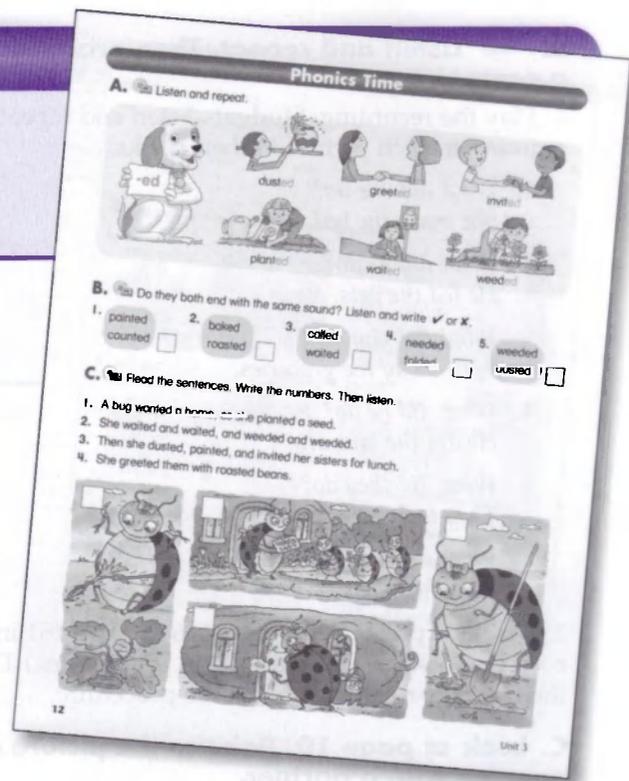
- Pattern Review: Pantomime.** Write *What did they do? They set the table.* on the board. Point to each sentence, and have students say it. Bring three volunteers to the front of the classroom and give them the *hang up the clothes* picture card without looking at it. Turn away from the volunteers and tell them to pantomime the action on the card. After several seconds, say *Stop*. Turn around, look at seated students, point to the volunteers, and ask *What did they do?* Seated students say *They hung up the clothes.* Continue in the same way, with different Unit 3 Word Time Picture Cards and a single volunteer (for *you*, singular), a boy, and a girl.
- Check Workbook page 11. (For instructions and answer key, see Teacher's Book page 151.)
- Phonics Review: Read the Words.** Write *-ed* on the board. Point to it and elicit the different sounds students have learned for *-ed*, /d/ and /t/. Then write five to six *-ed* words with these sounds on the board (see Suggested Words below). Point to each word and have students read it.

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

Introduce the Sounds

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

- Say /ɪd/-/ɪd/. Students repeat. Then hold up the *dusted* picture card and say *dusted, dusted*. Students repeat. Attach the card to the board. Do the same with *greeted, invited, planted, waited, and weeded*, first saying the target /ɪd/ sound.
- Write *ed* on the board to the right of the *dusted* picture card. Say /ɪd/ while pointing to the letters. Students repeat. Add *dust* to the right of *ed*. Say *dust-/ɪd/, dusted*, pointing to the two parts of the word and then the whole word. Students repeat. Repeat the entire procedure for *greeted, invited, planted, waited, and weeded*, writing each word to the right of the corresponding picture card.
- Remove all the picture cards from the board. Point to each word and have students read it. When students



read a word correctly, attach the corresponding picture card next to the word in order to reinforce word meaning.

Note: When *-ed* is added to verbs that end in *d* or *t*, the *-ed* is pronounced /ɪd/.

Practice the Sounds

Students open their Student Books to page 12.

A. Listen and repeat.

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

*ed /ɪd/
dusted
greeted
invited
planted
waited
weeded*

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

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

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

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

Answer Key:

1. ✓ 2. ✗ 3. ✗ 4. ✓ 5. ✓

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

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

*A bug wanted a home, so she planted a seed.
She waited and waited, and weeded and weeded.
Then she dusted, painted, and invited her sisters
for lunch.
She greeted them with roasted beans.*

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

Answer Key:
2, 4, 1, 3

Games and Activities

1. **Around the Circle.** Students sit in a circle. A volunteer (S1) begins by pantomiming a target action, stopping, and saying *I (planted)*. S1 then points to another student (S2). S2 pantomimes a target action. S1 asks *What did you do?* S2 responds saying *I (painted)*. S2 then points to S3, who pantomimes an action. S2 asks S3 *What did you do?* Continue in this way until every student has had a chance to respond and question.
2. **What's Different?** Say three words, two with the same *-ed* sound and one with a different *-ed* sound (see Suggested Words below). Students say the word with the different *-ed* sound. Do the same with five to six different sets of words.

Suggested Words: roasted, washed, waited; cleaned, played, baked; needed, chopped, folded; kissed, talked, invited; planted, cooked, painted; brushed, called, climbed

3. **Draw and Write.** (See Game 56, page 146.) Play the game using phonics words from the lesson.

Extra Practice

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

Finish the Lesson

1. **Turn It Around.** Write each of the target phonics words on the board backwards (for example: *detnalp*). Hold up a Unit 3 Phonics Time Picture Card and elicit the word from the class. A volunteer then finds the corresponding backwards word on the board and writes it correctly underneath. Continue with the remaining Unit 3 Phonics Time Picture Cards.
2. Explain and assign Workbook page 12. (For instructions, see Teacher's Book page 151.)

Assessment

Explain and assign the Unit 3 Test, page 212. (For instructions and answer key, see page 201.)



Review 1

Story Time

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

Materials Needed: CD/cassette and player; Units 1–3 Word Time Picture Cards, 1 set per 4–6 students (See Picture and Word Card Book pages 1, 5, and 9)

For general information on Story Time, see page 16.

Warm-Up

1. Check Workbook page 12. (For instructions and answer key, see Teacher's Book page 151.)
2. **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.

Work with the Pictures

Students open their Student Books to page 13.

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, using complete sentences when possible.
3. When groups have finished, have each group name one item and write a sentence with that item on the board. Once all the sentences have been written, point to and read each sentence. Students repeat, pointing to those items in their books.
4. Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Scene 1: What is **Digger** carrying?
Is it *heavy*?

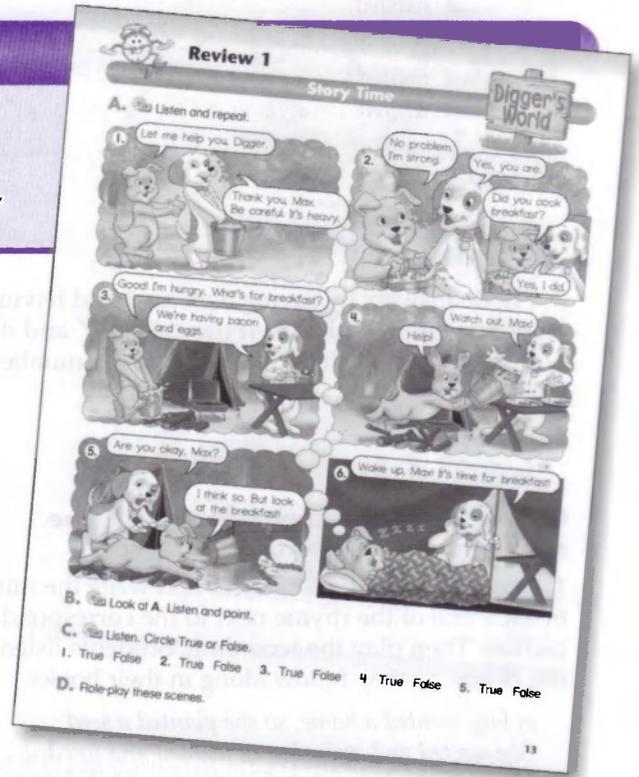
Scene 2: Is Max *strong*?
Who cooked breakfast?

Scene 3: What will Digger and Max have for breakfast?

Scene 4: Who *fell*?

Scene 5: Is Max *okay*?
Is the breakfast *okay*?

Scene 6: Was Max *dreaming*?



Work with the Text

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

Practice the Story

A. Listen and repeat.

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

1. Max: *Let me help you, Digger.*
Digger: *Thank you, Max. Be careful. It's heavy.*

2. Max: *No problem. I'm strong.*
Digger: *Yes, you are.*

Max: *Did you cook breakfast?*
Digger: *Yes, I did.*

3. Max: *Good! I'm hungry. What's for breakfast?*
Digger: *We're having bacon and eggs.*

4. Max: *Help!*
Digger: *Watch out, Max!*

5. Digger: *Are you okay, Max?*
Max: *I think so. But look at the breakfast!*

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

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. Students in each pair take on the role of one of the characters (Digger or Max). Play the recording again, pausing after each line. Students repeat their character's lines. Students in each pair then change roles and do the activity again. Play the recording as many times as necessary for students to complete the task.

C. Listen. Circle True or False.

1. Play the recording. Students listen and, based on the *Digger's World* story, circle *True* if the statement is correct, and *False* if it is not.

1. *Max helps Digger.*
Max helps Digger.
2. *Max is strong.*
Max is strong.
3. *Max cooked breakfast.*
Max cooked breakfast.
4. *Max isn't hungry.*
Max isn't hungry.
5. *Digger says, "It's time for breakfast!"*
Digger says, "It's time for breakfast!"

2. Check answers by saying *Number 1. Max helps Digger.* Students say *True* if they circled *True*, and *False* if they circled *False*.

Answer Key:

1. True 2. True 3. False 4. False 5. True

D. Role-play these scenes.

1. Ask students what roles are needed to role-play the conversation. List the roles on the board (*Max*, *Digger*).
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 the volunteers act out the story along with the recording. They then role-play 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.

Games and Activities

1. **Did You Hear That?** Divide the class into groups of four to six and give each group a set of Units 1–3 Word Time Picture Cards. Read the *Digger's World* story, in which the words depicted on the picture cards are illustrated. Alternatively, read a simple story from a storybook that includes words depicted on the picture cards. Students listen to the story and hold up cards when they hear them named. Check each time to determine which groups are holding up the correct cards. Read the story again slowly, pausing after words for which there are cards in order to give groups a chance to hold up cards they may have missed before.
2. **Living Story.** Divide the class into groups of six and give each group a copy of Student Book page 13. Students in each group cut out the scenes, so that they have six different cards. Students in each group then shuffle the cards and place them facedown. Say *Go!* Each student picks up one of the cards, then they all stand up and arrange themselves in the order of the story. Each student then reads the scene that he/she is holding.
3. **Puppets.** Students draw Max on one sheet of paper and Digger on another. They cut out these characters, and then attach a stick, ruler, or pencil to the back of each cut-out to make puppets. Each student then performs the entire story for the class using these puppets. Keep these puppets so that they can be used in role-plays in later Review Units or whenever these characters appear in the Student Book.
4. **Make a New Story.** Each student divides a piece of paper into six equal parts and comes up with his/her own version of the story by drawing original scenes and new characters. Students then take turns standing up and describing their story to the rest of the class.

OPTIONS:

1. Students copy the pictures and speech bubbles from page 13.
2. Students do the activity in pairs.

Finish the Lesson

1. **Listen and Pantomime.** Divide the class into pairs, and have students in each pair take on the role of one of the characters in the story. Play the recording. Students listen and pantomime their role. Students in each pair then change roles and pantomime the story again.
2. Explain and assign Workbook page 13. (For instructions, see Teacher's Book page 152.)

Activity Time

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

Materials Needed (excluding materials for optional activities):

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

For general information on Activity Time, see page 17.

Warm-Up

- Review Units 1–3 Vocabulary, Patterns, and Sounds.** Students turn to each 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 each vocabulary item, pattern, and sound.
- Name the Cards.** Hold up the *go on a ride* picture card and have one volunteer (S1) name the card and another volunteer (S2) pantomime the action, then stop. S1 then describes the pantomime, pointing to S2, looking at the class, and saying (*She*) *went on a ride*. Do the same with the remaining Units 1–3 Word Time Picture Cards and different volunteers.
- Check Workbook page 13. (For instructions and answer key, see Teacher's Book page 152.)

Review

Students open their Student Books to page 14.

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

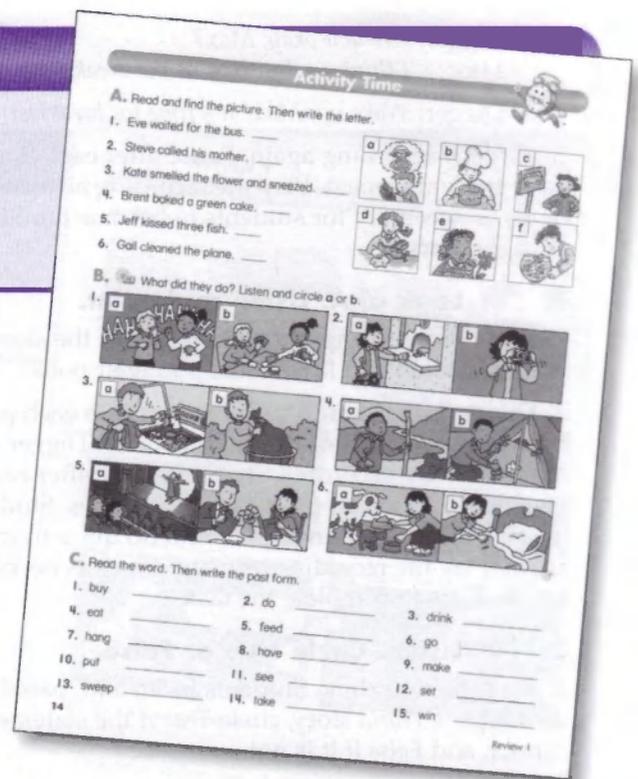
- Students read each sentence, find the corresponding picture, and write the corresponding letter in the space provided.
- Check answers by saying *Number 1. Eve waited for the bus.* A volunteer says the letter he/she wrote for number 1. Do the same for numbers 2–6.

Answer Key: 1. c 2. a 3. e 4. b 5. f 6. d

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

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

- Did they laugh at jokes?*
No, they didn't. They played cards.
- She took pictures. She didn't buy tickets.*
- What did he do?*
He did the laundry.



- Did he clean the tent?*
Yes, he did.
- They saw a show. They didn't have dinner.*
- What did she do?*
She fed the pets.

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

Answer Key: 1. b 2. b 3. a 4. b 5. a 6. a

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

- Students write the simple past tense form of each verb.
- Check answers by saying *Number 1 buy* and having a volunteer say the word he wrote, *bought*. Do the same for numbers 2–14.

Answer Key:

- bought*
- did*
- drank*
- ate*
- fed*
- went*
- hung*
- had*
- made*
- put*
- saw*
- set*
- swept*
- took*
- won*

Games and Activities

1. **What's Different?** Say three words, two with the same *-ed* sound and one with a different *-ed* sound (see Suggested Words below). Students say the word with the different *-ed* sound. Do the same with five to six different sets of words.

Suggested Words: *called, played, dusted; weeded, waited, baked; kissed, chopped, called; invited, greeted, played; cleaned, baked, chopped; waited, called, cleaned; planted, invited, chopped*

2. **Sentences.** Write the following sentences on the board:

I played cards.

Did you watch the sunrise?

I didn't take out the garbage.

Did you have lunch?

I laughed at jokes.

Point to and read each sentence. Students repeat. Then divide the class into groups of four to six. Using the Units 1–3 target vocabulary and the above sentences as guides, each student writes two sentences, each on a separate piece of paper. Students place their sentences facedown in the middle of their group. A student in each group (S1) begins by picking up a sentence from the middle of the group. If it is a statement, he/she reads the sentence and pantomimes it. If it is a question, he/she reads it to the student on his/her left (S2), and S2 answers. Groups continue in the same way, with students in each group taking turns picking up the sentences, for five to seven minutes.

3. **Option: Project.** For one week, have students keep a list of any of the Units 1–3 target Word Time actions they do. At the end of the week, have them share their lists in class.

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 and answer key, see Teacher's Book page 152.)
3. Do Chapter 1 of Storybook 4, *A Medal for Ranger Day*. (For instructions and answer key, see Teacher's Book pages 167–168.)



In Town

Conversation Time

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

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

Materials Needed: CD/cassette and player; Wall Chart 7; a ball

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

Warm-Up and Review

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

1. *After I dusted the shelf, I greeted the fish.*
2. *He baked some bread and invited his mother for lunch.*
3. *We weeded next to the flowers.*

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

2. Check Workbook page 14. (For instructions and answer key, see Teacher's Book page 152.)

Introduce the Conversation

1. Clarify word meaning.

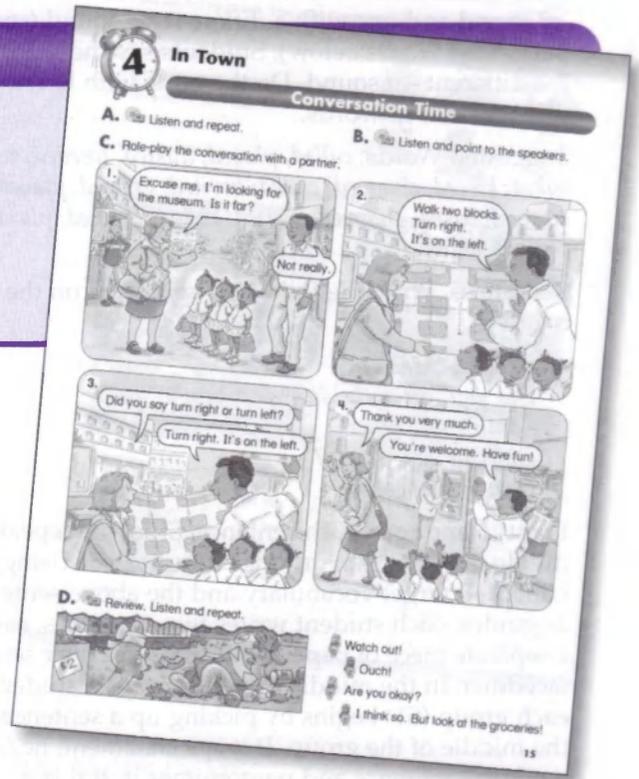
block: Draw a map on the board showing several city blocks. Point to each block and say *block*. Students repeat. Write *block* on the board. Point to it and have students read the word.

right and left: Hold up your right hand and say *right*. Students repeat. Hold up your left hand and say *left*. Students repeat. Write *right* and *left* on the board. Point to each word and have students read them.

turn: Walk straight. Then say *turn* as you turn to the left. Write *turn* on the board. Point to it and have students read the word.

far: Take several steps to a desk and say *This is close*. Then walk all the way to the back of the classroom and say *This is far*, emphasizing *far*. Write *far* on the board. Point to it and have students read the word.

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



A: *Excuse me. I'm looking for the museum. Is it far?*
Walk up to Student B.

B: *Not really. Walk two blocks. Turn right. It's on the left.*
Smile and shake your head slightly. Hold up two fingers. Point to the right, then to the left.

A: *Did you say turn right or turn left?*
Point right, then left.

B: *Turn right. It's on the left.*
Point to the right, then to the left.

A: *Thank you very much.*
Smile and begin to walk away from Student B.

B: *You're welcome. Have fun!*
Smile and wave as Student A walks away.

3. Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation.

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

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

Talk About the Picture

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

Scene 1: **This woman** is looking for the museum. She's asking the **man** for directions.

Scene 2: The man is using the **map** to show the woman how to get to the museum. To get there, she must *walk* two blocks, then turn *right*. The museum will be on the *left*.

Scene 3: The woman is a little *confused*. She doesn't know if she needs to turn *right* or *left*. The man tells her to turn *right*.

Scene 4: Now that she has directions, the woman is off to the museum!

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

Scene 1: (**woman**) What is she *looking* for?
Is it far away?

Scene 2: How do you get to the museum?

Scene 3: (**man**) What color is his hair?
What color is his **daughters'** hair?

Scene 4: Who is going to the museum?

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.

1. Woman: *Excuse me. I'm looking for the museum.*
Is it far?

Man: *Not really.*

2. Man: *Walk two blocks. Turn right. It's on the left.*

3. Woman: *Did you say turn right or turn left?*

Man: *Turn right. It's on the left.*

4. Woman: *Thank you very much.*

Man: *You're welcome. Have fun!*

B. Listen and point to the speakers.

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

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *Watch out!*

B: *Ouch!*

A: *Are you okay?*

B: *I think so. But look at the groceries!*

OPTION: Students role-play the conversation.

Games and Activities

1. **Is It Far?** Write *the library, New York, your house, the drugstore* on the board. Then write *Excuse me. I'm looking for _____. Is it far? Yes, it is./No, it isn't.* below the list of words. Divide the class into pairs, and have each pair practice this part of the conversation with their partner, substituting each of the destinations listed on the board.
2. **Directions.** Divide the class into pairs. Students in each pair practice directing each other (i.e., giving directions) to various locations within and around the classroom. Prompt when necessary.
3. **Combine the Conversations.** Combine the Unit 2 conversation with the target conversation on the board in the following way:

A: *I'm so hungry.*

B: *Me, too. Let's go to a restaurant.*

A: *Excuse me. We're looking for the restaurant.*

Is it far?

C: *Not really. Walk four blocks and turn left. It's on the right.*

Point to and read each line. Students repeat. Bring three volunteers to the front of the classroom to role-play the conversation. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again.

Finish the Lesson

1. **Quick—Say the Line!** (See Game 8, page 140.) Play the game using the target conversation.
2. Explain and assign Workbook page 15. (For instructions, see Teacher's Book pages 152–153.)

Word Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 8; 1 piece of cardboard; a brad; Unit 4 Word Time Picture Cards, 1 set per 2 students; Unit 4 Word Time Word Cards, 1 set per 2 students (see Picture and Word Card Book pages 13 and 14)

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

Warm-Up and Review

1. **Conversation Review: Write the Next Word.** (See Game 17, page 141.) Play the recording of the Unit 4 target conversation. Students listen. Then play the game using the conversation.
2. Check Workbook page 15. (For instructions and answer key, see Teacher's Book pages 152–153.)

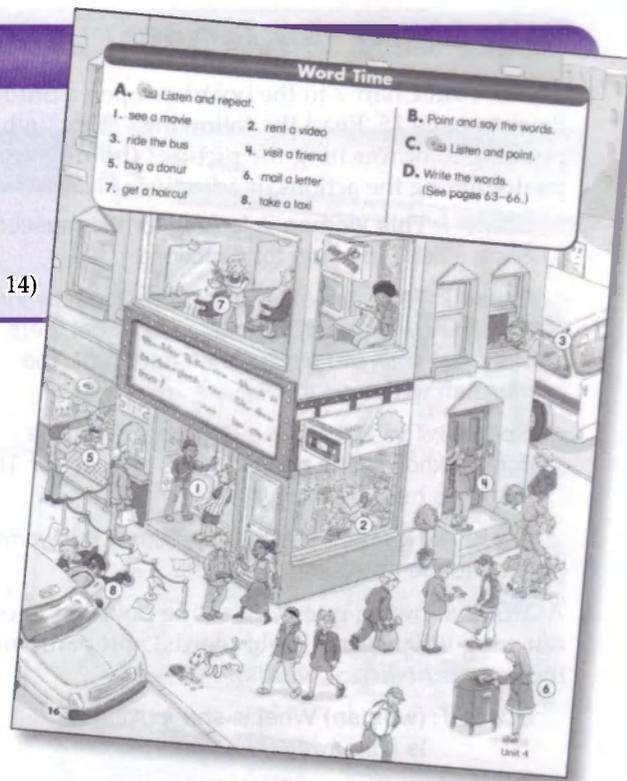
Introduce the Words

1. Hold up and name the Unit 4 Word Time Picture Cards one by one. Students listen. Hold up and name the cards again, and have students repeat. Then give each student a set of Unit 4 Word Time Picture Cards. Hold up each of the cards in random order. Students find the corresponding card, hold it up, and name it.
2. Attach the Unit 4 Word Time Picture Cards in a row to the board. Stand the Unit 4 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly below the corresponding picture card. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

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 (*italicized words*).

It's a very busy day in the **neighborhood**. **This man** is taking a **taxi**. I *think* he's going to work. **This woman** is going to *mail a letter*. I *think* she lost her **wallet**. But **Digger** found it! Mmm, this **donut** looks good. **These two children** are going to see a movie. They already bought their **tickets**. This little boy is getting his hair *cut*, and he *doesn't like* it!



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

(**woman buying donut**) What's she doing?

(**man renting videos**) What's he doing?

(**boy getting haircut**) Does he like getting a haircut?

(**people on bus**) Are they taking a taxi? What are they doing?

(**woman at mailbox**) What's she *putting* in the mailbox? Is she a mail carrier?

Practice the Words

A. Listen and repeat.

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

1. *see a movie*
2. *rent a video*
3. *ride the bus*
4. *visit a friend*
5. *buy a donut*
6. *mail a letter*
7. *get a haircut*
8. *take a taxi*

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

B. Point and say the words.

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

C. Listen and point.

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

Get a haircut.

Take a taxi.

Mail a letter.

Ride the bus.

See a movie.

Visit a friend.

Rent a video.

Buy a donut.

Now listen and point to the speakers.

A: *I bought the tickets.* (children at movie theater door)

B: *Let's get some popcorn.*

A: *Okay. Sounds good.*

A: *Uh-oh!* (boy and girl near movie theater)

B: *What?*

A: *I don't have enough money.*

B: *That's okay. It's my treat.*

A: *Excuse me, is this your shoe?* (boy and girl on sidewalk near video store)

B: *Yes, it is! Thanks so much.*

A: *You're welcome.*

D. 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 words next to it.

What Did Digger Find?

Students determine what Digger found.

Answer Key: Digger found a wallet.

Extra Vocabulary. Students turn to page 15.

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

Games and Activities

1. **Concentration: Picture to Word.** (See Game 25, page 142.) Play the game using Unit 4 Word Time Picture and Word Cards.
2. **Spin and Act.** Make a spinner board as follows: cut a piece of cardboard, approximately eight inches by eight inches (20 cm by 20 cm). Divide the board into eight equal pie-shaped sections and write a different target vocabulary phrase in each section. Cut out a cardboard arrow and fasten it to the center of the spinner board with a pin or brad.

Divide the class into Teams A and B. A student on Team A (S1) begins by spinning the arrow and pantomiming the action for his/her teammates. His/Her teammates name the actions, saying *You're (mailing a letter)*. If the team names the action correctly, that team receives a point. If they do not correctly identify the action within 30 seconds, Team B can "steal," and identify the action. If they identify it correctly, they win a point. A student on Team B then takes a turn spinning the arrow and pantomiming. Continue in the same way until all students have taken a turn. The team with the most points at the end wins.

3. **Verb Tenses.** Write each of the target vocabulary phrases in a column on the board, underlining each verb. Point to each phrase and have students read it. Then point to each phrase again and have students say its simple past tense. Prompt when necessary. Once students correctly say the verb phrase in the past tense, write it on the board next to its present tense form. Once all the verb phrases are written on the board in the past tense, point to each one and have students read it. Volunteers then take turns using each past tense verb phrase in a sentence.
4. **Option: Personalize the Picture.** Divide the class into groups of three to four and give each group a large piece of paper and crayons or markers. Members of each group work together to draw a small town. Students draw themselves around town doing the target actions. Groups then take turns holding up their pictures for the rest of the class to see, and each student names the activity he/she is doing. Display the pictures on the wall for future review.

Finish the Lesson

1. **Name the Card.** Hold up a Unit 4 Word Time Picture Card and have a volunteer name the card, pantomime the action, and use the verb phrase in a sentence. Continue in the same way with the remaining Unit 4 Word Time Picture Cards.
2. **Explain and assign Workbook page 16.** (For instructions, see Teacher's Book page 153.)

Practice Time

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

Function: Describing future activities

Materials Needed: CD/cassette and player; Unit 4 Word Time Picture Cards, 1 set; Unit 4 Word Time Word Cards, 1 set per 2 students; *I'm, You're, He's, She's, We're, We,* and *They're* grammar cards, 2 sets per 2 students; Unit 4 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 13, 14, 51, 52, 53, and 58)

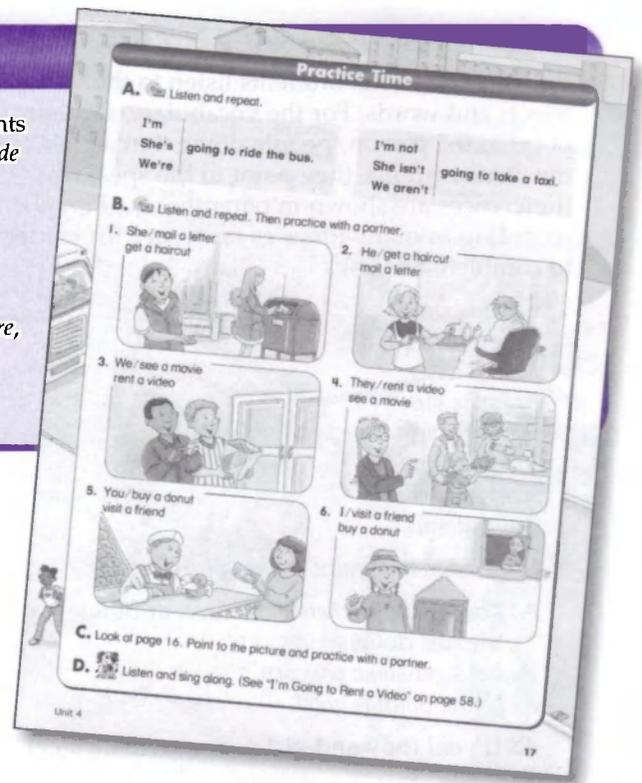
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Guess What's Missing.** (See Game 34, page 144.) Hold up each Unit 4 Word Time Picture Card and elicit the phrase from the class. Then play the game using the cards.
2. Check Workbook page 16. (For instructions and answer key, see Teacher's Book page 153.)

Introduce the Patterns

1. **Pronoun Review.** Review *I, you* (singular), *he, she, we,* and *they.* (For detailed instructions, see page 12.)
2. (***I'm going to (see a movie).*** Write today's date on the board. Point to it and say *today.* Students repeat. Then write yesterday's date on the board. Point to it and say *yesterday.* Write tomorrow's date on the board. Point to it and say *tomorrow.* Students repeat. Point to yesterday's date and say *Yesterday I saw a movie.* Students repeat. Then point to tomorrow's date and say *Tomorrow I'm going to see a movie.* Students repeat. Write *I'm going to see a movie.* on the board. Point to and read each word. Students repeat. Do the same with *mail a letter, get a haircut, and take a taxi.* Repeat the entire procedure using *You* (singular), *He, She, We,* and *They* and the appropriate gestures from Step 1 to demonstrate the pronouns.
3. (***I'm (not) going to (rent a video).*** Nod your head, point to tomorrow's date, and say *Tomorrow I'm going to see a movie.* Then shake your head and say *I'm not going to rent a video,* emphasizing *not.* Students repeat. Write *I'm not going to rent a video.* on the board. Point to and read each word. Students repeat. Do the same with *ride the bus, visit a friend, buy a donut, mail a letter, get a haircut, and take a taxi,* using *see a movie* for each positive statement. Repeat the entire procedure using *You* (singular), *He, She, We,* and *They* and the appropriate gestures from Step 1 to demonstrate the pronouns.



4. **Practice for Fluency.** Place the *I, You, We, He, She,* and *They* grammar cards in one pile, and the Unit 4 Word Time Picture Cards in another pile. Hold up one card from each pile. Students say the corresponding positive target pattern. Then shake your head and hold up a different picture card. Students say the corresponding negative target pattern. Continue in the same way with the remaining cards.

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

Practice the Patterns

Students open their Student Books to page 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.

*I'm going to ride the bus. I'm not going to take a taxi.
She's going to ride the bus. She isn't going to take a taxi.
We're going to ride the bus. We aren't going to take a taxi.*

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's going to mail a letter. She isn't going to get a haircut.*
2. *He's going to get a haircut. He isn't going to mail a letter.*
3. *We're going to see a movie. We aren't going to rent a video.*
4. *They're going to rent a video. They aren't going to see a movie.*
5. *You're going to buy a donut. You aren't going to visit a friend.*
6. *I'm going to visit a friend. I'm not going to buy a donut.*

2. Students practice numbers 1–6 in pairs. S1 in each pair says the positive statement, and S2 says the negative statement. They then change roles and repeat the procedure.

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

Students remain in pairs and look at page 16. They then take turns making statements about characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the woman at the mailbox): *She's going to mail a letter.* S2: *She isn't going to rent a video.*

D. Listen and sing along.

1. Students turn to the *I'm Going to Rent a Video* song on page 58. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

I'm Going to Rent a Video
(Melody: *Good Night, Ladies*)

*I'm going to rent a video.
He's going to rent a video.
We're going to rent a video.
We aren't going to mail a letter.*

*He's going to visit a friend.
She's going to visit a friend.
They're going to visit a friend.
They aren't going to ride the bus.*

*I'm going to buy a donut.
He's going to buy a donut.
We're going to buy a donut.
We aren't going to see a movie.*

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

Games and Activities

1. **Verb Tense Chart.** Divide the class into pairs and write the chart below on the board:

	have lunch	buy a donut	take a taxi	see a movie
Past	She had lunch.			
Present	She's having lunch.			
Future	She's going to have lunch.			

Each pair copies the chart onto a piece of paper and completes it, using the example sentences as guides.

2. **Talking.** Divide the class into pairs and give them three to four minutes to talk with their partner about their plans for the upcoming weekend (students can take notes if necessary to remember what their partner says). Then each pair joins with another pair and each student tells the others about his/her partner's plans.

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

3. **Make the Sentences.** (See Game 49, page 145.) Do the activity using *I'm, You're, He's, She's, We're, We, They're* grammar cards, Unit 4 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 7, Play a Game, page 182. (For instructions and answer key, see page 171.)



Finish the Lesson

1. **Describe.** Bring six volunteers to the front of the classroom and give each of them a Unit 4 Word Time Picture Card. Seated students take turns pointing to a volunteer, looking at the teacher, and saying (*She's going to (ride the bus).* They then point to a different volunteer and say (*He) isn't going to (ride the bus).* (*He's) going to (mail a letter).* Continue for three to four minutes.

2. Explain and assign Workbook page 17. (For instructions, see Teacher's Book page 153.)

Phonics Time

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

Materials Needed: CD/cassette and player; Units 2–3 Phonics Time Word Cards, 1 set; Unit 4 Phonics Time Picture Cards, 1 set per 3–4 students (see Picture and Word Card Book pages 8, 12, and 15)

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

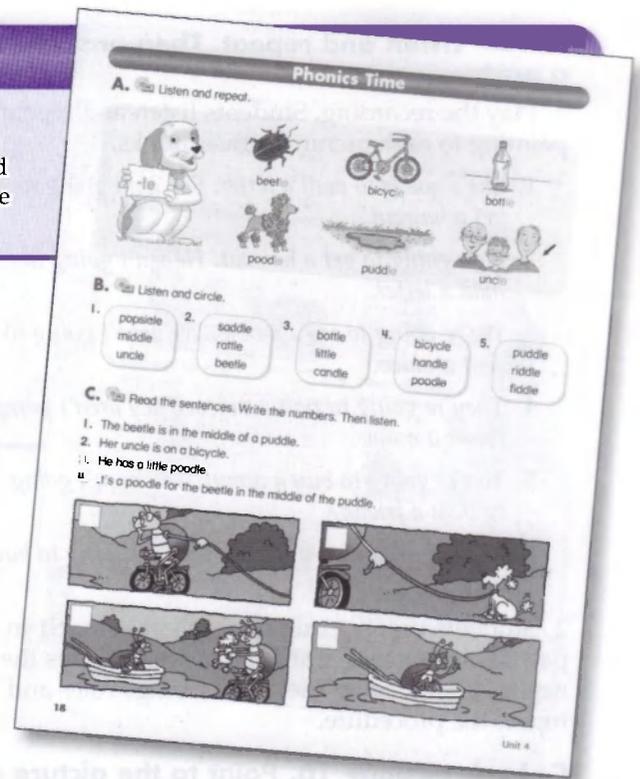
Warm-Up and Review

1. **Pattern Review: Sing Along.** Play the Unit 4 song *I'm Going to Rent a Video*. Students listen. Play the song again and have students sing along.
2. Check Workbook page 17. (For instructions and answer key, see Teacher's Book page 153.)
3. **Phonics Review: End Sounds.** Write *baked, called, and dusted* in a row across the top of the board. Point to each word and have students read it. Then hold up a Phonics Time Word Card from Unit 2 or Unit 3. Students read the card, then point to the word on the board that corresponds to its end sound. Attach the card to the board under the corresponding word. Continue in the same way with the remaining Units 2–3 Phonics Time Word Cards. Once all the cards are on the board, point to each one and have students read it.

Introduce the Sounds

Note: The *-le* sound is written as /əl/.

1. Say /əl/-/əl/. Students repeat. Then hold up the *beetle* picture card and say *beetle, beetle*. Students repeat. Attach the card to the board. Do the same with *puddle, bottle, bicycle, poodle*, and *uncle*, first saying the target /əl/ sound.
2. Write *le* on the board to the right of the *beetle* picture card. Say /əl/ while pointing to the letters. Students repeat. Add *beet* to the right of *le*. Say *beet-/əl/, beetle*, pointing to the two parts of the word and then the whole word. Students repeat. Repeat the entire procedure for *puddle, bottle, bicycle, poodle*, and *uncle*, writing each word to the right of the corresponding picture card.
3. Remove all the picture cards from the board. Point to each word and have students read it. When students read a word correctly, attach the corresponding picture card next to the word in order to reinforce word meaning.



Practice the Sounds

Students open their Student Books to page 18.

A. Listen and repeat.

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

-le /əl/
beetle
bicycle
bottle
poodle
puddle
uncle

B. Listen and circle.

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

1. *popsicle, popsicle*
2. *saddle, saddle*
3. *little, little*
4. *poodle, poodle*
5. *fiddle, fiddle*

2. Check answers by saying *Number 1* and having a volunteer say and spell the word he/she circled. Do the same for numbers 2–5.

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

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

*The beetle is in the middle of a puddle.
Her uncle is on a bicycle.
He has a little poodle.
It's a poodle for the beetle in the middle of the puddle.*

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

Answer Key:
2, 3, 4, 1

Games and Activities

1. **Dictation.** Students write the numbers 1–6 on a piece of paper. Say *bottle*. Using their Student Books for reference if necessary, students write *bottle* next to *Number 1* on their papers. Do the same with the remaining target phonics words. Check answers by saying *Number 1* and having a volunteer say and spell the word he/she wrote. Do the same for numbers 2–6.
2. **Sort the Sounds.** Divide the class into groups of three to four and give each group a set of Unit 4 Phonics Time Picture Cards. Each group writes *dle*, *tle*, and *cle*, each on a separate piece of paper. Students in each group then write a sentence on each picture card, using the word illustrated on the card. They then place each picture card next to the piece of paper that corresponds to its last three letters.
3. **Go Fish.** (See Game 61, page 147.) Play the game using Unit 4 Phonics Time Picture Cards.

Extra Practice

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

Finish the Lesson

1. **Is This Your Word?** Give each student a Unit 4 Phonics Time Picture Card. Write one of the target words on the board. The student(s) with that picture card holds up the card and says the word. When all of the words have been said, have students exchange cards and do the activity again.
2. Explain and assign Workbook page 18. (For instructions, see Teacher's Book page 153.)

Assessment

Explain and assign the Unit 4 Test, page 213. (For instructions and answer key, see pages 201–202.)



Conversation Time

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

Function: Asking about and offering food

Materials Needed: CD/cassette and player; Wall Chart 9; Unit 4 Phonics Time Word Cards, 1 set (see Picture and Word Card Book page 16)

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

Warm-Up and Review

- Phonics Review: Read It.** Write *le* on the board. Point to the combination and elicit its sound. Then hold up a Unit 4 Phonics Time Word Card and have students read it. A volunteer then uses the word in a sentence. Do the same with the remaining Unit 4 Phonics Time Word Cards.

OPTION: Do the activity as above with picture cards instead of word cards.

- Check Workbook page 18. (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 lines of the conversation with the following actions (Student B should be sitting down at a desk):

A: *What are you eating?*

Walk up to Student B and point to his/her "plate of food."

B: *Fried rice. Try some. It's good.*

Look up at Student A, smile, and pretend to hold out a plate of food.

A: *No, thanks.*

Sit down beside Student B and shake your head no.

B: *Come on. Just a little.*

Hold the "food" up closer to Student A.

A: *Oh, all right. But not too much.*

Nod your head slightly.

B: *Here you go.*

Pretend to give a spoonful of rice to Student A.

A: *Hey! It's delicious!*

Pretend to taste the food, then smile broadly.

B: *I told you so.*

Smile and nod your head slightly.



- Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation.

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

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

OPTION: Practice the conversation using any food items students can name in English.

Talk About the Picture

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

Scene 1: Ivy has a **hamburger** and some **soda pop**. **Bob** has some **fried rice**. Bob wants Ivy to try the fried rice.

Scene 2: Ivy doesn't think she likes fried rice. But Bob thinks she might like it.

Scene 3: Ivy says that she'll try some, but she doesn't want too much. Bob gives her *just a little*.

Scene 4: Ivy likes it—the fried rice is *delicious!*

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

Scene 1: What's **Bob** eating?
What does **Ivy** have?

Scene 2: Does Ivy want some fried rice?
Does Bob like fried rice?

Scene 3: Is Ivy going to eat some fried rice?

Scene 4: Does Ivy *like* the fried rice?
Is Bob happy?

Practice the Conversation

A. Listen and repeat.

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

1. Ivy: *What are you eating?*
Bob: *Fried rice. Try some. It's good.*

2. Ivy: *No, thanks.*
Bob: *Come on. Just a little.*

3. Ivy: *Oh, all right. But not too much.*
Bob: *Here you go.*

4. Ivy: *Hey! It's delicious!*
Bob: *I told you so.*

B. Listen and point to the speakers.

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

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *What did you buy?*
B: *I bought some donuts. Do you want one?*
A: *Yes, please. Thank you very much.*
B: *You're welcome.*

OPTION: Students role-play the conversation.

Games and Activities

1. **Tic-Tac-Toe: Conversation.** (See Game 13, page 141.) Play the game using the target conversation.
2. **Match the Halves.** Divide the class into pairs. Students in each pair write each line of the target conversation on a separate piece of paper and then cut the sentences into halves. Pairs shuffle the pieces of paper and place them facedown. Say *Go!* Pairs try to be the first to turn over the pieces of paper, match each half of the sentences, and put the complete sentences in the correct order. The first pair to do so raises their hands and says the conversation they have put together. If it is correct, they come to the front of the classroom and role-play the conversation for the rest of the class. If it is not correct, all pairs continue to work until one pair has put together the correct conversation. Students then change partners and do the activity again.

3. **Combine the Conversations.** Combine the Unit 2 conversation with the target conversation on the board in the following way:

A: *What kind of juice are you drinking?*
B: *Orange juice. Try some. It's good!*
A: *Okay. But not too much.*
B: *Here you are.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again.

Finish the Lesson

1. **The Three Directors.** (See Game 12, page 141.) Play the game using the target conversation.
2. Explain and assign Workbook page 19. (For instructions, see Teacher's Book page 154.)

Word Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 10; beanbags, 1 per 3–4 students; Unit 5 Word Time Picture Cards, 1 set per 3–4 students; Unit 5 Word Time Word Cards 1 set per 3–4 students (see Picture and Word Card Book pages 17, 18, 19, and 20)

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

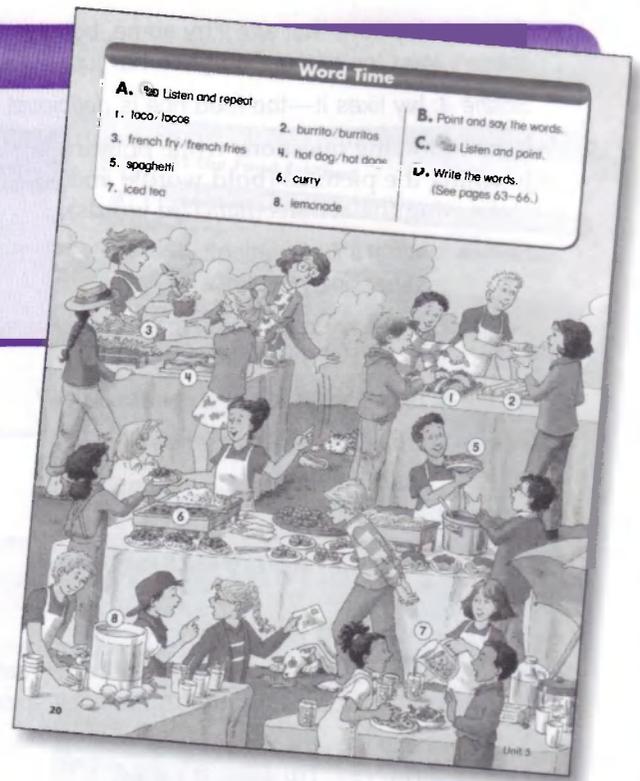
Warm-Up and Review

1. **Conversation Review: Write the Next Word.** (See Game 17, page 141.) Play the recording of the Unit 5 target conversation. Students listen. Then play the game using the target conversation.
2. Check Workbook page 19. (For instructions and answer key, see Teacher's Book page 154.)

Introduce the Words

1. Hold up and name the Unit 5 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. Then say *curry, pencil, tacos*. Students say the word that does not belong. Do the same with three to four different sets of words (see Suggested Words below).
- Suggested Words: *spaghetti, lemonade, chair, french fry, iced tea, butterfly, shorts, burritos, hot dogs; curry, crayons, lemonade*
2. Attach the Unit 5 Word Time Picture Cards in a row to the board. Stand the Unit 5 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly below the corresponding picture card. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

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



Talk About the Picture

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**).
- At the **food festival** there's so much good food from all over the world. There's some **curry**, some **spaghetti**, and here's some **lemonade** and **iced tea**. I can see four **hot dogs**, five **tacos**, many **french fries**, and several **burritos**.
3. Ask the following questions while pointing to or touching the pictures (**bold words**) and pantomiming the actions (*italicized words*).

(**spaghetti**) What's this?
(**tacos**) What are these?
(**curry**) Is it lemonade?
Can you *drink* a **hot dog**?
Can you *eat* **iced tea**?
Is there any pizza here?
Are there any burritos?
Do you like **french fries**?

Practice the Words

A. Listen and repeat.

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

- | | |
|------------------------------------|-----------------------------|
| 1. <i>taco, tacos</i> | 2. <i>burrito, burritos</i> |
| 3. <i>french fry, french fries</i> | 4. <i>hot dog, hot dogs</i> |
| 5. <i>spaghetti</i> | 6. <i>curry</i> |
| 7. <i>iced tea</i> | 8. <i>lemonade</i> |

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

B. Point and say the words.

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

C. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, students point to the named food items; 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.

Burritos.
Hot dogs.
Tacos.
French fries.
Lemonade.
Curry.
Iced tea.
Spaghetti.

Now listen and point to the speakers.

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

B: *They're over there on the left.*

A: *Did you say on the left?*

B: *Yes, I did.*

A: *Thanks.*

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

B: *Okay. I'm going to buy some spaghetti.*

A: *Okay. See you later.*

B: *Bye.*

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

B: *No, thanks.*

A: *How about some candy?*

B: *No, thank you.*

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

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

What Did Digger Find?

Students determine what Digger found.

Answer Key: Digger found a pair of chopsticks.

Extra Vocabulary. Students turn to page 19.

Introduce the extra vocabulary items *pie, pudding, brownies*. Students then find these items.

Games and Activities

1. **Beanbags.** (See Game 22, page 142.) Play the game using Unit 5 Word Time Picture and Word Cards.
2. **Create Meals.** Ask students to name as many food items as they can. Write the words on the board. Point to each one and have students read it. Students then create a meal plan for three different meals. Students then form groups of three to four. Students in each group place their meal plans in the middle of the group. One student in each group (S1) asks questions about another student in the group (S2), asking S3 *Does (he) want (curry)?* S3 looks at S2's meal plan and replies. Students in each group change roles and continue in the same way until each student has asked and answered questions.
3. **Survey.** Students create a survey on a sheet of paper by writing *Name* and *Do you like ____?* in a row at the top of the paper. Students then go around the classroom and ask their classmates *Do you like (tacos)?* Students respond *Yes, I like (tacos)* or *No, I don't like (tacos). I like (french fries)*. Students record the answers they hear on their surveys. Continue until all students have asked at least six other students the question. Students sit down. Then ask students questions about the survey. For example: Ask *Does Bill like burritos?* Students who know this information respond either *Yes, he does.* or *No, he doesn't. He likes (salad).*
4. **Option: Personalize the Picture.** Write the target food items on the board. Discuss with students what countries they think those foods are most popular in and write those countries on the board. Then work with students to locate those countries on a map.

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

Finish the Lesson

1. **I Want a Taco. I Don't Want Any Burritos.** Write *I want a _____*, and *I don't want any _____* on the board and ask volunteers to take turns reading the sentences and filling in the blanks with different food items. Make sure students are using the count and noncount nouns as well as singular and plural forms correctly. Continue until most students have taken a turn.
2. Explain and assign Workbook page 20. (For instructions, see Teacher's Book page 154.)

Practice Time

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

Function: Asking questions about future meals

Materials Needed: CD/cassette and player; Unit 5 Word Time Picture Cards, 1 set per 3–4 students; Unit 5 Word Time Word Cards, 1 set per 2 students; *you, he, she, they, I'm, He's, She's, We're,* and *They're* grammar cards, 1 set per 2 students; Unit 5 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 17, 18, 19, 20, 51, 52, 53, and 54)

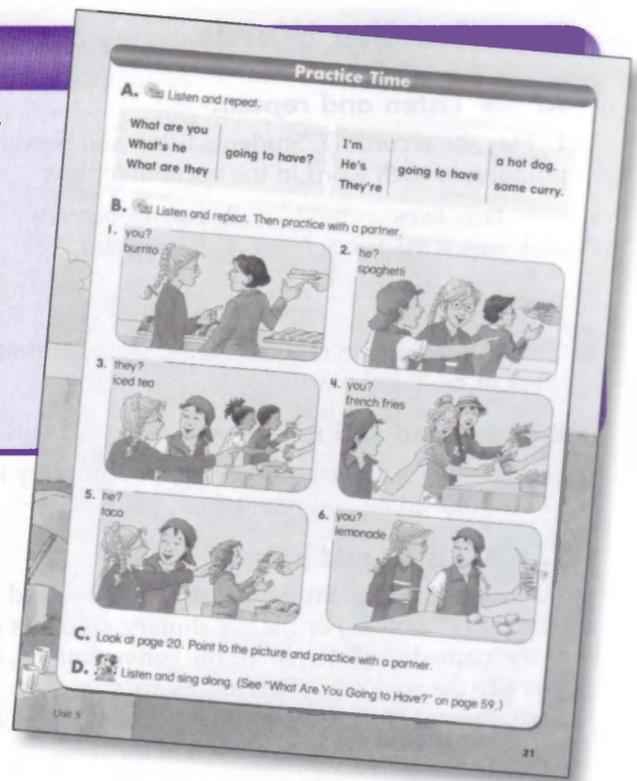
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Slow Reveal.** (See Game 41, page 144.) Hold up each Unit 5 Word Time Picture Card and have students name it. Then play the game using the cards.
2. Check Workbook page 20. (For instructions and answer key, see Teacher's Book page 154.)

Introduce the Patterns

1. **Pronoun Review.** (For detailed instructions, see page 12.) Review *I, you* (singular), *he, she, we, you* (plural), and *they*.
2. **(I'm) going to have (a taco).** Write tomorrow's date on the board. Point to it and say *tomorrow*. Students repeat. Place the Unit 5 Word Time Picture Cards on the chalktray, then pick up the *taco* card, point to tomorrow's date, and say *Tomorrow I'm going to have a taco*. Students repeat. Write *I'm going to have a taco* on the board. Point to and read each word. Students repeat. Do the same with the remaining picture cards. Then repeat the entire procedure using *you* (singular), *he, she, we, you* (plural), and *they* and the appropriate gestures from Step 1 to demonstrate the pronouns.
3. **What are (you) going to have? (I'm) going to have (a taco).** Return the Unit 5 Word Time Picture Cards to the chalktray and bring a volunteer to the front of the classroom. Look at and point to the volunteer and ask *What are you going to have?* Students repeat. Write *What are you going to have?* on the board. Point to and read each word. Students repeat. Prompt the volunteer to pick up one of the cards and say *I'm going to have (some spaghetti)*. Seated students repeat. Write *I'm going to have some spaghetti* on the board to the right of *What are you going to have?* Point to and read each word. Students repeat. Do the same with the remaining picture cards. Then repeat the entire procedure using *they* and *you* (plural) and the appropriate gestures from Step 1 to demonstrate the pronouns.



4. **What's (he) going to have? (He's) going to have (some curry).** 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.** Divide the class into Groups A and B. Place the *you, he, she,* and *they* grammar cards in one pile, and the Unit 5 Word Time Word Cards in another pile. Hold up one card from each pile. Group A asks the question and Group B answers. Continue with the remaining cards. Groups A and B alternate between asking and answering questions.

Note: In this context, *have* means *eat*.

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. Students listen.

A: *What are you going to have?*

B: *I'm going to have a hot dog.*

A: *What's he going to have?*

B: *He's going to have some curry.*

A: *What are they going to have?*

B: *They're going to have some curry.*

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 are you going to have?*
I'm going to have a burrito.
 2. *What's he going to have?*
He's going to have some spaghetti.
 3. *What are they going to have?*
They're going to have some iced tea.
 4. *What are you going to have?*
We're going to have some french fries.
 5. *What's he going to have?*
He's going to have a taco.
 6. *What are you going to have?*
I'm going to have some lemonade.
2. Students practice numbers 1–6 in pairs. (S1 in each pair asks the questions, and S2 answers.) They then change roles and repeat the procedure.

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

Students remain in pairs and look at page 20. They then take turns asking and answering questions about characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the girl heading to the taco table): *What's she going to have?* S2: *She's going to have a taco.*

D.  Listen and sing along.

1. Students turn to the *What Are You Going to Have?* song on page 59. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

What Are You Going to Have?
(Melody: *The Farmer in the Dell*)

What are you going to have?
What are you going to have?
What are you going to have?
We're going to have some tacos.

What's she going to have?
What's she going to have?
What's she going to have?
She's going to have a burrito.

What's he going to have?
What's he going to have?
What's he going to have?
He's going to have some curry.

What are they going to have?
What are they going to have?
What are they going to have?
They're going to have some french fries.

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

Games and Activities

1. **Interview.** Each student writes down three food items that they are planning to eat within the next 24 hours. They then circulate around the classroom with their pieces of paper and ask their classmates *What are you going to have?* They write their classmates' responses down. After five to seven minutes, have students return to their seats. Point to a student and ask *What's (Mary) going to have?* Students who talked to (Mary) say *(She's) going to have (some curry), (a hamburger), and (soda pop).* Continue asking the question in the same way for three to four minutes.
2. **Place Your Orders, Please.** Divide the class into groups of three to four and give each group a set of Unit 5 Word Time Picture Cards and Word Cards. Each group will role-play a restaurant scene, with one student acting as the waiter, one student acting as the cook, and the rest acting as customers in the restaurant. The customers lay the word cards faceup on a desk to make a menu. The waiter comes to the group and asks each student *What are you going to have?* Each customer replies *I'm going to have (a) (burrito).* The waiter then walks to the cook. The cook asks *What's (she) going to have?* about each customer. The waiter answers *(She's) going to have (a) (burrito).* The cook then finds the Unit 5 Word Time Picture Card to fill each order and gives them to the waiter, who "serves" them to the customers. Students then change roles and do the activity again. Groups continue until each student has been both the waiter and the cook.
3. **Make the Sentences.** (See Game 49, page 145.) Do the activity using *you, he, she, they, I'm, He's, She's, We're, They're* grammar cards and Unit 5 Word Time Word Cards and Grammar Cards.

Extra Practice

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



Finish the Lesson

1. **Memory Chain.** (See Game 50, page 145.) Play the game using the target patterns.
2. Explain and assign Workbook page 21. (For instructions, see Teacher's Book page 154.)

Phonics Time

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

Materials Needed: CD/cassette and player; Unit 4 Phonics Time Picture Cards, 1 set per 3–4 students; Unit 4 Phonics Time Word Cards, 1 card per 2 students; Unit 5 Phonics Time Picture Cards, 1 set per 3–4 students; Unit 5 Phonics Time Word Cards, 1 card per 2 students (see Picture and Word Card Book pages 15, 16, 21, and 22)

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

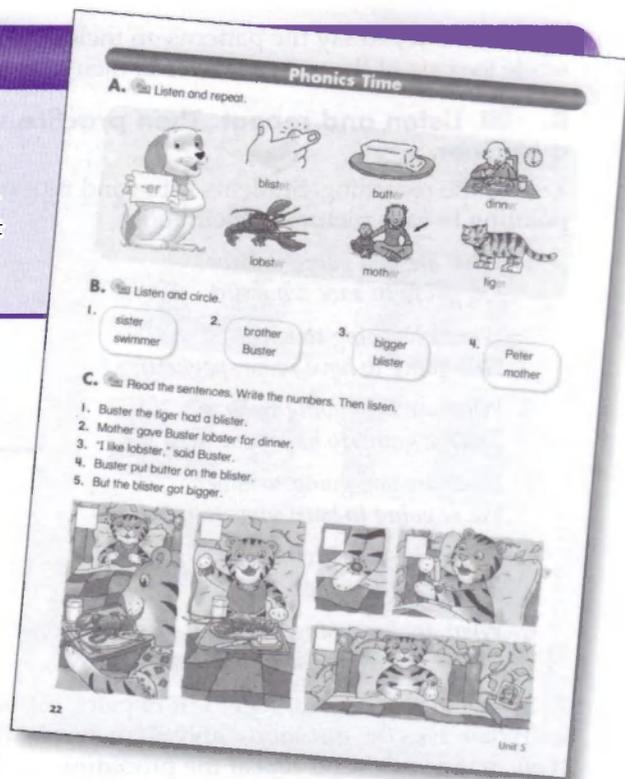
Warm-Up and Review

- Pattern Review: Make a Choice.** Write *What are you going to have? I'm going to have a taco.* Point to the sentences and have students read them. Then ask each student *What are you going to have?* Students answer. Then have a volunteer take on the role teacher's role, asking the target questions.
- Check Workbook page 21. (For instructions and answer key, see Teacher's Book page 154.)
- Phonics Review: Upside Down.** Hold up a Unit 4 Phonics Time Picture Card upside down. Elicit the word. Do the same with the remaining Unit 4 Phonics Time Picture Cards. When all of the cards have been identified, write *dle*, *tle*, and *cle* on the board. Hold up each card again. Volunteers say the word and point to the corresponding ending. Attach the card to the board below the correct ending.

Introduce the Sounds

Note: The -er sound is written as /ər/.

- Say /ər/-/ər/. Students repeat. Then hold up the *blister* picture card and say *blister, blister*. Students repeat. Attach the card to the board. Do the same with *lobster, mother, dinner, butter, and tiger*, first saying the target /ər/ sound.
- Write *er* on the board to the right of the *blister* picture card. Say /ər/ while pointing to the letters. Students repeat. Add *blis* to the right of *er*. Say *blis-/ər/*, *blister* pointing to the two parts of the word and then the whole word. Students repeat. Repeat the entire procedure for *lobster, mother, dinner, butter, and tiger*, writing each word to the right of the corresponding picture card.
- Remove all the picture cards from the board. Point to each word and have students read it. When students read a word correctly, attach the corresponding picture card next to the word in order to reinforce word meaning.



Practice the Sounds

Students open their Student Books to page 22.

A. Listen and repeat.

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

er /ər/
blister
butter
dinner
lobster
mother
tiger

B. Listen and circle.

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

- swimmer, swimmer*
- brother, brother*
- blister, blister*
- mother, mother*

2. Check answers by saying *Number 1.* and having a volunteer say and spell the word he/she circled. Do the same for numbers 2–4.

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

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

*Buster the tiger had a blister.
Mother gave Buster lobster for dinner.
"I like lobster," said Buster.
Buster put butter on the blister.
But the blister got bigger.*

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

Answer Key:
2, 3, 5, 4, 1

Games and Activities

1. **I Can See, One, Two, Three.** Students form a circle. Give each student a Unit 4 or Unit 5 Phonics Time Word Card. Students hold their cards so everyone can see them. Look at the student on your left and read his/her card aloud, then read your own card and then the card held by the student on your right. The student on your right then reads your card, his/her own card, and that of the student on his/her right. Continue in this way, going around the circle, with everyone saying three words, until everyone has taken a turn. Have students exchange cards and play the game again.

2. **Find the -er Words.** Divide the class into pairs and write the following three sentences on the board:

*What's mother going to have?
She's going to have lobster with butter.
Will your brother Peter bring the tiger to dinner?*

Students in each pair work together to write the three sentences on a piece of paper, underline the -er words, then list the underlined words below the sentences.

3. **Spell and Write.** Divide the class into groups of three to four and give each group a set of Units 4–5 Phonics Time Picture Cards. A student in each group (S1) begins by holding up a card. The other students in the group name the card. Then a volunteer spells the word and S1 writes it down. Another volunteer uses the word in a sentence. S2 then holds up a picture card. Groups continue in the same way with the remaining picture cards.

Extra Practice

Explain and assign Worksheet 10, Phonics Fun -er, page 185. (For instructions and answer key, see page 172.)

Finish the Lesson

1. **Which Is It?** Place the Unit 5 Phonics Time Picture Cards on the chalktray. Bring a volunteer to the board and have him/her hold up a Unit 5 Phonics Time Word Card and ask *What's this?* Seated students reply and the volunteer places the word card over the corresponding picture card on the chalktray. The volunteer continues in the same way with the remaining Unit 5 Phonics Time Word Cards. Do the activity again with a new volunteer.
2. Explain and assign Workbook page 22. (For instructions, see Teacher's Book pages 154–155.)

Assessment

Explain and assign the Unit 5 Test, page 214. (For instructions and answer key, see page 202.)





6 During the Year

Conversation Time

Language Focus: *What's your favorite subject?/I like math. It's fun./Excuse me. Where's the library?/Go straight. It's across from the music room./Thanks./Sure./Oh. It's time for art class./Great. That's my favorite.*

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

Materials Needed: CD/cassette and player; Wall Chart 11; teacher-made picture cards of different food items, 3–4 different cards

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

Warm-Up and Review

- Phonics Review: -er.** Write *er* on the board. Point to the letters and elicit their sound. Write the Unit 5 Phonics Time target words on the board. Point to each of the words and have students read them.
- Check Workbook page 22. (For instructions and answer key, see Teacher's Book pages 154–155.)

Introduce the Conversation

- Clarify word meaning.

favorite: Place three to four picture cards of food items on the chalktray. Point to the first three cards, smile and say *These are good*. Then point to the fourth card, smile even more broadly, lick your lips, and say *Favorite. This is my favorite!* Students repeat. Write *favorite* on the board. Point to it and have students say the word.

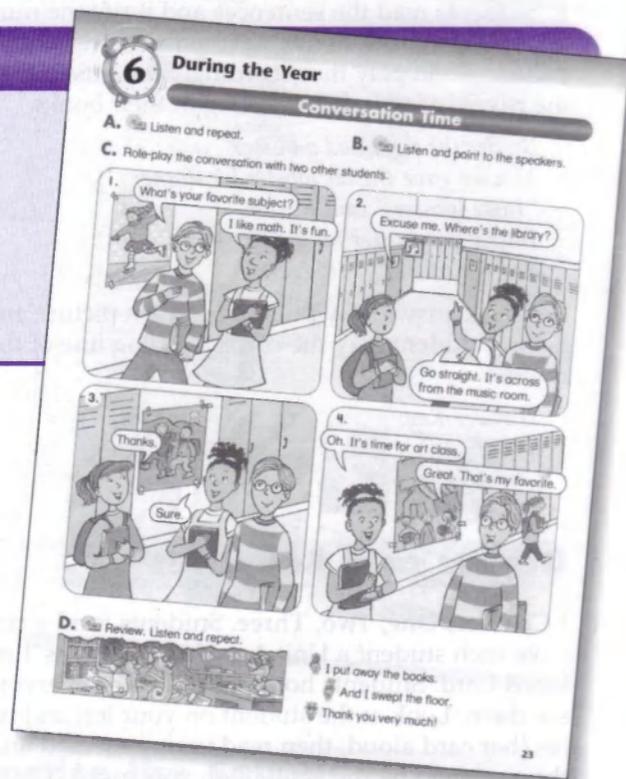
math: Write $2+2=4$ on the board. Point to the equation and say *math*. Students repeat. Write *math* on the board. Point to the word and have students read it.

straight: Draw two lines on the board, one straight and one wavy. Point to the straight line and say *straight*. Students repeat. Write *straight* on the board. Point to the word and have students read it.

across: Point to two students sitting across from one another and say *Across. (Mike) is across from (Jan)* as you point to each student and then the space between them. Students say *across*. Write *across* on the board. Point to the word and have students read it.

music: Draw several musical notes on the board. Point to them and say *music*. Students repeat. Write *music* below the drawing. Point to the word and have students say it.

art: Quickly sketch several framed abstract pictures on the board. Point to them and say *art*. Students repeat. Write *art* below the pictures. Point to the word and have students read it.



subject: Point to *music, math, and art* and say *These are subjects you study at school*. Write *subjects* on the board. Point to it and have students say it.

- 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:

A: *What's your favorite subject?*
Look quizzically at Student B.

B: *I like math. It's fun.*
Point to yourself and smile.

C: *Excuse me. Where's the library?*
Walk up to Students A and B, and look at them quizzically.

A: *Go straight. It's across from the music room.*
Point straight ahead.

C: *Thanks.*
Smile.

A: *Sure.*
Smile and nod your head.

B: *Oh. It's time for art class.*
Look suddenly at your watch.

A: *Great. That's my favorite.*
Smile and point to yourself.

- Divide the class into Groups A, B, and C and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. Encourage students to copy

your facial expressions and body language. Groups then change roles and repeat the conversation.

Continue until each group has taken on each role.

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

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

Talk About the Picture

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

Scene 1: **Joe** and **Jan** are at school. They're talking about their favorite subjects. Jan likes math best, because it's fun.

Scene 2: **This girl** is *looking* for the library. She can't find it. Jan tells her that it's *across* from the music room.

Scene 3: The younger girl is glad she knows where the **library** is.

Scene 4: Now Jan and Joe have to go to art class. Art is Joe's *favorite* subject.

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

Scene 1: What's **Jan's** *favorite* subject?

Scene 2: Where's the **library**?
Where's the *music room*?

Scene 3: Who's going to the **library**?

Scene 4: What's **Joe's** *favorite* subject?
Where are Joe and Jan going now?

Practice the Conversation

A. Listen and repeat.

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

- Joe: *What's your favorite subject?*
Jan: *I like math. It's fun.*
- Girl: *Excuse me. Where's the library?*
Jan: *Go straight. It's across from the music room.*
- Girl: *Thanks.*
Jan: *Sure.*
- Jan: *Oh. It's time for art class.*
Joe: *Great. That's my favorite.*

B. Listen and point to the speakers.

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

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

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

D. Review. Listen and repeat.

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

- A: *I put away the books.*
B: *And I swept the floor.*
C: *Thank you very much!*

OPTION: Students role-play the conversation.

Games and Activities

- Listen Carefully.** Write the following sentences on the board. Play the recording again. Students listen and write the missing words to complete each sentence:
 - The ___ is across from the library.
 - The girl's favorite subject is ___.
 - Art is Joe's favorite ___.
 - The two kids are going to ___ class.

Check answers by saying *Number 1*. A volunteer reads the complete sentence. Do the same for numbers 2–4.

- Which Line Doesn't Belong?** (See Game 14, page 141.) Play the game using Units 4–6 target conversations.
- Combine the Conversations.** Combine the Unit 5 conversation with the target conversation on the board in the following way:

- A: *What are you eating?*
B: *Burritos. They're good. Try some.*
A: *Yum. They're great.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again.

Finish the Lesson

- What's Your Favorite?** Ask a student (S1) *What's your favorite food?* S1 responds, and asks another student the same question. Continue in the same way until all students have taken a turn.
- Explain and assign Workbook page 23. (For instructions, see Teacher's Book page 155.)

Word Time

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

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 12; Unit 6 Word Time Picture Cards, 1 set; Unit 6 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 23 and 24)

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

Warm-Up and Review

1. **Conversation Review: Who Was That?** (See Game 15, page 141.) Divide the class into two groups and have students say alternate lines of the conversation in unison. Then play the game using the Unit 6 target conversation.
2. Check Workbook page 23. (For instructions and answer key, see Teacher's Book page 155.)

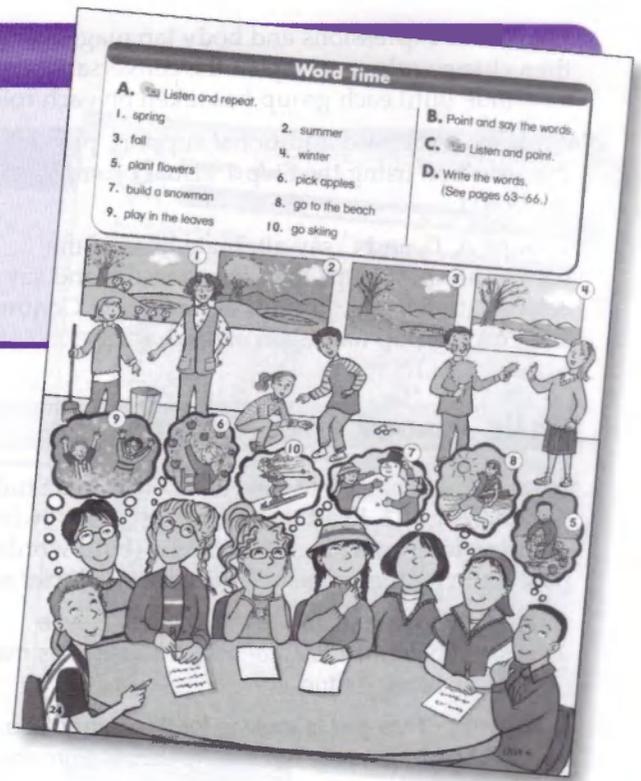
Introduce the Words

1. Hold up and name the Unit 6 Word Time Picture Cards one by one. Students listen. Hold up and name the cards again, and have students repeat. Then give each student a set of Unit 6 Word Time Picture Cards. Hold up each of the cards in random order. Students find the corresponding card, hold it up, and name it.
2. Attach the Unit 6 Word Time Picture Cards in a row to the board. Stand the Unit 6 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly below the corresponding picture card. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

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**) and pantomiming the actions (*italicized words*).

Bill and Mike like the fall. They want to *play in the leaves*. **Annie** likes the fall, too. She wants to *pick apples*. **Kim** likes the winter. She wants to *go skiing*. **These girls** like the winter, too. They want



to *build a snowman*. **Ted** likes the summer. He wants to *go to the beach*. **Bob** likes the spring. He wants to *plant flowers*.

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

Who wants to *play in the leaves*?

Who wants to *pick apples*?

Does **Ted** like the summer?

Does **Annie** like the fall?

Can you *build a snowman* in the summer?

Can you *pick apples* in the spring?

Can you go to the beach in the winter?

Can you *play in the leaves* in the fall?

Practice the Words

A. Listen and repeat.

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

- | | |
|------------------------------|---------------------------|
| 1. <i>spring</i> | 2. <i>summer</i> |
| 3. <i>fall</i> | 4. <i>winter</i> |
| 5. <i>plant flowers</i> | 6. <i>pick apples</i> |
| 7. <i>build a snowman</i> | 8. <i>go to the beach</i> |
| 9. <i>play in the leaves</i> | 10. <i>go skiing</i> |

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

B. Point and say the words.

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

C. Listen and point.

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

Summer.

Spring.

Winter.

Fall.

Go to the beach.

Pick apples.

Build a snowman.

Plant flowers.

Play in the leaves.

Go skiing.

Now listen and point to the speakers.

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

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

A: Wow! Very good.

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

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

A: No, thanks.

B: Aw, come on. Just a little.

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

B: I can't find my glasses.

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

B: Okay. Thanks.

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

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

Extra Vocabulary. Students turn to page 23. Introduce the extra vocabulary items *go ice-skating*, *go hiking*, *go camping*. Students then find people doing these actions.

Games and Activities

1. **Draw the Picture.** (See Game 30, page 143.) Play the game using the target vocabulary.
2. **When Do You...?** Write *When do you go skiing? I go skiing in the winter.* on the board. Point to and read each sentence. Students repeat. Then divide the class into groups of three to four. Students in each group

take turns asking each other *When do you (play in the leaves)?* Groups ask and answer questions for four to five minutes.

3. **Future/Past.** Quickly teach or review *next* and *last*. Then write *Next spring I'm going to plant flowers.* and *Last fall I planted flowers.* on the board. Point to and read each sentence. Students repeat. Then divide the class into pairs and have students in each pair practice using the target vocabulary to say sentences in this way.
4. **Option: Personalize the Picture.** Divide the class into four groups, one for each season. Students in each group work together to make shadow boxes of their season using pictures, greeting cards, and photos. Groups stand and name various items and actions depicted in their shadow boxes. Display the shadow boxes around the classroom for future reference.

Finish the Lesson

1. **What Season?** A volunteer comes to the front of the classroom and pantomimes one of the target actions. Seated students name the action and say which season the activity is generally related to. Do the same with three to five volunteers.
2. Explain and assign Workbook page 24. (For instructions, see Teacher's Book page 155.)

Practice Time

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

Function: Describing future activities related to seasons

Materials Needed: CD/cassette and player; Unit 6 Word Time Picture Cards, 1 set; Unit 6 Word Time Word Cards, 1 set per 2 students; *I, You, He, She, We, They, I'll, You'll, He'll, She'll, We'll*, and *They'll* grammar cards, 1 set per 2 students; Unit 6 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 23, 24, 51, 52, and 54)

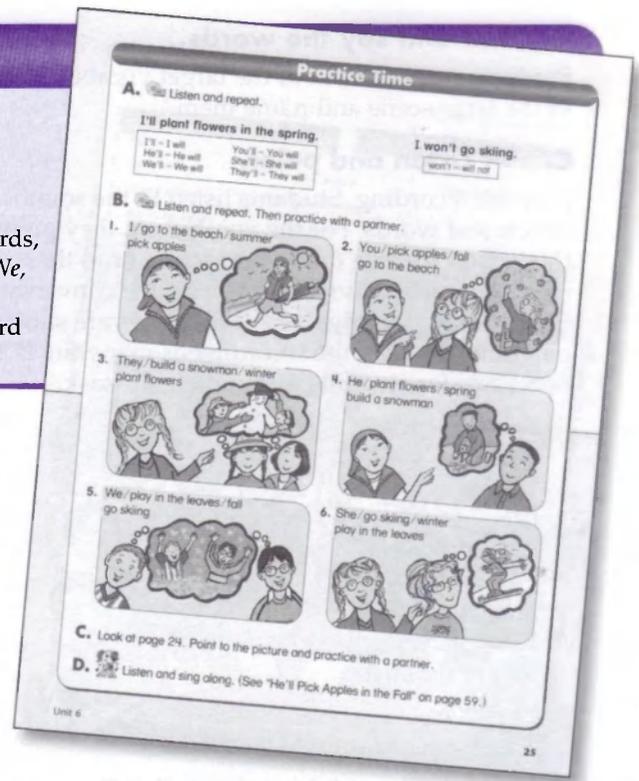
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Slow Reveal.** (See Game 41, page 144.) Hold up each Unit 6 Word Time Picture Card and have students name it. Then play the game using the cards.
2. Check Workbook page 24. (For instructions and answer key, see Teacher's Book page 155.)

Introduce the Patterns

1. **Pronoun Review.** (For detailed instructions, see page 12.) Review *I, you* (singular), *he, she, we, and they*.
2. **(He'll) (plant flowers) in the (spring).** Write tomorrow's date on the board. Point to it and say *tomorrow*. Point to tomorrow's date and say *Tomorrow I'll plant flowers*. Students repeat. Write *I'll plant flowers* on the board. Point to and read each word. Students repeat. Then write a spring date on the board, point to it, and say *I'll plant flowers in the spring*. Students repeat. Write *I'll plant flowers in the spring* on the board. Point to and read each word. Students repeat. Do the same with *pick apples/fall, build a snowman/winter, go to the beach/summer, play in the leaves/fall, and go skiing/winter*. Repeat the entire procedure using *You* (singular), *He, She, We, and They* and the appropriate gestures from Step 1 to demonstrate the pronouns.
3. **(He) won't (build a snowman).** Nod your head and say *I'll plant flowers in the spring*. Then shake your head and say *I won't build a snowman*, emphasizing *won't*. Students repeat. Write *I won't build a snowman* on the board. Point to and read each word. Students repeat. Do the same with *pick apples, go to the beach, play in the leaves, and go skiing*, using *plant flowers/spring* for each positive statement. Repeat the entire procedure using *You* (singular), *He, She, We, and They* and the appropriate gestures from Step 1 to demonstrate the pronouns.
4. **Practice for Fluency.** Write *winter, spring, summer, fall* on the board. Then place the *I, You, We, He, She, and They* grammar cards in one pile, and the Unit 6 Word Time Picture Cards (excluding the season cards) in



another pile. Hold up one card from each pile and point to a season on the board. Students say the corresponding positive target pattern. Then shake your head and hold up a different picture card. Students say the corresponding negative target pattern. Continue in the same way with the remaining cards.

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

Practice the Patterns

Students open their Student Books to page 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.

He'll plant flowers in the spring. He won't go skiing.

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'll = I will
He'll = He will
We'll = We will
won't = will not

You'll = You will
She'll = She will
They'll = They will

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'll go to the beach in the summer. I won't pick apples.*
2. *You'll pick apples in the fall. You won't go to the beach.*
3. *They'll build a snowman in the winter. They won't plant flowers.*
4. *He'll plant flowers in the spring. He won't build a snowman.*
5. *We'll play in the leaves in the fall. We won't go skiing.*
6. *She'll go skiing in the winter. She won't play in the leaves.*

2. Students practice numbers 1–6 in pairs. (S1 in each pair says the statement in its affirmative form, and S2 says the statement in its negative form.) They then change roles and repeat the procedure.

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

D. Listen and sing along.

1. Students turn to the *He'll Pick Apples in the Fall* song on page 59. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

He'll Pick Apples in the Fall
(Melody: *She'll Be Coming 'Round the Mountain*)

He'll pick apples in the fall, in the fall.
He'll pick apples in the fall, in the fall.
He won't build a snowman.
He won't build a snowman.
He'll pick apples in the fall.

She'll plant flowers in the spring, in the spring.
She'll plant flowers in the spring, in the spring.
She won't play in the leaves.
She won't play in the leaves.
She'll plant flowers in the spring.

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. Distribute the *pick apples, fall, build a snowman, plant flowers, spring, and play in the leaves* picture cards so that each student has a card. Play the karaoke version. Students sing along, standing up and showing their picture card each time it is named.

Games and Activities

1. **Talking.** Divide the class into pairs and give them three to four minutes to talk with their partners about their plans for the upcoming year (students can take notes if necessary to remember what their partners say). Then each pair joins with another pair and each student tells the others about his/her partner's plans.

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

2. **Write a Story.** Give students eight to ten minutes to write a short story about their plans for the coming year, writing both a positive and a negative sentence about each season. Students may use action vocabulary from other lessons in addition to the Unit 6 vocabulary. When most students have finished writing, have volunteers take turns reading their stories aloud to the class.

OPTION: Divide the class into groups of two to three and have students in each group work together to write a story as above.

3. **Make the Sentences.** (See Game 49, page 145.) Do the activity using *I, You, He, She, We, They, I'll, You'll, He'll, She'll, We'll, They'll* grammar cards and Unit 6 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 11, Seasons, page 186. (For instructions and answer key, see page 172.)



Finish the Lesson

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

2. Explain and assign Workbook page 25. (For instructions, see Teacher's Book pages 155–156.)

Phonics Time

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

Materials Needed: CD/cassette and player; Unit 6 Word Time Picture Cards (excluding the seasons), 1 card per student; Unit 6 Phonics Time Picture Cards, 1 set per 3–4 students; Unit 6 Phonics Time Word Cards, 1 set (see Picture and Word Card Book pages 23, 25, and 26)

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

Warm-Up and Review

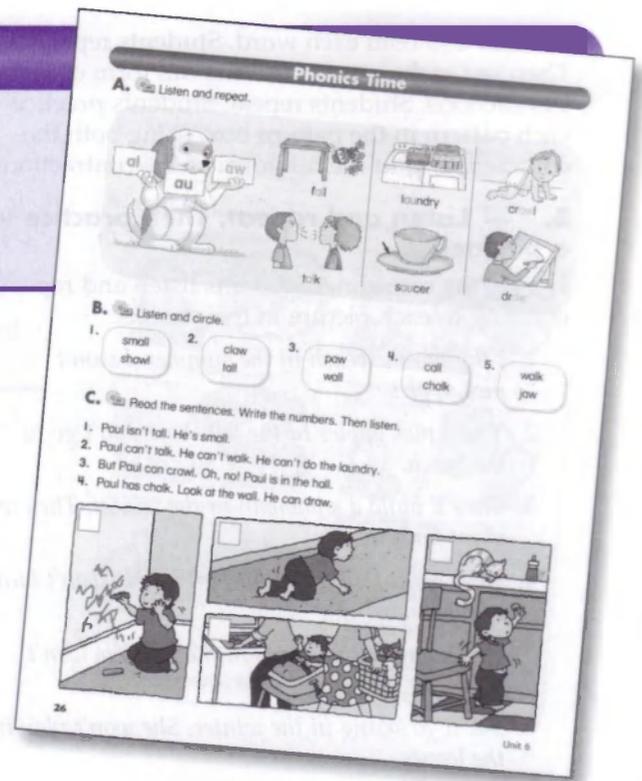
- Pattern Review: Future Actions.** Write *He'll plant flowers in the spring. He won't build a snowman.* on the board. Point to each sentence and have students read it. Then give each student a Unit 6 Word Time Picture Card (excluding the season cards). A volunteer (S1) begins by standing up, showing the class his/her card, and saying *I'll (build a snowman) in the (winter).* The student behind him/her stands up, shows the class his/her card, and says *I won't (build a snowman). I'll pick apples in the (fall).* Students continue in the same way until all students have taken a turn.
- Check Workbook page 25. (For instructions and answer key, see Teacher's Book pages 155–156.)
- Phonics Review: Read the Sentences.** Write *le* and *er* on the board. Point to each combination and elicit its sound. Then write the following sentences on the board:
 - Peter's uncle rides his bicycle to dinner.*
 - The lobster and the beetle play in the puddle.*
 - Will you have butter for dinner?*

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

Introduce the Sounds

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

- Say /ɔ/-/ɔ/. Students repeat. Then hold up the *fall* picture card and say *fall, fall*. Students repeat. Attach the card to the board. Do the same with *laundry*, *crawl*, *talk*, *saucer*, and *draw*, first saying the target /ɔ/ sound.
- Write *al* on the board to the right of the *fall* picture card. Say /ɔ/ while pointing to the letters. Students repeat. Add *l* to the right of *al*. Say /ɔ/-/l/-*all* pointing to the two parts of the combination and then the whole combination. Students repeat. Then write *f* to the left of *all*. Say /f/-*all*, *fall*, pointing to the two parts of the word and then the whole word. Repeat the entire procedure for *laundry*, *crawl*, *talk*, *saucer*, and *draw*, writing each word to the right of the corresponding picture card.



- Remove all the picture cards from the board. Point to each word and have students read it. When students read a word correctly, attach the corresponding picture card next to the word in order to reinforce word meaning.

Practice the Sounds

Students open their Student Books to page 26.

A. Listen and repeat.

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

al /ɔ/
fall
talk

au /ɔ/
laundry
saucer

aw /ɔ/
crawl
draw

B. Listen and circle.

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

1. *small, small*
2. *claw, claw*
3. *wall, wall*
4. *chalk, chalk*
5. *walk, walk*

2. Check answers by saying *Number 1* and having a volunteer say and spell the word he/she circled. Do the same for numbers 2–5.

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

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

*Paul isn't tall. He's small.
Paul can't talk. He can't walk. He can't do the laundry.
But Paul can crawl. Oh, no! Paul is in the hall.
Paul has chalk. Look at the wall. He can draw.*

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

Answer Key:
4, 3, 1, 2

Games and Activities

1. **Name It and Claim It.** Hold up a Unit 6 Phonics Time Word Card. Give the card to the first student to correctly read the word, and have him/her come to the front of the classroom. Continue in the same way with the remaining Unit 6 Phonics Time Word Cards. When all of the cards have been given out, point to each card held by a student at the front of the classroom. The first seated student to correctly read the card joins the card-holder at the front of the classroom. Continue in this way, pointing to the cards in random order, until all students have identified a card and joined a group at the front of the room. Then have each group say their word in unison.
2. **Say the Word and a Sentence.** Divide the class into groups of four to five and give each group a set of Unit 6 Phonics Time Picture Cards. Groups shuffle their cards and place them facedown in the middle of the group. A student in each group (S1) begins by turning over a card and naming it. The student on his/her right (S2) repeats the word and uses it in a sentence. He/She then turns over another card and names it. Groups continue in the same way with the remaining cards.
3. **Add-On Story.** Divide the class into groups of three to four and give each group a set of Unit 6 Phonics Time Picture Cards. A student in each group (S1) begins by choosing a card and using the word in a sentence. S2 in each group repeats that sentence and then chooses a different card and creates a related sentence using

that word. Continue in this way, with each student repeating the sentence of the student before and creating a new sentence. When all of the target words have been used in sentences, groups write the string of sentences down. Groups then take turns reading their “stories” aloud for the class.

Extra Practice

Explain and assign Worksheet 12, Phonics Fun *al, au,* and *aw*, page 187. (For instructions and answer key, see page 172.)

Finish the Lesson

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

Paul will plant flowers in the spring. He won't go to the beach. In the fall, he'll play in the leaves and maybe fall down! Paul likes to draw, so he'll buy some chalk and draw a picture.

2. Explain and assign Workbook page 26. (For instructions, see Teacher's Book page 156.)

Assessment

Explain and assign the Unit 6 Test, page 215. (For instructions and answer key, see pages 202–203.)



Review 2

Story Time

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

Materials Needed: CD/cassette and player; Units 4–6 Word Time Picture Cards, 1 set per 4–6 students (see Picture and Word Card Book pages 13, 17, 19, and 23)

For general information on Story Time, see page 16.

Warm-Up

1. Check Workbook page 26. (For instructions and answer key, see Teacher's Book page 156.)
2. **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.

Work with the Pictures

Students open their Student Books to page 27.

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, using complete sentences when possible.
3. When groups have finished, have each group name one item, and write a sentence with that item on the board. Once all the sentences have been written, point to and read each sentence. Students repeat, pointing to those items in their books.
4. Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Scene 1: What is **Max** looking for?
Where is it?

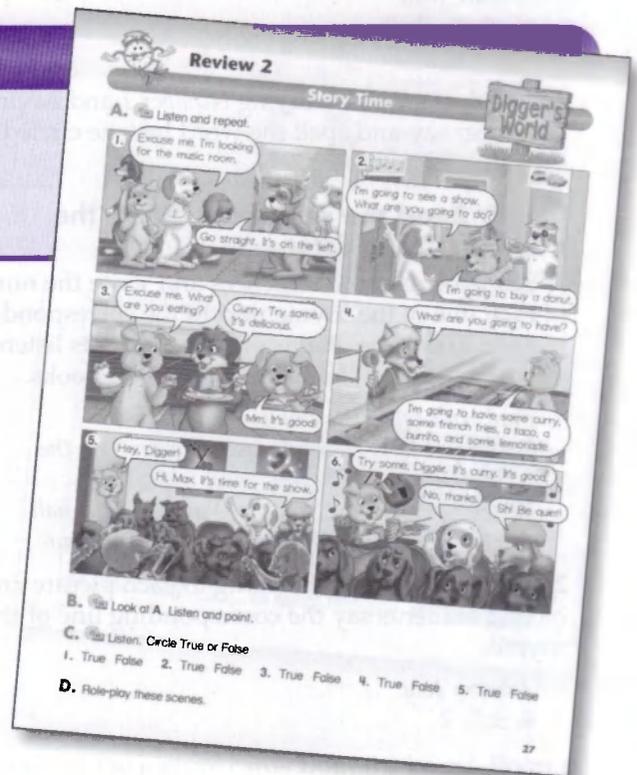
Scene 2: What's Digger going to do?
What's Max going to do?

Scene 3: (**dark brown dog**) What's he *eating*?
Does Max like *curry*?

Scene 4: Is Max *hungry*?

Scene 5: What are Max and Digger going to do?

Scene 6: Does Digger want any **curry**?



Work with the Text

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

Practice the Story

A. Listen and repeat.

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

1. Digger: *Excuse me. I'm looking for the music room.*

Principal: *Go straight. It's on the left.*

2. Digger: *I'm going to see a show. What are you going to do?*

Max: *I'm going to buy a donut.*

3. Max: *Excuse me. What are you eating?*

Young Dog: *Curry. Try some. It's delicious.*

Max: *Mm. It's good!*

4. Lady Dog: *What are you going to have?*
Max: *I'm going to have some curry, some french fries, a taco, a burrito, and some lemonade.*
5. Max: *Hey, Digger!*
Digger: *Hi, Max. It's time for the show.*
6. Max: *Try some, Digger. It's curry. It's good.*
Digger: *No, thanks.*
Dog: *Sh! Be quiet!*

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 six. Students in each pair take on the role of one of the characters (Digger, the principal, Max, the young dog, the lady dog, or the other dog). Play the recording again, pausing after each line. Students repeat their character's lines. Students in each pair then change roles and do the activity again. Play the recording as many times as necessary for students to complete the task.

C. Listen. Circle True or False.

1. Play the recording. Students listen and, based on the *Digger's World* story, circle *True* if the statement is correct, and *False* if it is not.

1. *Digger is looking for the art room.*
Digger is looking for the art room.
2. *Max wants a donut.*
Max wants a donut.
3. *Max likes the curry.*
Max likes the curry.
4. *Max is going to have a hot dog.*
Max is going to have a hot dog.
5. *Max is a quiet dog.*
Max is a quiet dog.

2. Check answers by saying *Number 1. Digger is looking for the art room.* Students say *True* if they circled *True*, and *False* if they circled *False*.

Answer Key: 1. False 2. True 3. True 4. False 5. False

D. Role-play these scenes.

1. Ask students what roles are needed to role-play the conversation. List the roles on the board (*Digger, the principal, Max, the young dog, the lady dog, the other dog*).
2. Divide the class into Groups A, B, C, D, E, and F. Group A role-plays Digger's lines, Group B role-plays the principal's lines, and so on. Groups then change roles and role-play the scenes again. Continue until each group has taken on each role.

3. Bring a volunteer from each group to the front of the classroom. Play the recording and have the volunteers act out the story along with the recording. They then role-play the story on their own, without the recording.
4. Students form groups of six and role-play the story. They then change roles and role-play the story again. Groups continue until each student has taken on each role.

Games and Activities

1. **Did You Hear That?** Divide the class into groups of four to six and give each group a set of Units 4–6 Word Time Picture Cards. Read the *Digger's World* story in which the words depicted on the picture cards are illustrated. Alternatively, read a simple story from a storybook that includes words depicted on the picture cards. Students listen to the story and hold up cards when they hear them named. Check each time to determine which groups are holding up the correct cards. Read the story again slowly, pausing after words for which there are cards in order to give groups a chance to hold up cards they may have missed before.
2. **Listen Carefully.** Play the recording of the story again. Students listen and write down three things that Max is going to eat. Then divide the class into pairs and have students in each pair share their lists with their partners.
3. **Retell the Story.** Students take turns retelling the story in their own words.
4. **Make a New Story.** Each student divides a piece of paper into six equal parts and comes up with his/her own version of the story by drawing original scenes and new characters. Students then take turns standing up and describing their story to the rest of the class.

Finish the Lesson

1. **Listen and Pantomime.** Divide the class into groups of six, and have students in each group take on the role of one of the characters in the story. Play the recording. Students listen and pantomime their role. Students in each pair then change roles and pantomime the story again.
2. Explain and assign Workbook page 27. (For instructions, see Teacher's Book page 156.)

Activity Time

Review Focus: Units 4–6 vocabulary patterns and sounds

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Units 4–6 Phonics Time Picture Cards, 1 set per 3–4 students (see Picture and Word Card Book pages 15, 21, and 25)

For general information on Activity Time, see page 17.

Warm-Up

1. Review Units 4–6 Vocabulary, Patterns, and Sounds. Students turn to each 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 each vocabulary item, pattern, and sound.
2. Check Workbook page 27. (For instructions and answer key, see Teacher's Book page 156.)

Review

Students open their Student Books to page 28.

A. Listen and write.

1. Play the recording. Students listen and fill in the missing letters to complete each sentence.

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

2. Check answers by saying *Number 1* and having a volunteer read the entire sentence and spell the words he/she wrote. Do the same for numbers 2–4.

Answer Key:

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

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

1. Students use the clues to complete the puzzle. They then write the mystery word in the space provided.
2. 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.

Activity Time

A. Listen and write.

1. Paul is going to t... k to a tig...
2. Peter is going to dr... a bott...
3. The lobster is going to cr... in the pudd...
4. My moth... is going to mak... dinner for my uncl...

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

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

I'm going to have some _____.

Review 2

Answer Key:

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

Games and Activities

1. **Verb Tense Chart.** Divide the class into pairs and write the following chart on the board:

	go skiing	get a haircut	go to the beach	see a movie
Past	She went skiing.			
Present	She's going skiing.			
Future	She'll go skiing next week.			

Each pair copies the chart onto a piece of paper and completes it, using the example sentences as guides.

2. **Talking.** Divide the class into pairs and give students three to four minutes to talk with their partners about their plans for the upcoming weekend (students can take notes if necessary to remember what their partners say). Then each pair joins with another pair and each student tells the others about his/her partner's plans.

OPTION: Do the activity as above, and have students draw pictures to illustrate their partner's plans.

3. **Spell and Write.** Divide the class into groups of three to four and give each group a set of Units 4–6 Phonics Time Picture Cards. A student in each group (S1) begins by holding up a card. The other students in the group name the card. Then a volunteer spells the word and S1 writes it down. Another volunteer uses the word in a sentence. S2 then holds up a picture card. Groups continue in the same way with the remaining picture cards.
4. **Option: Project.** Divide the class into groups of three to four. Students in each group work together to determine how to make one of the Unit 6 target food items. Groups then take turns demonstrating the procedure to the rest of the class, using pictures, diagrams, and gestures as necessary to convey the meaning of unfamiliar words.
5. **Option: Project.** Students do research at the library or on the Internet to find a country in which the seasons are not the same as they are in the student's locale. For example: in Australia, January is hot and July is cold, while in the United States, January is cold and July is hot. Students take turns telling their classmates about the information they discovered.

Finish the Lesson

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 and answer key, see Teacher's Book pages 156–157.)
3. Do Chapter 2 of Storybook 4, *A Medal for Ranger Day*. (For instructions and answer key, see Teacher's Book pages 167–169.)

Assessment

Explain and assign the Midterm Test, pages 216–219. (For instructions and answer key, see pages 203–204.)



Conversation Time

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

Function: Asking about wants

Materials Needed: CD/cassette and player; Wall Chart 13

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

Warm-Up and Review

- Phonics Review:** *al, au, aw.* Write *al, au,* and *aw* on the board. Point to each combination and elicit its sound. Then say one of the Unit 6 Phonics Time target words. Students repeat, then write the word in the air with their index finger. Do the same with the remaining Unit 6 Phonics Time target words.
- Check Workbook page 28. (For instructions and answer key, see Teacher's Book pages 156–157.)

Introduce the Conversation

- Clarify word meaning.

cute: Make a cute expression and say *cute*. Students repeat. Write *cute* on the board. Point to the word and have students read it.

Please make up your mind: Hold out a pen and a pencil to a volunteer and ask *Do you want this one or this one?* Prompt the volunteer not to answer right away. Then make a "hurry up" gesture and say *Please make up your mind.* Prompt the volunteer to choose one. Students repeat. Write *Please make up your mind.* on the board. Point to and read each word. Students repeat.

I'm positive: Write *I'm positive = yes* on the board. Point to and read each word. Students repeat.

cashier: Say *cashier.* At a store, the cashier takes your money. Write *cashier* on the board. Point to the word and have students read it.

- Bring two students to the front of the classroom. Set several pencils on the chalktray. Stand behind each student and model his/her lines of the conversation with the following actions:

A: *Which one do you want?*

Point the pencils on the chalktray.

B: *Oh, I don't know. They're all cute.*

Cross your arms. Look carefully at the pencils and shrug your shoulders.

A: *Well, it's time to go. Please make up your mind.*

Make "hurry up" gesture.

7 At the Aquarium
Conversation Time

A. Listen and repeat.

B. Listen and point to the speakers.

C. Role-play the conversation with a partner.

D. Review. Listen and repeat.

Excuse me. I'm looking for the bathroom. Is it far?
Not really. Go straight. It's on the left.
Thanks.
No problem.

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

Point to the pencil you want.

A: *Are you sure?*

Tilt your head slightly to one side and look quizzically at the other student.

B: *I'm positive.*

Nod your head enthusiastically and smile.

A: *Great. Let's get it.*

Start to walk to the left.

B: *Dad, the cashier is over here.*

Point to the right.

- Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation.

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

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

Talk About the Picture

1. Attach Wall Chart 13 to the board or open a Student Book to page 29. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions (*italicized words*).

Scene 1: **This girl** wants to buy a **T-shirt**, but she's *not sure* which one she wants.

Scene 2: It's time to go, so her father wants her to make up her mind. The girl chooses **this T-shirt**.

Scene 3: The father wants to make sure that the girl picked the T-shirt she really wants, so he asks *Are you sure?*

Scene 4: The father *doesn't see* the cash register, where they'll *pay* for the T-shirt, so the girl says *Dad, the cashier is over here.*

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

Scene 1: (**T-shirts**) What are these?
Who wants to buy one?

Scene 2: (**daughter**) What does she want?

Scene 3: (**girl**) Does she really want the T-shirt?

Scene 4: Where is the cashier?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat.

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

B. Listen and point to the speakers.

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

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *Excuse me. I'm looking for the bathroom. Is it far?*

B: *Not really. Go straight. It's on the left.*

A: *Thanks.*

B: *No problem.*

OPTION: Students role-play the conversation.

Games and Activities

1. **The Prompter.** (See Game 5, page 140.) Play the game using the target conversation.
2. **Add On the Next Word.** Divide the class into groups of four to five. Each group stands in a circle. A student in each circle begins by saying the first word of the conversation. The next student in the circle repeats the first word and then adds the next word. The next student continues in the same manner saying the first two words and adding the next word. Groups continue around the circle until they have said entire conversation twice.
3. **Combine the Conversations.** Combine the Unit 5 conversation with the target conversation on the board in the following way:

A: *What are you going to eat?*

B: *Oh, I don't know. It all looks good.*

A: *Try the curry. It's great.*

B: *Um, okay. I'll have some curry and iced tea.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation as if they are in a cafeteria. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again. Continue until each student has taken on each role.

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 the conversation. The first student to guess correctly changes places with the volunteer and acts out another line of the conversation in the same way. Continue in the same way with five to six new volunteers.
2. Explain and assign Workbook page 29. (For instructions, see Teacher's Book page 157.)

Word Time

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

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 14; Unit 7 Word Time Picture Cards, 1 set per 2 students; Unit 7 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 27 and 28)

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

Warm-Up and Review

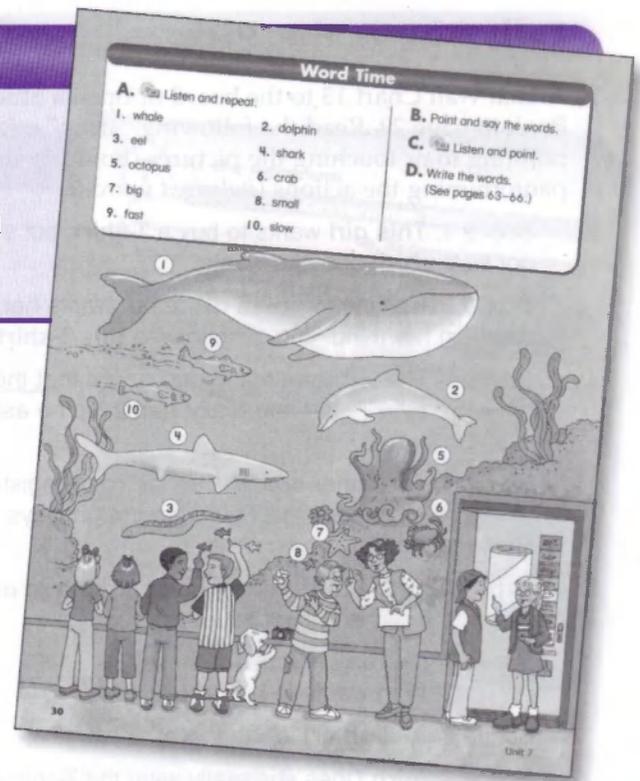
1. **Conversation Review: Say Alternate Lines.** Students open their Student Books to page 29. Elicit the target conversation. Then have students on the right and left sides of the classroom then say alternate lines of the conversation. They then switch roles and say the conversation again.
2. Check Workbook page 29. (For instructions and answer key, see Teacher's Book page 157.)

Introduce the Words

1. Hold up and name the Unit 7 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. Then say *eel, curry, shark*. Students say the word that does not belong. Do the same with three to four different sets of words (see Suggested Words below).
Suggested Words: *dolphin, computer, shark; crab, octopus, socks; taxi, whale, dolphin; octopus, camera, eel*
2. Attach the Unit 7 Word Time Picture Cards in a row to the board. Stand the Unit 7 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly below the corresponding picture card. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

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 adjectives (*italicized words*).



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

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

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

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

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

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

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

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

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

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

Practice the Words

A. Listen and repeat.

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

1. *whale*
2. *dolphin*
3. *eel*
4. *shark*
5. *octopus*

6. crab
7. big
8. small
9. fast
10. slow

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

B. Point and say the words.

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

C. Listen and point.

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

Dolphin.
Shark.
Whale.
Eel.
Crab.
Octopus.
Big.
Slow.
Fast.
Small.

Now listen and point to the speakers.

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

B: What are you going to have?

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

B: Hm. I don't know.

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

B: I like the blue fish.

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

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

B: Pardon me?

A: Don't throw paper.

B: Sorry.

D. Write the words. (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.

What Did Digger Find?

Students determine what Digger found.

Answer Key: Digger found a camera.

Extra Vocabulary.

Students turn to page 29. Introduce the extra vocabulary items *seahorse*, *starfish*, *seal*. Students then find these animals.

Games and Activities

1. **Give Her a Shark.** Write *Do you want an eel? Yes, I do./ No, I don't. I want a whale.* on the board. Point to the sentences and have students read them. Quickly review meaning if necessary. Divide the class into pairs and give each pair a set of Unit 7 Word Time Picture Cards (excluding the adjective cards). A student in each pair (S1) begins by asking S2 *Do you want a (shark)?* If S2 says *Yes, I do*, S1 gives S2 the (shark) picture card. If S2 says *No, I don't. I want a (dolphin)*, S1 gives S2 the (dolphin) picture card. S2 then places the card back on the desk and asks S1 the question. Pairs continue like this until they have asked and answered the question about each card. Students then change partners and do the activity again in the same way.
2. **Descriptions.** Brainstorm with students to come up with a list of adjectives they might use to describe the target animals. Write the list of adjectives on the board, then divide the class into groups of three to four. A student in each group (S1) begins by using some of the adjectives on the board to describe one of the target animals. For example: *It's small and it's red.* The other students in the group try to name the animal S1 is describing. The first student to correctly name S1's animal then takes a turn describing a different animal. Groups continue until each student has described two to three animals.
3. **Listen Carefully.** Students number a piece of paper from 1–5. Read each of the following sentences, and have students write down the target vocabulary word(s) they hear in each sentence.
 1. *The eel swims in the ocean.*
 2. *That whale is very big!*
 3. *I like to watch the dolphin.*
 4. *This crab is so cute!*
 5. *An octopus has eight arms.*
4. **Option: Personalize the Picture.** Divide the class into groups of four to six and have each group create a mobile of the target marine animals. Two groups then join together and tell each other about their mobiles, saying, for example, *This is a whale. It's gray and it's big. That's an eel. It's ugly and long.* Display the mobiles around the classroom for future reference.

Finish the Lesson

1. **Guess What's Missing.** (See Game 34, page 144.) Play the game using Unit 7 Word Time Word Cards.
2. Explain and assign Workbook page 30. (For instructions, see Teacher's Book page 157.)

Practice Time

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

Function: Expressing comparisons

Materials Needed: CD/cassette and player; Unit 7 song with one word from each line (either the adjective or *than*) deleted from each line, 1 copy per student; Unit 7 Word Time Picture Cards, 1 card per 4–5 students; Unit 7 Word Time Word Cards, 1 set per 2 students; Unit 7 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 27, 28, and 54)

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

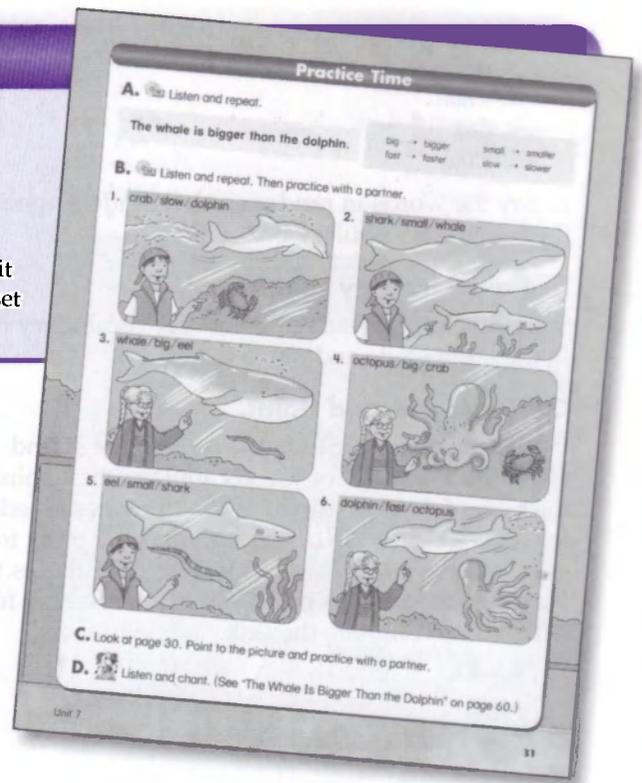
Warm-Up and Review

- Vocabulary Review: Underwater World.** Hold up the Unit 7 Word Time Picture Cards one by one. Elicit each word. Then hold up one of the animal picture cards and ask *Is this a (dolphin)?* Students respond either *Yes, it is.* or *No, it isn't. It's a (whale).* Do the same with the remaining animal picture cards. Then hold up the *small* and *dolphin* picture cards. Ask *Is the dolphin small?* Elicit *No, it isn't. It's big.* Continue in the same way with the remaining adjective and animal cards.
- Check Workbook page 30. (For instructions and answer key, see Teacher's Book page 157.)

Introduce the Patterns

- The (whale) is (bigger) than the (dolphin).** Attach the *dolphin* and *whale* picture cards to the board. Point to the *dolphin* picture card and say *The dolphin is big,* pantomiming *big* with your hands. Students repeat. Point to the *whale* picture card and say *The whale is bigger* as you fully extended your arms to show *bigger*. Students repeat. Then say *The whale is bigger than the dolphin.* Students repeat. Write *The whale is bigger than the dolphin.* on the board. Point to and read each word. Students repeat. Repeat the entire procedure for *The dolphin is smaller than the whale,* *The shark is faster than the crab,* and *The crab is slower than the shark.*
- Practice for Fluency.** Say *big* and have students respond with its comparative form, *bigger*. Do the same with *small,* *slow,* and *fast*. Then write *eel/small/whale* on the board and elicit *The eel is smaller than the whale.* Do the same with *crab/small/shark,* *crab/slow/dolphin,* *eel/fast/octopus,* and *shark/big/eel.*

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



Practice the Patterns

Students open their Student Books to page 31.

A. Listen and repeat.

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

The whale is bigger than the dolphin.

big, bigger
small, smaller
fast, faster
slow, slower

- 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 pattern on their own, while looking at the pattern box in their books.

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

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

1. *The crab is slower than the dolphin.*
2. *The shark is smaller than the whale.*
3. *The whale is bigger than the eel.*
4. *The octopus is bigger than the crab.*
5. *The eel is smaller than the shark.*
6. *The dolphin is faster than the octopus.*

2. Students practice numbers 1–6 in pairs. They then change partners and repeat the procedure.

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

D. Listen and chant.

1. Students turn to the *The Whale Is Bigger Than the Dolphin* chant on page 60. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

The Whale Is Bigger Than the Dolphin

The whale is bigger than the dolphin.

The dolphin is smaller than the whale.

The octopus is faster than the crab.

The crab is slower than the octopus.

The dolphin is bigger than the octopus.

The octopus is smaller than the dolphin.

The shark is faster than the eel.

The eel is slower than the shark.

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. Give each student a copy of the chant that has one word — either the adjective or *than* — from each line deleted. Play the chant again and have students listen and fill in the missing words. Play the chant as many times as necessary for students to complete the task.

Games and Activities

1. **Tell Me about It.** Divide students into groups of four to five and give each student a Unit 7 Word Time Picture Card (excluding the adjectives). A student in each group (S1) begins by comparing his/her animal to one of the other animals shown by saying *The (whale) is (bigger) than the (dolphin)*. The student on S1's right then takes a turn in the same way. Groups continue until each student has taken a turn. Students exchange cards and play again.
2. **Real-Life Comparisons.** Ask two volunteers to stand up at their desks. Seated students make *tall/short* comparisons about the two volunteers. Then hold up a book and a pencil and have students make *big/small* comparisons about the two items. Ask two volunteers

to say their birthdays, then have students make *old/young* comparisons about the two volunteers. Ask two students to go to the back of the classroom and then run to the front. Seated students make *fast/slow* comparisons about the two volunteers.

3. **Make the Sentences.** (See Game 49, page 145.) Do the activity using the Unit 7 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 13, Eels and Sharks, page 188. (For instructions and answer key, see page 173.)



Finish the Lesson

1. **True or False?** Say four to five comparative statements about the target animals (see Suggested Sentences below). Students say *True* if the statement is true, and *False* if it is not. If the sentence is false, choose a volunteer to make it true. For example: Say *The crab is faster than the eel*. A volunteer corrects the statement by saying either *The eel is faster than the crab* or *The crab is slower than the eel*.

Suggested Sentences: *The whale is bigger than the crab. The shark is smaller than the crab. The eel is slower than the crab. The octopus is faster than the shark. The dolphin is smaller than the eel.*
2. Explain and assign Workbook page 31. (For instructions, see Teacher's Book page 157.)

Phonics Time

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

Materials Needed: CD/cassette and player; Unit 7 Phonics Time Picture Cards, 1 card per student (see Picture and Word Card Book page 29)

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

Warm-Up and Review

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

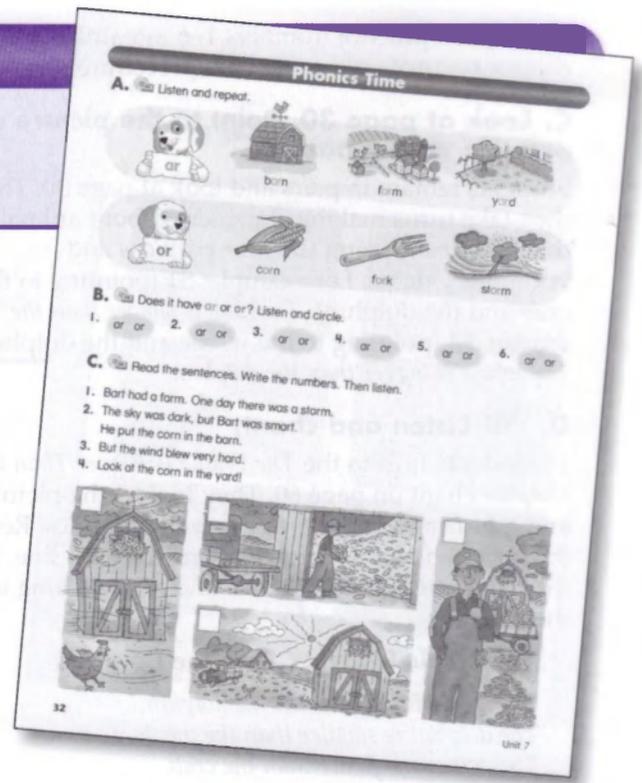
Suggested Sentences: *A pencil case is smaller than a pencil. A ruler is bigger than an eraser. A chair is smaller than a book. A computer is bigger than a pen. A desk is smaller than pencil.*

2. Check Workbook page 31. (For instructions and answer key, see Teacher's Book page 157.)
3. **Phonics Review: Read the Words.** Write *al, au,* and *aw* on the board. Point to each combination and elicit its sound. Then write *talk, walk, wall, hall, draw,* and *crawl* on the board. Point to each word and have students read it. Volunteers then use each word in a sentence.

Introduce the Sounds

Note: The *ar* sound is written as /ar/.
The *or* sound is written as /ɔr/.

1. Say /ar/-/ar/. Students repeat. Then hold up the *barn* picture card and say *barn, barn*. Students repeat. Attach the card to the board. Do the same with *farm* and *yard*, first saying the target /ar/ sound. Repeat the procedure for the /ɔr/ words *corn, fork,* and *storm*.
2. Write *ar* on the board to the right of the *barn* picture card. Say /ar/ while pointing to the letters. Students repeat. Add *n* to the right of *ar*. Say /ar/-/n/-*arn* pointing to the two parts of the combination and then the whole combination. Students repeat. Then write *b* to the left of *arn*. Say /b/-*arn, barn*, pointing to the two parts of the word and then the whole word. Repeat the entire procedure for *farm, yard, corn, fork,* and *storm*, writing each word to the right of the corresponding picture card.
3. Remove all the picture cards from the board. Point to each word and have students read it. When students read a word correctly, attach the corresponding picture card next to the word in order to reinforce word meaning.



Practice the Sounds

Students open their Student Books to page 32.

A. Listen and repeat.

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

ar /ar/
barn
farm
yard

or /ɔr/
corn
fork
storm

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

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

1. *shark, shark*
2. *horn, horn*
3. *fork, fork*
4. *dark, dark*
5. *smart, smart*
6. *form, form*

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

Answer Key:

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

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

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

*Bart had a farm. One day there was a storm.
The sky was dark, but Bart was smart. He put the
corn in the barn.
But the wind blew very hard.
Look at the corn in the yard!*

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

Answer Key:
3, 2, 1, 4

Games and Activities

1. **Dictation.** Students write the numbers 1–6 on a piece of paper. Say *storm*. Using their Student Books for reference if necessary, students write *storm* next to number 1 on their papers. Do the same with the remaining target phonics words. Check answers by saying *Number 1* and having a volunteer say and spell the word he/she wrote. Do the same for numbers 2–6.
2. **Make the Shapes.** Brainstorm with students to invent body stances to represent *ar* and *or*. For example: stand with your feet apart and arms straight up to represent *ar*, and make a circle with your arms to represent *or*. Students stand and take the appropriate stances as you slowly say a series of sentences that include both *ar* and *or* words (see Suggested Sentences below). Any student who takes the wrong stance sits down. After several sentences, have students all stand and try again.

*Suggested Sentences: The corn is in the yard at the farm.
Put the corn in the barn before the storm. Use a fork to
move the corn to the barn.*

3. **Draw and Write.** (See Game 56, page 146.) Play the game using phonics words from the lesson.

Extra Practice

Explain and assign Worksheet 14, Phonics Fun *ar* and *or*, page 189. (For instructions and answer key, see page 173.)

Finish the Lesson

1. **Read It and Use It.** Give each student a Unit 7 Phonics Time Picture Card. Write one of the target words on the board. The student(s) with that Picture Card holds up the card, says the word, and uses it in a sentence. When all of the words have been used, students exchange cards and play again.
2. Explain and assign Workbook page 32. (For instructions, see Teacher's Book pages 157–158.)

Assessment

Explain and assign the Unit 7 Test, page 220. (For instructions and answer key, see page 204.)





At the Safari Park

Conversation Time

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

Function: Expressing excitement; expressing opinions

Materials Needed: CD/cassette and player; Wall Chart 15; picture of a monkey; a ball

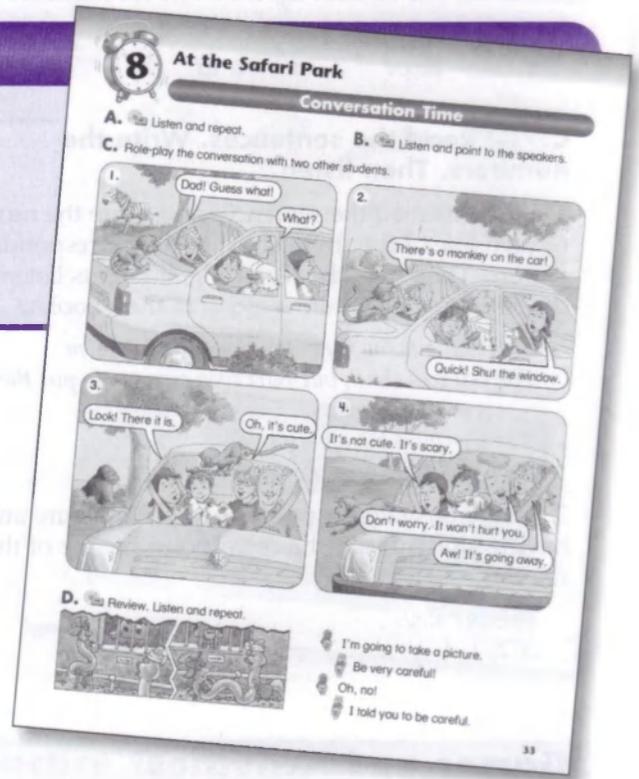
For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

- Phonics Review: Read the Words.** Write *ar* and *or* on the board. Point to each combination and elicit its sound. Then write six to seven *ar* and *or* words on the board (see Suggested Words below). Point to each word and have students read it.
Suggested Words: *card, corn, shark, jar, park, stork, spark, born, scar*
- Check Workbook page 32. (For instructions and answer key, see Teacher's Book pages 157–158.)

Introduce the Conversation

- Clarify word meaning.
monkey: Hold up a picture of a monkey and say *monkey*. Students repeat. Write *monkey* on the board. Point to the word and have students read it.
shut the window: Walk to the classroom window and pretend to shut it. Say *shut the window*. Students repeat. Write *shut the window* on the board. Point to the words and have students read them.
scary: Make a scary face and say *scary*. Students repeat. Write *scary* on the board. Point to the word and have students read it.
- Bring three students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions:
A: *Dad! Guess what!*
Shout and look surprised.
B: *What?*
Look at Student A. Raise your eyebrows.
A: *There's a monkey on the car!*
Point up.
C: *Quick! Shut the window.*
Shout and pantomime rolling up car windows.



- Look! There it is.*
Point.
 - Oh, it's cute.*
Smile broadly.
 - It's not cute. It's scary.*
Shake your head with a concerned look on your face.
 - Don't worry. It won't hurt you.*
Smile reassuringly.
 - Aw! It's going away.*
Look disappointed.
- Divide the class into Groups A, B, and C and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation. Continue until each group has taken on each role.
Note: If students need additional support, practice the conversation using the Step 1 visual prompts on the board.
 - Groups A, B, and C say the appropriate lines of the conversation. Groups then change roles and say the conversation again. Prompt as necessary. Continue until each group has taken on each role.

Talk About the Picture

1. Attach Wall Chart 15 to the board or open a Student Book to page 33. Read the following “story” while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Scene 1: Oh my! Something is *climbing* on the car. What could it be?

Scene 2: Oh! There’s a **monkey** on the car. **Annie** is *excited*, and **Ted** is a little *scared*.

Scene 3: **Annie** thinks the monkey is *cute*. **Ted** *doesn’t*

Scene 4: Annie is *sad* that the monkey is *leaving*.

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

Scene 1: Are there any trees?
Whose car is that?
What is Annie’s father doing?

Scene 2: (**monkey**) What’s that? Where is it?
Who’s *driving* the car?

Scene 3: Is there any grass?
Are there any mountains?
(**Ted**) Is he happy?
Where’s Digger?

Scene 4: Where’s the monkey?

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.

1. Annie: *Dad! Guess what!*
Dad: *What?*
2. Annie: *There’s a monkey on the car!*
Ted: *Quick! Shut the window.*
3. Ted: *Look! There it is.*
Annie: *Oh, it’s cute.*
4. Ted: *It’s not cute. It’s scary.*
Dad: *Don’t worry. It won’t hurt you.*
Annie: *Aw! It’s going away.*

B. Listen and point to the speakers.

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

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

Divide students into groups of three, and have them role-play the conversation. They then change roles

and role-play the conversation again. Groups continue until each student has taken on each role.

D. Review. Listen and repeat.

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

A: *I’m going to take a picture.*

B: *Be very careful!*

A: *Oh, no!*

B: *I told you to be careful.*

OPTION: Students role-play the conversation.

What Did Digger Find?

Students determine what Digger found.

Answer Key: Digger found a butterfly.

Games and Activities

1. **Missing Words.** (See Game 4, page 140.) Play the game using the target conversation.
2. **Match the Halves.** Divide the class into pairs. Students in each pair write each line of the target conversation on a separate piece of paper and then cut the sentences into halves. Pairs shuffle the pieces of paper and place them facedown. Say *Go!* Pairs try to be the first to turn over the pieces of paper, match each half of the sentences, and put the complete sentences in the correct order. The first pair to do so raises their hands and says the conversation they have put together. If it is correct, they come to the front of the classroom and role-play the conversation for the rest of the class. If it is not correct, all pairs continue to work until one pair has put together the correct conversation. Students then change partners and do the activity again.
3. **Combine the Conversations.** Combine previous language with the target conversation on the board in the following way:
A: *Ted! Guess what!*
B: *What?*
A: *I’m going to go to the beach on Saturday!*
B: *Great. Have fun!*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again.

Finish the Lesson

1. **Quick—Say the Line!** (See Game 8, page 140.) Play the game using the target conversation.
2. Explain and assign Workbook page 33. (For instructions, see Teacher’s Book page 158.)

Word Time

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

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 16; Unit 7 Word Time Picture Cards, 1 card per 2 students; Unit 8 Word Time Picture Cards, 1 set per 2 students; Unit 8 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 27, 31, and 32)

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

Warm-Up and Review

1. **Conversation Review: Say the Next Word.** Play the recording of the Unit 8 target conversation. Students listen. 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.
2. Check Workbook page 33. (For instructions and answer key, see Teacher's Book page 158.)

Introduce the Words

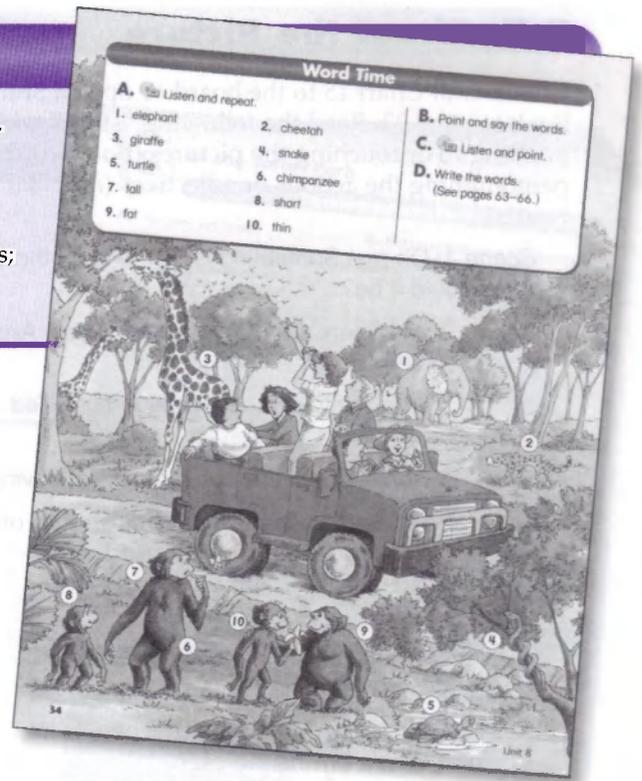
1. Hold up and name the Unit 8 Word Time Picture Cards one by one. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them. Then say *cheetah, bicycle, giraffe*. Students say the word that does not belong. Do the same with three to four different sets of words (see Suggested Words below).

Suggested Words: *turtle, arm, chimpanzee; snake, giraffe, book; tofu, elephant, snake; turtle, mountains, giraffe*

2. Attach the Unit 8 Word Time Picture Cards in a row to the board. Stand the Unit 8 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

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 adjectives (*italicized words*).

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

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 snake? Is it *short*? (**cheetah**) What's that? (**chimpanzee**) Is it an elephant? Is the turtle *smaller* than the elephant? Is a cheetah *faster* than a turtle? Is the giraffe *taller* than the elephant?

Practice the Words

A. Listen and repeat.

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

1. *elephant*
2. *cheetah*
3. *giraffe*
4. *snake*

5. *turtle*
6. *chimpanzee*
7. *tall*
8. *short*
9. *fat*
10. *thin*

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

B. Point and say the words.

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

C. Listen and point.

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

Chimpanzee.
Cheetah.
Giraffe.
Snake.
Turtle.
Elephant.
Fat.
Thin.
Tall.
Short.

Now listen and point to the speakers.

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

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

A: *Sure.*

A: *Try some.* (driver and friend in jeep)

B: *All right.*

A: *Here you go.*

B: *Hey! It's delicious.*

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

B: *I'm looking at the birds.*

A: *Are there any airplanes?*

B: *No, there aren't.*

D. Write the words. (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.

Extra Vocabulary. Students turn to page 34. Introduce the extra vocabulary items *zebra*, *lion*, *gorilla*. Students then find these animals.

Games and Activities

1. **Create Sentences.** Divide the class into pairs and give each pair a set of Unit 8 Word Time Picture Cards. Each pair places the *tall*, *short*, *fat*, and *thin* cards in one pile, and the animal cards in another pile. A student in each pair (S1) begins by choosing a card from each pile, showing them to S2, and asking *Is the (snake) (fat)?* S2 answers either *Yes, it is* or *No, it isn't*. *The (snake) is (thin)*. Pairs continue in the same way with the remaining cards. Students in each pair then change roles and do the activity again.

2. **Comparisons.** Say five to six comparative statements about the target animals (see Suggested Sentences below). Students say *True* if the statement is true, and *False* if it is not. If the sentence is false, choose a volunteer to make it true. For example, say *The turtle is faster than the cheetah*. A volunteer makes the sentence correct by saying either *The turtle is slower than the cheetah* or *The cheetah is faster than the turtle*.

Suggested Sentences: *The giraffe is taller than the chimpanzee. The snake is fatter than the elephant. The cheetah is thinner than the elephant. The snake is shorter than the cheetah. The turtle is faster than the cheetah. The turtle is taller than the giraffe.*

3. **Guess the Animal.** Attach a Unit 7 or Unit 8 Word Time Picture Card to each student's back. Students try to determine which animal is on their back by going around the classroom and asking their classmates questions. For example: *Is it big? What color is it? How many legs does it have?* Continue until everyone knows which picture card is on their back. Students then get new picture cards and do the activity again.

4. **Option: Personalize the Picture.** Divide the class into groups of five to six. Students in each group take turns telling the group about any of the Units 7–8 target animals that they have seen. They give as many details as possible about their experiences such as when they saw the animal, where they saw it, who they were with, and what the animal was like (tall, short, brown, etc.).

Finish the Lesson

1. **What Animal Is She?** A volunteer comes to the front of the classroom and pretends to be one of the wild animals. The first student to correctly name the animal is next to come to the front of the classroom and pretend to be a different animal. Continue in the same way for three to four minutes.

2. Explain and assign Workbook page 34. (For instructions, see Teacher's Book page 158.)

Practice Time

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

Function: Asking questions concerning superlatives

Materials Needed: CD/cassette and player; Units 7–8 Word Time Picture Cards, 1 set per 4–5 students; Unit 8 Word Time Word Cards, 1 set per 2 students; Unit 8 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 27, 31, 32, 54, and 55)

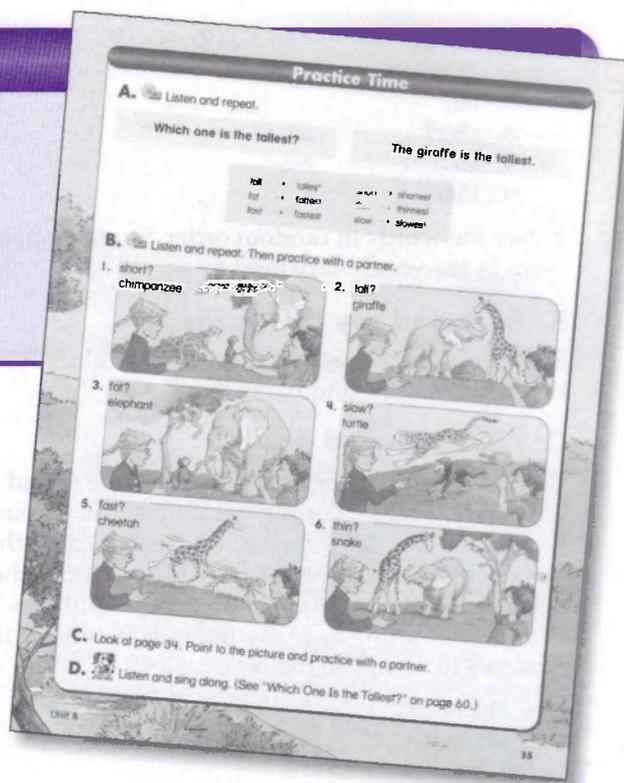
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Do It!** (See Game 28, page 143.) Hold up each Unit 8 Word Time Picture Card and have students name it. Then play the game using the cards.
2. Check Workbook page 34. (For instructions and answer key, see Teacher's Book page 158.)

Introduce the Patterns

1. **Superlative forms.** Draw three vertical lines on the board, each line about 3 inches (8 cm) shorter than the previous line. Point to the longest line and say *short*. Students repeat, holding their hands out in front of them about a foot apart. Point to the next line and say *shorter*. Students repeat, holding their hands out in front of them about six inches apart. Then point to the shortest line and say *shortest*. Students repeat, holding their hands out in front of them about two inches apart. Write *shortest* on the board. Point to the word and read it. Students repeat. Do the same with *tall* lines, *fat* circles, and *thin* circles.
2. **Which one is the (tallest)? The (giraffe) is the (tallest).** Attach the *giraffe*, *cheetah*, *elephant*, and *turtle* picture cards to the board. Point to the cards and ask *Which one is the tallest?* Students repeat. Write *Which one is the tallest?* on the board. Point to and read each word. Students repeat. Then ask the question again, point to the *giraffe* card, and say *The giraffe is the tallest.* Students repeat. Write *The giraffe is the tallest.* on the board to the right of the question. Do the same with *fast/cheetah*, *slow/turtle*, *short/turtle*, *fat/elephant*.
3. **Practice for Fluency.** Say *tall* and have students respond with its superlative form, *tallest*. Do the same with *short*, *fat*, and *thin*. Then divide the class into Groups A and B. Write *fat/elephant* on the board. Group A asks *Which one is the fattest?* Group B answers *The elephant is the fattest.* Do the same with *thin/snake*, *short/turtle*, and *tall/giraffe*, having groups take turns asking and answering the questions.



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

Practice the Patterns

Students open their 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: *Which one is the tallest?*

B: *The giraffe is the tallest.*

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

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. Which one is the shortest?
The chimpanzee is the shortest.
2. Which one is the tallest?
The giraffe is the tallest.
3. Which one is the fattest?
The elephant is the fattest.
4. Which one is the slowest?
The turtle is the slowest.
5. Which one is the fastest?
The cheetah is the fastest.
6. Which one is the thinnest?
The snake is the thinnest.

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

C. Look at page 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 animals in the large scene using the new patterns and vocabulary items. For example:
S1: Which one is the tallest? S2 (pointing to the giraffe):
The giraffe is the tallest.

D.  Listen and sing along.

1. Students turn to the *Which One Is the Tallest?* song on page 60. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Which One Is the Tallest?

(Melody: *Did You Ever See a Lassie?*)

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

Which one is the tallest, the tallest you see?

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

The giraffe is the tallest, the tallest I see.

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

Which one is the shortest, the shortest you see?

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

The turtle is the shortest, the shortest I see.

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

Which one is the thinnest, the thinnest you see?

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

The snake is the thinnest, the thinnest I see.

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. Play the karaoke version. Students sing along, pantomiming each adjective as they sing it.

Games and Activities

1. **Drill.** Say *tall*. Students say its comparative and superlative forms, *taller*, *tallest*. Do the same with *short*, *fat*, and *thin*. Then do the activity again, having a contest to see who can first correctly say and spell the comparative and superlative forms of the adjectives.
2. **Solve the Riddle.** Divide the class into groups of four to five, and give each group a set of Units 7–8 Word Time Picture Cards. Ask *Which animal is the slowest?* Students in each group work together to find the slowest animal. Call on one group to say *The (turtle) is the slowest*. If some groups have different answers, discuss and then come to a consensus as a class as to which animal is the slowest. Do the same with *tallest*, *shortest*, *fattest*, *thinnest*, and *fastest*.
3. **Make the Sentences.** (See Game 49, page 145.) Do the activity using the Unit 8 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 15, *Cheetahs and Turtles*, page 190. (For instructions and answer key, see page 173.)



Finish the Lesson

1. **Make the Motion.** Work together with students to develop a set of body motions to represent *tallest*, *shortest*, *fattest*, *thinnest*, *fastest*, and *slowest*. Then divide the class into Groups A and B, and have the two groups line up in parallel lines facing one another. Stand behind Group A, hold up the *giraffe* picture card so that the students in Group B can see it, and make the motion for *tallest*. Group B students make the motion for *tallest* and ask *Which animal is the tallest?* Group A responds *The giraffe is the tallest*. Then stand behind Group B and hold up an animal picture for Group A to see. Make the motion and ask the question. Continue in this way for four to five minutes.
2. Explain and assign Workbook page 35. (For instructions, see Teacher's Book pages 158–159.)

Phonics Time

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

Materials Needed: CD/cassette and player; Unit 8 Word Time Picture Cards, 1 set; Unit 8 Phonics Time Picture Cards, 1 set; Unit 8 Phonics Time Word Cards, 1 set (see Picture and Word Card Book pages 31, 33, and 34)

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

Warm-Up and Review

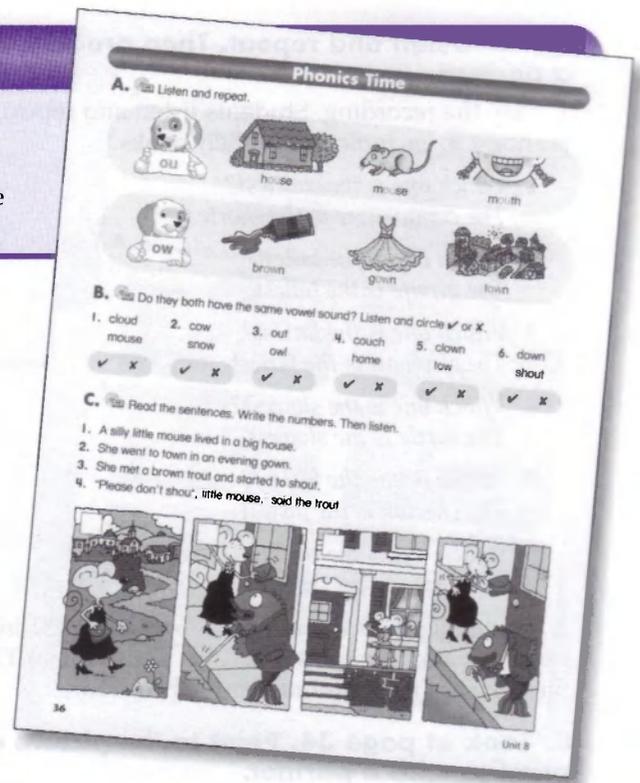
- Pattern Review: Comparatives and Superlatives.** Hold your hand out, palm down at about shoulder height, and say *short*. Then hold your hand lower and elicit *shorter*. Lower your hand still further and elicit *shortest*. Do the same with *tall*, *fat*, *thin*, *fast*, *slow*, *big*, and *small*. Attach three Unit 8 Word Time Picture Cards (excluding the adjectives) to the board. Point to them and ask *Which one is the tallest?* Students respond *The (elephant) is the tallest*, identifying the tallest of the animals included in the group of three. Do the same with another set of three cards and a different adjective. Continue in the same way for three to four minutes.
- Check Workbook page 35. (For instructions and answer key, see Teacher's Book pages 158–159.)
- Phonics Review: Read the Sentences.** Write the following sentences on the board:
 - Is there a barn in the yard at the farm?*
 - She'll talk to Paul in the fall.*
 - Do you want some corn?*

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

Introduce the Sounds

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

- Say /aʊ/-/aʊ/. Students repeat. Then hold up the *house* picture card and say *house, house*. Students repeat. Attach the card to the board. Do the same with *mouse*, *mouth*, *brown*, *gown*, and *town*, first saying the target /aʊ/ sound.
- Write *ou* on the board to the right of the *house* picture card. Say /aʊ/ while pointing to the letters. Students repeat. Add *se* to the right of *ou*. Say /aʊ/-/s/-*ouse* pointing to the two parts of the combination and then the whole combination. Students repeat. Then write *h* to the left of *ouse*. Say /h/-*ouse*, *house*, pointing to the two parts of the word and then the whole word. Repeat the entire procedure for *mouse*, *mouth*, *brown*, *gown*, and *town*, writing each word to the right of the corresponding picture card.



- Remove all the picture cards from the board. Point to each word and have students read it. When students read a word correctly, attach the corresponding picture card next to the word in order to reinforce word meaning.

Practice the Sounds

Students open their Student Books to page 36.

A. Listen and repeat.

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

ou /aʊ/
house
mouse
mouth

ow /aʊ/
brown
gown
town

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

- Play the recording. For each number, students listen and circle ✓ if both words they hear have the same vowel sound. If the words do not have the

same vowel sound, students circle **X**. Play the recording as many times as necessary for students to complete the task.

1. *cloud, mouse*
cloud, mouse
 2. *cow, snow*
cow, snow
 3. *out, owl*
out, owl
 4. *couch, home*
couch, home
 5. *clown, tow*
clown, tow
 6. *down, shout*
down, shout
2. Check answers by saying *Number 1. cloud, mouse.* A volunteer repeats the words then says *yes* if he/she circled **✓** and *no* if he/she circled **X**. Do the same for numbers 2–6.

Answer Key:

1. ✓
2. X
3. ✓
4. X
5. X
6. ✓

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

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

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

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

Answer Key:

2, 4, 1, 3

Games and Activities

1. **Spell and Sort.** Students make two columns on a piece of paper and label one column *ou* and the other *ow*. Say *mouse*. Students write *mouse* in the *ou* column. Do the same with the remaining target phonics words. Say each word again and have students repeat and spell the target sound. Check answers by writing *ou* and *ow* on the board, then having a volunteer come to the board and write the words he/she wrote in each column.

2. **Do You Hear It?** Read the following paragraph aloud. Students raise their hands when they hear a word that contains the /au/ sound. Read the paragraph several times, until students have identified each word with the /au/ sound. Then read it again, sentence by sentence, slowly. At the end of each sentence, volunteers come to the board and write the /au/ words they heard in the sentence. Help with spelling as necessary.

The clown jumped up and down. She looked around on the ground. Her mouth was red. Her voice was loud. The clown began to shout to the crowd. "Where is my mouse, my small brown mouse? It must be found. I have my cow. I have my plow. I want my small brown mouse!"

3. **Write a Story.** Divide the class into groups of three to four. Students in each group work together for seven to ten minutes to write a short story using Units 6–8 Phonics Time words. Students may refer to their Student Books as necessary for help with spelling. Groups then exchange stories and take turns reading the story they receive aloud to the rest of the class.

Extra Practice

Explain and assign Worksheet 16, Phonics Fun *ou* and *ow*, page 191. (For instructions and answer key, see page 173.)

Finish the Lesson

1. **Chant.** Place the Unit 8 Phonics Time Word Cards on the chalktray facing the class. Establish a 4-beat rhythm. Point to the *gown* card and, on beats 1 and 2, say *What's that?* On beats 3 and 4, say *It's gown.* Then touch the *house* card, ask *What's this?* again on the first 2 beats of the 4-beat rhythm, and elicit *It's house* on beats 3 and 4. Do the same with the remaining cards. Then do the activity again in the same way, having a volunteer play the teacher's role and ask the questions.
2. Explain and assign Workbook page 36. (For instructions, see Teacher's Book page 159.)

Assessment

Explain and assign the Unit 8 Test, page 221. (For instructions and answer key, see page 205.)



By the Seashore

Conversation Time

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

Function: Expressing excitement; congratulating others

Materials Needed: CD/cassette and player; Wall Chart 17; Unit 8 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book page 33)

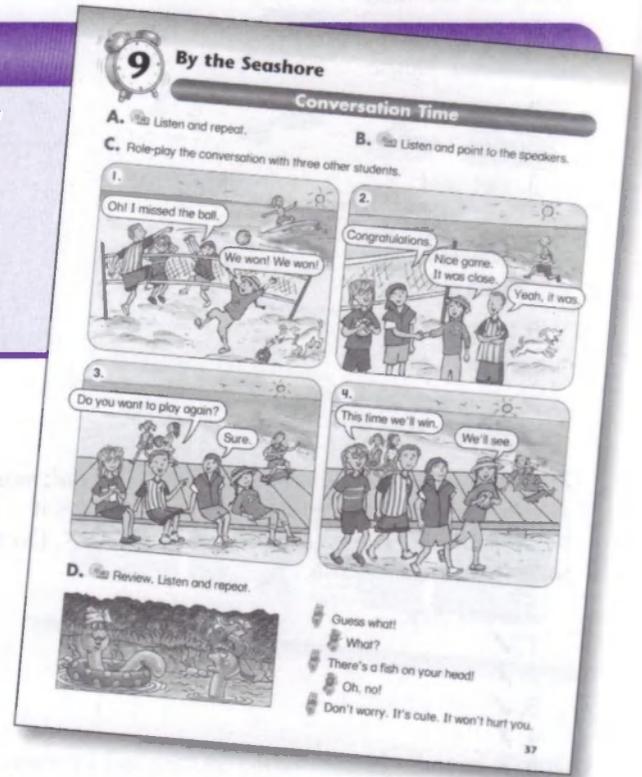
For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

- Phonics Review: Categorize.** Write *ou* and *ow* in a row on the board. Point to each combination and elicit its sound. Then hold up a Unit 8 Phonics Time Picture Card. Students name the card, then a volunteer places the card on the chalktray under the letters that correspond to its /au/ sound. Continue in the same way with the remaining Unit 8 Phonics Time Picture Cards.
- Check Workbook page 36. (For instructions and answer key, see Teacher's Book page 159.)

Introduce the Conversation

- Clarify word meaning.
 - I missed:* Crumple a piece of paper, and toss it up in the air. Try to catch it, but miss and let it fall to the floor. Look sad and say *I missed*. Students repeat.
 - congratulations:* Write *congratulations = good job* on the board. Point to and read each word. Students repeat.
 - nice game:* Explain that *nice game* is a sportsmanlike way to tell people on the opposing team that you enjoyed playing with them, whether you won or lost the game. It shows respect for the other players.
 - it was close:* Say *I played soccer with my friends. My team won 7–6. It was close.* Write 7–6 on the board. Point to the score and say *It was close*. Students repeat.
 - we'll see:* Stand with your arms folded and with a skeptical look on your face and say *we'll see*. Students repeat.
- Bring four students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions:
 - A: *Oh! I missed the ball.*
Look upset.
 - B: *We won! We won!*
Jump up and down and raise your arms in the air.



- A: *Congratulations.*
Shake hands with Students B and D.
 - B: *Nice game. It was close.*
Smile.
 - C: *Yeah, it was.*
Smile and nod your head.
 - D: *Do you want to play again?*
Look quizzically at Students A and C.
 - A: *Sure.*
Nod your head.
 - D: *This time we'll win.*
Enthusiastically point to yourself.
 - B: *We'll see.*
Smile and look slightly skeptical.
- Divide the class into Groups A, B, C, and D and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation. Continue until each group has played each role.
- Note:** If students need additional support, practice the conversation using the Step 1 visual prompts on the board.
- Groups A, B, C, and D say the appropriate lines of the conversation. Groups then change roles and say the conversation again. Prompt as necessary. Continue until each group has played each role.

Talk About the Picture

1. Attach Wall Chart 17 to the board or open a Student Book to page 37. Read the following “story” while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

Scene 1: **Annie** and **Ted** are *playing volleyball* with **friends**. **Annie** and **Ted** *lost the game* and they're *sad*.

Scene 2: **Annie** and **Ted** are *congratulating* the other **team**. They are *shaking hands*.

Scene 3: The **kids** are all *sitting* on the **pier** and they're *talking*.

Scene 4: The **kids** are going to *play* another game of **volleyball**.

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

Scene 1: Who won?

Scene 2: Was it close?

Scene 3: (**kids**) What did they do?
Did they *play cards*?

Scene 4: (**kids**) What are they going to do?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat.

1. Ted: *Oh! I missed the ball.*
Emily: *We won! We won!*

2. Ted: *Congratulations.*
Emily: *Nice game. It was close.*
Bill: *Yeah, it was.*

3. Bill: *Do you want to play again?*
Ted: *Sure.*

4. Annie: *This time we'll win.*
Emily: *We'll see.*

B. Listen and point to the speakers.

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

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

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

D. Review. Listen and repeat.

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

A: *Guess what!*

B: *What?*

A: *There's a fish on your head!*

B: *Oh, no!*

A: *Don't worry. It's cute. It won't hurt you.*

OPTION: Students role-play the conversation.

What Did Digger Find?

Students determine what Digger found.

Answer Key: Digger found some sunscreen.

Games and Activities

1. **Say It Together.** (See Game 10, page 140.) Divide the class into groups of five and play the game using the target conversation.
2. **Which Conversation?** Divide the class into groups of three to four. Students in each group work together to write each line of the Units 8–9 target conversations on a separate piece of paper. Groups shuffle the papers and place them facedown. Say *Go!* Groups try to be the first to turn over the cards, divide them into the two conversations, and then put them in the correct order. The first group to do so says the two conversations they have put together. If they are correct, they come to the front of the classroom and role-play one of the conversations. If they are not correct, all groups continue to work until one group has put together the correct conversations. Students then change groups and do the activity again.
3. **Combine the Conversations.** Combine the Unit 2 conversation with the target conversation on the board in the following way:

A: *Nice game. That was close.*

B: *Yeah, it was. Now I'm so hot.*

A: *Me, too. I'm really thirsty.*

B: *Let's get some juice.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation as if they have just finished a hard game of basketball. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again.

Finish the Lesson

1. **Conversation Review: The Three Directors.** (See Game 12, page 141.) Play the game using the target conversation.
2. Explain and assign Workbook page 37. (For instructions, see Teacher's Book page 159.)

Word Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 18; Unit 9 Word Time Picture Cards, 1 set; Unit 9 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 35 and 36)

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

Warm-Up and Review

1. **Say Alternate Lines.** (See Game 9, page 140.) Play the recording of the Unit 9 target conversation and have students listen. Then play the game using the conversation.
2. Check Workbook page 37. (For instructions and answer key, see Teacher's Book page 159.)

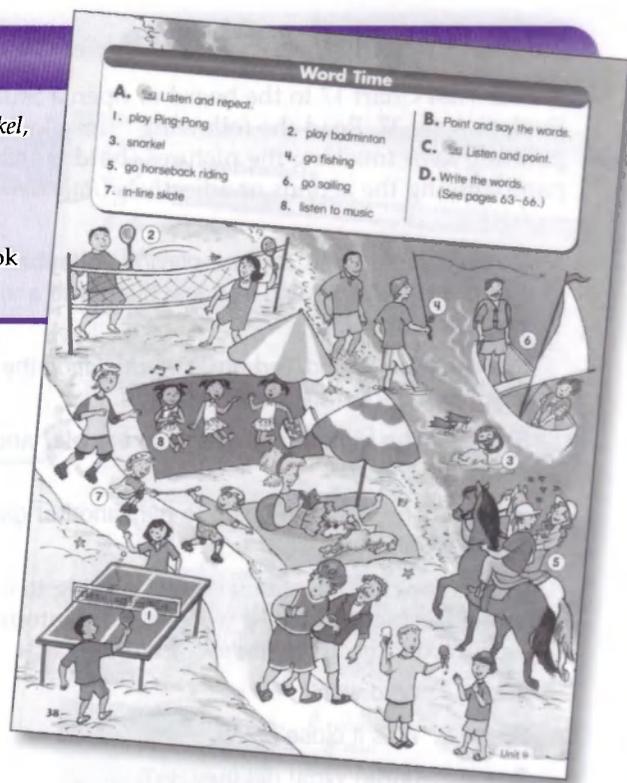
Introduce the Words

1. Hold up and name the Unit 9 Word Time Picture Cards one by one. Students listen. Hold up and name the cards again, and have students repeat. Then give each student a set of Unit 9 Word Time Picture Cards. Hold up each of the cards in random order. Students find the corresponding card, hold it up, and name it.
2. Attach the Unit 9 Word Time Picture Cards in a row to the board. Stand the Unit 9 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly below the corresponding picture card. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

Talk About the Picture

1. Students open their Student Books to page 38. They then 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 (*italicized words*).

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



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

(horse) What's this?

(boat) What's this?

(people going fishing) Are they going to play badminton?

(girl listening to music) Does she like to listen to music?

Do you like to *in-line skate*?

Can you play badminton?

Will you go sailing in the winter?

Practice the Words

A.  **Listen and repeat.**

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

1. *play Ping-Pong*

2. *play badminton*

3. *snorkel*

4. *go fishing*

5. *go horseback riding*

6. *go sailing*

7. *in-line skate*

8. *listen to music*

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

B. Point and say the words.

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

C. Listen and point.

Play the recording. Students listen to the sounds effects and words. For the vocabulary, they point to the person/people doing that 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.

Go sailing.

Go fishing.

Play Ping-Pong.

Play badminton.

Listen to music.

In-line skate.

Snorkel.

Go horseback riding.

Now listen and point to the speakers.

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

B: *I don't know.*

A: *Please make up your mind.*

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

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

B: *Are you sure?*

A: *Positive!*

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

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

A: *Are there any cookies?*

B: *Yes, there are.*

A: *Great! Let's eat.*

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

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

Extra Vocabulary. Students turn to page 37. Introduce the extra vocabulary items *surf*, *jog*, *ride a skateboard*. Students then find people doing these actions.

Games and Activities

1. **Dance of the Ostriches.** (See Game 27, page 143.) Play the game using Unit 9 Word Time Picture Cards.
2. **Pantomime and Describe.** Bring six volunteers to the front of the classroom. Whisper a Unit 9 vocabulary word to one of them. He/She pantomimes the action, stops, and says *I (played Ping-Pong). I didn't (snorkel)*. Seated students then point to the volunteer, look at the teacher, and say *(She) (played Ping-Pong). (She)*

didn't (snorkel). Then whisper a different action word to another volunteer, and continue the activity in the same way with the remaining volunteers.

3. **Verb Tense Chart.** Divide the class into pairs and write on the board the chart below:

	snorkel	play badminton	go sailing	listen to music
Past	She snorkeled.			
Present	She's snorkeling.			
Future	She'll snorkel.			

Each pair copies the chart onto a piece of paper and completes it, using the example sentences as guides.

4. **Option: Personalize the Picture.** Students make a postcard of a place where they spent (or would like to have spent) their vacation, making sure that people on the postcard are engaged in a variety of activities that students can name in English. They also write several sentences on the back of the postcard about what they did on vacation. Then divide the class into pairs and have each student tell his/her partner about his/her postcard. Display the postcards around the classroom for future reference.

OPTION: Students address their postcards to themselves and send them to their homes. When the postcard arrives, students tell their families about the postcard.

Finish the Lesson

1. **Name the Card.** Hold up a Unit 9 Word Time Picture Card and have a volunteer name the card, pantomime the action, and use the action word(s) in a sentence. Continue in the same way with the remaining Unit 9 Word Time Picture Cards.
2. **Explain and assign Workbook page 38.** (For instructions, see Teacher's Book page 159.)

Practice Time

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

Function: Asking about what someone likes to do

Materials Needed: CD/cassette and player; Unit 9 Word Time Picture Cards, 1 set; Unit 9 Word Time Word Cards, 1 set per 2 students; *I, He, She, We, They, you, he, she,* and *they* grammar cards, 1 set per 2 students; Unit 9 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 35, 36, 51, and 55)

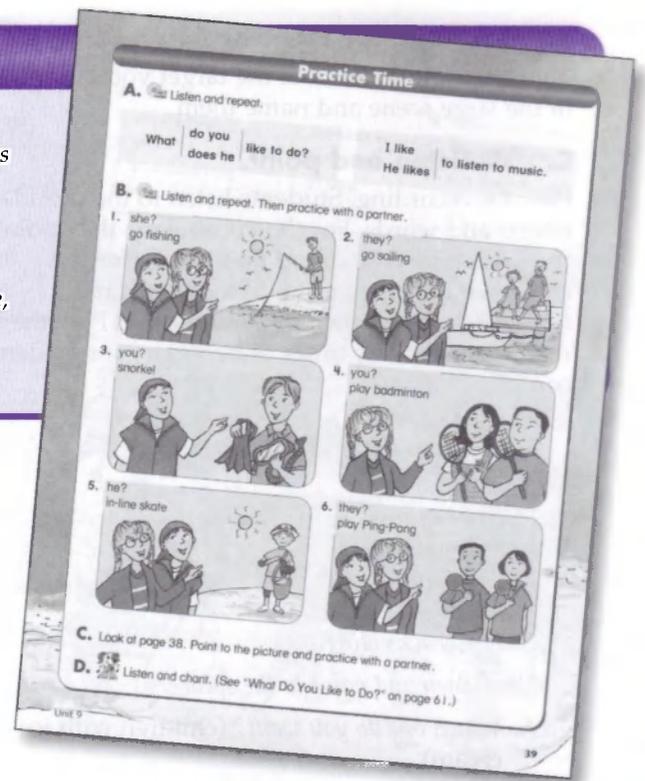
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Slow Reveal.** (See Game 41, page 144.) Hold up each Unit 9 Word Time Picture Card and have students name it. Then play the game using the cards.
2. Check Workbook page 38. (For instructions and answer key, see Teacher's Book page 159.)

Introduce the Patterns

1. **Pronoun Review.** (For detailed instructions, see page 12.) Review *I, you* (singular), *he, she, we, you* (plural), and *they*.
2. **What do (you) like to do? (I) like to (listen to music).** Place the Unit 9 Word Time Picture Cards on the chalktray. Bring a volunteer to the front of the classroom. Pick up the *play Ping-Pong* card, smile happily, and say *I like to play Ping-Pong*. Students repeat. Write *I like to play Ping-Pong* on the board. Point to and read each word. Students repeat. Then turn to the volunteer, gesture to the cards on the chalktray, and ask *What do you like to do?* Students repeat. Write *What do you like to do?* on the board to the left of *I like to play Ping-Pong*. Point to and read each word. Students repeat. Ask the question again and prompt the volunteer to pick up a picture card and say *I like to (go fishing)*. Do the same with the remaining picture cards. Repeat the entire procedure using *they* and the appropriate gestures from Step 1 to demonstrate the pronoun.
3. **What does (he) like to do? (He) likes to (listen to music).** Do the same as in Step 2 using *he* and *she* 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 *you, he, she,* and *they* grammar cards in one pile, and the Unit 9 Word Time Word Cards in another pile. Hold up one card from each pile. Group A asks the question and Group B answers. For example: Hold up the *she* and *go sailing* cards. Group A asks *What does she like to do?* Group B says *She likes*



to go sailing. Continue in the same way with the remaining cards. Groups A and B alternate between asking and answering questions.

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: *What do you like to do?*

B: *I like to listen to music.*

A: *What does he like to do?*

B: *He likes to listen to music.*

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 does she like to do?*

She likes to go fishing.

2. *What do they like to do?*

They like to go sailing.

3. *What do you like to do?*
I like to snorkel.
4. *What do you like to do?*
We like to play badminton.
5. *What does he like to do?*
He likes to in-line skate.
6. *What do they like to do?*
They like to play Ping-Pong.

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

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

Students remain in pairs and look at page 38. They then take turns asking and answering questions about the characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the woman fishing): *What does she like to do?* S2: *She likes to go fishing.*

D. Listen and chant.

1. Students turn to the *What Do You Like to Do?* chant on page 61. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

What Do You Like to Do?

What do you like to do?
I like to play Ping-Pong.
What does he like to do?
He likes to go fishing.
What does she like to do?
She likes to go sailing.
What do they like to do?
They like to play badminton.

What do you like to do?
I like to listen to music.
What does he like to do?
He likes to snorkel.
What does she like to do?
She likes to in-line skate.
What do they like to do?
They like to go horseback riding.

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 groups of three to four. Students in each group work together to write each line of the chant on a separate piece of paper. They then shuffle the pieces of paper. Play the chant again. Students in each group place their pieces of paper in the correct order. Play the chant as many times as necessary for students to complete the task.

Games and Activities

1. **Memory Chain.** (See Game 50, page 145.) Play the game using the target patterns.
2. **Survey.** Students create a survey on a sheet of paper by writing *Name* and *What do you like to do?* in a row at the top of the paper. Students then go around the classroom and ask their classmates *What do you like to do?* Students respond *I like to (in-line skate).* Students record the answers they hear on their surveys. Continue until all students have asked at least six other students the question. Students sit down. Then ask students questions about the survey. For example: Ask *What does Bill like to do?* Students who know this information respond *Bill likes to (go horseback riding).*
3. **Make the Sentences.** (See Game 49, page 145.) Do the activity using *I, He, She, We, They, you, he, she, they* grammar cards and Unit 9 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 17, Survey, page 192. (For instructions and answer key, see page 174.)



Finish the Lesson

1. **Ask and Answer.** Go around the classroom and ask students *What do you like to do?* Students take notes on their classmates' answers. Then point to various students and ask the rest of the class *What does (she) like to do?* Students consult their notes and answer the question. Continue in the same way for four to five minutes.
2. Explain and assign Workbook page 39. (For instructions, see Teacher's Book pages 159–160.)

Phonics Time

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

Materials Needed: CD/cassette and player; Unit 8 Phonics Time Picture Cards, 1 card per 2 students; Unit 9 Phonics Time Picture Cards, 1 card per 2 students (see Picture and Word Card Book pages 33 and 37)

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

Warm-Up and Review

- Pattern Review: Chant.** Play the Unit 9 chant *What Do You Like To Do?* Students listen. Play the chant again and have students chant along.
- Check Workbook page 39. (For instructions and answer key, see Teacher's Book pages 159–160.)
- Phonics Review:** Write *ar, or, ou,* and *ow* on the board. Point to each combination and elicit its sound. Then say seven to eight /ar/, /or/, and /au/ words (see Suggested Words below). When students hear an /ar/ word, they say /ar/ and clap their hands. When they hear an /or/ word, they say /or/ and stomp their feet. When they hear an /au/ word they say /au/ and tap their heads. Draw pictures of these actions on the board if students need help remembering what to do.

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

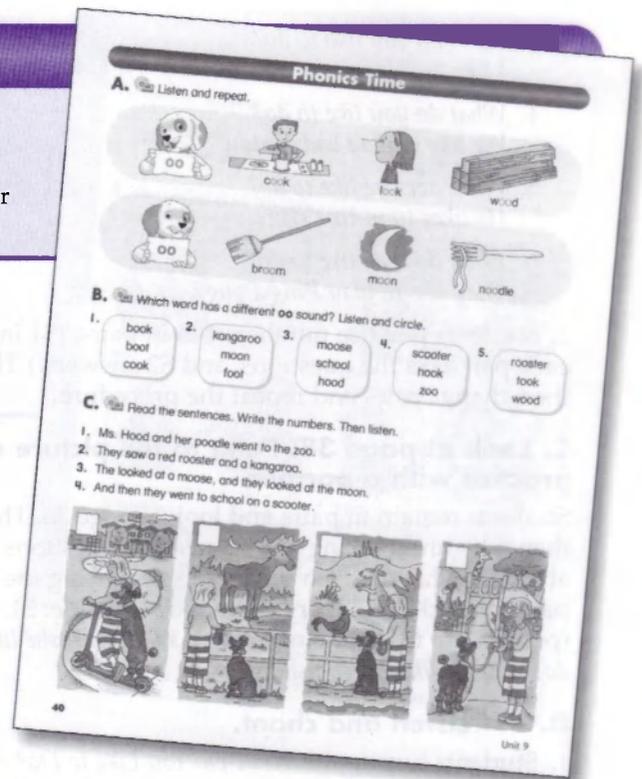
Introduce the Sounds

Note: The oo sound in words such as *cook* is written as /ʊ/.

The oo sound in words such as *moon* is written as /u/.

The c sound is written as /k/.

- Say /ʊ/-/ʊ/. Students repeat. Then hold up the *cook* picture card and say *cook, cook*. Students repeat. Attach the card to the board. Do the same with *look* and *wood*, first saying the target /ʊ/ sound. Repeat the procedure for the /u/ words *broom, moon,* and *noodle*.
- Write oo on the board to the right of the *cook* picture card. Say /ʊ/ while pointing to the letters. Students repeat. Add k to the right of oo. Say /ʊ/-/k/-ook pointing to the two parts of the combination and then the whole combination. Students repeat. Then write c to the left of *ook*. Say /k/-*ook, cook*, pointing to the two parts of the word and then the whole word. Repeat the entire procedure for *look, wood, broom, moon,* and *noodle*, writing each word to the right of the corresponding picture card.
- Remove all the picture cards from the board. Point to each word and have students read it. When students read a word correctly, attach the corresponding picture card next to the word in order to reinforce word meaning.



Practice the Sounds

Students open their Student Books to page 40.

A. Listen and repeat.

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

oo /ʊ/
cook
look
wood

oo /u/
broom
moon
noodle

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

1. Play the recording. For each number, students listen and circle the word with a different oo sound. Play the recording as many times as necessary for students to complete the task.

1. *book, boot, cook*
book, boot, cook

2. *kangaroo, moon, foot*
kangaroo, moon, foot

3. *moose, school, hood*
moose, school, hood

4. *scooter, hook, zoo*
scooter, hook, zoo
5. *rooster, took, wood*
rooster, took, wood

2. Check answers by saying *Number 1* and having a volunteer say and spell the word he/she circled. Do the same for numbers 2–5.

Answer Key:

1. boot
2. foot
3. hood
4. hook
5. rooster

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

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

*Ms. Hood and her poodle went to the zoo.
They saw a red rooster and a kangaroo.
They looked at a moose, and they looked at the moon.
And then they went to school on a scooter.*

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

Answer Key:
4, 3, 2, 1

Games and Activities

1. **Pass It On.** Students stand in a circle. Spell one of the target words aloud (for example: *m-o-o-n*). The student on your right (S1) says the word (*moon*). The student on S1's right (S2) uses the word in a sentence. Then S1 spells a different target word. S2 says the word, and the student on his/her right (S3) uses that word in a sentence. Continue in this way around the circle until every student has spelled, spoken, and made a sentence.
2. **Look!** Give each student a Unit 8 or Unit 9 Phonics Time Picture Card. Place three chairs in a row at the front of the room. Say *A poodle is sweeping the moon with a broom*. Students with the *poodle*, *moon*, and *broom* cards go to the front. The first three students to reach the chairs sit down. Only one student holding each word can sit. Each seated student shows his/her card, says the word in a new sentence, and returns to his/her seat. Do the same with four to five different sentences (see Suggested Sentences below).

Suggested Sentences: *The cook looks for wood. The brown poodle is in the house. The mouse cooks on the moon. Go to town in a brown gown. Does the broom look like wood?*

3. **Continuous Story.** Divide the class into groups of three to four. A student in each group (S1) begins by writing a sentence that includes two *oo* words at the top of a piece of paper. S1 then passes the paper to another student in the group (S2). S2 writes a sentence under the first that includes one of the *oo* words from the first sentence, and one new *oo* word. Groups continue in this way, with each student writing a sentence on the paper and passing it on until the writer of the original sentence receives the paper again. Students then take turns reading their sentences out loud. For example:

- (S1) *Look at the moon.*
(S2) *The moon is bigger than the broom.*
(S3) *She is sweeping the room with the broom.*
(S4) *There is a cook in the room.*

Extra Practice

Explain and assign Worksheet 18, Phonics Fun *oo*, page 193. (For instructions and answer key, see page 174.)



Finish the Lesson

1. **Do You Hear It?** Read the following paragraph aloud. Students raise their hands when they hear a word that contains either the /*u*/ or /*oo*/ sound. Read the paragraph several times, until students have identified each word with /*u*/ or /*oo*/ sounds. Then read it again, sentence by sentence, slowly. At the end of each sentence volunteers come to the board and write the /*u*/ and /*oo*/ words they heard in the sentence. Help with spelling as necessary.

The poodle went to school. It hid under the stool in the room. The cook saw its foot. That is not good. The cook used a spoon to stir the batter. She made a cookie to give to the poodle. The poodle liked the cookie. It went out of the room and out of the school.

2. Explain and assign Workbook page 40. (For instructions, see Teacher's Book page 160.)

Assessment

Explain and assign the Unit 9 Test, page 222. (For instructions and answer key, see page 205.)





Review 3

Story Time

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

Materials Needed: CD/cassette and player; copies of Student Book page 41, 1 per 6 students; Units 7–9 Word Time Picture Cards, 1 set per 4–6 students (see Picture and Word Card Book pages 27, 31, and 35)

For general information on Story Time, see page 16.

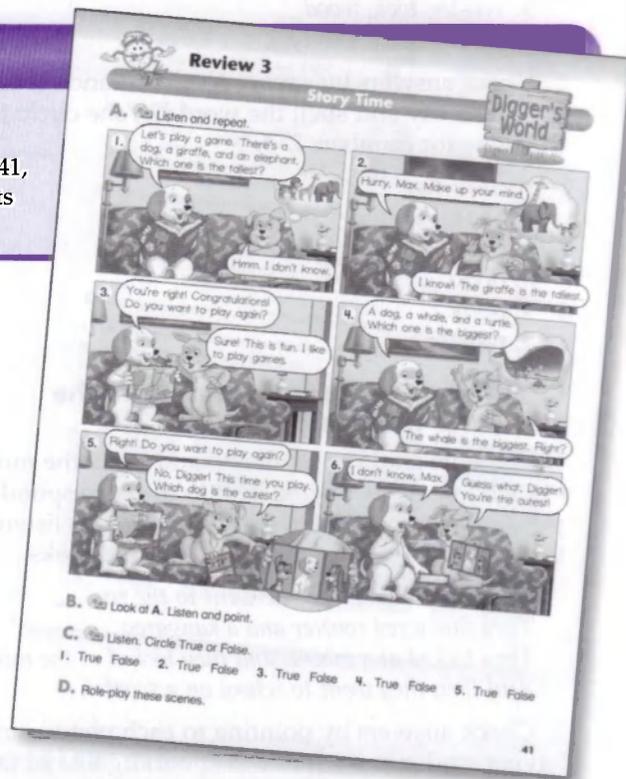
Warm-Up

1. Check Workbook page 40. (For instructions and answer key, see Teacher's Book page 160.)
2. **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.
3. **Vocabulary Review: Please.** Give various commands, using Unit 9 Word Time action words, some of which are preceded by *Please*. Students pantomime the action only if the language is preceded by *Please*. For example: say *Please snorkel*. Students pantomime snorkeling. Say *go fishing*. Students do not pantomime going fishing. If a student pantomimes an action that was not preceded by *Please*, or pantomimes the wrong action, he/she is "out" and must wait until the next round to play again. Continue until only one student is still "in" the game. Then play again, having a volunteer play the teacher's role and give the commands.

Work with the Pictures

Students open their Student Books to page 41.

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, using complete sentences when possible.
3. When groups have finished, have each group name one item, and write a sentence with that item on the board. Once all the sentences have been written, point to and read each sentence. Students repeat, pointing to those items in their books.
4. Ask the following questions while pointing to or touching the pictures (**bold words**) and pantomiming the adjectives (*italicized words*).



Scene 1: Who's playing a game?

Scene 2: Which one is the *tallest*?

Scene 3: Does **Max** like to play games?

Scene 4: Which one is the *biggest*?
Is Max right?

Scene 5: Does Max want to play again?

Scene 6: Which dog is the *cutest*?

Work with the Text

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

Practice the Story

A. Listen and repeat.

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

1. Digger: *Let's play a game. There's a dog, a giraffe, and an elephant. Which one is the tallest?*

Max: *Hmm. I don't know.*

2. Digger: *Hurry, Max. Make up your mind.*

Max: *I know! The giraffe is the tallest.*

3. Digger: *You're right! Congratulations! Do you want to play again?*

Max: *Sure! This is fun. I like to play games.*

4. Digger: *A dog, a whale, and a turtle. Which one is the biggest?*

Max: *The whale is the biggest. Right?*

5. Digger: *Right! Do you want to play again?*

Max: *No, Digger! This time you play. Which dog is the cutest?*

6. Digger: *I don't know, Max.*

Max: *Guess what, Digger! You're the cutest!*

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. Students in each pair take on the role of one of the characters (Digger or Max). Play the recording again, pausing after each line. Students repeat their character's lines. Students in each pair then change roles and do the activity again. Play the recording as many times as necessary for students to complete the task.

C. Listen. Circle True or False.

1. Play the recording. Students listen and, based on the Digger's World story, circle *True* if the statement is correct, and *False* if it is not.

1. *Digger wants to play a game.*
Digger wants to play a game.

2. *The elephant is taller than the giraffe.*
The elephant is taller than the giraffe.

3. *Max doesn't like to play this game.*
Max doesn't like to play this game.

4. *The whale is the smallest.*
The whale is the smallest.

5. *Max says, "You're the cutest."*
Max says, "You're the cutest."

2. Check answers by saying *Number 1. Digger wants to play a game.* Students say *True* if they circled *True*, and *False* if they circled *False*.

Answer Key:

1. True
2. False
3. False
4. False
5. True

D. Role-play these scenes.

1. Ask students what roles are needed to role-play the conversation. List the roles on the board (*Max, Digger*).

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 the volunteers act out the story along with the recording. They then role-play 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.

Games and Activities

1. **Did You Hear That?** Divide the class into groups of four to six and give each group a set of Units 7–9 Word Time Picture Cards. Read the *Digger's World* story in which the words depicted on the picture cards are illustrated. Alternatively, read a simple story from a storybook that includes words depicted on the picture cards. Students listen to the story and hold up cards when they hear them named. Check each time to determine which groups are and are not holding up the correct cards. Read the story again slowly, pausing after words for which there are cards in order to give groups a chance to hold up cards they may have missed before.
2. **Living Story.** Divide the class into groups of six and give each group a copy of Student Book page 41. Students in each group cut out the scenes, so that they have six different cards. Students in each group then shuffle the cards and place them facedown. Say *Go!* Each student picks up one of the cards, then they all stand up and arrange themselves in the order of the story. Each student then reads the scene that he/she is holding.
3. **Puppets.** Each student performs the entire story for the class using the Max and Digger puppets they made in Review 1 (see page 53).
4. **Make a New Story.** Each student divides a piece of paper into six equal parts and comes up with his/her own version of the story by drawing original scenes and new characters. Students then take turns standing up and describing their stories to the rest of the class.

Finish the Lesson

1. **Retell the Story.** Students take turns retelling the story in their own words.
2. Explain and assign Workbook page 41. (For instructions, see Teacher's Book page 160.)

Activity Time

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

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Units 7–8 Word Time Picture Cards, 1 set (see Picture and Word Card Book pages 27 and 31)

For general information on Activity Time, see page 17.

Warm-Up

1. **Review Units 7–9 Vocabulary, Patterns, and Sounds.** Students turn to each 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 each vocabulary item, pattern, and sound.
2. **Create Sentences.** Hold up the *snake* and *fat* picture cards and ask *Is the (snake) (fat)?* A volunteer answers either *Yes, it is.* or *No, it isn't.* *The (snake) is (thin).* Continue in the same way with the remaining Units 7–8 Word Time Picture Cards.
3. Check Workbook page 41. (For instructions and answer key, see Teacher's Book page 160.)

Review

Students open their Student Books to page 41.

A. Listen and write.

1. Play the recording. Students listen and write the missing words to complete each sentence. Play the recording as many times as necessary for students to complete the task.

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

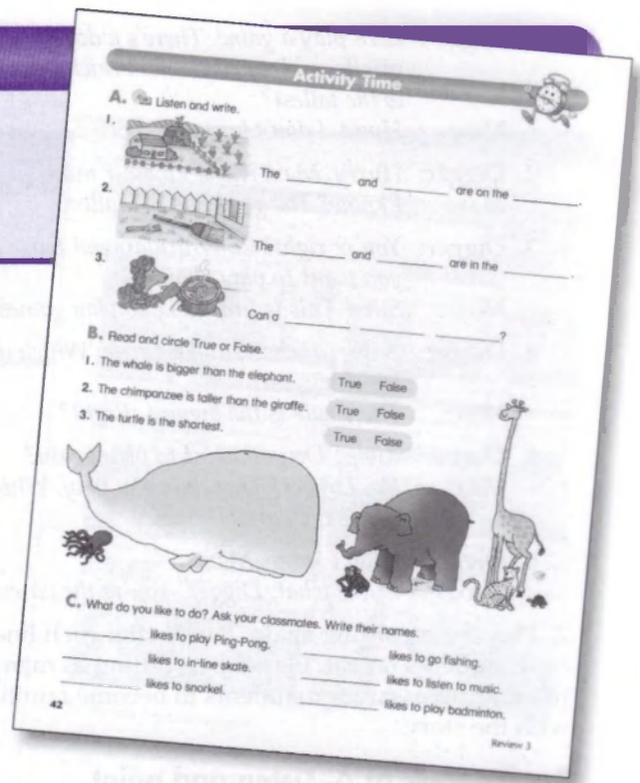
2. Check answers by saying *Number 1* and having a volunteer read the sentence, spelling each word he/she wrote. Do the same for numbers 2–3.

Answer Key:

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

B. Read and circle True or False.

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



Answer Key:

1. True
2. False
3. True

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

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

Answer Key:

Answers will vary.

Games and Activities

1. **Descriptions.** Brainstorm with students to come up with a list of adjectives they might use to describe the animals learned in Units 7–8 Word Time. Write the list of adjectives on the board, then divide the class into groups of three to four. A student in each group (S1) begins by using some of the adjectives on the board to describe one of the target animals. For example: *It's smaller than the shark. It's slow and red.* The other students in the group try to name the animal S1 is describing. The first student to correctly name S1's animal then takes a turn describing a different animal. Groups continue until each student has described two to three animals.

- Real-Life Comparisons.** Ask two volunteers to stand up at their desks. Seated students make *tall/short* comparisons about the two volunteers. Then hold up a book and a pencil and have students make *big/small* comparisons about the two items. Ask two volunteers to say their birthdays, then have students make *old/young* comparisons about the two volunteers. Ask two students to go to the back of the classroom and then run to the front. Seated students make *fast/slow* comparisons about the two volunteers. Do the entire activity again, this time with three volunteers or objects each time, to elicit superlatives.
- Write a Story.** Divide the class into groups of three to four. Students in each group work together for seven to ten minutes to write a short story using Units 7–9 Phonics Time words. Students may refer to their Student Books as necessary for help with spelling. Groups then exchange stories and take turns reading the story they receive aloud to the rest of the class.
- Option: Project.** Take students to a local zoo or aquarium and talk in English about the animals they see.
- Option: Project.** Each student writes the letters of the alphabet on a very large sheet of paper and then puts the paper on the floor. Say a Units 7–9 target phonics word. Students repeat the word, then “spell” it with their feet, walking to each letter that makes up the word and naming each letter as they stand on it. Continue in the same way with seven to eight different words.

Finish the Lesson

- Explain and assign Checklist 3 (see Student Book page 69) for students to do at home or in class.
- Explain and assign Workbook page 42. (For instructions and answer key, see Teacher’s Book pages 160–161.)
- Do Chapter 3 of Storybook 4, *A Medal for Ranger Day*. (For instructions and answer key, see Teacher’s Book pages 167 and 169.)



At Summer Camp

Conversation Time

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

Function: Expressing enthusiasm; expressing and accepting compliments

Materials Needed: CD/cassette and player; Wall Chart 19; a piece of string

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

Warm-Up and Review

- Phonics Review: Chant.** Write *cook, foot, wood, moon, pool,* and *tooth* on the board. Point to each word and have students read it. Then establish a 4-beat rhythm. Point to the *cook* card and, on beats 1 and 2, say *What's that?* On beats 3 and 4, say *It's cook.* Then touch the *foot* card, ask *What's this?* again on the first 2 beats, and elicit *It's foot* on beats 3 and 4. Do the same with the remaining words. Then do the activity again in the same way, having a volunteer take on the teacher's role and ask the questions.
- Check Workbook page 42. (For instructions and answer key, see Teacher's Book pages 160–161.)

Introduce the Conversation

- Clarify word meaning.

you're kidding: Explain to students that one says *you're kidding* when asking for confirmation of a previously spoken statement. Write *you're kidding* on the board. Point to the words and have students read them.

string: Hold up a piece of string and say *string*. Students repeat. Write *string* on the board. Point to the word and have students read it.
- Bring two students to the front of the classroom. Student B should pretend to be holding a kite. Stand behind each student and model his/her lines of the conversation with the following actions:

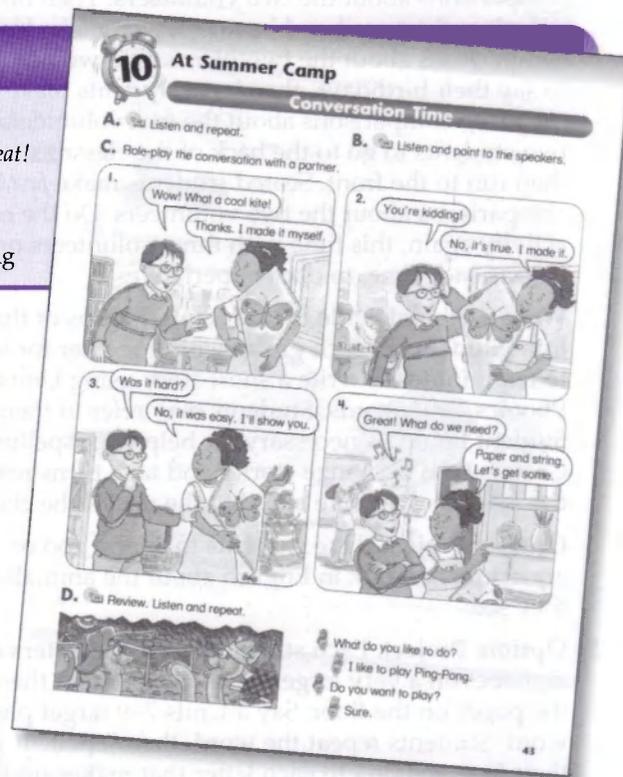
A: *Wow! What a cool kite!*
Smile broadly, and point to Student B's "kite."

B: *Thanks. I made it myself.*
Smile, pretend to hold up a kite, and proudly point to yourself.

A: *You're kidding!*
Look amazed.

B: *No, it's true. I made it.*
Nod your head. Point to yourself.

A: *Was it hard?*
Look quizzically at the other student.



- B: *No, it was easy. I'll show you.*
Shake your head and point to the other student.
- A: *Great! What do we need?*
Clap your hands once excitedly.
- B: *Paper and string. Let's get some.*
Start to walk away and gesture for the other student to come with you.
- Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation.
- Note:** If students need additional support, practice the conversation using the Step 1 visual prompts on the board.
- Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt as necessary.

Talk About the Picture

- Attach Wall Chart 19 to the board or open a Student Book to page 43. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Scene 1: Mike and Jan are at an after school activity center. Jan made a beautiful kite. It has a butterfly on it. She's very proud of her kite.

Scene 2: Those two children are playing a game of chess.

Scene 3: There's a girl knitting a sweater.

Scene 4: There's some paper and string. There isn't any paint. That boy is playing the trumpet.

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

Scene 1: What did Jan make?

Scene 2: Whose kite is that?
(butterfly) Is it a beetle?

Scene 3: Was it hard to make the kite?

Scene 4: What are Mike and Jan going to do?
Is there any paper? Is there any string?
Are there any crayons?

Practice the Conversation

A. Listen and repeat.

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

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

B. Listen and point to the speakers.

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

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

- A: *What do you like to do?*
B: *I like to play Ping-Pong.*
A: *Do you want to play?*
B: *Sure.*

OPTION: Students role-play the conversation.

Games and Activities

- Which Line Doesn't Belong?** (See Game 14, page 141.) Play the game using Units 7–10 target conversations.
- Substitution.** Write *fried rice* and *sandwich* on the board, and divide the class into pairs. Each pair practices the conversation using the two new items. For example:

A: *Wow! What a cool sandwich!*

B: *Thanks. I made it myself.*

A: *You're kidding.*

B: *No, it's true. I made it.*

A: *Was it hard?*

B: *No, it was easy. I'll show you.*

A: *Great! What do we need?*

B: *Bread, tomatoes, and bean sprouts. Let's get some.*

- Combine the Conversations.** Combine the Units 1 and 5 conversations with the target conversation on the board in the following way.

A: *Smells good. What's for breakfast?*

B: *We're having bacon and eggs.*

A: *Yum! They're delicious!*

B: *Thanks. I made them myself.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again.

Finish the Lesson

- Set the Timer.** (See Game 11, page 141.) Play the game using the target conversation.
- Explain and assign Workbook page 43. (For instructions, see Teacher's Book page 161.)

Word Time

Language Focus: Fun activities (*collect stickers, sing, build a model, take a nap, read a comic book, make a video, paint, cycle*)

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 20; Unit 10 Word Time Picture Cards, 1 set; Unit 10 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 39 and 40)

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

Warm-Up and Review

1. Say **Alternate Lines**. (See Game 9, page 140.) Play the recording of the Unit 10 target conversation and have students listen. Then play the game using the Unit 10 target conversation.
2. Check Workbook page 43. (For instructions and answer key, see Teacher's Book page 161.)

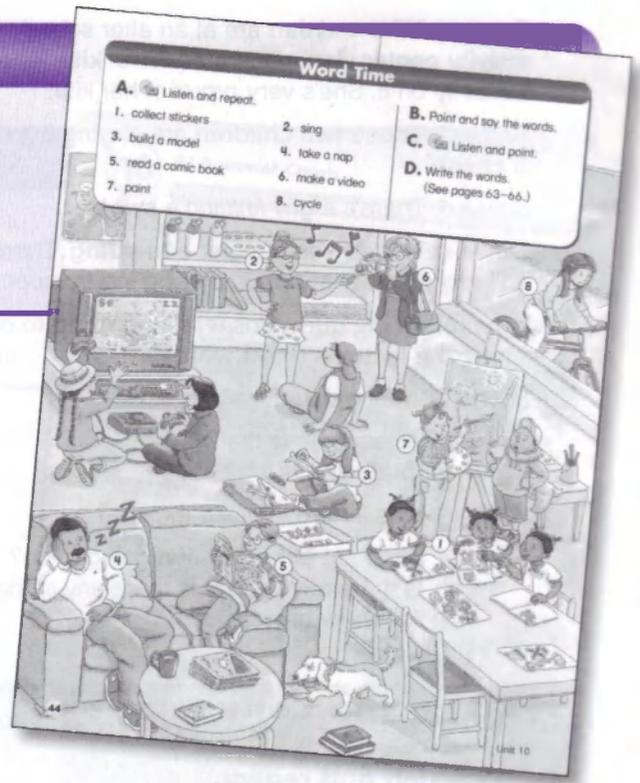
Introduce the Words

1. Hold up and name the Unit 10 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.
2. Attach the Unit 10 Word Time Picture Cards in a row to the board. Stand the Unit 10 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

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*).

This man is *tired*. He's *taking a nap*. **Joe** is *reading comic books*. **This girl** is *building models*, and the **triplets** are busy *collecting stickers*. **Annie** is *making a video* of **Kim** *singing*. **Penny** is *painting*, and **this girl** is *riding a bicycle*. She's wearing a **helmet**.



3. Ask the following questions while pointing to or touching the pictures (**bold words**).
(Annie) What's she doing?
Is the man sleeping?
(girl painting picture) Is she building models?
(boy reading comic books) What does he like to do?
(girls collecting stickers) What do they like to do?
What do you like to do?

Practice the Words

A. Listen and repeat.

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

1. *collect stickers*
2. *sing*
3. *build a model*
4. *take a nap*
5. *read a comic book*
6. *make a video*
7. *paint*
8. *cycle*

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

B. Point and say the words.

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

C. Listen and point.

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

Sing.

Cycle.

Paint.

Take a nap.

Make a video.

Build a model.

Read a comic book.

Collect stickers.

Now listen and point to the speakers.

A: *I won! I won!* (girls playing video games)

B: *Congratulations! Do you want to play again?*

A: *Sure.*

A: *Which one do you want?* (girls with stickers)

B: *Oh, I don't know. They're all cute.*

A: *Are you finished?* (boy and girl at easel)

B: *No, not yet.*

A: *Please hurry.*

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

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

What Did Digger Find?

Students determine what Digger found.

Answer Key: Digger found a book.

Extra Vocabulary. Students turn to page 43.

Introduce the extra vocabulary items *knit*, *play chess*, *play the trumpet*. Students then find people doing these actions.

Games and Activities

1. **Verb Relay.** (See Game 44, page 145.) Play the game using the target vocabulary.
2. **What Do You Like to Do?** Write *What do you like to do?* on the board. Point to the sentence and have students read it. Then divide the class into pairs. Students in each pair ask their partner *What do you like to do?* (students can take notes if necessary to remember what their partner says). Then each pair joins with another pair and each student tells the others about what his/her partner likes to do.

OPTION: Do the activity as above, having students draw pictures to illustrate their partner's likes.

3. **Survey.** Write *Did you take a nap? Yes, I did./No, I didn't.* on the board. Point to each sentence and have students read it. Quickly review meaning if necessary. Then have students create a survey on a sheet of paper by writing *Name* and *Did you _____?* in a row at the top of the paper. Students then go around the classroom and ask their classmates about their actions in the last month, asking *Did you (collect stickers)?* Students respond *Yes, I did* or *No, I didn't*. Students record the answers they hear on their surveys. Continue until all students have asked at least six other students the question. Students sit down. Then ask students questions about the survey. For example, ask *Did Bill collect stickers?* Students who have this information respond either *Yes, he did* or *No, he didn't*.
4. **Option: Personalize the Picture.** Each student draws a picture of himself/herself doing three actions that he/she likes to do. When students have finished drawing, go around the classroom and ask each student *What do you like to do?* Students show their picture to the class and say *I like to make videos. I like to listen to music. I like to collect stickers.*

Finish the Lesson

1. **Pantomime Chain.** A volunteer (S1) comes to the front of the classroom and pantomimes one of the target actions. Students try to identify the action, saying *You're (building a model)*. S1 says either *Yes, I'm (building a model)* or *No, I'm not (building a model)*. The first student to correctly name the action is next to come to the front of the classroom and pantomime. Continue in the same way with six to eight volunteers.
2. Explain and assign Workbook page 44. (For instructions, see Teacher's Book page 161.)

Practice Time

Language Focus: Affirmative and negative statements with *like + gerund*; conjunctions (*but*) [(*We like (singing), but (we) don't like (building models).*)/(*She likes (singing), but (she) doesn't like (building models).*)]

Function: Expressing likes and dislikes

Materials Needed: CD/cassette and player; Unit 10 Word Time Picture Cards, 1 card per student; Unit 10 Word Time Word Cards, 1 set per 2 students; *I, You, He, She, They, I, you, he, she,* and *they* grammar cards, 1 set per 2 students; Unit 10 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 39, 40, 51, 55, 56, 58, and 59)

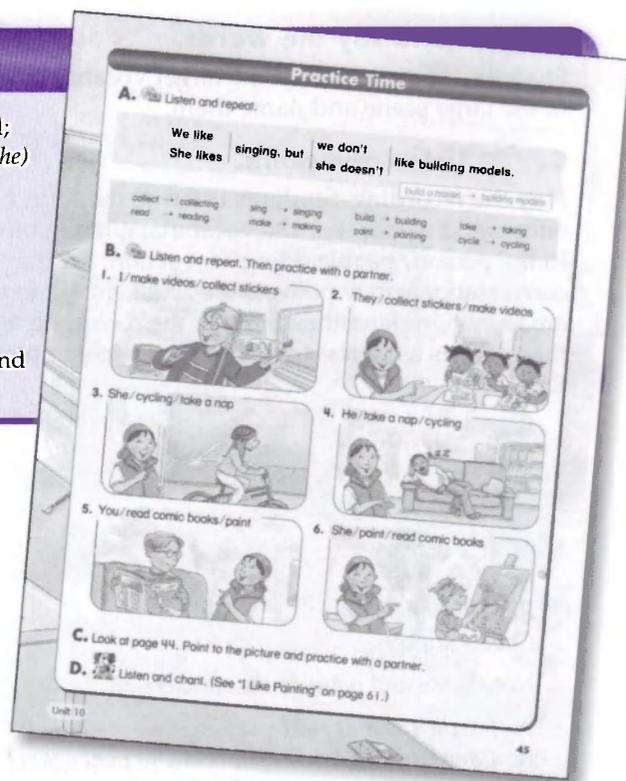
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

- Vocabulary Review: What Do You Like?** Hold up each Unit 10 Word Time Picture Card and have students name it. Then ask six to seven students *What do you like to do?*
- Check Workbook page 44. (For instructions and answer key, see Teacher's Book page 161.)

Introduce the Patterns

- Pronoun Review.** (For detailed instructions, see page 12.) Review *I, you* (singular), *he, she,* and *they*.
- (I) like (singing), but (I) don't like (cycling).** Pantomime singing, point to yourself, smile, and say *I like singing*. Students repeat. Then pantomime cycling, point to yourself, frown, shake your head, and say *I don't like cycling*. Students repeat. Then say *I like singing, but I don't like cycling*. Students repeat. Write *I like singing, but I don't like cycling* on the board. Point to and read each word. Students repeat. Do the same with *taking naps, making videos,* and *painting*, using *cycling* for each *don't like* phrase. Repeat the entire procedure using *You* (singular) and *They* and the appropriate gestures from Step 1 to demonstrate the pronouns.
- (She) likes (singing), but (she) doesn't like (cycling).** Do the same as in Step 2 above, using *She* and *He* and the appropriate gestures from Step 1 to demonstrate the pronouns.
- Practice for Fluency.** Bring four volunteers to the front of the classroom, and give each of them two Unit 10 Word Time Picture Cards. One of the volunteers (S1) begins by holding up one of his/her cards, pantomiming *like*, then holding up his/her other card and pantomiming *don't like*. He/She then says *I like (reading comic books), but I don't like (singing)*. Seated students point to S1, look at the teacher, and say (*She*) *likes (reading comic books), but (she) doesn't like (singing)*. Continue in the same way with the remaining volunteers.



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.

*We like singing, but we don't like building models.
She likes singing, but she doesn't like building models.*

*collect, collecting
sing, singing
build, building
take, taking
read, reading
make, making
paint, painting
cycle, cycling*

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.

- I like making videos, but I don't like collecting stickers.*
- They like collecting stickers, but they don't like making videos.*

3. *She likes cycling, but she doesn't like taking naps.*
4. *He likes taking naps, but he doesn't like cycling.*
5. *You like reading comic books, but you don't like painting.*
6. *She likes painting, but she doesn't like reading comic books.*

2. Students practice numbers 1–6 in pairs. They then change partners and repeat the procedure.

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 characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the man taking a nap): *He likes taking a nap, but he doesn't like singing.* S2 (pointing to the girl painting): *She likes painting, but she doesn't like cycling.*

D. Listen and chant.

1. Students turn to the *I Like Painting* chant on page 61. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

I Like Painting

*I like painting,
but I don't like making videos.
She likes making videos,
but she doesn't like painting.*

*I like singing,
but I don't like building models.
He likes building models,
but he doesn't like singing.*

*I like collecting stickers,
but I don't like taking naps.
They like taking naps,
but they don't like collecting stickers.*

*We like cycling,
but we don't like reading comic books.
They like reading comic books,
but they don't like cycling.*

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. Give each student a Unit 10 Word Time Picture Card. Play the karaoke version. Students chant, standing up and showing their picture card each time it is named.

Games and Activities

1. **Drill.** Say *collect*. Students say its gerund form, *collecting*. Do the same with the remaining target verbs. Then write the following sentences on the board:

1. *I like singing. I don't like cycling.*
2. *He likes making videos. He doesn't like painting.*
3. *They like playing badminton. They don't like snorkeling.*
4. *She likes going sailing. She doesn't like taking naps.*
5. *You like singing. You don't like in-line skating.*

Divide the class into pairs and have students in each pair work together to make each pair of sentences into one sentence using *but*. Check answers by having pairs take turns reading their sentences to the class.

2. **Talking.** Divide the class into pairs and give students three to four minutes to talk with their partner about their likes and dislikes (students can take notes if necessary to remember what their partner says). Then each pair joins with another pair and each student tells the others about his/her partner's likes and dislikes.

OPTION: Do the activity as above, having students draw pictures to illustrate their partner's likes and dislikes.

3. **Make the Sentences.** (See Game 49, page 145.) Do the activity using *I, You, He, She, They, I, you, he, she, they* grammar cards and Unit 10 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 19, Play a Game, page 194. (For instructions and answer key, see page 174.)



Finish the Lesson

1. **Memory Chain.** (See Game 50, page 145.) Play the game using the target patterns.
2. Explain and assign Workbook page 45. (For instructions, see Teacher's Book page 161.)

Phonics Time

Sound Focus: er, ir, ur (*clerk, dessert, bird, shirt, curry, purse*)

Materials Needed: CD/cassette and player; Unit 10 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book page 41)

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

Warm-Up and Review

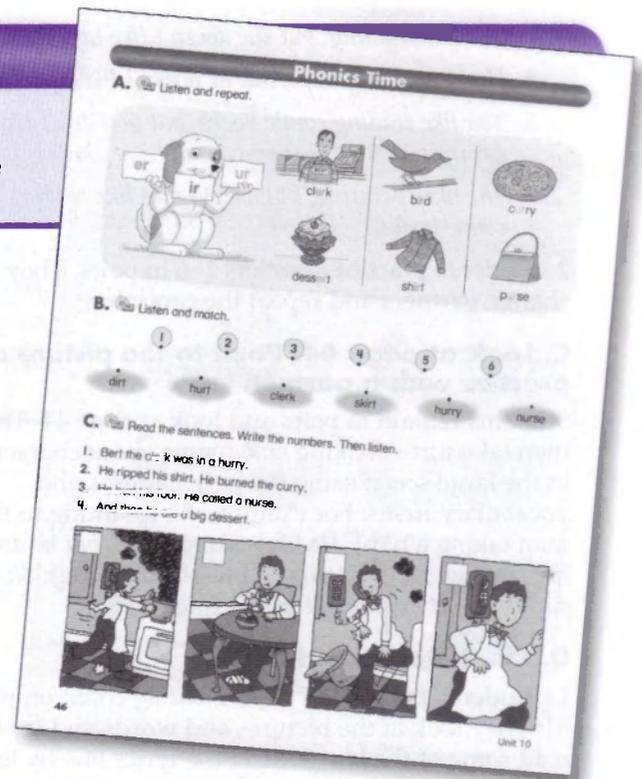
- 1. Pattern Review: Chant.** Play the Unit 10 chant *I Like Singing*. Students listen. Play the chant again and have students chant along.
- 2. Check Workbook page 45.** (For instructions and answer key, see Teacher's Book page 161.)
- 3. Phonics Review: Read the Sentences.** Write the following sentences on the board:
 1. *The cook looked and looked for the brown gown.*
 2. *Do the poodle and the tiger like Peter?*
 3. *Look for the mouse's house in town.*

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

Introduce the Sounds

Note: The *er*, *ir*, and *ur* sounds are written as /ɜ/.

- 1.** Say /ɜ/-/ɜ/. Students repeat. Then hold up the *clerk* picture card and say *clerk, clerk*. Students repeat. Attach the card to the board. Do the same with *dessert, bird, shirt, curry, and purse*, first saying the target /ɜ/ sound.
- 2.** Write *er* on the board to the right of the *clerk* picture card. Say /ɜ/ while pointing to the letters. Students repeat. Add *k* to the right of *er*. Say /ɜ/-/k/-erk, pointing to the two parts of the combination and then the whole combination. Students repeat. Then write *cl* to the left of *erk*. Say /kl/-erk, *clerk*, pointing to the two parts of the word and then the whole word. Repeat the entire procedure for *dessert, bird, shirt, curry, and purse*, writing each word to the right of the corresponding picture card.
- 3.** Remove all the picture cards from the board. Point to each word and have students read it. When students read a word correctly, attach the corresponding picture card next to the word in order to reinforce word meaning.



Practice the Sounds

Students open their Student Books to page 46.

A. Listen and repeat.

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

er /ɜ/
clerk
dessert
ir /ɜ/
bird
shirt
ur /ɜ/
curry
purse

B. Listen and match.

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

1. *nurse, nurse*
2. *hurt, hurt*
3. *dirt, dirt*
4. *clerk, clerk*
5. *hurry, hurry*
6. *skirt, skirt*

2. Check answers by saying *Number 1* and having a volunteer say and spell the word he/she matched it to. Do the same for numbers 2–6.

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

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

*Bert the clerk was in a hurry.
He ripped his shirt. He burned the curry.
He hurt his foot. He called a nurse.
And then he ate a big dessert.*

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

Answer Key:
2, 4, 3, 1

Games and Activities

1. **Complete the Sentences.** Divide the class into groups of three to four, and write the following sentences on the board:

1. Does the cl__k like to swim?
2. The b__d likes singing.
3. My sh__t is green.
4. The money is in my p__se.
5. Did you eat c__ry?

Students in each group work together to complete the sentences. Groups then take turns standing up and reading a sentence to the class.

2. **Find the Word in the Sentence.** Say *My shirt is blue.* Students listen and write down the /ʒ/ word they hear. Continue in the same way with five to six different sentences in which one word has the /ʒ/ sound (see Suggested Sentences below). Read the sentences as many times as necessary for students to complete the task. Then check answers by having a volunteer come to the board and write his/her list of words.

Suggested Sentences: Do you want some dessert? That bird is the fastest. Are you going to have curry? Turn right at the museum. Does his leg hurt? I'm going to eat a burrito. She needs dirt to plant flowers.

3. **Write a Story.** Divide the class into groups of three to four. Students in each group work together for seven to ten minutes to write a short story using Units 8–10 Phonics Time words. Students may refer to their Student Books as necessary for help with spelling. Groups then exchange stories and take turns reading the story they receive aloud to the whole class.

Extra Practice

Explain and assign Worksheet 20, Phonics Fun *er, ir,* and *ur*, page 195. (For instructions and answer key, see page 174.)



Finish the Lesson

1. **Turn It Around.** Write each of the Unit 10 Phonics Time words on the board backwards (for example: *tressed*). Hold up the *dessert* picture card and elicit the word. A volunteer then finds *tressed* on the board and writes *dessert* below it. Continue in the same way with the remaining Unit 10 Phonics Time Picture Cards.
2. Explain and assign Workbook page 46. (For instructions, see Teacher's Book page 162.)



Assessment

Explain and assign the Unit 10 Test, page 223. (For instructions and answer key, see page 206.)



At the Planetarium

Conversation Time

Language Focus: *Wow! Did you see all the planets and stars?/Yeah! That was a great show./Ms. Apple, can we go to the snack bar?/Can we go to the gift shop?/No, kids. We don't have time./Aw. But I want to buy a gift for my dad./And I'm thirsty./Please, Ms. Apple. We'll hurry./Sorry, kids. We have to catch the bus.*

Function: Requesting permission; denying requests

Materials Needed: CD/cassette and player; Wall Chart 21; Unit 10 Phonics Time Word Cards, 1 set (see Picture and Word Card Book page 42)

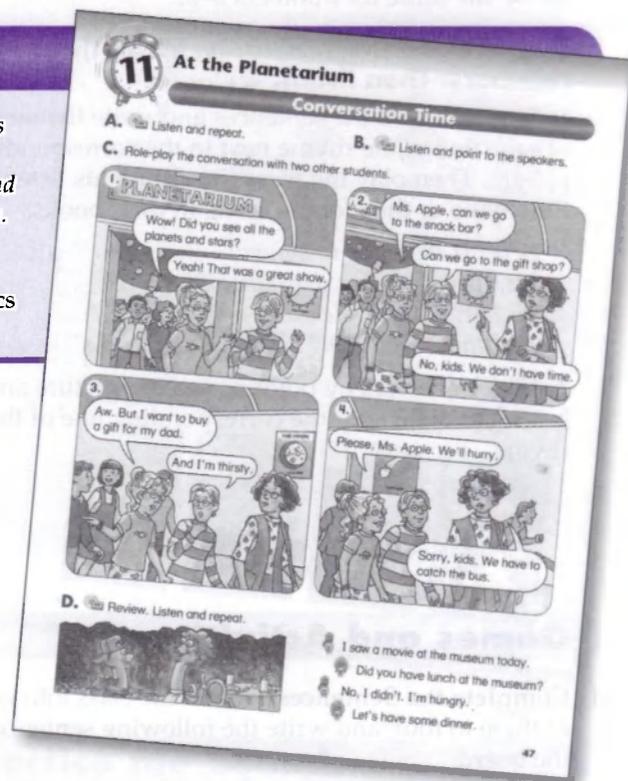
For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

- Phonics Review: Read It.** Write *er*, *ir*, and *ur* on the board. Point to each combination and elicit its sound. Then hold up a Unit 10 Phonics Time Word Card and have students read it. A volunteer then uses the word in a sentence. Do the same with the remaining Unit 10 Phonics Time Word Cards.
- Check Workbook page 46. (For instructions and answer key, see Teacher's Book page 162.)

Introduce the Conversation

- Clarify word meaning.
 - planets:** In students' native language, name several of the planets. Then say *Planets. Those are planets.* Students repeat. Write *planets* on the board. Point to the word and have students read it.
 - stars:** Draw a star on the board. Point to it and say *star.* Students repeat. Write *star* below the picture. Point to the word and have students read it.
 - snack bar:** Say *I'm at a museum and I'm hungry, so I go to the snack bar to get food. Snack bar.* Students repeat *snack bar.* Write *snack bar* on the board. Point to the words and have students read them.
 - gift shop:** Say *I'm at a museum. I want to buy something for my mom, so I go to the gift shop. Gift shop.* Students repeat *gift shop.* Write *gift shop* on the board. Point to the words and have students read them.
 - catch the bus:** Explain that *catch the bus* is an expression that means get on the bus before it leaves.
- Bring three students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions:
 - A: *Wow! Did you see all the planets and stars?*
Open your eyes widely, look amazed.
 - B: *Yeah! That was a great show.*
Nod excitedly.



A: *Ms. Apple, can we go to the snack bar?*
Look quizzically at Student C.

B: *Can we go to the gift shop?*
Look quizzically at Student C.

C: *No, kids. We don't have time.*
Shake your head.

A: *Aw. But I want to buy a gift for my dad.*
Look disappointed.

B: *And I'm thirsty.*
Look disappointed.

A: *Please, Ms. Apple. We'll hurry.*
Clasp your hands and look beseechingly at Student C.

C: *Sorry, kids. We have to catch the bus.*
Shake your head.

- Divide the class into Groups A, B, and C and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation. Continue until each group has played each role.

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

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

Talk About the Picture

1. Attach Wall Chart 21 to the board or open a Student Book to page 47. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

Scene 1: The **students** are on a field trip at the **planetarium**. They were just in the planetarium looking at the planets and stars.

Scene 2: **Kim** wants to go to the snack bar, and **Joe** wants to go to the gift shop. **Ms. Apple** says *no*.

Scene 3: **Joe** and **Kim** are both *unhappy*. **Joe** is *thirsty*. And **Kim** wants to *buy* a gift for her dad.

Scene 4: **Kim** and **Joe** *really* want to go. But they can't, because they have to catch the bus.

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

Scene 1: Where are the students?
What did they see?

Scene 2: What does **Kim** want to do?
What does **Joe** want to do?

Scene 3: Is **Joe** hungry?

Scene 4: Why can't they go to the gift shop and snack bar?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat.

1. Kim: *Wow! Did you see all the planets and stars?*
Joe: *Yeah! That was a great show.*
2. Kim: *Ms. Apple, can we go to the snack bar?*
Joe: *Can we go to the gift shop?*
Ms. Apple: *No, kids. We don't have time.*
3. Kim: *Aw. But I want to buy a gift for my dad.*
Joe: *And I'm thirsty.*
4. Kim: *Please, Ms. Apple. We'll hurry.*
Ms. Apple: *Sorry, kids. We have to catch the bus.*

B. Listen and point to the speakers.

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

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

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

D. Review. Listen and repeat.

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

- A: *I saw a movie at the museum today.*
B: *Did you have lunch at the museum?*
A: *No, I didn't. I'm hungry.*
B: *Let's have some dinner.*

OPTION: Students role-play the conversation.

Games and Activities

1. **Tic-Tac-Toe: Conversation.** (See Game 13, page 141.) Play the game using target conversation.
2. **Match the Halves.** Divide the class into pairs. Students in each pair write each line of the target conversation on a separate piece of paper and then cut the sentences into halves. Pairs shuffle the pieces of paper and place them facedown. Say *Go!* Pairs try to be the first to turn over the pieces of paper, match each half of the sentences, and put the complete sentences in the correct order. The first pair to do so raises their hands and says the conversation they have put together. If it is correct, they come to the front of the classroom and role-play the conversation for the rest of the class. If it is not correct, all pairs continue to work until one pair has put together the correct conversation. Students then change partners and do the activity again.
3. **Combine the Conversations.** Combine the Unit 2 conversation with the target conversation on the board in the following way:

- A: *Can we go to the snack bar?*
B: *Sure. Let's get some juice and popcorn.*
A: *Uh-oh. I don't have enough money.*
B: *That's okay. It's my treat.*
A: *Thanks.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again.

Finish the Lesson

1. **Next Word, Please.** Say the target conversation slowly, pausing before different words. Students try to say the next word in the conversation. For example, say *Did you ___*. Students say *see*. Then continue, saying *all the planets and ___*. Students say *stars*.
2. Explain and assign Workbook page 47. (For instructions, see Teacher's Book page 162.)

Word Time

Language Focus: Planets (*Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto*)

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 22; Unit 11 Word Time Picture Cards, 1 set per 9 students; Unit 11 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 43 and 44)

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 can say the conversation from memory.
2. Check Workbook page 47. (For instructions and answer key, see Teacher's Book page 162.)

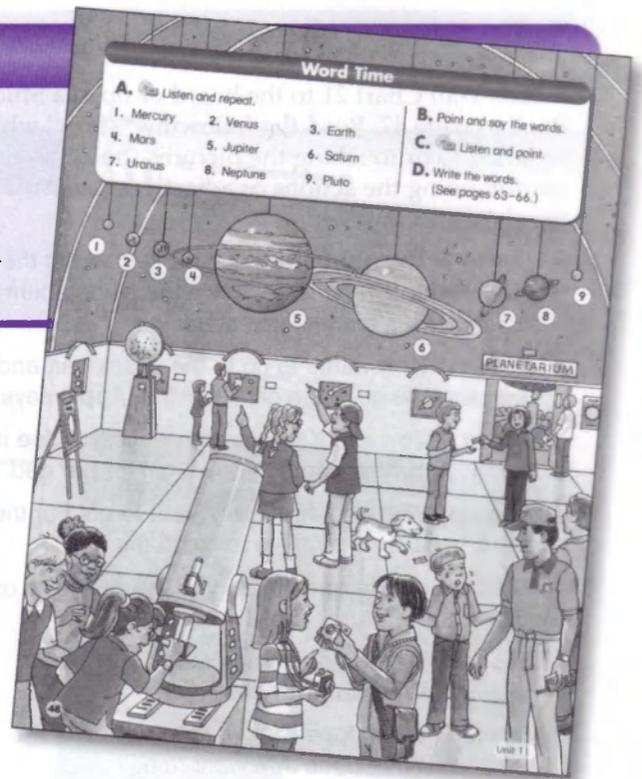
Introduce the Words

1. Draw a large sun on the board and say *We're going to learn the names of the planets.* Then attach the Unit 11 Word Time Picture Cards to the board to the right of the sun in the following order (from left to right): *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.* Point to and name each card. Students listen. Point to and name the cards again, and have students repeat. Point to the cards in random order and have students name them.
2. Stand the Unit 11 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

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 adjectives (*italicized words*).

There are nine planets in the solar system. Going out from the sun, they are **Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune,** and



Pluto. We live on **Earth.** **Neptune** is *bigger* than **Pluto.** **Jupiter** is the *biggest.* **Pluto** is the *smallest* planet. **Mercury** is the *closest* to the sun, and **Pluto** is *furthest* from the sun.

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

(**Venus**) What's the name of this planet?

(**Jupiter**) Is it Saturn?

Where do we live?

Which is the *biggest* planet?

Which planet is *closest* to the sun?

(**Mars**) What color is it?

Did you go to **Saturn** yesterday?

Are you going to go to **Pluto** on Saturday?

Practice the Words

A. Listen and repeat.

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

1. *Mercury*
2. *Venus*
3. *Earth*
4. *Mars*
5. *Jupiter*
6. *Saturn*
7. *Uranus*
8. *Neptune*
9. *Pluto*

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

B. Point and say the words.

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

C. Listen and point.

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

Earth.

Jupiter.

Pluto.

Venus.

Mercury.

Uranus.

Saturn.

Mars.

Neptune.

Now listen and point to the speakers.

A: *Did you see the show?* (boy and girl near planetarium entrance)

B: *Yes. It was cool. Here's a ticket.*

A: *Wow! Thanks.*

A: *That's a cool camera.* (boy and girl with cameras)

B: *Thanks. I like taking pictures.*

A: *Me, too.*

A: *What's wrong?* (planetarium worker and boy)

B: *I can't find my teacher.*

A: *Don't worry. I'll help you find your teacher.*

D. Write the words. (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.

What Did Digger Find?

Students determine what Digger found.

Answer Key: Digger found a ticket.

Extra Vocabulary. Students turn to page 47.

Introduce the extra vocabulary items *Sun*, *Moon*, *comet*. Students then find these items.

Games and Activities

1. **Planetary Order.** Divide the class into groups of nine, and give each group a set of Unit 11 Word Time Picture Cards. Each student takes a card, and group members arrange themselves in the order that the planets are from the sun. Once groups are in the

correct order, students in each group take turns naming their cards. Then students exchange cards and do the activity again.

OPTION: Ask a volunteer (S1) to stand in the middle of the classroom and act as the sun. Another volunteer (S2) acts as Mercury, and walks slowly around S1, as if orbiting. Another volunteer acts as Venus, orbiting around the sun as well, and so on until all the planets are orbiting around the sun. Point to each student and have him/her say *I'm (Mercury)*.

2. **Listen Carefully.** Students number a piece of paper from 1–5. Read each of the following sentences, and have students write down the target vocabulary word in each sentence.

1. *Mercury is the planet closest to the sun.*

2. *I think that Pluto is the smallest planet.*

3. *We live on Earth.*

4. *Have you ever been to Neptune?*

5. *Is Jupiter the coldest planet?*

3. **Descriptions.** Say five to six descriptive sentences about the planets, and have students name each planet you describe (see Suggested Sentences below). Students can use their Student Books for reference if necessary.

Suggested Sentences: *We live on this planet. It is the biggest planet. It is the smallest planet. This planet is red. This planet is bigger than Saturn. The name of this planet begins with M.*

4. **Option: Personalize the Picture.** Divide the class into groups of three to four. Members of each group work together to draw, color, or paint the planets. Students label the planets, and hang them from the ceiling, creating a universe in the classroom. Be sure students hang the planets in the correct order from the sun.

OPTION: Buy and hang glow-in-the-dark stars all over the classroom, or decorate the planets with glow-in-the-dark paint.

Finish the Lesson

1. **Chant.** Place the Unit 11 Word Time Picture Cards on the chalktray facing the class. Establish a 4-beat rhythm. Point to the *Mars* card, and on beats 1 and 2, say *What's that?* On beats 3 and 4, say *It's Mars.* Then touch the *Venus* card. Ask *What's this?* again on the first 2 beats and elicit *It's Venus* on beats 3 and 4. Do the same with the remaining cards. Then do the activity again, having a volunteer ask the questions.
2. Explain and assign Workbook page 48. (For instructions, see Teacher's Book page 162.)

Practice Time

Language Focus: Simple present with *want* + infinitive; object pronouns; imperatives [(*I want to see (Mercury). Let (me) look.*)/(*He*) wants to see (*Mercury*). *Let (him) look.*]

Function: Expressing wants; expressing imperatives

Materials Needed: CD/cassette and player; Units 9–10 Word Time Picture Cards, 1 set; Unit 11 Word Time Picture Cards, 1 set; Unit 11 Word Time Word Cards, 1 set per 2 students; *I, He, She, We, and They* grammar cards, 1 set per 2 students; Unit 11 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 43, 44, 51, and 56)

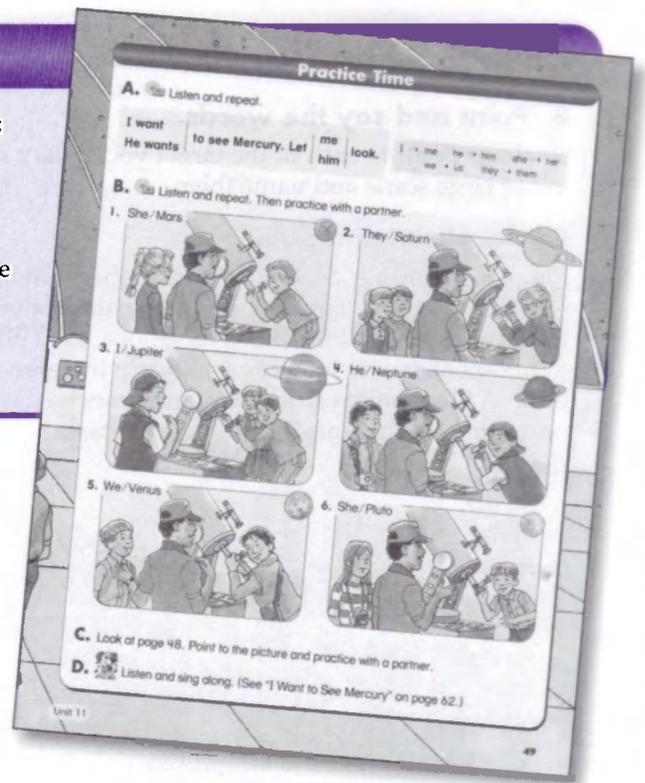
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

1. **Vocabulary Review: Do It!** (See Game 28, page 143.) Hold up each Unit 11 Word Time Picture Card and elicit its name. Then play the game using the cards.
2. Check Workbook page 48. (For instructions and answer key, see Teacher's Book page 162.)

Introduce the Patterns

1. **Pronoun Review.** (For detailed instructions, see page 12.) Review *I, he, she, we, and they*.
2. **(I) want to see (Mercury). Let (me) look.** Bring a volunteer to the front of the classroom and have him/her hold the *Mercury* picture card so you cannot see it. Pretend you are trying to see the card and say *I want to see Mercury*. Students repeat. Write *I want to see Mercury* on the board. Point to and read each word. Students repeat. Then say *I want to see Mercury. Let me look*. Prompt the volunteer to show you the card. Write *Let me look* on the board to the right of *I want to see Mercury*. Point to and read each word. Students repeat. Do the same with *Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto*. Repeat the entire procedure with *We* and *They* and the appropriate gestures from Step 1 to demonstrate the pronouns.
3. **(He) wants to see (Mercury). Let (him) look.** Do the same as in Step 2 using *He* and *She* and the appropriate gestures from Step 1 to demonstrate the pronouns.
4. **Practice for Fluency.** Place the *I, He, She, We, and They* grammar cards in one pile, and the Unit 11 Word Time Picture Cards in another pile. Hold up one card from each pile. Students say the corresponding target patterns. Continue in the same way with the remaining cards.



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.

*I want to see Mercury. Let me look.
He wants to see Mercury. Let him look.*

*I, me
he, him
she, her
we, us
they, them*

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 wants to see Mars. Let her look.*
2. *They want to see Saturn. Let them look.*
3. *I want to see Jupiter. Let me look.*
4. *He wants to see Neptune. Let him look.*
5. *We want to see Venus. Let us look.*
6. *She wants to see Pluto. Let her look.*

2. Students practice numbers 1–6 in pairs. They then change partners and repeat the procedure.

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 making statements about the characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to any boy): *He wants to see Mars.* S2: *Let him look.*

D. Listen and sing along.

1. Students turn to the *I Want to See Mercury* song on page 62. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

I Want to See Mercury

(Melody: *When Johnny Comes Marching Home*)

I want to see Mercury.

Hurrah, hurrah!

I want to see Mercury.

Hurrah, hurrah!

I want to see Mercury.

I want to see Mercury.

Let me look. Let me look.

Please let me look.

She wants to see Jupiter.

Hurrah, hurrah!

She wants to see Jupiter.

Hurrah, hurrah!

She wants to see Jupiter.

She wants to see Jupiter.

Let her look. Let her look.

Please let her look.

He wants to see Saturn.

Hurrah, hurrah!

He wants to see Saturn.

Hurrah, hurrah!

He wants to see Saturn.

He wants to see Saturn.

Let him look. Let him look.

Please let him look.

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

Games and Activities

1. **Matching.** Divide the class into pairs and write the following sentences in two columns on the board:

1. *They want to see Pluto.*

Let her look.

2. *I want to see Venus.*

Let me look.

3. *She wants to see Saturn.*

Let them look.

4. *He wants to see Mars.*

Let him look.

5. *I want to see Uranus.*

Let me look.

Students in each pair work together to match each sentence in the left-hand column to the corresponding sentence in the right-hand column, writing down each pair of sentences on a piece of paper. Check answers by having students take turns reading the sentences they matched.

2. **Substitution.** Write *play Ping-Pong*, *go fishing*, and *drink soda pop* on the board. Then write *I want to play Ping-Pong. Let me play.* on the board. Point to and read each word. Students repeat. Then divide the class into groups of three to four, and have them practice substituting the activities on the board into the target pattern (making sure to practice with different pronouns, too). After four to five minutes, each group writes down four of the target patterns that they made and then reads them to the class.

3. **Make the Sentences.** (See Game 49, page 145.) Do the activity using *I, He, She, We, They* grammar cards and Unit 11 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 21, Planets, page 196. (For instructions and answer key, see page 175.)



Finish the Lesson

1. **I Want To....** Write *I want to collect stickers.* on the board. Then hold up a Unit 9 Word Time Picture Card and elicit *I want to (go sailing)* from a volunteer. Do the same with the remaining Units 9–10 Word Time Picture Cards.
2. Explain and assign Workbook page 49. (For instructions, see Teacher's Book page 163.)

Phonics Time

Sound Focus: oi, oy (*boil, oil, point, boy, joy, oyster*)

Materials Needed: CD/cassette and player; Unit 11 Phonics Time Picture Cards, 1 card per student (see Picture and Word Card Book page 45)

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

Warm-Up and Review

- Pattern Review: Sing Along.** Play the Unit 11 song *I Want to See Mercury*. Students listen. Play the song again and have students sing along.
- Check Workbook page 49. (For instructions and answer key, see Teacher's Book page 163.)
- Phonics Review: Psst! Pass It On.** Write *er, ir, and ur* on the board. Point to each combination and elicit its sound. Then form a circle with students. Whisper *bird* to the student on your left. He/She then whispers *bird* to the student on his/her left, and so on around the circle. The last student to hear the word says it aloud and spells it. Do the same with the remaining Unit 10 Phonics Time target words.

Introduce the Sounds

Note: The *oi* and *oy* sounds are written as /ɔɪ/.

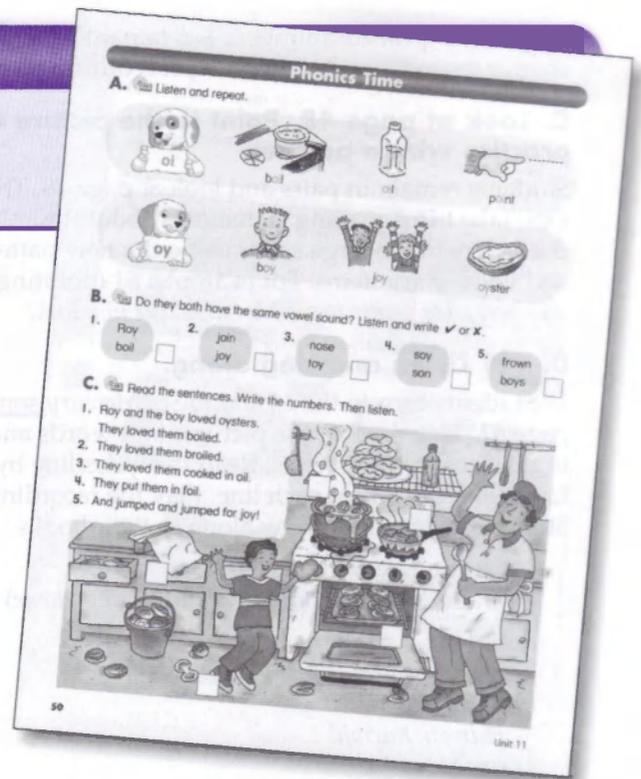
- Say /ɔɪ/-/ɔɪ/. Students repeat. Then hold up the *boil* picture card and say *boil, boil*. Students repeat. Attach the card to the board. Do the same with *point, oil, joy, oyster, and boy*, first saying the target /ɔɪ/ sound.
- Write *oi* on the board to the right of the *boil* picture card. Say /ɔɪ/ while pointing to the letters. Students repeat. Add *l* to the right of *oi*. Say /ɔɪ/-/l/-*oil* pointing to the two parts of the combination and then the whole combination. Students repeat. Then write *b* to the left of *oil*. Say /b/-*oil, boil*, pointing to the two parts of the word and then the whole word. Repeat the entire procedure for *point, oil, joy, oyster, and boy*, writing each word to the right of the corresponding picture card.
- Remove all the picture cards from the board. Point to each word and have students read it. When students read a word correctly, attach the corresponding picture card next to the word in order to reinforce word meaning.

Practice the Sounds

Students open their Student Books to page 50.

A. Listen and repeat.

Focus students' attention on the *oi* and *oy* words at the top of the page. Play the recording. Students



listen and repeat, pointing to the pictures and words in their books.

oi /ɔɪ/
boil
point
oil

oy /ɔɪ/
boy
joy
oyster

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

1. Play the recording. For each number, students listen to the two words. If they both have the same vowel sound, students write ✓. If the two words have different vowel sounds, students write X. Play the recording as many times as necessary for students to complete the task.

- Roy, boil*
Roy, boil
- join, joy*
join, joy
- nose, toy*
nose, toy
- soy, son*
soy, son
- frown, boys*
frown, boys

2. Check answers by saying *Number 1* and having a volunteer say and spell the word he/she circled. Do the same for numbers 2–5.

Answer Key:

- ✓
- ✓
- X
- X
- X

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

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

*Roy and the boy loved oysters. They loved them boiled.
They loved them broiled.
They loved them cooked in oil.
They put them in foil.
And jumped and jumped for joy!*

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

Answer Key:
(starting from boiling oysters and moving clockwise) 1, 3, 2, 5, 4

Games and Activities

1. **Complete the Sentences.** Divide the class into groups of three to four, and write the following sentences on the board:

1. Please p _ _ nt to Mars.
2. Do you want to eat an _ _ ster?
3. Let's b _ _ l the vegetables.
4. R _ _ wants to see Mercury.
5. Put _ _ l in the curry.

Students in each group work together to complete the sentences. Groups then take turns standing up and reading a sentence to the class.

2. **Volume Control.** With the students, invent arm motions to indicate volume. For example, holding your hands in front of you with palms facing the floor, pressing down, could indicate decreasing volume, while turning your palms upwards and pushing up could indicate increasing volume. Point to a volunteer and have him/her say a sentence that includes an /ɔɪ/ word. The rest of the class repeats the /ɔɪ/ word, raising or lowering the volume of their voices as you “conduct” them with your hand motions. Continue until most students have taken a turn saying a sentence.

3. **Do You Hear It?** Read the following paragraph aloud. Students raise their hands when they hear a word that contains the /ɔɪ/ sound. Read the paragraph several times, until students have identified each word with the /ɔɪ/ sound. Then read it again, sentence by sentence, slowly. At the end of each sentence volunteers come to the board and write the /ɔɪ/ words they hear in the sentence. Help students with spelling as necessary.

*Roy went to the store. He gave them a coin for an oyster.
He came home and boiled the oyster in oil. It was delicious! Roy pointed to the oyster and said, “Yum!”*

Extra Practice

Explain and assign Worksheet 22, Phonics Fun oi and oy, page 197. (For instructions and answer key, see page 175.)

Finish the Lesson

1. **Is This Your Word?** Give each student a Unit 11 Phonics Time Picture Card. Write one of the target words on the board. The student(s) with that picture card holds up the card and says the word. When all of the words have been said, have students exchange cards and do the activity again.
2. Explain and assign Workbook page 50. (For instructions, see Teacher’s Book page 163.)

Assessment

Explain and assign the Unit 11 Test, page 224. (For instructions and answer key, see page 206.)



At School

Conversation Time

Language Focus: *You dance very well./Thanks. I love dancing./I don't dance very well./Sure you do. You're a good dancer./But I don't practice enough./Well, practice makes perfect./I have an idea. Let's practice together./That's a great idea. Thanks.*

Function: Giving and receiving compliments; eliciting and expressing personal opinions; making suggestions

Materials Needed: CD/cassette and player; Wall Chart 23; Unit 11 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book page 45)

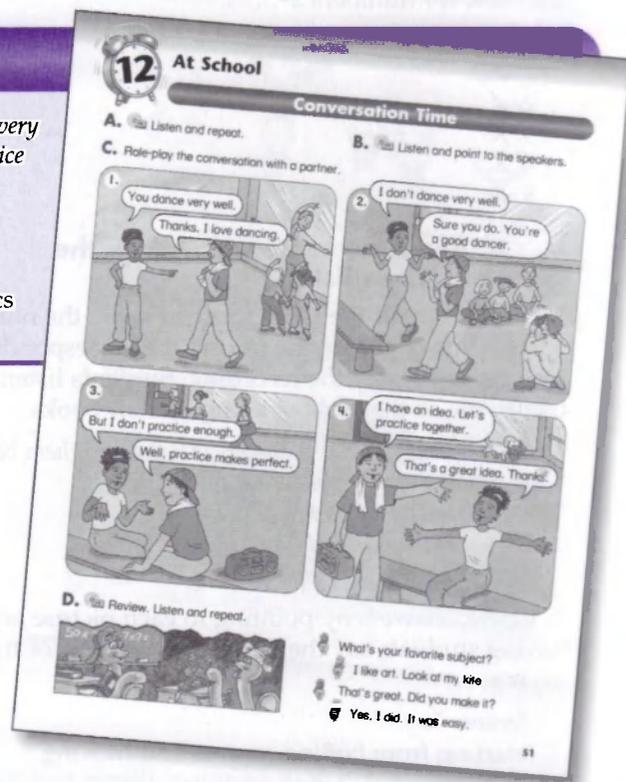
For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

- Phonics Review: Upside Down.** Write *oi* and *oy* on the board. Point to each combination and elicit its sound. Then hold a Unit 11 Phonics Time Picture Card upside down. Students say the word and point to the letters corresponding to its /ɔɪ/ sound. Place the card under the corresponding letters on the board. Continue in this way until all of the cards have been sorted according to the spelling of their /ɔɪ/ sound.
- Check Workbook page 50. (For instructions and answer key, see Teacher's Book page 163.)

Introduce the Conversation

- Clarify word meaning.
practice makes perfect: Explain that this phrase means that if one practices something enough, he/she will become good at it.
- 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:
 - A: *You dance very well.*
Smile.
 - B: *Thanks. I love dancing.*
Smile broadly and speak enthusiastically.
 - A: *I don't dance very well.*
Shake your head and look a bit sad.
 - B: *Sure you do. You're a good dancer.*
Nod your head and smile.
 - A: *But I don't practice enough.*
Look down a bit, still a bit sad.
 - B: *Well, practice makes perfect.*
Smile and shrug your shoulders.



B: *I have an idea. Let's practice together.*
Look up suddenly, as if you have just thought of a good idea.

A: *That's a great idea. Thanks.*
Smile and nod your head.

- Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation.

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

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

OPTION: Students practice the conversation substituting other hobbies for dancing (for example: singing, painting, drawing).

Talk About the Picture

1. 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*).

Scene 1: The **students** are at dance class. **Ted** loves dancing.

Scene 2: **Jan** says she isn't a very good **dancer**. But **Ted** *thinks* she's a good **dancer**.

Scene 3: **Jan** and **Ted** are *sitting* down and they are *talking*. **Jan** is *discouraged*. **Ted** is *smiling* and *encouraging* her.

Scene 4: **Ted** is *looking* at **Jan** and *smiling*. They are going to *practice dancing* together.

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

Scene 1: Does **Ted** like to dance?

Scene 2: Can **Jan** dance?

Scene 3: Who doesn't practice enough?

Scene 4: Who's holding the **CD player**?

Practice the Conversation

A. Listen and repeat.

Play the recording (first version of the conversation). Students listen and repeat.

1. Jan: *You dance very well.*
Ted: *Thanks. I love dancing.*
2. Jan: *I don't dance very well.*
Ted: *Sure you do. You're a good dancer.*
3. Jan: *But I don't practice enough.*
Ted: *Well, practice makes perfect.*
4. Ted: *I have an idea. Let's practice together.*
Jan: *That's a great idea. Thanks.*

B. Listen and point to the speakers.

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

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *What's your favorite subject?*

B: *I like art. Look at my kite.*

A: *That's great. Did you make it?*

B: *Yes, I did. It was easy.*

OPTION: Students role-play the conversation.

What Did Digger Find?

Students determine what Digger found.

Answer Key: Digger found a comic book.

Games and Activities

1. **Who Was That?** (See Game 15, page 141.) Play the game using the target conversation.
2. **Substitution.** Write the following on the board:

A: *You ___ very well.*

B: *Thanks. I love ___.*

A: *I don't ___ very well.*

B: *Sure you do. You're a good ___.*

Ask two volunteers to read the dialogue on the board, filling in the words from the target conversation. Then write *sing*, *paint*, and *go sailing* on the board. Divide the class into groups of three to four, and have them practice substituting the activities on the board into the dialogue. (For example: *You sing very well./Thanks. I love singing./I don't sing very well./Sure you do. You're a good singer.*) After four to five minutes, have each group write down one of the new dialogues that they practiced and then read it to the class.

3. **Combine the Conversations.** Combine the Unit 11 conversation with the target conversation on the board in the following way:

A: *Wow! Did you see all the great dancers?*

B: *Yeah. That was a good show.*

A: *I love dancing.*

B: *Me, too.*

A: *I have an idea. Let's practice together.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation as if they have just come from a dance recital. Students then form pairs and role-play the conversation in the same way. They then change roles and role-play the conversation again.

Finish the Lesson

1. **The Three Directors.** (See Game 12, page 141.) Play the game using the target conversation.
2. Explain and assign Workbook page 51. (For instructions, see Teacher's Book page 163.)

Word Time

Language Focus: Occupations (*musician, play the violin, engineer, build things, vet, help animals, computer programmer, program computers, nurse, take care of people, artist, draw*)

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Wall Chart 24; Unit 12 Word Time Picture Cards, 1 set; Unit 12 Word Time Word Cards, 1 set per 2 students (see Picture and Word Card Book pages 47 and 48)

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.
2. Check Workbook page 51. (For instructions and answer key, see Teacher's Book page 163.)

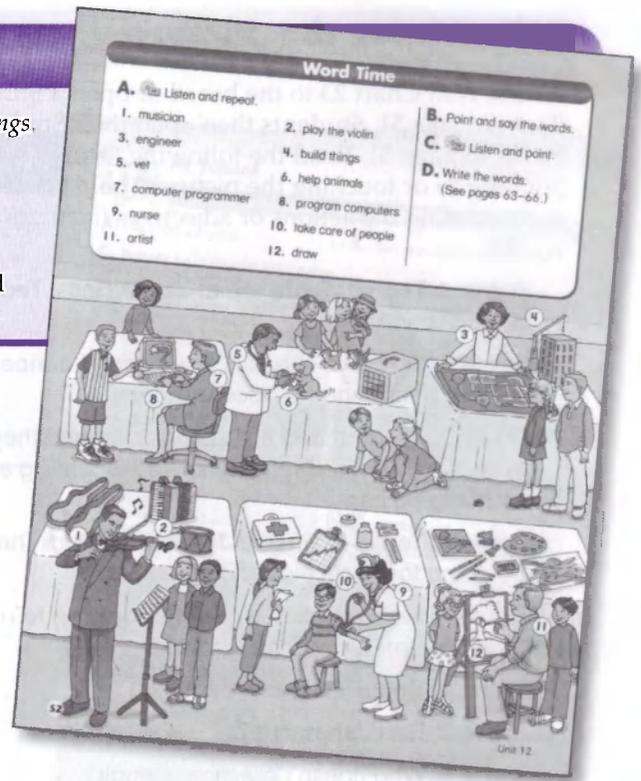
Introduce the Words

1. 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. Then give each student a set of Unit 12 Word Time Picture Cards. Hold up each of the cards in random order. Students find the corresponding card, hold it up, and name it.
2. Attach the Unit 12 Word Time Picture Cards in a row to the board. Stand the Unit 12 Word Time Word Cards on the chalktray under the corresponding picture cards. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly below the corresponding picture cards. Volunteers come to the board one by one and place a word card under its corresponding picture card, then point to and read the word. Seated students repeat.

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**) and pantomiming the actions (*italicized words*).

Many **people** have come to *talk* to the **students** about their jobs. **This man** is a musician. He likes to *play the violin*. **This woman** is a nurse. She *takes care* of people. **This man** is an artist. He



likes to *draw pictures*. **This woman** is a computer programmer. She loves *working with computers*. **This man** is a vet. He likes *helping animals*. The **engineer** *builds things*.

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

What does the **vet** do?
What does the **nurse** do?
What does the **computer programmer** do?
What does the **engineer** do?
Who *plays the violin*?
Who *draws pictures*?
What do you like to do?

Practice the Words

A. Listen and repeat.

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

1. *musician*
2. *play the violin*
3. *engineer*
4. *build things*
5. *vet*
6. *help animals*
7. *computer programmer*
8. *program computers*
9. *nurse*
10. *take care of people*
11. *artist*
12. *draw*

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

B. Point and say the words.

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

C. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, they point the named person; 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.

Engineer. Build things.

Artist. Draw.

Computer programmer. Program computers.

Musician. Play the violin.

Nurse. Take care of people.

Vet. Help animals.

Now listen and point to the speakers.

A: *I want to see the cats. Let me look.* (girls by cats)

B: *Sure.*

A: *Thank you. They're cute!*

A: *What a cool picture. Did you make it?* (boy and computer programmer)

B: *Yes, I did.*

A: *Was it hard?*

B: *No, it wasn't. I'll show you.*

A: *What are you looking for?* (boys down on floor looking for watch)

B: *My watch! I can't find it.*

A: *What color is it?*

B: *It's black.*

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

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

Extra Vocabulary. Students turn to page 51.

Introduce the extra vocabulary items *dance teacher*, *dance*, *photographer*, *take pictures*. Students then find these people and actions.

Games and Activities

1. **Run and Find.** (See Game 40, page 144.) Play the game using Unit 12 Word Time Picture Cards.
2. **Matching.** Divide the class into pairs and give each pair a set of Unit 12 Word Time Word Cards. Students in each pair work together to match each professional with the corresponding action. Students then write one or two sentences about each pair of cards. For example: *The musician likes playing the violin./This is an engineer. She builds things.*

3. **Descriptions.** Say five to six descriptive sentences about the target occupations, and have students name each occupation you describe (see Suggested Sentences below). Students can use their Student Books for reference if necessary.

Suggested Sentences: *This person helps cats and dogs.*

This person likes practicing the piano. This person works in a hospital. This person paints pictures. This person builds department stores. This person uses computers.

4. **Option: Personalize the Picture.** Students create a survey on a sheet of paper by writing *Name* and *What do you like to do?* in a row at the top of the paper. Students then go around the classroom and ask their classmates *What do you like to do?* Students record the answers they hear on their surveys. Continue until all students have asked at least six other students the question. Students sit down. Then ask students questions about the survey. For example, ask *Does Bill like to build things?* Students who have this information respond either *Yes, he does.* or *No, he doesn't.*

Finish the Lesson

1. **Pantomime.** Bring a volunteer to the front of the classroom and have him/her pantomime a target action. The first student to correctly identify the action and corresponding occupation is next to come to the front of the classroom and pantomime. Continue in the same way with six to eight volunteers.
2. Explain and assign Workbook page 52. (For instructions, see Teacher's Book page 164.)

Practice Time

Language Focus: *Wh-* questions with *why*; adverbial clauses of reason with *because*; affirmative statements with *like* + gerund [*Why do (you) want to be a (vet)? Because (I) like (helping animals)./ Why does (she) want to be a (vet)? Because (she) likes (helping animals).*]

Function: Asking about career choices

Materials Needed: CD/cassette and player; Unit 12 song with one word from each line deleted, 1 copy per student; Unit 12 Word Time Picture Cards, 1 card per student; Unit 12 Word Time Word Cards, 1 set per 2 students; *I, you, he, and she* grammar cards, 2 sets per 2 students; Unit 12 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 47, 48, 51, 56, and 59)

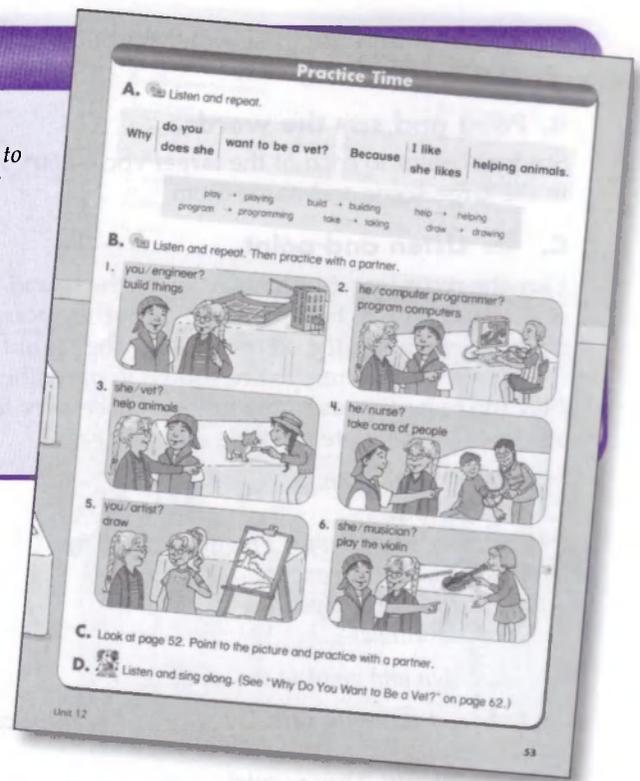
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

- Vocabulary Review: Slow Reveal.** (See Game 41, page 144.) Hold each Unit 12 Word Time Picture Card and have students name it. Then play the game using the cards.
- Check Workbook page 52. (For instructions and answer key, see Teacher's Book page 164.)

Introduce the Patterns

- Pronoun Review.** (For detailed instructions, see page 12.) Review *I, you* (singular), *he*, and *she*.
- Why do (you) want to be a (vet)? Because (I) like (helping animals).** Write both today's date and a date ten years in the future on the board. Pick up the *musician* picture card, point to the future date, and say *I want to be a musician*. Students repeat. Write *I want to be a musician* on the board. Point to and read each word. Students repeat. Then bring a volunteer to the front of the classroom and have him/her hold up the *musician* picture card and say *I want to be a musician*. Ask him/her *Why do you want to be a musician?* Seated students repeat. Write *Why do you want to be a musician?* on the board. Point to and read each word. Students repeat. Then ask the question again and say *Because I like playing the violin*. The volunteer repeats. Write *Because I like playing the violin* on the board to the right of *Why do you want to be a musician?* Point to and read each word. Students repeat. Do the same with *engineer/build things, vet/help animals, computer programmer/program computers, nurse/take care of people, and artist/draw*.
- Why does (she) want to be a (vet)? Because (she) likes (helping animals).** Do the same as in Step 2 above using *she* and *he* and the appropriate gestures from Step 1 to demonstrate the pronouns.
- Practice for Fluency.** Divide the class into Groups A and B. Place the *you, he, and she* grammar cards in one pile, and the *musician, engineer, vet, computer*



programmer, nurse, and artist picture cards in another pile. Hold up one card from each pile. Group A asks the question and Group B answers. For example: Hold up the *she* and *engineer* cards. Group A asks *Why does she want to be an engineer?* Group B says *Because she likes building things*. Continue in the same way with the remaining cards. Groups A and B then change roles and do the activity again.

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: *Why do you want to be a vet?*

B: *Because I like helping animals.*

A: *Why does she want to be a vet?*

B: *Because she likes helping animals.*

play, playing
build, building
help, helping
program, programming
take, taking
draw, drawing

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. *Why do you want to be an engineer?*
Because I like building things.
2. *Why does he want to be a computer programmer?*
Because he likes programming computers.
3. *Why does she want to be a vet?*
Because she likes helping animals.
4. *Why does he want to be a nurse?*
Because he likes taking care of people.
5. *Why do you want to be an artist?*
Because I like drawing.
6. *Why does she want to be a musician?*
Because she like playing the violin.

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

C. Look at page 52. Point to the picture and practice with a partner.

Students remain in pairs and look at page 52. They then take turns asking and answering questions about the characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the girl standing at the programmer's table): *Why does she want to be a computer programmer?* S2: *Because she likes programming computers.*

D. Listen and sing along.

1. Students turn to the *Why Do You Want to Be a Vet?* song on page 62. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Why Do You Want to Be a Vet?

(Melody: *When the Saints Go Marching In*)

Why do you want to be a vet?

Why do you want to be a vet?

Because I like helping animals.

Oh, yes, I want to be a vet.

Why does he want to be a programmer?

Why does he want to be a programmer?

Because he likes programming computers.

Oh, yes, he wants to be a programmer.

Why does she want to be a nurse?

Why does she want to be a nurse?

Because she likes taking care of people.

Oh, yes, she wants to be a nurse.

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. Give each student a copy of the song that has one word from each line deleted. Play the song again

and have students listen and fill in the missing words. Play the song as many times as necessary for students to complete the task.

Games and Activities

1. **Groups.** Divide the class into groups of four and give each student a Unit 12 Word Time Picture Card (excluding actions). A student in each group (S1) begins by looking at the card of the student on his/her left (S2) and asking *Why do you want to be a (nurse)?* S2 replies using the target pattern. Then S2 asks the question to the student on his/her left in the same way, and the game continues around the circle. Once each student has asked a question, they exchange cards and do the activity again.

2. **Match Why and Because.** Write six *Why* questions on the left side of the board, and six corresponding *Because* sentences on the right side of the board (see Suggested Sentences below). Point to each sentence and have students read it. Clarify word meaning if necessary. Then divide the class into pairs. Each pair matches each *Why* question with the corresponding *Because* sentence and writes the matching question and answer on a piece of paper. When students have completed the task, have pairs take turns reading their questions and answers.

Suggested Sentences:

Why is she happy? Because she won a prize.

Why do you want to have lunch? Because I'm hungry.

Why is he buying tickets? Because he wants to see a movie.

Why do you want to be an artist? Because I like painting.

Why is she going to take a nap? Because she's tired.

3. **Make the Sentences.** (See Game 49, page 145.) Do the activity using 2 sets of *I, you, he, she* grammar cards and Unit 12 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 23, Occupations, page 198. (For instructions and answer key, see page 175.)

Finish the Lesson

1. **Complete the Sentences.** Write the following sentences on the board:

1. *Why does she want to be a musician? Because she likes ____.*

2. *Why do you want to be an ____? Because I like drawing.*

3. *____ do you ____? Because I like helping animals.*

Volunteers take turns reading the sentences and filling in the missing words.

2. Explain and assign Workbook page 53. (For instructions, see Teacher's Book page 164.)

Phonics Time

Sound Focus: Vowel Blend Review (*marker, walk, saucer, draw, park, fork, cloud, shower, cook, spoon, clerk, shirt, purse, coin, boy*)

Materials Needed: CD/cassette and player; Unit 12 Phonics Time Picture Cards, 9 cards per student (see Picture and Word Card Book page 49)

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

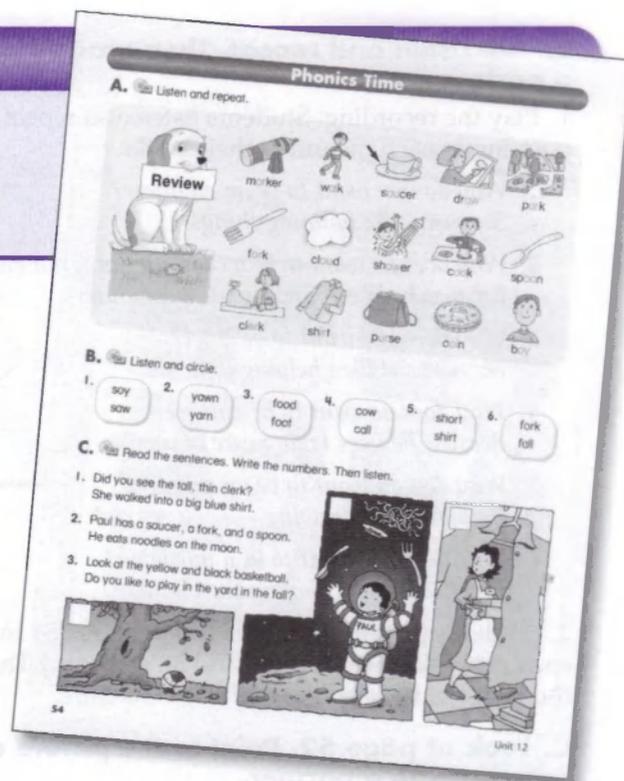
Warm-Up and Review

- Pattern Review: Tell Me Why.** Look at the student at the front of the first row (S1) and say *I want to be a musician*. S1 asks you *Why do you want to be a musician?* Reply *Because I like playing the (piano)*. Then S1 says to the next student in the row (S2) *I want to be a (vet)*. S2 asks *Why do you want to be a (vet)?* Continue until every student in the class has had a chance to respond. Look at the students, point to S1, and elicit *(He) wants to be a (vet)*. Ask *Why does (he) want to be a vet?* Students respond *Because (he likes helping animals)*. If the students don't remember, S1 can prompt them by pantomiming actions for the career he/she claimed in the first round. S1 then points to S2 and elicits S2's career choice. Continue in this way around the circle.
- Check Workbook page 53. (For instructions and answer key, see Teacher's Book page 164.)
- Phonics Review: Read the Sentences.** Write *oi* and *oy* on the board. Point to each combination and elicit its sound. Then write the following sentences on the board:
 - Boil the oil now, please.
 - Roy and Gert ate oysters for dessert.
 - Point to the bird, please.

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

Introduce the Sounds

- Say /ɜ/-/ɜ/. Students repeat. Then hold up the *marker* picture card and say *marker, marker*. Students repeat. Attach the card to the board. Do the same with *walk, saucer, draw, park, fork, cloud, shower, cook, spoon, clerk, shirt, purse, coin, and boy*, first saying the target blend sound.
- Write *er* on the board to the right of the *marker* picture card. Say /ɜ/ while pointing to the letters. Students repeat. Add *mark* to the right of *er*. Say *mark-/ɜ/*, *marker*, pointing to the two parts of the word and then the whole word. Students repeat. Repeat the entire procedure for *walk, saucer, draw, park, fork, cloud,*



- shower, cook, spoon, clerk, shirt, purse, coin, and boy*, writing each word to the right of the corresponding picture card.
- Remove all the picture cards from the board. Point to each word and have students read it. When students read a word correctly, attach the corresponding picture card next to the word in order to reinforce meaning.

Practice the Sounds

Students open their Student Books to page 54.

A. Listen and repeat.

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

ar /ar/
marker

al /ɔ/
walk

au /ɔ/
saucer

aw /ɔ/
draw

ar /ar/
park

or /ɔr/
fork

ou /aʊ/
cloud

ow /aʊ/
shower

oo /u/
cook

oo /u/
spoon

er /ɜr/
clerk

ir /ɜr/
shirt

ur /ɜr/
purse

oi /ɔi/
coin

oy /ɔi/
boy

B. Listen and circle.

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

1. *saw, saw*
2. *yarn, yarn*
3. *food, food*
4. *call, call*
5. *short, short*
6. *fork, fork*

2. Check answer by saying *Number 1*. A volunteer says and spells the word he/she circled. Do the same for numbers 2–6.

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

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

*Did you see the tall, thin clerk?
She walked into a big blue shirt.*

*Paul has a saucer, a fork, and a spoon.
He eats noodles on the moon.*

*Look at the yellow and black basketball.
Do you like to play in the yard in the fall?*

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

Answer Key:
3, 2, 1

Games and Activities

1. **Match Sound to Picture.** Write *ar, al, au, aw, or, ou, ow, oo, er, ir, ur, oi,* and *oy* on the board for reference. Then divide the class into pairs and give each pair a set of Unit 12 Phonics Time Picture Cards. A student in each pair (S1) begins by saying the sound of one of the target blends. S2 spells the blend, finds the picture card with the corresponding blend, then says another word with the same blend. S2 then says the sound of one of the target blends. Pairs continue in this way with the remaining target sounds.
2. **Say the Word, Write the Blend.** Divide the class into groups of four to five and give each group a set of Unit 12 Phonics Time Picture Cards. Groups shuffle their cards and place them facedown in the middle of the group. A student in each group (S1) begins by turning over a card and saying the word. The student on S1's right (S2) writes the letters that make up that word's target blend then uses the word in a sentence. S2 then turns over a card and says the word. Groups continue in the same way with the remaining picture cards.
3. **Bingo!** (See Game 23, page 142.) Play the game using Unit 12 Phonics Time Picture Cards.

Extra Practice

Explain and assign Worksheet 24, Vowel Blend Review, page 199. (For instructions and answer key, see page 175.)

Finish the Lesson

1. **Spell It Out.** Say /ɜr/. Students say the letters that make up the blend, either *er, ir,* or *ur*. Then a volunteer says a word that has that blend. Do the same with the remaining review blends.
2. Explain and assign Workbook page 54. (For instructions, see Teacher's Book page 164.)

Assessment

Explain and assign the Unit 12 Test, page 225. (For instructions and answer key, see page 207.)



Review 4

Story Time

Review Focus: Units 10–12 conversations, vocabulary, and patterns

Materials Needed: CD/cassette and player; Units 10–12 Word Time Picture Cards, 1 set per 4–6 students (see Picture and Word Card Book pages 39, 43, and 47)

For general information on Story Time, see page 16.

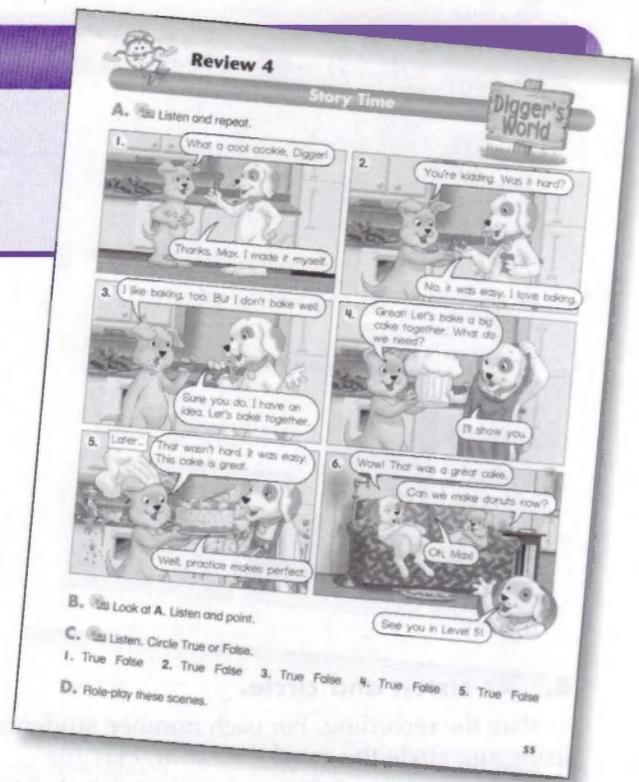
Warm-Up

1. Check Workbook page 54. (For instructions and answer key, see Teacher's Book page 164.)
2. **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.
3. **Vocabulary Review: Please.** Give various commands, using Unit 10 Word Time action words, some of which are preceded by *Please*. Students pantomime the action only if the language is preceded by *Please*. For example: say *Please paint*. Students pantomime painting. Say *take a nap*. Students do not pantomime taking a nap. If a student pantomimes an action that was not preceded by *Please*, or pantomimes the wrong action, he/she is "out" and must wait until the next round to play again. Continue until only one student is still "in" the game. Then play again, having a volunteer take on the teacher's role and give the commands.

Work with the Pictures

Students open their 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, using complete sentences when possible.
3. When groups have finished, have each group name one item, and write a sentence with that item on the board. Once all the sentences have been written, point to and read each sentence. Students repeat, pointing to those items in their books.
4. Ask the following questions while pointing to or touching the pictures (**bold words**) and pantomiming the adjectives (*italicized words*).



- Scene 1: Who made the cookie?
- Scene 2: Was it easy to bake the cookie?
- Scene 3: Does **Max** like baking?
Is he a good baker?
- Scene 4: What do you need to bake a cake?
- Scene 5: Was it easy to bake the cake?
- Scene 6: Is Digger hungry?
Is Max *hungry*?

Work with the Text

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

Practice the Story

A. Listen and repeat.

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

1. Max: *What a cool cookie, Digger!*
Digger: *Thanks, Max. I made it myself.*

2. Max: *You're kidding. Was it hard?*
Digger: *No, it was easy. I love baking.*
3. Max: *I like baking, too. But I don't bake well.*
Digger: *Sure you do. I have an idea. Let's bake together.*
4. Max: *Great! Let's bake a big cake together. What do we need?*
Digger: *I'll show you.*
- Later...
5. Max: *That wasn't hard. It was easy. This cake is great.*
Digger: *Well, practice makes perfect.*
6. Digger: *Wow! That was a great cake.*
Max: *Can we make donuts now?*
Digger: *Oh, Max!*
Digger: *See you in Level 5!*

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. Students in each pair take on the role of one of the characters (Digger or Max). Play the recording again, pausing after each line. Students repeat their character's lines. Students in each pair then change roles and do the activity again. Play the recording as many times as necessary for students to complete the task.

C. Listen. Circle True or False.

1. Play the recording. Students listen and, based on the *Digger's World* story, circle *True* if the statement is correct, and *False* if it is not.
 1. *Digger made the cookie.*
Digger made the cookie.
 2. *Digger doesn't like baking.*
Digger doesn't like baking.
 3. *Max and Digger are going to bake together.*
Max and Digger are going to bake together.
 4. *Max doesn't like the cake.*
Max doesn't like the cake.
 5. *Digger doesn't want to make donuts.*
Digger doesn't want to make donuts.

2. Check answers by saying *Number 1. Digger made the cookie.* Students say *True* if they circled *True*, and *False* if they circled *False*.

Answer Key: 1. True 2. False 3. True 4. False 5. True

D. Role-play these scenes.

1. Ask students what roles are needed to role-play the conversation. List the roles on the board (*Max, Digger*).

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 the volunteers act out the story along with the recording. They then role-play 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.

Games and Activities

1. **Did You Hear That?** Divide the class into groups of four to six and give each group a set of Units 10–12 Word Time Picture Cards. Read the *Digger's World* story, in which the words depicted on the picture cards are illustrated. Alternatively, read a simple story from a storybook that includes words depicted on the picture cards. Students listen to the story and hold up cards when they hear them named. Check each time to determine which groups are and which groups are not holding up the correct cards. Read the story again slowly, pausing after words for which there are cards in order to give groups a chance to hold up cards they may have missed before.
2. **Listen Carefully.** Play the recording of the story again. Students listen and write down two things that Digger made. Then divide the class into pairs and have students in each pair share their lists with their partners.
3. **Retell the Story.** Students take turns retelling the story in their own words.
4. **Make a New Story.** Each student divides a piece of paper into six equal parts and comes up with his/her own version of the story by drawing original scenes and new characters. Students then take turns standing up and describing their story to the rest of the class.

OPTIONS:

1. Students copy the pictures and speech bubbles from page 55.
2. Students do the activity in pairs.

Finish the Lesson

1. **Listen and Pantomime.** Divide the class into pairs, and have students in each pair take on the role of one of the characters in the story. Play the recording. Students listen and pantomime their role. Students in each pair then change roles and pantomime the story again.
2. Explain and assign Workbook page 55. (For instructions, see Teacher's Book pages 164–165.)

Activity Time

Review Focus: Units 10–12 vocabulary, patterns, and sounds

Materials Needed (excluding materials for optional activities):

CD/cassette and player; Units 10–12 Word Time Picture Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 39, 43, and 47)

For general information on Activity Time, see page 17.

Warm-Up

1. **Review Units 10–12 Vocabulary, Patterns, and Sounds.** Students turn to each 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 each vocabulary item, pattern, and sound.
2. Check Workbook page 55. (For instructions and answer key, see Teacher's Book pages 164–165.)

Review

Students open their Student Books to page 56.

A. Listen and write.

1. Play the recording. For each number, students write the sentence they hear. Play the recording as many times as necessary for students to complete the task.

1. *Point to the bird in the park.*
Point to the bird in the park.
2. *Roy likes to cook curry.*
Roy likes to cook curry.
3. *Bert eats oysters with a fork.*
Bert eats oysters with a fork.

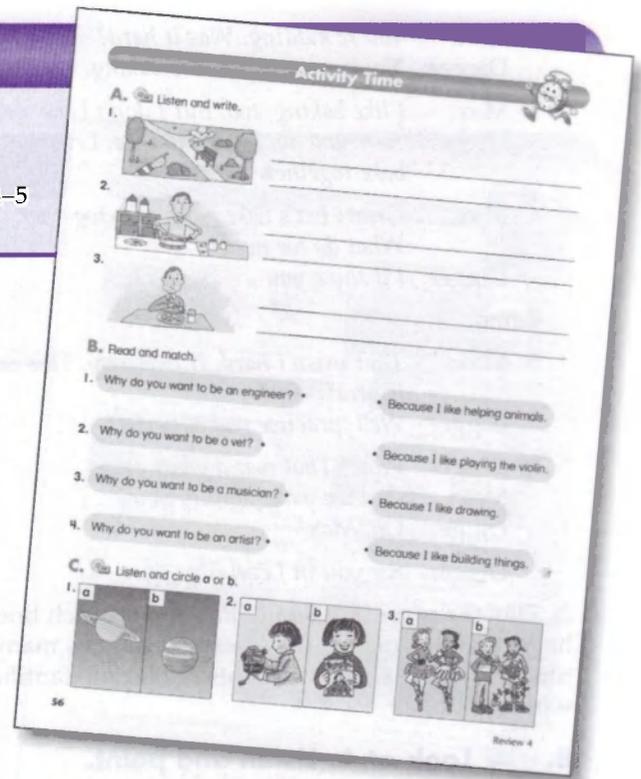
2. Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–3.

B. Read and match.

1. Students match each question in the left-hand column to the corresponding answer in the right-hand column.
2. Check answers by reading each question and having volunteers say the answer they matched it to.

Answer Key:

1. Why do you want to be an engineer?/Because I like building things.
2. Why do you want to be a vet?/Because I like helping animals.
3. Why do you want to be a musician?/Because I like playing the violin.



4. Why do you want to be an artist?/Because I like drawing.

C. Listen and circle a or b.

1. Play the recording. For each number, students listen and choose the picture that corresponds to the sentences they hear. Play the recording as many times as necessary for students to complete the task.

1. *I want to see Jupiter. Let me look.*
2. *I like making videos, but I don't like reading comic books.*
3. *You dance really well.*
Thanks. I love dancing.

2. Check answers by saying *Number 1* and having a volunteer say the letter he/she circled. Do the same for numbers 2–3.

Answer Key:

1. b 2. a 3. a

Games and Activities

1. **Match Why and Because.** Write six *Why* questions on the left side of the board, and six corresponding *Because* sentences on the right side of the board (see Suggested Sentences below). Point to each sentence and have students read it. Clarify word meaning if necessary. Then divide the class into pairs. Each pair matches each *Why* question with the corresponding *Because* sentence and writes the matching question

and answer on a piece of paper. When students have completed the task, have pairs take turns reading one or two of their questions and answers.

Suggested Sentences:

1. *Why does she want to cook breakfast? Because she's hungry.*
 2. *Why do you want to be a vet? Because I like helping animals.*
 3. *Why is he drinking soda pop? Because he's thirsty.*
 4. *Why do you want to buy a donut? Because I'm hungry.*
 5. *Why did she buy tickets? Because she wanted to see a movie.*
 6. *Why did you feed the pets? Because they were hungry.*
2. **Say the Word and a Sentence.** Divide the class into groups of four to five and give each group a set of Units 10–12 Phonics Time Picture Cards. Groups shuffle their cards and place them facedown in the middle of the group. A student in each group (S1) begins by turning over a card and naming it. The student on his/her right (S2) repeats the word and uses it in a sentence. He/She then turns over another card and names it. Groups continue in the same way with the remaining cards.
3. **Option: Project.** Invite students' parents or other members of the community to class to tell students about the occupations they have. Students take notes. Help students with English spelling if necessary. Then ask students questions about the people they have heard speak. For example: *Why does Mr. Lin like being a banker?*
4. **Option: Project.** Each student writes the letters of the alphabet on a very large sheet of paper and then puts the paper on the floor. Say a Units 10–12 target phonics word. Students repeat the word, then "spell" it with their feet, walking to each letter that makes up the word and naming each letter as they stand on it. Continue in the same way with seven to eight different words.

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 and answer key, see Teacher's Book page 165.)
3. Do Chapter 4 of Storybook 4, *A Medal for Ranger Day*. (For instructions and answer key, see Teacher's Book pages 167 and 169.)

Assessment

Explain and assign the Final Test, pages 226–231.
(For instructions and answer key, see pages 207–209.)



Games and Activities for Conversation Practice

1. 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 repeat the activity.

2. Guess the Line.

Write each line of the conversation on a separate piece of paper. Six to eight volunteers (one volunteer for each line of the conversation) come to the front of the classroom, and each picks a piece of paper. The volunteers then take turns looking at their cards and act out that line of the conversation (without words). Seated students try to identify and say each line. Once all the lines have been correctly identified, the volunteers say the lines in order and seated students repeat.

3. Happy Parrots.

Bring two pairs of volunteers (Pair 1 and Pair 2) to the front of the classroom. The students in Pair 1 say alternate lines of the conversation using the Student Book for reference if necessary. Pair 2, the "parrots," act out each conversation line as Pair 1 says it, using the proper intonation and body language. Pair 1 and Pair 2 then change roles and do the activity again. Then divide the class into groups of four and have each group do the activity as above.

4. Missing Words.

Divide the class into Groups A and B. Write the target conversation on the board. Elicit alternate lines from Groups A and B. Erase two to three key words from each line. Groups then change roles and say alternate lines of the conversation, trying to fill in the missing words. Continue in the same way, erasing more words from the conversation each time, until students can say the conversation from memory.

5. The Prompter.

Bring three volunteers (S1, S2, and S3) to the front of the classroom. Give S1 a Student Book for reference. S2 and S3 say the target conversation. S1, the "prompter," checks to see that they are making no mistakes, and prompts as necessary. S2 then holds the Student Book and S1 and S3 say the conversation. These three volunteers then go back to their seats. Divide the class into groups of three. Groups do the activity as above. Each group repeats the procedure twice so that all students take on each role.

6. Puppet Show.

Each student makes a puppet (see puppet-making ideas below). Then students form pairs or groups (in each group there should be one student for each speaker in the conversation) and role-plays the conversation using

their puppets as the speakers. Make sure students give puppets appropriate gestures and facial expressions. Students in each pair/group then change roles and role-play the conversation again.

VARIATION: Turn a table on its side and have pairs/groups take turns sitting behind the table and performing the conversation for their classmates. Make sure students give puppets appropriate gestures and facial expressions when performing.

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.

7. Put the Lines in Order.

Divide the class into groups of seven. Students in each group work together to write each line of the target conversation on a separate piece of paper. When they are finished, groups shuffle the pieces of paper and place them facedown. Say *Go!* Groups try to be the first to turn over the pieces of paper and put them in the correct order. The first group to do so raises their hands and says the conversation they have put together. If it is correct, they come to the front of the classroom and role-play the conversation for the rest of the class. If it is not correct, all groups continue to work until one group has put together the correct conversation.

8. Quick — Say the Line!

Divide the class into two to four groups (one group for each speaker in the conversation). Randomly point to a group and elicit the first line of the conversation. Then point one by one to the other group(s), and elicit the next line(s) of the conversation. Continue in the same way until groups finish saying the conversation. Repeat the activity until each group has taken on each role.

9. Say Alternate Lines.

Divide the class into Groups A and B. The two groups dictate alternate lines of the conversation to the teacher, reading from their Student Books if necessary. Write the conversation on the board, then bring two volunteers to the front of the classroom. The volunteers point to each line, and Groups A and B say alternate lines of the conversation. Volunteers and groups then change roles and say the conversation again.

10. Say It Together.

Divide the class into Groups A and B, and have the two groups 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 then change roles and practice the conversation again.

11. Set the Timer.

Students stand in a circle. Set a timer for two minutes. Toss a ball to a student and say the first line of the conversation. 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 circle. Students toss the ball and say the conversation quickly so that they are not holding the ball when the timer rings. The student holding the ball when the timer rings says the entire conversation with the student who tossed him/her the ball. Prompt if necessary. Then set the timer to one minute and do the activity again. Students should say the conversation lines correctly even though they are speaking quickly.

12. The Three Directors.

Divide the class into groups (one group for each speaker in the conversation). A volunteer "director" from each group stands in front of their group. Each director reads his/her line(s) of the conversation from the Student Book, and after each line motions to his/her "actors" to perform. His/Her group acts out the line, using the proper intonation and body language. Groups continue in this way until they have acted out the entire conversation. Groups then change roles, and new volunteers take on the "director" roles. Continue until each group has taken on each role.

13. Tic-Tac-Toe: Conversation.

Prepare 323 grids with one line of the conversation written in each square. Divide the class into pairs. Two pairs play with each other. Give each group of pairs one of the 323 grids. Pairs take turns reading one of the conversation lines, then saying the next line of that conversation. If they are correct, the pair places a marker of their own color on that square of the grid. The first pair to place three markers in a straight row (horizontal, vertical, or diagonal) wins the game.

14. 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.

15. 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.

16. Write the Next Sentence.

Divide the class into Groups A and B and have them say alternate lines of the conversation. Write each line on the board. Point to each line and elicit the conversation from the groups. Erase the entire conversation. A volunteer says the first line of the conversation and writes the sentence on the board. Students take turns adding sentences until the conversation is completely written on the board. Groups A and B say alternate lines. Then a volunteer substitutes new words into the conversation. Groups A and B change roles and read the resulting conversation.

17. Write the Next Word.

Divide the class into Groups A and B and have them dictate alternate lines of the conversation to you. 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 take turns adding the next word to each line of the conversation until it is completely written on the board. Prompt if necessary. Then a volunteer changes some words in the conversation. Groups A and B say alternate lines of the new conversation.

18. Unscramble.

Write the conversation on the board in scrambled order. Students try to be the first to unscramble and write down the conversation, then raise their hands. The first two students to do so raise their hands and read alternate lines of the conversation.

Games and Activities for Vocabulary Practice

Note: Most of the games below can be played using Word Time Picture Cards or Word Cards, or Phonics Time Picture Cards or Word Cards.

19. Act it Out.

Divide the class into pairs and give each pair a set of picture cards. Pairs place the cards facedown 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 it. S2 continues pantomiming until S1 correctly names the action. S2 then chooses a card and takes a turn

guessing. When they have named all their cards, students in each pair shuffle their cards and do the activity again.

20. Around the World.

Students sit in a circle. Two volunteers stand up next to each other to begin the game. Show these two volunteers 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 also stands up. Show the new pair a different picture card. The first student of this pair to correctly name the card wins a point and moves to stand beside the next student. Play continues like this 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.

21. 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 Teams A and B, 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 predetermined number of points is reached. The team who reaches this number of points 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 baseballs to home plate first wins one point. After nine “innings” (nine total points), the team with the most points wins.

22. Beanbags.

Divide the class into groups of three to four and give each group a beanbag (or other soft object) and a set of picture cards. Each group lays their cards out on the floor. Students in each group take turns tossing their beanbag onto one of the cards. The other students ask *What’s that?* The student who tossed the beanbag responds *It’s a (lizard)*, naming the item on which the beanbag has landed. Continue in the same way for five to seven minutes.

23. Bingo!

Give each student 9, 16, or 25 picture cards. Students place their picture cards faceup in a 3 × 3, 4 × 4, or 5 × 5 grid. One by one, call out the items illustrated on the picture cards. When a named item is in 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 pictures of the items in each grid square.
2. Before beginning play, students take turns naming the cards or pictures on their grids, then using these words in sentences.
3. 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.
4. 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 the squares in the shape of the predetermined letter, he/she shouts *Bingo!*
5. Students try to cover every square on their grid. When a student does this, he/she shouts *Blackout!*
6. Students try to cover the four corner squares of their grid. When a student does this, he/she shouts *Bingo!*

24. Concentration: Picture to Picture.

Shuffle five to ten pairs of matching picture cards and lay them out 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 the 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.

25. Concentration: Picture to Word.

Shuffle five to ten pairs of picture cards and corresponding word cards. Students play Concentration

as in Game 24, matching the picture card to the corresponding word card.

26. Concentration: Pairs.

When playing either Concentration 24 or 25, have students play in pairs to make the game more cooperative.

27. 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 the two students 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 in the same way until all students have come to the front of the classroom. The team with the most points at the end wins.

VARIATION: Give each pair just 30 seconds to correctly name 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.

28. Do It!

Give each student a picture card. Name one of the cards twice and then give a command. For example: *mountain, mountain, stand up!* Student(s) with that card name the card and do the action. For added challenge, name two cards at once so that more students are doing the actions. Students then take on the teacher's role. Continue in the same way for four to five minutes.

29. Do You Remember?

Divide the class into groups of four to six. Students open their Student Books to a Word Time page, and look at the spelling of the target words for one minute. After one minute, say *Go!* Students close their books and take one minute to write down as many of the target words as they remember. When time is up, say *Stop!* Group members put their pencils down and look at each other's notebooks to determine which of them has the most words. They then open their Student Books to check the spelling. The student in each group with the most correctly spelled words wins.

30. Draw the Picture.

Divide the class into Teams A and B. Place 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 different 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 and repeats the procedure. Continue 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.

31. Eyewitness.

Divide the class into groups of three to four. Place a set of ten picture cards faceup on a desk at the front of the classroom, and have a volunteer from each group come to the desk. The volunteers look at the cards, run back to their groups, and name as many of the cards as they can. Groups try to be the first to list those items by writing the name or drawing a picture of each one, then raising their hands. Groups take turns saying the words from their list. Both the group that finished first and the group that has the most right each 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.

32. Four Corners.

In each corner of the classroom, place a sign with a picture representing a unit category. For example: rooms in a house, food items, buildings, nature items. Say a word that corresponds with one of the categories (for example: *mushrooms*). 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 must sit down. Continue in the same way until there is just one student left standing.

LARGE CLASSES: Students point to the correct corner instead of running there.

33. Fruit Basket Upset.

Students sit in a circle on chairs. Give each student a picture card. A volunteer stands in the center of the circle. The volunteer calls out a card, saying, for example, *I want a (lizard)*. All students who have the (*lizard*) card hold up their cards, say *I want a (lizard), too*, then stand and race to sit in a different chair. The volunteer in the middle also tries to sit in a chair. The student left standing goes to the center of the circle and calls out the name of another card in the same way. The center student can also call out *Fruit Basket Upset*. When he/she does this, *all* students stand and try to sit in a different chair. Students continue until all vocabulary has been practiced at least once.

34. 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, then use the word in a sentence. 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 or removing cards from the chalktray. The student with the most points at the end wins.

35. Hide the Cards.

Bring eight volunteers to the front of the classroom and give each of them a picture card. The volunteers hide the cards around the classroom so that only a small portion of each picture is visible to the class. The volunteers then take turns pointing to the picture card they have hidden and asking *What's that?* Seated students try to determine what the picture is (getting up and moving around the room if necessary) and respond *It's (shampoo)*. The volunteer says either *Yes, it is.* if the guess is correct, or *No, it isn't.* if the guess is not correct. Continue until all cards have been correctly identified. Then bring eight new volunteers to the front of the classroom and do the activity again.

36. Hit the Cards.

Divide students into teams of four to six. Place picture cards, one set per team, faceup on the floor at the front of the classroom. Each team lines up at a designated distance behind their set of cards. Give the first student in each line an eraser. The first student in each line then throws his/her eraser and tries to make it land on one of their cards. If the eraser lands on a card, the student who threw the eraser names that card, picks it up, and takes it back to his/her line. If the eraser does not land on a card, or the student cannot name the card, he/she picks up his/her eraser, gives it to the second student in line, and goes to the back of the line. S2s then take a turn. The first team to collect all their cards wins.

37. 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. Attach word cards in a horizontal row to the board, one set below *A*, and one set below *B*. Give each team a set of picture cards that correspond to the word cards on the board. 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 *Done!* He/She then points to each card on the chalktray, and his/her teammates name it. 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 four to six students from each team 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.

38. Race to the Card.

Place two sets of picture cards around the classroom, each card in a different location. Divide the class into teams of eight. Students in each team count off from one to eight. Name one of the cards and say a number from one to eight. For example: *shellfish, six*. The student in each team whose number is six tries to be the first to run to the (*shellfish*) card, hold it up, and use the word in a sentence. The first student to do so wins a point for his/her team. Students then return to their teams. Do the same, using different numbers and cards, for five to seven minutes. The team with the most points at the end wins.

39. Read and Write.

Divide the class into pairs. Give each pair a set of word cards and corresponding picture cards. A student in each pair (S1) begins by holding up a word card and reading it. S2 repeats the word, holds the corresponding picture card, and uses the word in a sentence. Both students write the sentence down in their notebooks. Partners then change roles and continue in the same way until they have written down a sentence using each of the words.

40. Run and Find.

Attach a set of picture cards to the board. Divide the class into Teams A and B. Bring a volunteer from each team to the board, then 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 board. Play continues in the same way until all cards have been identified. The team with the most points at the end wins.

41. 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.

42. Spelling Contest.

Place word cards facedown on a desk at the front of the classroom. Divide the class into Teams A, B, and C. A volunteer from each team comes to the front of the classroom. The volunteer from Team A picks up a card and reads the word. The other two students write the word on the board. The student who finishes first gets a

point if the word is spelled correctly. If not, the other student gets the point. Neither student gets a point if both of them misspell the word. Continue in the same way until most students have taken a turn.

43. 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 3x3 grid between them. Pairs take turns pointing to and naming a card in the grid. If they are correct, that pair places a marker of their own color on that square of the grid. The first pair to place three markers in a straight row (horizontal, vertical, or diagonal) wins the game.

44. 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.

45. 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.

46. What's in the Bag?

Place realia of vocabulary items in a bag. A volunteer feels the bag and tries to identify an item without looking at it. Ask him/her *What's that?* The volunteer says *It's (shampoo)* then removes it from the bag. If the student identified the item correctly, he/she keeps it and another volunteer takes a turn. If he/she did not identify the item correctly, he/she puts the item back in the bag and another volunteer takes a turn. Continue in the same way until no items are left in the bag.

47. Which Card Doesn't Belong?

Divide the class into Teams A and B. 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 and one card from a different unit. For example: *tree, mountain, trail, living room*. Say *Go!* The volunteers look at their cards and place the card that doesn't belong on the chalktray. The first volunteer to place the correct card on the chalktray 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 most students have taken a turn. The team with the most points at the end wins.

Games and Activities for Grammar Practice

48. Guess Who.

Divide the class into groups of four to six. Place four to six picture cards facedown on a desk at the front of the classroom. One of the groups comes to the desk and each member picks a card. Students in the other groups take turns asking questions using the pattern to try to determine the card each student has. For example: *(Mari), do you want vegetables?* If (Mari) has the named card, he/she answers *Yes, I do*, and gives the card to the group that asked, which then takes another turn. If the student does not have the named card, he/she replies *No, I don't*, and another group takes a turn asking a question. Seated 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 and does the activity in the same way.

49. Make the Sentences.

Divide the class into pairs. Give each pair 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: Pairs make statements with their cards, then read them aloud. For questions and answers: One student in each pair creates a questions with their cards, then reads them aloud. His/Her partner then makes the answers with their cards and reads them 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 pattern. For example: *I want a rabbit*. The student sitting next to or behind him/her (S2) says S1's name, repeats his/her statement, and then adds his/her own statement. For example: *(Ken), you want a rabbit. I want a lizard*. The student sitting next to or behind S2 (S3) then repeats S1 and S2's statements, and adds his/her own. Students continue in the same way until someone is unable to repeat all the previous statements. The activity then begins again starting with this student.

51. Move Your Marker!

Divide the class into groups of six to eight, then divide each group into pairs. Each group lays 16 Word Time Picture Cards faceup in a circle. Give each pair a pile of eight to ten *you, they, he, she, and it* grammar cards, and a die. Specify how many times pairs must go around the circle to win the game. A pair in each group (P1) begins

by placing a marker such as a pen cap or coin on a card and rolling the die and moving their marker around the circle the number shown. Once they land on their card, they pick up a pronoun card. One student in the pair asks the question, and the other answers it using the card on which they landed. If the pair does this correctly, they remain on that card. If not, they return their marker to where it was at the start of their turn. Groups continue in the same way until one pair in each group has made it the predetermined number of times around the circle.

52. Pass the Message.

Students work seated in rows. The first student in each row (S1) thinks of a statement using the pattern (for example: *I have some shampoo*), and whispers it to the second student in the row (S2). S2 whispers the statement to the third student in the row, S3. S3 then whispers the statement to S4, and so on down the row. When the statement reaches the last student in the row, he/she says it aloud. If it matches S1's original statement, the row wins a point. If it does not match S1's original statement, the row does not win a point. Students in each row then move forward one seat and do the activity again. Continue until all students have had a turn sitting in the first seat of the row.

VARIATION: Play as above, but have the last student ask a question using the question form of the statement. For example: S1: *I want a rabbit*. Last student: (*S1's name*), *do you want a rabbit?*

53. What's Different?

Bring four to six volunteers to the front of the classroom. Give each volunteer a picture card and have them hold their cards up so that the rest of the class can see them. Seated students make statements about the volunteers using the pattern and the card each volunteer is holding. For example: if the grammar pattern is *He/She was at the (bookstore)* and the volunteer is holding the *drugstore* card, the student says (*Mari*) *was at the drugstore*. 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. Students make statements about the students who changed cards. For example: (*Ken*) *was at the drugstore*. Four to six new 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

54. Chant.

Write phonics words on the board and have students read them. Establish a 4 beat rhythm. Point to a word and on beats 1 and 2 ask *What's this?* Students say the word twice on beats 3 and 4. Continue in the same way, pointing to the words in random order until students can comfortably read each word while keeping the rhythm.

55. Complete the Sentence.

Place word cards along the chalktray. Write three incomplete sentences on the board. Divide the class into teams of three to four. The first team to write the three sentences with words in the appropriate blanks wins the game.

56. Draw and Write.

Divide the class into pairs. Students in each pair write three sentences containing words from the lesson. Then they draw a picture to illustrate each sentence and write the sentence as a "caption" under it. Each pair then takes turns showing their pictures to the class and reading their sentences.

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. Hold It Up!

Each student writes three consonant blends, each blend on a separate piece of paper. Say a word that contains one of the blends. Students repeat the word and hold up the paper with the correct blend spelling. If a student holds up the wrong blend, that student is "out". Continue with six to eight different words. The students remaining "in" at the end of the game are the winners.

VARIATION: Instead of using blends, play the game using different vowels.

59. How Many Sentences Can You Make?

Write the sentences from Phonics Time Activity C in the Student Books on the board. Circle two words in each sentence. Divide the class into groups of four to six. Assign each group one of the sentences and set a time limit (for example: five to seven minutes). Each group writes as many different sentences as they can by replacing the circled words. Then groups take turns reading their sentences to the class.

60. Match That Word.

Divide the class into pairs. A student in each pair (S1) begins by saying a word containing a target sound. S2 says another word with the same target sound. Each correct answer wins the student a point. Pairs continue until a student in each pair has five points.

61. Go Fish.

Divide the class into groups of four. 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 *bread* cards), he/she names the cards and places them faceup on the desk in front of him/her.

A student in each group (S1) begins by asking one of the other members of his/her group *Do you have a (bread) card?* If that student has the requested card, he/she replies *Yes, I do* and gives the card to S1. If that student does not have the requested card, he/she replies *No, I don't. Go fish!* and S1 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.

62. Pass the Sounds.

Divide the class into three groups, and have each group stand in a line. Whisper a word that has a target sound to the last student in each line. This student whispers the word to the student standing in front of him/her, who whispers the word to the student standing in front of him/her, and so on down the line. When it reaches S1, he/she says the word and its target sound out loud. If he/she is correct, he/she wins a point for his/her team. If he/she is not correct, his/her teammates correct him/her. The last student in each line then goes to the front of the line. Continue doing the activity in the same way until all students have had a turn at the front of the line. The team with the most points at the end wins.

63. Read, Pantomime, and Spell.

Divide the class into pairs. Each pair places two piles of word cards facedown on a desk. A student in each pair (S1) begins by taking one card from each pile, reading the two words silently, then pantomiming each word. S2 guesses the two words and spells the target blend in each word. For example: *fly, f-l, smile, s-m*. S1 and S2 alternate drawing two cards until all the cards have been pantomimed and guessed. Pairs shuffle the cards and do the activity again.

64. Rhyming.

Randomly place cards of words that students know along the chalktray. One at a time, say one of the words and ask students to say another word that rhymes with it. Continue until all rhyming words have been paired.

65. Tic-Tac-Toe: Sounds.

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 3x3 grid between them. Pairs take turns naming a card in the grid and saying its target sound. If the pair is correct, they place their marker on the square in the grid. The first pair to place three markers in a row (horizontal, vertical, or diagonal) wins the game.

66. Zoo Contest.

Draw two animals on the board and write their names underneath. Underline a letter in each name. Then divide the class into Teams A and B. Students in each team take turns saying words beginning with one of the two letters. Each correct word wins the team one point. When students run out of words, underline two more letters or draw another two animals and continue as above. Play for a set time (for example: five to seven minutes).

Workbook Instructions and Answer Key

Do You Remember?

Page iii

A. Read and match.

Students read each sentence in the left-hand column and match it to the most logical response in the right-hand column.

Check answers by saying *Number 1. Excuse me. Can you help me?* A volunteer points to and reads the sentence he/she matched it to in the right-hand column. Do the same for numbers 2–6.

Answer Key

- Excuse me. Can you help me?/Sure.
- How much are these?/They're one dollar each.
- I'm hungry./Me, too. Let's have a snack.
- What's your address?/23 Plain Road.
- Where's the trash can?/It's over there. It's under the tree.
- What are you looking for?/My watch!

B. Read and write.

For each number, students answer the question based on the picture cue.

Check answers by pointing to each picture, asking the corresponding question, and having a volunteer read his/her answer.

Answer Key

- Is this a wallet? Yes, it is.
- Is that a river? No, it isn't. It's a mountain.
- Are these bean sprouts? No, they aren't. They're mushrooms.
- Is that a puppy? Yes, it is.
- Is he exercising? Yes, he is.
- Was she at the bookstore? No, she wasn't. She was at the bakery.

Page iv

C. Look, read, and write ✓ or X.

For each number, students look at the picture and read the sentences below. If the sentences correspond to the picture, students write ✓. If they do not, students write X.

Check answers by pointing to each picture. Students read the corresponding sentences and say whether they wrote ✓ or X.

Answer Key

- | | | | |
|------|------|------|------|
| 1. X | 2. ✓ | 3. ✓ | 4. ✓ |
| 5. ✓ | 6. X | 7. ✓ | 8. X |

D. Look and write.

Students look at each picture and then fill in the missing consonant blend to complete the corresponding word.

Check answers by pointing to each picture and having a volunteer say and spell the word he/she wrote.

Answer Key

- | | |
|---------------------|--------------------|
| 1. <u>cr</u> ab | 2. <u>pr</u> esent |
| 3. <u>sm</u> ile | 4. <u>sn</u> ake |
| 5. <u>air</u> plane | 6. <u>br</u> ead |

Unit 1

Conversation Time, Page 1

A. Read and circle.

Students circle the words that make up each line of the target conversation.

Check answers by pointing to each picture and having a volunteer say that line of the conversation.

Answer Key

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

B. Read and match.

For each number, students read the sentences and match them to the corresponding picture.

Check answers by saying *Number 1* and having a volunteer read the sentences and point to the picture he/she matched them to. Do the same for numbers 2–3.

Answer Key

- matches the third picture
- matches the first picture
- matches the second picture

Word Time, Page 2

A. Read and circle.

Students look at each picture and circle the words that make up the corresponding verb phrase.

Check answers by pointing to each picture and having students say the words they circled.

Answer Key

- | | |
|---------------------|----------------------|
| 1. climb a mountain | 2. listen to stories |
| 3. clean the tent | 4. watch the sunrise |
| 5. play cards | 6. cook breakfast |

B. Look and write.

Students look at each picture and, following the example, write the corresponding sentence.

Check answers by pointing to each picture and having a volunteer say the sentence he/she wrote.

Answer Key

1. I'm watching the sunrise.
2. He isn't washing the pots and pans.
3. We're playing cards.
4. She's cooking breakfast.

Practice Time, Page 3

A. Write the questions and answers.

For each number, students use the word and picture cues to write the target question and answer.

Check answers by saying *Number 1* and having a volunteer read the corresponding question and answer. Do the same for numbers 2–4.

Answer Key

1. Did you play cards? No, I didn't. I watched the sunrise.
2. Did he cook breakfast? Yes, he did.
3. Did she clean the tent? Yes, she did.
4. Did they climb a mountain? No, they didn't. They laughed at jokes.

B. Read and write.

For each number, students look at the large scene and then either write or answer the question.

Check answers by saying *Number 1* and having a volunteer read the corresponding question and answer. Do the same for numbers 2–4.

Answer Key

1. Did they cook breakfast? No, they didn't. They cleaned the tent.
2. Did she laugh at jokes? No, she didn't. She played cards.
3. Did he laugh at jokes? Yes, he did.
4. Did they wash the pots and pans? Yes, they did.

Phonics Time, Page 4

A. Circle and write.

Students circle the consonant blend to complete each word. They then write the blend to complete each 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. shirt | 2. <u>present</u> |
| 3. airplane | 4. <u>smile</u> |
| 5. tree | 6. <u>flower</u> |
| 7. chair | 8. <u>three</u> |

B. Read and write. Use some letters twice.

Using the picture as a cue, students read the paragraph and fill in the missing consonant blends.

Check answers by reading the paragraph and pausing at each incomplete word. A volunteer says and spells each of these words. Then have a volunteer read the entire paragraph.

Answer Key

We like this park. There are flowers and trees. There is green grass. We fly kites and play on the slide. We watch the fish in the creek and catch spiders. Our mothers smile and eat peaches and plums.

Unit 2

Conversation Time, Page 5

A. Unscramble and write. Then number the sentences in the correct order.

Students unscramble and write each line of the conversation. They then number the lines of conversation in the correct order.

Check answers by pointing to the first line of the conversation and having a volunteer read it. Another volunteer then says which number he/she wrote for that sentence. Do the same for the remaining lines of the conversation. Then have a volunteer read the entire conversation in the correct order.

Answer Key

- 5 Uh-oh! I don't have enough money.
- 1 It's so hot. I'm really thirsty.
- 8 Thanks a lot.
- 2 Me, too. Let's get some juice.
- 3 What kind of juice do you want?
- 6 That's okay. It's my treat.
- 7 Here you are.
- 4 Orange juice, please.

B. Your turn. What do you want? Read and write.

Students read write two sentences about themselves based on the sentences in the speech bubble.

Check answers by having students take turns reading their sentences to the class.

Answer Key

Answers will vary.

Word Time, Page 6

A. Unscramble and write. Then number the words.

Students unscramble and write each verb phrase. They then look at each numbered spot in the large scene and, for each number, they write the number next to the corresponding verb phrase.

Check answers by saying *Number 1* and having a volunteer say and spell the corresponding verb phrase. Do the same for numbers 2–8.

Answer Key

- 3 drink soda pop
- 2 eat cotton candy
- 1 go on a ride
- 4 buy tickets
- 7 take pictures
- 8 win a prize
- 5 have lunch
- 6 see a show

B. Look and write.

Based on the picture cues, students write sentences about what time the different activities were done.

Check answers by having a volunteer read the sentences he/she wrote.

Answer Key

(Answers may be in any order.)

1. I have lunch at twelve o'clock.
2. I eat cotton candy at one o'clock.
3. I buy tickets at two o'clock.
4. I go on a ride at three o'clock.
5. I drink soda pop at five o'clock.
6. I take pictures at seven o'clock.

Practice Time, Page 7

A. Read and write.

For each number, students read the verb and then write its past tense form.

Check answers by saying *Number 1*. *drink* and having a volunteer say *drank*. Do the same for numbers 2–8.

Answer Key

1. drink → drank
2. eat → ate
3. win → won
4. go → went
5. see → saw
6. have → had
7. buy → bought
8. take → took

B. Look and write. Then number the pictures.

Students fill in the missing words to complete each sentence. They then find the picture that corresponds to each pair of sentences and write that number in the space provided.

Check answers by saying *Number 1*. A volunteer reads the sentence he/she wrote and then points to the corresponding picture. Do the same for numbers 2–3.

Answer Key

1. I went on a ride. I didn't take pictures.
2. I bought tickets. I didn't win a prize.
3. I took pictures. I didn't eat cotton candy.

The pictures are numbered: 2, 3, 1

C. Look and write.

For each number, students use the target patterns to write about the pictures.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentences. Do the same for numbers 2–3.

Answer Key

1. She went on a ride. She didn't see a show.
2. He ate cotton candy. He didn't drink soda pop.
3. They had lunch. They didn't buy tickets.

Phonics Time, Page 8

A. Which word has a different -ed sound? Read and circle.

For each number, students read the three words and circle the one with a different *final ed* sound.

Check answers by saying *Number 1*. *walked, played, asked* and having students say the word they circled. Do the same for numbers 2–4.

Answer Key

- | | |
|------------|----------|
| 1. played | 2. baked |
| 3. climbed | 4. used |

B. Read and write. Then write the words in the correct category.

Students read each verb and write its past tense form. They then write each past tense form in the column that corresponds to its *final ed* sound.

Check answers by saying *Number 1*. *brush* and having a volunteer say and spell the word he/she wrote. Do the same for numbers 2–8. Then say /t/ and have a volunteer read the words he/she wrote in the *walked* column. Do the same for the /d/ words.

Answer Key

1. brush → brushed
2. water → watered
3. kiss → kissed
4. watch → watched
5. pull → pulled
6. play → played
7. laugh → laughed
8. listen → listened

walked: brushed, kissed, watched, laughed

used: watered, pulled, played, listened

C. Read the word. Then circle the words with the same -ed sound.

For each number, students read the highlighted word and then circle each word in the following sentence that has the same *final ed* sound as the highlighted word.

Check answers by saying *Number 1* and having a volunteer read the highlighted word and then the whole sentence. A different volunteer then says the words he/she circled. Do the same for number 2.

Answer Key

1. On Monday, Lisa watered the plants and brushed her hair. Then she called a friend.
2. On Saturday, Ted and Annie listened to music. They baked cookies, too. Then they washed the pots and pans.

Unit 3

Conversation Time, Page 9

A. Unscramble and write.

Students unscramble and write each line of the conversation.

Check answers by saying *Number 1* and having a volunteer read the corresponding lines of the conversation. Do the same for numbers 2–4.

Answer Key

1. Let me help you, Mom.
Thanks. Be careful. It's heavy.
2. No problem. I'm strong.
Yes, you are.
3. Help!
Watch out!
4. Are you okay?
I think so, but look at my skateboard.

B. Read and match.

Students match each sentence with the corresponding picture.

Check answers by saying *Number 1. Be back by six!* and having students point to the corresponding picture. Do the same for numbers 2–3.

Answer Key

1. matches the third picture
2. matches the first picture
3. matches the second picture

Word Time, Page 10

A. Use the code to write the words. Then match.

Students use the code to decipher each word. They then match each verb phrase to the corresponding picture.

Check answers by saying *Number 1* and having students say the corresponding verb phrase and point to the corresponding picture. Do the same for numbers 2–7.

Answer Key

1. sweep the floor (matches the second picture in the second column)
2. do the laundry (matches the first picture in the first column)
3. hang up the clothes (matches the third picture in the second column)
4. make the bed (matches the third picture in the first column)
5. set the table (matches the first picture in the second column)
6. take out the garbage (matches the fourth picture in the second column)
7. put away the groceries (matches the second picture in the first column)

B. Read and write.

Students read each question and write the answer.

Check answers by saying *Number 1* and having a volunteer read both the question and answer. Do the same for numbers 2–3.

Answer Key

1. What's she doing? She's sweeping the floor.
2. What's he doing? He's doing laundry.
3. What are they doing? They're feeding the pets.

Practice Time, Page 11

A. Read and match.

Students match each question and its answer to the corresponding picture.

Check answers by pointing to each picture and having a volunteer say the corresponding question and answer.

Answer Key

1. matches the second picture in the first column
2. matches the first picture in the first column
3. matches the picture in the second column

B. Look, read, and write.

Using the large and small pictures as cues, students write the target patterns for each number.

Check answers by saying *Number 1. What did she do?* and having a volunteer read the answer he/she wrote. Do the same for numbers 2–6.

Answer Key

1. What did she do? She hung up the clothes.
2. What did they do? They took out the garbage.
3. What did he do? He swept the floor.
4. What did he do? He made the bed.
5. What did they do? They set the table.
6. What did she do? She put away the groceries.

Phonics Time, Page 12

A. Read the word. The circle the words with the same -ed sound.

For each number, students read the highlighted word. They then circle any other word(s) in that row with the same *final ed* sound as the highlighted word.

Check answers by saying *Number 1*. *shouted* and having a volunteer read the other words he/she circled in that row. Do the same for numbers 2–3.

Answer Key

1. invited, weeded
2. watched
3. dusted, planted

B. Read and answer the questions.

Students read the paragraph. They then use the information from the paragraph to answer the questions in complete sentences.

Check answers by saying *Number 1* and having a volunteer read the question. Another volunteer reads the answer he/she wrote. Do the same for numbers 2–5.

Answer Key

Note: Answers may vary slightly.

1. Who did Moe invite for lunch? He invited Sue and Jack for lunch.
2. When did Moe paint a picture? He painted a picture in the morning.
3. Did Moe plant a weed? No, he didn't. He planted a seed.
4. What did Moe, Sue, and Jack do in the afternoon? They weeded the garden in the afternoon.
5. What did Jack roast? He roasted some chicken.

Review 1

Page 13

A. Match and write.

Students match each sentence in the left-hand column to the most logical response in the right-hand column. They then write the words to complete each sentence.

Check answers by saying *Number 1*. *Are you okay?* and having a volunteer read the completed sentence he/she matched it to. Do the same for numbers 2–6.

Answer Key

1. Are you okay?/I think so.
2. I don't have enough money./That's okay. It's my treat.
3. I'm really thirsty./Me, too. Let's get some juice.
4. Let me help you./Okay. Be careful.
5. What's for breakfast?/We're having bacon and eggs.

B. What did you do? Look and write.

Following the model sentence, students write a sentence about each picture.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same with numbers 2–8.

Answer Key

1. I fed the pets in the morning.
2. I cooked breakfast in the morning.

3. I washed the pots and pans in the afternoon.
4. I saw a show in the afternoon.
5. I took out the garbage in the evening.
6. I hung up the clothes in the evening.
7. I put away the groceries at night.
8. I played cards at night.

Page 14

A. Read and write.

For each number, students look at the head shot of the child(ren). They then find that child(ren) in the bigger scene above and fill in the blanks to complete each sentence based on that bigger scene.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentences. Do the same for numbers 2–6.

Answer Key

1. Did she clean the tent? No, she didn't. She washed the pots and pans.
2. Did he feed the pets? Yes, he did.
3. He ate cotton candy. He didn't drink soda pop.
4. They had lunch. They didn't buy tickets.
5. What did they do? They made the bed.
6. What did he do? He hung up the clothes.

B. Write the words in the correct category.

Students read the words in the box and then write each word in the column that corresponds to its *final ed* sound.

Check answers by saying *cleaned* and having a volunteer read the words he/she wrote in that column. Do the same for the other two columns.

Answer Key

cleaned: called, climbed, played, watered, listened
cooked: walked, asked, talked, washed, brushed
weeded: invited, planted, waited, roasted, dusted

Unit 4

Conversation Time, Page 15

A. Fill in the blanks. Use some words twice.

Students fill in the missing words to complete each line of the conversation.

Check answers by saying *Number 1* and having a volunteer read the corresponding line of the conversation. Do the same for numbers 2–7.

Answer Key

1. Excuse me. I'm looking for the museum. Is it far?
2. Not really.
3. Walk two blocks. Turn left. It's on the right.
4. Did you say turn right or turn left?
5. Turn left. It's on the right.
6. Thank you very much.
7. You're welcome. Have fun!

B. Read and match.

For each number, students read the sentences and match them to the corresponding picture.

Check answers by pointing to each picture and having students read the corresponding sentences.

Answer Key

1. matches the second picture in the first column
2. matches the first picture in the first column
3. matches the picture in the second column.

Word Time, Page 16

A. Unscramble and write.

Students unscramble each verb phrase and then write it below the corresponding picture.

Check answers by saying *Number 1* and having a volunteer say and spell the verb phrase he/she wrote. Do the same for numbers 2–6.

Answer Key

1. visit a friend
2. rent a video
3. buy a donut
4. mail a letter
5. take a taxi
6. get a haircut

B. What are they doing? Look and write.

Students look at the characters in the large scene. Then, using the example sentences as models, they write the action that each character is doing.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentence. Do the same for numbers 2–6.

Answer Key

1. They're riding the bus.
2. He's getting a haircut.
3. She's buying a donut.
4. She's taking a taxi.
5. They're seeing a movie.
6. He's mailing a letter.

Practice Time, Page 17

A. Read. Then write ✓ and X.

For each number, students read the two sentences. They write ✓ on the picture that corresponds to the positive statement. They write X on the picture that corresponds to the negative statement.

Check answers by saying *Number 1*. *She's going to take a taxi*. Students point to the corresponding picture. Do the same for the negative sentence. Then do the same for numbers 2–4.

Answer Key

1. ✓ X
2. X ✓
3. X ✓
4. ✓ X

B. Look and write.

Students use the target patterns to write sentences about the characters in each large picture.

Check answers by saying *Number 1* and having a volunteer read the four sentences he/she wrote. Do the same for number 2.

Answer Key

1. She's going to visit a friend. She isn't going to take a taxi.
He's going to take a taxi. He isn't going to visit a friend.
2. They're going to mail a letter. They aren't going to buy a donut.
He's going to buy a donut. He isn't going to mail a letter.

Phonics Time, Page 18

A. Complete the puzzle.

Students look at the picture cues and write the corresponding words in the puzzle.

Check answers by saying *Across, Number 2* and having a volunteer say and spell the word he/she wrote. Do the same for the remaining numbers.

Answer Key

- Across
2. poodle
 5. turtle
 7. uncle
- Down
1. bottle
 3. beetle
 4. bicycle
 6. puddle

B. Read and circle the -le words.

Students read the short story and circle all the *final le* words.

Check answers by slowly reading the story aloud and having students raise their hands each time they hear a *final le* word.

Answer Key

Lana's uncle gave her a saddle. She rode her horse and saw some cattle. She jumped in the lake and made a ripple. She swam to the middle and saw a turtle.

"Little girl, give me an apple," said the turtle.

"I don't have an apple," said Lana, "but I have a saddle."

Unit 5

Conversation Time, Page 19

A. Read and circle.

Students circle the words that make up each line of the conversation.

Check answers by saying the first line of the conversation and pausing before the word students circled. A volunteer says and spells the word he/she circled. Do the same with the remaining lines of the conversation.

Answer Key

What are you eating?

Fried rice. Try some. It's good.

No, thanks.

Come on. Just a little.

Oh, all right. But not too much.

Here you go.

Hey! It's delicious!

I told you so!

B. Read and match.

Students read each question and its answer then match them to the corresponding picture.

Check answers by pointing to each picture and having volunteers say the corresponding question and answer.

Answer Key

1. second picture in the second column
2. second picture in the first column
3. first picture in the second column
4. first picture in the first column

Word Time, Page 20

A. Read and circle.

Students look at each picture and circle the corresponding word(s).

Check answers by saying *Number 1* and having a volunteer say and spell the words he/she circled. Do the same for numbers 2–8.

Answer Key

1. a burrito
2. tacos
3. iced tea
4. french fries
5. lemonade
6. spaghetti
7. a hot dog
8. curry

B. Look and write.

Following the cue words, students write a *want* and a *don't want* sentence about each picture.

Check answers by saying *Number 1* and having a volunteer say the corresponding sentences. Do the same for numbers 2–4.

Answer Key

1. I want a hot dog. I don't want curry.
2. She wants burritos. She doesn't want spaghetti.
3. They want tacos. They don't want lemonade.
4. We want french fries. We don't want hot dogs.

C. Your turn. Read and write.

Students read the question and answer it based on their own personal preference.

Check answers by having students take turns reading their answers to the class.

Answer Key

Answers will vary.

Practice Time, Page 21

A. Read and match.

Students match each question to an appropriate answer.

Check answers by reading each question and having students read the corresponding answer.

Answer Key

What are you going to have?/We're going to have some iced tea.

What are they going to have?/They're going to have some curry.

What's he going to have?/He's going to have a burrito.

What's she going to have?/She's going to have a taco.

B. Look and write.

For each number, students look at the small picture cue and then find that person in the large scene above. They then write the corresponding target question and answer about that person.

Check answers by saying *Number 1* and having a volunteer say the corresponding question and answer. Do the same for numbers 2–4.

Answer Key

1. What's he going to have? He's going to have some curry.
2. What are they going to have? They're going to have some hot dogs.
3. What's she going to have? She's going to have some spaghetti.
4. What's he going to have? He's going to have some iced tea.

Phonics Time, Page 22

A. Fill in the blanks.

Students use the words in the support box to complete the paragraph.

Check answers by reading the paragraph and pausing at each missing word. A volunteer says and spells each of these words. Then have a volunteer read the entire paragraph.

Answer Key

My name is Peter. I have a blister on my finger. I have a computer on my desk. I have some paper in my desk. I don't have an eraser, but I have a ruler and a marker.

B. Fill in the blanks.

Students use the words in the support box to complete the paragraph.

Check answers by reading the paragraph and pausing at each missing word. A volunteer says and spells each of these words. Then have a volunteer read the entire paragraph.

Answer Key

It's time for dinner at my house. My sister is going to have a hamburger. My mother is going to have a cucumber. My brother is going to have lobster with butter. My father is going to have roasted peppers. Digger is going to have some water.

Unit 6

Conversation Time, Page 23

A. Find the words. Then fill in the blanks and match.

Students find each of the words missing from the conversation below. They then write the missing words to complete each line of the conversation. Then they match each line of the conversation in the left-hand column to the subsequent line in the right-hand column.

Check answers by saying *Number 1* and having a volunteer read the corresponding two lines of the conversation. Do the same for numbers 2–4.

Answer Key

1. What's your favorite subject?/I like math. It's fun.
2. Excuse me. Where's the library?/Go straight. It's across from the music room.
3. Thanks./Sure.
4. Oh! It's time for art class./Great! That's my favorite.

B. Look at the chart. Write the questions and answers.

Students look at the chart to get the information necessary to complete the sentences below about each person.

Check answers by saying *Number 1* and having a volunteer say the corresponding question and answer. Do the same for numbers 2–4.

Answer Key

1. What's Annie's favorite animal? She likes dogs.
2. What's Annie's favorite color? She likes red.
3. What is Bob and Ian's favorite subject? They like English.
4. What's Ted's favorite animal? He likes lizards.

Word Time, Page 24

A. Look and match. Then write the phrases in the correct category.

Students match each picture to the words that make up the corresponding verb phrase. They then write each verb phrase in the category that corresponds to the season in which it is generally done.

Check answers by saying *Number 1* and having a volunteer say the corresponding verb phrase. Do the same for numbers 2–6. Then say *winter* and have students say the verb phrases they wrote in the *winter* column. Do the same for the remaining seasons.

Answer Key

1. pick apples
2. go to the beach
3. plant flowers
4. play in the leaves
5. go skiing
6. build a snowman

winter: build a snowman, go skiing

spring: plant flowers

summer: go to the beach

fall: pick apples, play in the leaves

B. Look and write.

Following the example sentences, students write two sentences about each picture.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentences. Do the same for numbers 2–4.

Answer Key

1. It's summer. I'm going to go to the beach.
2. It's fall. I'm going to play in the leaves.
3. It's winter. I'm going to build a snowman.
4. It's spring. I'm going to plant flowers.

Practice Time, Page 25

A. Read and circle True or False.

For each number, students look at the head shot and find that person in the large scene above. They then read the sentences and circle *True* if they describe that person and *False* if they do not.

Check answers by saying *Number 1* and having a volunteer read the sentences. Another volunteer then says *True* or *False*. Do the same for numbers 2–4.

Answer Key

- | | |
|----------|---------|
| 1. True | 2. True |
| 3. False | 4. True |

B. Look and write.

For each number, students use the target patterns to write two sentences about the pictures.

Check answers by saying *Number 1* and having a volunteer say the corresponding sentences. Do the same for numbers 2–3.

Answer Key

1. He'll go skiing in the winter. He won't go to the beach.
2. She'll play in the leaves in the fall. She won't go skiing.
3. They'll fly a kite in the spring. They won't pick apples.

C. Your turn. What will you do?

Students use the target patterns to write about their own future actions.

Check answers by having students take turns reading their sentences to the class.

Answer Key

Answers will vary.

Phonics Time, Page 26

A. Circle and write.

For each number, students circle the missing blend to complete the word. They then write the missing blend to complete the 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. wall | 2. draw |
| 3. saucer | 4. chalk |
| 5. talk | 6. ball |
| 7. crawl | 8. walk |

B. Read and write.

Students answer each question based on the pictures above.

Check answers by saying *Number 1* and having a volunteer read the question. A different volunteer then reads the answer he/she wrote. Do the same with numbers 2-4.

Answer Key

Note: Answers may vary slightly.

1. Paul can't walk. Can he crawl? Yes, Paul can crawl.
2. Does Paul draw on the wall with crayons? No, he doesn't. Paul draws on the wall with chalk.
3. Who sees Paul draw? Paul's mother sees him draw.
4. Does Paul like to draw on the wall? Yes, he does.

Review 2

Page 27

A. Read and write.

Students look at each picture and write the corresponding lines of conversation.

Check answers by saying *Number 1* and having a volunteer say the corresponding lines of conversation. Do the same for numbers 2-4.

Answer Key

1. Excuse me. Where's the library?/Go straight. It's across from the music room.
2. What's your favorite subject? I like math. It's fun.
3. What are you eating? Fried rice. Try some. It's good.
4. Hey! It's delicious. I told you so.

B. Match and write.

Students match each verb in the left-hand column to the appropriate phrase in the right-hand column. They then write the complete verb phrase.

Check answers by saying *Number 1* and having a volunteer say the complete verb phrase. Do the same for numbers 2-8.

Answer Key

- | | |
|------------------|--------------------|
| 1. see a movie | 2. visit a friend |
| 3. mail a letter | 4. build a snowman |
| 5. take a taxi | 6. get a haircut |
| 7. rent a video | 8. buy a donut |

Page 28

A. Look and write.

Students write a positive sentence and a negative sentence about each pair of pictures.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentences. Do the same for number 2.

Answer Key

1. He's going to mail a letter. He isn't going to take a taxi.
2. I'm going to see a movie. I'm not going to get a haircut.

B. Look and write.

Following the example, students write a question and answer about each picture.

Check answers by pointing to each picture and having a volunteer say the corresponding question and answer.

Answer Key

1. What are you going to have? We're going to have some tacos.
2. What are you going to have? I'm going to have a hot dog.

C. Look and write.

Students write a positive sentence and a negative sentence about each pair of pictures.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentences. Do the same for number 2.

Answer Key

1. She'll plant flowers in the spring. She won't build a snowman.
2. They'll go to the beach in the summer. They won't pick apples.

D. Look and write.

Students fill in the missing letters to complete each word.

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

Answer Key

- | | |
|------------|-----------|
| 1. lobster | 2. tiger |
| 3. chalk | 4. puddle |
| 5. saucer | 6. beetle |

Unit 7

Conversation Time, Page 29

A. Number the sentences in the correct order.

Students number the lines of the conversation in the correct order.

Check answers by saying *Well, it's time to go. Please make up your mind* and having a volunteer say the number he/she wrote for the line of the conversation. Do the same with the remaining lines of the conversation.

Answer Key

- 3 Well, it's time to go. Please make up your mind.
- 2 Oh, I don't know. They're all cute.
- 7 Great! Let's get it.
- 5 Are you sure?
- 4 Um, okay. I'll take this one.
- 6 I'm positive.
- 8 Dad, the cashier is over here.
- 1 Which one do you want?

B. Look and match.

Students match each picture to the corresponding sentence.

Check answers by reading each sentence and having students point to the corresponding picture.

Answer Key

1. I don't know.
2. I'll take this one.
3. Which one do you want?
4. I'll take that one.

Word Time, Page 30

A. Look. Then write the letter.

For each number, students read the word then look at the large scene and find the corresponding picture. They then write that picture's letter to the right of the word.

Check answers by saying *Number 1. whale* and having students point to the picture of the whale and say the corresponding letter. Do the same for numbers 2–6.

Answer Key

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

B. Look and write.

Following the example, students write a descriptive phrase about each animal.

Check answers by saying *Number 1* and having students say the two corresponding phrases. Do the same for number 2.

Answer Key

1. a big whale
a small crab
2. a slow octopus
a fast dolphin

C. Your turn. Read and write.

Students answer each question about themselves.

Check answers by having students take turns reading their sentences to the class.

Answer Key

Answers will vary.

Practice Time, Page 31

A. Read and write True or False.

Students read each sentence. They then write *True* if it accurately describes the picture and *False* if it does not.

Check answers by saying *Number 1* and having a volunteer read the statement. A different volunteer then says *True* or *False*. Do the same for numbers 2–6.

Answer Key

- | | |
|----------|----------|
| 1. True | 2. False |
| 3. True | 4. True |
| 5. False | 6. True |

B. Look and write.

For each number, students use the highlighted adjective to make a comparative sentence about the picture.

Check answers by pointing to each picture and having volunteers say the sentence they wrote about it.

Answer Key

1. The shark is faster than the dolphin.
2. The eel is slower than the octopus.
3. The eel is bigger than the crab.
4. The shark is smaller than the whale.

Phonics Time, Page 32

A. Circle and write ar or or. Then number the pictures.

Students circle and write *ar* or *or* to complete each word. They then write each word's number in the space provided for the corresponding picture.

Check answers by pointing to each picture and having a volunteer say and spell the corresponding word. A different volunteer then says the number he/she wrote for that picture.

Answer Key

1. farm
2. corn
3. storm
4. barn
5. fork
6. lizard

The pictures are numbered: 3, 6, 2, 4, 1, 5

B. Fill in the blanks.

Students use the words in the support box to complete the paragraphs.

Check answers by reading each paragraph and pausing at each missing word. A volunteer says and spells each of these words. Then have a volunteer read each paragraph.

Answer Key

Today we visited Grandpa's farm. Grandpa grows peas and corn in the garden. His horse lives in a big, red barn. A small, green lizard lives there, too. We chased it across the yard.

There was a storm in the evening. It rained and the sky was dark. We played cards and listened to stories in the house. Grandpa made popcorn.

Unit 8

Conversation Time, Page 33

A. Fill in the blanks.

Students fill in the missing words to complete each line of the conversation.

Check answers by saying *Number 1* and having a volunteer read the corresponding line of the conversation. Do the same with numbers 2–9.

Answer Key

1. Dad! Guess what!
2. What?
3. There's a monkey on the car!
4. Quick! Shut the window.
5. Look! There it is.
6. Oh, it's cute.
7. It's not cute. It's scary.
8. Don't worry. It won't hurt you.
9. Aw! It's going away.

B. Look and write.

Students use the cue words and pictures to write mini-dialogues based on the target conversation.

Check answers by saying *Number 1* and having a volunteer read the dialogue he/she wrote. Do the same for number 2.

Answer Key

1. Guess what!
What?
There's a mouse under the bed.
Quick! Jump on the bed.

2. Guess what!

What?

There's a lizard outside the door.

Quick! Shut the door.

Word Time, Page 34

A. Unscramble, write, and circle.

For each number, students unscramble and write the word. They then circle the corresponding picture.

Check answers by saying *Number 1* and having a volunteer say and spell the word he/she wrote. Students then point to the corresponding picture. Do the same for numbers 2–6.

Answer Key

1. cheetah (first picture)
2. giraffe (second picture)
3. chimpanzee (second picture)
4. turtle (second picture)
5. elephant (first picture)
6. snake (first picture)

B. Look and write.

For each number, students look at the picture and write the corresponding (*She's*) (*tall*) sentence.

Check answers by pointing to each picture and having students say the corresponding sentence.

Answer Key

1. She's tall.
2. He's short.
3. She's fat.
4. She's thin.

C. Look and write.

Students follow the example sentence to write a descriptive sentence about each picture.

Check answers by pointing to each picture and having volunteers say the corresponding sentence.

Answer Key

1. The chimpanzee is short.
2. The giraffe is tall.
3. The snake is thin.
4. The elephant is fat.

Practice Time, Page 35

A. Circle and write.

For each number, students circle the word to correctly complete each question. They then fill in the blanks to complete the answer.

Check answers by saying *Number 1* and having a volunteer read the corresponding question and answer. Do the same for numbers 2–4.

Answer Key

1. Which one is the fattest? The snake is the fattest.
2. Which one is the shortest? The turtle is the shortest.
3. Which one is the fattest? The elephant is the fattest.
4. Which one is the slowest? The turtle is the slowest.

B. Write the questions and answers.

For each number, students use the picture and word cues to make the target question and answer.

Check answers by pointing to each picture and having volunteers say the target question and answer.

Answer Key

1. Which one is the tallest? The giraffe is the tallest.
2. Which one is the shortest? The turtle is the shortest.
3. Which one is the fattest? The elephant is the fattest.
4. Which one is the thinnest? The snake is the thinnest.

Phonics Time, Page 36

A. Does it have ou or ow? Look and write.

Students write *ou* or *ow* to complete each 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. town | 2. cow |
| 3. mouse | 4. cloud |
| 5. shout | 6. gown |
| 7. house | 8. mouth |

B. Fill in the blanks. Use some words twice.

Students fill in the missing words to complete each sentence.

Check answers by saying *Number 1* and having a volunteer read the complete sentence. Do the same for numbers 2–6.

Answer Key

1. The mouse is climbing the mountain.
2. The man is shouting. His mouth is open.
3. There are five flowers.
4. The cows are eating the grass.
5. There are two clouds in the sky.
6. There is a little house on the mountain.

Unit 9

Conversation Time, Page 37

Fill in the blanks.

Students fill in the missing words to complete 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 2–8. Then have a volunteer read the entire conversation.

Answer Key

1. Oh, no! I missed it!
2. We won! We won!
3. Congratulations.
4. Nice game. It was close.
5. Yeah, it was.

6. Do you want to play again?

7. Sure. And this time, we'll win.

8. We'll see.

Word Time, Page 38

A. Look and read. Then write.

Students use the information written on Ted's schedule to fill in the missing information in each sentence.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–6.

Answer Key

1. Ted will snorkel with Matt and Kim on Saturday.
2. Ted will play Ping-Pong with Annie on Sunday.
3. Ted will go horseback riding with Joe on Thursday.
4. Ted will play badminton with Annie on Wednesday.
5. Ted will go fishing with Dad on Friday.
6. Ted will in-line skate and listen to music with Matt on Tuesday.

B. Look and write.

Following the example sentence, students write a sentence to describe each picture. Quickly remind students that when adding *-ing* to *skate*, the *e* is dropped.

Check answers by pointing to each picture and having students read the corresponding sentence.

Answer Key

1. He's going sailing.
2. They're playing Ping-Pong.
3. He's in-line skating.
4. She's listening to music.
5. He's snorkeling.
6. They're going fishing.

Practice Time, Page 39

A. Read and write the words. Then write ✓.

Using the pictures as cues, students fill in the missing words to complete each sentence. Then, for each number, they ✓ the picture that illustrates the question and answer.

Check answers by saying *Number 1* and having a volunteer read the corresponding question and answer. A different volunteer then points to the corresponding picture. Do the same for numbers 2–3.

Answer Key

1. What do you like to do? I like to go horseback riding. (first picture)
2. What does he like to do? He likes to go sailing. (second picture)
3. What do you like to do? We like to listen to music. (second picture)

Review 3

B. Look and write.

For each number, students use the picture cues to write the target patterns.

Check answers by saying *Number 1* and having a volunteer read the corresponding question and answer. Do the same for numbers 2–4.

Answer Key

1. What does she like to do? She likes to go fishing.
2. What does he like to do? He likes to play badminton.
3. What do they like to do? They like to in-line skate.
4. What does it like to do? It likes to go fishing.

Phonics Time, Page 40

A. Which word has a different oo sound? Read and circle.

For each number, students circle the word that has a different oo sound.

Check answers by saying *Number 1* and having a volunteer read each word. Another volunteer then says the word with a different oo sound. Do the same for numbers 2–5.

Answer Key

- | | |
|------------|-----------|
| 1. wood | 2. moon |
| 3. rooster | 4. school |
| 5. took | |

B. Read and match.

Students match each sentence to the corresponding picture.

Check answers by saying *Number 1* and having a volunteer read the sentence. A different volunteer then points to the corresponding picture. Do the same for numbers 2–4.

Answer Key

1. matches the first picture in the second column
2. matches the second picture in the second column
3. matches the second picture in the first column
4. matches the first picture in the first column

C. Look at B and write the oo words in the correct category.

Students write each oo word from exercise B in the column that corresponds to its oo sound.

Check answers by saying *cookie* and having a volunteer read the words he/she wrote in the column. Do the same for *broom*.

cookie: foot, wood, book, cooked, looked, stood
broom: baboon, noodles, poodle, rooster, moose, moon

Page 41

A. Look and write.

Students look at each picture and write the corresponding line of conversation.

Check answers by pointing to each picture and having students read the corresponding line of conversation.

Answer Key

1. Oh! I missed the ball!
2. Um, okay. I'll take that one.
3. Dad, the cashier is over here.
4. Aw! It's going away.

B. Read and write.

For each number, students read the question and write the answer.

Check answers by saying *Number 1*. *Is it a giraffe?* and having a volunteer read the answer. Do the same for numbers 2–6.

Answer Key

1. Is it a giraffe? No, it isn't. It's a shark.
2. Is it an eel? Yes, it is.
3. Is it a chimpanzee? No, it isn't. It's an elephant.
4. Is it a shark? No, it isn't. It's a cheetah.
5. Is it a crab? Yes, it is.
6. Is it a dolphin? Yes, it is.

Page 42

A. Read and write.

Using the cue words, students write comparative sentences.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentence. Do the same for numbers 2–4.

Answer Key

1. The whale is bigger than the elephant.
2. The cheetah is faster than the turtle.
3. The eel is smaller than the dolphin.
4. The crab is slower than the giraffe.

B. Look and write.

Students use the animal pictures to fill in the missing words to complete each sentence.

Check answers by saying *Number 1* and having a volunteer read the corresponding question and answer. Do the same for numbers 2–4.

Answer Key

1. Which one is the tallest? The giraffe is the tallest.
2. Which one is the fattest? The elephant is the fattest.
3. Which one is the thinnest? The snake is the thinnest.
4. Which one is the shortest? The turtle is the shortest.

C. Write the words in the correct category.

Students look at the pictures and write the corresponding words in the column that corresponds to their vowel sound or spelling.

Check answers by pointing to the first column and saying /u/. A volunteer reads the words in the column. Do the same with the remaining columns.

Answer Key

oo: broom, noodle

ar: barn, yard

ou: mouse, house

oo: wood, cook

or: corn, fork

ow: gown, town

Unit 10

Conversation Time, Page 43

A. Fill in the blanks.

Students fill in the missing words to complete the lines of the conversation.

Check answers by saying *Number 1* and having a volunteer say the words he/she wrote for number 1. Do the same for numbers 2–6. Then have a volunteer read the entire conversation.

Answer Key

1. I made it myself.
2. You're kidding!
3. Was it hard?
4. I'll show you.
5. What do we need?
6. Paper and string.

B. Read and match.

For each number, students match the sentences to the corresponding picture.

Check answers by saying *Number 1* and having a volunteer read the sentences. A different volunteer then points to the corresponding picture. Do the same for numbers 2–3.

Answer Key

1. matches the picture in the first column
2. matches the second picture in the second column
3. matches the first picture in the second column

Word Time, page 44

A. Look. Then number the words.

Students read each word and look at the picture. They then find and write the number that corresponds to each word.

Check answers by saying *cycle* and having a volunteer say the number he/she wrote. Do the same for the remaining words.

Answer Key

- 1 cycle
- 5 read a comic book

7 collect stickers

3 sing

4 paint

6 take a nap

2 make a video

8 build a model

B. What will they do in the summer? Look and write.

Following the example sentence, students write a sentence about each picture.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentence. Do the same with numbers 2–8.

Answer Key

1. He'll build a model.
2. She'll sing.
3. They'll read comic books.
4. She'll cycle.
5. He'll collect stickers.
6. They'll take a nap.
7. She'll paint.
8. He'll make a video.

Practice Time, Page 45

A. Read and write. Then number the pictures.

Using the pictures as cues, students fill in the missing words to complete each sentence. They then write the number of each sentence on the corresponding picture.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentence. A different volunteer then points to the corresponding picture. Do the same for numbers 2–4.

Answer Key

1. I like cycling, but I don't like collecting stickers.
2. She likes making videos, but she doesn't like building models.
3. We like painting, but we don't like taking naps.
4. She likes singing, but she doesn't like reading comic books.

The pictures are numbered: 1, 4, 2, 3

B. Look and write.

For each number, students use the picture cues to write the target sentence.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentence. Do the same for numbers 2–4.

Answer Key

1. She likes singing, but she doesn't like cycling.
2. He likes reading comic books, but he doesn't like painting.
3. They like building models, but they don't like taking naps.
4. She likes collecting stickers, but she doesn't like making videos.

Phonics Time, page 46

A. Does it have er, ir, or ur? Circle and write.

Students circle and write *er*, *ir*, or *ur* to complete each 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. bird | 2. curry |
| 3. dessert | 4. girl |
| 5. dirty | 6. nurse |
| 7. purse | 8. shirt |

B. Fill in the blanks.

Students write the missing words to complete the sentences.

Check answers by saying *Number 1* and having a volunteer read the entire sentence. Do the same for numbers 2–10.

Answer Key

1. It can fly. It's small. It's a bird.
2. Curry is my favorite food. I eat it with rice.
3. Chocolate cake is my favorite dessert.
4. Ted is a boy. Annie is a girl.
5. My keys and my wallet are in my purse.
6. The kitchen is dirty. Let's clean up.
7. I want iced tea. I'm thirsty.
8. Ouch! My foot hurts!
9. Ten and three is thirteen.
10. Gert bought jeans and a shirt.

Unit 11

Conversation Time, Page 47

A. Fill in the blanks. Use some words twice.

Students write the missing words to complete each line of the conversation.

Check answers by saying *Number 1* and having a volunteer read the entire line of the conversation. Do the same for numbers 2–9.

Answer Key

1. Wow! Did you see all the planets and stars?
2. Yeah! That was a great show.
3. Ms. Apple, can we go to the snack bar?
4. Can we go to the gift shop?
5. No, kids. We don't have time.
6. Aw. But I want to buy a gift for my dad.
7. And I'm thirsty.
8. Please, Ms. Apple. We'll hurry.
9. Sorry, kids. We have to catch the bus.

B. Look and write.

Students use the cue words and pictures to write a mini-dialogue based on the target conversation.

Check answers by having a volunteer read the dialogue he/she wrote.

Answer Key

Note: Students may or may not write the words in parentheses.

Can we go to the bookstore?

No, Ted. We don't have time.

Aw. But I want to buy a book (for my dad).

Word Time, Page 48

A. Which planet is it? Read and write.

For each number, students read the descriptive sentences and write which planet the sentences describe.

Check answers by saying *Number 1*. It's next to Mercury. It's smaller than Earth. It's ___ and having a volunteer say the planet's name. Do the same for numbers 2–9.

Answer Key

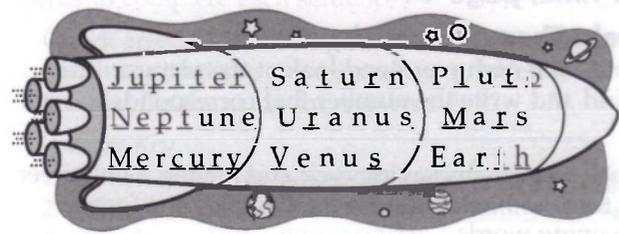
1. It's next to Mercury. It's smaller than Earth. It's Venus.
2. It's next to Saturn, but it isn't Jupiter. It's Uranus.
3. It's next to the smallest planet. It's smaller than Jupiter. It's Neptune.
4. It's the smallest planet. It's Pluto.
5. It's next to Venus. It's smaller than Venus. It's Mercury.
6. It's next to Mars, but it isn't next to Venus. It's Jupiter.
7. It's our planet. We live here. It's Earth.
8. It's next to Jupiter, but it isn't next to Uranus. It's Mars.
9. It isn't next to Pluto, but it's next to Uranus. It's Saturn.

B. Write the names of the planets.

Students write the name of each planet in the space provided.

Check answers by naming each planet and having volunteers spell the words.

Answer Key



Practice Time, Page 49

A. Number the sentences.

Students write the number of each picture next to the corresponding set of sentences.

Check answers by saying *Number 1* and having students read the corresponding sentences. Do the same for numbers 2–4.

Answer Key

- 2 She wants to see Pluto. Let her look.
- 4 I want to see Neptune. Let me look.
- 3 He wants to see Saturn. Let him look.
- 1 They want to see Venus. Let them look.

B. Read and write.

For each number, students read the word and write the corresponding object pronoun.

Check answers by saying *Number 1. she* and having a student say and spell the corresponding object pronoun. Do the same for numbers 2–5.

Answer Key

1. she → her
2. I → me
3. we → us
4. they → them
5. he → him

C. Read and write.

For each number, students read the word cues and then write the corresponding target sentences.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentences. Do the same for numbers 2–5.

Answer Key

1. He wants to see Mercury. Let him look.
2. I want to see Pluto. Let me look.
3. They want to see Jupiter. Let them look.
4. We want to see Mars. Let us look.
5. She wants to see Venus. Let her look.

Phonics Time, Page 50

A. Does it have oi or oy? Write and match.

Students write *oi* or *oy* to complete each word. Then for each number, students match the sentence(s) to the corresponding picture.

Check answers by saying *Number 1* and having a volunteer read and spell each of the words he/she completed. A different volunteer then reads the entire sentence and points to the corresponding picture. Do the same for numbers 2–6.

Answer Key

1. Roy is a boy. Joyce is a girl. (matches the second picture in the second column)
2. Roy pointed at the oysters in the foil. (matches the third picture in the first column)
3. Roy boiled some oysters. (matches the third picture in the second column)
4. Joyce broiled some oysters. (matches the first picture in the first column)

5. Joyce wanted soy sauce and Roy wanted oil. (matches the first picture in the second column)

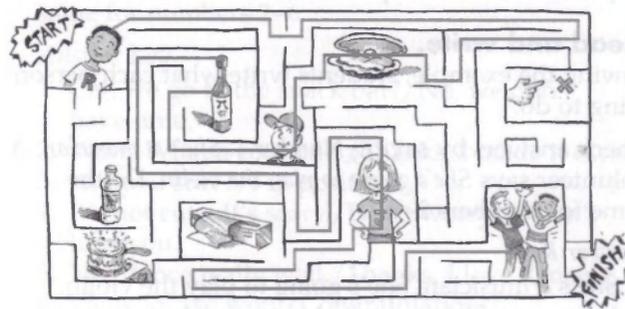
6. They ate the oysters and jumped for joy. (matches the second picture in the first column)

B. Follow the oy words.

Students follow the illustrations of *oy* words through the maze.

Check answers by having students trace their route through the maze with their fingers, naming each *oy* word as they pass it.

Answer Key



Unit 12

Conversation Time, page 51

A. Fill in the blanks. Then number the sentences.

Students write the missing words to complete each line of the conversation. They then number the lines of conversation in the correct order.

Check answers by pointing to the first line of the conversation and having a volunteer read it. Another volunteer then says which number he/she wrote for that sentence. Do the same for the remaining lines of the conversation. Then have a volunteer read the entire conversation in the correct order.

Answer Key

- 1 You dance really well.
- 4 Sure you do. You're a good dancer.
- 5 But I don't practice enough.
- 6 Well, practice makes perfect.
- 8 That's a great idea. Thanks.
- 2 Thanks. I love dancing.
- 3 I don't dance very well.
- 7 I have an idea. Let's practice together.

B. Look and write.

Students use the cue words and pictures to write a mini-dialogue based on the target conversation.

Check answers by having a volunteer read the dialogue he/she wrote.

Answer Key

- You paint really well.
Thanks. I love painting.
I don't paint very well.
Sure you do. You're a good painter.

Word Time, Page 52

A. Read and match.

Students match each word(s) to the corresponding picture.

Check answers by reading each word(s) and having students point to the corresponding picture.

Answer Key

1. matches the third picture
2. matches the second picture
3. matches the first picture
4. matches the fifth picture
5. matches the fourth picture

B. Read and write.

Following the example, students write what each person is going to do.

Check answers by saying *Number 1. She's a musician. A volunteer says She's going to play the violin. Do the same for numbers 2-6.*

Answer Key

1. She's a musician. She's going to play the violin.
2. He's a vet. He's going to help animals.
3. They're engineers. They're going to build things.
4. She's a computer programmer. She's going to program computers.
5. They're artists. They're going to draw.
6. He's a nurse. He's going to take care of people.

Practice Time, Page 53

A. Read and write.

Students write the missing words to complete the questions and answers.

Check answers by saying *Number 1* and having a volunteer read the corresponding question. Do the same for numbers 2-6.

Answer Key

1. Why does she want to be a vet? Because she likes helping animals.
2. Why does he want to be a computer programmer? Because he likes programming computers.
3. Why do they want to be nurses? Because they like taking care of people.
4. Why does he want to be an artist? Because he likes drawing.
5. Why does she want to be a musician? Because she likes playing the violin.
6. Why does she want to be an engineer? Because she likes building things.

B. Your turn. Read and write.

Students answer the question about themselves.

Check answers by having students take turns reading their sentences to the class.

Answer Key

Answers will vary.

Phonics Time, Page 54

A. Read and write. Use some letters twice.

Students write the missing letters to complete the words.

Check answers by saying *Number 1* and having a volunteer say and spell the words he/she completed. A different volunteer then reads the entire paragraph.

Answer Key

1. Paul and Patty went shopping. Paul bought a shirt. Patty bought a purse. The clerk was very happy!
2. Walt cooked lunch today. He boiled some instant noodles. "Yum!" said Sue. But there was a coin in the noodles and a marker in the salad!
3. Carl went to the park. He ate dirt with a fork and got very dirty. He saw a dark cloud and thought, "I can take a shower in the rain!"

B. Do they both have the same vowel sound? Look and write ✓ or X.

For each number, students look at the two pictures. If they both have the same vowel sound, students write ✓. If the two words have different vowel sounds, students write X.

Check answers by saying *Number 1* and having a volunteer say both words. A different volunteer then says *check* if he/she wrote ✓, and *X* if he/she wrote X.

Answer Key

- | | |
|------|------|
| 1. ✓ | 2. X |
| 3. X | 4. ✓ |

Review 4

Page 55

A. Read and match. Then fill in the blanks.

Students match each line of the conversation in the left-hand column to the subsequent line of conversation in the right-hand column. They then write the missing word to complete each line of the conversation.

Check answers by saying *Number 1* and having a volunteer say the corresponding two lines of conversation. Do the same for numbers 2-6.

Answer Key

1. Was it hard?/No, it was easy.
2. I don't dance very well./Sure you do. You're a good dancer.
3. Did you see all the planets and stars?/Yeah! That was a great show.
4. I have an idea. Let's practice together./That's a great idea. Thanks.
5. Wow! What a cool kite!/Thanks. I made it myself.
6. You dance really well./Thanks. I love dancing.

B. Circle the odd word.

For each number, students circle the word/phrase that does not categorically belong with the others.

Check answers by saying *Number 1. collect stickers, artist, paint, cycle* and having students raise their hands when they hear the word they circled. Do the same for numbers 2–6.

Answer Key

- | | |
|------------------------|-----------------|
| 1. artist | 2. build things |
| 3. computer programmer | 4. vet |
| 5. engineer | 6. nurse |

Page 56

A. Read. Then answer the questions.

Students read the paragraph. They then use the information from the paragraph to answer the questions in complete sentences.

Check answers by saying *Number 1* and having a volunteer read the question. Another volunteer reads the answer he/she wrote. Do the same for numbers 2–4.

Answer Key

1. Does Matt like singing? No, he doesn't.
2. Why does Nell want to be an artist? Because she likes drawing.
3. Does Nell like playing the violin? No, she doesn't.
4. Why does Matt want to be an engineer? Because he likes building things.

B. Look and write.

Students write the missing letters to complete each word.

Check answers by saying *Number 1* and having a volunteer say and spell the corresponding word. Do the same for numbers 2–8.

Answer Key

- | | |
|-----------|------------|
| 1. oyster | 2. dessert |
| 3. bird | 4. purse |
| 5. spoon | 6. cloud |
| 7. point | 8. saucer |

Units 1–12 Reviews

Conversation Time Review, Page 57

A. Read and match.

Students match each of the sentences in the left-hand column to the most logical response in the right-hand column.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentences. Do the same for numbers 2–6.

Answer Key

1. What are you eating?/Fried rice.
2. Let me help you./Thanks. Be careful.
3. What time is it?/Seven o'clock. It's time for breakfast.

4. Where's the music room?/It's across from the library.
5. What kind of juice do you want?/Pineapple juice, please.
6. I'm looking for the museum. Is it far?/Not really.

B. Read and match.

Students match each of the sentences in the left-hand column to the most logical response in the right-hand column.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentences. Do the same for numbers 2–6.

Answer Key

1. Can we go to the snack bar?/No, we don't have time.
2. Wow! What a cool kite!/Thanks. I made it myself.
3. Are you sure?/I'm positive.
4. It's not cute. It's scary./Don't worry. It won't hurt you.
5. You dance really well./Thanks. I love dancing.
6. We won! We won!/Congratulations!

Word Time Review, Page 58

Find 14 activities. Then write the words.

Students find 14 actions that they can name in English. They then write the corresponding words — in any order they choose — in the space provided.

Check answers by having students take turns pointing to and naming the actions they found in the scene.

Answer Key

(answers can be in any order)

1. ride a horse
2. take out the garbage
3. feed the pets
4. ride a bicycle
5. mail a letter
6. ride the bus
7. make a video
8. in-line skate
9. tell a story
10. take pictures
11. laugh at jokes
12. plant flowers
13. play badminton
14. snorkel

Practice Time Review, Page 59

A. Match and write.

Students match each of the sentences in the left-hand column to the most logical response in the right-hand column. They then write the missing words to complete each sentence.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentences. Do the same for numbers 2–6.

Answer Key

1. What are you going to have?/I'm going to have some tacos.
2. She drank soda pop./She didn't win a prize.
3. What did she do?/She swept the floor.
4. He'll play in the leaves in the fall./He won't go to the beach.
5. Did they watch the sunrise?/Yes, they did.
6. I'm going to rent a video./I'm not going to see a movie.

B. Write and match.

Students write the missing words to complete each sentence. They then match each of the sentences in the left-hand column to the most logical response in the right-hand column.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentences. Do the same for numbers 2–6.

Answer Key

1. Why do you want to be an artist?/Because I like drawing.
2. What does he like to do?/He likes to go sailing.
3. Which one is the tallest?/The giraffe is the tallest.
4. She wants to see Mars./Let her look.
5. I like painting,/but I don't like cycling.
6. The whale is/bigger than the dolphin.

Phonics Time Review, Page 60

A. What vowel sound does it have? Look and match.

Students match each picture to the letters that correspond to its vowel blend sound.

Check answers by saying *Number 1* and having a volunteer say the word and the letters that correspond to its vowel blend sound. Do the same for numbers 2–8.

Answer Key

- | | |
|-------|-------|
| 1. er | 2. aw |
| 3. oi | 4. ur |
| 5. ar | 6. ou |
| 7. or | 8. oo |

B. Which word has a different -ed sound? Read and circle.

For each number, students read the words and circle the one that has a different *final ed* sound.

Check answers by saying *Number 1. walked, kissed, weeded, chopped* and having students raise their hands when they hear the word they circled. Do the same for numbers 2–4.

Answer Key

- | | |
|-----------|------------|
| 1. weeded | 2. cleaned |
| 3. baked | 4. washed |

C. Read.

Students read the paragraph to themselves.

Storybook Instructions and Answer Key

A Medal for Ranger Day

Introduce the Storybook

Direct students' attention to the map of Sunny Canyon at the beginning of the book. Say *This is Sunny Canyon. It's beautiful! There are many interesting places in Sunny Canyon, including Star Point, Moon Lake, Eagle Valley, and Sunny River. Annie's grandfather was a forest ranger in Sunny Canyon.*

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 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 of 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 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**).

Pages 2-3

Where are **Ted** and **Annie**?

Is **Annie** okay?

(**photo of ranger**) Is this **Ted's** grandfather?

Pages 4-5

(**photo of ranger**) Who's this?

Where was Grandpa a forest ranger?

What did people do at Sunny River?

Pages 6-7

Who did Grandpa meet at Sunny River?

What is the man's daughter doing?

Where is the man's son?

Answer Key

Page 3: Notebooks, pictures, and newspapers fall on the floor.

Page 5: Grandpa had a horse. His name was Carrot.

Page 7: "Where's your son?" I asked.

Review 1, Pages 8-9

A. Unscramble and write.

- Annie is putting away boxes.
- "Watch out!" Ted shouts.
- Ted reads an old newspaper.
- Grandpa looks at old pictures.

B. Write the past tense.

- go → went
- have → had
- is → was
- watch → watched

C. Fill in the blanks. Use the past tense from B.

- Grandpa Day was a forest ranger.
- People watched the sunrise at Moon Lake.
- They had picnics at Sunny River.
- One hot and sunny Saturday, Carrot and Ranger Day went to Sunny River.

Pages 10-11

D. Circle the correct word. Then fill in the blank.

- I met a family.
- "We're having a picnic."
- "My daughter is taking pictures."
- There was a cry.

E. Look at the picture. Write the names.

- Grandpa cooked breakfast.
- Annie took pictures.
- Digger watched the birds.
- Grandma drank orange juice.
- Ted met the forest ranger.

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**).

Pages 12-13

Where was the boy?

Who pulled the boy out of the river?

Where will the family take their son?

Pages 14-15

Who did Ranger Day meet at Bee Road?

Where are **Ranger Day** and **Miss Snow** going?

Pages 16-17

Where was Miss Snow?

Was she happy?

Answer Key

Page 13: Ranger Day pulled the boy out of the river.

Page 15: Miss Snow is collecting flowers for her art class.

Page 17: "I'm going to help you," said Ranger Day.

Review 2, Pages 18-19

A. Read and circle True or False.

- True
- False
- False
- True
- False
- True

B. Fill in the blanks. Number the pictures.

- We ran to the river.
- Ranger Day threw the rope and pulled the boy out of the river.
- Ranger Day met Miss Snow at Bee Road.
- They went to Star Point.
- She was scared.

The pictures are numbered 2, 5, 1, 4, 3.

Pages 20-21

C. Label the pictures. Find the words.

- river
- rope
- son
- flowers
- hand

p	r	i	u	f	o	n
o	a	h	n	l	a	d
w	u	a	r	o	p	e
f	p	n	o	w	r	i
l	e	d	r	e	p	s
r	i	v	e	r	o	o
o	v	w	d	s	n	n

D. Complete the puzzle.

- Ranger Day saw Miss Snow's hand.
- Miss Snow was scared.
- Ranger Day turned around.
- Grandpa Day was a ranger.
- "Help!" shouted Miss Snow.

6. "Take your son to the doctor," said Ranger Day.
7. Ranger Day threw the rope.
8. The boy was in the river.

The word in the circles is daughter.

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**).

Pages 22–23

- What did **Ranger Day** throw to Miss Snow?
Does **Miss Snow** want to go back to town?
Where are Ranger Day and Carrot going now?

Pages 24–25

- Who did Ranger Day meet in **Eagle Valley**?
What are the students studying?
Which eagle is the biggest?

Pages 26–27

- Did the students want to help the bobcat?
Who climbed the tree?

Answer Key

- Page 23:** Miss Snow had enough flowers.
Page 25: "There's a bobcat," said the student.
Page 27: "Quick, Ranger Day!" shouted Miss Wood.

Review 3, Pages 28–29

A. Label the pictures.

1. The **bobcat** was very close to the eagle.
2. Miss Snow went back to **town**.
3. The **student** looked at the bobcat.
4. The eagles lived in a **nest**.
5. The biggest eagle was the father.

B. Who says it? Read and number the pictures.

The pictures are numbered 4, 1, 2, 3.

Pages 30–31

C. Circle True or False.

1. True
2. False
3. True
4. True
5. False
6. False

D. Read and write the letter.

1. b
2. d
3. a
4. c

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**).

Pages 32–33

- What growled at Ranger Day?
Who saved the baby eagle?
What did Ranger Day do at **Moon Lake**?

Pages 34–35

- Who called Ranger Day?
Where did Ranger Day go?
Did Ranger Day save a bobcat?

Pages 36–37

- What does Annie want to be?
Who was **Grandma**?
Who's going to help the cat?

Answer Key

- Page 33:** Ranger Day watched the sunset.
Page 35: Ranger Day got a medal.
Page 37: Ted and Annie are going to help the cat.

Review 4, Pages 38–39

A. Read and answer the questions.

1. Did Ranger Day shout at the bobcat? Yes, he did.
2. Did the bobcat growl at Ranger Day? Yes, it did.
3. Who jumped up and down? Miss Wood and the students jumped up and down.
4. Who called Ranger Day on the telephone? The mayor called Ranger Day on the telephone.

B. Read and match.

1. Ranger Day liked/working as a forest ranger.
2. In the morning/the telephone rang.
3. Ranger Day saw/many people at City Hall.
4. Ranger Day saved a boy,/a woman, and an eagle.
5. Grandma Day was the/nicest woman in Sunnyville.
6. Ted and Annie are going/to help the cat.

Page 40

C. Number the sentences in the correct order. Then number the pictures.

- 5 Ranger Day scared away the bobcat.
- 2 Ranger Day met Miss Snow.
- 4 Ranger Day saw the baby eagle.
- 1 Ranger Day pulled the boy out of the river.
- 6 Ranger Day got a medal.
- 3 Ranger Day saved Miss Snow.

The pictures are ordered 3, 6, 2, 1, 5, 4.

Worksheet Instructions and Answer Key

Unit 1

Worksheet 1: Did She Play Cards?

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by asking Student 2 about what the first person in the left-hand column did. Student 2 listens to the question and answers using the target pattern. Student 1 then circles the correct picture. Pairs do the same for number 2. Student 2 then takes a turn, asking questions in the same way about numbers 3–4.

Answer Key

1. a 2. b 3. b 4. b

B. Look and write.

Students look at each picture and write the corresponding sentences.

Answer Key

1. Did she clean the tent? Yes, she did.
2. Did he laugh at jokes? No, he didn't. He played cards.

Worksheet 2: Consonant Blend Review

A. Write the initial blend.

Students color the paint in number 7 green. Then they look at each picture and then write its initial consonant blend.

Answer Key

1. ch 2. th 3. br
4. sm 5. fl 6. pl
7. gr 8. dr 9. pr

B. Pairwork. What sound do you hear?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by reading the first word in the left-hand column, *fish*. Student 2 listens and circles the word's consonant blend. Pairs do the same for numbers 2–3. Student 2 then takes a turn, reading the words in the same way for numbers 4–6.

Answer Key

1. sh 2. pr 3. cr
4. ch 5. gr 6. dr

C. Look and match.

Students look at each picture and match it to the corresponding word.

Answer Key

1. mother 2. smile
3. watch 4. cry
5. chair

Unit 2

Worksheet 3: Ploy a Game

Focus students' attention on the support box at the top of the page. Elicit the patterns.

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 say the corresponding sentences. If a student correctly says the sentences, 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 4: Phonics Fun -ed

A. Do they both have the same -ed sound? Write ✓ or ✗.

For each number, students read the two words and decide if they both have the same *-ed* sound. If they do, students write ✓. If the two words do not have the same *-ed* sound, students write ✗.

Answer Key

1. ✓ 2. ✗ 3. ✗
4. ✓ 5. ✓ 6. ✓

B. Pairwork. Circle the word with the same -ed sound.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by reading the first word in the left-hand column, *chopped*. Student 2 listens and circles the word in the first row of the right-hand column that has the same *-ed* sound as *chopped*. Pairs do the same for numbers 2–3. Student 2 then takes a turn, reading the words in the same way for numbers 4–6.

Answer Key

1. kissed 2. cleaned 3. baked
4. called 5. chopped 6. played

C. Read and write. Then number the pictures.

Students write the missing word in each sentence. For each number, students then find the corresponding picture. They then write that number in the space provided.

Answer Key

1. I baked a cake. 2. I cleaned the house.
3. My mother kissed me.

The pictures are ordered 3, 2, 1.

Unit 3

Worksheet 5: What Did You Do?

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Read and write.

Students write the simple past tense form of each verb.

Answer Key

- | | |
|-----------------------|-------------------------|
| 1. hang → <u>hung</u> | 2. feed → <u>fed</u> |
| 3. take → <u>took</u> | 4. put → <u>put</u> |
| 5. make → <u>made</u> | 6. sweep → <u>swept</u> |
| 7. do → <u>did</u> | 8. set → <u>set</u> |

B. Pairwork. What did Lisa do?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by asking Student 2 about what Lisa did on Tuesday, Friday, and Sunday. Student 2 answers using the target pattern. Student 1 then writes the answers. Student 2 then takes a turn, asking questions in the same way about what Lisa did on Monday, Wednesday, Thursday, and Saturday.

C. Read and write.

Students answer each question.

Answer Key

1. What did he do? He fed the pets.
2. What did they do? They did the laundry.

Worksheet 6: Phonics Fun -ed

A. Do they both have the same -ed sound?

Write ✓ or X.

For each number, students read the two words and then write ✓ if they both have the same -ed sound and X if they do not.

Answer Key

- | | | |
|------|------|------|
| 1. X | 2. X | 3. ✓ |
| 4. ✓ | 5. X | 6. ✓ |

B. Complete the puzzle.

Students look at the picture cues and write the corresponding words in the puzzles.

Answer Key

- | | |
|------------|------------|
| Across | Down |
| 1. invited | 3. waited |
| 2. dusted | 4. weeded |
| | 5. planted |
| | 6. greeted |

C. Read and write ✓ or X.

Students look at the picture, then read each sentence. If the sentence correctly describes the picture, students write ✓. If it does not, they write X.

Answer Key

- | | | | |
|------|------|------|------|
| 1. X | 2. ✓ | 3. X | 4. ✓ |
|------|------|------|------|

Unit 4

Worksheet 7: Play o Gome

Focus students' attention on the support box at the top of the page. Elicit the patterns.

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 say the corresponding sentences. If a student correctly says the sentences, 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 8: Phonics Fun -le

A. Look and circle.

Students look at each picture and circle the corresponding word.

Answer Key

- | | |
|-----------|------------|
| 1. uncle | 2. bicycle |
| 3. puddle | 4. beetle |
| 5. poodle | 6. bottle |

B. Pairwork. Are the sentences the same?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by reading the first sentence in the left-hand column. Student 2 listens and silently reads the first sentence in the right-hand column. If the two sentences are the same, Student 2 writes ✓. If they are not, he/she writes X. Pairs do the same for number 2. Student 2 then takes a turn, reading the sentences in the same way for numbers 3–4.

Answer Key

- | | | | |
|------|------|------|------|
| 1. X | 2. ✓ | 3. ✓ | 4. X |
|------|------|------|------|

C. Read and number the sentences.

Students read each pair of sentences and find the corresponding picture. They then write that picture's number in the space provided.

Answer Key

- 3, 1, 2

Unit 5

Worksheet 9: Bingo

Focus students' attention on the support box at the top of the page. Elicit the patterns.

Cut out the cards. Make a Bingo grid. Play Bingo.

Students cut out each square, and arrange the squares in any order in the shape of a 4 x 4 grid. Cut out a set to use when calling out the words. Play Bingo using these cards. (See Game 23, page 142.) Use the target patterns to call the cards.

Worksheet 10: Phonics Fun -er

A. Which words end with the same sound?

Read and circle.

For each number, students read the three words and then circle the two that end with the same sound.

Answer Key

- | | |
|------------------|--------------------|
| 1. butter, Peter | 2. lobster, tiger |
| 3. mother, paper | 4. mother, lobster |
| 5. paper, Peter | 6. butter, lobster |

B. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. 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 do the same for numbers 2–3. Student 2 then takes a turn, reading the words in the same way for numbers 4–6.

Answer Key

- | | |
|-----------|------------|
| 1. butter | 2. blister |
| 3. tiger | 4. mother |
| 5. dinner | 6. lobster |

C. Read and number the pictures.

Students read each pair of sentences and then find the corresponding picture. They then write that sentence's number in the space provided.

Answer Key

- 1, 3, 2

Unit 6

Worksheet 11: Seasons

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by reading the first pair of sentences in the left-hand column. Student 2 listens and circles the corresponding picture. Pairs do the same for number 2. Student 2 then takes a turn, saying the sentences in the same way for numbers 3–4.

Answer Key

1. a 2. a 3. b 4. a

B. Unscramble and write.

Students unscramble and write each sentence.

Answer Key

1. He'll pick apples in the fall.
2. He won't go skiing.

Worksheet 12: Phonics Fun al, au, and aw

A. Look and write.

Students look at each picture and write the corresponding word.

Answer Key

- | | |
|------------|---------|
| 1. laundry | 2. draw |
| 3. fall | 4. talk |

B. Pairwork. Does it have al, au, or aw?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by reading the first word in the left-hand column. Student 2 listens and circles the target sound he/she hears. Pairs do the same for numbers 2–3. Student 2 then takes a turn, reading the words in the same way for numbers 4–6.

Answer Key

- | | |
|-------|-------|
| 1. al | 2. au |
| 3. aw | 4. al |
| 5. au | 6. aw |

C. Read and write ✓ or X.

Students look at each picture, then read the sentence below it. If the sentence correctly describes the picture, students write ✓. If it does not, they write X.

Answer Key

1. ✓ 2. X 3. ✓

Unit 7

Worksheet 13: Eels and Sharks

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Read and write.

For each number, students read the adjective and then write its comparative form.

Answer Key

- big → bigger
- small → smaller
- fast → faster
- slow → slower

B. Pairwork

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by reading the first sentence in the left-hand column. Student 2 listens, looks at the pictures of the whale and shark, then writes ✓ if the sentence describes the two animals and ✗ if it does not. Pairs do the same for number 2. Student 2 then takes a turn, reading the sentences in the same way for numbers 3–4.

Answer Key

- ✓
- ✗
- ✗
- ✓

C. Look and match.

Students look at each picture and match it to the corresponding sentence.

Answer Key

- The eel is smaller than the whale.
- The shark is faster than the crab.
- The whale is bigger than the dolphin.

Worksheet 14: Phonics Fun ar and or

A. Does it have ar or or? Look and circle.

Students look at the picture and write each illustrated word in the column that corresponds to its target sound.

Answer Key

- ar
- or
- ar
- ar
- or
- or

B. Read and write ✓ or ✗.

Students look at the picture, then read each sentence. If the sentence correctly describes the picture, students write ✓. If it does not, they write ✗.

Answer Key

- ✗
- ✓
- ✗
- ✓

Unit 8

Worksheet 15: Cheetahs and Turtles

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Read and write.

For each number, students read the adjective and then write both its comparative and superlative forms.

Answer Key

- tall → taller → tallest
- short → shorter → shortest
- fat → fatter → fattest
- thin → thinner → thinnest

B. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by reading the adjective and then asking Student 2 the target question using that adjective. Student 2 looks at the picture and answers using the target pattern. Student 1 then circles the correct word. Pairs do the same for number 2. Student 2 then takes a turn, asking questions in the same way about numbers 3–4.

Answer Key

- turtle
- snake
- elephant
- giraffe

C. Look and write.

Students look at each picture and write the sentences.

Answer Key

- Which one is the shortest? The cheetah is the shortest.
- Which one is the tallest? The elephant is the tallest.

Worksheet 16: Phonics Fun ou and ow

A. Look and match. Then write.

Students match each picture to the corresponding word. They then write *ou* or *ow* to complete each word.

Answer Key

- mouth
- house
- mouse
- gown

B. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by reading the first word in the left-hand column. Student 2 listens and writes the word. Pairs do the same for numbers 2–3. Student 2 then takes a turn, reading the words in the same way for numbers 4–6.

Answer Key

- house
- gown
- brown
- mouse
- gown
- mouth

C. Read and circle.

Students look at each picture and circle the corresponding sentence.

Answer Key

- b
- a
- b

Unit 9

Worksheet 17: Survey

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Ask eight classmates the question. Then listen and write.

Students walk around the classroom and ask eight classmates *What do you like to do?* They record the answers they hear on their charts.

Answer Key

Answers will vary.

B. Look and write.

Students look at each picture and write the corresponding sentences.

Answer Key

1. What do they like to do? They like to snorkel.
2. What does she like to do? She likes to go horseback riding.

Worksheet 18: Phonics Fun oo

A. Is it like look or broom? Write the words.

Students look at the picture and write each illustrated word in the column that corresponds to its target sound.

Answer Key

look: cook, wood

broom: moon, poodle

B. Poirwork. Are the sentences the same?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by reading the first sentence in the left-hand column. Student 2 listens and silently reads the first sentence in the right-hand column. If the two sentences are the same, Student 2 writes ✓. If they are not, he/she writes ✗. Pairs do the same for number 2. Student 2 then takes a turn, reading the words in the same way for numbers 3–4.

Answer Key

- | | |
|------|------|
| 1. ✗ | 2. ✓ |
| 3. ✓ | 4. ✗ |

C. Do they both have the same oo sound? Write ✓ or ✗.

For each number, students read the two words. If they both have the same oo sound, students write ✓. If they do not, students write ✗.

Answer Key

- | | |
|------|------|
| 1. ✓ | 2. ✗ |
| 3. ✓ | 4. ✓ |
| 5. ✗ | |

Unit 10

Worksheet 19: Bingo

Focus students' attention on the support box at the top of the page. Elicit the patterns.

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 3 x 4 grid. Cut out a set to use when calling out the patterns. Play Bingo using these cards. (See Game 23, page 142.) Use the target patterns to call the cards.

Worksheet 20: Phonics Fun er, ir, and ur

A. Look and match. Then write.

Students match each picture to the corresponding word. They then write *er*, *ir*, or *ur* to complete each word.

Answer Key

1. shirt
2. purse
3. bird
4. dessert

B. Poirwork. Does it have er, ir, or ur?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by reading the first word in the left-hand column. Student 2 listens and circles the target sound he/she hears. Pairs do the same for numbers 2–3. Student 2 then takes a turn, reading the words in the same way for numbers 4–6.

Answer Key

- | | |
|-------|-------|
| 1. ir | 2. er |
| 3. ur | 4. er |
| 5. ir | 6. ur |

C. Find and circle.

Students look at the picture cues then find and circle each word in the puzzle.

Answer Key

t	u	r	b	(c)	(u)	(r)	(r)	(y)	i	r
o	e	r	i	(d)	(e)	(s)	(s)	(e)	(r)	(t)
(s)	(h)	(i)	(r)	(t)	(r)	(p)	(u)	(r)	(s)	(e)
k	d	c	d	(c)	(l)	(e)	(r)	(k)	r	p

Worksheet 21: Planets

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Read and match.

Students match each sentence in the left-hand column to the corresponding sentence in the right-hand column.

Answer Key

1. They want to see Neptune./Let them look.
2. He wants to see Mercury./Let him look.
3. She wants to see Jupiter./Let her look.
4. I want to see Saturn./Let me look.
5. We want to see Mars./Let us look.

B. Read and circle.

Students look at each picture and circle the words that make up the corresponding sentences.

Answer Key

1. She wants to see Jupiter. Let her look.
2. I want to see Saturn. Let me look.
3. We want to see Mercury. Let us look.

C. Unscramble and write.

Students unscramble and write each sentence.

Answer Key

1. I want to see Mars. Let me look.
2. She wants to see Pluto. Let her look.

Worksheet 22: Phonics Fun oi and oy

A. Does it have oi or oy? Write the words.

Students look at the picture and write each illustrated word in the column that corresponds to its target sound.

Answer Key

- oi: boil, point, oil
oy: joy, oyster, boy

B. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. 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 do the same for number 2. Student 2 then takes a turn, reading the words in the same way for numbers 3–4.

Answer Key

1. joy 2. point 3. boy 4. oil

C. Read and write ✓ or ✗.

Students look at the picture, then read each sentence. If the sentence correctly describes the picture, students write ✓. If it does not, they write ✗.

Answer Key

1. ✗ 2. ✗
3. ✓ 4. ✓
5. ✗

Worksheet 23: Occupations

Focus students' attention on the support box at the top of the page. Elicit the patterns.

Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by reading the first question in the left-hand column. Student 2 listens to the question and answers based on the first picture cue in the right-hand column. Student 1 then circles the corresponding answer. Pairs do the same for number 2. Student 2 then takes a turn, reading the words in the same way for numbers 3–4.

Answer Key

- | | |
|------|------|
| 1. b | 2. b |
| 3. a | 4. a |

Worksheet 24: Vowel Blend Review

A. Do they both have the same vowel sound?

Write ✓ or ✗.

For each number, students look at the two pictures. If they both have the same vowel sound, students write ✓. If they do not, students write ✗.

Answer Key

- | | |
|------|------|
| 1. ✓ | 2. ✗ |
| 3. ✗ | 4. ✗ |
| 5. ✓ | 6. ✗ |

B. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by reading the first sentence in the left-hand column. Student 2 listens and circles the same sentence in the right-hand column. Pairs do the same for number 2. Student 2 then takes a turn, reading the words in the same way for numbers 3–4.

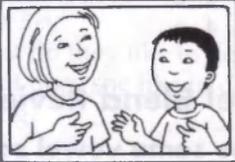
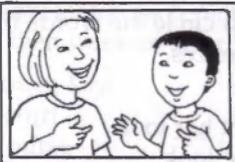
Answer Key

1. b
2. a
3. b
4. a

Unit 1, Worksheet 1: Did She Play Cards?

Did she laugh at jokes? Yes, she did.
 Did they clean the tent? No, they didn't. They played cards.

A. Pairwork.

Student 1	Student 2	
<p>Ask the question. Listen and circle.</p> <p>1. a.  b. </p> <p>2. a.  b. </p> <p>Answer the question.</p> <p>3. </p> <p>4. </p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FOLD</p>	<p>Answer the question.</p> <p>1. </p> <p>2. </p> <p>Ask the question. Listen and circle.</p> <p>3. a.  b. </p> <p>4. a.  b. </p>

B. Look and write.



Did she clean the tent?



_____ laugh at jokes?

Unit 1, Worksheet 2: Consonant Blend Review

A. Write the initial blend.

1. 	2. 	3. 	4. 	5. 	6. 	7. 	8. 	9. 

B. Pairwork. What sound do you hear?

Student 1	FOLD	Student 2
<p>Read the word.</p> <p>1. fish</p> <p>2. present</p> <p>3. cry</p>		<p>Listen and circle.</p> <p>1. ch sh tch</p> <p>2. br pr gr</p> <p>3. tr dr cr</p>
<p>Listen and circle.</p> <p>4. ch sh tch</p> <p>5. br pr gr</p> <p>6. tr dr cr</p>		<p>Read the word.</p> <p>4. chair</p> <p>5. green</p> <p>6. drum</p>

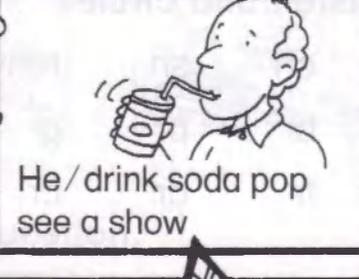
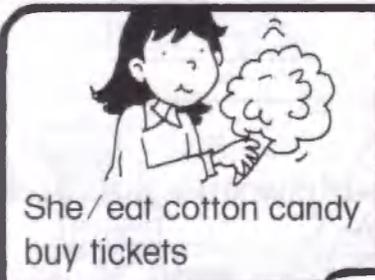
C. Look and match.

1. 	2. 	3. 	4. 	5. 
●	●	●	●	●
●	●	●	●	●
smile	mother	cry	chair	watch

Unit 2, Worksheet 3: Play a Game

I won a prize. I didn't buy tickets.
He saw a show. He didn't have lunch.

Point to a number. Play the game with a partner.

3	1	5	1	4	2	1	4	6
3	3	3	3	2	2	1	3	3
								
She / see a show have lunch	He / win a prize buy tickets	He / buy tickets win a prize	I / go on a ride take pictures					
								
He / drink soda pop see a show	We / see a show go on a ride	She / buy tickets have lunch						
								
They / drink soda pop eat cotton candy	She / take pictures eat cotton candy	We / go on a ride drink soda pop						
								
She / eat cotton candy buy tickets	She / go on a ride have lunch	He / win a prize see a show	They / have lunch take pictures					
								
He / drink soda pop win a prize	She / take pictures drink soda pop	She / see a show drink soda pop						

A. Do they both have the same -ed sound? Write ✓ or ✗.

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. baked | 2. played | 3. chopped | 4. cleaned | 5. cleaned | 6. kissed |
| kissed | baked | called | called | played | chopped |
| <input type="checkbox"/> |

X.

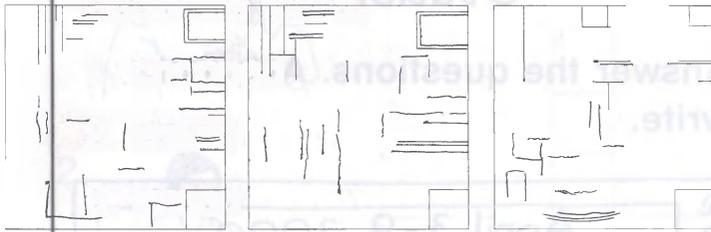
B. Pairwork. Circle the word with the same -ed sound.

Student 1	Student 2
Read the word.	Listen and circle.
1. chopped	1. kissed played
2. called	2. chopped cleaned
3. kissed <input type="checkbox"/>	3. baked called <input type="checkbox"/>
Listen and circle.	Read the word.
4. baked called	4. played
5. chopped cleaned	5. baked
6. played kissed	6. cleaned

cleaned	cleaned	kissed
called	played	chopped
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Read and write. Then number the pictures.

1. I _____ a cake. 2. I _____ the house. 3. My mother _____ me.



Unit 3, Worksheet 5: What Did You Do?

What did you do? I set the table.
 What did they do? They did the laundry.

A. Read and write.

1. hang → hung 2. feed → _____ 3. take → _____ 4. put → _____
 5. make → _____ 6. sweep → _____ 7. do → _____ 8. set → _____

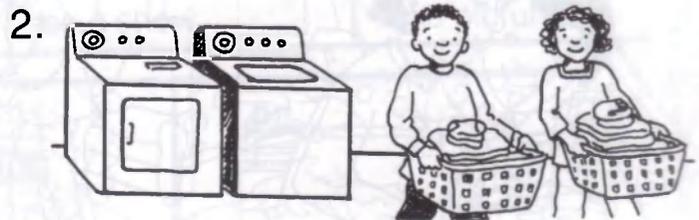
B. Pairwork. What did Lisa do?

Student 1	Student 2																
<p>Ask the questions. Listen and write.</p>	<p>Answer the questions. Ask and write.</p>																
<p>April 3-9, 2000</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lisa's Week</td></tr> <tr><td>Monday: feed pets</td></tr> <tr><td>Tuesday:</td></tr> <tr><td>Wednesday: cook breakfast</td></tr> <tr><td>Thursday: do the laundry</td></tr> <tr><td>Friday:</td></tr> <tr><td>Saturday: watch the sunrise</td></tr> <tr><td>Sunday:</td></tr> </table>	Lisa's Week	Monday: feed pets	Tuesday:	Wednesday: cook breakfast	Thursday: do the laundry	Friday:	Saturday: watch the sunrise	Sunday:	<p>April 3-9, 2000</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lisa's Week</td></tr> <tr><td>Monday:</td></tr> <tr><td>Tuesday: take out the garbage</td></tr> <tr><td>Wednesday:</td></tr> <tr><td>Thursday:</td></tr> <tr><td>Friday: sweep the floor</td></tr> <tr><td>Saturday:</td></tr> <tr><td>Sunday: play cards</td></tr> </table>	Lisa's Week	Monday:	Tuesday: take out the garbage	Wednesday:	Thursday:	Friday: sweep the floor	Saturday:	Sunday: play cards
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C. Read and write.



1. What did he do?



2. What did they do?

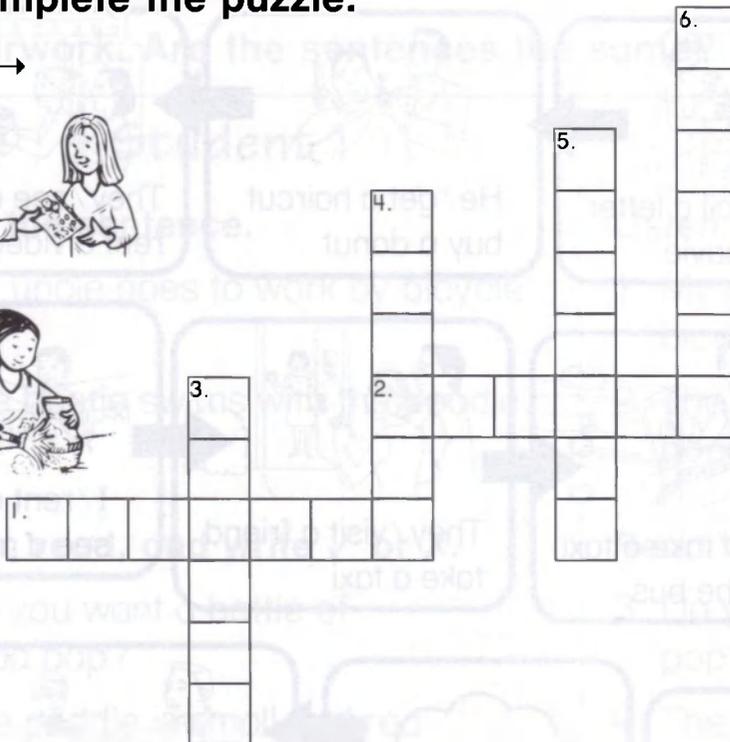
Unit 3, Worksheet 6: Phonics Fun -ed

A. Do they both have the same -ed sound? Write ✓ or X.

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. baked
dusted | 2. invited
cleaned | 3. waited
planted | 4. greeted
weeded | 5. weeded
played | 6. dusted
waited |
| <input type="checkbox"/> |

B. Complete the puzzle.

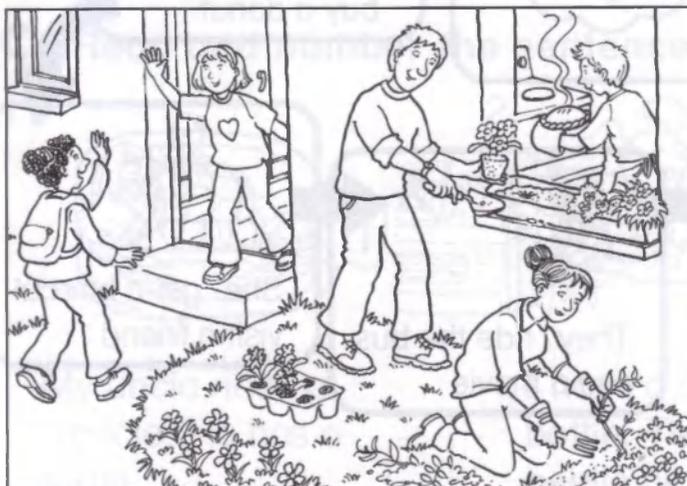
Across →



Down ↓



C. Read and write ✓ or X.

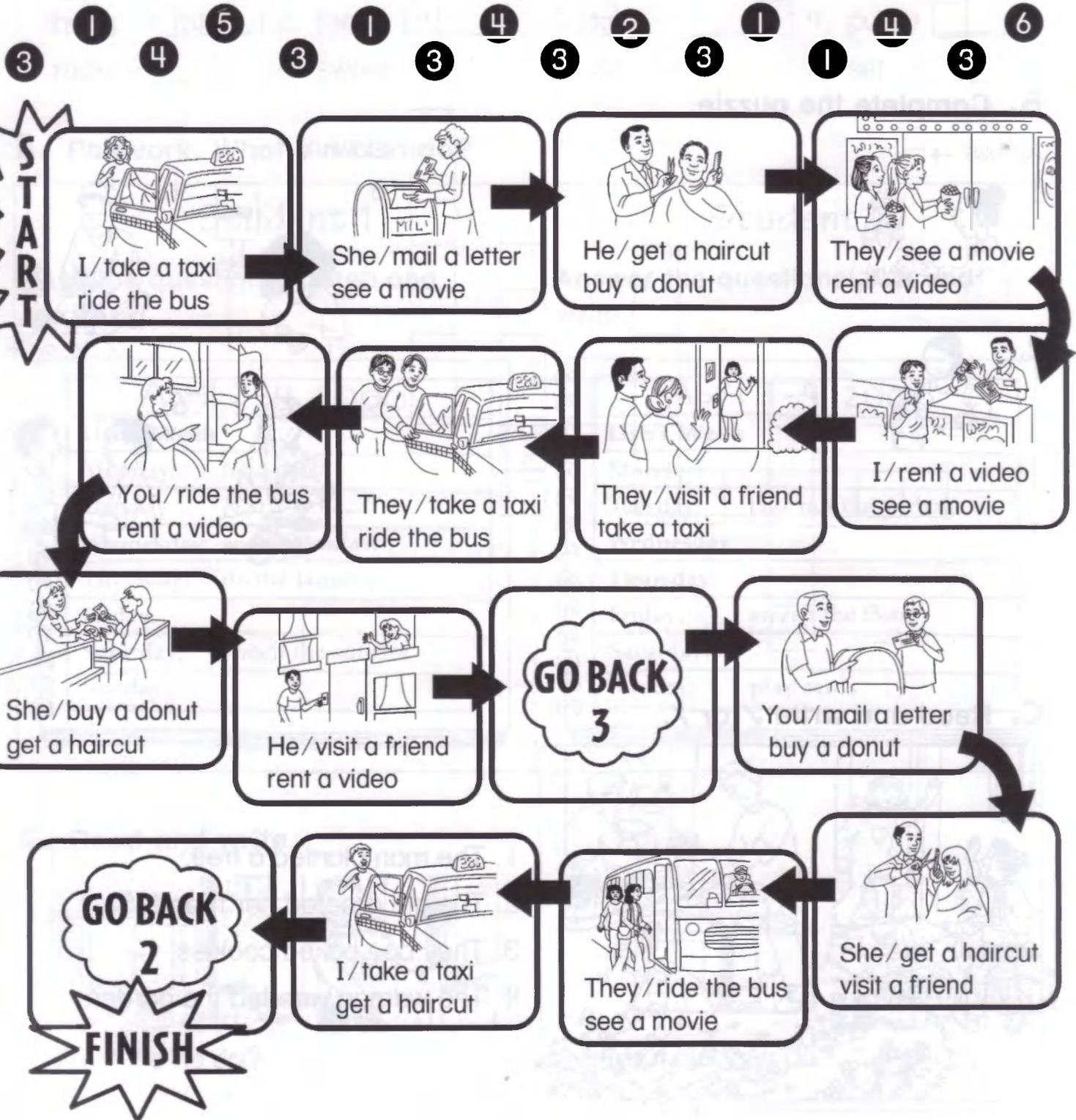


1. The man planted a tree.
2. The girl greeted her friend.
3. They boy baked cookies.
4. The woman weeded the garden.

Unit 4, Worksheet 7: Play a Game

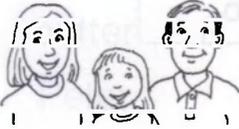
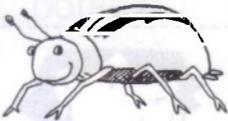
She's going to take a taxi. She isn't going to ride the bus.
We're going to get a haircut. We aren't going to buy a donut.

Point to a number. Play the game with a partner.



Unit 4, Worksheet 8: Phonics Fun -le

A. Look and circle.

- | | | | | | |
|--------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------|---------------------|----------------------------------------------------------------------------------------|------------------|
| 1.  | uncel
uncle | 2.  | bicyclle
bicycle | 3.  | puddle
pudle |
| 4.  | beetel
beetle | 5.  | podel
poodle | 6.  | bottle
bottel |

B. Poirwork. Are the sentences the same?

Student 1	Student 2
<p>Read the sentence.</p> <p>1. My uncle goes to work by bicycle.</p> <p>2. The beetle swims with the poodle.</p> <p>Listen, read, and write ✓ or X.</p> <p>3. Do you wont a bottle of soda pop? <input type="checkbox"/></p> <p>4. The paddle is small and red. <input type="checkbox"/></p>	<p>Listen, read, and write ✓ or X.</p> <p>1. My poodle goes to work by bicycle. <input type="checkbox"/></p> <p>2. The beetle swims with the poodle. <input type="checkbox"/></p> <p>Read the sentence.</p> <p>3. Do you want a bottle of soda pop?</p> <p>4. The bicycle is big and red.</p>

C. Read and number the sentences.

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. </p> <p>My uncle rides a bicycle. He has a turtle. <input type="checkbox"/></p> | <p>2. </p> <p>I have a ship in a bottle. There's a beetle on the ship. <input type="checkbox"/></p> | <p>3. </p> <p>My dog likes puddles. My cat likes poodles. <input type="checkbox"/></p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Unit 5, Worksheet 9: Bingo

What's he going to have? He's going to have some curry.
What are they going to have? They're going to have a taco.

Cut out the cards. Make a Bingo grid. Play Bingo.



Unit 5, Worksheet 10: Phonics Fun -er

A. Which words end with the same sound? Read and circle.

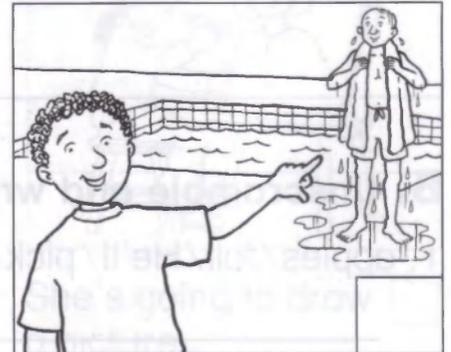
- | | | | | | |
|-----------|------------|-----------|------------|----------|-----------|
| 1. butter | 2. lobster | 3. mother | 4. thirsty | 5. paper | 6. butter |
| Peter | tiger | paper | mother | Peter | lobster |
| bottle | zebra | monkey | lobster | pencil | bicycle |

B. Pairwork.

Student 1	FOLD	Student 2
<p>Read the word.</p> <p>1. butter</p> <p>2. blister</p> <p>3. tiger</p> <p>Listen and circle.</p> <p>4. mother father</p> <p>5. dusted dinner</p> <p>6. lobster letter</p>	FOLD	<p>Listen and circle.</p> <p>1. butter better</p> <p>2. plaster blister</p> <p>3. tiger bigger</p> <p>Read the word.</p> <p>4. mother</p> <p>5. dinner</p> <p>6. lobster</p>

C. Read and number the pictures.

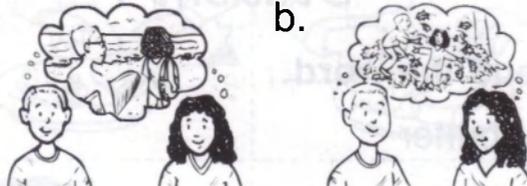
1. Hi, my name is Peter.
I have one brother and two sisters.
2. That's my grandfather.
He likes swimming.
3. That's my mother.
She's cooking a lobster for dinner.



Unit 6, Worksheet 11: Seasons

They'll pick apples in the fall. They won't go skiing.
 She'll go to the beach in the summer. She won't pick apples.

A. Pairwork.

Student 1	Student 2
<p>Read the sentence.</p> <p>1. They'll go to the beach in the summer. They won't play in the leaves.</p> <p>2. She'll go skiing in the winter. She won't pick apples.</p>	<p>Listen and circle the correct picture.</p> <p>1. a.  b. </p> <p>2. a.  b. </p>
<p>Listen and circle the correct picture.</p> <p>3. a.  b. </p> <p>4. a.  b. </p>	<p>Read the sentence.</p> <p>3. He'll plant flowers in the spring. He won't go skiing.</p> <p>4. I'll build a snowman in the winter. I won't pick flowers.</p>

FOLD

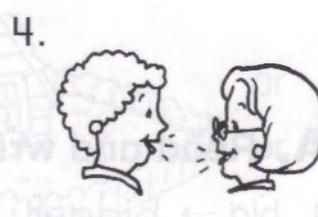
B. Unscramble and write.

1. appies/fohi/He'li/pick/the/. /in

2. won't/skiing/He/. /go

Unit 6, Worksheet 12: Phonics Fun al, au, and aw

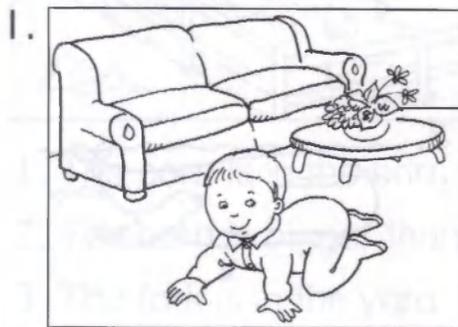
A. Look and write.



B. Pairwork. Does it have al, au, or aw?

Student 1	FOLD	Student 2
<p>Read the word.</p> <ol style="list-style-type: none"> 1. fall 2. laundry 3. draw <p>Listen and circle.</p> <ol style="list-style-type: none"> 4. al au aw 5. al au aw 6. al au aw 	FOLD	<p>Listen and circle.</p> <ol style="list-style-type: none"> 1. al au aw 2. al au aw 3. al au aw <p>Read the word.</p> <ol style="list-style-type: none"> 4. talk 5. saucer 6. crawl

C. Read and write ✓ or X.



The baby is crawling.



Paul is doing the laundry.



She's going to draw a picture.

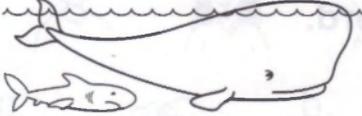
Unit 7, Worksheet 13: Eels and Sharks

The eel is faster than the crab.
The shark is smaller than the whale.

A. Read and write.

1. big → bigger 2. small → _____ 3. fast → _____ 4. slow → _____

B. Pairwork.

Student 1	Student 2
<p>Read the sentence.</p> <p>1. The whale is bigger than the shark.</p> <p>2. The dolphin is faster than the eel.</p> <p>Listen and write ✓ or X.</p> <p>3.  <input type="checkbox"/></p> <p>4.  <input type="checkbox"/></p>	<p>Listen and write ✓ or X.</p> <p>1.  <input type="checkbox"/></p> <p>2.  <input type="checkbox"/></p> <p>Read the sentence.</p> <p>3. The dolphin is smaller than the crab.</p> <p>4. The shark is slower than the eel.</p>

FOLD

C. Look and match.



The shark is faster than the crab.



The eel is smaller than the whale.



The whale is bigger than the dolphin.

Unit 7, Worksheet 14: Phonics Fun ar and or

A. Does it have ar or or? Look and circle.

1.



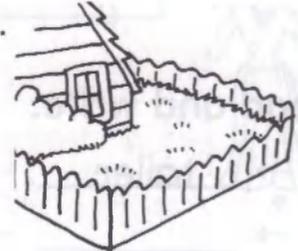
ar
or

2.



ar
or

3.



ar
or

4.



ar
or

5.



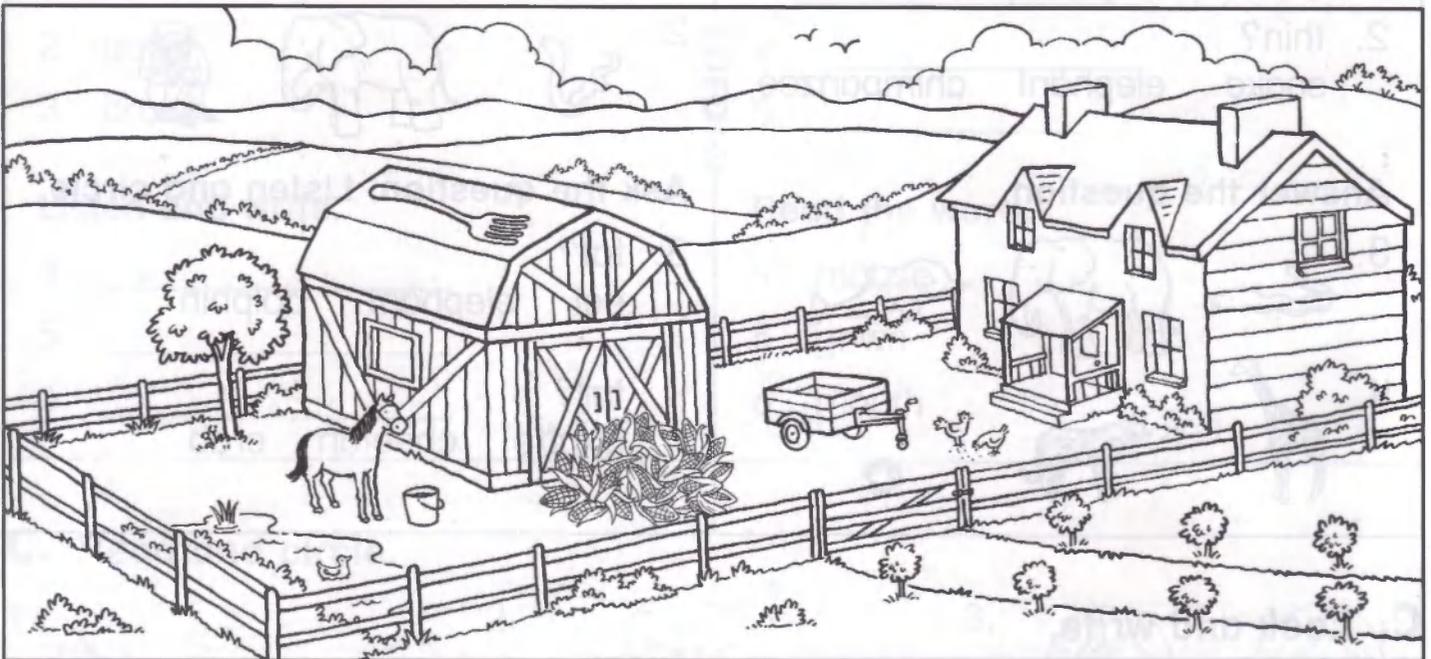
or
or

6.



ar
or

B. Read and write ✓ or X.



1. The corn is in the barn.
2. The barn is bigger than the tree.
3. The fork is in the yard.
4. The farm is small.

Unit 8, Worksheet 15: Cheetahs and Turtles

Which one is the fattest? The elephant is the fattest.

A. Read and write.

1. tall → taller → tallest 2. short → _____ → _____
 3. fat → _____ → _____ 4. thin → _____ → _____

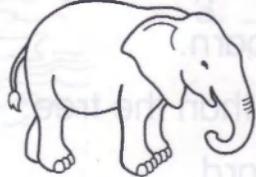
B. Pairwork.

Student 1	Student 2
<p>Ask the question. Listen and circle.</p> <p>1. short? elephant giraffe turtle</p>	<p>Answer the question.</p> <p>1.   </p>
<p>2. thin? snake elephant chimpanzee</p>	<p>2.   </p>
<p>Answer the question.</p> <p>3.   </p> <p>4.   </p>	<p>Ask the question. Listen and circle.</p> <p>3. fat? eel elephant dolphin</p> <p>4. tall? giraffe cheetah crab</p>

C. Look and write.

1.   

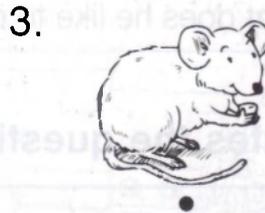
Which one is the shortest?

2.   

The _____ is the tallest.

Unit 8, Worksheet 16: Phonics Fun ou and ow

A. Look and match. Then write.



h _ _ se

m _ _ th

g _ _ n

m _ _ se

B. Pairwork.

Student 1

Read the word.

1. house
2. gown
3. brown

Listen and write.

4. _____
5. _____
6. _____

Student 2

Listen and write.

1. _____
2. _____
3. _____

Read the word.

4. mouse
5. gown
6. mouth

FOLD

C. Read and circle.



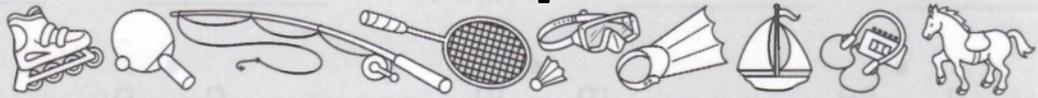
- a. The house is in town. o. The mouse has a gown. a. This mouth is big.
 b. The house isn't in town. b. The mouse has o sock. b. This mouth is small.

Unit 9, Worksheet 17: Survey

What do you like to do? I like to go sailing.

What does he like to do? He likes to snorkel.

A. Ask eight classmates the question. Then listen and write.

Name	Activity
	

B. Look and write.



What do they like to do?



_____ She likes to go horseback riding.

Unit 9, Worksheet 18: Phonics Fun oo

A. Is it like look or broom? Write the words.



look

broom

B. Poirwork. Are the sentences the some?

Student 1

Read the sentence.

- The cook looked for the broom.
- I like to eat noodles.

Listen, read, and write ✓ or X.

- Her foot hurts.
- A broom is bigger than the moon.

Student 2

Listen, read, and write ✓ or X.

- The mouse looked for the broom.
- I like to eat noodles.

Read the sentence.

- Her foot hurts.
- The moon is bigger than a broom.

FOLD

C. Do they both have the some oo sound? Write ✓ or X.

- | | | | | |
|---------------------------------------------|---------------------------------------------|------------------------------------------------|---------------------------------------------|----------------------------------------------|
| 1. wood
look
<input type="checkbox"/> | 2. moon
cook
<input type="checkbox"/> | 3. noodle
broom
<input type="checkbox"/> | 4. foot
book
<input type="checkbox"/> | 5. good
tooth
<input type="checkbox"/> |
|---------------------------------------------|---------------------------------------------|------------------------------------------------|---------------------------------------------|----------------------------------------------|

Unit 10, Worksheet 19: Bingo

I like painting, but I don't like singing.

They like cycling, but they don't like taking a nap.

Cut out the cards. Make a Bingo grid. Play Bingo.



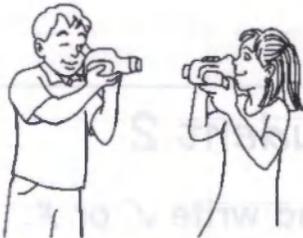
I / sing
take a nap



She / take naps
read comic books



He / read comic books
cycle



They / make videos
sing



We / paint
collect stickers



I / cycle
build models



You / sing
take naps



She / build models
make videos



They / collect stickers
cycle



He / sing
read comic books



We / read comic books
paint



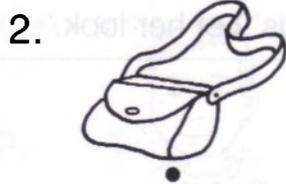
I / paint
build models

Unit 10, Worksheet 20: Phonics Fun er, ir, and ur

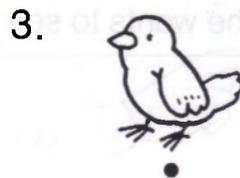
A. Look and match. Then write.



b _ _ d



sh _ _ t



dess _ _ t



p _ _ se

B. Pairwork. Does it have er, ir, or ur?

Student 1	Student 2
<p>Read the word.</p> <p>1. bird</p> <p>2. clerk</p> <p>3. purse</p>	<p>Listen and circle.</p> <p>1. er ir ur</p> <p>2. er ir ur</p> <p>3. er ir ur</p>
<p>Listen and circle.</p> <p>4. er ir ur</p> <p>5. er ir ur</p> <p>6. er ir ur</p>	<p>Read the word.</p> <p>4. dessert</p> <p>5. shirt</p> <p>6. curry</p>

C. Find and circle.



t	u	r	b	c	u	r	r	y	i	r
o	e	r	i	d	e	s	s	e	r	t
s	h	i	r	t	r	p	u	r	s	e
k	d	c	d	c	l	e	r	k	p	r



Unit 11, Worksheet 21: Planets

I want to see Jupiter. Let me look.

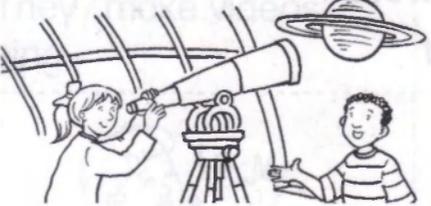
She wants to see Uranus. Let her look.

A. Read and match.

- | | | |
|------------------------------|---|------------------|
| 1. They want to see Neptune. | • | • Let me look. |
| 2. He wants to see Mercury. | • | • Let us look. |
| 3. She wants to see Jupiter. | • | • Let them look. |
| 4. I want to see Saturn. | • | • Let him look. |
| 5. We want to see Mars. | • | • Let her look. |

B. Read and circle.

1.  We want to see Jupiter. Let us look.
She wants to see Jupiter. Let her look.

2.  I want to see Saturn. Let me look.
They want to see Saturn. Let them look.

3.  He wants to see Mercury. Let us look.
We want to see Mercury. Let him look.

C. Unscramble and write.

1. to/Mars/see/. /I/want me/. /look/Let

2. She/to/Pluto/see/wants/. look/her/. /Let

Unit 11, Worksheet 22: Phonics Fun oi and oy

A. Does it have oi or oy? Write the words.



oi

oy

B. Pairwork.

Student 1

Read the word.

- joy
- point

Listen and circle.

- boy oyster
- boil oil

Student 2

Listen and circle.

- boy joy
- point boil

Read the word.

- boy
- oil

FOLD

C. Read and write ✓ or X.



- Roy is a tall boy.
- Roy is boiling oysters.
- Roy's mother has some oil.
- Roy is pointing to a toy.
- Roy is jumping for joy.

Unit 12, Worksheet 23: Occupations

Why do you want to be a vet? Because I like helping animals.

Why does she want to be an engineer? Because she likes building things.

Pairwork.

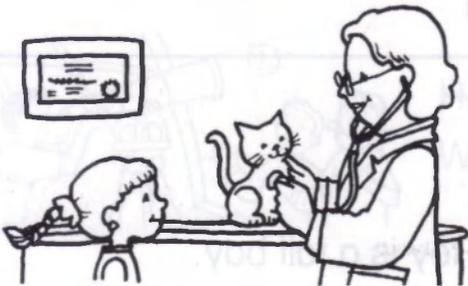
Student 1

Ask the question. Listen and circle.

1. Why does she want to be a nurse?
 - a. Because she likes helping animals.
 - b. Because she likes taking care of people.
2. Why does he want to be an artist?
 - a. Because he likes playing the violin.
 - b. Because he likes drawing.

Answer the question.

3.



4.



Student 2

Answer the question.

1.



2.



Ask the question. Listen and circle.

3. Why does she want to be a vet?

- a. Because she likes helping animals.
- b. Because she likes drawing.

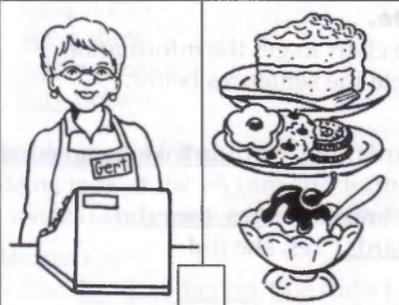
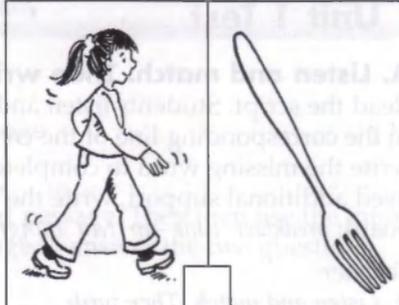
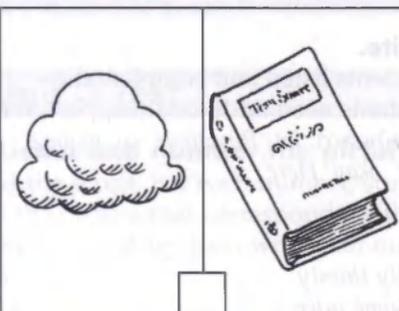
4. Why does she want to be a musician?

- a. Because she likes playing the violin.
- b. Because she likes taking care of people.

FOLD

Unit 12, Worksheet 24: Vowel Blend Review

A. Do they both have the same vowel sound? Write ✓ or X.

1. 	2. 	3. 
4. 	5. 	6. 

B. Pairwork.

Student 1	Student 2
<p>Read the sentence.</p> <p>1. Sue is drawing a picture of a spoon.</p> <p>2. The boy will go to the park in the fall.</p> <p>Listen and circle.</p> <p>3. a. I like to draw with crayons. b. I like drawing with markers.</p> <p>4. a. She put the coin in her purse. b. She put the oil in her pot.</p>	<p>Listen and circle.</p> <p>1. a. Sue is walking to the moon. b. Sue is drawing a picture of a spoon.</p> <p>2. a. The boy will go to the park in the fall. b. The boy will boil an oyster for dessert.</p> <p>Read the sentence.</p> <p>3. I like drawing with markers.</p> <p>4. She put the coin in her purse.</p>

FOLD

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 match. Then write.

Read the script. Students listen and match each number to the corresponding line of the conversation. They then write the missing word to complete each line. If students need additional support, write the following on the board: *breakfast time up My hungry for and*

Teacher:

A. Listen and match. Then write.

1. Wake up, Annie!
2. What time is it, Penny?
3. It's seven o'clock. It's time for breakfast.
4. Good. I'm hungry.
5. Smells good. What's for breakfast?
6. We're having bacon and eggs.
7. Yum! My favorite!

Answer Key

1. Wake up, Annie!
2. What time is it, Penny?
3. It's seven o'clock. It's time for breakfast.
4. Good. I'm hungry.
5. Smells good. What's for breakfast?
6. We're having bacon and eggs.
7. Yum! My favorite!

B. Listen and circle the sound you hear.

Read the script. For each number, students listen to the word and circle the consonant blend sound they hear.

Teacher:

B. Listen and circle the sound you hear.

1. *smile*
2. *fish*
3. *bread*
4. *green*
5. *plane*

Answer Key

1. sm
2. sh
3. br
4. gr
5. pl

C. Read and write.

Students write the verb to complete each verb phrase.

Answer Key

1. climb a mountain
2. clean the tent
3. listen to stories
4. watch the sunrise

D. Look and write.

Students look at the chart to get the information necessary to complete the sentences below.

Answer Key

1. Did he play cards? No, he didn't. He laughed at jokes.
2. Did they cook breakfast? Yes, they did.
3. Did she play cards? Yes, she did.

Unit 2 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: *lot Pineapple so money thirsty get juice Me okay Here*

Teacher:

A. Listen and write.

1. It's so hot. I'm really thirsty.
2. Me, too. Let's get some juice.
3. What kind of juice do you want?
4. Pineapple juice, please.
5. Uh-oh! I don't have enough money.
6. That's okay. It's my treat.
7. Here you are.
8. Thanks a lot.

Answer Key

1. It's so hot. I'm really thirsty.
2. Me, too. Let's get some juice.
3. What kind of juice do you want?
4. Pineapple juice, please.
5. Uh-oh! I don't have enough money.
6. That's okay. It's my treat.
7. Here you are.
8. Thanks a lot.

B. Listen and match.

Read the script. Students listen and match each number to the word they hear.

Teacher:

B. Listen and match.

1. *baked*
2. *played*
3. *called*
4. *kissed*
5. *cleaned*
6. *chopped*

C. Read and write.

Students write the verb to complete each verb phrase.

Answer Key

1. drink soda pop
2. eat cotton candy
3. have lunch
4. see a show
5. win a prize
6. buy tickets

D. Look and write.

Students look at the picture and write both a positive and a negative sentence about each person.

Answer Key

1. She drank soda pop. She didn't buy tickets.
2. They went on a ride. They didn't win a prize.
3. He ate cotton candy. He didn't have lunch.

Unit 3 Test

A. Listen and number the pictures.

Read the script. For each number, students listen and find the picture that corresponds to those lines of the conversation. They then write that number in the space provided.

Teacher:

A. Listen and number the pictures.

1. Let me help you, Mom./Thanks. Be careful. It's heavy.
2. No problem. I'm strong./Yes, you are.
3. Help!/Watch out!

Answer Key

3, 1, 2

B. Do they both have the same -ed sound?

Listen and write ✓ or X.

Read the script. For each number, students listen to the two words. If they both have the same *final -ed* sound, students write ✓. If the two words have different *final -ed* sounds, students write X.

Teacher:

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

1. *baked, dusted*
2. *planted, weeded*
3. *waited, cleaned*
4. *waited, dusted*

Answer Key

1. X
2. ✓
3. X
4. ✓

C. Unscramble and write.

Students unscramble and write the words that make up each verb phrase.

Answer Key

1. sweep the floor
2. hang up the clothes
3. make the bed
4. set the table
5. feed the pets
6. take out the garbage

D. Read and write.

Students read the short passage. They then use the information from the passage to answer the two questions.

Answer Key

1. What did Bob do? He did the laundry and took out the garbage.
2. What did Mary do? She made the bed and swept the floor.

Unit 4 Test

A. Listen and match. Then write.

Read the script. For each number, students listen and draw a line between the two lines of conversation that they hear. They then write the missing word to complete each line. If students need additional support, write the following on the board: *turn for fun on very Walk*

Teacher:

A. Listen and match. Then write.

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

Answer Key

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

B. Does it have cle, die, or tle? Listen and write.

Read the script. Students listen and write *cle*, *dle*, or *tle* to complete each word.

Teacher:

B. Does it have cle, dle, or tle? Listen and write.

1. *beetle*
2. *uncle*
3. *poodle*
4. *bicycle*
5. *bottle*

Answer Key

1. beetle
2. uncle
3. poodle
4. bicycle
5. bottle

C. Look and circle.

Students look at each picture and circle the words that make up the corresponding verb phrase.

Answer Key

1. see a movie
2. ride the bus
3. visit a friend
4. buy a donut

D. Look and write.

Students look at each pair of pictures and write the corresponding sentences.

Answer Key

1. They're going to mail a letter. They aren't going to get a haircut.
2. He's going to take a taxi. He isn't going to ride the bus.

Unit 5 Test

A. Listen. Then write the sentences in the correct order.

Read the script. Students listen and then write the lines of conversation in the correct order.

Teacher:

A. Listen. Then write the sentences in the correct order.

What are you eating?

Fried rice. Try some. It's good.

Hey! It's delicious.

I told you so.

Answer Key

1. What are you eating?
2. Fried rice. Try some. It's good.
3. Hey! It's delicious.
4. I told you so.

B. Does it have -er? Listen and circle ✓ or ✗.

Read the script. Students listen to each word then circle ✓ if it has the final -er sound and ✗ if it does not.

Teacher:

B. Does it have -er? Listen and circle ✓ or ✗.

1. tiger
2. uncle
3. bottle
4. blister
5. mother

Answer Key

1. ✓
2. ✗
3. ✗
4. ✓
5. ✓

C. Unscramble and write.

Students unscramble and write each word.

Answer Key

1. curry
2. burritos
3. spaghetti
4. lemonade
5. french fry
6. iced tea

D. Look and write.

Students look at the picture and complete the sentences about each person.

Answer Key

1. What's she going to have? She's going to have some tacos.
2. What's he going to have? He's going to have some hot dogs.
3. What's she going to have? She's going to have some lemonade.

Unit 6 Test

A. Listen and match. Then write.

Read the script. For each number, students listen and draw a line between the two lines of conversation that they hear. They then write the missing word to complete each line. If students need additional support, write the following on the board: *Great your fun Excuse class across*

Teacher:

A. Listen and match. Then write.

1. What's your favorite subject?/I like Math. It's fun.
2. Excuse me. Where's the library?/Go straight. It's across from the music room.
3. Thanks./Sure.
4. Oh. It's time for art class./Great. That's my favorite.

Answer Key

1. What's your favorite subject?/I like Math. It's fun.
2. Excuse me. Where's the library?/Go straight. It's across from the music room.
3. Thanks./Sure.
4. Oh. It's time for art class./Great. That's my favorite.

B. Listen and circle.

Read the script. Students circle each word they hear.

Teacher:

B. Listen and circle.

1. call
2. law
3. yawn
4. walk
5. laundry

C. Look and write.

Students look at each picture and write the corresponding words.

Answer Key

1. go skiing
2. pick apples
3. go to the beach
4. plant flowers

D. Look and write.

Students look at the chart to get the information necessary to complete the sentences.

Answer Key

1. They'll pick apples in the fall. They won't play in the leaves.
2. He'll build a snowman in the winter. He won't go skiing.

Midterm Test

A. Listen and circle ✓ or X.

Read the script. For each number, students look at the picture and listen to the conversation. If the picture illustrates the conversation, students circle ✓. If it does not, students circle X.

Teacher:

A. Listen and circle ✓ or X.

1. I'm really thirsty.
Me, too. Let's get some juice.
What kind of juice do you want?
Pineapple juice, please.
2. Wake up, Tom!
What time is it, Jack?
It's seven o'clock. It's time for breakfast.
Good. I'm hungry.
3. Excuse me. Where's the drugstore?
Go straight. It's across from the bakery.
Thanks.
Sure.

Answer Key

1. X
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. What's for breakfast?/We're having bacon and eggs.
2. Uh-oh! I don't have enough money./That's okay. It's my treat.
3. Are you okay?/I think so.
4. Did you say turn right or turn left?/Turn right. It's on the left.
5. What's your favorite subject?/I like math. It's fun.
6. It's so hot. I'm really thirsty./Me, too. Let's get some juice.

C. Listen and write.

Read the script. Students listen and write the missing words to complete each sentence.

Teacher:

C. Listen and write.

1. What time is it? It's five twenty-five.
2. What kind of juice do you want?

3. Excuse me. I'm looking for the museum.
4. Excuse me. Where's the library?
5. It's across from the music room.

Answer Key

1. What time is it? It's five twenty-five.
2. What kind of juice do you want?
3. Excuse me. I'm looking for the museum.
4. Excuse me. Where's the library?
5. It's across from the music room.

D. Listen and write.

Read the script. Students listen and write each word they hear.

Teacher:

D. Listen and write.

1. talk
2. spoon
3. kissed
4. puddle
5. lobster
6. bread
7. draw
8. called

E. Listen and circle.

Read the script. Students listen and circle each word they hear.

Teacher:

E. Listen and circle.

1. shop
2. kicked
3. battle
4. better
5. crawl
6. bride
7. speak
8. great
9. train
10. wanted

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

Read the script. For each number, students listen to the two words and write ✓ if they both end with the same -ed sound. If the two words end with different -ed sounds, students write X.

Teacher:

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

1. kissed, dusted
2. chopped, baked
3. called, weeded
4. planted, greeted

Answer Key

1. X
2. ✓
3. X
4. ✓

Unit 7 Test

G. Look and write.

Students write the verb to complete each verb phrase.

Answer Key

1. cook breakfast
2. drink soda pop
3. sweep the floor
4. visit a friend
5. get a haircut
6. buy tickets

H. Unscramble, write, and match.

Students unscramble and write each word. They then match each word to the corresponding picture.

Answer Key

1. curry (second picture)
2. winter (fourth picture)
3. spaghetti (first picture)
4. spring (third picture)

I. Look and write.

Students look at the picture and then write the words for each numbered spot.

Answer Key

1. wash the pots and pans
2. sweep the floor
3. feed the pets
4. plant flowers

J. Read and write.

Students answer each question.

Answer Key

1. Did he listen to stories? Yes, he did.
2. What did she do? She saw a movie.
3. Did she climb a mountain? No, she didn't. She cleaned the tent.
4. What are they going to have? They're going to have some hot dogs.

K. Look and match.

Students match each picture to the corresponding pair of sentences.

Answer Key

1. He's going to mail a letter. He isn't going to get a haircut.
2. They'll go to the beach in the summer. They won't go skiing.
3. She had lunch. She didn't see a show.

A. Listen and circle ✓ or X.

Read the script. For each number, students look at the picture and listen to the conversation. If the picture illustrates the conversation, students circle ✓. If it does not, students circle X.

Teacher:

A. Listen and circle ✓ or X.

1. Which one do you want?/Oh, I don't know. They're all cute.
2. Mom, the cashier is over here.
3. Are you sure?/I'm positive./Great. Let's get it.

Answer Key

1. X
2. ✓
3. X

B. Does it have ar or or? Listen and write.

Read the script. Students listen and write either *ar* or *or* to complete each word.

Teacher:

B. Does it have ar or or? Listen and write.

1. part
2. cork
3. farm
4. horn
5. yard

Answer Key

1. part
2. cork
3. farm
4. horn
5. yard

C. Complete the puzzles.

Students look at the picture cues and write the corresponding words in the puzzles.

Answer Key

Across

1. octopus
2. eel
3. whale
4. crab

Down

5. dolphin
6. shark

D. Unscramble and write.

Students unscramble and write each sentence.

Answer Key

1. The shark is faster than the crab.
2. The dolphin is smaller than the whale.

Unit 8 Test

A. Listen and match. Then write.

Read the script. Students listen and match each number to the corresponding line of the conversation. They then write the missing word to complete each line. If students need additional support, write the following on the board: *going There's it's Shut it cute won't*

Teacher:

A. Listen and match. Then write.

1. Dad! Guess what!
2. What?
3. There's a monkey on the car!
4. Quick! Shut the window.
5. Look! There it is.
6. Oh, it's cute.
7. It's not cute. It's scary.
8. Don't worry. It won't hurt you.
9. Aw! It's going away.

Answer Key

1. Dad! Guess what!
2. What?
3. There's a monkey on the car!
4. Quick! Shut the window.
5. Look! There it is.
6. Oh, it's cute.
7. It's not cute. It's scary.
8. Don't worry. It won't hurt you.
9. Aw! It's going away.

B. Which picture has a different vowel sound? Listen and write X.

Students color the paint in number 1 brown. Then read the script. For each number, students listen to the three words and write X on the illustration of the word that has a different vowel sound.

Teacher:

B. Which picture has a different vowel sound? Listen and write X.

1. brown, cloud, coat
2. boat, gown, owl
3. mouth, note, snow
4. cow, mouse, phone

Answer Key

1. coat
2. boat
3. mouth
4. phone

C. Unscramble, write, and match.

Students unscramble and write each word. They then match each word to the corresponding picture.

Answer Key

1. snake (third picture)
2. giraffe (fourth picture)
3. turtle (first picture)
4. cheetah (second picture)

D. Read, look, and write.

For each number, students read the descriptive sentences. They then use that information to write each person's name in the space provided.

Answer Key

1. Joy, Sue, Jane
2. John, Tom, Don

Unit 9 Test

A. Listen. Then write the sentences in the correct order.

Read the script. Students listen and then write the lines of conversation in the correct order.

Teacher:

A. Listen. Then write the sentences in the correct order.

Nice game. It was close.

Yeah, it was.

Do you want to play again?

Sure. And this time we'll win.

Answer Key

1. Nice game. It was close.
2. Yeah, it was.
3. Do you want to play again?
4. Sure. And this time we'll win.

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

Read the script. For each number, students listen to the two words. If they both have the same oo sound, students write ✓. If the two words have different oo sounds, students write X.

Teacher:

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

1. good, look
2. broom, foot
3. noodle, room
4. school, moon
5. stood, wood

Answer Key

1. ✓
2. X
3. ✓
4. ✓
5. ✓

C. Read and write.

Students write the verb to complete each verb phrase.

Answer Key

1. play Ping-Pong
2. go fishing
3. listen to music

D. Look and write.

Students look at the chart to get the information necessary to complete the sentences.

Answer Key

1. What do they like to do? They like to in-line skate.
2. What does she like to do? She likes to snorkel.
3. What does he like to do? He likes to snorkel.

Unit 10 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. Wow! What a cool kite!
2. Thanks. I made it myself.
3. You're kidding!
4. No, it's true. I made it.
5. Was it hard?
6. No, it was easy. I'll show you.
7. Great. What do we need?
8. Paper and string. Let's get some.

Answer Key

1. Wow! What a cool kite!
2. Thanks. I made it myself.
3. You're kidding!
4. No, it's true. I made it.
5. Was it hard?
6. No, it was easy. I'll show you.
7. Great. What do we need?
8. Paper and string. Let's get some.

B. Does it have er, ir, or ur? Listen and write.

Read the script. For each number, students listen and write the target sound they hear—either *er*, *ir*, or *ur*.

Teacher:

B. Does it have er, ir, or ur? Listen and write.

1. bird
2. hurry
3. girl
4. clerk
5. Bert
6. purse

Answer Key

- | | |
|-------|-------|
| 1. ir | 2. ur |
| 3. ir | 4. er |
| 5. er | 6. ur |

C. Look and write.

Students look at each picture and write the corresponding word(s).

Answer Key

- | | |
|----------|---------------|
| 1. cycle | 2. paint |
| 3. sing | 4. take a nap |

D. Look and write.

Students look at the chart to get the information necessary to complete the sentences.

Answer Key

1. He likes building models, but he doesn't like making videos.
2. She likes making videos, but she doesn't like collecting stickers.
3. They like collecting stickers, but they don't like building models.

Unit 11 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: *snack Did time was Can all thirsty want catch Please*

Teacher:

A. Listen and write.

1. Wow! Did you see all the planets and stars?
2. Yeah! That was a great show.
3. Can we go to the snack bar?
4. Can we go to the gift shop?
5. No, kids. We don't have time.
6. Aw. But I want to buy a gift for my dad.
7. And I'm thirsty.
8. Please, Ms. Apple. We'll hurry.
9. Sorry, kids. We have to catch the bus.

Answer Key

1. Wow! Did you see all the planets and stars?
2. Yeah! That was a great show.
3. Can we go to the snack bar?
4. Can we go to the gift shop?
5. No, kids. We don't have time.
6. Aw. But I want to buy a gift for my dad.
7. And I'm thirsty.
8. Please, Ms. Apple. We'll hurry.
9. Sorry, kids. We have to catch the bus.

B. Listen and match.

Read the script. Students listen and match each number to the corresponding word.

Teacher:

B. Listen and match.

1. oyster
2. spoil
3. toy
4. coin
5. point
6. soy

C. Unscramble and write.

Students unscramble and write each word.

Answer Key

1. Mars
2. Uranus
3. Pluto
4. Earth

D. Read and match.

Students match each pair of sentences to the corresponding picture.

Answer Key

1. b
2. c
3. a

Unit 12 Test

A. Listen and number the pictures.

Read the script. For each number, students listen and find the picture that corresponds to those lines of the conversation. They then write that number in the space provided.

Teacher:

A. Listen and number the pictures.

1. You dance really well./Thanks. I love dancing.
2. I don't dance very well./Sure you do. You're a good dancer.
3. I have an idea. Let's practice together./That's a great idea. Thanks.

Answer Key

2, 3, 1

B. Listen and circle the sound you hear.

Read the script. For each number, students listen to the word and circle the vowel blend sound they hear.

Teacher:

B. Listen and circle the sound you hear.

1. farm
2. dessert
3. walk
4. mouse
5. joy

Answer Key

1. ar
2. er
3. al
4. ou
5. oy

C. Look and circle.

Students look at each picture and circle the words that make up the corresponding verb phrase.

Answer Key

1. build things
2. program computers
3. play the violin
4. take care of people

D. Look and write.

Students look at each picture and write the corresponding sentences.

Answer Key

1. Why does he want to be a computer programmer?
Because he likes programming computers.
2. Why does she want to be a musician? Because she likes playing the violin.
3. Why does she want to be a nurse? Because she likes taking care of people.

Final Test

A. Listen and circle ✓ or ✗.

Read the script. For each number, students look at the picture and listen to the conversation. If the picture illustrates the conversation, students circle ✓. If it does not, students circle ✗.

Teacher:

A. Listen and circle ✓ or ✗.

1. It's so hot. I'm really thirsty.
Me, too. Let's get some juice.
What kind of juice do you want?
Pineapple juice, please.
2. Which one do you want?
Oh, I don't know. They're all cute.
Well, it's time to go. Please make up your mind.
Um, okay. I'll take this one.
3. Dad! Guess what!
What?
There's a monkey on the car!
Quick! Shut the window.
4. What are you eating?
Fried rice. Try some. It's good.
No thanks.
Come on. Just a little.
5. Wow! What a cool kite!
Thanks. I made it myself.
You're kidding!
No, it's true. I made it.
6. Oh! I missed the ball!
We won! We won!
Congratulations.
Nice game. It was close.

Answer Key

1. ✓
2. ✓
3. ✓
4. ✗
5. ✓
6. ✗

B. Listen and match.

Read the script. For each number, students listen and match the sentence(s) in the left-hand column to the most logical response in the right-hand column.

Teacher:

B. Listen and match.

1. Are you sure?/I'm positive.
2. Wow! What a cool kite!/Thanks. I made it myself.
3. Can we go to the gift shop?/No, kids. We don't have time.
4. You dance really well./Thanks. I love dancing.
5. Let's practice together./That's a great idea.
6. What are you eating?/Fried rice.

C. Listen and circle the sound you hear.

Read the script. For each number, students listen and circle the vowel blend sound they hear.

Teacher:

C. Listen and circle the sound you hear.

1. arm
2. moon
3. clerk
4. book
5. boy
6. house
7. corn
8. purse

Answer Key

1. ar
2. oo
3. er
4. oo
5. oy
6. ou
7. or
8. ur

D. Listen and circle.

Read the script. Students listen and circle each word they hear.

Teacher:

D. Listen and circle.

1. joy
2. spoon
3. fork
4. broom
5. bird
6. coin
7. called
8. chair
9. butter
10. bicycle

E. Listen and write.

Read the script. Students listen and write each word they hear.

Teacher:

E. Listen and write.

1. barn
2. mouse
3. bird
4. moon
5. bottle
6. fork
7. weeded
8. planted

F. Look and circle.

Students look at each picture and circle the corresponding word(s).

Answer Key

1. whale
2. go fishing
3. Earth
4. cheetah
5. take a nap
6. artist

G. Look and write.

Students look at each numbered spot in the large scene. Then, for each number, they write the corresponding word(s) below.

Answer Key

1. play cards
2. drink soda pop
3. tacos
4. lemonade
5. hot dogs
6. wash the pots and pans
7. clean the tent
8. climb a mountain
9. take pictures

H. Read and match.

For each number, students match the sentence in the left-hand column to the most logical response in the right-hand column.

Answer Key

1. Which one is the tallest? / The giraffe is the tallest.
2. What does he like to do? / He likes to play badminton.
3. Did they have lunch? / Yes, they did.
4. What did he do? / He set the table.
5. Why does he want to be a vet? / Because he likes helping animals.
6. What's she going to have? / She's going to have some spaghetti.

I. Read and circle.

Students circle the words that make up each sentence.

Answer Key

1. The crab is slower than the shark.
2. I like snorkeling, but I don't like painting.
3. They went on a ride. They didn't have lunch.
4. What does she like to do? She likes to go sailing.
5. I want to see Mars. Let me look.
6. Why does he want to be an artist? Because he likes drawing.

J. Look and write.

Students look at each picture and write the corresponding sentences.

Answer Key

1. Did she clean the tent? No, she didn't. She washed the pots and pans.
2. What did she do? She made the bed.
3. What are they going to have? They're going to have some iced tea.
4. He'll plant flowers in the spring. He won't play in the leaves.
5. The cheetah is shorter than the giraffe.
6. He wants to see Neptune. Let him look.

K. Complete the puzzle.

Students look at each picture cue and write the corresponding word in the crossword puzzle.

Answer Key

Across

1. taco
2. cheetah
3. spaghetti

Down

1. turtle
5. cycle
6. vet
7. octopus
8. paint

L. Look and write.

Students use the picture as a cue to fill in the missing words.

Answer Key

Tom is the tallest. He likes reading comic books.

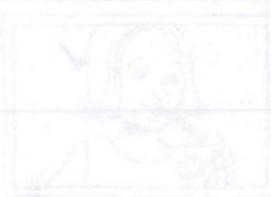
Sue is taller than Jan.

Sue likes building models.

Jan is the shortest.

She likes making videos.

D. Look and write.

		1. She _____	
		2. They _____	

UNIT 1 TEST

A. Listen and match. Then write.

- | | |
|------|--------------------------------------------------|
| 1. • | • It's seven o'clock. It's time _____ breakfast. |
| 2. • | • Yum! _____ favorite! |
| 3. • | • We're having bacon _____ eggs. |
| 4. • | • Good. I'm _____. |
| 5. • | • What _____ is it, Penny? |
| 6. • | • Smells good. What's for _____? |
| 7. • | • Wake _____, Annie! |

B. Listen and circle the sound you hear.

1. sp sn sm 2. ch th sh 3. br pr dr 4. gr tr dr 5. si pi fl

C. Read and write.

1. _____ a mountain 2. _____ the tent 3. _____ to stories 4. _____ the sunrise

D. Look and write.

	cook breakfast	play cards	laugh at jokes
		✓	
	✓		
			✓

1.  Did he play cards? _____
2.  Did they cook breakfast? _____
3.  _____ Yes, she did.

UNIT 2 TEST

A. Listen and write.



1. It's _____ hot. I'm really _____.
2. _____, too. Let's _____ some juice.
3. What kind of _____ do you want?
4. _____ juice, please.
5. Uh-oh! I don't have enough _____.
6. That's _____. It's my treat.
7. _____ you are.
8. Thanks a _____.

B. Listen and match.

1. •
2. •
3. •
4. •
5. •
6. •

played

kissed

baked

called

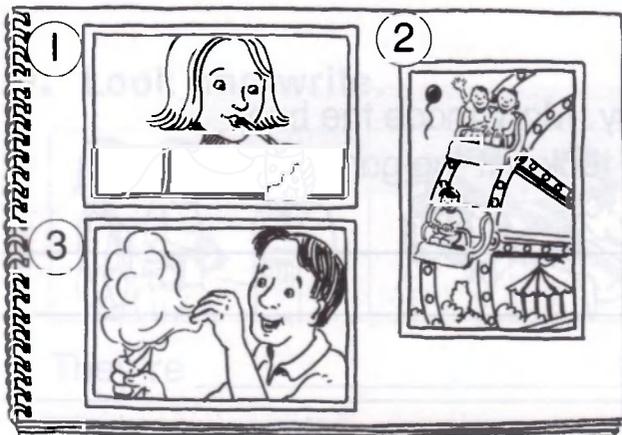
chopped

cleaned

C. Read and write.

- | | | |
|-------------------|-----------------------|------------------|
| 1. _____ soda pop | 2. _____ cotton candy | 3. _____ lunch |
| 4. _____ a show | 5. _____ a prize | 6. _____ tickets |

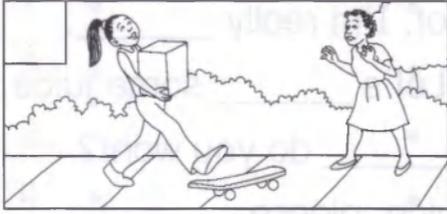
D. Look and write.



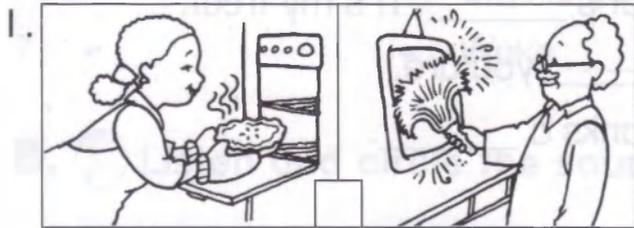
1. She _____
_____ didn't buy tickets.
2. They _____
_____ win a prize.
3. He _____
_____ have lunch.

UNIT 3 TEST

A. Listen and number the pictures.



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



C. Unscramble and write.

1. floor / sweep / the

2. up / clothes / hang / the

3. make / bed / the

4. table / the / set

5. feed / pets / the

6. garbage / the / out / take

D. Read and write.

Mary and Bob cleaned the house on Saturday. Mary made the bed and swept the floor. Bob did the laundry and took out the garbage.

1. What did Bob do? _____

2. What did Mary do? _____

UNIT 4 TEST

A. Listen and match. Then write.

-  Excuse me. I'm looking _____ the museum. Is it far?
  You're welcome. Have _____!
-  Did you say _____ right or turn left?
  Not really. _____ two blocks. Turn right. It's on the left.
-  Thank you _____ much.
  Turn right. It's _____ the left.

B. Does it have cle, die, or tie? Listen and write.

1. bee _____ 2. un _____ 3. poo _____ 4. bicy _____ 5. bot _____

C. Look and circle.

- 

see a movie
a taxi
- 

ride a bed
the bus
- 

visit the pets
a friend
- 

buy a donut
a table

D. Look and write.

- 


They're _____
_____ aren't _____
- 


He's _____

UNIT 5 TEST

A.  Listen. Then write the sentences in the correct order.

What are you eating?

I told you so.

Hey! It's delicious.

Fried rice. Try some. It's good.

1. _____
2. _____
3. _____
4. _____

B.  Does it have -er? Listen and circle ✓ or X.

1. 2. 3. 4. 5.

C. Unscramble and write.

- | | |
|---------------------|-------------------|
| 1. rruyc _____ | 2. rrtiosbu _____ |
| 3. ghsettpai _____ | 4. madeonel _____ |
| 5. fnerch rfy _____ | 6. edci eat _____ |

D. Look and write.



1. What's she going to have?

2. _____

He's going to have _____

3. _____

UNIT 6 TEST

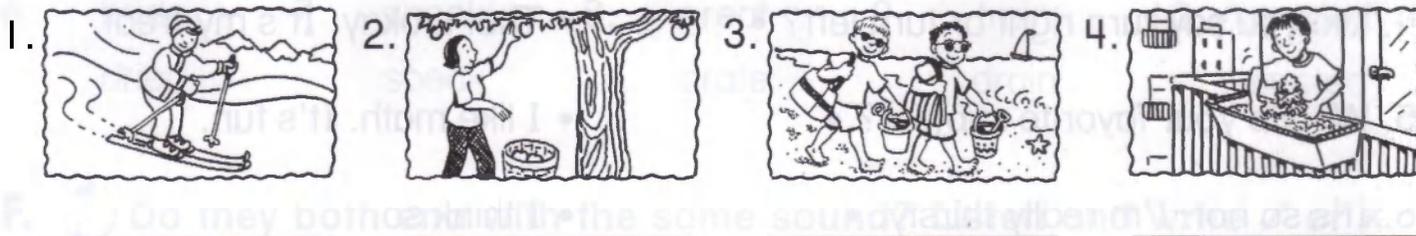
A. Listen and match. Then write.

1.  What's _____ favorite subject?  Sure.
2.  _____ me. Where's the library?  I like Math. It's _____.
3.  Thanks.  _____ . That's my favorite.
4.  Oh. It's time for art _____.  Go straight. It's _____ from the music room.

B. Listen and circle.

1. wall 2. law 3. lawn 4. walk 5. saucer
 call paw yawn talk laundry

C. Look and write.



D. Look and write.

fall: pick apples	✓	✗
fall: play in the leaves	✗	✓
winter: build a snowman	✗	✓
winter: go skiing	✓	✗

1.  They'll _____ fall.

_____ won't _____.

2.  _____ winter.

MIDTERM TEST

A. Listen and circle ✓ or X.



✓ X



✓ X



✓ X

B. Listen and match.

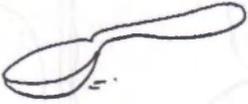
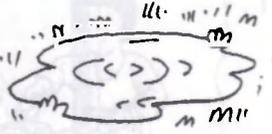
- | | |
|-------------------------------------------|----------------------------------|
| 1. What's for breakfast? • | • Turn right. It's on the left. |
| 2. Uh-oh! I don't have enough money. • | • We're having bacon and eggs. |
| 3. Are you okay? • | • Me, too. Let's get some juice. |
| 4. Did you say turn right or turn left? • | • That's okay. It's my treat. |
| 5. What's your favorite subject? • | • I like math. It's fun. |
| 6. It's so hot. I'm really thirsty. • | • I think so. |

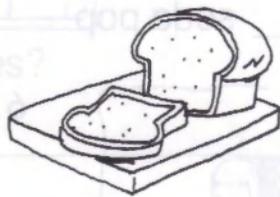
C. Listen and write.

1. What _____ is it? It's five _____.
2. What _____ of juice do you _____?
3. _____ me. I'm _____ for the museum.
4. Excuse me. _____ the library?
5. It's _____ from the music _____.

MIDTERM TEST

D. Listen and write.

1.  2.  3.  4. 

5.  6.  7.  8. 

E. Listen and circle.

1. chop 2. kissed 3. battle 4. better 5. crawl
shop kicked paddle butter scrawl
6. bride 7. sneak 8. great 9. train 10. weeded
dried speak crate drain wanted

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

1.  

2.  

3.  

4.  

MIDTERM TEST

G. Look and write.



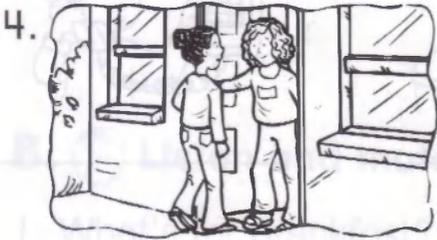
_____ breakfast



_____ soda pop



_____ the floor



_____ a friend



_____ a haircut



_____ tickets

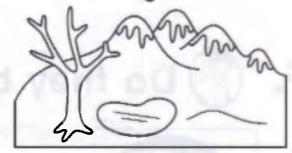
H. Unscramble, write, and match.

1. rcryu

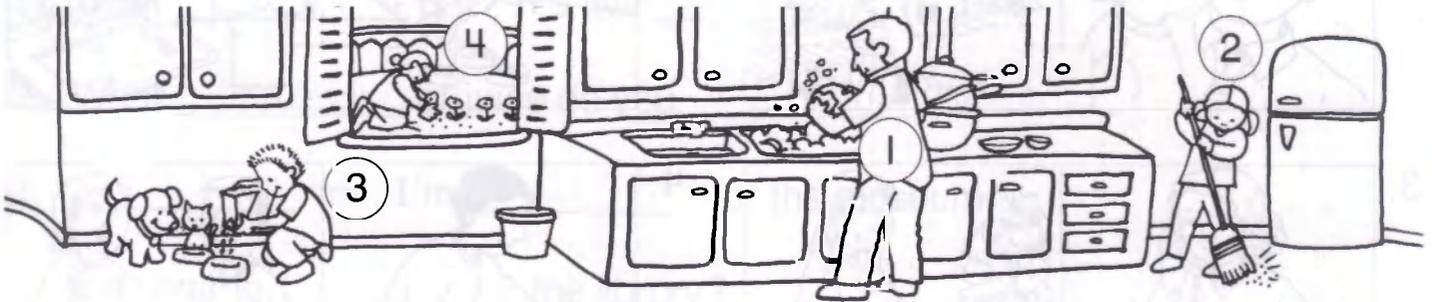
2. ntriew

3. aeithtpgs

4. rngpis



I. Look and write.



1. w _____ t _____ p _____ a _____ p _____

2. s _____ t _____ f _____

3. f _____ t _____ p _____

4. p _____ f _____

MIDTERM TEST

J. Read and write.



Did he listen to stories?



What did she do?



Did she climb a mountain?



What are they going to have?

K. Look and match.



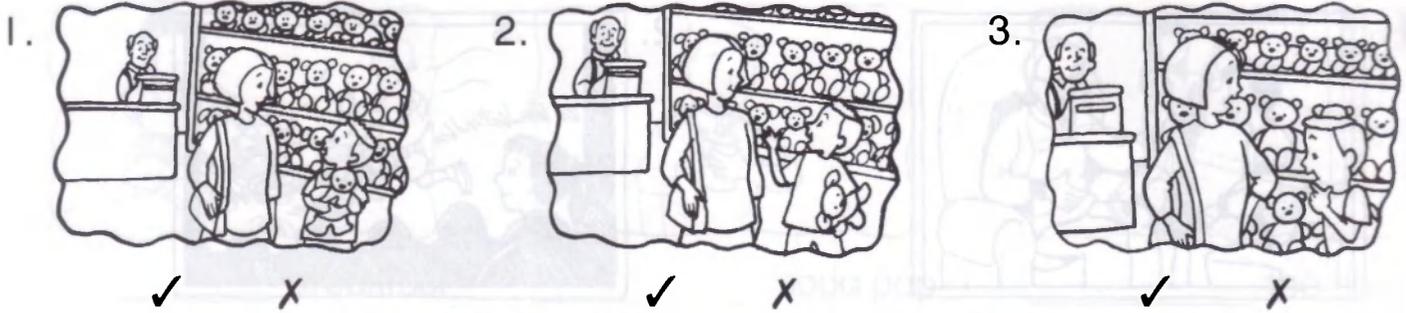
- She had lunch. She didn't see a show.

- He's going to mail a letter.
- He isn't going to get a haircut.

- They'll go to the beach in the summer. They won't go skiing.

UNIT 7 TEST

A. Listen and circle ✓ or X.

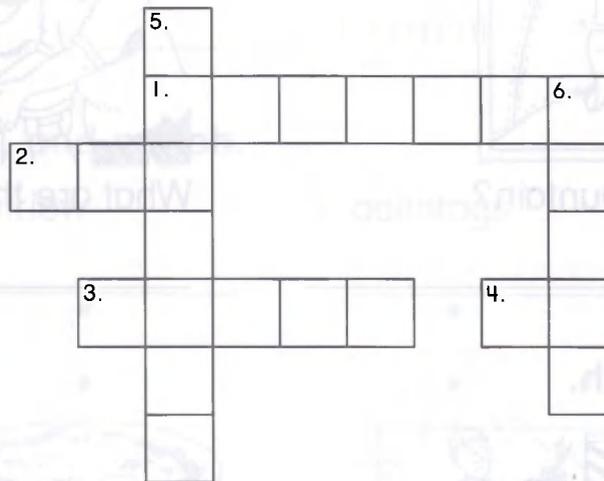
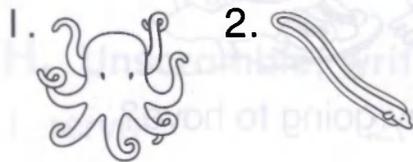


B. Does it hove or or or? Listen and write.

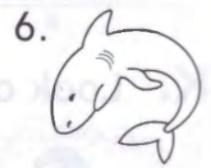
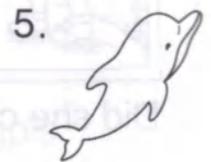
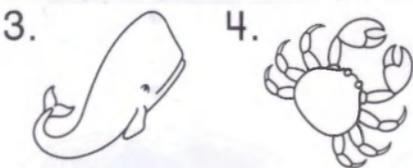
1. p__t 2. c__k 3. f__m 4. h__n 5. y__d

C. Complete the puzzle.

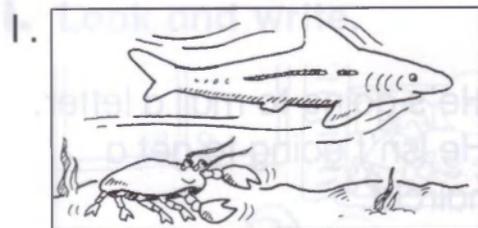
Across →



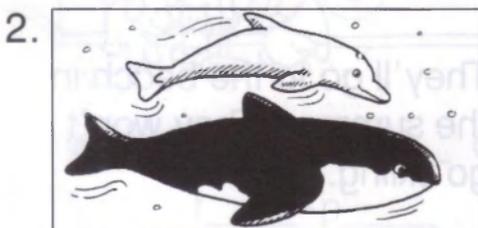
Down ↓



D. Unscramble and write.



shark / the / faster / crab / the / . / than / is



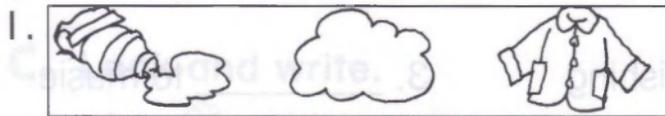
than / is / whale / dolphin / the / the / smaller / .

UNIT 8 TEST

A. Listen and match. Then write.

- | | |
|------|-----------------------------------|
| 1. • | • What? |
| 2. • | • Look! There _____ is. |
| 3. • | • Quick! _____ the window. |
| 4. • | • It's not _____. It's scary. |
| 5. • | • Don't worry. It _____ hurt you. |
| 6. • | • Oh, _____ cute. |
| 7. • | • Dad! Guess what! |
| 8. • | • _____ a monkey on the car! |
| 9. • | • Aw! It's _____ away. |

B. Which picture has a different vowel sound? Listen and write X.



C. Unscramble, write, and match.

- | | | | | | |
|-------------------|--|--|--|--|--------------------|
| 1. oenks _____ • | | | | | • 2. rfegaif _____ |
| 3. eutrit _____ • | | | | | • 4. aecthhe _____ |

D. Read, look, and write.

1. Sue is tall. Jane is taller than Sue.
Joy is the tallest.

2. Tom is the fattest. John is fatter than Don.



UNIT 9 TEST

A.  Listen. Then write the sentences in the correct order.

Do you want to play again?

Yeah, it was.

Sure. And this time we'll win.

Nice game. It was close.

1. _____
2. _____
3. _____
4. _____

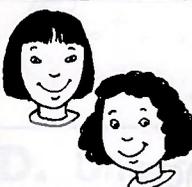
B.  Do they both have the same oo sound? Listen and circle ✓ or X.

1. 2. 3. 4. 5.

C. Read and write.

1. _____ Ping-Pong 2. _____ fishing 3. _____ to music

D. Look and write.

	in-line skate	snorkel
	✓	
		✓
		✓

1.  What do they like to do?

2.  _____ she _____?

3.  _____

UNIT 10 TEST

A. Listen and match.

- | | |
|---------------------|---------------------------|
| 1. Wow! What • | • kidding! |
| 2. Thanks. I • | • it hard? |
| 3. You're • | • we need? |
| 4. No, it's • | • easy. I'll show you. |
| 5. Was • | • a cool kite! |
| 6. No, it was • | • string. Let's get some. |
| 7. Great. What do • | • made it myself. |
| 8. Paper and • | • true. I made it. |

B. Does it have er, ir, or ur? Listen and write.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

C. Look and write.

1.  _____
2.  _____
3.  _____
4.  _____

D. Look and write.

	make videos	build models	collect stickers
			
			
			

1.  He likes _____, but _____.
2.  _____
3.  _____

UNIT 11 TEST

A. Listen and write.



1. Wow! _____ you see _____ the planets and stars?
2. Yeah! That _____ a great show.
3. Can we go to the _____ bar?
4. _____ we go to the gift shop?
5. No, kids. We don't have _____.
6. Aw. But I _____ to buy a gift for my dad.
7. Aw. But I'm _____.
8. _____, Ms. Apple. We'll hurry.
9. Sorry, kids. We have to _____ the bus.

B. Listen and match.

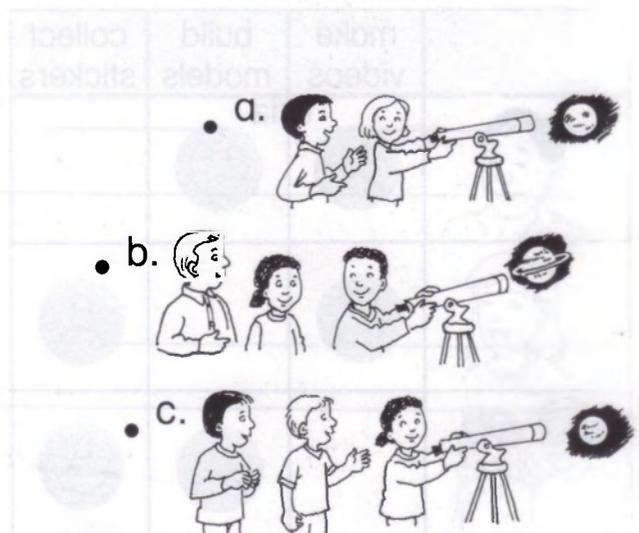
- | | | | | | |
|-----|-------|--------|-----|------|-------|
| 1. | 2. | 3. | 4. | 5. | 6. |
| • | • | • | • | • | • |
| toy | spoil | oyster | soy | coin | point |

C. Unscramble and write.

- | | |
|----------------|-----------------|
| 1. arMs _____ | 2. nuarUs _____ |
| 3. otuPl _____ | 4. arEth _____ |

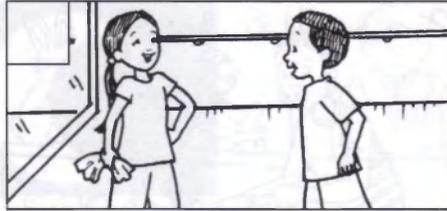
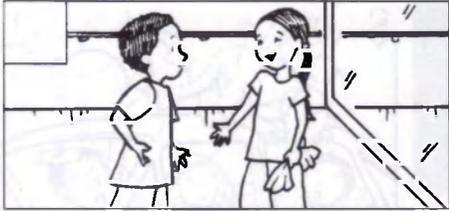
D. Read and match.

1. She wants to see Jupiter. Let her look. •
2. We want to see Venus. Let us look. •
3. I want to see Mercury. Let me look. •



UNIT 12 TEST

A. Listen and number the pictures.



B. Listen and circle the sound you hear.

1. or or 2. ir er 3. aw al 4. ou ow 5. oi oy

C. Look and circle.



things
people



violins
computers



the animals
the violin



of people
of things

D. Look and write.







FINAL TEST

A. Listen and circle ✓ or X.

1.



✓ X

2.



✓ X

3.



✓ X

4.



✓ X

5.



✓ X

6.



✓ X

B. Listen and match.

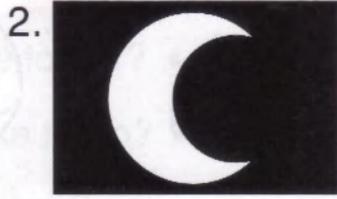
- | | |
|----------------------------------|---------------------------------|
| 1. Are you sure? • | • Thanks. I love dancing. |
| 2. Wow! What a cool kite. • | • That's a great idea. |
| 3. Can we go to the gift shop? • | • Thanks. I made it myself. |
| 4. You dance really well. • | • I'm positive. |
| 5. Let's practice together. • | • No, kids. We don't have time. |
| 6. What are you eating? • | • Fried rice. |

FINAL TEST

C. Listen and circle the sound you hear.



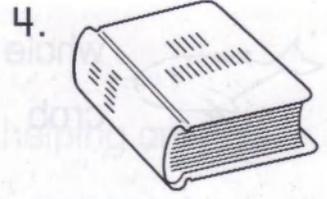
ar or



ow oo



ar er



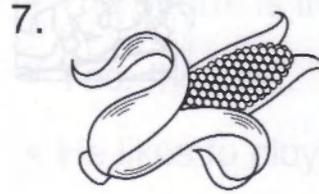
oo oi



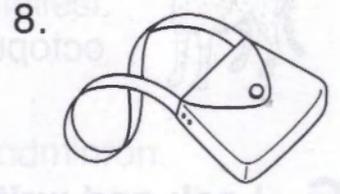
ou oy



ou ar



or ir



ur oo

D. Listen and circle.

1. joy
boy

2. cook
spoon

3. fork
farm

4. broom
wood

5. bird
bury

6. oil
coin

7. called
dusted

8. chair
share

9. butter
brother

10. uncle
bicycle

E. Listen and write.



FINAL TEST

F. Look and circle.



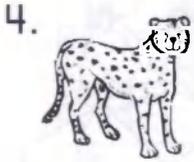
whale
crab



snorkel
go fishing



Mars
Earth



cheetah
octopus

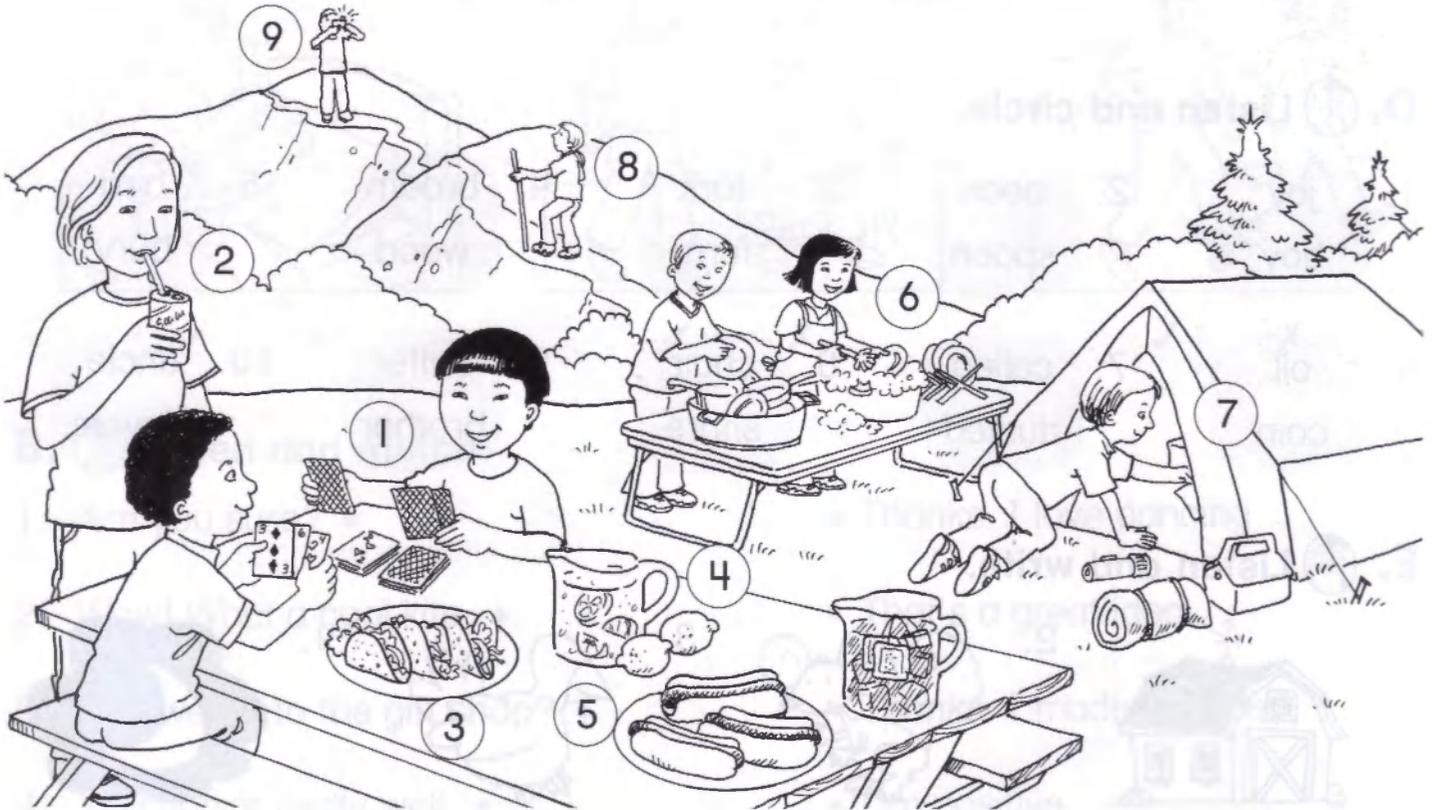


take a nap
play the violin



vet
artist

G. Look and write.



1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____
 7. _____ 8. _____ 9. _____

FINAL TEST

H. Read and match.

- | | |
|------------------------------------|---------------------------------------|
| 1. Which one is the tallest? • | • He set the table. |
| 2. What does he like to do? • | • Because he likes helping animals. |
| 3. Did they have lunch? • | • She's going to have some spaghetti. |
| 4. What did he do? • | • The giraffe is the tallest. |
| 5. Why does he want to be a vet? • | • Yes, they did. |
| 6. What's she going to have? • | • He likes to play badminton. |

I. Read and circle.

1. The crab is

slow
slower

 than the shark.
2. I

like
likes

 snorkeling,

and
but

 I

don't
doesn't

 like painting.
3. They

go
went

 on a ride. They

didn't
don't

 have lunch.
4. What

do
does

 she like to do? She

like
likes

 to go sailing.
5. I

want
wants

 to see Mars. Let

them
me

 look.
6. Why

do
does

 he want to be an artist? Because he

like
likes

 drawing.

FINAL TEST

J. Look and write.



Did she clean the tent?



What _____ she _____?

She _____.



What are they _____?

_____ going to _____.



He'll _____ spring.

_____ won't _____.



The _____ shorter _____.



He _____ Neptune.

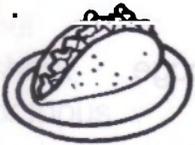
_____ look.

FINAL TEST

K. Complete the puzzle.

Across →

1.



2.

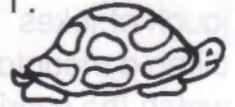


3.



Down ↓

1.



5.



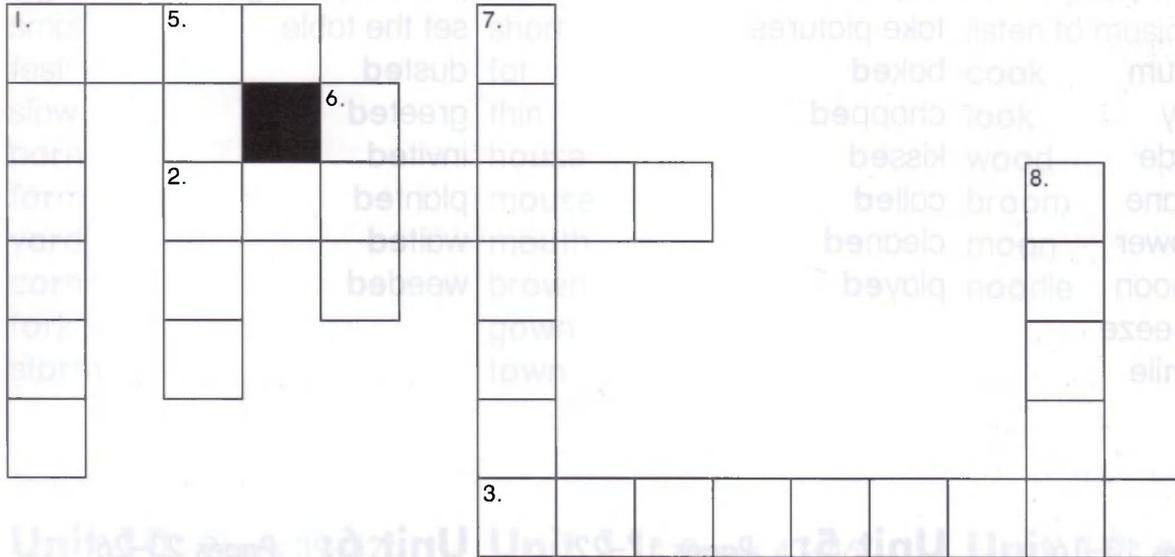
6.



7.



8.



L. Look and write.



Tom is the tallest. He likes _____.

Sue is _____ than Jan.

Sue _____ building _____.

Jan is the _____.

She likes _____.

Card List

Unit 1: Pages 1–4

cook breakfast
listen to stories
laugh at jokes
climb a mountain
watch the sunrise
play cards
wash the pots and pans
clean the tent
chair **drum**
fish **cry**
mother **slide**
three **plane**
bread **flower**
present **spoon**
green **sneeze**
tree **smile**

Unit 2: Pages 5–8

drink soda pop
eat cotton candy
win a prize
go on a ride
see a show
have lunch
buy tickets
take pictures
baked
chopped
kissed
called
cleaned
played

Unit 3: Pages 9–12

make the bed
feed the pets
sweep the floor
take out the garbage
do the laundry
hang up the clothes
put away the groceries
set the table
dusted
greeted
invited
planted
waited
weeded

Unit 4: Pages 13–16

see a movie
rent a video
ride the bus
visit a friend
buy a donut
mail a letter
get a haircut
take a taxi
beetle
bicycle
bottle
poodle
puddle
uncle

Unit 5: Pages 17–22

toco
tacos
burrito
burritos
french fry
french fries
hot dog
hot dogs
spaghetti
curry
iced tea
lemonade
blister
butter
dinner
lobster
mother
tiger

Unit 6: Pages 23–26

spring
summer
fall
winter
plant flowers
pick apples
build a snowman
go to the beach
play in the leaves
go skiing
fall
talk
laundry
saucer
crawl
draw

Unit 7: Pages 27–30

whale
dolphin
eel
shark
octopus
crab
big
small
fast
slow
barn
farm
yard
corn
fork
storm

Unit 8: Pages 31–34

elephant
cheetah
giraffe
snake
turtle
chimpanzee
tall
short
fat
thin
house
mouse
mouth
brown
gown
town

Unit 9: Pages 35–38

play Ping-Pong
play badminton
snorkel
go fishing
go horseback riding
go sailing
in-line skate
listen to music
cook
look
wood
broom
moon
noodle

Unit 10: Pages 39–42

collect stickers
sing
build a model
take a nap
read a comic book
make a video
paint
cycle
clerk
dessert
bird
shirt
curry
purse

Unit 11: Pages 43–46

Mercury
Venus
Earth
Mars
Jupiter
Saturn
Uranus
Neptune
Pluto
boil
oil
point
boy
joy
oyster

Unit 12: Pages 47–50

musician
play the violin
engineer
build things
vet
help animals
computer programmer
program computers
nurse
take care of people
artist
draw
marker
walk
saucer
draw
pork
fork
cloud
shower
cook
spoon
clerk
shirt
purse
coin
boy

Grammar Cards: Pages 51–59

Word List

The numbers to the right of the entries indicate the Student Book page on which the word is introduced. Words in purple appear only in the art (on the Conversation Time pages).

A

again	37
art class	23
artist	52
ate	7

B

bacon	1
baked	8
barn	32
beat the rug	9
because	53
beetle	18
bicycle	18
big	30
bigger	31
bird	46
blister	22
blocks	15
boil	50
boil water	1
bottle	18
bought	7
boy	50
bread	4
breakfast	1
broom	40
brown	36
brownies	19
build a model	44
build a snowman	24
build things	52
building	45
burrito(s)	20
butter	22
buy a donut	16
buy tickets	6

C

called	8
careful	9
cashier	29
catch the bus	47
chair	4
cheetah	34
chimpanzee	34
chopped	8
clean the tent	2
cleaned	3
clerk	46
climb a mountain	2
climbed	3
collect stickers	44
collecting	45
comet	47
computer programmer	52
congratulations	37
cook	40
cook breakfast	2
cooked	3
corn	32
crab	30
crawl	26
cry	4
curry	20
cut the grass	9
cute	29
cycle	44
cycling	45

D

dance	51
dance teacher	51

dancer	51
delicious	19
dessert	46
did	3
didn't	3
dinner	22
do the laundry	10
dolphin	30
drank	7
draw	52
drawing	53
drink soda pop	6
drum	4
dusted	12

E

Earth	48
easy	43
eat cotton candy	6
eel	30
elephant	34
engineer	52
enough	5

F

fall (n.)	24
fall (v.)	26
far	15
farm	32
fast	30
faster	31
fat	34
fattest	35
fed	11
feed the pets	10
fish	4
flower	4

fork	32
french fry	20
french fries	20

G

get a haircut	16
gift shop	47
giraffe	34
go camping	23
go fishing	38
go hiking	23
go horseback riding	38
go ice skating	23
go on a ride	6
go sailing	38
go skiing	24
go to the beach	24
going to	17
gorilla	33
gown	36
green	4
greeted	12
guess what	33

H

had	7
hang up the clothes	10
hard	43
have lunch	6
heavy	9
he'll	25
help animals	52
helping	53
her	49
him	49

hot dog(s)	20
house	36
hung	11

I

I'll	25
iced tea	20
in-line skate	38
invited	12
it was close	37

J

jog	37
joy	50
Jupiter	48
just a little	19

K

kind of	5
kissed	8
knit	43

L

laugh at jokes	2
laughed	3
laundry	26
left	15
lemonade	20
library	23
lion	33
listen to music	38
listen to stories	2
listened	3
little	19
lobster	22
look	40
love	51

M

made	11
mail a letter	16
make a	
phone call	15
make a video	44
make the bed	10
make up your	
mind	29
making	45
marker	54
Mars	48
math	23
Mercury	48
missed	37
monkey	33
moon	40
Moon	47
mother	4
mouse	36
mouth	36
music room	23
musician	52
myself	43
my treat	5

N

need	43
Neptune	48
nice game	37
noodle	40
not really	15
nurse	52

O

octopus	30
oil	50
oyster	50

P

pack the bags	1
paint	44

painting	45
photographer	51
pick apples	24
pick up garbage	1
pie	19
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